KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

VIRTUAL MEETING AGENDA
Thursday, May 26, 2022
9:00 – 10:30 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices, located at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Kiblinger, Chair	
	A. Roll Call and Introductions		
	B. Approve minutes from May 18, 2022		p. 3
II.	**Other Matters**		
	A. rpk GROUP Update	Katie Hagan	
	B. Credit for Prior Learning (CPL) Report	Tara Lebar	p. 5
	C. Performance Agreement Funding Model	Daniel Archer	
	D. General Education Update	Daniel Archer	
III.	**Consent Items**		
	A. Bachelor of Professional Studies – KU	Barbara Bichelmeyer	p. 19
	B. Ed.S. in School Counseling – K-State	Chuck Taber	p. 29
	C. BS in Real Estate & Community Development – K-State	Chuck Taber	p. 38
	D. BS in Operations & Supply Chain Management – K-State	Chuck Taber	p. 46
	E. BS in Digital Innovation – K-State	Chuck Taber	p. 54
IV.	**Discussion Items**		
	A. Request for Approval for Substantial Reorganization – PSU	Howard Smith	p. 71
	B. Concurrent and Dual Enrollment Policy Revisions	Karla Wiscombe	p. 77

V. Suggested Agenda Items for June 15th Meeting
A. Performance Agreement Model
B. Private Post-Secondary (PPS) Report
C. Private Post-Secondary Degree-Granting School Approval
D. Renewal of National American University (NAU) Conditional Certificate
E. Concurrent Enrollment Partnership (CEP) Report

VI. 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 virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Jon Rolph

Allen Schmidt

Wint Winter

Board Academic Affairs Standing Committee

AY 2022 Meeting Schedule

BAASC Academic Year 2021- 2022 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
August 31, 2021	Virtual Meeting	9:00 a.m.	August 10, 2021
September 15, 2021	Hybrid Meeting	1:30 p.m.	August 25, 2021
	*No Meetings in October		
November 2, 2021	Virtual Meeting	9:00 a.m.	October 12, 2021
November 17, 2021	Hybrid Meeting	10:30 a.m.	October 27, 2021
November 29, 2021	Virtual Meeting	9:00 a.m.	November 9, 2021
December 15, 2021	Hybrid Meeting	11:00 a.m.	November 24, 2021
January 4, 2022	Virtual Meeting	9:00 a.m.	December 14, 2021
January 19, 2022	Virtual (Topeka option available)	10:30 a.m.	December 29, 2021
February 1, 2022	Virtual Meeting	9:00 a.m.	January 11, 2022
February 16, 2022	Topeka (Virtual option available)	10:30 a.m.	January 26, 2022
March 1, 2022	Virtual Meeting	9:00 a.m.	February 8, 2022
March 16, 2022	Topeka (Virtual option available)	11:00 a.m.	February 23, 2022
April 5, 2022	Virtual Meeting	9:00 a.m.	March 15, 2022
April 20, 2022	FHSU (Virtual option available)	11:00 a.m.	March 30, 2022
May 3, 2022	Virtual Meeting	9:00 a.m.	April 12, 2022
May 18, 2022	Topeka	11:00 a.m.	April 27, 2022
May 26, 2022 *Originally May 31st	Virtual Meeting	9:00 a.m.	May 10, 2022
June 15, 2022	Topeka	11:00 a.m.	May 25, 2022

*Please note virtual meeting times have changed to 9 a.m., and Board day meetings have changed to 11 a.m. unless otherwise noted.

Board Academic Affairs Standing Committee
MINUTES

Wednesday, May 18, 2022

The May 18, 2022, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 11:00 a.m. The meeting was held in person at the Board office, with a virtual option available.

In Attendance:

Members:	Regent Kiblinger	Regent Rolph	Regent Schmidt
	Regent Winter		
Staff:	Daniel Archer	Amy Robinson	Sam Christy-Dangermond
	Tara Lebar	Lisa Beck	Steve Funk
	Marti Leisinger	Karla Wiscombe	
Others:	Adam Borth, Fort Scott CC	Aron Potter, Coffeyville CC	Chuck Taber, K-State
	Brent Thomas, ESU	Ed Bashaw, ESU	Elaine Simmons, Barton CC
	Gary Wyatt, ESU	Holly Hull, KUMC	Howard Smith, PSU
	Jean Redeker, KU	Jennifer Roberts, KU	Jess Fortner, Hutchinson CC
	JoLanna Kord, ESU	Kim Krull, Butler CC	Kim Zant, Cloud County CC
	LesLee Taylor, KUMC	Linnea GlenMaye, WSU	Matt Schuette, KUMC
	Michelle Schoon, Cowley CC	Mike Werle, KUMC	Nick Syrett, KU
	Robert Klein, KUMC	Shawnee Hendershot, PSU	Sharon Kibbe, Highland CC
	Shirley Lefever, WSU	Tanya Gonzalez, K-State	Tom Nevill, Butler CC
	Jason Matejkowski, KU	Heather Morgan, KACCT	Alysia Johnston, Fort Scott CC

Roll call was taken for members and presenters.

Approval of Minutes

Regent Rolph moved to approve May 3, 2022, meeting minutes, and Regent Schmidt seconded the motion. With no corrections, the motion passed.

Consent Item

Jennifer Roberts and Jason Matejkowski presented the request for approval to seek accreditation for the Doctorate of Advanced Social Work Practice at KU. BAASC approved the program for the Board consent agenda on its May 3, 2022, meeting. The Council on Social Work Accreditation (CSWE) is the accrediting body, and the total cost for the initial accreditation is $27,500.

Regent Rolph moved to place the above request as presented under the Board consent agenda. Following the second of Regent Schmidt, the motion passed unanimously.

Newer Program 3-year Progress Reports

Sam Christy-Dangermond presented the reports and noted almost all estimated enrollments provided by the institutions were calculated before the pandemic. In summary:

- For programs with one year of enrollment: Five of 17 programs met or exceeded enrollment expectations in the first year.
- For programs with two years of enrollment: In the first year, five of 11 programs met or exceeded enrollment expectations. By year two, four of 11 programs met or exceeded enrollment expectations,

and eight of 11 met or exceeded the minimum designated by KBOR.

- For programs with three years of enrollment: In the first year, eight of 13 programs met or exceeded enrollment expectations. In the second and third years, seven of the 13 programs. Further, nine of 13 programs met or exceeded KBOR minima or came within 10% in the third year.

Regents and institutional representatives discussed specific enrollment numbers, and institutional notes were provided on the reports to provide more detail for some programs not meeting enrollment expectations. Regents discussed the need to improve predictive modeling and ensure it is accurate. Regent Winter noted he looks forward to seeing what the rpk GROUP may suggest for the future. Regent Kiblinger requested a follow-up of the percentages of new programs that meet the requirements for each university, as well as follow-up on programs falling significantly below estimates.

Credit for Prior Learning (CPL) Report

This report was postponed due to time constraints.

General Education Update

The General Education Working Group consisted of 19 members who met over the last several months and just wrapped up their work creating a general education framework and policy draft. An Implementation Committee consisting of registrars and admission counselors was also created and provided input in forming the proposed policy. The policy draft and request for feedback have been shared with institutions and the deadline to provide any additional feedback to darcher@ksbor.org is May 25, 2022. The Board will act on the proposed policy at the June 15, 2022, meeting.

Regent Rolph asked institutions to work through any obstacles and move forward. Regents noted they would like implementation in the fall of 2023. The implementation committee previously expressed the need for time to put systems in place and recommended fall 2024. Regents asked for feedback on implementation date concerns and possibilities, to focus on any suggestions to make the policy the best it can be for students, and encouraged an additional discussion opportunity for institutions to be conducted, summarized, and brought to the next BAASC meeting.

Adjournment

The next BAASC meeting is scheduled for May 26, 2022, at 9:00 a.m.

Regent Rolph moved to adjourn the meeting, and Regent Winter seconded. With no further discussion, the meeting adjourned at 12:01 p.m.

Credit for Prior Learning
Academic Year 2021

April 2022

Kansas Board of Regents
Building a Future for Kansas Families, Businesses and the Economy

Credit for Prior Learning

- Credit for Prior Learning (CPL) is credit awarded *for learning gained outside of a traditional postsecondary academic environment*
- Ideally, the knowledge and skills line up with learning outcomes *for existing courses* at each institution
- Awarding CPL supports the Board's goal to increase higher education attainment among Kansans

Credit for Prior Learning

KBOR tracks 15 different types of CPL, including:

Standardized exams

CLEP	AP
ACT	SAT
Cambridge International Exams (CIE)	DANTES Subject Standardized Tests (DSST)
International Baccalaureate (IB)	

Other

Institutional Exams ("testing out")	Groupings of Advanced Secondary Courses ("Career Pathways")
Credit for Military Learning	Apprenticeships
Industry-Recognized Credentials	Retroactive Credit
Corporate Training	Portfolio Review

Credit for Prior Learning
Credit Hours Awarded
Academic Year 2021

Top 5 Sources/Types Represent 86.6% of CPL Reported

BOLD numbers indicate the highest number of credit hours awarded per CPL type for each sector

SECTOR	Advanced Placement	Military	Industry-Recognized Credentials	Institutional Exams	Portfolio	All Other Types	Totals
Universities	**26,176**	8,523	3,963	2,873	2,602	7,282	51,419
Municipal University	944	**1,037**	0	0	0	205	2,186
Community Colleges	1,060	**9,891**	489	158	705	1,669	13,972
Technical Colleges	15	99	301	**561**	133	21	1,130
*Totals	**28,195**	19,550	4,753	3,591	3,440	9,177	68,706

