KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

MEETING AGENDA
Tuesday, March 2, 2021
11 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Kiblinger	
	A. Roll Call		
	B. Approve minutes from February 17, 2021 video conference		p. 3
II.	**Consent Agenda**		
	A. Master of Arts in Applied Sociology	David Cordle, ESU	p. 7
	B. Request to Pursue GAC Accreditation for MS and ME in Project Management	Barbara Bichelmeyer, KU	p. 19
III.	**Discussion Agenda**		
	A. Discuss Proposed Revisions to the New Academic Units and Academic Programs policy	Daniel Archer	p. 21
IV.	**Other Matters**		
	A. Receive SARA Report	Jennifer Armour	p. 23
	B. Discuss Potential Follow-Up for New Academic Program Reviewing	Sam Christy-Dangermond	p. 28
V.	**Suggested Agenda Items for March 17th Meeting**		
	A. Apply Kansas Update		
	B. Review University Qualified Admission Policies		
	C. Update to Board Qualified Admission Policy		
	D. DSP Update		
	E. Coordinating Council Update		
VI.	**Adjournment**		

Date Reminders:
- Low Enrollment Program Review Report Presentations:
  - March 17 – PSU & ESU present to Board

Board Academic Affairs Standing Committee

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets by conference call approximately two weeks prior to each Board meeting. The Committee also meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Ann Brandau-Murguia

Helen Van Etten

Allen Schmidt

Board Academic Affairs Standing Committee
AY 2021 Meeting Schedule

Meeting Dates	Time	Location	Institution Materials Due
August 25, 2020	11:00 am	Conference Call	July 30, 2020
September 9, 2020	1:30 pm	Topeka	August 19, 2020
October 14, 2020	TBD	KU *CANCELED*	September 25, 2020
November 3, 2020	11:00 am	Conference Call	October 15, 2020
November 18, 2020	10:30 am	Topeka *Originally 10:15 at ESU	October 28, 2020
December 1, 2020	11:00 am	Conference Call	November 12, 2020
December 16, 2020	10:15 am	Virtual Meeting *Originally in Topeka	November 24, 2020
January 5, 2021	11:00 am	Conference Call *CANCELED*	December 17, 2020
January 20, 2021	10:15 am	Virtual Meeting	December 30, 2020
February 2, 2021	11:00 am	Conference Call	January 14, 2021
February 17, 2021	10:15 am	Virtual Meeting	January 27, 2021
March 2, 2021	11:00 am	Conference Call	February 11, 2021
March 17, 2021	10:15 am	Topeka	February 24, 2021
March 30, 2021	11:00 am	Conference Call	March 11, 2021
April 14, 2021	10:15 am	Topeka	March 24, 2021
May 4, 2021	11:00 am	Conference Call	April 15, 2021
May 19, 2021	10:15 am	Topeka	April 28, 2021
June 1, 2021	11:00 am	Conference Call	May 13, 2021

MINUTES
Wednesday, February 17, 2021

The February 17, 2021 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 10:15 a.m. The meeting was held by Zoom.

In Attendance:

Members:	Regent Kiblinger, Chair	Regent Schmidt	Regent Van Etten
	Regent Brandau-Murguia		
Staff:	Daniel Archer	Karla Wiscombe	Tara Lebar
	Amy Robinson	Sam Christy-Dangermond	Crystal Puderbaugh
	Natalie Yoza	Travis White	Marti Leisinger
	Scott Smathers		
Others:	Adam Borth, Fort Scott CC	Aron Potter, Coffeyville CC	Aleks Sternfeld-Dunn, WSU
	Brian Niehoff, K-State	Barbara Bichelmeyer, KU	Brad Bennett, Seward County CC
	Bill Hoyt, PSU	Chuck Taber, K-State	Cindy Hoss, Hutchinson CC
	David Cordle, ESU	Cole Shewmake, PSU	Elaine Simmons, Barton County CC
	Heather Morgan, KACCT	Howard Smith, PSU	Jerry Pope, KCKCC
	Jean Redeker, KU	Jill Arensdorf, FHSU	Jane Holwerda, Dodge City CC
	Kim Morse, Washburn	Kaye Monk-Morgan, WSU	Kim Zant, Cloud County CC
	Melinda Roelfs, PSU	Linnea GlenMaye, ESU	Lori Winningham, Butler CC
	Monette DePew, Pratt CC	Mickey McCloud, JCCC	Luke Dowell, Seward County CC
	Robert Klein, KUMC	Sandy Valenti, ESU	Michelle Schoon, Cowley CC
	Sarah Leftwich, WSU Tech	Nora Hatton, PSU	Sarah Robb, Neosho County CC
	Steve Loewen, FHTC	Scott Lucas, WSU Tech	Joel Dickerman, KHSC
	Tiffany Masson, KHSC		

Regent Kiblinger welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes
Regent Van Etten moved to approve the February 2, 2021 meeting minutes, and Regent Brandau-Murguia seconded the motion. With no corrections, the motion passed.

Kansas Health Science Center Update
Dr. Tiffany Masson and Dr. Joel Dickerman presented an update on the Kansas Health Science Center, located in Wichita. They presented information on the formation of this center last year. They provided an overview of who they are, their model and focus, where they are in their formation timeline, their curriculum, residency development, and scholarly activity.

Regent Van Etten asked if they had an update on internship and residency opportunities. Dr. Dickerman responded they are contracted with a consultant who has identified five Kansas hospitals eligible for residency or would be economically favorable to develop residences. They will work with those hospitals to begin to develop a business plan. They are also exploring a partnership with free-standing clinics for a clinic-based residency that has hospital rotations. Regent Van Etten would appreciate an update when they are farther along in this process.

Regent Brandau-Murguia asked if we cap medical students admitted because of a lack of residency partnerships. Dr. Dickerman responded this is a complex issue but noted there are more residency spots in the United States than current medical graduates. Medicare put a cap on residency spots in 1999 when residencies were growing faster than medical students. He noted if we can get Kansans to apply for residencies, they are more likely to stay in the state after graduation, and that is a driving force to train more medical students in Kansas. This year there was an 18% increase in students applying to medical schools, which shows a tremendous demand, but they will need to build residencies in the future to complete their training. Dr. Dickerman and the Committee further discussed residency and student data.

Regent Schmidt commented that Kansas demographics are changing, and the over age 65 category is growing in rural counties rapidly. It has been difficult to serve rural counties and keep clinics and hospitals open, and he believes another model may need to be looked at to address medical needs in remote counties. He noted this is something to be aware of. Dr. Dickerman noted the Kansas Hospital Association is also looking at different delivery models. He stated this is why they are currently connecting with rural communities to help prepare their students for a future model.

Regent Kiblinger asked on behalf of Robert Klein, KUMC, what the plans are for clinical rotations during medical school. Dr. Dickerman responded they are very community-based, so they anticipate one-third of their students will go to the general Wichita area, including Newton and Derby. Two-thirds of their students will eventually do their clinical rotations in a rural setting such as Dodge City and Garden City. They already have agreements with individual providers to provide that level of training, and this is intentional, so their students get early exposure to these communities.

Regents asked if they could receive another update in the future as residency partnerships become finalized. Dr. Dickerman responded they would be happy to come back and provide updates any time.

Low Enrollment Program Reviews
Last spring, the Board discussed low enrollment programs as one of the 2020-2021 Board Goals. At that time, the Board concluded state universities would review all their undergraduate low enrollment programs under strategic program alignment. The process included an initial review by BAASC and a second and final review by the Board. ESU and PSU presented reports.

