KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS

VIRTUAL MEETING AGENDA
Wednesday, April 17, 2024
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet at Fort Hays State University. A Zoom option will be available.

I.	**Call to Order**	Debbie Mercer, Chair	
	A. Roll Call & Introductions		
	B. Approve Minutes from March 20, 2024		p. 3
II.	**Council of Faculty Senate Presidents Update**	Don Von Bergen, K-State	
III.	**First Readings**		
	A. MS in Human & Organization Performance Effectiveness – KU	Barb Bichelmeyer	p. 4
	B. MSE in Secondary STEM Education – KU	Barb Bichelmeyer	p. 14
IV.	**Second Reading**		
	Associate of Science – WSU	Shirley Lefever	p. 21
V.	**Other Matters**		
	Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future	COCAO Members	
VI.	**Next COCAO Meeting – May 15th Virtual Meeting**		
VII.	**Adjournment**		

Date Reminder:
- April 19th: AY 2024 Program Review Reports due
- April 24th: New program requests due date for the June 18th meeting
- May 29th: Institutional materials due date for the June 18th meeting

COUNCIL OF CHIEF ACADEMIC OFFICERS

The Council of Chief Academic Officers (COCAO), established in 1969, is composed of the academic vice presidents of the state universities. The Board's Vice President for Academic Affairs serves as an ex officio member, and the member from the same institution as the chairperson of the Council of Presidents serves as chairperson of the Council of Chief Academic Officers. The chief academic officers of the University of Kansas Medical Center and Washburn University are authorized to participate as non-voting members when agenda items affecting those institutions are to be considered. The Council of Chief Academic Officers meets monthly and reports to the Council of Presidents. The Council of Chief Academic Officers works with the Board Academic Affairs Committee through the Vice President for Academic Affairs. Membership includes:

Debbie Mercer, Interim, Chair	K-State	Howard Smith	PSU
Brent Thomas	ESU	John Fritch	Washburn
Jill Arensdorf	FHSU	Shirley Lefever	WSU
Barbara Bichelmeyer	KU	Rusty Monhollon	KBOR
Robert Klein	KUMC		

Council of Chief Academic Officers

AY 2024 Meeting Schedule

COCAO Academic Year 2023- 2024 Meeting Dates			
Meeting Dates	**Location (virtual or in-person)**	**Institutional Materials Due**	**New Program Requests Due**
September 20, 2023	Virtual	August 30, 2023	July 26, 2023
November 15, 2023	Emporia State University	October 25, 2023	September 20, 2023
December 13, 2023	Virtual	November 22, 2023	October 18, 2023
January 17, 2024	Virtual	December 27, 2023	November 22, 2023
February 14, 2024	Virtual	January 24, 2024	December 20, 2023
March 20, 2024	Virtual	February 28, 2024	January 24, 2024
April 17, 2024	Fort Hays State University	March 27, 2024	February 21, 2024
May 15, 2024	Virtual	April 24, 2024	March 20, 2024
June 18, 2024	Virtual	May 29, 2024	April 24, 2024

COCAO meets at 9:00 a.m. or upon adjournment of SCOCAO unless otherwise noted.

Council of Chief Academic Officers
MINUTES
Wednesday, March 20, 2024

The March 20, 2024, Council of Chief Academic Officers (COCAO) meeting was called to order by Chair Debbie Mercer at 9:22 a.m. The meeting was held virtually through Zoom with an in-person option at the KBOR offices.

In Attendance:

Members:	Debbie Mercer, K-State	Jill Arensdorf, FHSU	Robert Klein, KUMC
	Barbara Bichelmeyer, KU	Howard Smith, PSU	Jennifer Ball, Washburn
	Brent Thomas, ESU	Shirley Lefever, WSU	Rusty Monhollon, KBOR

Approval of Minutes
Howard Smith moved to approve the February 14, 2024, meeting minutes, and Jill Arensdorf seconded. The motion passed.

Council of Faculty Senate Presidents (CoFSP) Update

Don Von Bergen, Chair of the Council of Faculty Senate Presidents, provided an update. They continue to work on the criteria for the Faculty of the Year Award, with the goal of having one set of criteria that all universities can agree on. If approved by the Faculty Senate Presidents and KBOR, CoFSP will request travel funding for the recipients to attend the September Board meeting.

First Reading
Shirley Lefever, Andrew Hippisley, and Brien Bolen presented the first reading for the Associate of Science at WSU. The request will move forward with a second reading at next month's meeting.

Other Matters
Barbara Bichelmeyer presented a request for approval of a Minor in Urban Planning at KU. Jill Arensdorf moved to approve, and Shirley Lefever seconded. The motion passed.

Barbara Bichelmeyer presented a request for approval of a Minor in Exercise & Sport Psychology at KU. Howard Smith moved to approve, and Jill Arensdorf seconded. The motion passed.

Brent Thomas presented a request for approval of a Minor in Integrated Media Studies at ESU. Shirley Lefever moved to approve, and Howard Smith seconded. The motion passed.

Shirley Lefever presented a request for WSU to create the Department of Teacher Apprenticeship Pathways, Literacy, & Special Education. Brent Thomas moved to approve, and Jill Arensdorf seconded. The motion passed.

Robert Klein discussed that they have a new Minor in Digital Health that focuses on technology and the application of mobile devices and new technologies that will help support health care in the state.

Barbara Bichelmeyer indicated that KU would submit an undergraduate degree in Health and Society for a first read. KU is also working on a Bachelor of Science in Data Science.

Adjournment
Jill Arensdorf moved to adjourn the meeting, and Shirley Lefever seconded. The motion passed.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Please note this program will be delivered in two ways: 1) as a course-based hybrid program; and 2) as a competency-based online program.

April 17, 2024

I. General Information

A. Institution   University of Kansas

B. Program Identification
Degree Level:	Master's
Program Title:	Human and Organization Performance Effectiveness
Degree to be Offered:	Master of Science
Responsible Department or Unit:	School of Professional Studies
CIP Code:	52.1001
Modality:	Course-Based Hybrid
	Competency-Based Online
Proposed Implementation Date:	Spring 2025 (Course-Based Hybrid)
	Fall 2025 (Competency-Based Online)

Total Number of Semester Credit Hours for the Degree: 30 (Course-Based Hybrid)
Total Number of Competencies for the Degree: 10 (Competency-Based Online)

II. Clinical Sites: Does this program require the use of Clinical Sites?   no

III. Justification

The School of Professional Studies proposes to create two paths to pursue a Master of Science in Human and Organization Performance Effectiveness degree to meet the growing demands of working professionals in the Metro Kansas City area and beyond:

1. Course-based degree program (hybrid format, based out of the KU Edwards Campus)
2. Competency-based degree program (online, asynchronous)

The MS degree in Human and Organization Performance Effectiveness (HOPE) seeks to provide career advancement pathways for those in a variety of professions that are responsible for improving the performance of organizations and individuals in organizations. This program is ideal for profit, nonprofit, and military sectors, and is particularly relevant for functional areas in training and development, industrial relations, human resource management, entrepreneurial leadership, and executive coaching.

This program provides students with a broad foundation of theory in critical thinking, communication, leadership, and ethics while incorporating coursework focused on aligning the professional development needs

of employees with the broader goals of their respective organizations. Graduates of the program will be prepared to better meet the present and future demands of the workplace and workforce.

Students will gain a foundational understanding of human and organization performance effectiveness using an applied and theoretical approach. The program will explore topics including training and development, industrial relations, human resource management, entrepreneurial leadership, technical writing, instructional design, user centered design, organizational analysis, task analysis, and human motivation. Students will utilize case studies to explore industry best practices and explore the alignment between the professional development needs of employees with the broader goals of their respective organizations.

This program is offered through the School of Professional Studies. The course-based path for this program will include a combination of online and in-person courses. The in-person courses will be offered at the KU Edwards Campus in Overland Park. The competency-based program will be 100% online and asynchronous. The program is offered in two different formats (course-based and competency-based) to allow students the flexibility to choose the path that best fits their needs. Ideally, students will stay enrolled in the same format throughout the degree program; however, it will be possible to change from one format to the other, if needed. This program caters to working professionals and allows them to incorporate their work experience into the classroom as well as providing them new expertise that can be applied in the workplace.

IV. Program Demand:

Market Analysis

Student Demand
Based on national Google search trends, SPS anticipates that the MS in HOPE would see strong enrollment and meet the demands of working professionals in the metro Kansas City area and nationally. On average each month, there are more than 10,000 searches for master's degree programs that fit the scope of this degree.

From 2012 to 2020, there was a 61.9 % increase in students completing online or hybrid Human Resource graduate degrees or an overall 23.6% increase in students completing any Human Resources related degrees, according to Lightcast Economic Modeling.