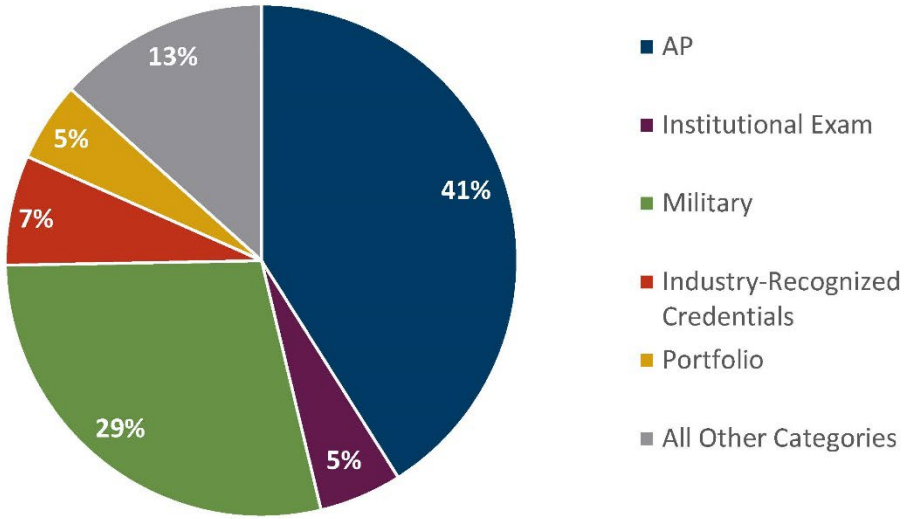
*Totals may not add up due to rounding

TOP CPL Across All Kansas Public Institutions AY2020 / AY2021 Comparison

Academic Year	Advanced Placement	Military	Industry-Recognized Credentials	Institutional Exams	Portfolio	IB	All Other Types	Total*
2021	28,195	19,550	4,753	3,591	3,440	3,118	6,059	**68,706**
2020	30,886	22,274	4,263	4,058	2,871	3,343	5,086	**72,781**

*Totals may not add up due to rounding

Credit for Prior Learning
Hours Awarded by Type Systemwide
Academic Year 2021



Credit for Prior Learning
Credit Hours Awarded

Universities	Academic Year 2021
Emporia State University	505
Fort Hays State University	9,375
Kansas State University	7,648
Pittsburg State University	3,572
University of Kansas	19,026
University of Kansas Medical Center	2,562
Wichita State University	8,731
State Universities Total	**51,419**
Washburn University	2,186

Credit for Prior Learning
Credit Hours Awarded

Community Colleges	Academic Year 2021
Allen Community College	110
Barton Community College	9,589
Butler Community College	160
Cloud County Community College	133
Coffeyville Community College	25
Colby Community College	9
Cowley Community College	356
Dodge City Community College	327
Fort Scott Community College	63
Garden City Community College	274
Highland Community College	48
Hutchinson Community College	403
Independence Community College	39
Johnson County Community College	958
Kansas City Kansas Community College	610
Labette Community College	92
Neosho County Community College	70
Pratt Community College	17
Seward County Community College	689
Community Colleges Total	**13,972**

Credit for Prior Learning
Credit Hours Awarded

Technical Colleges	AY2021
Flint Hills Technical College	42
Manhattan Area Technical College	170
North Central Kansas Technical College	25
Northwest Kansas Technical College	0
Salina Area Technical College	208
Washburn Institute of Technology	0
Wichita State University Campus of Applied Sciences & Technology	685
Technical Colleges Total	**1,130**

Credit for Prior Learning Headcount

SECTOR	Academic Year 2021
Universities	3,678
Municipal University	188
Community Colleges	1,155
Technical Colleges	335
Total	**5,356**

*Average number of credit hours awarded per student in 2021 comes to about 12.8 hours (68,706 hours / 5,356 students)

Military Initiatives

Current Military Articulations as of March 22, 2022

Universities	Courses	*MOCs
Emporia State University	0	2
Fort Hays State University	14	14
Kansas State University	1	6
Pittsburg State University	0	3
University of Kansas	2	1
University of Kansas Medical Center	0	0
Wichita State University	12	38
State Universities Total	**29**	**64**
Washburn University	0	36

*MOC = Military Occupation Code

Current Military Articulations as of March 22, 2022

Community Colleges	*MOCs
Allen Community College	15
Barton Community College	17
Butler Community College	16
Cloud County Community College	14
Coffeyville Community College	0
Colby Community College	3
Cowley Community College	10
Dodge City Community College	0
Fort Scott Community College	2
Garden City Community College	3
Highland Community College	20
Hutchinson Community College	6
Independence Community College	22
Johnson County Community College	4
Kansas City Kansas Community College	3
Labette Community College	16
Neosho County Community College	2
Pratt Community College	10
Seward County Community College	5
Community Colleges Total	**168**

*MOC = Military Occupation Code

Current Military Articulations as of March 22, 2022

Technical Colleges	*MOCs
Flint Hills Technical College	3
Manhattan Area Technical College	3
North Central Kansas Technical College	1
Northwest Kansas Technical College	1
Salina Area Technical College	3
Washburn Institute of Technology	8
Wichita State University Campus of Applied Sciences & Technology	7
Technical Colleges Total	**26**

*MOC = Military Occupation Code

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 26, 2022

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level:	Bachelor's
Program Title:	Professional Studies
Degree to be Offered:	Bachelor of Professional Studies
Responsible Department or Unit:	School of Professional Studies
CIP Code:	30.0000
Modality:	Online
Proposed Implementation Date:	Fall 2022

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 School of Professional Studies at the KU Edwards campus in Overland Park proposes to create a new hybrid and online undergraduate degree, the Bachelor of Professional (BPS). The program is designed for undergraduate students with a strong interest in practical training in professional management career pathways and who have already earned an associate's degree or equivalent hours and are looking to complete the last two years necessary for a bachelor's degree. The program can be completed fully online, or hybrid, based on students location and preference.

The BPS degree will be a professional track baccalaureate completion degree for students transferring to KU Edwards. The BPS program will provide students with the opportunity to demonstrate their ability to succeed in courses with content relevant to their anticipated profession and elective courses will afford students the ability to concentrate on a focus area (e.g., Project Management, Healthcare Management, among others).

KU Edwards does not currently offer lower-division undergraduate (freshman-sophomore) courses. With KU Edwards offering baccalaureate degree completion programs, we anticipate students interested in pursuing the BPS to come primarily from community college partners in the KC metro area, including JCCC and Kansas City Kansas Community College, and the Metropolitan Community College in Missouri. KU Edwards staff and faculty have worked with staff and faculty at metro area 2-year colleges--primarily JCCC--to align course offering and content with KU requirements and needs for seamless transfer of credit and progression from JCCC to Edwards. However, transfer students in other states may also take advantage of this degree given that many of KU's general education courses are available online.

IV. Program Demand: Market Analysis option selected.

A. Market Analysis

In the Kansas City and larger Midwest region, this would be the first BPS degree to be offered. As an emerging degree focused on adult learner, working professional, and college transfer pathways to baccalaureate completion, there are limited Bachelor of Professional Studies degree offerings; the most similar offered online are at Purdue University Global and BYU-Idaho via BYU-Pathway Worldwide. Northeastern College of Health and Sciences (previously New York Chiropractic College) offers a similar BPS with a major in life sciences. The curriculum for KU's BPS differs from similar BPS programs by giving students the opportunity to focus coursework on, for example, Project Management, Healthcare Management, Law and Society, among others. There are no other in-state options for students to pursue a BPS degree: however, broader liberal arts general degree completion programs exist at KU, other state universities in Kansas, and other regional institutions. The BPS provides a means of maximizing the use of credit earned at other higher education institutions and designing a broad customizable interdisciplinary, transfer friendly curriculum that focuses on professional management skills development required across a range of professional business, health, and policy industries.

The KU program is distinguished by its close connections with Lawrence/Edwards academic programs as well as community college partners such as Johnson County Community College and Kansas City Kansas Community College (to minimize transfer chokepoints and other issues). This bachelor's program was designed explicitly from the start with attention to the transfer students entering the program and the preparation of students to acquire professional and workforce ready skills leading to employment immediately following completion of the bachelor's degree. The degree will leverage strong multi-campus connections to academic and professional programs at KU Lawrence/Edwards to ensure the delivery of a high-quality hybrid, face-to-face, and online degree completion program.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10	0	300	0
Year 2	20	10	600	150
Year 3	30	25	900	375

VI. Employment

National Perspective: According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, employment in management occupations is projected to grow 9 percent from 2020 to 2030 and will result in about 906,800 new jobs. Employment of medical and health services managers is projected to grow 32 percent from 2020 to 2030, much faster than the average for all occupations. The Bureau of Labor Statistics Office of Occupational Statistics and Employment Projections reports that openings in business, management, and sales occupations will continue to have strong growth over the next ten years. Of occupations requiring a bachelor's degree to enter, general and operations managers occupational openings lead the projections with an annual average of 229,600 openings nationwide. Project management specialists and other business operations specialists (128,000 average annual openings), management analysts (99,400 average annual openings), and medical and health services managers (51,800 average annual openings) are also expected to have strong projected job opening growth.

Regional Perspective: In 2021, according to the BLS, employment increased over the year in both portions of the metropolitan area. Specifically, Kansas City, MO, gained 35,500 jobs and Kansas City, KS, gained 11,200

jobs. Within the Kansas City region, the management employment sector is expected to see continued strong growth. In life sciences alone, Jobs EQ notes total demand in this industry is expected to add 12,348 jobs in the Kansas City region over the next five years. Medical and Health Services Managers (BLS Code 11-9111) are projected for strong growth in Kansas (11% growth 2016-2026, 340 projected openings). In 2020, 17,496 jobs in General and Operations Managers were reported in the Kansas City region. Jobs EQ notes total demand in general and operations managers is expected to fill 15,783 jobs in the Kansas City region over the next ten years.

VII. Admission and Curriculum

A. Admission Criteria

Students must apply and be admitted by the School of Professional Studies. Transfer applicants are required to have a 2.0 GPA.

B. Curriculum

The proposed Bachelor of Professional Studies program is unique because it draws upon coursework from multiple programs and disciplines. The flexible curriculum of this degree program allows students to transfer in credit from community college and create a baccalaureate degree pathway with concentrations that align with their professional goals. The BPS program will utilize the new KBOR policy that allows students to transfer in more than 60 credit hours from community colleges towards their bachelor's degree.