- David Cordle provided a summary of the ESU Low Enrollment Program Review. ESU has thirteen programs below the minimum enrollment threshold. ESU discontinued Music Education. ESU is recommending nine programs be continued: 1) Biochemistry & Molecular Biology, 2) Physical Sciences, 3) Business Education, 4) Chemistry, 5) Economics, 6) Modern Languages, 7) Earth Sciences, 8) History, and 9) Political Science. ESU recommends merging Health Education with Physical Education. Finally, they recommend two programs be continued, but with additional review of costs and funding as part of their comprehensive budget reduction process: 1) Theatre and 2) Physics. David provided details of thirteen programs, including numbers of graduates, direct instructional costs, revenues generated, and their rationale for continuation. David noted they calculated direct costs on previous criteria set out for a consistent format for reviews, including costs shared across multiple departments.

  Regent Van Etten questioned programs that generate a loss, such as Theatre. David stated most costs are usually from salary and benefits; however, programs such as Theatre and Art have unusually large costs related to non-personnel items, such as resources for productions. Regent Van Etten noted that this is an integral part of the culture and community, but she would like these programs looked at in-depth to reduce the net loss. She noted Physics should also be included due to its net loss. Sciences have relatively higher-paid faculty by nature, and as in the case of Physics, some teach relatively few students. David stated they would look at all possibilities, including potentially merging, but he

emphasized the importance of viewing this in context and think carefully of comparative efficiency opportunities. These are essential programs, and Regent Van Etten noted she wouldn't want these programs to be discontinued.

Regent Kiblinger stated there is a dual purpose in these reviews: 1) To look at programs to see if they are robust and viable and of interest to students, and 2) Are programs sustainable from a financial standpoint. She noted these two things could sometimes be very different, and current circumstances force them to focus more on the financial aspect. Regent Kiblinger thanked ESU for laying out the bigger picture and asked if ESU could provide a brief report on how programs are being affected by the $4.7 million cuts.

- Howard Smith provided a summary of the PSU Low Enrollment Program Review. PSU listed twenty-five programs below the minimum enrollment threshold. PSU discontinued five programs: 1) Graphic Design, 2) French Language Teacher Ed, 3) Psychology Teacher Ed, 4) Spanish Language Teacher Ed, and 5) Spanish Language and Literature. PSU is in the process of discontinuing seven additional programs: 1) Biology Teacher Ed, 2) Chemistry Teacher Ed, 3) Physics Teacher Ed, 4) Family & Consumer Sciences/Home Economics Teacher Ed, 5) Mathematics Teacher Ed, 6) Teacher Ed and Professional Development, and 7) Clinical Lab Science/Medical Technology/Technologist. Each of these programs will be eliminated as a stand-alone option but will be offered as an emphasis under the existing Bachelor of Science degree in the discipline.

  PSU recommended eleven programs be continued: 1) Business Economics, 2) Modern Languages, 3) Geography, 4) Music, 5) Physics, 6) Political Science, 7) Sociology, 8) Math, 9) History, 10) Integrated Studies, and 11) Polymer Chemistry. PSU recommended two programs be continued, but with additional review to evaluate growth potential: 1) Interior Design and 2) International Business. Howard provided details of programs, including numbers of graduates, direct instructional costs, revenues generated, occupational wages, and rationale for continuation.

  Regents asked follow-up questions on PSU's newer Interior Design program. The program is coming up on its fifth year, it's in the School of Construction, and there could be some students from other majors taking courses in this program. Discussion was held around the potential employment opportunities and wages for students studying Interior Design and Music. Regent Kiblinger asked if PSU could continue to update the Committee on Interior Design enrollment numbers and provide follow-up information on specific occupations and wages.

  Regent Van Etten motioned to place the ESU and PSU reports on the March Board agenda, and Regent Schmidt seconded. The motion passed unanimously.

General Education (GE) Working Group Update
Daniel Archer noted there are two steps to building a robust transfer system. The first is creating a common GE package for the entire state, and the second is creating statewide associate degrees. The group started with GE because it is foundational to every program and has the greatest overall student impact. Kansas is surrounded by states that already require a common GE package. Daniel noted KBOR is relatively young in coordinating with community colleges, with just over 20 years of coordination.

In October, colleges and universities were surveyed to identify policies and practices that create barriers in transfer. Daniel organized these responses into three themes and discussed each in detail: 1) Lack of continuity within the system, 2) Specific course or discipline-area issues, and 3) Baccalaureate Degree credit hour requirement barriers. Another survey was conducted to identify commonalities using the Association of American Colleges and Universities (AAC&U) knowledge and skill areas. Eight areas were identified to build upon based on high or moderate levels of agreement within our system. The group agreed to use five of the eight

areas, with additional information being looked at before finalizing the other three. After the group has finalized the knowledge and skill areas that will guide their work, the next immediate step is to put together groups to write student learning outcomes for these areas. After a GE package is created, Daniel stated the long-term plan is to move into program to program transfer. Only five or six states have done this process, so Kansas would be an early adopter and innovator. According to our data, just over 50% of students enroll in ten program areas, so this would be a natural focus point.

Regent Kiblinger asked about the timeline for completing a GE package. Daniel responded once the knowledge and skill areas have been finalized over the next few months, a timeline will be created for the rest of the process. Regent Kiblinger stated as we look at data for students in Kansas who earn a community college degree and transfer to a university, this is important work for the students in terms of affordability and access.

Direct Support Professionals Update
Regent Schmidt provided an update and thanked Shirley Lefever for the work WSU is doing in this area. WSU met with representatives from KSDE to identify a CTE pathway that will launch in the fall of 2021 between WSU and USD 259. This would allow high school students to enroll in direct support professional courses for concurrent credit to apply towards a bachelor's degree at WSU. This coursework will meet the workforce and academic needs for DSP and is already found within current CTE pathways such as Human Services.

Coordinating Council Update
Regent Kiblinger provided an update from the Coordinating Council. The Council last met on February 1, but conversations and work have continued since this time. She noted the previous recommendation to move the Advantage Kansas concept forward is being finalized. KBOR, community colleges, technical colleges, universities, KSDE, Kansas Chamber of Commerce, and others are coming together to fulfill the Coordinating Council goals.

Adjournment
The next BAASC meeting is March 2, 2021, at 11:00 a.m.

Regent Van Etten moved to adjourn the meeting, and Regent Brandau-Murguia seconded the motion. With no further discussion, the meeting adjourned at 12:02 p.m.

Program Approval

Summary

> *Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Emporia 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. Board staff concurs with the Council of Chief Academic Officers in recommending approval.*
>
> *March 2, 2021*

I. General Information

A. Institution   Emporia State University

B. Program Identification
Degree Level:	Master's
Program Title:	Applied Sociology
Degree to be Offered:	Master of Arts
Responsible Department or Unit:	Social Sciences
CIP Code:	45.1102
Modality:	Online
Proposed Implementation Date:	Fall 2021

Total Number of Semester Credit Hours for the Degree: 30

II. Clinical Sites: This program will not require the use of clinical sites.

III. Justification

Emporia State University proposes a new Master of Arts program in Applied Sociology, which will be a program type new to the Kansas Regents System and in alignment with Emporia State University's strategic plan. Through the department's research of over 14 institutions with specific applied sociology master's programs, the closest location to Kansas is in Dallas, TX. One institution in South Dakota offers a Ph.D. program. Of these institutions that offer this program at the master's level, only one offers the program completely online and only one is accredited by The Commission on the Accreditation of Programs in Applied and Clinical Sociology.

