KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

MEETING AGENDA
Monday, May 3, 2021
11:00 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 April 14, 2021 video conference		p. 3
II.	**Consent Items**		
	A. BS in Environmental Science – K-State	Brian Niehoff	p. 6
	B. MA in Organizational Communication – KU	Jean Redeker	p. 16
III.	**Other Matters**		
	A. Election Day as a Non-Instructional Holiday Update	Daniel Archer	
	B. JCCC/KU Edwards Campus Transfer Pilot Update	Mickey McCloud, JCCC Shannon Portillo, KU	p. 24
	C. Credit for Prior Learning (CPL) Report	Tara Lebar	p. 27
IV.	**Suggested Agenda Items for May 19ᵗʰ Meeting**		

IV. **Suggested Agenda Items for May 19th Meeting**
   A.   Discuss Instructional Workload Standard
   B.   Newer Program 3-Year Progress Reports
   C.   Concurrent Enrollment Partnership (CEP) Report
   D.   Advantage Kansas Coordinating Council
   E.   Direct Support Professionals (DSP) Update

V.   **Adjournment**

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	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	Virtual Meeting	February 24, 2021
March 30, 2021	11:00 am	Conference Call	March 11, 2021
April 14, 2021	10:15 am	Hybrid Meeting *Originally at FHSU	March 24, 2021
May 3, 2021 (This was originally scheduled for 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
June 16, 2021	10:15 am	Topeka	May 26, 2021

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES
Wednesday, April 14, 2021

The April 14, 2021 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 10:26 a.m. The meeting was held by Zoom.

In Attendance:
Members: Regent Kiblinger, Chair   Regent Brandau-Murguia   Regent Van Etten
Regent Schmidt

Staff: Daniel Archer   Karla Wiscombe   Tara Lebar
Amy Robinson   Sam Christy-Dangermond   Travis White
Jarett Payne

Others: Barbara Bichelmeyer, KU   Brian Niehoff, K-State   Aron Potter, Coffeyville CC
Chuck Taber, K-State   David Cordle, ESU   Cindy Hoss, Hutchinson CC
Carter File, Hutchinson CC   Corey Isbell, NKC Tech   Adam Borth, Fort Scott CC
Brad Bennett, Seward CC   Aleks Sternfeld-Dunn, WSU   Elaine Simmons, Barton CC
Erin Shaw, Highland CC   Howard Smith, PSU   Jane Holwerda, Dodge City CC
Jean Redeker, KU   Jill Arensdorf, FHSU   Kim Zant, Cloud County CC
Melinda Roelfs, PSU   Mahbub Rashid, KU   Lori Winningham, Butler CC
Linnea GlenMaye, ESU   Rija Khan, WSU   Michelle Schoon, Cowley CC
Mickey McCloud, JCCC   Tiffany Evans, Colby CC   Sarah Robb, Neosho County CC
Robert Klein, KUMC   Monette DePew, Pratt CC   Taylor Crawshaw, Independence CC
Catherine Hooey, PSU   Nora Hatton, PSU   Paul Grimes, PSU

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

Approval of Minutes
Regent Brandau-Murguia moved to approve the March 30, 2021 meeting minutes, and Regent Van Etten seconded the motion. With no corrections, the motion passed.

Program Accreditation Report
Sam Christy-Dangermond shared a PowerPoint and summarized the report. The KBOR Academic Affairs is required by Board policy to provide a report on Program Accreditation every four years. Over the last few years, the KBOR Data, Research, and Planning unit and Information Technology team have worked together to add accreditation information to Program Inventory in the Kansas Higher Education Data System. This change allows each institution to update their own Program Accreditation data in the system, and the 2020 Program Accreditation report is pulled directly from that data. Each program is listed separately, which creates a longer report, but one that is more consistent with Program Review reports. This report contains the accreditation status for each program, and Sam provided an overview of the respective university reports as provided in the agenda starting on page 6. There is a total of 316 accredited programs within our system.

It was noted the following corrections to footnotes in the KU report will be updated for the Board. The footnotes will change to 1) on page 24 footnote 6 should be with HLC accreditation on the first line of the report, 2) page 24 footnote 2 goes one line down with Psychology Ph.D., 3) page 25 footnote 3 goes one line down with

Counseling Psychology Ph.D., 4) page 28 footnote 4 goes one line down with Law JD, 5) page 29 footnote 5 goes one line down with Pharmacy Practice MS, and 6) page 29 footnote 6 should be removed.

Regent Schmidt moved to place the Program Accreditation Report with amendments to the footnotes on the Board discussion agenda in May, and Regent Van Etten seconded the motion. The motion passed unanimously.

New Program 3-year Progress Reports
Sam Christy-Dangermond presented the report, which BAASC recently requested to have more frequent updates on programs than the regular eight-year Program Review cycle. This report covers all programs approved during AY2018 that indicated an approximate start date of Fall 2018 in their program proposals. The report contains 11 programs meeting these criteria; eight of them started when planned and have three years of data, and three programs started the next year and have two years of data. Sam asked the Committee to take into consideration three main points when reviewing. The first is that many estimates seem fairly ambitious and exceed program minima. Secondly, it is tempting to consider comparing estimates and headcounts to the minimum required in Program Review for Bachelor-level degrees, which is 25. However, one must consider the number of majors used for Program Review only includes juniors and seniors, while this report includes freshmen through seniors. Lastly, while most estimates exceed actual headcounts, the majority of headcounts look to be on track to meet Program Review minima. Five years of data are typically used for Program Review, so there will still be two or three years to continue building enrollments.

Regent Kiblinger asked if the members liked the data and process of the new report. Regent Schmidt stated his primary interest is watching program trends. Regent Kiblinger would be interested in seeing programs two years old as well as those that have only been in implementation one year. She believes looking at this data from one to three years would give them a better sense of how they are doing from the start. Sam responded that she could add the programs that are one and two years old. Regent Van Etten stated it is important to watch trends and whether programs are reaching their projections so that assistance can be provided sooner than later. The Committee asked KBOR staff to prepare a follow-up report for the next face-to-face meeting, which includes the additional programs.

General Education (GE) Working Group Update
Daniel Archer thanked Regent Kiblinger for attending the last GE meeting and noted her opening comments helped them have a positive and productive meeting. In terms of GE work, they have used national resources for guidance, conducted surveys, and looked at work done in other states. The group had discussions on being intentional in understanding the work through multiple institutional lenses, specific transfer situations, if and how knowledge and skills are assessed, and potential connections to knowledge and skills and discipline areas. They are trying to take the information from the resources and from group discussions to accomplish two goals. The first is to finalize a GE framework that will include finalizing disciplines, specifying credit hours, and finalizing knowledge and skills to emphasize. The second is finalizing a process for writing student outcomes.