KU regularly receives student inquiries for a Human and Organization Performance Effectiveness or Human Resource Management degree that is available in a hybrid format. This program would address that need. Also, KU has seen strong current student enrollment in courses such as human resource management, managing people, and organizational communication.

The School of Professional Studies has received feedback from students in a variety of SPS programs that demonstrates demand for highly flexible program offerings. The HOPE program seeks to meet that demand in two ways: 1) deliver the program in two distinct formats (course-based/hybrid and competency-based/online) and 2) develop curriculum to appeal to a wide range of businesses, nonprofit organizations, and military service operations regionally and nationally.

Comparative/Locational Advantage
In the greater Kansas City region, this would be the first MS in Human and Organization Performance Effectiveness degree to be offered in the hybrid or competency-based format and there are currently a limited number of similar or related degree offerings in the area. Currently, Park University offers a graduate certificate in Human Resource Management and a MA in Industrial and Organizational Psychology. Kansas State University offers a Masters in Adult Learning and Leadership and Avila University (located in Kansas City, MO) offers a MS in Organizational Development.

The only public graduate level program in Kansas with the same CIP code is the Master of Human Resource Management at Wichita State University. Online options are available across the nation, for example Villanova University's Masters in Human Resource Development, Purdue's MS in Human Resource Management, Penn State's Masters in Organizational Development and Change, and Arizona State University's Masters of Human Resources and Employment Law. This would be the first competency-based degree in the area of Human and Organization Performance Effectiveness to be delivered by a Research I institution.

All students will explore topics including training and development, industrial relations, human resource management, entrepreneurial leadership, executive coaching, human motivation, user centered design, instructional design, and task analysis. In the course-based/hybrid format, students will also have the option to complete a certificate in performance management or tailor their academic training to include a social welfare perspective.

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

Course Based Degree				
Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	10	90	90
Year 2	15	20	270	180
Year 3	20	30	360	270

Competency Based Degree	
Year	Total Enroll Per Year
Implementation	0
Year 2	40
Year 3	80

VI. Employment

The Society for Human Resource Management highlighted that in 2023, there are more than 300,000 human resource professionals impacting more than 115 million employees worldwide and growing each year. Nationally, human resource management or related roles have grown 8.1% in the past three years, with 96,306 job openings annually. Some of the particularly high growth areas include human resource specialists (18.44%), managers - all other (12.76%), training and development specialists (10.43%), administrative services managers (7.87%), and facilities managers (7.73%) according to Lightcast.

According to the Bureau of Labor Statistics (BLS), employment of HR managers and related roles is projected to grow 7% from 2019 to 2029, which is faster than the average for all occupations. This is largely due to additional complexities in the workplace, competition for the recruitment, retention and development, and companies looking to strategically improve their performance effectiveness. The Society for Human Resource Management (SHRM) found that 90% of organizations believe that HR is becoming more important and strategic to their success and 75% of organizations reported having difficulty finding qualified HR candidates to fill open positions.

Additionally, the Mid-America Regional Council, in their August 2022 workforce indicators data, shows that Kansas City continues to see an upward trend in employment and added 5,800 new jobs since the previous month. The workforce indicators additional found that "the seasonally adjusted unemployment rate declined to 2.7%, and Kansas City has now recovered 87% of the 129,300 jobs lost from the COVID-19 recession." With employment continuing to grow in KC, additional employees, with a strong inter-disciplinary degree, will need

to fill these roles. This is evidenced by the Kansas Department of Labor Statistics projections which indicates a 3.8% percent growth in Human Resource Managers from 2022 to 2024 in counties in the Kansas City region.

VII. Admission and Curriculum

A. Admission Criteria
Students must apply to KU and be admitted by the School of Professional Studies. The following materials are required to be considered for admission:
- A completed online application form
- Completion of a bachelor's degree from an accredited college or university
- Official transcript(s) bearing the official seal from each college or university in which course work had been taken.
- TOEFL or IELTS test results (if applicable).

For admission into the MS in HOPE program, the applicant must have a cumulative undergraduate GPA of 3.0 or better, from an accredited institution, for regular admission status. An applicant with an undergraduate GPA not meeting the minimum requirements may be admitted under provisional status.

B. Curriculum
This section outlines the course-based curriculum and then the competency-based curriculum. Both support the same program outcomes. The competency-based description incorporates a focus on what the learner learns and centers on performance-based, observable outcomes.

1. Course-Based Curriculum:

Required (18 credits):
- HUOP 840 Foundations of Human and Organization Performance Effectiveness
- HUOP 841 Organizational Analysis or PUAD 845 Managing Public Organizations
- HUOP 842 Theories of Human Motivation
- HUOP 843 Training and Instructional Design
- HUOP 844 Theories of Organizational Change or PUAD 854 Innovation and Organizational Change
- HUOP 896 Capstone Project in Human and Organization Performance Effectiveness

Electives (12 credits): Choose 4 of the following courses in consultation with an advisor.
- HUOP 854 Task Analysis
- HUOP 855 Instructional Design
- HUOP 856 Strategic Planning and Implementation
- HUOP 857 Learning and Development in Organizations
- PFS 801 Interpersonal and Persuasive Communication Skills for Managers
- PFS 804 Project Management for Professionals
- PFS 821 Employee Onboarding and Role Development
- PUAD 857 Performance Management and Governance
- PUAD 858 Performance Audit
- SW 840 Multi-System Community-Engaged Program Design
- SW 842 Agency-Based Evaluation
- SW 843 Leadership and Supervision in Program Management

Plan of Study
Courses will be taught in Fall, Spring, and Summer semesters as shown on the plan of study below:

Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH 12
HUOP 840	Foundations of Human and Organization Performance Effectiveness	3
HUOP 841 or PUAD 845	Organizational Analysis or Managing Public Organizations	3
HUOP 843	Corporate Training and Instructional Design	3
Elective	Choose from list	3

Year 1: Spring

Course #	Course Name	SCH 12
HUOP 842	Theories of Human Motivation	3
HUOP 844 or PUAD 854	Theories of Organizational Change or Innovation and Organizational Change	3
Elective	Choose from list	3
Elective	Choose from list	3

Year 1: Summer

Course #	Course Name	SCH 6
Elective	Choose from list	3
HUOP 896	Capstone Project in Human and Organization Performance Effectiveness	3

Total Number of Semester Credit Hours …………………………………………………. 30

2. **Competency-Based Curriculum:** The following competencies support the same degree outcomes as the course-based curriculum sited above. The competency-based model will be structured so that students can progress through modules at their own speed. As such, a standard Plan of Study is not listed for the competency-based curriculum. Students will work closely with an advisor to create a plan that uniquely fits his or her needs.

- **Foundations of Human and Organization Performance Effectiveness**: Analyze, synthesize, and implement theories of Human and Organization Performance Effectiveness to optimize workplace outcomes.
- **Designing Education and Training Programs**: Design, execute, and evaluate comprehensive training based on organizational development needs.
- **Theories of Motivation**: Analyze and synthesize theories of human motivation; apply those theories to organizational processes of employee autonomy, mastery of work responsibilities and alignment between organizational/individual purpose.
- **Organizational Analysis and Systems**: Analyze and synthesize organizational culture theories; apply those theories to a particular organization to describe the organizational culture and analyze the gap between an existing organizational culture and a desired culture.
- **Organizational Change Theory and Process**: Analyze, synthesize, and implement theories of organizational change and deploy organizational change tools to plan and implement change processes.
- **Interpersonal and Persuasive Communication**: Analyze and synthesize theories of organizational communication; apply those theories to the design of organizational communications for specific purposes. Demonstrate the ability to effectively communicate ideas using a variety media and writing formats with an intentional focus on audiences.
- **Employee Selection and Onboarding**: Track, understand and use human resources best practices to attract and select personnel for the organization that matches organizational need.
- **Performance Management Theory and Process**: Analyze and synthesize tools of performance management; apply those tools to a specific organizational mission and goals. Develop, implement, and

evaluate performance metrics as part of a performance management system, design metric collection and analysis systems for ongoing organizational analysis.

- **Strategic Doing**: Planning and Implementation: Design and lead organizational strategic planning processes with best practice tools; align plans with performance management systems.
- **Project Management**: Understand and deploy project management tools to initiate, plan, implement, manage, and evaluate projects to meet organizational goals.