The proposed MA program will enable students to integrate sociological knowledge and skills needed to meet workforce demands in the service sector. Applied sociologists work as planners, program development specialists, policy analysts, community outreach coordinators, and data analysts in corporations, research organizations, community agencies, government bureaus and programs, school systems, medical facilities, courts, and private businesses.

According to the U.S. Bureau of Labor Statistics (2018), employment for applied sociologists is expected to grow faster than the average for all occupations in the foreseeable future. This increasing demand results from concerns about such issues as the competitive global economy, a shortage of trained evaluators, and an increased need for capacity building for communities and agencies. Job prospects are best for students with advanced degrees, and graduates from applied sociology programs are equipped to take advantage of the trend toward research, evaluation, and data analysis (Pike, et al., 2017; Spalter-Roth, Senter, Stone, and Wood, 2010).

The Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS), the accrediting body for applied sociology programs, establishes standards for applied sociology programs and monitors accredited programs to ensure they continue to meet the standards. According to CAPACs procedures, programs that apply for accreditation must have enrolled students for at least two years by the time of that application; therefore, after year 2 of this proposed program, we plan to submit the necessary application documents. Currently, only two graduate programs are listed as accredited by CAPACS: a Ph.D. program in New Jersey and a master's program in South Dakota.

Basic CAPAC program standards include the following:
- Formal title including applied sociology
- Administrative structure for decision-making, planning, and goal setting
- Sufficient resources with well-qualified faculty and professional staff
- Mission statement, program goals and objectives
- Learning goals
- Maintain ongoing relationships with sociological practitioners and associates
- Faculty membership in the Association for Applied and Clinical sociology or American Sociological Association, or other relevant professional association
- 200 hours of practice experience for students supervised by an academic advisor and on-site agency employee
- Concentrations or specialization tracks

The proposed Master of Arts program in Applied Sociology will include:
- 15 hours in core courses,
- 9 hours in concentration courses, and
- 6 credit hours in community-based capstone.

This online accelerated program will admit students directly from a bachelor's degree with a maximum of 10 credit hours transferred from a graduate program. An accelerated program provides courses on a rotating carousel in a compressed format (7-week sessions, six times per academic year). This accelerated and online approach allows students to complete the program more quickly, on their own schedule, and from their own location. Students will be able to enter the program at any of the 6 start dates (2 each semester) and motivated students can complete the degree in one year.

IV. Program Demand

A. Survey of Student Interest
Two surveys, one for current undergraduates majoring in sociology or crime & delinquency studies and one for graduates of the programs, were administered using Google Forms. Survey links were sent to 592 graduates and 136 current majors. Sixty-seven graduates and 30 current students responded. The surveys asked questions regarding their current plans after graduation or if they attended graduate school after graduating, as well as why they did not or would not apply to graduate school and what helped them decide on a graduate school. Both asked a hypothetical question regarding whether or not they would apply in the event ESU had a Master of Arts program in Applied Sociology.

Table 2: Survey of Interest Results

Current Students	Number	Percentage
Plan to attend graduate school	19	63%
Would apply to a MA in Applied Sociology at ESU	16	53%

|		
Alums		
Attended graduate school after bachelors	31	46%
Attended another institution for graduate school (N=31)	20	65%
Would apply to a MA in Applied Sociology at ESU	54	81%
Total who would apply to a MA in Applied Sociology at ESU	**70**	**72%**

Table one displays the response rate for each survey type and table two provides key feedback regarding student interest in the proposed program. One qualitative question asked was why alums chose not to go to graduate school. Of the 34 responses to this question, eight students indicated they were unable to continue their sociology education because Emporia State University did not offer a master level program and they were unable to travel elsewhere. Current students who planned to move into a career rather than go to graduate school also indicated they were unable to continue their education because Emporia State University did not offer a master's program in sociology (4 of 10 respondents). Additionally, we currently have six students on a waiting list if the program is approved.

B. **Market Analysis**

As stated in the justification, employment for applied sociologists is expected to grow faster than the average for all occupations in the foreseeable future. This increasing demand results from concerns about such issues as the competitive global economy, a shortage of trained evaluators, and an increased need for capacity building for communities and agencies. Job prospects are best for students with advanced degrees and graduates from applied sociology programs will be equipped to take advantage of the trend toward research, evaluation, and data analysis. Additionally, the Bureau of Labor Statistics (2018) projects employment of sociologists is projected to grow 9% from 2018-2028, faster than the average for all occupations.

The map below shows programs with traditional classes only (purple) and online classes (blue). The location closest to Emporia, KS is in Dallas, TX and only one other program nationwide offers their program fully online but not accelerated. Half of the publicized programs offer their program at 30 credit hours with the remaining programs offering between 32 and 36 hours.

Applied Sociology Graduate Programs
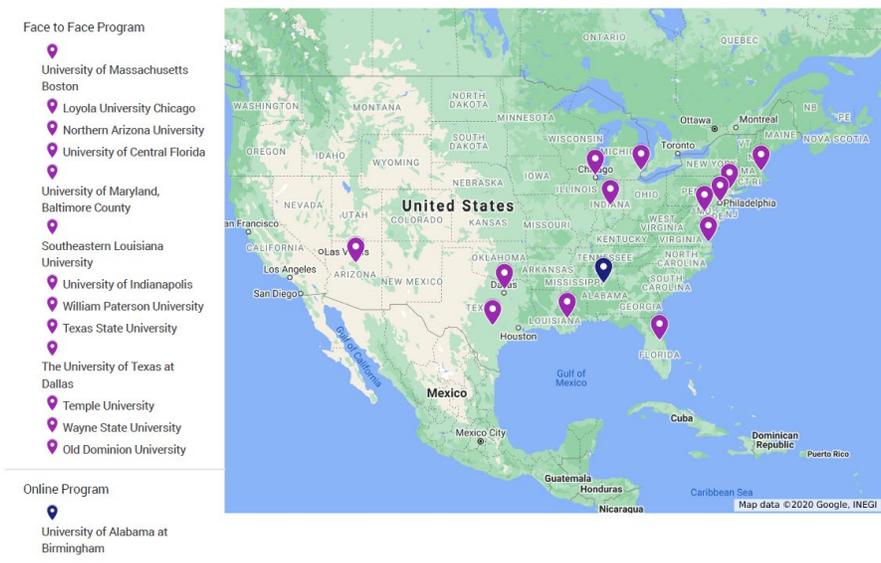
All traditional Applied Sociology programs are small with flailing enrollment numbers. The one online program at the University of Alabama, Birmingham, however, had a 616% increase in enrollment numbers between 2014 (12) and 2019 (86). This drastic increase in a mere five years indicates there is a demand for a fully online program. The accelerated model (7-week terms, multiple entry points throughout the year) gives this proposed program an additional advantage by addressing the obstacles working adults face.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	3	150	45
Year 2	15	15 (12 new)	450	225
Year 3	30	30 (15 new)	900	450

VI. Employment

According to the Bureau of Labor Statistics (2018), employment of sociologists is projected to grow 9% from 2018-2028, faster than the average for all occupations.