KU Core Requirements: 33 Credit Hours

- Critical Thinking Elective Goal 1.1 (3 credit hours)
- Quantitative Literacy Elective Goal 1.2 (3 credit hours)
- Written Communication 1 Elective Goal 2.1 (3 credit hours)
- Written Communication 2 Elective Goal 2.1 (3 credit hours)
- Oral Communication Elective Goal 2.2 (3 credit hours)
- Arts & Humanities Elective Goal 3 (3 credit hours)
- Natural Sciences Elective Goal 3 (3 credit hours)
- Social Sciences Elective Goal 3 (3 credit hours)
- Human Diversity Elective Goal 4.1 (3 credit hours)
- Global Culture/Awareness Elective Goal 4.2 (3 credit hours)
- Ethics Elective Goal 5 (3 credit hours)
- Goal 6 met with Professional Studies Capstone

Professional Studies Core: 12 Credit Hours

- MATH 365 Elementary Statistics
- PFS 301 Communication in the Workplace
- PFS 302 Leadership in Practice
- PFS 303 Professionalism and the Workplace

Concentration Requirements:18 credit hours of 300+ level or above - choose one area*

- Project Management (18 Credit Hours: See Appendix A for course listing)
- Health Policy and Management (18 credit hours: See Appendix A for course listing)

Open Elective Courses: 57 credit hours - secondary emphasis area or minor encouraged

Capstone:

- PFS 599 Professional Studies Capstone

As noted earlier, since KU Edwards does not offer freshman-sophomore level courses the BPS is designed as a baccalaureate degree completion program. Students can complete the first two years at KU or another institution, whether that be at one of our metropolitan community college partners or elsewhere. Below is an example of a four-year course of study.

*Additional concentration areas may be added in collaboration with other Schools or the College.

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

Course #	Course Name	SCH 15-17
Core 1.1	Critical Thinking Course	3
Core 1.2	Quantitative Literacy Elective	3
Core 3N	Natural Science Elective	3-5
Core 2.1	Written Communications Elective 1	3
	Concentration/Elective/Minor Course	3

Year 1: Spring

Course #	Course Name	SCH 15
Core 3H	Arts and Humanities Course	3
Core 2.2	Oral Communications Elective	3
Core 2.1	Written Communications Elective 2	3
Core 3S	Social Science Course	3
	Concentration/Elective/Minor Course	3

Year 2: Fall

Course #	Course Name	SCH 15
Core 4.1	Human Diversity Elective	3
	Concentration/Elective/Minor Course	3
	Concentration/Elective/Minor Course	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 2: Spring

Course #	Course Name	SCH 15
Core 4.2	Culture, Diversity & Global Awareness elective	3
	Concentration/Elective/Minor Course	3
	Concentration/Elective/Minor Course	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 3 and 4 courses are offered face to face and online at the KU Edwards campus

Year 3: Fall

Course #	Course Name	SCH 15
PFS 301	Communication in the Workplace	3
MATH 365	Elementary Statistics	3
	Concentration Elective 1	3
	Concentration Elective 2	3
	Elective/Minor Course	3

Year 3: Spring

Course #	Course Name	SCH 15

PFS 302	Leadership in Practice	3
Core 5	Ethics Elective	3
	Concentration Elective 3	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 4: Fall

Course #	Course Name	SCH 15
PFS 303	Professionalism and the Workplace	3
	Concentration Elective 4	3
	Concentration Elective 5	3
	Elective/Minor Course	3
	Elective/Minor Course	3

Year 4: Spring

Course #	Course Name	SCH 15
	Concentration Elective 6	3
	Elective/Minor Course	3
	Elective/Minor Course	3
	Elective/Minor Course	3
PFS 599	Professional Studies Capstone (Core 6)	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
New Faculty	Program Director	Ph.D.	N	TBD	1.0
Mark Jakubauskas	Director for Research and Innovation & Teaching Professor	Ph.D.	N	Environmental Studies, Environmental Health	0.25
Lee Stuart	Assistant Professor of Practice	DBA	Y	Professional Leadership and Administration	0.25
John Bricklemyer	Professor of Practice	Ed.D.	Y	Engineering and Project Management	0.25
Heather McCain	Professor of Practice	Ph.D.	Y	Engineering, Technology, and Project Management	0.25
Brandon Davis	Assistant Professor	Ph.D.	Y	Law and Society, Criminal Justice	0.25
Ben Merriman	Assistant Professor	Ph.D.	Y	Law and Society	0.25

Heather Gibbs	Assistant Professor	Ph.D., RD	Y	Dietetics and Nutrition	0.25
Sarah Kessler	Associate Professor	Ph.D.	Y	Public and Population Health	0.25
Brendan Mattingly	Lecturer & Program Director for MCDB	Ph.D.	N	Molecular, Cellular, and Developmental Biology (MCBD)	0.25
Jack Treml	Professor of Practice	Ph.D.	N	Biotechnology, Immunology	0.25
Deb Sullivan	Professor & Chair, Dietetics & Nutrition	Ph.D.	Y	Dietetics and Nutrition	0.25
Anne Palmer	Lecturer	Ph.D.	N	Health Careers Coach	0.25

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	$30,000	$37,500	$45,000
Administrators *(other than instruction time)*	$27,500	$28,050	$28,611
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$12,557	$13,739	$14,933
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$70,057	$79,289	$88,544
Personnel – New Positions			
Faculty	$60,000	$60,000	$60,000
Administrators *(other than instruction time)*	$20,000	$20,000	$20,000
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$30,913	$30,913	$30,913
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	$110,913	$110,913	$110,913
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other – Online Course Development	$15,000	$15,000	
Total Start-up Costs	$15,000	$15,000	

Operating Costs – Recurring Expenses			
Supplies/Expenses	$2,500	$2,500	$2,500
Library/learning resources	$500	$500	$500
Equipment/Technology			
Travel			
Other	$11,400	$11,400	$11,400
Total Operating Costs	$14,400	$14,400	$14,400
GRAND TOTAL COSTS	$210,370	$219,602	$213,857

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$0	$145,500	$363,750	$618,375
Student Fees	$0	$0	$0	$0
Other Sources (JCERT)	$0	$64,870	$0	$0
GRAND TOTAL FUNDING		$210,370	$363,750	$618,375
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$0	$144,148	$404,518

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The BPS program utilizes existing courses that are currently offered at KU Edwards, such as Project Management, Business, Law and Society, Healthcare Management, Nutrition, Public and Population Health, Environmental Health, Medical Terminology, and Applied Biological Sciences, and Statistics. Costs of instruction are already covered by these existing programs since they have additional enrollment capacity in the courses being offered. Course development of the remaining Professional Studies Core courses will be by existing KU faculty and the new program director once they are on board. New course development funds have been included in the budget. A current academic success coach will be assigned to work with the BPS program. The BPS program will make up 33% of their student load and the BPS program will fund 33% of salary and fringe.

Personnel – New Positions

The BPS program will hire a program director in the first year that will oversee program administration and will teach in the program. The program director's salary has been split between faculty teaching and administration at a rate of .75 and .25 or $60,000 for his or her faculty teaching responsibilities and $20,000 for program administration.

Start-up Costs – One-Time Expenses

In order to ensure a successful launch of the online program, we have designated $15,000 for online course development for each of the first two years. These funds will provide faculty with additional resources to

develop the courses needed for the program.

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 $500 each year for instructional resources, $2,500 each year for recruitment efforts, and $10,000 each year for marketing efforts. In addition, the program director will receive $1,400 each year for professional development.

B. Revenue: Funding Sources
The BPS program is a Johnson County Education and Research Triangle* (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. BPS students will be charged an all-inclusive tuition rate of $485 per credit hour to ensure that the program is affordable and accessible to all students, nationwide.

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

C. Projected Surplus/Deficit
Given the anticipated costs and revenue, the program is expected to run a deficit 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 BPS 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

JobsEQ. (2019). Occupation Report for Healthcare Practitioners and Technical Workers: Kansas City, MO-KS MSA. MidAmerican Regional Council. Retrieved from: http://www.chmuraecon/com/jobseq

JobsEQ. (2019). Occupation Report for Healthcare Support Worker, All Other: Kansas City, MO-KS MSA. MidAmerican Regional Council. Retrieved from: http://www.chmuraecon/com/jobseq

Healthcare Occupations: Occupational Outlook Handbook. (2019, September 4). Retrieved from https://www.bls.gov/ooh/healthcare/home.htm

Mid-America Regional Council, GradForce Education Asset Inventory for Greater Kansas City, 2017;university websites; College Factual

Mid-America Regional Council - Regional Planning for Greater Kansas City. (n.d.). Retrieved from https://www.marc.org/

Mid-America Regional Council, Talent to Industry Exchange: A Labor Analysis of the Life Sciences Industry in the Kansas City Region, February 2018

Elka Torpey, "Projected openings in occupations that require a college degree," *Career Outlook,* U.S. Bureau of

Labor Statistics, September 2021. https://www.bls.gov/careeroutlook/2021/article/projected-openings-college-degree.htm (Retrieved December 17, 2021)

Elka Torpey, "Education level and projected openings, 2019–29," *Career Outlook,* U.S. Bureau of Labor Statistics, October 2020. https://www.bls.gov/careeroutlook/2020/article/education-level-and-openings.htm#s4

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Field of degree: Business, at https://www.bls.gov/ooh/field-of-degree/business/business-field-of-degree.htm (visited *December 06, 2021*).