Total Number of Competencies …………………………….…………………………………. **10**

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
New Hire, Yr. 1*	Program Director & Assistant or Associate Professor of the Practice	PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	1.0
New Hire, Yr. 1	Assistant or Associate Professor of the Practice	MS or PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	1.0
In Gu Kang	Assistant Teaching Professor	PhD	N	Human and Organization Performance Effectiveness	0.25
Amy Neufeld	Assistant Dean	PhD	N	Education	0.13
Jordan Atkinson	Associate Professor of Practice	PhD	N	Communication Studies	0.13
Replacement Hire	Assistant Professor of the Practice	MS or PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	0.25
Marilu Goodyear	Associate Professor	PhD	Y	Organizational Change	.05
Nicole Humphrey	Assistant Professor	PhD	Y	Public Management and DEI	.05
New Hire, Yr. 3	Lecturer/Adjunct	MS or PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	1.0

Number of graduate assistants assigned to this program …………………………………………. 0

IX. Expenditure and Funding Sources *(List amounts in dollars. Provide explanations as necessary.)*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$50,427	$51,525	$52,650
Administrators *(other than instruction time)*	$10,000	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration *(academic advisor/coach)*	$26,000	$52,000	$52,000
Fringe Benefits *(total for all groups)*	$27,657	$33,128	$33,488
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing	$114,084	$136,653	$138,138
Personnel – New Positions			
Faculty	$200,000	$205,000	$300,125
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration *(e.g., secretarial)*	$0	$0	$0
Fringe Benefits *(total for all groups)*	$64,000	$65,600	$96,040
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$264,000	$270,600	$396,165
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Other	$45,000	$15,000	$0
Total Start-up Costs	$45,000	$15,000	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$1,000	$1,000	$1,000
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Travel	$1,000	$1,000	$1,000
Other	$15,300	$15,300	$16,700
Total Operating Costs	$17,300	$17,300	$18,700
GRAND TOTAL COSTS	$ 440,384	$ 439,553	$553,003

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$ 96,300	$ 800,750	$1,457,050
Student Fees		$0	$0	0

Other Sources (JCERT)		$344,084	$0	$0
GRAND TOTAL FUNDING		$440,384	$ 800,750	$ 1,457,050
A. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$0	$ 361,197	$ 904,047

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Course Based Expenditures: The MS in HOPE program will utilize some existing courses that are currently offered at KU as part of the School of Professional Studies core course and the Organizational Communication program as well as existing courses in Public Administration and Social Welfare. Costs of instruction is already covered by these existing programs and these courses have additional enrollment capacity to support the program. Additional funds have been allocated in the second and third years to fund additional sections as needed.

Competency Based Expenditures: All of the competency based curriculum must be developed and ready for enrollment before the first student begins the program. Due to this, the curriculum development will take place in year 1 and the program will be available for student enrollment in year 2.

Shared Expenditures: These programs are budgeted to have an existing administrator oversee the development of the two programs during year 1 while we begin developing the curriculum and start a search for a program director. To maximize efficiencies in curriculum development, courses will be developed for both the course-based and competency-based programs concurrently. Faculty in the School of Professional Studies (those teaching above listed courses with a HUOP and PFS department indicator) will provide instruction in both programs and the academic advisor/coach will support both programs. It is expected that the advisor will have 50% of their load dedicated to HOPE in year 1 and 100% of their load dedicated to HOPE in years 2-3. The HOPE program will fund salary and fringe accordingly to student load. In addition to advising newly admitted and current students, the academic success coach will also work with prospective students who have indicated an interest in one of the paths to complete a master's degree in Human and Organization Performance Effectiveness.

Personnel – New Positions

Shared Expenditures: The HOPE program will hire two new faculty members with an emphasis in Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or a related field in the first year. The cost of the program director will split their time between instruction and administration at 80% teaching and 20% administration. The second faculty member will have 100% of their load dedicated to teaching in the program. These faculty members will be responsible for developing the new HOPE and Professional Studies courses needed for the program. Additional funding has been allocated in year three to support hiring a third faculty position to support growing student enrollment with 100% of their load dedicated to teaching in the program.

Start-up Costs – One-Time Expenses
To ensure a successful launch of the two paths (course-based/hybrid and competency-based/online) to earn a

MS in Human and Organization Performance Effectiveness, we have designated $60,000 for course development during the first two years, with the bulk of the resources allocated in year 1 because the entire competency-based/online curriculum needs to be developed and ready for students to access as soon as the first term begins. These funds will provide faculty with additional resources to develop the courses needed for the program.

Operating Costs – Recurring Expenses
The program budgets $1,000/year for supplies to support the staffing of the program, learning resources and associated technological equipment have been accounted for in the existing services provided to KU Edwards Faculty and Students and no additional cost will be associated with the program in those areas. The School of Professional Studies is allocating $1,000 each year for travel expenses associated with trip from the Edwards Campus to Lawrence campus for committee and other intercampus work. Other operating expenses include $2,500 each year for recruitment efforts, and $10,000 each year for marketing efforts and $1,400 per new program dedicated faculty member each year for professional development.

B. Revenue: Funding Sources
The MS in Human and Organization Performance Effectiveness program is a Johnson County Education and Research Triangle* (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year, the program is expected to be sustainable on tuition funds alone as soon as year 2. The tuition structure for the two paths varies as follows:

> **Course Based Tuition Structure:** This delivery format includes an all-inclusive tuition rate of $535 per credit hour to ensure that the program is affordable and accessible to all students given the hybrid nature of the program.
> **Competency Based Tuition Structure:** This delivery format includes a subscription rate model, where students pay a flat rate for a period of time and advance through as many program competencies as possible. The subscription rate for a full-time student on this path is projected to be $14,000/year.

* The Johnson County Education Research Triangle (JCERT) is a unique partnership between Johnson County, the University of Kansas, and Kansas State University. Its goal is to create economic stimulus and a higher quality of life through new facilities for research and educational opportunities. In November 2008, Johnson County voters invested in the county's future by voting for a 1/8-cent sales tax to fund JCERT initiatives, including development of the National Food and Animal Health Institute at K-State Olathe; the KU Clinical Research Center in Fairway, Kansas; and here at KU Edwards, the BEST Building with several degree and certificate offerings in business, engineering, science, and technology.

C. Projected Surplus/Deficit
Given the anticipated costs and revenue, the program is expected to run a deficit for the first year and expects to see a surplus in years two and three. JCERT funds will be used to help fund the program during the implementation until the program is revenue generating and sustainable on tuition funds alone. With the current enrollment estimates, the program is expected to have a revenue surplus. These funds will be utilized to help improve the overall student experience and provide additional funding.

XI. References

August data shows new employment in the Kansas City Region, though still at a slow rate: Marc. MARC News. (2022, October 10). Retrieved January 25, 2023, from https://www.marc.org/news/economy/august-data-shows-new-employment-kansas-city-region-though-still-slow-rate

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Program Approval

Summary

> *Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Please note this is a direct-assessment competency-based online program.*
>
> **April 17, 2024**

I. General Information

A. Institution   University of Kansas

B. Program Identification

Degree Level:	Master's
Program Title:	Secondary STEM Education
Degree to be Offered:	Master of Science in Education in Secondary STEM Education
Responsible Department or Unit:	School of Education and Human Sciences
CIP Code:	13.1205
Modality:	Direct Assessment: Competency-Based Online
Proposed Implementation Date:	

 Total Number of Competencies for the Degree: 24 (Competency-Based Online)

II. Clinical Sites: Does this program require the use of Clinical Sites?   Yes

School partnerships are an essential aspect of educator preparation at the University of Kansas. We have created mutually beneficial relationships with school districts in Kansas that include placing teacher candidates in PK-12 classrooms for field experiences and student teaching/internship experiences. The Secondary STEM Education program will utilize existing agreements with school districts in Kansas and establish new agreements with school districts across the United States for online students who are living and working outside of Kansas. The Secondary STEM program leads to Kansas teacher licensure following two pathways; 1) initial teaching license and 2) restricted teaching license. Students in the program, referred to throughout as teacher candidates, pursuing an initial teaching license will be placed in a school district in their region of Kansas for early program field experiences that are aligned with program competencies and for their final student teaching/practicum experience. Teacher candidates enrolled in the program with a restricted teaching license will be employed by a Kansas school district while completing the program. The Kansas school district that employees the Secondary STEM program teacher candidate will serve as the placement site for both early field experiences and the supervised final teaching practicum. It is expected that in year 1 of implementation, the Secondary STEM program will utilize 15-20 school districts for clinical site placements. In year 2 of implementation, it is anticipated that the program will utilize 25-30 school districts for clinical site placements. The Deans of public universities in Kansas meet quarterly and discuss clinical site placements in Kansas school districts. They cooperate on sharing access to Kansas school districts for those placements.