Several national surveys of employers indicate the types of skills and experiences employers are looking for in college graduates (Chronicle of Higher Education 2012; Hart Research Associates 2015; National Association of Colleges and Employers 2015). The two major conclusions include skills that cut across majors and experience applying those skills. Applied sociologists are trained to collect and interpret factual data and assess the opinions and beliefs of people in the society. These skills assist the government and private sector in solving social problems. Applied sociologists work in many fields including government agencies, research firms, nonprofits, corporations, colleges, and universities. More so than ever, private and governmental funders require data-driven evidence-based practices before providing much needed funding in communities. A master's degree in applied sociology enhances the employability and marketability of prospective and current social service professionals. Additionally, applied sociologists are qualified to be certified and serve as case managers in settings such as hospitals, schools, colleges and universities, law firms, hospice facilities, correctional facilities, foster care programs, etc.

The proposed Master of Arts program in Applied Sociology will prepare students to enter, or to be better prepared to work in, the service sector. The Department for Professional Employees (2011) and the International Trade Administration (2010) state that the service sector represents a major component in the U.S. economy. More than 80% of U.S. private sector employment is service jobs, which accounts for nearly 90 million jobs. Education services, health care, and social assistance services are expected to grow at an annual average rate that is over double the expected rate for the economy as a whole. Community and social service occupations will have a high demand in employment as more and more elderly seek services.

The expanding employment market in the service sector will require professionals equipped with effective social and interpersonal relation skills and decision-making skills. In addition, those in the field or getting ready to enter the social service sector will have to be or become proficient in data collection, processing, interpretation, and reporting.

VII. Admission and Curriculum

A. Admission Criteria
Admission to the Graduate College
General graduate admission requirements include all of the following:

- An official-transcript-verified bachelors from a regionally accredited institution or equivalent bachelors for students applying from outside the United States
- A grade point average minimum of 2.5 in the last 60 semester hours of study or an overall grade point average of 3.0 for a completed master's degree

Admission to the Degree Program
Minimum admission requirements (NOTE: meeting these minimums does not guarantee admissions.)
- Acceptance to the graduate school
- Completion of a minimum of 15 undergraduate semester hours in sociology or a related field (applicants not meeting this requirement may be granted probationary admission at the discretion of the Graduate Committee)

Applicants for the MA program in Applied Sociology must submit to the Graduate School
- Graduate School application, which includes choice of concentration, and all documentation required by the Graduate School
- A 1-2-page letter of intent including career aspirations and goals with connections on how completion of this MA program in Applied Sociology will help in attaining those goals
- Three letters of recommendation, at least one of which is from a former professor addressing the applicant's aptitude for graduate study,
- Resume or curriculum vitae
Note: The GRE (Graduate Record Examination) is NOT required

B. Curriculum
The curriculum includes 21 credit hours of core courses (5 courses at 3 credits each; 6 credit hours of capstone) and 9 credit hours (3 courses at 3 credit hours each) in either the Criminal Justice Concentration (CJC) or Community Leadership Concentration (CLC). Students may enter the program at the beginning of any of the six entry points. Fall and Spring courses will be 7-weeks and Summer courses will be 6-weeks. The total of 30 credit hours can be completed in 1 year (2 courses each 7-week session in Fall and Spring and two courses in the Summer) or 2 years. Courses can be taken at any point without prerequisites other than the two capstone courses to be taken at the end of all other coursework. A visual of the course rotation is provided in Figure 1.

Practicum Sites
Six credit hours of capstone is required for this program. Capstone courses require students to obtain and maintain a practicum with a social service or law enforcement agency of their choosing. The department has many contacts for local agencies currently used for undergraduate practicums as well as connections in the Kansas City area; however, it is the responsibility of each student to research their hometown, or nearby location, and obtain the practicum. All six capstone hours are expected to be completed at one site, unless other arrangements are made in consultation with the graduate program director and the intern's supervisor.

Program Goals and Objectives
The overall program goals and objectives of the Master's in Applied Sociology degree focus on knowledge, skills, practice experience, and professional orientation and ethics. By the end of the program, students will be able to:
a. Articulate how and why social phenomena operate the way they do,
b. Examine the nature of social phenomena in a systematic manner,
c. Practice their knowledge in real world situations using the theories and methods of applied sociology,
d. Articulate how social factors such as race, gender, sexuality, social class, and age interact to structure and culturally frame social interaction and perceptions at the local, national, and global levels.
e. Evaluate social programs, and/or criminal justice institutions, and processes,

f. Research, identify, apply for, and report on a variety of funding streams for program development and capacity building,
g. Demonstrate the link between the practice experience and the concentration,
h. Acquire and maintain a professional identity as a sociological and/or criminal justice practitioner,
i. Analyze the social, ethical, and political constraints on sociological and/or criminological practice,
j. Comply with the codes of ethics of the Association for Applied and Clinical Sociology, the American Sociological Association, and/or other relevant professional associations, and
k. Demonstrate the ability to integrate sociological theories, methods, skills, and practice experience in a final product.

Each concentration has specific goals and objects specific to the subject matter. The two concentrations in the program include Community Leadership and Criminal Justice.

Students who complete the Community Leadership concentration will be able to:
a. Evaluate social programs and processes,
b. Incorporate leadership principles and competencies in social justice projects,
c. Develop grassroots social justice projects, and
d. Assess community assets and needs to build community capacity.

Students who complete the Criminal Justice concentration will be able to:
a. Evaluate juvenile and adult crime and delinquency using theory,
b. Develop prevention and intervention community strategies to decrease crime,
c. Analyze social policies associated with crime and delinquency,
d. Provide support and professional development of criminal justice staff, and
e. Evaluate current trends in criminal behavior and methods of deterrence.

Transfer Credit
Transfer of up to 10 credit hours of graduate credit earned at another institution, or in another department at Emporia State University, or earned before admission to this program, must have prior work evaluated for transfer credit. Requests for transfer of credit must be approved by the Graduate Coordinator and the Chair of Social Sciences. Requests must be made in writing for each course and accompanied by an official transcript, catalog description, and syllabus or other supporting documentation. Special permission must be obtained to take courses elsewhere and then have them transferred back to Emporia State University as part of your plan of study. Transfer credit is rarely approved to assure the degree granted accurately reflects a student's education at Emporia State University in Applied Sociology.

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

Course #	Course Name	SCH….
SO710	Applied Sociological Theory	3
SO720	Qualitative Research methods	3
SO742	Crime, Causation, Prevention, and Control OR	
SO736	Community Building and Development	3
	FALL TOTAL	9

Year 1: Spring

Course #	Course Name	SCH….
SO740	Intersectionality & Identities	3
SO760	Program Evaluation & Performance Management	3
SO732	Leadership & Social Justice OR	
SO744	Criminal Justice Organization & Management	3
	SPRING TOTAL	9

Year 1: Summer

Course #	Course Name	SCH….
SO730	Grant Proposal Writing	3
SO738	Public Sociology OR	
SO746	Community Policing	3
SO790	Applied Sociology Capstone 1	3
SO791	Applied Sociology Capstone 2	3
	SUMMER TOTAL	12

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

Course Rotation

Figure 1

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
Rochelle Rowley*	Assoc. Professor	PhD	Y	Intimate Violence, Child Abuse, Domestic Violence, LGBTQ Studies	.6
Rebecca Rodriguez-Carey	Assistant Professor	PhD	Y	Criminology, Women and Crime, Corrections	.5
David Westfall	FT Instructor currently (position moving to Assistant Professor in Year One)	PhD	N currently, Y in year one	Research Methods, Statistics, Population, Social Media, Deviance	.5
Jan Todd	Assistant Professor	PhD	Y	Family, Sociology of Religion, Popular Culture, Intimate Relations; Interdisciplinary Studies Instructor	.5
Susan Zuber-Chall	PT Instructor	PhD	N	Criminal Justice, Law Enforcement, Criminal Investigation, Ethics in Criminal Justice	0
Alfredo Montalvo	Associate Professor	PhD	Y	Criminology, Corrections, Sociological Theory, Criminal Justice	.125
Evandro Camara	Professor	PhD	Y	Sociological Theory, Slavery, Sociology of Religion, Race and Ethnic Relations	.125
TBD	Assistant Professor	PhD	Y	Applied Sociological Theory, Program Evaluation and Management, Intimate Relationships, LGBTQ+ Studies	1

Note: These numbers represent the program when it is fully operational.