Regent Schmidt asked about the timeline. Daniel responded he envisions bringing something for approval in the fall, and once they have the approval or an endorsement, they will bring faculty together to write student outcomes. Daniel noted they would also need to have discussions to create a plan for system-wide implementation. Regent Schmidt stated he would like to be included in the implementation discussions to help with any roadblocks and help move the project quickly.

Advantage KS Coordinating Council Update
Regent Kiblinger provided an update and noted she would also be updating the Board later in the same day. She stated the original Coordinating Council had been paused while the Advantage KS Coordinating Council starts its work. She believes once the new group's work is completed, they will come back to the Coordinating Council and continue their previous work with K-12 and Post-Secondary. The Advantage KS Coordinating Council work will align with the KBOR goals and work that will go through BAASC as it tries to create access

and ensure industry alignment. The Advantage KS Coordinating Council has divided itself into three workgroups, and more detail will be provided at the Board meeting. Regent Kiblinger noted the Governor's Education Council is still meeting, and as they have the same workgroups, this will need to be aligned. Dr. Lane is on both groups and will assist in this alignment to ensure the two councils are not duplicating work.

Direct Support Professionals (DSP) Update
Regent Schmidt stated the DSP Curriculum had been developed at WSU, where they came up with eight badges for DSP workers. They have lined up one undergraduate credit hour per badge. The original intent was to place the curriculum into the high schools and try to fit it into a CTE pathway. After discussions between the workgroup with KSDE, it was determined this could not fit into the CTE pathway because of age and high school graduation requirements, and pathways would not entirely fit the needs of a DSP. Regent Schmidt stated he would be looking into this further. He is pleased to move forward in the high school curriculum but noted it would not get tuition paid as he hoped. Shirley Lefever stated it was workplace requirements that require an age of 18 and a high school diploma or GED, and the reason they were trying to connect to CTE pathways is to offer badges in a way students could take courses while working. Shirley noted they are looking into different forms of applied learning, such as shadowing. Committee members discussed how it would be nice to find a way to fit this into CTE for funding purposes.

Adjournment
The next BAASC meeting was originally scheduled for May 4, 2021, at 11:00 a.m. The meeting was rescheduled to May 3, 2021, at 11:00 a.m.

Regent Brandau-Murguia moved to adjourn the meeting, and Regent Van Etten seconded. With no further discussion, the meeting adjourned at 11:10 a.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas 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 Presidents and the Council of Chief Academic Officers in recommending approval

May 3, 2021

I. General Information

A. Institution   Kansas State University

B. Program Identification
Degree Level: Bachelor of Science
Program Title: Environmental Science
Degree to be Offered: Environmental Science
Responsible Department or Unit: College of Arts and Sciences
CIP Code: 03.0104
Modality: Face-to-Face
Proposed Implementation Date: August 2021

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

The addition of an environmental science program at Kansas State University would be a low-cost investment that has the potential to grow university enrollment at a time of need, not only for enrollments, but also because we currently face unprecedented environmental challenges with consequences for future economic growth in Kansas and beyond. As a land grant institution, it is central to our mission to provide training that will help the next generation meet those challenges. Threats from environmental challenges are increasing. Recent United Nations reports highlight global environmental challenges associated with climate change and loss of biodiversity, including the economic toll of those challenges (IPBES, 2019; IPCC, 2018).

Kansas is not immune from these global environmental issues. Climate change is increasing the risk of drought in the Central Plains (Cook, Ault, and Smerdon, 2015) at a time when groundwater availability is decreasing due to depletion and contamination in portions of the High Plains aquifer (Lane et al., 2020). Water availability directly influences biodiversity within Kansas ecosystems (Perkin et al. 2017), as well as rural Kansas economies via sustainable range management and food production (Kansas Water Vision, 2020). Water quality and quantity is also a concern of the Kansas oil and gas industry. The American Association of Petroleum Geologists lists environmental issues as one of its top challenges (AAPG Learn Blog, 2017).

Reflecting the gravity of these challenges, projected growth in the environmental workforce is high. Nationally, environmental science employment is expected to grow 8% from 2018-2028 (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). Similarly, growth in Kansas is expected to be 12.5% from 2016-2026

(Kansas Department of Labor 2026 Employment Projections, 2020). More details are provided in the Employment section below.

As workforce demand grows, awareness of environmental challenges is also growing. Younger generations are more aware of environmental challenges and more willing to act than older generations (Climate Note, 2019), potentially motivating them to seek environmental science programs (see Market Analysis). Moreover, we reason that, by providing a pathway for environmentally aware students to come to Kansas State University, the program also has the potential to help draw new students into the associated departments by rebranding their curricula and career opportunities. For example, geologists and geographers do not just collect rocks and make maps (Lemetti, 2019; Meola, 2017). They help contribute solutions to some of society's most pressing needs, including environmental challenges.

The interdisciplinary program we have defined represents a good investment for Kansas State University and for our potential students. Nearly all of the courses included in the proposed curriculum are courses that are already offered in the associated departments (see Curriculum section). Therefore, minimal university support will be required to initiate the program (see Budget section). Moreover, the proposed curriculum allows students to obtain dual majors without adding many additional courses – approximately one additional semester.

Lastly, an environmental science program will contribute to the goals of Kansas State University and the state of Kansas. The program will contribute to the K-State 2025 Visionary Plan by promoting interdisciplinary scholarly activities and collaborations (Theme 1 actions 2, 6, 10) and increasing interdisciplinary educational opportunities (Theme 2, actions 1, 4) and infrastructure (Theme 6, action 3) (K-State 2025 Visionary Plan, 2020). Moreover, the program will contribute the Kansas Water Vision by helping supply a future workforce prepared to meet challenges in water quantity and quality (Kansas Water Vision, 2020).

In summary, the addition of an environmental science program at K-State is a smart choice. It would be a timely, low-cost investment that is aligned with the goals of Kansas State University and the state of Kansas.