III. Justification

The School of Education and Human Sciences proposes a new Master of Science in Education to provide an alternative pathway to secondary STEM teacher licensure in Kansas. The proposed program is designed for working professionals in STEM industries or in STEM education-related fields to change careers with the

purpose of meeting the growing demand for licensed secondary STEM teachers in Kansas and beyond.

KU offers STEM teacher education programs at the undergraduate level, but not at the graduate level. The MSE degree in Secondary STEM Education is a new KU STEM teacher education degree at the graduate level. The MSE in Secondary STEM Education seeks to provide individuals who hold a Bachelor's degree in a STEM field an alternative pathway to teacher licensure based on the individual demonstrating competency of the knowledge and skills necessary to be a highly qualified teacher in one or more STEM fields. The program is aligned with the Kansas State Department of Education professional education standards and leads to licensure in biology grades 6-12, chemistry grades 6-12, earth and space science grades 6-12, physics grades 6-12, and mathematics grades 6-12.

The Secondary STEM Education program provides teacher candidates with a broad foundation of education theory and practice. The curriculum incorporates thematic problems of teaching practice. As teacher candidates progress through the program, solution requirements for problems of teaching practice increase in authenticity and complexity. Throughout the program, teacher candidates justify their choice of instructional, student assessment, and classroom strategies using the science of learning.

This competency-based program will be 100% online, asynchronous, with opportunities for synchronous support. The proposed program is particularly innovative in that teacher candidates make progress based on their demonstration of competencies, at their own pace, that they apply in secondary STEM classrooms. Faculty and staff will mentor students as they progress through self-paced learning and assessments of learning. Teacher candidates can build on their prior experiences in STEM fields to transition to careers in teaching.

IV. Program Demand

Market Analysis
Science and mathematics are among the top five areas in Kansas with vacancies in teaching assignment (Kansas State Department of Education [KSDE], 2022). The STEM teacher shortage is a national issue and it disproportionately affects students in low-income urban and rural communities (Moritz and Weiss, 2018). Across the country, the number of STEM teachers teaching on emergency permits and waivers has increased over the last decade (Fuller, 2023, Heubeck, 2022, Zalaznick, 2023).

In the state of the Kansas, this program will be the first competency-based STEM teacher education degree program to be offered. The competency-based approach allows teacher candidates to demonstrate mastery of competencies and progress through the program when they are ready to be assessed rather than on a traditional semester timeframe.

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

Competency Based Degree	
Year	Total Enroll Per Year
Implementation	10
Year 2	15
Year 3	25

VI. Employment

According to a Lightcast report (2024), openings in the six-state region of Kansas, Illinois, Ohio, Michigan, Missouri and Minnesota are plentiful. Top cities with openings are Chicago, Kansas City, Minneapolis, and Indianapolis. For the most recent one-year period, there were more than 5,000 unique openings for math

teachers and more than 2,000 unique openings for science teachers.

VII. Admission and Curriculum

C. Admission Criteria

Students must apply to KU and be admitted by the School of Education and Human Sciences. The following are admission criteria for the program:

1. A bachelor's degree in a subject area in STEM, a related interdisciplinary field, and/or have extensive working experience in STEM areas.
2. A minimum GPA of 2.5 in the content area.
3. A passing score for the Praxis II content exam in the content area for admission.
4. One official transcript of all college records with at least a cumulative 3.0 GPA on a 4.0 basis.

D. Curriculum

Total Number of Competencies …………………………………………………. 24

The following competencies of the Secondary STEM Education program focus on learning outcomes that teacher candidates enrolled in the program learn. Assessment of the learning outcomes centers on performance-based, observable outcomes.

Productive Instructional Strategies: Apply research-based instructional approaches in light of your specific learners' experiences, goals, and contexts.

Supportive Environments: Apply research-based approaches that develop conditions that provide learners a sense of safety and belonging and that foster trust and strong relationships.

Social and Emotional Learning: Apply research-based approaches that develop and support the social-emotional skills, habits, and mindsets that lead to confident, independent learners.

Multi-tiered Systems of Support: Apply research-based approaches that leverage the multi-disciplinary resources, support teams, and personnel within and beyond the formal learning environment in order to meet the needs of learners and address learning barriers.

Research-informed Practices: Identify and evaluate research on evidence-based instructional practices.

Defining Outcomes for Assessment: Articulate learning outcomes informed by your content knowledge, your values, external educational standards, and your understanding of student needs.

Assessing for Learning: Document your students' progress over time in ways that are relevant, actionable, and transparent.

Assessment of Learning: Analyze student assessment data to identify student strengths and areas for growth to inform future instruction to meet the learning needs of the student group as a whole.

Designing Outcomes-Driven Learning Experiences: Design learning experiences that are purpose-driven and practicable—that invite students to travel paths they can follow toward goals worth reaching.

Designing Systems for Learning: Create and maintain classroom environments that maximize opportunities for learning.

Designing for Disciplinary Learning: Create and maintain classroom environments that maximize opportunities for learning.

Relating to Students: Learn about and interact with your students in ways that enable you to respond to the unique genius, needs, and motivations of individual students.

Individualizing Learning: Develop strategies to build skills, understandings, and dispositions that enable a diverse range of students to engage deeply with the subject matter.

Individualizing Learning: Students with Special Needs: Work with special needs students in ways that comply with relevant regulations, and work with all your students in ways that enable them to engage with the most important aspects of the learning experience.

Individualizing Learning: Multilingual Learners: Apply research-informed linguistic strategies to facilitate linguistic skill development of multilingual learners so they can engage deeply with the subject matter.

Building a Community of Trust: Build safe, supportive, stable learning communities where every student knows they will be respected and valued.

Leading Collaborative Learning: Enable your students—through preparation in advance and facilitation in the moment—to learn with and from each other.

Partnering with Caregivers: Partner with people who play significant roles in the lives of your students to ensure that students flourish inside and outside of school.

Collaborating for Change: Create a strong professional network with colleagues to benefit both your peers and yourself, as well as the learners in the schools.

Thinking Like a Designer: Make deliberate, human-centered, design choices through an iterative process to solve the range of challenges you face.

Learning to Improve: Engage in intentional and iterative cycle where you seek new information, utilizing feedback, engaging in critical reflection. out new ideas from a range of sources and use them to better your students' learning.

Understanding Historical Context of Inequity in STEM: Identify ways that STEM disciplines throughout history have facilitated the creation of system of oppression and inequity.

Culturally Affirming Curriculum Analysis: Analyze whether a curriculum is culturally sustaining and affirming.

Disrupting Inequity in your classroom: Implement classroom practices & policies that disrupt, rather than reinforce, inequitable societal patterns.

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Imogen Herrick	Assistant Professor	PhD	Y	Science, Technology, Engineering, and Mathematics	.25
Connie Chow	Associate Research Senior	PhD	N	Science	.05
Douglas Huffman	Professor	PhD	Y	Science	.05
Carrie LaVoy	Teaching Professor	PhD	N	Mathematics	.25
Laurie Cleavinger	Teaching Professor	PhD	N	Science	.25
Massa Mafi	Postdoctoral Researcher	PhD	N	Science	.10

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

IX. Expenditure and Funding Sources *[List amounts in dollars. Provide explanations as necessary. Please double-check the math.]*

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$65,000	$66,950	$68, 958
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration *(e.g., secretarial)*	$0	$0	$0
Fringe Benefits *(total for all groups)*	$19,500	$20, 085	$20,687
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing			
Personnel – New Positions			
Faculty	$0	$0	$0
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration *(e.g., secretarial)*	$0	$0	$0
Fringe Benefits *(total for all groups)*	$0	$0	$0
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions			

Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Other	$40,000	$0	$0
Total Start-up Costs	$40,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses	$0	$0	$0
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Travel	$0	$0	$0
Other	$0	$0	$0
Total Operating Costs	$0	$0	$0
GRAND TOTAL COSTS	$124,500	$87,035	$89,645

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$140,000	$350,000	$560,000
Student Fees		$0	$0	$0
Other Sources		$0	$0	$0
GRAND TOTAL FUNDING		$140,000	$350,000	$560,000
E. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$15,500	$262,965	$470,355

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

This program will be developed and be delivered by personnel in existing positions. Faculty in the School of Education and Human Sciences will provide instruction in the program. If student enrollment in the program grows beyond the workload capacity of existing personnel, new instructional faculty will be hired based on need and program revenue.

Personnel – New Positions
No new positions are anticipated during the first three years.

Start-up Costs – One-Time Expenses
Competency Based Expenditures: All of the competency-based curriculum must be developed and ready for enrollment before the first student begins the program. Due to this, the curriculum development, including creation of courses and competency assessments, will take place before the students begin the program. To support curriculum development, $40,000 has been designated for course and assessment development.