Number of graduate assistants assigned to this program **……………………………………** 1

IX. Expenditures 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	$107,628	$122,530	$124,981
Administrators *(other than instruction time)*	$5,600	$5,712	$5,826
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$20,754	$23,507	$23,977
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$133,982	$151,749	$154,784
Personnel – – New Positions			
Faculty			$50,000
Administrators *(other than instruction time)*			
Graduate Assistants			$9,547
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			$9,268
Other Personnel Costs			
Total Existing Personnel Costs – New Positions			$68,815
Start-up Costs - - One-Time Expenses			
Library/learning resources			
Equipment/Technology			$1,157
Physical Facilities: Construction or Renovation			
Other - Accreditation			$2,300
Total Start-up Costs			$3,457
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel		$1,400	$1,400
Other			
Total Operating Costs	0	$1,400	$1,400
GRAND TOTAL COSTS	$133,982	$153,149	$228,456

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$272/ch	$53,040	$189,000	$388,800
Student Fees	$93/ch	$18,135	$62,755	$125,550
Other Sources				
GRAND TOTAL FUNDING		$71,175	$251,775	$514,350
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	■	-$62,807	+$98,626	+$285,894

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

	Year 1	Year 2	Year 3
Rochelle Rowley*	0.5	0.5	0.5
Jan Todd	0.375	0.5	0.5
Rebecca Rodriguez-Carey	0.5	0.5	0.5
David Westfall	0.375	0.5	0.5
Alfredo Montalvo	0.125	0.125	0.125
Evandro Camara	0.125	0.125	0.125

*Additionally, a current faculty member will serve as graduate director resulting in additional time other than instruction time for administration. Therefore, 10% of the FTEs in the core faculty chart are represented on the line for administrator (other than instruction time).

Year One
- Salaries are multiplied by the FTEs in the chart above
- Fringe is calculated based on current ESU fringe rates

Years Two and Three
- All costs are increased by an estimated 2% cost of living raise from the previous year

Personnel – – New Positions

Years One and Two
- The estimated enrollment can be managed by existing resources. No new faculty.

Year Three
- Estimated enrollment will require an additional faculty member. The cost is at 100% of the new faculty salary.
- The increased enrollment also requires a new GTA position.

Start-up Costs – One-Time Expenses

Years One and Two
- Current resources sufficient

Year Three
- Computer equipment for one new faculty
- Accreditation fees after the first two years of operation. If all standards are met, this expense will be incurred every 5-7 years.

Operating Costs – Recurring Expenses

The online nature of the proposed program eliminates the need for additional operating expenses other than a small allocation for travel.

B. Revenue: Funding Sources

The addition of a graduate level degree and subsequent tuition and fee dollars is the funding source for the proposed program. Year 1 tuition rate is $272/ch and fee rate is $93/ch. Tuition rates are calculated with a 2.8% increase in years two ($280/ch) and three ($288/ch).

Tuition:
Year 1: ($8,160 * 5 students) + ($8,160 * 3 students * .5 part-time) = $53,040
Year 2: ($8,400 * 15 students) + ($8,400 * 15 students * .5 part-time) = $189,000
Year 3: ($8,640 * 30 students) + ($8,640 * 30 students * .5 part-time) = $388,800

Fees:
Year 1: ($2,790 * 5 students) + ($2,790 * 3 students * .5 part-time) = $18,135
Year 2: ($2,790 * 15 students) + ($2,790 * 15 students * .5 part-time) = $62,775
Year 3: ($2,790 * 30 students) + ($2,790 * 30 students * .5 part-time) = $125,550

C. Projected Surplus/Deficit

- Year one results in a deficit of $62,804 with years two and three providing a surplus.
- Projections for enrollment numbers in the degree is very conservative and based on traditional degrees at other institutions and their enrollment numbers. However, if enrollment in this proposed program matches the similar program at Alabama, our revenue will increase drastically.
- After implementation and marketing strategies, it is projected our numbers will more than supplement costs of the program.

XI. References

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Request to Seek Accreditation for Master's programs in Project Management – University of Kansas

Summary and Recommendation

The University of Kansas is seeking approval to pursue programmatic accreditation for its Master of Engineering and its Master of Science in Project Management from the Global Accreditation Center of Project Management Education Programs (GAC). The total cost of initial accreditation is estimated at $16,000, with an annual renewal fee of $2,500. Board staff recommends approval.

March 2, 2021

Background

Board policy (II.7.l.i.) on accreditation requires state universities to seek approval prior to pursuing initial accreditation for an academic program.

Request: Accreditation for Graduate Programs in Project Management

The University of Kansas requests approval to seek accreditation for the Master of Engineering in Project Management and the Master of Science in Project Management programs with the Global Accreditation Center of Project Management Education Programs (GAC). GAC is a member of the Association of Specialized and Professional Accreditors. Please see attachment for additional information.

The following costs are associated with this accreditation:

Costs for Accreditation	
Fee	Amount
Submission of Letter of Intent	$2,500
Self-Assessment Report Review	$3,000
Site Visit	$3,000
On-Site Visit Peer Review Travel Expenses (estimation)	$7,500
Total for Initial Accreditation	**$16,000**
Annual Accreditation Fee	$2,500

Recommendation: Total cost of initial accreditation is $16,000, with an annual renewal fee of $2,500 thereafter. Board staff recommends approval of this request.

MEMORANDUM

TO: Sam Christy-Dangermond, Director
                Kansas Board of Regents

FROM: Barbara A. Bichelmeyer
                Provost/Executive Vice Chancellor

DATE: February 18, 2021

RE: Request to Pursue GAC Accreditation for Project Management

KU's School of Professional Studies, located at the Edwards Campus in Overland Park, offers an in-person ME degree in project management as well as an online and in-person MS degree in project management. While KU has offered such degrees at the Edwards campus since 2013, these degrees recently moved from the School of Engineering to the newly-approved School of Professional Studies and offerings were expanded to the Leavenworth location. The graduate degrees in project management annually enroll 55 students and 19 students graduate annually.

The Global Accreditation Center for Project Management Education Programs (GAC) is the world's leading specialized accrediting body for project management and related degree programs, accrediting programs at the bachelor's, postgraduate, and doctorate levels offered within accredited institutions of higher education worldwide. The GAC is committed to fostering excellence and continuous improvement in academic degree programs related to the field of project management. This accreditation will help to demonstrate the high-quality program that the School of Professional Studies is offering as well as help to recruit students to the program.