IV. Program Demand: Market Analysis

- **Workforce demand is high.** The employment section below details the strong workforce demand for students with environmental science training both nationally and within Kansas.
- **Awareness of environmental challenges is high among incoming students.** Recent United Nations reports highlight global environmental challenges associated with climate change and loss of biodiversity, including economic toll of those challenges (IPEBS, 2019; IPCC, 2018). As noted above, younger generations are more aware of these challenges and more willing to act than older generations (Climate Note, 2019). As a consequence of greater willingness to act, enrollment in environmental science majors is steadily increasing. For example, the Environmental Science major at Iowa State University had 49 enrolled students in 2003, 86 by 2009, and 207 by 2019 (Iowa State University Office of the Registrar, 2020). This trend is recognized nationwide.
- **There are no environmental science programs in Kansas.** The University of Kansas has an environmental studies program (166 majors and roughly 40 graduates/year; University of Kansas Environmental Studies Program, 2020). The program includes natural science as well as social science and humanities perspectives and little required math and natural science coursework. Thus, the program is less focused on quantitative natural science training than our proposed environmental science program at KSU. Our program will be unique for Kansas.
- **Reflecting high student demand, most major universities in surrounding states offer environmental science or studies degrees.** Environmental programs in adjacent states include (student numbers where available):
  - Nebraska - the University of Nebraska Lincoln and Omaha (229 students total), Doane

University, Creighton
- o Oklahoma - Oklahoma State and the University of Oklahoma (64 graduates/year collectively), the University of Tulsa
- o Iowa - Iowa State and the University of Iowa (336 students collectively), the University of Northern Iowa
- o Missouri – the University of Missouri (Columbia and KC), Missouri State University, St Louis University, and St. Louis University
- o Arkansas – the University of Arkansas Fayetteville (113 students), the University of Central Arkansas, and Arkansas State University
- o Colorado – the University of Colorado Boulder (850 majors), Colorado Mesa University, and Western Colorado University

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

The table below shows the estimated number of new cohorts for each year. Thus, we estimate that the cumulative number of students in the program by year three will be 90. The estimated total number of credit hours is for the total number of students in the program each year and assumes 31 credit hours per student for year 1, 29 for year 2, and 30 for year 3, based on the example curriculum below.

Year	Headcount Per Year		Student Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	20		620	
Year 2	30		1510	
Year 3	40		2710	

VI. Employment

Data available from the U.S. Department of Labor, Bureau of Labor Statistics (BLS) demonstrate strong job prospects for environmental scientists:

- **Growth in environmental science jobs is projected to be high nationally and within Kansas.** BLS reported 85,000 environmental science jobs nationally in 2018 with projected workforce growth for 2018-2028 of 8% (faster than average) (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). In Kansas, state workforce projections (2016-2026) report 1,052 environmental science jobs in 2016 with a projected growth of 12.5% collectively (Kansas Department of Labor 2026 Employment Projections, 2020).
- **This growth reflects the critical services that environmental scientists provide.** Environmental scientists help protect human health and improve sustainability by cleaning up polluted sites, advising policymakers on the value of ecosystem services to Kansas residents, and working with industry to reduce environmental impacts. In 2018, most environmental scientists worked in state governments (24%), consulting firms (24%), local governments (12%), engineering services (8%), and federal government (6%) positions (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). Many people with environmental science training also become teachers (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). As human populations and the need for natural resources grow, the importance of the environmental science workforce also grows.
- **Salaries for environmental scientists are favorable.** Nationally, the median annual salary for environmental scientists and specialists was $71,130 in 2018 (US Bureau of Labor Statistics Occupational Outlook Handbook, 2020). In Kansas, median annual salary for Environmental Science and Protection Technicians and Environmental Scientist and Specialists was $45,700 and $65,410, respectively (Kansas Labor Information Center, 2020).

- **An environmental science program can help stimulate growth in participating departments, which also have strong workforce projections.** The participating departments are Agronomy, Biology, Geography and Geospatial Sciences, and Geology. The occupations with the 10 highest projected growth rates in Kansas (2016-2026) include Soil and Plant Scientists (21.5%), Biological Technicians (16.6%), Geological and Petroleum Technicians (15.7%), and Geoscientists (10.8%) in addition to the environmental science occupations listed above (Kansas Department of Labor 2026 Employment Projections, 2020).

VII. Admission and Curriculum

A. Admission Criteria
Our admission criteria are consistent with those of the College of Agriculture and the College of Arts & Sciences. Admission to K-State is test optional and requires achieving
- A high school GPA (weighted or unweighted) of 3.25 or higher **OR**
- ACT composite score of 21 **OR** an SAT ERW+M of 1060 or higher

AND, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

B. Curriculum
The proposed curriculum provides a balance between breadth and focus. Briefly, students will complete core math and science courses that ensure breadth and provide a strong foundation for careers in environmental science. They will also complete elective course work primarily within a specialization area of their choosing. The curriculum structure not only ensures that the students will develop a disciplinary strength but also lowers the coursework load for a double major. For example, a student who specializes in Earth Systems within the Environmental Sciences program would be able to simultaneously complete most of the course requirements for a Geology BS.

All courses in the proposed curriculum already exist, except for the Environmental Sciences Orientation (ENSCI 101) and Environmental Sciences Internship (ENSCI 410). ENSCI 101 is a one credit course that will create a common beginning that sparks community development. As such, it is a low-cost investment that can add great value to the program. ENSCI 410 is a three-credit hour elective that can satisfy an individual experiential learning requirement within the curriculum.

An example course selection follows below. This curriculum would be appropriate for a student who selects Water Resources for their specialization area (Part D in the curriculum). Please note that this example represents one path out of numerous possibilities in our flexible curriculum (see full curriculum in Appendix A).

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

Course #	Course Name	SCH 16
ENGL 100	Expository Writing I	3
COMM 105	Public Speaking IA	2
PHILO 100	Intro to Philosophical Problems (Philosophy elective)	3
MATH 205	General Calculus and Linear Algebra	3
PHYS 101	The Physical World	3
PHYS 103	The Physical World laboratory	1
ENSCI 101	Introduction to Environmental Science	1

Year 1: Spring

Course #	Course Name	SCH 15
ENGL 200	Expository Writing II	3
DANCE 120	Modern Dance I (Fine Arts elective)	2

STAT 325	Introduction to Statistics	3
CHEM 110	General Chemistry	3
CHEM 111	General Chemistry laboratory	1
ENGL 285	Introduction to American Ethnic Literature (US Multicultural Overlay elective)	3

Year 2: Fall

Course #	Course Name	SCH 14
GEOG 121	Introduction Physical Geography: Earth System Science	3
GEOG 122	Introduction Physical Geography: Earth System Science (lab)	1
GEOG 302	Cartography and thematic mapping (Specialization Area, Analytical and Geospatial Methods)	3
COMM 320	Theories in Human Communication (Literary or rhetorical arts elective)	3
GEOG 508	Geographic Information Systems I	4

Year 2: Spring

Course #	Course Name	SCH 15
GEOL 115	Environmental Geology (or GEOL100, Earth in Action)	3
GEOL 103	Geology Laboratory	1
AGRON 305	Soils	4
BIOL 198	Principles of Biology	4
LAR 322	Ethics and Environmental Dilemmas (Humans and the Environment Ethics elective)	3