Operating Costs – Recurring Expenses
There are no anticipated additional operating costs associated with this program.

B. Revenue: Funding Sources
The MSE in Secondary STEM Education will be funded through tuition revenue. The tuition structure for competency-based programs is based on a subscription rate model, where students pay a flat rate for a period of time and advance through as many program competencies as possible during that period of time. The subscription rate for a full-time student on this path is projected to be $14,000/year.

D. Projected Surplus/Deficit
It is expected that the program will generate a surplus during the first year of program delivery that will increase in years two and three. With the current enrollment estimates, the program is expected to have a revenue surplus. These funds will be utilized to support new faculty hires in years four and five as the program grows as well as to improve the program and the student experience.

XI. References

Fuller, E.J. (2023). The Decline Continues: The Dwindling Supply of Teachers from Pennsylvania Teacher Preparation Programs. University Park, PA. Penn State College of Education.

Heubeck, E. (2022). Emergency Certified Teachers: Are They a Viable Solution to Shortages? Education Week.

Kansas State Department of Education (KSDE, 2022). Teacher Vacancy and Supply. Updated to the Kansas Board of Education, October, 2022.

Lightcast™ (2024). Program Development & Review Secondary Education and Teaching (13.1205). Retrieved February 8, 2022.

Moritz, M. & Weiss, E. (2018). 4 Steps Toward Addressing the STEM Teacher Shortage. National Math + Science Initiative.

Zalaznick, M. (2023). Emergency Teaching License are Easing the Exodus, but What are the Risks? DA District Administration.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Attachment A has been updated since the first reading to reflect the Systemwide General Education Framework. The Kansas Association of Community Colleges submitted a letter of concern and Wichita State University has responded. The letters can be found in Attachment B. Letters of support for the program are provided by business and industry in Attachment C.

April 17, 2024

I. General Information

A. Institution - Wichita State University

B. Program Identification

Degree Level:	Associate
Program Title:	Associate of Science
Degree to be offered:	Associate of Science
Responsible Department or Unit:	Fairmount College of Liberal Arts and Sciences
CIP Code:	30.1801 Natural Sciences
Modality:	Traditional Classroom Instruction
Proposed Implementation Date:	Fall 2024

Total Number of Semester Credit Hours for the Degree: 60

II. Clinical Sites: Does this program require the use of Clinical Sites? No.

III. Justification

Wichita State University and the Fairmount College of Liberal Arts and Sciences request the approval to create the Associate of Science degree. If approved, the degree will promote improvements in retention at the university. WSU is unique in that we have had HLC approval to offer associate degrees for many years.

The Associate of Science (AS) degrees are two-year programs designed to provide skills beyond those typically acquired through secondary education. The AS emphasizes introductory and second-tier courses in Biology and Chemistry. The plan of study is rich in courses in English, Math, and Communication as these skills are essential for entry level work laboratory and scientific settings. Successful students will gain skills valuable in positions that require technical knowledge in the natural sciences, basic skills universally acknowledged as being desirable to employers, and the personal growth needed to be trainable and acquire new knowledge.

Students increasingly need ways to enhance their career prospects, but often feel unprepared for a four-year commitment to college. AS degrees at WSU are another opportunity for students to complete a degree with employment possibilities while pursuing a four-year degree. Students who earn an associate degree as part of pursuing a four-year degree will have a sense of accomplishment and this positive experience with university level

course work will support retention efforts of the university. Courses taken toward an associate degree will be suitable for a wide variety of majors. The associate of sciences curriculum plan with minimal substitutions will be appropriate for several other four-year degrees including Biology, Biochemistry, Chemistry, Forensic Sciences, Pre-Med, and Physics. The proposed associate of science would allow a student to complete the first two years of their degree and have several options that work toward degrees in the Liberal Arts and Sciences and Health Professions.

As the #1 transfer destination in Kansas, we anticipate that this option will be attractive to students who are interested in completing an associate degree after arriving at Wichita State and who can apply that toward a four-year degree.

The associate of science degree is highly compatible with the larger mission of WSU which combines a student-centered, innovation-focused, and economic driver approach to curricular offerings. We are seeking more and better opportunities to improve a student's life opportunities by providing paid applied learning experiences and opportunities to enter the job market with real-world experience and credentials that support their persistence and success. The associate of science degree offers a clear path and a market-recognized credential that can be used to obtain meaningful employment during their academic career. Perhaps more importantly, the degree offers a half-way milestone to boost confidence and commitment to successful completion of a baccalaureate degree for the student who has an interest in a scientific career.

IV. Program Demand

Associate of Arts Degrees Awarded Wichita State University FY 2020-2022
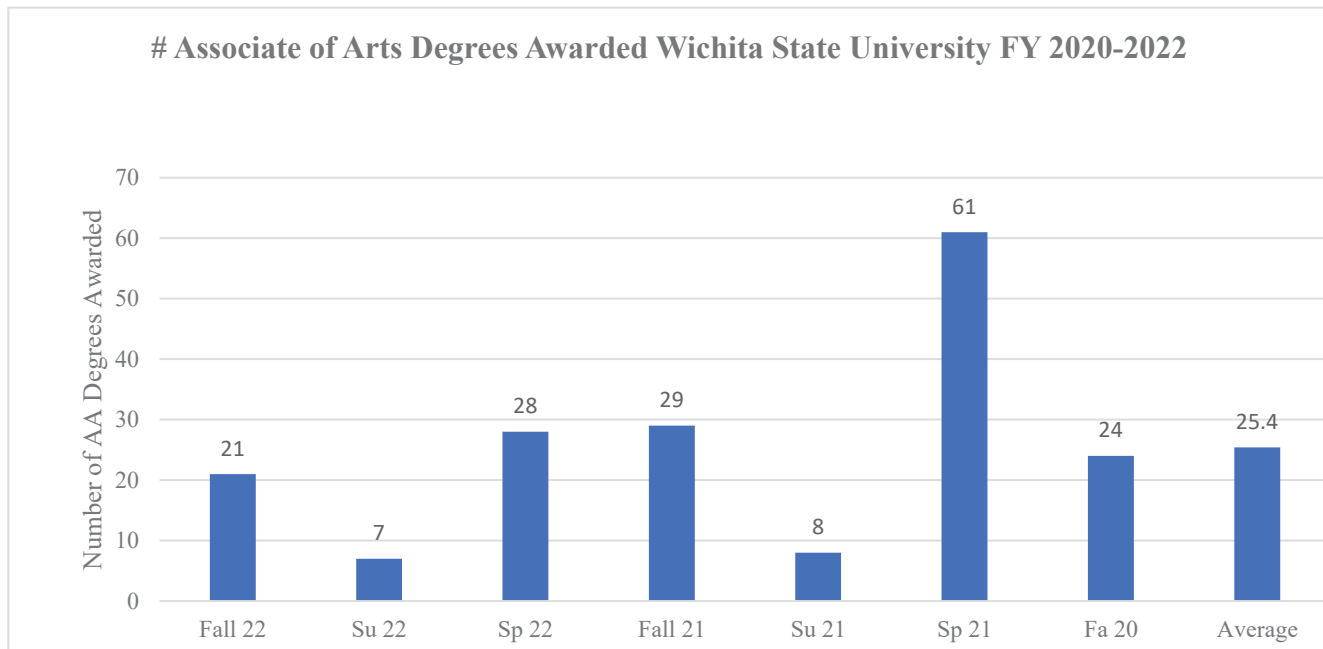
There are 30 Associate of Science degrees offered through Kansas community colleges and four year institutions (KBOR, 2023). Fort Hays State University, Kansas State University, and Washburn University all offer Associate of Science degrees; however, these are focused on business, technology, or medical areas. These degrees range from 60 to 80 hours required. Wichita State University proposes a degree requiring 60 hours to support retention of students on their way to completion of a bachelor's degree.

A. Survey of Student Interest

Though a survey was not conducted, according to the WSU Office of Planning and Analysis 2022 data, incoming undergraduates who are degree-seeking full-time first-year students with under thirty college credit hours totaled 2,198 students. This population of students are potential candidates for an AS degree.

B. Market Analysis

Career opportunities in the natural sciences continue to grow, with expansions in healthcare and associated industries. High-demand jobs in Kansas and nationally will be those supporting healthcare systems, including technical sales, laboratory technicians, and health care assistants. There are growing fields, such as laboratory technicians, environmental sciences technician, food sciences, veterinary assistants, physical therapist assistants, as well as other opportunities. Each of these potential employment options requires employees with rudimentary laboratory skills which are gained through the AS degree coursework. The following positions were taken from One Net – Data Base - O*NET (National Center for O*NET Development, 2023).