Appendix A: Listing of Concentration Courses

- Project Management (18 Credit Hours of the following:)
    - PMGT 305 Foundations of Project Management
    - PMGT 310 Project Communications
    - PMGT 315 Project Scheduling and Control
    - PMGT 320 Introduction to Microsoft Project
    - PMGT 325 Effective Project Team Leadership
    - PMGT 330 Organizational Strategy and Project Initiation
    - PMGT 335 Project Stakeholder Engagement
    - PMGT 405 Organizational and Project Risk Management
    - PMGT 410 Managing Project Success
    - PMGT 415 Project Procurement and Supply Chain Management
    - PMGT 420 Emerging Trends in Project Management
    - PMGT 425 Global Project Management
    - PMGT 430 Managing Virtual Project Teams
    - PMGT 510 Advanced Agile Approaches to Project Management
    - PMGT 520 Advanced Microsoft Project
- Health Policy and Management (18 credit hours of the following:)
    - HMGT 300 Introduction to Healthcare Management
    - HMGT 305 Health Policy and Healthcare Systems
    - HMGT 310 Health Communication
    - HMGT 320 Applied Healthcare Law and Ethics
    - HSCI 340 Introduction to Public Health
    - HSCI 421 Public Health Nutrition
    - HSCI 440 Introduction to Epidemiology
    - HSCI 441 Population Health
    - HSCI 445 Introduction to Environmental Health
    - HSCI 499 Topics in Health Sciences: ____

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 26, 2022

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level:	Education Specialist Degree
Program Title:	School Counseling
Degree to be Offered:	Ed.S. in School Counseling
Responsible Department or Unit:	Special Ed, Counseling, and Student Affairs
CIP Code:	13.1101
Modality:	On-Campus and Online
Proposed Implementation Date:	August 2022

Total Number of Semester Credit Hours for the Degree: 60

II. Clinical Sites

Does this program require the use of Clinical Sites? No

Two semesters of supervised internship for a total 600 hours (300 elementary and 300 secondary) in school settings are required.

III. Justification

Kansas State University's entry-level School Counseling program (currently a subplan of the M.S. in Counseling and Student Development degree) has been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since Sept. 1, 1999. It is currently a 48-credit hour program. CACREP recently established a requirement that all entry-level counselor preparation programs require a minimum of 60 credit hours. Rather than transitioning to a 60-hour M.S. degree, K-State requests to transition to a 60-hour Educational Specialist (Ed.S.) degree in School Counseling. This would be a high-asset and low-cost investment. The courses that will constitute the required 60 credit hours are already approved courses being offered as core courses in either the existing M.S. program or the existing Counselor Education and Supervision subplan within the Ph.D. in Counseling and Student Development degree program. The proposal is supported by (1) strong workforce demand; (2) no CACREP Ed.S. program in region; (3) high program interest; (4) eligibility for LPC; and (5) increased salary potential.

Workforce Demand: The Occupational Outlook Handbook (2021) predicts an eight percent employment growth rate for counselors from 2019-2029, which is a faster rate than the average for all other occupations. This increase in employment is anticipated to result in increased student enrollment at all education levels.

Competitive Advantage: There is currently no CACREP-accredited Ed.S. degree in School Counseling offered by a university in Kansas or in the Midwest region (CACREP, 2021). Although multiple institutions across the country offer a Specialist in School Counseling degree, KSU would house the only CACREP Ed.S. in School Counseling program in the region. Offering the only CACREP program would create a unique marketing and recruitment opportunity (ASCA, 2021; CACREP, 2021).
High Program Interest: Enrollment in the M.S. in School Counseling program has grown significantly in the past three years due to high need and interest. A two-month digital marketing campaign, in collaboration with the Olathe campus and SMART Reach Digital, validated the high program interest. For instance, there have been approximately 300 program inquiries (web, email, and phone) from January, 2018 to June, 2021. The M.S. in School Counseling enrollment increased from 41 students in 2019, to 56 students in 2020, and to 70 in 2021. Current and future students are enthusiastic about the transition to the Ed.S. degree.

Eligibility for LPC: The 60-hour degree will also allow completers to be eligible to be a Licensed Professional Counselor (LPC), a license issued by the Behavioral Sciences Regulatory Board. The ability to provide mental health counseling by earning the LPC is a great recruitment tool. In the past two years more than 70% of our current students and alumni have inquired and/or enrolled in the additional 12 hours necessary to be eligible for the LPC. An individual is not eligible for the LPC with a degree that consists of only 48 credit hours. Sixty credit hours are required for the LPC.

Potential Salary Increase: The new degree could provide a tremendous salary boost to school counselors. The Ed.S. would provide the potential for a counselor to begin at the same level on the salary schedule as school psychologists who also have an Ed.S. required 60-credit hour degree program. The potential of an enhanced beginning salary would serve as a strong program incentive and recruitment tool.

IV. Program Demand

Current employed counselors, current students, and future applicants are seeking opportunities to enhance their knowledge base and skill development in advanced theory and counseling interventions designed to meet the needs of today's students and families. Alumni and current students have been requesting the additional 12 credit hours beyond the 48 credit M.S. degree for several years in order to be eligible for their LPC. The research from other educational fields that have transitioned to 60 credit hours and the preliminary data being reported from counseling programs having completed the 60-hour transition have been positive with regard to increase in enrollment numbers. The research from school psychologists, mental health counselors, and school counselors indicates increasing to 60 hours and with an Education Specialist Degree will cause an increase in program applicants. Research from (Merlin et al., 2017) reported transitioning to 60 hours led to positive results and students preferred the comprehensive training they received in 60 credit hours. School counselors value the additional knowledge and skill development in the extra hours (CACREP, 2017; Merlin, et al., 2017).

A. Survey of Student Interest

The current counseling programs receive approximately 100 program inquiries per year. The inquiries include those interested in beginning the program and those interested in completing the 12 hours necessary for the LPC. Student surveys indicate the Ed.S. would have appeal to current students seeking to continue their educational pursuits and also to new applicants excited to earn a unique advanced degree.

Current students in the program were surveyed and asked if they would be interested in completing the additional coursework to meet the 60-hour requirement. Overwhelmingly, they responded in the affirmative:

Number of surveys administered: …….. 60
Number of completed surveys returned: …….. 40
Percentage of students interested in Ed.S. program: … 90

B. Market Analysis

Kansas is experiencing a shortage of school and mental health counselors. The option of an Ed.S. program offers great potential to increase enrollment and positively impact this shortage. The Kansas State Department of Education (KSDE) collects school annual vacancy data from every school district in Kansas. The data consistently reflect a significant shortage of P-12 licensed school counselors. According to the Kansas ARP ESSER State Plan (2021), "Kansas is experiencing a supply-demand problem relevant to available licensed school counselors…" (48). The ratio of counselor to student in Kansas is currently reported to be 1:450 with many elementary schools not having ONE licensed school counselor. Based on research the American School Counselor Association recommends a ratio of one counselor to 250 students. Research shared by the American School Counselor Association (2019) and reported in the KSDE ARP ESSER State Plan (2021) the counselor shortage in Kansas is compounded in schools of high density, underserved populations, and rural or more isolated areas. The high ratio, lack of elementary counselors, and disproportionate number of high school counselors available to students in rural areas, of color, and low SES populations emphasize the need for additional licensed school counselors. The federal and state governments recognize the need for additional counselors and have authorized multiple sources of federal funds to support the salaries of school counselors**.**

The Occupational Outlook Handbook prediction of an eight percent employment growth rate for counselors presents a challenge for counselor education programs faced with addressing the counselor shortage. Multiple factors are the reason for the severe shortage of licensed school counselors including the salary schedules in schools and the retiring of current school counselors. The Ed.S. addresses the salary issue and the supply and demand concerns. Additionally, KSDE acknowledging the shortage and need has included a *Grow Your Own School Counselor Model* in the ARP ESSER State Plan submitted in June (KSDE, 2021). This funding model aligns for recruiting and implementing the Ed.S. degree. The expertise of a licensed school counselor in the domains of academic, social-emotional, and career development have been shown to be critical to student success.

Since the pandemic the proportion of mental health–related emergency department (ED) visits among adolescents aged 12–17 years increased 31% (Yard et al., 2021). Emergency department visits were 50.6% higher by adolescents considering death by suicide and 50.6% higher for girls aged 12–17 during the same period in 2019 (Yard et al., 2021). The Kansas rate of death by suicide and of students reporting considering or attempting suicide is alarmingly high and continues to increase. The Kansas Communities That Care Survey (2021) administered to 71,000, Kansas 6th-12th graders reported 29.6% of students considered suicide, an increase from 28.7% during 2020 (KDADS, 2021). More than eight percent reported having serious thoughts of ending their life within the past month and 9.4% within the past year. Twenty-two-thousand students reported feeling symptoms of clinical depression (KDADS, 2021). It is concerning that two out of every five adolescents in Kansas report experiencing sustained feelings of hopelessness and sadness (KDADS, 2021). These students need a P-12 licensed school counselor. The Ed.S. degree will increase enrollment and help to address the counselor shortage.

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	70		2100	

Year 2	80		2400	
Year 3	90		2700	

VI. Employment

Kansas has a need for 1,200 additional counselors to meet the ASCA recommended ratio of 1:250. Dr. Randy Watson, KS Commissioner of Education, has strongly advocated to school administrators to "hire more counselors." However, to meet the 1:250 goal, Dr. Watson has reminded counselor educators that we must graduate more license-ready counselors. Kansas counselor education programs have been challenged to prepare more counselors to meet the critical shortage of school and mental health counselors in Kansas. During 2019, 20 students (ten fall and ten spring) graduated with a M.S. in School Counseling and 16 (eight fall and eight spring) in 2020. To the best of our knowledge, 100% of the M.S. in School Counseling graduates are currently or were previously employed in school counseling or counseling-related positions.

Kansas is not the only state experiencing a severe counselor shortage. According to the Bureau of Labor Statistics (2021), there were 333,500 school counseling positions in U.S. schools in May 2019. The outlook is expected to have a growth rate of eight percent between 2018 and 2028, a much faster rate than average for all other occupations (Bureau of Labor Statistics, 2021). The Bureau reported the median salary for school counselors in 2020 was $58,120. Zip Recruiter (2021) reported the Kansas M.S. school counselor mean 2020 salary as $50,699. Zip reported the mean salary for a school psychologist with an Ed.S. as $73,607. Consequently, if school districts are consistent with the salary structure for school counselors with the same 60-hour credit Ed.S. degree program as school psychologists, the result would be a significant pay increase for counselors.