Year 3: Fall

Course #	Course Name	SCH 15
HIST 151	History of the United States to 1877 (Western Heritage elective)	3
ECON 110	Principles of Macroeconomy (or ECON120, Microeconomics)	3
ANTH 310	Environmental Anthropology: living with change in the Anthropocene (Humans and the Environment Human-Environment elective #1)	3
ATM 661	Watershed Assessment and Management (Natural Environmental Systems Hydrosphere elective)	3
GEOL 502	Mineralogy (Natural Environmental Systems Geosphere elective)	3

Year 3: Spring

Course #	Course Name	SCH 15
SOCIO 363	Global Problems	3
GEOL 540	Geological Record of Climate Change (Natural Environmental Systems Atmosphere elective)	3
GEOL 605	Introduction to Geochemistry (Specialization Area, Water Resources elective)	3
AGRON 645	Soil Microbiology (Natural Environmental Systems Biosphere elective)	3
GEOL 125	Natural Disasters (Humans and the Environment Human-Environment elective #2)	3

Year 4: Fall

Course #	Course Name	SCH 15
AGEC 525	Natural Resource and Environmental Economics (Humans and the Environment Social Systems elective #1)	3

GEOL 599	Senior Thesis (Individual Experiential Learning elective)	3
AGRON 335	Environmental Quality (Specialization Area, Agroecosystems elective)	3
GEOG 740	Fluvial Geomorphology (Specialization Area, Water Resources elective)	3
AGRON 635	Soil and Water Conservation (Specialization Area, Water Resources elective)	3

Year 4: Spring

Course #	Course Name	SCH 15
NRES 582	Interdisciplinary Environmental Research	3
AGCOM 712	Environmental Communications (Humans and the Environment Social Systems elective #2)	3
GEOL 611	Hydrogeology (Specialization Area, Water Resources elective)	3
AGRON 515	Soil Genesis and Classification (Specialization Area, Agroecosystems elective)	3
BAE 669	Watershed Modeling (Specialization Area, Water Resources elective)	3

Total Number of Semester Credit Hours 120

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
Program Director* (TBD)	TBD	MSc / PhD	N	TBD	1.0
Walter Dodds	University Distinguished Professor	PhD	Y	Biology	0.1
Ganga Hettiarachchi	Professor	PhD	Y	Agronomy	0.1
Shawn Hutchinson	Professor	PhD	Y	Geography and Geospatial Sciences	0.1
Pamela Kempton	Professor	PhD	Y	Geology	0.1
Nathan Nelson	Professor	PhD	Y	Agronomy	0.1
Jesse Nippert	Professor	PhD	Y	Biology	0.1
Matthew Kirk	Associate Professor	PhD	Y	Geology	0.1
Arnaud Temme	Associate Professor	PhD	Y	Geography and Geospatial Sciences	0.1
Colby Moorberg	Assistant Professor	PhD	Y	Agronomy	0.1

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			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing			
Personnel – New Positions			
Faculty			
Administrators *(other than instruction time)*	$90,000	$90,900	$91,809
Student Assistants (UG)	$18,000	$18,180	$18,362
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$27,180	$27,452	$27,726
Other Personnel Costs			
Total New Personnel Costs – New Positions	$135,180	$136,532	$137,897
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology	$5,000		
Physical Facilities: Construction or Renovation	$10,000		
Other			
Total Start-up Costs	$15,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses	$10,000	$10,000	$10,000
Library/learning resources			
Equipment/Technology		$2,500	$2,500
Travel			
Other			
Total Operating Costs	$10,000	$12,500	$12,500
GRAND TOTAL COSTS	$160,180	$149,032	$150,397

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$193,750	$471,875	$846,875
Student Fees		$13,349	$32,503	$58,333
Other Sources				
GRAND TOTAL FUNDING		$207,096	$504,378	$905,208
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	⬛	+$46,916	+$355,346	+$754,811

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Through the array of core courses and degree specialization courses listed in the Curriculum (Sections C and D; see full curriculum in the Appendix), over 50 faculty members have the potential to contribute to the delivery of the Environmental Science (Env Sci) program. All faculty teaching core and specialization courses are employed by Kansas State University in the College of Arts & Sciences or the College of Agriculture. Therefore, course offerings, aside from ENSCI101 and 410, are offered as part of current appointments. Percent time dedication varies with faculty member roles. Most faculty have an average teaching assignment of 40% FTE (i.e. four courses per academic year). Assuming one core course contributed by a participating faculty member per academic year (i.e. 0.1 FTE per year), and assuming approximately 25% of the students in their class will be Env Sci majors, each faculty member teaching an Env Sci core or specialist course would contribute ~0.025 FTE to the program. Core faculty listed above are those who have contributed significantly to the design of the new program and who we anticipate will continue to contribute substantially to the establishment and delivery of the program over at least its first three years. The Env Sci Program Director will have an assignment of 1 FTE, which includes teaching, advising, and program management. It is anticipated that Env Sci Advisory Board members will contribute ~0.1 FTE to program management and teaching over its first three years.

Personnel – New Positions

We requested funds to establish an Env Sci Program Director and a support position. The Director will be responsible for programmatic oversight of Env Sci courses and make recommendations on administration and student outcomes to the Env Sci Advisory Board. The Director will also (i) teach the Introduction to Environmental Science program orientation course (ENSCI101), (ii) coordinate the ENSCI410 (Internship) courses, (iii) advise all program majors (until such time as the number of majors exceeds 40), and (iv) undertake marketing and promotional activities in order to grow and expand the program as quickly as possible. The support staff will consist of undergraduate hourly employees, who will be responsible for assisting the Program Director with general administrative support and help facilitate events. For both positions, the budget includes a modest 1% raise each year after the first fiscal year.

Start-up Costs – One-Time Expenses

The proposed program requires start-up funds to purchase computers and other office technology and equipment (estimated cost $5,000). Funds are also required to develop an Env Sci Program office, where we can conduct student advising and recruiting (estimated cost $10,000).

Operating Costs – Recurring Expenses

Office computers and technology will periodically require upgrades starting in year two (estimated cost $2,500/yr). We also require funds for supplies/expenses associated with office materials, instruction, IT support, and promotion and marketing activities ($10,000/yr).

B. Revenue: Funding Sources

The budget model will flow all credit-hour-generated revenue to the college in which the course is assigned. Our budget projection in the table below is based on student credit hours (SCH) per year from the example curriculum and assumes that 75% of the student credit hours are generated in the College of Arts & Sciences and 25% are from the College of Agriculture. These values will ultimately depend on the course selections of the Env Sci majors (see MOU). Furthermore, some of the course options available to students are taught in the College of Engineering. Revenue generation by those courses is not factored in the analysis.