- **Laboratory Technician** - Perform routine medical laboratory tests for the diagnosis, treatment, and prevention of disease. May work under the supervision of a medical technologist. $23.08 hourly, $48,000 yearly up to $27.79 hourly, $57,800 annually 9% growth in Kansas in the next 10 years and 7% up nationally,
- **Environmental Science and Protection Technicians** check the environment and investigate sources of pollution and contamination.
- **Food Science Technician** - Work with food scientists or technologists to perform standardized qualitative and quantitative tests to decide physical or chemical properties of food or beverage products. Includes technicians who assist in research and development of production technology, quality control, packaging, processing, and use of foods. $23.43 hourly, $48,740 annual $22.40 hourly, $46,590 annual 9% Kansas growth next 10 years and 8% nationally.
- **Chemical Technicians -** Conduct chemical and physical laboratory tests to assist scientists in making qualitative and quantitative analyses of solids, liquids, and gaseous materials for research and development of new products or processes, quality control, maintenance of environmental standards, and other work involving experimental, theoretical, or practical application of chemistry and related sciences. $22.55 hourly, $46,910 annual to $23.56 hourly, $48,990 annual, 4% growth in Kansas next 10 years and 5% nationally.
- **Medical Secretaries and Administrative Assistants** - Perform secretarial duties using specific knowledge of medical terminology and hospital, clinic, or laboratory procedures. Duties may include scheduling appointments, billing patients, and compiling and recording medical charts, reports, and correspondence. $17.59 hourly, $36,590 annual to $18.01 hourly, $37,450 annual, 8% projected growth in Kansas and nationally in the next 10 years.
- **Cardiovascular Technologists and Technicians** - Conduct tests on pulmonary or cardiovascular systems of patients for diagnostic, therapeutic, or research purposes. May conduct or assist in electrocardiograms, cardiac catheterizations, pulmonary functions, lung ability, and similar tests. $28.61 hourly, $59,500 annual to $29.12 hourly, $60,570 annual, expected growth between 5 and 6% in Kansas and nationally in the next 10 years.
- **Medical and Clinical Lab Technologist** - Perform complex medical laboratory tests for diagnosis, treatment, and prevention of disease. May train or supervise staff. $23.08 hourly, $48,000 annual to $27.79 hourly, $57,800 annual, growth 9% Kansas and 7% nationally.
- **Nuclear Medicine Technologists** - Prepare, administer, and measure radioactive isotopes in therapeutic, diagnostic, and tracer studies using a variety of radioisotope equipment. Prepare stock solutions of radioactive materials and calculate doses to be administered by radiologists. Subject patients to radiation. Execute blood volume, red cell survival, and fat absorption studies following standard laboratory techniques. $29.71 hourly, $61,790 annual to $37.86 hourly, $78,760 annual, projected growth 5% Kansas 2% nationally in the next 10 years.

- **Forensic Lab Technician** - Collect, identify, classify, and analyze physical evidence related to criminal investigations. Perform tests on weapons or substances, such as fiber, hair, and tissue to decide the importance to an investigation. May testify as expert witnesses on evidence or crime laboratory techniques. May serve as specialists in area of expertise, such as ballistics, fingerprinting, handwriting, or biochemistry. No Data Available for Kansas however with the ATF coming to campus this may be a good starter degree for students in the Forensic Science program who need a job for income and experience. Up to $29.78 hourly, $61,930 annual and with 11% national growth in 10 years.
- **Physical Therapist Assistants** - Assist physical therapists in providing physical therapy treatments and procedures. May, in accordance with state laws, assist in the development of treatment plans, conduct routine functions, document the progress of treatment, and change specific treatments in accordance with patient status and within the scope of treatment plans established by a physical therapist. Generally, requires formal training. $28.76 hourly, $59,820 annual to $29.42 hourly, $61,180 annual, 27% Kansas growth expected and 24% growth nationally in next 10 years.

Some agencies looking to fill vacant positions that prefer a BS degree may consider strong AS degree recipients as well. AS degrees can be designed to lead to BS degrees and the current proposal includes 2+2 options suitable for biology or chemistry. The proposed AS is also a clear pathway to college for high school students through dual and concurrent credit courses.

V. Projected Enrollment

The Initial Three Years of the Program of Wichita State University Students

Year	Headcount Per Year		Sem Credit Hours Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	15	0	450	0
Year 2	30	0	900	0
Year 3	30	0	900	0

Note: The Associate of Science degree will only be offered to Bachelor's degree seeking students.

Following recent approval to automatically award the AA degree, all students pursuing a Bachelor's degree will be eligible for the AA (has been approved and offered by WSU for many years) or Associate of Science degree, if approved. We also plan to automatically award the AS degree to students who complete these requirements and are admitted to a four-year degree seeking program of study at Wichita State University.

VI. Employment

Employment opportunities for graduates of the AS degree are detailed in section IV. (B). The AS provides students with the possibility of obtaining a degree in a STEM field (Science Technology Engineering or Math). This will allow students who earn the AS to enter several areas of health care. This market is growing rapidly with needs for entry-level health care assistants and orderlies, technical and medical salespersons, and laboratory technicians. In addition, graduates can use their technical knowledge for writing careers as technical writers, copyeditors, freelance authors, or science journalists.

VII. Admission and Curriculum
WSU follows Qualified Admissions criteria set by the Kanas Board of Regents. WSU's admissions requirements can be found here.

Curriculum

The Associate of Science degree requires completion of a minimum of 60 credit hours including 15 credit hours in residency at Wichita State University and 48 of the 60 credit hours from liberal arts and sciences departments. This degree must include the 34 credit hours required in the university's general education program and students must be enrolled in a four-year program in one of the university's degree-granting colleges. An overall grade point average of 2.000 is required for both the degree and for WSU academic work.

See attachment Associate of Sciences Proposed Curriculum.

Year 1: Fall

ENGL 101	College English 1	3
FYS	First-Year Seminar (if required or other general ed elective)	3
MATH 111 or MATH 242	College Algebra Calculus I	3-5
CHEM 211 or CHEM 103	General Chemistry I Introductory General, Organic and Biochemistry	5

Year 1: Spring

ENGL 102	College English 2	3
MATH 123 or STAT 370 or MATH 243	Trigonometry Elementary Statistics Calculus II	3 - 5
BIOL 210 or BIOL 220	General Biology I Introduction to Microbiology	4
COMM 111	Public Speaking	3
GEN ED	Fine Arts/Humanities first subject	3

Year 2: Fall

PHYS 213 or PHYS 313	General College Physics Physics for Scientist I	5
BIOL 211 or BIOL 223 or HS 290 CHEM 212 or PHYS 214	General Biology II Human Anatomy and Physiology Foundational Human Anatomy and Physiology General Chemistry II College Physics	4-5
GEN ED	Fine Arts/Humanities second subject	3
GEN ED	Social and Behavioral Science first subject	3

Year 2: Spring

GEN ED	Social and Behavioral Science second subject	3
GEN ED	Diversity Course	3
ELECTIVES	To reach 60 hours	7-11

Total hours   **60**

F. VIII. Core Faculty

The proposed AS will use existing faculty to teach the required courses. These instructors are associated with bachelor's degrees currently being offered at Wichita State University. No new faculty or additional

courses are being proposed. The degree requirements exist within other degrees and curricular offerings.

IX. Expenditure and Funding Sources

A. Expenditures	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Existing Faculty Instruction (regular course load)	$0	$0	$0
Fringe Benefits (total for existing faculty)	$0	$0	$0
Fringe Benefits (total for adjuncts)	$0	$0	$0
Total Existing Personnel Costs	$0	$0	$0
Personnel – New Positions			
Administrators Advising Dual Advisor	$42,000	$42,000	$42,000
Fringe Benefits	$11,000	$11,000	$11,000
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs–New Positions	$53, 000	$53, 000	$53, 000
Start-Up Costs – One-Time Expenses			
Physical Facilities: Construction or Renovation	$0	$0	$0
Total Start-Up Costs	$0	$0	$0
			$0
Operating Costs – Recurring Expenses			$0
Supplies/Expense (Cards Letter Head Advertisement)	$2,500	$2,500	$2,500
Equipment/Technology	$0	$0	$0
Total Operating Costs	$2,500	$2,500	$2,500
Grand Total Costs	$55,500	$55,500	$55,500
FUNDING SOURCES – Through those in WSU Classes and not the SLASA program through USD 266.			
B. Tuition/State Funds ($228)	$102,600	$205,200	$205,200
$667.41per student per semester ($1,334.82 annual)	$20,022	$40,044	$40,044
Mandatory Student Fees $20.75 per credit hour	$9,338	$18,676	$18,676
LAS Student Fee $7.75 per credit hour	$3,487	$6,975	$6,975
Grand Total Funding	$135,447	$270,894	$270,894
Projected Surplus/Deficit (+/-)	**+$79,947**	**+$215,394**	**+$215,394**

X.   Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned, Existing, & New Positions

The program will be administered in the same manner as the current associate in arts (AA). The AA is currently administered and advised in the Fairmount College of Liberals Arts and Sciences advising center. No new expenditures are expected.