School districts vary in their negotiated agreements and salary schedules. Select salary schedules include a separate column for an Ed.S., several separate by credit hours, and others offer a separate contract and/or bonus for those with extended days or difficult to fill positions.

A school counselor license is issued by the KSDE. To be eligible for a school counselor license, a graduate degree in school counseling is required with a minimum of a 3.25 cumulative GPA. A teaching certificate is not required to be licensed as a school counselor. A passing score on the Praxis for School Counselors, recommendation from an institution of higher education, and no legal issues indicated with fingerprinting or background check are also required prior to issuance of a license. Once a candidate has met the requirements, he/she is eligible to be licensed P-12 by KSDE.

KSU student placement rates for school counseling completers have been at nearly 100% for the past several years. Students who have completed half of the program are eligible for a provisional license.
For the past several years, approximately half of the students in the program have either been hired or offered a position as school counselors at the half-way point in the program. The program reputation of being high-caliber with a rigorous curriculum, highly skilled and knowledgeable students, taught by talented and connected professors who are highly invested in their dedicated students serves as a solid foundation for recruitment efforts.

VII. Admission and Curriculum

A. Admission Criteria

- Graduate School Application
- Official Transcript from bachelor's degree institution
- Three recommendations from previous faculty, employers, or supervisors

- Official Transcript from each institution completed any post-baccalaureate coursework or degrees
- Statement of Objectives: 1-2 page statement of career and professional goals and relevant professional experience

B. Curriculum

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

Course #	Course Name	SCH 9
EDCEP 823	Counseling Theory	3
EDCEP 852	Career Development for School Counselors	3
EDCEP 871	Leadership, Advocacy, and Consultation for Counselors	3

Year 1: Spring

Course #	Course Name	SCH 12
EDCEP 857	Counseling Program Management	3
EDCEP 856	Counseling Children	3
EDCEP 877	Counseling Practicum	3
EDCEP 815	Using Tests	3

Year 1: Summer

Course #	Course Name	SCH 9
EDCEP 810	Mental Health in Schools	3
EDCEP 822	Counseling Adolescents	3
EDCEP 824	Development Across the Lifespan for School Counselors	3

Year 2: Fall

Course #	Course Name	SCH 12
EDCEP 967	Appraisal and Psychopathology	3
EDCEP 858	Group Processes	3
EDCEP 887	Counseling Internship	3
EDCEP 860	Trauma and Crisis Counseling	3

Year 2: Spring

Course #	Course Name	SCH 9
EDCEP 887	Counseling Internship	3
EDCEP 985	Advanced Counseling Theory	3
EDCEP 955	Legal and Ethical Issues in Counseling	3

Year 2: Summer

Course #	Course Name	SCH 9
EDCEP 816	Research Methods	3
EDCEP 951	Multicultural Counseling	3
EDCEP 886	Seminar in Critical Issues in Counseling	3

Total Number of Semester Credit Hours…… 60

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 Yr. 1	FTE to Proposed Program Yr. 2	FTE to Proposed Program Yr. 3
Dr. Jessica Lane	Asst. Professor	Ph.D.	Y	Counselor Education	1	1	1
Dr. Judy Hughey	Assoc. Professor	Ed.D.	Y	Counselor Education	1	0	0
Dr. Ken Hughey	Professor	Ph.D.	Y	Counselor Education	.5	0	0
Dr. Doris Carroll	Assoc. Professor	Ph.D.	Y	Counselor Education	.5	1	1
Dr. Dan Wilcox	Asst. Teaching Professor	Ph.D.	N	Counselor Education	.5	0	0
Dr. Alex Becnel	Asst. Professor	Ph.D.	Y	Counselor Education	1	1	1
Dr. Samantha Holloway	Teaching Asst. Professor	Ph.D.	N	Counselor Education	.6	1	1
New Faculty	Asst. Professor	Ph.D.	Y	Counselor Education	0	1	1

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

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	$377,622	$330,422	$330,422
Administrators *(other than instruction time)*	$12,800	$6,400	$6,400
Graduate Assistants	$12,625	$12,625	$12,625
Support Staff for Administration (*e.g., secretarial*)	$3,698	$1,849	$1,849
Fringe Benefits *(total for all groups)*	$127,696	$109,953	$ 109,953
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 534,441	$461,249	$461,249

Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (*e.g., secretarial*)	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	$20,000	0	0
Total Start-up Costs	$20,000	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	$554,441	$461,249	$461,249

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$900,690	$1,029,360	$1,158,030
Student Fees		0	0	0
Other Sources		0	0	0
GRAND TOTAL FUNDING		$900,690	$1,029,360	$1,158,030
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$346,249	$568,111	$696,781

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Dr. Judy Hughey, Dr. Ken Hughey, and Dr. Dan Wilcox are currently or will soon begin phased retirement. Dr. Alex Becnel began a tenure track Assistant Professor position in August, 2021. Dr. Samantha Holloway began a non-tenure track position as a Teaching Assistant Professor in August, 2021. A search is planned for an

additional tenure track faculty in counselor education to begin in the fall of 2022. These new faculty allow the counseling programs to meet the CACREP requirement of five core faculty (FTE) for a Ph.D. program. Kansas State has the only CACREP accredited Ph.D. program in the state and will have the only CACREP accredited Ed.S. program in the region.

Personnel – New Positions

No new personnel will be needed as a result of the transition to the Ed.S. program. Select Ph.D. courses will be transitioned to the planned Ed.S. program.

Start-up Costs – One-Time Expenses

Promotional/Marketing Costs: $20,000

A digital marketing campaign will be designed to promote the unique Ed.S. program. Education and school counseling conferences and child development populations will be targeted.

No Operating Costs – Recurring Expenses

B. Revenue: Funding Sources

Tuition funds are based upon the SCH data reported in section V and the graduate resident tuition rate of $428.90 / SCH: Year one: 2100 x 428.90 = $900,690; Year two: 2400 x $428.90 = $1,029,360; Year three: 2700 x $428.90 = $1,158,030.

C. Projected Surplus/Deficit

The program will be self-supported by tuition generated by the program and college general use funding.

XI. References

American School Counselor Association. (2021). Alexandria. VA. Author. https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, School and Career Counselors and Advisors, at https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm (visited *June 29, 2021*).

CareerExplorer (2021). https://www.careerexplorer.com/careers/school-counselor/salary/kansas/

Council for Accreditation of Counseling and Related Educational Programs. (2021). Directory. Retrieved from http://www.cacrep.org/directory/

Council for Accreditation of Counseling and Related Educational Programs. (2018) Retrieved from http://cacrepdev.wpengine.com/wp-content/uploads/2018/02/CACREP-Special-Announcement-48-to-60.pdf

The Community that Cares Survey. (2021). Kansas Department of Aging and Disabilities Services. Topeka, KS. Author.

Kansas Department of Education. Kansas ARP ESSER State Plan. (2021). Kansas Department of Education. Topeka, KS. Author

Merlin, C., Pagano, T. George, A. Zanone, C. Newman, B. (2017). Moving beyond debate: Support for CACREP's standard requiring 60 credit hours for school counseling. *The Professional Counselor*, *7*, 1, 76-88

SMART Reach Digital (2018). School Counseling Program Specific Report presented to KSU Olathe.

U.S. Bureau of Labor Statistics (2021, June). Retrieved from https://www.bls.gov/opub/mlr/2021/home.htm

Yard E, Radhakrishnan L, Ballesteros MF, et al. Emergency Department Visits for Suspected Suicide Attempts Among Persons Aged 12–25 Years Before and During the COVID-19 Pandemic — United States, January 2019–May 2021. MMWR Morb Mortal Wkly Rep 2021;70:888–894. DOI: http://dx.doi.org/10.15585/mmwr.mm7024e1

Zip Recruiter. (2021) Retrieved from https://www.ziprecruiter.com/Jobs/School-Psychologist/--in-Kansas

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 26, 2022

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level:	Bachelor of Science
Program Title:	Real Estate and Community Development
Degree to be Offered:	Bachelor of Science in Real Estate and Community Development
Responsible Department or Unit:	Landscape Architecture and Regional & Community Planning
CIP Code:	04.1001
Modality:	Face-to-Face, Online, Hybrid
Proposed Implementation Date:	Fall 2022

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

Kansas State University proposes this new Bachelor of Science in Real Estate and Community Development program (BS RE+CD) be offered in concert with the established curriculum of the 5-year non-baccalaureate Master of Regional and Community Planning (MRCP) program. While community development and real estate development are central to both programs, the MRCP is focused heavily on a curriculum for aspiring professional planners, while the proposed BS RE+CD program focuses more broadly on community development professional opportunities with an emphasis on the built environment/real estate. Our department currently offers a Master of Science in Community Development (MSCD) and graduate certificate in Community Development. The BS RE+CD is built on existing resources and faculty expertise. The BS RE+CD may serve as a feeder into our department graduate programs, as well as various other graduate programs in the college and/or university.

The Bachelor of Science in Real Estate and Community Development (BS RE+CD) program will:

- leverage 20 courses from the current MRCP curriculum, APDesign (Architecture, Planning, and Design), Geography and Geospatial Sciences, and the College of Business, for a total of 53 semester credit hours;
    - 22 from MRCP
    - 13 from LA and Arch
    - 15 from Department of Finance
- the remainder of credits come from general university requirements and electives;
- not require any new courses or resources;
- utilize renovated, expanded, and existing APDesign facilities;

- incorporate strengths from existing Regional and Community Planning, Community Development, and Finance faculty.

The proposed four-year bachelor's degree will be unique due to the combination of community development *and* real estate development. Through a national study of over 100 schools with community development programs, it was discovered that community development programs in the US are most closely frequently housed with planning programs (Haines, Rios, Haines, Koundinya, Abrams, & Stanard, 2021). Of the schools surveyed, only 20 offered a bachelor's degree, and no programs offered a real estate focus. Thus, our proposed BS RE+CD will be a different type of CD degree, capitalizing on K-State's strengths and unique to the state, region, and country.