		Program year 1		**Program year 2**		**Program year 3**	
Cohort #1		Year 1 (31 SCH)		Year 2 (29 SCH)		Year 3 (30 SCH)	
	Cost/SCH	SCH	Subtotals	SCH	Subtotals	SCH	Subtotals
In-state on-campus tuition	$ 312.50	620	$ 193,750	580	$ 181,250	600	$ 187,500
COAS fees	$ 16.70	465	$ 7,766	435	$ 7,265	450	$ 7,515
COA fees	$ 20.00	155	$ 3,100	145	$ 2,900	150	$ 3,000
Academic enhancement fee	$ 4.00	620	$ 2,480	580	$ 2,320	600	$ 2,400
Total revenue			$ 207,096		$ 193,735		$ 200,415
Cohort #2				Year 1 (31 SCH)		Year 2 (29 SCH)	
	Cost/SCH			SCH	Subtotals	SCH	Subtotals
In-state on-campus tuition	$ 312.50			930	$ 290,625	870	$ 271,875
COAS fees	$ 16.70			697.5	$ 11,648	652.5	$ 10,897
COA fees	$ 20.00			232.5	$ 4,650	217.5	$ 4,350
Academic enhancement fee	$ 4.00			930	$ 3,720	870	$ 3,480
Total revenue					$ 310,643		$ 290,602
Cohort #3						Year 1 (31 SCH)	
	Cost/SCH					SCH	Subtotals
In-state on-campus tuition	$ 312.50					1240	$ 387,500
COAS fees	$ 16.70					930	$ 15,531
COA fees	$ 20.00					310	$ 6,200
Academic enhancement fee	$ 4.00					1240	$ 4,960
Total revenue							$ 414,191
Totals		tot SHC	totals	tot SCH	totals	tot SCH	totals
In-state on-campus tuition		620	$ 193,750	1510	$ 471,875	2710	$ 846,875
COAS fees		465	$ 7,766	1132.5	$ 18,913	2033	$ 33,943
COA fees		155	$ 3,100	377.5	$ 7,550	678	$ 13,550

Academic enhancement fee	620	$ 2,480	1510	$ 6,040	2710	$ 10,840
Total revenue		$ 207,096		$ 504,378		$ 905,208

C. Projected Surplus/Deficit
Our budget estimate projects revenue generation early as year one.

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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. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval

May 3, 2021

I. General Information

A. Institution   University of Kansas

B. Program Identification
Degree Level: Master's
Program Title: Organizational Communication
Degree to be Offered: Master of Arts in Organizational Communication
Responsible Department or Unit: School of Professional Studies at the KU Edwards Campus
CIP Code: 09.0901
Modality: Online
Proposed Implementation Date: Summer 2021

Total Number of Semester Credit Hours for the Degree: 30

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

III. Justification

The Master of Arts in Organizational Communication is an online degree that focuses on helping mid-career professionals refine an advanced set of communication competencies related to understanding and managing organizational culture, team productivity and their personal career growth. The degree is applicable to a wide range of professions, including human resources, communications, or engineering – especially as one advances into management and leadership positions.

Professionals in every field today must be skilled at communicating across boundaries and uniting people around big new ideas and business imperatives. The MA in Organizational Communication provides students research-based insights helpful in clarifying, connecting, and inspiring diverse groups of employees and customers through communication. This differentiating communication skillset will help graduates become a trusted advisor for peers, company leaders and clients. Whether planning for a role change, looking to transition back into the workforce after taking care of family, or simply looking to effectively share expertise with others, advanced communication knowledge helps professionals transition within and across multiple industries and professions over the long term.

The program focuses on key facets of communication within organizations such as,
- Effectively building trust, prevent conflict across diverse teams and departments
- Identifying the management communication issues driving low employee engagement
- Leading a global team on a complex organizational change project

- Increasing retention of a diverse workforce with inclusive team communication practices
- Building effective onboarding programs for new hires and promotions
- Distilling survey findings into a presentation or report to address the concerns of multiple stakeholders or audiences, from marketing to finance and manufacturing
- Leveraging the power of social networks to successfully launch new internal initiatives, products

An MA in Communication Studies with a concentration in organizational communication is currently offered at the Edwards Campus by the Communication Studies Department. The Department has decided to move the organizational communication concentration of the MA degree from the department to the School of Professional Studies and limit the MA in Communication Studies to the Lawrence campus. To support this move, the School of Professional Studies is transitioning the organizational communication concentration of the MA in Communication Studies to an MA in Organizational Communication degree.

The current MA in Communication Studies that focuses on organizational communication is popular and received over 109 student inquiries in the last 3 years. In addition, the School of Professional Studies offers a Graduate Certificate in Professional Workplace Communication and a majority of students who began the Edwards campus graduate certificate by pursuing the four-course certificate choose to continue on to pursue the full master's degree.

More recently, with the announcement of the launch of the School of Professional Studies in March 2020, all MA in Communication Studies students in the organizational communication concentration at the Edwards campus expressed their excitement about transitioning to a new MA in Organizational Communication if it were launched within the School of Professional Studies. Though enrollment in the current organizational communication concentration is under 10 students, it is anticipated that new courses on virtual teams, interpersonal communication skills in the workplace and others aligned to the market analysis below will attract meaningful numbers of new working professional students.

IV. Program Demand:

Market Analysis
National surveys of CEOs and hiring managers identify communication as central and critical to their operations and report that many otherwise qualified individuals are deficient in communication skills and interpersonal communication competence. More recent anecdotal data indicates that employers are needing employees with skills in leading and managing remote teams, and as noted above, improving the interpersonal skills of supervisors, managers and leaders supporting diverse teams through times of rapid change and potential conflict with various internal and external stakeholders.

Furthermore, in a 2018 *Forbes* article, LinkedIn CEO Jeff Weiner stated, "interpersonal skills are where we're seeing the biggest imbalance. Communications is the number one skills gap." This was echoed by the 2018 LinkedIn Workforce report, which found that the "four most in-demand soft skills are within leadership, communication, collaboration, and time management." This corresponds to what the current Edwards Campus program advisory boards continue to tell us - that interpersonal and conflict management skills, persuasion through data, and leadership communication skills are essential communication competencies needing additional development in their existing workforce and in the graduates of our degrees. This proposed MA fills the skill gap identified by industry.

Additionally, demand for skills related to organizing and engaging remote teams, managing across boundaries, and engaging an increasingly diverse (race, age, culture, geography) workforce will likely be in high demand by employers as a result of the recent pandemic. Program marketing and community outreach efforts will help educate employers and potential students regarding how the master's in organizational communication delivers

this advanced-level communication skillset for working professionals.