B. Revenue: Funding Sources

Tuition and fees will be the primary source of funding for the program. WSU anticipates 15 new students in the program for each of the first three years. A tuition rate of $228 per credit hour is used in the table above. Student

fees are calculated as follows:
- $667.41 per student per semester
- $20.75 per credit hour per semester (mandatory student fee)
- $7.75 per credit hour per semester (LAS student fee)

No new funding sources are expected or needed.

C. Projected Surplus/Deficit
The proposed new AS degree program is not projected to have a budget deficit.

XI. References

Kansas Board of Regents. (2023). Kansas Public Higher Education & Training Program Search. (https://www.kansasregents.org/academic_affairs/program_search)

National Center for O*NET Development. (2023). One Net – Data Base - O*NET - https://www.onetonline.org/link/summary/31-2021.00

U.S. Bureau of Labor Statistics. (2022, May); Occupational Outlook Handbook. Retrieved from https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm

Wichita State University Web Page Transfer Student Information Page, https://www.wichita.edu/admissions/undergraduate/transfertowsu/

Attachment A

Course	Title	Hours
Required Courses		
ENGL 101	College English I (SGE [010])	3
ENGL 102	College English II (SGE [010])	3
COMM 111	Public Speaking (SGE [020])	3
MATH 111	College Algebra (SGE [030])	3
or MATH 242	Calculus I (SGE [030])	
MATH 123	College Trigonometry (SGE [030])	3
or STAT 370	Elementary Statistics SGE [030])	
Select three of the following		13-15
BIOL 210	General Biology I (SGE [040])	
or BIOL 220	Introduction to Microbiology (SGE [040])	
CHEM 211	General Chemistry I (SGE [040])	
or CHEM 103	Introductory General, Organic and Biochemistry (SGE [040])	
MATH 243	Calculus II	
PHYS 213	General College Physics I ([SGE 040])	
or PHYS 313	Physics for Scientists I ([SGE 040])	
HS 400	Introduction to Pathophysiology	
Select one of the following		4-5
BIOL 211	General Biology II	
BIOL 223	Human Anatomy and Physiology (SGE [040])	
HS 290	Foundational Human Anatomy and Physiology (SGE [040])	
CHEM 212	General Chemistry II (SGE [040])	
PHYS 214	General College Physics II (SGE [040])	
Other Required Courses		

Course	Title	Hours
Fine Arts/Humanities General Education Course (SGE [060])		3
Fine Arts/Humanities General Education Course (SGE [060])		3
Social and Behavioral Science General Education Course (SGE [050])		3
Social and Behavioral Science General Education Course (SGE [050])		3
FYS if required or other General Education Course (SGE [070])		3
General Education Diversity Course (SGE [070])		3
Elective Courses		
Selected after consultation with an academic advisor.		7-11
Total Credit Hours		60

Attachment B

KANSAS ASSOCIATION OF COMMUNITY COLLEGES

February 10th, 2023

Dr. Blake Flanders President
and CEO Kansas Board of
Regents
1000 SW Jackson St Ste 520,
Topeka, KS 66612

Dear Dr. Flanders,

The 19 Kansas community colleges thank you for the opportunity to comment on the proposed Wichita State University (WSU) offering of an Associate of Arts degree. The awarding of the associate degree is the purview of Kansas community colleges and has been for decades. The four-year sector seems to be experiencing mission creep as they continue to be venturing into the two-year sector space of awarding Associate degrees. This trend seems to be devaluing the two-year sectors work in this area and flooding the market with "automatically" awarding associate degree's when 60 hours are completed. Are these 60 hours required to have fulfilled the new general education core requirement prior to the awarding of the degree? Awarding thousands more associate degree's per year may provide recognition, but as KBOR repeatedly states, these students need to persist toward a bachelor's degree. When KBOR allowed Pittsburg State to start this practice in the spring, we talked about reverse transfer and the importance of using that vehicle at the community college if the student started with us of if the student started at a state university and then came to us with already earned credits. However, there has been no evidence since that time, other than a few quick meetings, that any attempts at additional reverse transfer efforts have occurred. The workgroup on reverse transfer met once or twice with little to no systemic progress.

While we appreciate wanting to "recognize" the academic achievement of students in the pursuit of the bachelor's degree. However, current Kansas Board of Regents (KBOR) policy and nationwide best practices would direct University students who have transferred from a Kansas Community College with 15 or more hours to reverse transfer hours back to the Kansas community college for the student to achieve their associate degree from a Kansas community college. It was recently stated that a university is about to award 1,000 associate degrees. It is hard to believe that none of those students would have had 15 hours at a community college, but no additional influx of reverse transfers has been seen.

Automatic reverse transfer has been something that should have been occurring for several years. Administrative barriers were erected in registrars' offices and by using FERPA as an excuse not to have this occur. Other state systems figured this out years ago, but Kansas continues to significantly lag the nation in having students sign a release upon application to allow reverse transfer to happen seamlessly.

In closing, from a community college perspective, we believe it is important for the Universities to be transparent in articulating the purpose and intent of a student having the option to be awarded an associate degree at their institution. While student success is often the purported reason, another reason not usually stated is that awarding a degree when a student reaches 60 credit hours at the institution creates a completer for the university in terms of IPEDS data which will make the University appear to be doing a better job even if most of that education was completed elsewhere. This new associate degree trend in Kansas, started by Pittsburg State University has now started to spread. It is not a trend being seen across the country in a widespread fashion because it infringes on the mission of the community colleges, and it strays from the University mission of conferring bachelor's degrees. WSU has been able to confer certain associate degrees for years, but now desires

another type of associate degree option. When universities offer associate degrees after a student reaches 60 hours it devalues the mission and the associate degrees earned at Kansas community colleges. It also takes students who would have been a community college completer under a functional reverse transfer system and makes them a university completer which skews the data significantly about who has provided most of the education to these students towards earning their associate degree.

We had been standing ready to partner with the Kansas Board of Regents to develop a student friendly reverse transfer document and process. However, there has been no progress on this initiative, and now reverse transfer is relatively useless, since it seems that KBOR would rather allow the Universities to confer an associate degree if the student has earned as few as 15 credits at their institution. Apparently, the time to put a student friendly, functional reverse transfer system in place in Kansas has come and gone, and no process improvements were implemented to increase reverse transfer. In fact, it appears to us that the new associate degree policy adopted by KBOR further eroded the already incredibly underutilized reverse transfer processes in favor of the Universities conferring associate degrees.

Sincerely on behalf of Kansas Community College Presidents and Trustees,

Heather Morgan
Executive Director
Kansas Association of Community Colleges 785-221-2828
hmorgan@kacct.org

February 28, 2024

Heather Morgan
Executive Director
Kansas Association of Community Colleges

Dr. Karla Wiscombe
Interim Vice President
Academic Affairs
Kansas Board of Regents

Dear Ms. Morgan and Dr. Wiscombe:

Wichita State University and the Fairmount College of Liberal Arts and Sciences appreciate the opportunity to respond to the letter from Heather Morgan and the Kansas Association of Community Colleges. Their letter raises a number of concerns about the proposed associate of science degree at Wichita State University which we are happy to address.

The first concern is whether or not the new general education requirements are part of the sixty credits required for the associate degree. Our answer is that the associate of science degree curriculum was developed specifically to embed the current systemwide general education requirements. Students who receive the AS degree from Wichita State University (WSU) will meet all the general education requirements for the General Education Program.

Another concern is about the threat to reverse transfer. To be clear, WSU follows all systemwide reverse transfer procedures and we are proud to say that WSU has more students who opt-in to reverse transfer than any other KBOR institution. Reverse transfer is available for any student who transfers in 45 credit hours from one or more institutions. Any student who transfers in 45 credits is provided with the reverse transfer opt-in in their first semester, as required by KBOR. These students are <u>not</u> included in the proactive awarding of associate degrees that were first implemented this past fall and the processing code explicitly excludes students meeting reverse transfer qualifications. WSU auto-awarded 97 Associate of Arts degrees in the fall of 2023. These students averaged fifty-three credit hours taken at WSU and had an overall average of seventy-four credit hours earned at the time of awarding. WSU has been involved in promoting reverse transfer for many years, even pre-dating the implementation of the KBOR reverse transfer initiative. We are proud of the number of students every year who are able to complete an associate degree from their transfer institution through the reverse transfer process.