Given its long history, KU's project management program is well-prepared to apply for GAC for accreditation which typically is a 12-month process. KU offers the only project management masters-level program in Kansas with the CIP Code of 52.0211 and, if approved, would be the only GAC-accredited program in the state. In the Midwest, accredited programs can be found in Colorado, Nebraska, Missouri, Illinois, and Minnesota.

The following costs are associated with accreditation:

Fee	Amount
Submission of Letter of Intent	$2,500
Self-Assessment Report Review	$3,000
Site Visit Fee	$3,000
On-Site Visit Peer Reviewer Travel Expenses (estimated costs)	$7,500
Total for Initial Accreditation	**$16,000**
Annual Accreditation Fee	$2,500

Discuss Proposed Revisions to the New Academic Units and Academic Programs policy

Daniel Archer
VP Academic Affairs

Summary

Current Board policy does not provide an explicit outlet for community and technical colleges to provide comments on new degree proposals submitted by universities seeking to offer associate-level degrees. This issue paper 1) provides policy background information, 2) examines the current comment period process for state universities that submit new degree program proposals, and 3) includes a proposed policy revision that will enable community and technical colleges to issue comments when a university proposes to offer an associate degree.

March 2, 2021

Background

While universities are not prohibited from offering associate-level degrees, it should be noted that the Board policy (Ch. II, A.7. i.) states the following about universities requesting to offer such degrees:

> *"Associate Degree Programs: The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, the Board of Regents discourages the state universities from offering associate degrees in academic or technical programs where the baccalaureate is available; provided, however, that the Board acknowledges that student demand and community needs may engender requests for associate degree programs, particularly in areas of technology education. Requests by state universities for associate level programs shall be considered through the new program approval process."*

Current Board policy specifies that all new degree programs (associate, baccalaureate, masters, and doctoral) proposed by state universities require a 45-day comment period in which other institutions can express concerns, comments, and objections.

While this process has provided opportunities for universities to issue comments about degree proposals, the policy does not definitively address cases in which a community or technical college may wish to comment on a university proposing to offer an associate degree. In the end, the community and technical colleges, which may be impacted by a state university offering an associate degree, are not explicitly noted in the comment period when such a degree proposal is submitted.

On January 20, 2021, BAASC determined that it was necessary to revise the New Academic Units and Academic Programs policy to ensure that the comment period explicitly included community and technical colleges when universities propose to offer associate degrees. An excerpt of the policy with proposed revisions is detailed below.

Ch. II. A.7.

. . .

d. Approval of New Academic Program Proposals

i. Overview

(1) When the Board considers the establishment of a new degree program or major, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents.

(2) State universities must submit a complete program proposal to ~~board~~ Board staff and enter the proposed program into the Program Inventory Database. Once ~~board~~ Board staff receives a complete program proposal and the program is entered into the Program Inventory Database, the proposal will be available electronically for institutions to view. All institutions shall be automatically notified of the proposed program by email through the Program Inventory Database. If a state university wishes to express concerns about a proposed associate, baccalaureate, masters, or doctoral degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. ~~Institutions with concerns, comments or objections to the program must state those in writing to Board Staff within 45 calendar days of notification of the proposed program~~. If a community or technical college wishes to express concerns about a proposed associate degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. During the 45 calendar day ~~calendar~~ comment period, the list of concerns, comments and objections will be compiled by Board staff and forwarded to the state university for follow-up. The state university proposing the program is expected to communicate with other institutions filing concerns, comments or objections to minimize or eliminate the identified issues. Final proposals must include evidence that concerns, comments or objections have been addressed. This process is designed to make the approval process more transparent, improve proposals and reduce potential conflict related to unnecessary duplication. The 45 calendar day ~~calendar~~ comment period shall run concurrently with the approval procedures for new academic program proposals.

The Board President and Chief Executive Officer, or designee, shall determine if each proposed program is similar to others in the state and may serve the same potential student population. A similar program is one that has a like CIP code, title, content or competencies. If the President and Chief Executive Officer, or designee, determines that one or more similar programs exist, the following information included in the program proposal narrative shall be taken into account: the ability/inability to offer the program collaboratively, the level of student interest in the program, existing and future labor market demand, and availability of clinical sites, if applicable.

Board staff shall compile, analyze and make recommendations to the Board on the information provided in the program proposal narrative. The recommendations and information provided shall be reviewed by the Board Academic Affairs Standing Committee to determine whether the program represents unnecessary program duplication before forwarding the proposal to the full Board for action.

State Authorization Reciprocity Agreement (SARA) Update

Summary

SARA allows accredited degree-granting institutions to offer distance education in other member states without having to seek individual authorization from those states. This report provides an update on the status of SARA in Kansas and nationwide.

March 2, 2021

Background

The State Authorization Reciprocity Agreement (SARA) is a voluntary agreement among its member states and US territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. Since 2014, Kansas has been approved as a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) through the Midwest Higher Education Compact (MHEC). The Kansas Board of Regents serves as the State Portal Entity (SPE) for all institutions domiciled in Kansas. As the portal entity, KBOR serves as the interstate point of contact for SARA questions, complaints, and other communications for institutions domiciled in Kansas and for students taking online courses from those institutions.
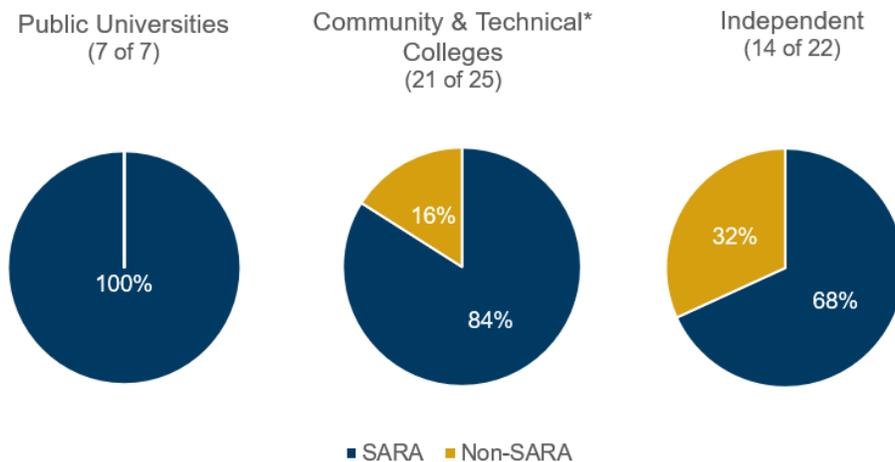
National Membership and Participation