Comparative Advantage
The School of Professional Studies faculty assigned to the program hold PhDs in the field of communication studies and a mix of professional industry experience, extensive social science research and publication experience, and extensive connections to the Kansas City-area business community. Our faculty's professional experiences in the fields of corporate communication, advertising, employee training and development, and health care help faculty blend theory and practice, something students value as a differentiator in their learning experience.

Additionally, working professional students at the Edwards Campus express preferring an online or hybrid format. This flexibility helps them to balance work, family and their educational goals. The 8-week format of classes is also popular with students, as they can choose which 8-week session best aligns with professional obligations and family care needs, rather than needing to be in class for a full 16-week session.

In the greater Kansas City region and online, there are a few similar programs including:
- Avila: Masters in Organizational Development
- Rockhurst: Organizational Development Certificate
- Online MA in Organizational Communication
  - John Hopkins- MA in COMS with Concentration in Corporate Communication
  - Arizona State University- MA in Communication
  - Maryville University- Masters in Strategic Communication and Leadership

Although similar in title, the corporate communication and strategic communication offerings are not direct competitors and more closely align with the learning outcomes of KU's Integrated Marketing Communication program. The MA in Organizational Communication is certainly applicable to those professions, but the focus is much more on understanding the hidden communication dynamics of communication within and across organizations, which is helpful for specialists and managers in all professions. The main direct competitors for the online Organizational Communication program would include:
- Park University: Masters in Communication & Leadership
- Purdue University: MS in Communication with Concentration in Communication and Leadership
- Washburn University: MA in Communication and Leadership

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	2	8	60	120
Year 2	3	11	90	285
Year 3	4	13	120	360

VI. Employment
According to the Bureau of Labor Statistics, by 2026, communication occupations are projected to grow six percent, resulting in 43,200 new jobs. However, a degree in Organizational Communication helps prepare working professionals for a much broader range of careers, including human resources, community relations, marketing, corporate communications, consulting, and organizational development. Human resource related occupations are projected to 5 percent, with median pay in 2019 of $62,000.

In addition, the Bureau of Labor states that training and development managers are projected to increase by eight percent, with a median pay of $113,350 and employment of media and communication occupations is

projected to grow 4 percent from 2018 to 2028, which will result in about 27,600 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.

The Mid America Regional Council (MARC) conducted a Greater Kansas City Employer Survey as part of the *Talent-to-Industry Exchange: A Labor Analysis of the KC Global Design Industry* report in 2018. In that survey, 67% percent of respondents identified good communication skills as essential and valuable in the workplace. Further, interpersonal and team skills were identified as the second most required workplace competency they expected in new hires. This certificate meets that workforce need for business communication skills. Additionally, the 2018 MARC report, *Talent-to-Industry Exchange: A Labor Analysis of the KC Global Design Industry,* defined the following communication competencies as providing a "competitive edge": valuing differences, listening actively, writing effectively, building effective teams, and interpreting & applying data. These competencies are core to the MA in Organizational Communication.

In the current MA in Communication Studies program, the student population in the organizational communication concentration has historically been a mix of currently employed professionals seeking personal and professional growth, as well as individuals preparing to transition back into the full-time workforce. Over 75% of the students that recently completed the Master's program received a promotion or new position within one year.

VII. Admission and Curriculum

A. Admission Criteria
For admission to KU's <u>Master of Arts in Organizational Communication</u>, applicants must have:
1. Bachelor's degree from an accredited institution.
2. A 3.0 or higher undergraduate grade point average (on a 4.0 scale).
3. International students must also meet the English requirement by taking either the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or have a degree from an English speaking institution. Financial support requirements must also be met.
4. A completed online application which includes the application fee, résumé, official transcripts showing degree conferral for each degree earned, personal statement, writing sample, and 3 letters of recommendation.

B. Curriculum
The proposed MA in Organizational Communication degree is comprised of the following 30 credit hours:

- Required Courses: 12 credit hours
    - PFS 730 Writing & Speaking for Decision-Makers or PFS 801 Interpersonal and Persuasive Communication Skills for Managers (3)
    - PFS 810 Strategic Organizational Communication (3)
    - PFS 850 Interview-Based Research in Organizations (3)
    - PFS 860 Exploring Communication Theory (3)
- Elective Options: 15 credit hours (Students may select 15 credit hours of the electives below or approved courses from other departments. Students may opt to enroll in 6 credit hours of relevant course work from other disciplines. COMS courses – i.e., those offered through the KU Department of Communication Studies -- may be eligible to count as additional electives beyond 6 credit hours.)
    - PFS 821 Employee Onboarding & Role Development
    - PFS 823 Organizational Change & Communication
    - PFS 825 Communication Practices for Inclusive Organizations
    - PFS 827 Communication Ethics for Managers & Leaders
    - PFS 829 Communicating Across Workplace Generations

- o PFS 831 Case Studies in Organizational Communication
- o PFS 833 Communication and Team Development
- o PFS 835 Interpersonal Communication Skills at Work
- o PFS 837 Communication Strategies for a Virtual Workforce
- o PFS 895 Independent Study in Organizational Communication
- o COMS 930: Seminar in Speech: Topics Courses
- Capstone: 3 credit hours
  - o PFS 899 Capstone Project in Organizational Communication

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

Course #	Course Name	SCH: 12
PFS 730	Writing & Speaking for Decision-Makers	3 cr.
PFS 810	Strategic Organizational Communication	3 cr.
PFS 821	Employee Onboarding & Role Development	3 cr.
PFS 829	Communicating Across Workplace Generations	3 cr.

Year 1: Spring

Course #	Course Name	SCH: 12
PFS 850	Interview-Based Research in Organizations	3 cr.
PFS 860	Exploring Communication Theory	3 cr.
PFS 837	Communication Strategies for a Virtual Workforce	3 cr.
PFS 823	Organizational Change & Communication	3 cr.

Year 1: Summer

Course #	Course Name	SCH: 6
PFS 899	Capstone Project in Organizational Communication	3 cr.
PFS 835	Interpersonal Communication Skills at Work	3 cr.