Within this BS RE+CD curriculum, students will have the opportunity to participate in a study abroad experience and/or complete a professional internship. Internship opportunities will be coordinated in part with the Kansas Department of Commerce's Community Development Division (who's current director is an alumna of the department's MSCD program).

This BS RE+CD program uniquely bridges community development and business; these disciplines prepare students to:

- bring together expertise in community development/social values and business/real estate (aka. focusing on people and place);
- prepare for future workforce areas such as downtown development programs, business improvement districts, environmental groups, in the public, private, and non-governmental organizational sectors;
- make connections between programs in APDesign and the College of Business.

Capitalizing on existing expertise within the colleges of APDesign and Business, as well as with connections with key alumni and professionals, this degree program will focus on the connections between people and place. This program: responds to the new university budget model with a plan grounded in APDesign mission and foundational strengths; supports existing degrees and the APDesign brand; brings together expertise in community development/social values and business; and provides options for students who do not complete a graduate degree (currently the College of Architecture, Planning and Design offers no undergraduate degree options). Collectively, this program will contribute to the K-STATE 105 initiative as outlined in the University's Economic Prosperity plan.

The Kansas Department of Commerce (KDOC) has provided a letter of support citing this degree will help support the Framework for Growth (KDOC, 2021), primarily by training workers via focused, relevant coursework and partnered internship opportunities between BS RE+CD and the KDOC. Additionally, this program responds to feedback from alumni of APDesign and the College of Business reporting employment demand for graduates with the skills and knowledge provided in the BS RE+CD.

IV. Program Demand:

A. Market Analysis

Our internal market analysis indicates that demand for community development training is high relative to existing opportunities for community development training in Kansas. Key findings of our analysis follow:

- **Workforce demand is high.** The employment section below details the strong workforce demand for students with community development education both nationally and within Kansas. The Kansas Department of Commerce Framework for Growth (2021) identifies four pillars within their mission: talent, innovation, community assets, and policy. Graduates of the BS RE+CD program will be prepared to directly address all four pillars.

- **Interest in community development is high among incoming students.** Today's students are motivated and aware of community development challenges and interested now more than ever in helping others and making quality places to live. Because of greater willingness to act, enrollment in community development majors is steadily increasing. For example, when UMass Amherst switched their Environmental Design undergraduate curriculum in 2017, rebranding to Sustainable Community Development (Bachelor of Science), they reported a significant uptick in student enrollment, half of which matriculated into their graduate programs (UMass Amherst, Department of Landscape Architecture and Regional Planning (umass.edu/larp/).

- **There are no undergraduate community development programs focused on real estate development programs in Kansas.** For almost two decades our department, Landscape Architecture and Regional & Community Planning (LARCP), has offered, an award-winning, Master of Science in Community Development (MSCD) and more recently a graduate certificate in community development. We do not currently offer an undergraduate degree. Fort Hays State University has a nine-credit hour undergraduate community development certificate associated with their Sociology program, which takes a different focus to this proposed community development degree focused on the built environment. Wichita State offers an emphasis in real estate to students studying economics, entrepreneurship, finance, and marketing. Our program will be unique for Kansas, and the region.

- **This will be the only undergraduate degree in our college, providing a new opportunity at K-State for students to expand their interests in community development and real estate with a potential path for graduate study.**

- **Despite known student interests and state needs, there are no similar degree programs within the region.**

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

Year	Total Headcount Per Year		Total Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	8	0	240	0
Year 2	10	0	300	0
Year 3	12	0	360	0

Note: Figures include credits generated outside of the program and college, across the university.

Students in the BS RE+CD program will be enrolled in the same courses as the students in the first two years of the non-baccalaureate track of the Master of Regional & Community Planning degree (NB MRCP). NB MRCP enrollment is typically seven to ten students per year.

Target BS RE+CD enrollment is 18 new students per year as a net add to existing classes (540 credit hours per year). We anticipate full enrollment within five years, resulting in a total of 2,160 program credit hours per year.

VI. Employment

The Bureau of Labor Statistics states the job growth rate for Community and Social Services Specialists and Managers as 12% and 17% respectively, which is much faster than average job growth nationally. While community development professionals do not make up the total of the job positions for the Community and Social Services Specialist and Managers categories, they make up a critical niche, providing place-based community expertise of the built environment other disciplines do not innately include. Community development professionals work in the sectors of non-profit organizations (ex. affordable housing programs),

government (ex. environmental or transportation agencies), corporate entities (ex. social responsibility divisions or initiatives), social institutions (ex. job training as economic development), and financial enterprises (ex. banking institutions' community investments and/or venture capital programs). Community development offers a holistic view of communities compared to more specific, technical focused disciplines which may work symbiotically with and within a community development framework.

In addition, real estate development, categorized under the business and financial occupations, are project to grow 5% between 2019 and 2029 by the Bureau of Labor Statistics, also faster than the average for all occupations nationally. Real estate development is an economic engine for cities, regions, and states, creating jobs through the design and construction of housing, commercial space, and community facilities.

Collectively, the combination of Community Development and Real Estate Development expertise, sets graduates from the new BS RE+CD program apart from generalist and/or stand-alone community development or real estate development programs, sending community focused and financially-minded graduates into the job market ready to hit the ground running and help build their/our communities stronger, faster, better.

VII. Admission and Curriculum

A. Admission Criteria

Admission to the program is consistent with those of the university (https://www.k-state.edu/admissions/undergrad/manhattan/apply/incoming-freshmen/requirements.html).

Application for admission is test-optional. Freshmen applicants, aged 21 & younger, who graduate from an accredited high school, will be assured admission to K-State if they meet the following requirements:

- A cumulative high school GPA (weighted or unweighted) of 3.25 or higher OR
- ACT composite score of 21, or an SAT ERW+M score of 1060 or higher

AND, if applicable, achieve a 2.0 GPA on all college credit taken in high school.
Those who do not meet the assured requirements are still encouraged to apply and their application. Your application will be reviewed individually.

B. Curriculum

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

Course #	Course Name	SCH 15
ENVD 203	Survey of Design Professions	1
MATH 100	College Algebra	3
COMM 105	Public Speaking 1A	2
LAR 101	Introduction to Landscape Architecture	3
HIST 102	Western Civilization II	3
SOCIO 211	Introduction to Sociology	3

Year 1: Spring

Course #	Course Name	SCH 16
ENGL 100	Expository Writing	3
ARCH 301	Appreciation of Architecture	3
ENGL 315	Introduction to Cultural Studies	3
GEOL100	Earth in Action	3
GEOL 103	Geology Laboratory	1
CNS 110	History of Building and Construction	3

Year 2: Fall

Course #	Course Name	SCH 15
PLAN 315	Introduction to City Planning	3
GEOG 302	Cartography	3
PLAN 320	Community Development Workshop	3
STAT 350	Business and Economics Statistics I	3
ECON 110	Principles of Macroeconomics	3

Year 2: Spring

Course #	Course Name	SCH 16
PLAN 215	World Cities	3
LAR 322	Ethics & Env Dilemmas	3
ENGL 200	Expos 2	3
GEOG 508	GIS 1	4
ACCT 231	Accounting for Business Operations	3

Year 3: Fall

Course #	Course Name	SCH 16
PLAN 640	Urban Design	3
PLAN 510	Composition and Representation	2
PLAN 444	Career and Academic Planning	2
PLAN 020	Field Trip	0
FINAN 450	Principles of Finances	3
PSYCH 110	General Psychology	3
COMM 311	Business and Professional Speaking	3

Year 3: Spring

Course #	Course Name	SCH 12
PLAN 703	Off Campus Studies	5
PLAN 665	Planning Professional Internship	7

Year 4: Fall

Course #	Course Name	SCH 15
PLAN 720	Infrastructure and Implementation	3
PLAN 718	Principles and Strategies of Community Change	3
SOCIO 360	Social Problems	3
GEOG 200	Human Geography	3
MKTG 400	Introduction to Marketing	3

Year 4: Spring

Course #	Course Name	SCH 15
LAR 500	Site Planning	3
FINAN 552	Real Estate	3
ENTRP 340	Business Innovation and the Entrepreneurial Mindset	3
LAR 311	Unlocking Creativity	3
PLAN 670	Planning in POP Culture	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
Gibson, Huston*	Assoc Professor	PhD	Y	Community Development	0.20
Shakil Kashem	Asst Professor	PhD	Y	Regional & Community Planning	0.05
Rishi, Susmita	Asst Professor	PhD	Y	Community Design	0.10
Wigfall, La Barbara	Assoc Professor	MCP	Y	Community Development	0.10

Number of graduate assistants assigned to this program ..... **[0]**

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

While no new expenditures are being proposed, shift in funding sources are being made from the MRCP program to the new BS RE+CD program.

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	33,719	33,179	33,179
Administrators *(other than instruction time)*	11,571	11,571	11,571
Graduate Assistants	0	20,000	20,000
Support Staff for Administration (*e.g., secretarial*)	3,462	6,923	6,923
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	48,752	71,673	71,673
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (*e.g., secretarial*)	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0

Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	48,752	71,673	71,673

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition		$75,912.00	$94,890	$113,868.00
Student Fees		$3,723.84	$4,654.80	$5,585.76
Architecture Planning & Design Fees		$13,200.00	$16,500	$19,800.00
GRAND TOTAL FUNDING		$92,835.84	$116,044.80	$139,253.76
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$44,083.84	$44,371.80	$67,580.76

X. Expenditures and Funding Sources Explanations

A. Expenditures

Expenditures shown above are not new costs, they are shifts in existing program costs. The Bachelor of Science in Real Estate and Community Development (BS RE+CD) will not require additional personnel or other resources because it utilizes existing faculty, classes, and facilities. Existing courses from the first two years of the non-baccalaureate track of the Master of Regional & Community Planning are foundational to the BS RE+CD. The nature of these courses is such that they have available capacity without increasing demand on the APDesign studio space. Courses from the Department of Finance compose the remainder of the BS RE+CD curriculum along with electives and university required courses.