In response to the concern that we may not be transparent in articulating the purpose of this associate degree, all of our undergraduate marketing is focused on the four-year degree. The purpose of this associate degree is focused on retention and student success. WSU has chosen student success and persistence for its Quality Initiative for HLC accreditation. The goal of this initiative is to increase retention and graduation rates for students and to narrow the equity gap
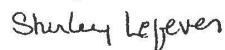
between the university's underserved and non-underserved student populations. Clear pathways to successful completion of a baccalaureate degree are an essential component of student retention and success. The AS degree provides a science-focused pathway for students who are interested in pursuing a science-based baccalaureate degree. And, importantly, it provides a milestone to degree completion and a credential that can be used to obtain employment and opportunities for paid applied learning experiences, which are integral to our mission as an urban-serving institution. Our students will benefit from this credential in many ways, and we believe it will provide motivation and tangible rewards to enable students to successfully complete their baccalaureate degree.

In response to the concern of mission creep through awarding associate degrees, it should be noted that Wichita State University began awarding the Associate of Arts degree in 1975. Such a degree has been part of the College of Liberal Arts and Sciences and is wholly congruent with WSU's mission to serve our unique community and the greater public good for half a century. Nonetheless, the overwhelming majority of students come to WSU to pursue a four-year degree. Because our AA degree is longstanding, we were provided an exception by KBOR to continue to provide an option for students to be admitted into the Associate of Arts degree program. However, we have very few students who come here to pursue the AA degree. For the fall 2024 semester, only seventeen students came to WSU to pursue an AA degree. This is .2% of new applicants to the university. Coming to WSU to pursue an associate degree is clearly not a recruitment strategy. The proposed associate of science degree will only be available to students pursuing a four-year degree. Our intention is to auto-award this degree in the same manner that the associate of arts is now awarded.

The associate of science degree is highly compatible with the larger mission of WSU which combines a student-centered, innovation-focused, and economic driver approach to curricular offerings. We are seeking more and better opportunities to improve a student's life opportunities by providing paid applied learning experiences and opportunities to enter the job market with real-world experience and credentials that support their persistence and success. The associate of science degree offers a clear path and a market-recognized credential that can be used to obtain meaningful employment during their academic career. Perhaps more importantly, the degree offers a half-way milestone to boost confidence and commitment to successful completion of a baccalaureate degree for the student who has an interest in a scientific career.

Thank you for this opportunity to respond to these concerns. We have enjoyed and benefited from our close partnership with the Kansas community colleges for many decades and look forward to our future collaborations. We seek approval for this new associate of science degree in the spirit of appreciation and respect for our community college partners.

Sincerely,

Shirley Lefever

Shirley Lefever, PhD
Executive Vice President & Provost

Attachment C

February 22, 2023

I would like to express support for the potential two-year Associate of Sciences degree proposed by Fairmount College of Liberal Arts and Sciences. Retention at WSU is certainly critical and this move seems to address the current academic and employment environment.

The study of science and technology are crucial elements in the effort to keep young talent in this community, especially including engineering, health professions, and math. Steering students into degree paths toward a bachelor's at Wichita State University will benefit a multitude of industries, including media and journalism.

KMUW would support a program that places science and technology students in local businesses to get hands on experience as interns. The media in general and KMUW need more journalists with the understanding and depth these students could bring to reporting and storytelling. In recent years, media outlets such as ours have placed a great deal of focus and resources into science and technology news coverage. The Wichita community is especially ripe with news in these fields. Participants in this program would be able to easily identify, show interest in, and provide thorough research for science and technology news reporting.

It seems this AS degree program could only strengthen the community and these industries.

Sincerely,

Debra Fraser
KMUW General Manager

KMUW is a listener-supported public service of Wichita State University

121 N. Mead, Suite 200 • Wichita, KS 67202
kmuw.org • (316) 978-6789 office • (316) 978-3946 fax

From: Jennifer Searle <JSearle@kwch.com>
Sent: Thursday, February 8, 2024 10:26 AM
To: Bolin, Brien <brien.bolin@wichita.edu>
Subject: Re: Hiring or Paid Internships for Associate of Sciences students from Wichita State University who are seeking a 4 year degree

Hi Brian,
    Yes, we would have a position for someone with an AS.   It would be an internship in our meteorology department.   We would be interested in someone who would later be pursuing a degree in Meteorology.   The internship would be a paid position.

Jennifer Searle
Content Manager
O: (316) 831-6130
jsearle@kwch.com

KWCH◎ KSCW STORM TEAM 12 (circle) DECADES H&I startTV CATCH IT KANSAS

From: Richter, Sarai <SRichter@americorps.gov>
Sent: Monday, February 12, 2024 9:58 AM
To: Lacy, Katherine <KLacy@americorps.gov>; Bolin, Brien <brien.bolin@wichita.edu>
Subject: RE: [External] Hiring or Paid Internships for Associate of Sciences students from Wichita State University who are seeking a 4 year degree

> You don't often get email from srichter@americorps.gov. Learn why this is important

Dr. Bolin,
Thank you for reaching out and for connecting with us at AmeriCorps! I would be happy to break this information down for you.
We provide stipend + scholarship internships for individuals 18+ years of age, with at least a high degree or GED. I see that the areas you are looking for internships in are – science, technology, engineering, and health. We have a range of opportunities with the best fit bring in your education and healthy futures initiatives. We have some of these opportunities in Wichita, Topeka, and Kansas City.
I would be happy to break down our program for you and talk about the benefits associated with a student doing an internship though our program.
At your convenience, please forward me at least three good times/days that would work for you for us to set up a virtual call.
I look forward to speaking with you!

Sarai Richter
Pronouns: They, Them, Their
Regional Member Recruiter Associate | **North Central**
Office of Regional Operations
AmeriCorps.gov

M: (202) 815-4248

From: Richard Dugan <Richard.Dugan@kanequip.com>
Sent: Monday, February 12, 2024 10:32 AM
To: Bolin, Brien <brien.bolin@wichita.edu>
Subject: RE: Hiring or Paid Internships for Associate of Sciences students from Wichita State University who are seeking a 4 year degree
Does your company have positions available for students who have an Associate of Science degree? Yes, technology.
If yes what is the position these students would qualify for at KanEquip Inc.? Precision Ag positions
And are these paid positions or internships? Paid internships.

Thanks, Richard Dugan

From: Liz Upshaw <lupshaw@devaughnjames.com>
Sent: Thursday, February 15, 2024 1:57 PM
To: Bolin, Brien <brien.bolin@wichita.edu>
Subject: RE: Hiring or Paid Internships for Associate of Sciences students from Wichita State University who are seeking a 4 year degree

Hi Brien,

Great to see you today at the job fair! Glad we were able to connect (and exchange pens!)

Yes – we hire students with 2-year degrees.

They are full-time career positions with our firm. While these start as entry-level positions, they involve a full benefit package, and have room to grow both experience and income. This could be anything from Legal Assistants, Marketing Specialist, Legal Intake Specialists, Accounting Specialists etc.… Of course, most tech and math professions are not intending to work in the legal industry, we do have some degrees of science, and health profession degrees – people who maybe intended to work in the medical field but decided it wasn't for them.

We do not currently have internships, and most of our positions are better for students who have completed schooling (because they are full-time) or for students who are online.

I am excited to begin sharing our job posts with you when they become available. We have a few upcoming job posts in the next few weeks that I will forward your way. Thank you!

ELIZABETH (LIZ) UPSHAW
HUMAN RESOURCES DIRECTOR
MAILING: 3241 N. TOBEN STREET, WICHITA, KS 67226
WEST WICHITA: 7940 W KELLOGG DR, WICHITA, KS 67209
TOPEKA: 1064 SW WANAMAKER RD, TOPEKA, KS 66604
[P] (316)(785)(620)888.8888
[F] 316.425.0414

MISSOURI: 10450 HOLMES RD, SUITE 110, KANSAS CITY, MO 64131
[P] (913)(816)999.9999
WWW.DEVAUGHNJAMES.COM

February 28, 2024

Dear Members of the Kansas Board of Regents,

I am writing this letter in support of Wichita State University's request to grant an Associate of Science degree. As you know WSU Tech partners with the university for students to begin their coursework towards their Associate of Arts degree for completion and that has been a very strong collaborative program for students.

WSU Tech is supportive of this new Associate of Science degree and believes this will add another important educational/career pathway in collaboration with the university providing students another option not currently available to them in Sedgwick County.

Respectfully Submitted,

Dr. Sheree Utash
President, WSU Tech