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

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
*Angie Pastorek	Program Director & Lecturer	Ph.D.	N	Organizational Communication: Socialization, Organizational Change, Diversity & Inclusion	1.0
New Faculty: To Be Hired (Year 3)	Professor of Practice	Ph.D.	N	Organizational Communication	1.0
Angela Gist-Mackey	Assistant Professor	Ph.D.	Y	Organizational Communication: social class, social identity, and organizational	0.5
Teresa Thompson	Lecturer	Ph.D.	N	Speech Communication	0.5
Joy Koesten	Lecturer	Ph.D.	N	Communication Studies	0.5

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	$ 75,264	$ 75,264	$ 75,264
Administrators *(other than instruction time)*	$ 16,316	$ 16,316	$ 16,316
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*	$ 27,500	$ 28,050	$ 28,611
Fringe Benefits *(total for all groups)*	$ 33,386	$ 34,014	$ 34,671
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 152,466	$ 153,644	$ 154,862
Personnel – New Positions			
Faculty		$ 10,000	$ 45,000
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*		$ 1,200	$ 16,622
Other Personnel Costs			
Total Existing Personnel Costs – New Positions		$ 11,200	$ 61,622
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other- Online Course Development			
Total Start-up Costs			
Operating Costs – Recurring Expenses			
Supplies/Expenses	$ 1,000	$ 1,000	$ 1,000
Library/learning resources	$ 1,400	$ 1,400	$ 2,800
Equipment/Technology			
Travel			
Other	$ 1,500	$ 1,500	$ 1,500
Total Operating Costs	$ 3,900	$ 3,900	$ 5,300
GRAND TOTAL COSTS	$ 156,366	$ 168,744	$ 221,784

B. FUNDING SOURCES *(projected as appropriate)*	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$ 96,300	$ 200,625	$ 256,800
Student Fees			
Other Sources	$ 60,066		
GRAND TOTAL FUNDING	$ 156,366	$ 200,625	$ 256,800
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	$ 0	$ 31,881	$ 35,016

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions
The KU Edwards Campus currently offers a MA in Communication Studies that focuses on organizational communication. The Communication Studies Department has decided to move this program from their department into the School of Professional Studies, due to the program aligning with the professional skills focus of the School. With that change, faculty teaching in the existing program will transition to this new program. KU Edwards currently is funding the cost of instruction due to the existing MA and the Professional Workplace Communication Graduate Certificate that utilizes that same courses and serves as an introduction to the program. The program director will teach in the program, as well as spend 20% of their time on program administration. The program currently is utilizing an academic success coach, an advisor that works with students from point of inquiry through graduation, and this coach will remain working with the Organizational Communication program. The Organizational Communication program will make up 50% of their student load and the Organizational Communication program will fund 50% of salary and fringe.

Personnel – New Positions
Due to the anticipated student demand, the Organizational Communication program will be hiring a Professor of Practice in the third year to assist with the teaching load at .5 FTE. If additional courses are needed to meet demand, the Professor of Practice will be hired at 1.0 FTE rather than .5. Professors of Practice at KU are not on the tenure track. Until the additional Professor of Practice is needed, the program will utilize adjunct support to help with instruction of additional courses. An additional $10,000 has been allocated in year two for adjunct support.

Start-up Costs – One-Time Expenses
With the KU Edwards Campus currently offering a similar MA program, there are not one-time startup costs. All courses have been previous taught by the instructors listed above.

Operating Costs – Recurring Expenses
All equipment, library, and supplies have been accounted for in the existing services provided to KU Edwards Students and no additional cost will be associated with the program. The KU Edwards Campus is allocating $1,000 each year for instructional resources and Professional Association Memberships and $1,500 each year for marketing and recruitment efforts. In addition, the two faculty members will receive $1,400 each year for professional development.

B. Revenue: Funding Sources

The Organizational Communication program is a Johnson County Education and Research Triangle[1] (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 until the program is revenue generating and sustainable on tuition funds alone. The program will be charged at an all-inclusive rate of $535 per credit hour to closely align with the School of Professional Studies in-state tuition and fee rates, but this will also allow students from across the country to receive the same affordable rate, in order to ensure that the program is accessible as possible. The Edwards Campus Course Fee and Campus Fee will be backed out of the all-inclusive rate to be allocated towards services that are funded by these fees. Students from other disciplines will also utilize some of the courses for the program as part of their program's professional skills component. These students will also contribute to the enrollment growth of the program.

C. Projected Surplus/Deficit

Given the anticipated costs and revenue, the program is expected to run a deficit in the first year of implementation. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. With the current enrollment estimates, the Organizational Communication 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

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[1] 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.

Regents Transfer Policy Pilot

Shannon Portillo, Associate Dean of Academic Affairs KUEC sportillo@ku.edu
Mickey McCloud, Vice President of Academic Affairs JCCC, mccloud@jccc.edu

Background

At its May 2002 meeting, the Board adopted a recommendation by the Council of Chief Academic Officers that baccalaureate degrees have a minimum of 60 credit hours from institutions that have a majority of degree conferrals at the baccalaureate level as well as 45 upper division hours. In September 2018, the University of Kansas (KU) and Johnson County Community College (JCCC) proposed changing this definition of the baccalaureate degree to improve the transfer of students from JCCC to the KU Edwards campus. At its March 2019 meeting, the Board approved an amendment to the policy, allowing for more flexibility for students transferring from JCCC to KU Edwards Campus. Per Board policy, Ch. III, 9.e.,

> *"The University of Kansas Edwards campus may have transfer agreements with Johnson County Community College that make programmatic exceptions to the requirement that a minimum of 60 semester credit hours be from institutions that have a majority of degree conferrals at or above the baccalaureate level. The University of Kansas and Johnson County Community College shall report annually to the Board Academic Affairs Standing Committee on the number and type of programs subject to transfer agreements entered into pursuant to this exception, the number of Johnson County Community College students transferring in more than 60 hours into such programs, and their success."*

Overview:
The KU Edwards campus (KUEC) does not offer freshman-sophomore level courses. Students are expected to complete the first two years at another campus and the junior and senior year at KUEC while Johnson County Community College (JCCC) offers freshman and sophomore level courses. The KBOR policy approved in March 2019 provides for a partnership that allows KUEC to ensure all JCCC transfer coursework that meets program requirements for a KUEC bachelor's degree is honored. While this does not guarantee that every course on a JCCC student's transcript will meet KUEC degree program requirements, it does allow KUEC to be far more flexible with transfer courses, aiding in cutting time to completion of the bachelor's degree.

Students are encouraged to meet with counselors at JCCC and academic success coaches from KUEC as early as possible to ensure they are working on the best individual transfer pathway for them.

Johnson County Community College & University of Kansas Edwards Campus
KBOR Transfer Policy Pilot - Spring 2021 Data Update, 3.19.2021

August 1, 2019 Johnson County Community College (JCCC) and the University of Kansas Edwards Campus (KUEC) entered into a partnership agreement to execute the proposed Transfer Policy Pilot project approved by the Kansas Board of Regents. That memorandum of understanding included responsibility for a data and reporting plan to demonstrate the impact and effectiveness of the program to be shared annually.