For a state to participate in SARA, its legislature must authorize it to join the Agreement. Currently, there are over 2,000 participating institutions representing 49 member states, two territories (Puerto Rico and U.S. Virgin Islands), and the District of Columbia.
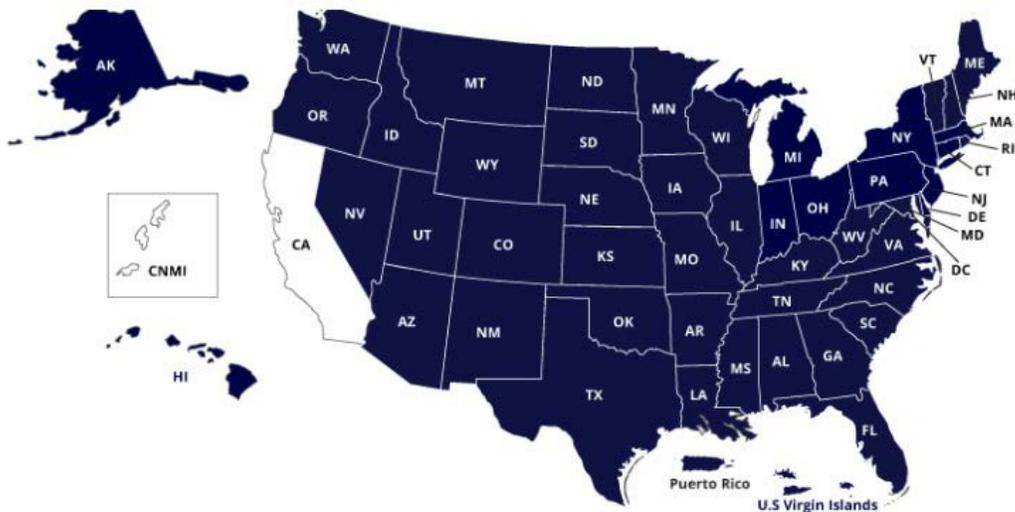
Participation in Kansas

44 Kansas institutions are participating in SARA as of February 1, 2021. The charts below illustrate participation by sector[1].

Public Universities
(7 of 7)

Community & Technical*
Colleges
(21 of 25)

Independent
(14 of 22)

100%

16%

84%

32%

68%

■ SARA ■ Non-SARA

*Washburn University Institute of Technology participates under the approval of Washburn University and is not included in this count

Enrollment Data

Participating SARA institutions agree to provide data representing their distance education enrollments to NC-SARA. NC-SARA initiated the first reporting cycle in 2016. Since that time, NC-SARA has evolved its reporting processes and procedures. These improvements have resulted in several changes to provide more consistent data. The most recent NC-SARA Data Report, published in December 2020, announced a change to the nomenclature used for reporting periods in the annual data reports. NC-SARA Enrollment Reports from previous years indicated a reporting year range. These were not tied to the academic year but the year the data was collected. This modification makes a clearer distinction as to which academic year from which the data is reported.

Last year, NC-SARA had not yet published the enrollment data used for this report but provided Kansas's enrollment data upon request. The data provided included the enrollments of Kansans in the out-of-state enrollment total resulting in an inflated count. The 2019 reporting year's corrected enrollments and the most recent enrollments from the 2020 report are provided below.

In AY 2018, over 17,000 out-of-state students were enrolled in participating Kansas SARA institutions.

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[1] Two participating institutions are private postsecondary and not reflected in the charts by sector.

Public Universities	5,357
Community & Technical Colleges	2,573
Independent & Private Postsecondary	9,178
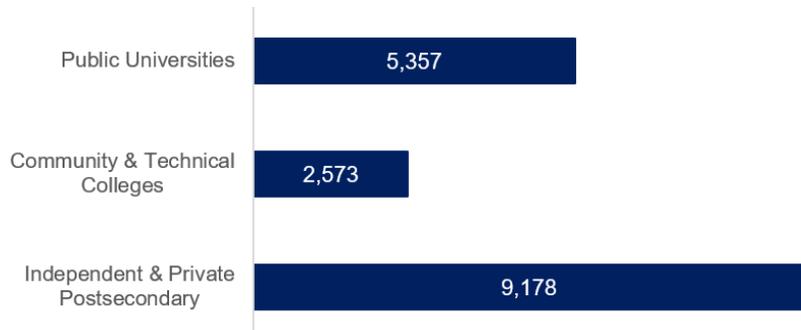
In AY 2019, over 16,000 out-of-state students were enrolled in participating Kansas SARA institutions.

Public Universities	5,508
Community & Technical Colleges	2,817
Independent & Private Postsecondary	8,198
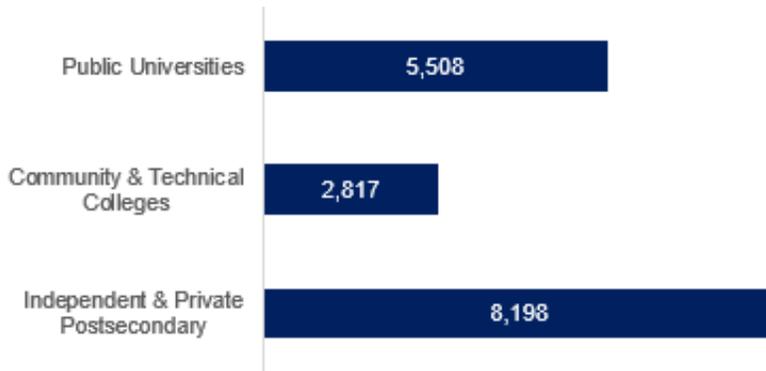
The top three states where Kansas institutions are enrolling students are Missouri, Texas, and Georgia.

In AY 2019, over 11,000 Kansans were enrolled in distance education offered in another SARA member state. The top ten enrollments by state are listed below.

State	Enrollment
AZ	1,478
MO	1,368
UT	968
CO	739
NH	666
MN	501
IN	486
WV	441
VA	411
TX	387
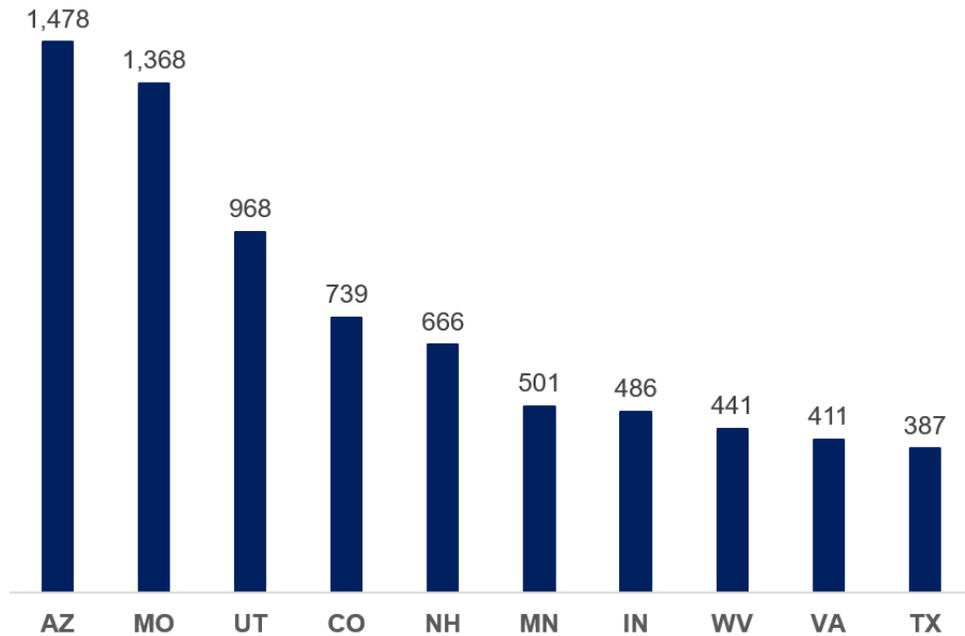
The top three institutions enrolling Kansans are Western Governors University, Southern New Hampshire University, and the University of Phoenix.