All existing required courses currently have capacity to accommodate the additions of new BS RE+CD students into the classroom.

B. Revenue: Funding Sources

It is anticipated that the revenue generated from tuition will make a substantial contribution to the department's ability to be self-sustaining. The proposed degree builds upon the existing symbiotic relationship between community development and regional & community planning programs and builds a more formal connection between those two programs and the finance program.

The tuition rate was calculated by multiplying $316.30 by the number of SCH generated each year:

Year 1 $316.30 per cr hr x 240 cr hrs = $75,912;
Year 2 $316.30 per cr hr x 300 cr hrs = $94,890; and
Year 3 $316.30 per cr hr x 360 cr hrs = $113,868.

The campus student fees were calculated as a flat $465.48 per enrolled student:

Year 1 $465.48 x 8 students = $3,723.84;
Year 2 $465.48 x 10 students = $4,654.80; and
Year 3 $465.48 x 12 students = $5,585.76

The College of Architecture Planning and Design student fees were calculated by multiplying $55 by the number of SCH generated each year:

Year 1 $55 per cr hr x 240 cr hrs = $13,200;
Year 2 $55 per cr hr x 300 cr hrs = $16,500; and
Year 3 $55 per cr hr x 360 cr hrs $19,800

C. Projected Surplus/Deficit

This proposal is a win/win, providing the university, college, and department financial benefits while optimizing existing resources to provide a new degree path for undergraduate students.

XI. References

Bureau of Labor Statistics. Community and Social Service Occupations. Received from www.bls.gov

Hains, K.D, Rios, M., Hains, B.J., Koundinya, V., Abrams, C., & Stanard, V. (2021). An exploration of community development higher education in the United States: A programmatic study. Community Development. Published online 18 February.

Kansas Department of Commerce. (2021). Framework for Growth. Revived from www.kansascommerce.gov/kansas-framework-for-growth

UMass Amherst, Department of Landscape Architecture and Regional Planning. (2022). Retrieved from www.umass.edu/larp/ *Note: the UMass department and university context are comparable to K-State's department in size, student composition, and expertise. Enrollment projections for this proposal are proportional to the that of the slightly larger UMass department and program.*

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 26, 2022

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level:	Bachelor
Program Title:	Operations and Supply Chain Management
Degree to be Offered:	BS in Operations and Supply Chain Management
Responsible Department or Unit:	Department of Management, College of Business Administration
CIP Code:	52.0203
Modality:	Face-to-Face
Proposed Implementation Date:	Fall Semester 2022

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

Operations and Supply Chain Management (OSCM) has been offered as one of three academic tracks within K-State's Management major for well over a decade. Student demand for the program has grown consistently with enrollments of 75 in 2017, 84 in 2018, 77 in 2019, and 105 in 2020. K-State requests to make OSCM its own major to 1) increase program visibility for students, and 2) meet the market demand for graduates with this particular degree.

Demand for operations and supply chain management (OSCM) talent is at an all-time high as companies have recognized the importance of supply chain management for the success of their business. The national shortage in supply chain management talent is expected to leave close to 2.5 million positions in this area unfilled between now and 2028, causing a potential economic impact of about $2.5 trillion (Lebovitz, 2021). According to the U.S. Bureau of Labor Statistics (2021), the job growth in supply chain management is expected to increase roughly 30% from 2020 to 2030, which is much faster than the average for all occupations.

While industry demand has been growing for years, supply chain management has become a household term because of the COVID-19 pandemic. The shortages of personal protective equipment and essential household items, as well as the skyrocketing cost of certain parts and materials, has resulted in an increasing awareness of the necessity for OSCM talent. Nationally, a typical starting salary for individuals entering the OSCM field is about $60,000 (Association for Supply Chain Management, 2021). Unofficially, the entry-level annual salary for K-State students with an OSCM emphasis averages about $57,000.

OSCM is the fastest-growing business sector in the Heartland region, which is a focal point for the movement and distribution of goods throughout the country. Kansas City, for example, is now seen as a center of choice for warehousing, manufacturing, and distribution. Regional third-party logistics/trucking companies and some of the most prominent companies in the world like Amazon, DHL, and Walmart are establishing or expanding their facilities due to the region's abundant, multi-modal transportation network. In the same vein, the *Kansas Framework for Growth* (2021), recently released by the Kansas Department of Commerce, selected 'Distribution, Logistics, and Transportation' among their five target areas for growth. With this growing demand for and interest in OSCM talent, our graduates have been placed in top companies like Amazon, Cargill, Koch, Lockheed Martin, and UPS located across the country in AZ, CA, GA, IA, IL, MN, VA, and TX in addition to KS and adjacent states like CO, MO, NE and OK. In addition, corporate donations targeting OSCM students as well as the number of companies specifically recruiting OSCM graduates have been on the rise. A distinct OSCM major will help the program continue this momentum by promoting its visibility and recognition to potential employers and incoming students.

Moreover, the Department of Management and College of Business Administration are very well-positioned to offer this major because OSCM has been offered as one of three academic tracks within the Management major for well over a decade. The OSCM program at K-State has already gained recognition from our corporate partners and other key industry stakeholders. For example, K-State has been selected as one of the 20 supply chain management programs around the world to compete in the General Motors' Global Supply Chain Case Competition for four years in a row. Likewise, as a key partner of the Council of Supply Chain Management Professionals (CSCMP) in Kansas City, one of the largest associations of supply chain professionals in the Heartland region, the K-State OSCM program has attracted major companies to campus for recruitment and received donations and scholarships targeting OSCM students from its corporate partners.

Finally, student enrollment in the OSCM program has grown significantly in recent years, which will be discussed in more detail below. In addition, the OSCM track has strengthened its curriculum offerings to meet the emerging needs of its industry partners. At this point, the OSCM track is already operating very similarly to a major as the distinctions between OSCM and other areas of focus within Management have grown over time.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest

We have clear evidence of student interest in the supply chain management program. As noted above, OSCM has been offered as one of three tracks within the Management major for well over a decade and student enrollment in the OSCM program has grown significantly in recent years. The track had 57 students in 2016 and has grown to 91 students in 2021 (including the following number of students in the intervening years: 75 in 2017, 84 in 2018, 77 in 2019, and 105 in 2020). The track also has an active student organization, the Global Supply Chain Club.

B. Market Analysis

As noted above, demand for supply chain talent is at an all-time high. The national shortage in supply chain management talent is expected to leave close to 2.5 million positions unfilled between now and 2028, causing a potential economic impact of about $2.5 trillion (Lebovitz, 2021). According to the U.S. Bureau of Labor Statistics (2021), the job growth is supply chain management is expected to increase roughly 30% from 2020 to 2030.

Nationally, a typical starting salary for individuals entering the OSCM field is about $60,000 (Association for Supply Chain Management, 2021). Internally, salaries for Management graduates from K-State are reported in

the aggregate and cover all three of our existing tracks within the major (Human Resource Management, Organizational Management, and Operations & Supply Chain Management). However, an unofficial record of entry-level annual salaries for K-State students with an OSCM emphasis averages about $57,000. Likewise, interest in OSCM graduates is very strong among our corporate partners. We receive numerous requests from employers to speak to OSCM students about employment opportunities and 100% of the members of our Management Advisory Board supported the creation of a specific major in OSCM.

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

There are currently 91 students in the OSCM track. With the increased visibility that a major in OSCM would provide, coupled with the growing demand in the field, it is likely that the area will grow faster than projected. Below, we base estimates on current enrollment with a conservative 2% growth per year.

Year	Total Headcount Per Year		Total Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	91		2730	
Year 2	93		2790	
Year 3	95		2850	

VI. Employment

OSCM spans all movement and storage of materials, inventory, information, and finances from point-of-origin to point-of-consumption. OSCM careers are thus in demand in many different industries and types of organizations, from large automobile and aerospace manufacturers to natural resources and construction industries, to well-known retail and household products companies. The U.S. Bureau of Labor Statistics (2021) projects that jobs within the OSCM/logistics sector will grow by 30 percent through 2030, much faster than the average for all occupations. Upon graduation, our OSCM majors will be prepared to enter the workforce in positions such as: procurement manager/analyst, supply chain manager/analyst, purchasing agent/specialist, project manager, operations manager/coordinator, production supervisor/scheduler, logistics/transportation coordinator, warehouse/distribution supervisor, quality manager, inventory manager/analyst, freight broker, and supply chain consultant, among others.

Recent graduates of the OSCM track under the Management major have been recruited to work for companies such as Amazon, BNSF Railway, Cargill, Cerner, DHL, FedEx, General Electric, Hallmark, John Deere, Koch Industries, Lockheed Martin, PepsiCo, Southwest Airlines, Target, Union Pacific, and UPS. While formal university data is collected by major rather than by tracks within a major, demand for OSCM students is even stronger than demand for other areas. For example, while placement rates for CBA (College of Business Administration) graduates in general and Management majors in particular have consistently been in the 96-97% range, we informally know that demand for OSCM students is even stronger than demand in other areas. As was noted above, nationally, a typical starting salary for individuals entering the OSCM field is about $60,000, while our internal tracking suggests that the entry-level annual salary for K-State graduates with an OSCM emphasis averages about $57,000.

VII. Admission and Curriculum

A. Admission Criteria

Our admission criteria are consistent with those of the College of Business Administration.

Students entering college for the first time and eligible for admission to K-State must enroll in the business administration pre-professions program (BAPP).

Students with previous academic work (either at K-State or elsewhere) requesting transfer to the College of Business Administration must have at least a 2.5 grade point average and enroll in the BAPP curriculum. Transfer students, entering with 45 or more credit hours, must achieve a K-State GPA of 2.5 or higher on the first 15 or more hours of K-State course work to be able to continue in the College of Business Administration. For purposes of admission, grade point averages will be based on all courses attempted at colleges or universities.

Admission to a degree plan (major) is necessary for graduation. Applicants for admission to one of the degree plans (majors) in the CBA will be accepted upon completion of a minimum of 45 credit hours with a K-State grade point average of 2.5 or above.