This update outlines the data available for the first two academic years of this pilot program.

Data Collection Process, Definitions, and Data Points

1. **Tracking students using this policy augmentation.**
   Outcome: Measure and report the number of students who benefit from/use this policy augmentation over the course of one academic year.

- 324 JCCC students transferring to KU Edwards Campus were eligible for this pilot program as of March 19, 2021.
  - Fall 2019 - 40 students
  - Spring 2020 - 90 students
  - Summer 2020 – 36 students
  - Fall 2020 – 95[1] students
  - Spring 2021 – 33 students
  - 30 students discontinued the pilot and are currently not enrolled,

2. **Tracking student graduation/completion rates from JCCC who use this policy augmentation.**
   Outcome: Measure and report the number of students who graduate from JCCC or complete a credential that benefit from/use this policy augmentation over the course of one academic year.

   - 183 students in the pilot have completed a degree or certificate from JCCC. (*This is Fall 2020 data*, *no Spring 2021 data at this time*)
     - 77 students[2] completed a degree or certificate from JCCC during an academic year ***prior*** to 2018-2019.
     - 56 students completed a degree or certificate from JCCC during academic year 2018-2019.
     - 66 students completed a degree or certificate from JCCC during academic year 2019-2020.
   - Of JCCC students who complete a credential, 33% complete *multiple* credentials over time. (This is why the subtotals above exceed the grand total of 183.)

3. **Tracking student persistence rates of KUEC students who use this policy augmentation.**
   Outcome: Measure the persistence and GPA data available on the students from the Student Group list for each term within the prior academic year being reported.

   - 91.2% of the enrolled students from fall 2019 enrolled in spring 2020 courses at KU for baseline[3] persistence rate.
   - 93.5% of the enrolled students from spring 2020 enrolled in fall 2020 courses at KU.[4]
   - 89.4% of the enrolled students from fall 2020 enrolled in spring 2021 courses at KU.
   - Average JCCC GPA of all participants = 3.17[5] (*Fall 2020 data*)
   - Average KU GPA of all participants once earned = 3.24 (*Spring 2021 data*)
   - Average cumulative hours earned at JCCC from all participants = 81.67 (*Fall 2020 data*)

4. **Tracking student graduation/completion rates of KUEC students using this policy augmentation.**
   Outcome: Measure and report the number of students who graduate or complete a credential from KUEC that benefitted from/used this policy augmentation over the course of the prior academic year.

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[2] Tracking *students* who completed one or more credentials per academic year. One student can be counted in different academic years if they earned multiple credentials over time.

[3] Enrollment persistence from fall to spring semester does not include students enrolled only at JCCC for spring 2020 term. 91.2% exceeds the KUEC undergraduate campus-wide fall to spring persistence rate of 83.2%

[4] 93.5% exceeds the KUEC undergraduate campus-wide spring to fall persistence rate of 81.4%

[5] Gap of prior institution GPA and transfer institution GPA is an indicator of transfer shock. Gap < 0.5 indicates low transfer shock.

Completions include fall, spring, and summer completions for each academic year. Final GPAs will also be included in this data.

- May 2020 – 15 students graduated from KU (3 BBA, 3 BAS, 5 BA, 3 BGS, 1 BS)
- July 2020 – 2 students graduated from KU (1 BBA, 1 BS)
- December 2020 – 11 students graduated from KU (4 BBA, 2 BAS, 1 BGS, 4 BS)

The data points above were compiled by the KU Edwards Campus team and JCCC Institutional Research team. The Pilot Policy taskforce (members from both institutions) and JCCC Institutional Research reviewed and finalized this report. This report was shared by executive leadership jointly from JCCC and KUEC as appropriate. Additional data points may be added to this plan as the program evolves and usage trends are analyzed.

Stakeholders/Data Representatives:
JCCC Institutional Research: Natalie Beyers nalleman@jccc.edu
JCCC Pilot Taskforce Data Rep: Gurbhushan Singh gurbhushan@jccc.edu
KUEC Pilot Taskforce Data Rep: Misty Chandler misty.chandler@ku.edu
KUEC Transfer and Early College Coordinator: Amy Sellers amyeb@ku.edu
Data Plan Approved by Taskforce July 17, 2019

Credit for Prior Learning Report
<div align="right">**Tara Lebar**
Associate Director, Academic Affairs</div>

Summary

Credit for Prior Learning (CPL) is the awarding of college credit for equivalent knowledge and skills gained outside the traditional post-secondary classroom and supports the Board's goal to ensure higher education is accessible for all Kansans. This is the fourth year for reporting CPL data; this report provides data for AY 2020.

<div align="right">*May 3, 2021*</div>

Background

Credit for Prior Learning (CPL) awards credit for college-level equivalent knowledge and skills and includes credit evidenced by national standardized exams, military training transcripts, industry credentials, portfolios, and other methods. By increasing the number of students receiving postsecondary credentials and degrees, CPL clearly supports the goals of the Kansas Board of Regents' strategic plan, *Building a Future.* Studies carried out by the Council for Adult and Experiential Learning (CAEL) show that facilitated access to CPL helps students accelerate completion. Further, these studies suggest students who earn CPL demonstrate higher graduation rates, better retention rates, and shorter time to degree[1].

In June 2014, the Board received a guide titled Credit for Prior Learning: Best Practices for Kansas Public Institutions to assist colleges and universities with implementing CPL in Kansas. This guide was a result of the Kansas CPL Steering Committee's project funded by Jobs for the Future. Representation on the Steering Committee was solicited from all system institutions, and membership included representatives from more than half the system's two- and four-year institutions.

The Board directed institutions to review their CPL policies and practices and placed the project under the direction of the Board Academic Affairs Standing Committee (BAASC).

In October of 2015, participation on the Kansas Credit for Prior Learning Task Force was solicited from the original CPL Steering Committee to facilitate the Board Goal of further implementation. In 2016, the Board approved a formal CPL Policy recognizing the Kansas Credit for Prior Learning Task Force as responsible for CPL oversight, as directed by the BAASC.

As a result of the policy, CPL guidelines, and multi-state collaborative grants via the Midwestern Higher Education Compact (MHEC), institutions use consistent practices and quality standards to award credits for CPL. CPL data has been officially collected from KBOR system institutions since 2017. The data has been reported to the BAASC annually and represented on the KBOR CPL website. This report provides information on CPL credits awarded across institutions for AY 2020.

[1]Klein-Collins, R. (2010, March). *Fueling the race to postsecondary success: A 48-institution study of prior learning assessment and adult student outcomes.* Chicago, IL: Council for Adult and Experiential Learning. Retrieved from http://www.cael.org/pdfs/ PLA_Fueling-the-Race