Out-of-State Learning Placements

SARA provisions cover a limited number of out-of-state learning placements except when there are additional requirements of the state's professional licensing entities. Since 2019, participating institutions have been required to report all out-of-state learning placements (clinical rotations, student teaching, internships, etc.) disaggregated by state and two-digit Classification of Instructional Programs (CIP) code. Unlike the enrollments, which are reported by academic year, these placements are reported by calendar year. The most recent data report outlines the number of students from out-of-state institutions placed in Kansas, and the number of Kansas students placed out-of-state during the 2019 calendar year.

In 2019, over 3,800 out-of-state students were placed in Kansas. The following represents placements in the top five CIP codes.
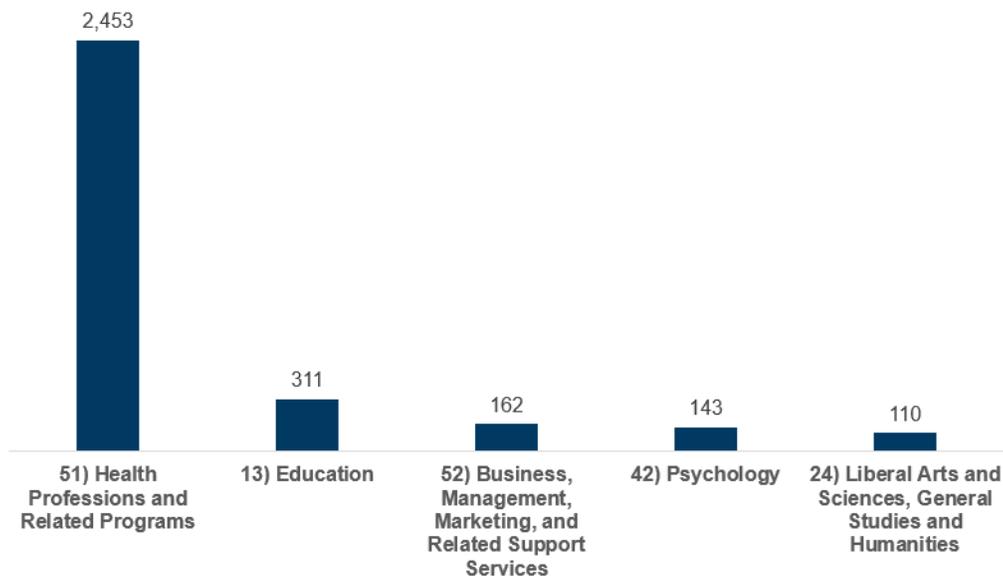
In 2019, Kansas institutions placed over 4,500 students out-of-state. The following represents placements in the top five CIP codes.
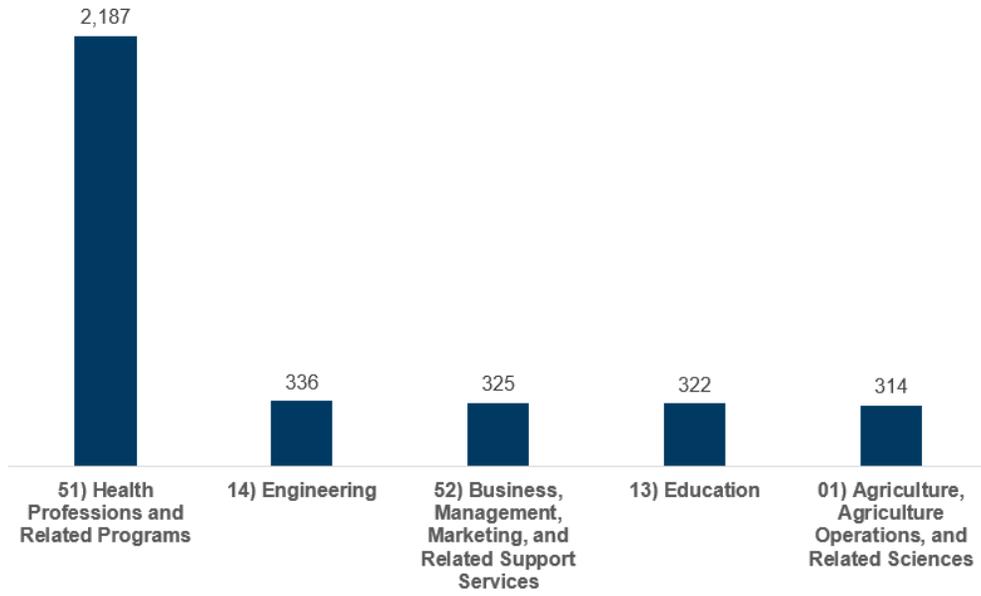
This and previous SARA reports are available at http://kansasregents.org/academic_affairs/sara.

Follow-Up Reporting for Newer Academic Programs

Summary and Recommendations

New programs are proposed by the state universities each year. Current procedures do not necessarily allow for the Board to be updated on newly approved programs for a number of years, depending upon the regular program review schedule required by Board policy. Regular program review requires all degree programs to be reviewed on an eight-year cycle. It is institutionally based and follows the departmental or unit structure of the institution. If a new program is being proposed within a department that is scheduled for regular program review the same year, it could be eight years before the Board is informed how the program is faring. BAASC has requested a means by which to receive information about new programs more quickly after their inception. Board staff can provide BAASC reports on the numbers of students enrolled in newer programs to provide more timely updates.

March 2, 2021

Background

State universities seeking to offer a new program must submit a new program proposal for Board approval. New program proposals go through the following approval process.

COCAO First Reading → COCAO Second Reading → COPS → BAASC → BOARD

If approved unanimously at COCAO upon the second reading, the proposal can go to COPS for approval the same day. Typically, the proposal will be included on the next BAASC conference call approximately two weeks later, and if approved, will go to the Board for final approval approximately two weeks after that. The approval process usually takes a minimum of three months.

New program proposals are required by Board policy to address many things, including student demand. In their new program proposals, institutions include estimates of enrollments for the first three years of the program, which aids in their projections of revenues.

The Academic Regular Program Review Process

State universities are required to review their programs at least once every eight years. It is important to note universities are not required to review programs every year of the eight-year cycle, but the institutions must review all programs within that timeframe. As appropriate, universities establish their review schedules, and those generally align with accreditation reporting requirements and site visits.

The Board has established minimum criteria appropriate to each degree level. Academic programs which fail to meet minimum criteria are identified as part of the review process. The nature of system-wide guidelines means that some disciplines may fail to meet a stated criterion, while, at the same time, maintaining exceptional quality and/or serving crucial roles within the university. Below are data minima for programs, which are based on five-year averages. Programs less than five years old are identified as part of the process.

	Number of Majors	Number of Graduates	Number of Faculty FTE	Average ACT score
Bachelor's	25	10	3	>=20
Master's	20	5	6	-
Doctorate	10	2	8	-

While regular program review allows the universities to demonstrate they are delivering quality programs, consistent with their mission on a cyclical basis, programs are typically reviewed once every eight years. As such, if a *new* program is being proposed within a department that is scheduled for regular program review the same year, it could be eight years before the Board is informed how the program is faring. BAASC has expressed interest in a timelier follow-up after new programs are approved.

Recommendation

Board staff will report to BAASC on newer programs that have been in place for two years, and will continue to do so annually. In April, Board staff can provide BAASC the first report, which would include programs approved during the Academic Year 2019. Those programs that did not begin until *after* the Fall 2019 semester would be noted. Programs approved under the Expedited Approval Process would not be included, as those are already monitored on an annual basis.