B. Curriculum

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

Course #	Course Name	SCH 15
MATH 100	College Algebra	3
ENTRP 340	Business Innovation & the Entrepreneurial Mindset	3
GENBA 105	Business Orientation	0
ENGL 100	Expository Writing 1	3
HIST 102	Western Civilization: The Modern Era	3
ART 195	Survey of Western Art History I	3

Year 1: Spring

Course #	Course Name	SCH 15
MATH 205	General Calculus & Linear Algebra	3
ECON 110	Principles of Macroeconomics	3
MANGT 420	Principles of Management	3
COMM 105	Public Speaking 1A	2
BIOL 198	Principles of Biology	4

Year 2: Fall

Course #	Course Name	SCH 15
ECON 120	Principles of Microeconomics	3
STAT 350	Business Economics Statistics I	3
MKTG 400	Introduction to Marketing	3
ENGL 200	Expository Writing 2	3
GENBA 205	Career Accelerator	0
AMETH 160	Introduction to American Ethic Studies	3

Year 2: Spring

Course #	Course Name	SCH 15
ACCTG 231	Accounting for Business Operations	3
STAT 351	Business Economics Statistics II	3
MANGT 421	Introduction to Operations & Supply Chain Management	3
MANGT 366	Introduction to Business Analytics and Information Systems	3
HIST 151	History of the U.S. to 1877	3

Year 3: Fall

Course #	Course Name	SCH 15
ACCTG 241	Accounting for Investing and Financing	3
MANGT 520	Organizational Behavior	3
MANGT 521	Managerial Decision Analytics	3
MANGT 660	Supply Chain Planning & Control	3
ELECTIVE	SALES 542: Fundamentals of Professional Selling	3

Year 3: Spring

Course #	Course Name	SCH 15
FINAN 450	Principles of Finance	3
MANGT 561	Logistics and Warehouse Management	3
MANGT 553	Business Project Management	3
MANGT 541	Quality Management	3
SALES 555	Sales Technology	3

Year 4: Fall

Course #	Course Name	SCH 15
MANGT 662	Procurement, Logistics, & Supply Chain Design	3
MANGT 663	Supply Chain Analytics	3
MANGT 595	Business Strategy	3
ECON 540	Managerial Economics	3
SALES 560	Sales Force Leadership	3

Year 4: Spring

Course #	Course Name	SCH 15
MIS 665	Business Analytics and Data Mining	3
MANGT 596	Business Ethics & Corporate Citizenship	3
ENGL 417	Written Communication for the Workplace	3
SALES 561	Sales Negotiation	3
MANGT 430	Business Law	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
Ike Ehie	Associate Professor	PhD	Y	Supply Chain Management, Logistics and Supply Chain Control	1
MK Kim	Associate Professor	PhD	Y	Supply Chain Management, Supply Chain Analytics, Procurement	.75

Dan Minick	Advanced Instructor	MBA	N	Operations Management, Quality Management	.50
Brandon Savage	Instructor	MBA	N	Operations Management, Project Management	.50

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

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	$311,971	$311,971	$311,971
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration (*e.g., secretarial*)	$0	$0	$0
Fringe Benefits *(total for all groups)*	99.831	99.831	99.831
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing	$411,802	$411,802	$411,802
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (*e.g., secretarial*)	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	$0	$0	$0
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Other	$0	$0	$0
Total Start-up Costs	$0	$0	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$0	$0	$0
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Travel	$0	$0	$0
Other	$0	$0	$0

Total Operating Costs	$0	$0	$0
GRAND TOTAL COSTS	411,802	411,802	411,802

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		863,499	882,477	901,455
Student Fees		94,322	96,395	98,468
Other Sources		$0	$0	$0
GRAND TOTAL FUNDING		957,821	978,872	999,923
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		546,019	567,070	588,121

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Establishing OSCM as a major instead of a track within the Management major will require no new personnel. Instead, those faculty who are currently teaching in the OSCM track will teach a similar selection of courses within the proposed OSCM major. The core faculty have FTE allocated in alignment with the OSCM courses that they teach within the major. The budget does not include an allocation for annual raises as those are unpredictable, but that would be addressable by the projected surplus if raises are granted.

Over the years, the curriculum has been revised and enhanced to the point that the track operates very similarly to a major at this point, with dedicated faculty and specialized courses. For instance, in comparing the OSCM track to the Human Resource Management (HRM) track within the Management major, the two tracks share only 1 common business course outside of the Business Core.

Personnel – New Positions

No new positions will be required. The faculty who currently teach courses in the OSCM track within the Management major will teach a similar selection of courses within the proposed OSCM major.

Start-up Costs – One-Time Expenses

No significant start up costs are expected. The OSCM track is already in place within the Management major.

Operating Costs – Recurring Expenses

No new operating cost are expected. The OSCM track is already in place within the Management major.

B. Revenue: Funding Sources

The budget model uses student credit hours (SCH) generated to provide revenue to the college in which the course is assigned. The budget projection in IX (B) is based on both SCH and revenue generated at the university level. The fee calculation is based on 50% of SCH generated by the College of Business and 50% of SCH generated by other KSU colleges. Therefore, the CBA fee is assessed on 50% of the SCH and no college-specific fees are assessed on the non-CBA courses as those courses could be taken from various colleges with differing fee structures.

Current SCH tuition is set at $316.30. The CBA fee shown is the surcharge fee of $69.10 per SCH. Please refer to the chart below for calculations.

	Program Year 1		**Program Year 2**		**Program Year 3**	
	SCH	Subtotal	SCH	Subtotal	SCH	Subtotal
In-state on-campus tuition	2730	$863.499	2790	$882,477	2850	$901,455
CBA Surcharge Fee	1365	$94,322	1397	$96,395	1425	$98,468
Total Revenue		**$957,821**		**$978,872**		**$999,923**

C. Projected Surplus/Deficit

As indicated above, moving this program from a track to a major will continue to create a surplus for both the college and the university. Costs will not increase with the move from a track to a major as both the faculty and curriculum are already in place. Revenue could increase due to the increased visibility of the major, which could help attract a higher number of students to this area of study. In addition, the added prominence associated with the major may help attract additional addition from recruiters as well as increase donations from alumni and corporate partners. However, those potential increases are not built into any of the revenue projections. Instead, revenue projections are estimated conservatively based upon existing enrollment with very modest growth (2% per year).

XI. References

Association of Supply Chain Management (ASCM). *2021 Supply Chain Salary and Career Report*. Retrieved December 14, 2021 from https://www.ascm.org/making-an-impact/research/salary-survey/

Bureau of Labor Statistics (2021, September 8), U.S. Department of Labor, *Occupational Outlook Handbook*, Logisticians. Retrieved February 12, 2022 from https://www.bls.gov/ooh/business-and-financial/logisticians.htm/

Kansas Department of Commerce. *Kansas Framework for Growth*. Retrieved December14, 2021 from https://www.kansascommerce.gov/kansas-framework-for-growth/

Lebovitz, R. (2021, June 3). *The Big Supply Chain Talent Shortage*. Future of Sourcing. https://futureofsourcing.com/the-big-supply-chain-talent-shortage/

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 26, 2022

I. General Information

A. Institution Kansas State University

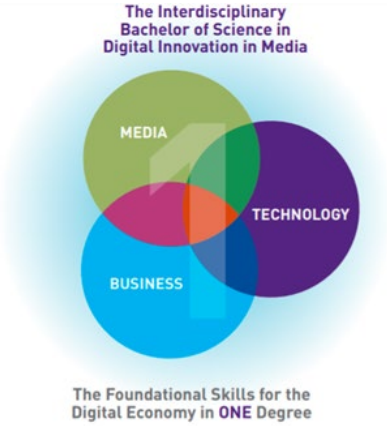
B. Program Identification

Degree Level:	Bachelor of Science
Program Title:	Digital Innovation in Media
Degree to be Offered:	Digital Innovation in Media
Responsible Department or Unit:	College of Arts and Sciences
CIP Code:	09.0702
Modality:	Face-to-Face, Online, Hybrid, Etc.
Proposed Implementation Date:	August 2022

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



A Strategic Investment for Competitive Advantage: The addition of the Interdisciplinary Bachelor of Science in Digital Innovation in Media is a strategic investment that would give Kansas State University a competitive advantage in Kansas and the region because the program would 1) require minimal initial funding to implement and has the strong potential to grow enrollment; 2) represent an online and on campus academic innovation that offers four credentials in one program without requiring additional courses or semesters; 3) respond to industry's high demand for graduates with blended digital skills; 4) prepare the next generation of digital innovators for success in both traditional and on rapidly emerging on-demand talent platforms; 5) appeal to a large segment of Kansas and regional high school students who want to study digital/social media, computing and business as well as working professionals who want to up-skill or re-skill; 6) collaborate with a new innovation lab on the K-State campus that will provide majors hands-on experience using artificial intelligence and creative technologies; and 7) align with Pillar 3 of KBOR's Building a Future" Strategic Plan that focuses on the talent pipeline to Kansas businesses and innovation.

Minimum Investment: While the program will use existing faculty to teach the courses, start-up funding will be needed to establish program administration and marketing and recruiting functions

Academic Innovation: Developed by the Colleges of Arts and Sciences, Engineering and Business Administration, the proposed digital innovation in media program reimagines the traditional degree and will build a new cohort of "blended digital professionals" through a 100 percent online or on-campus, STEM-designated interdisciplinary degree program. The program will be the first in Kansas and the region to include a 60-hour curriculum that will enable students to earn four credentials without additional courses or semesters:

- a bachelor's degree in digital innovation in media
- a minor in entrepreneurship and innovation
- a certificate in computer science
- a certificate in digital engagement

Industry Demand: The digital economy requires new foundational skills for students that include greater digital savvy, increased business acumen, and more versatile human and team-centered workplace competencies. Job seekers and incumbent employees who are building a range of digital capacities form a new cohort called blended digital professionals (The Business-Higher Education Forum/Burning Glass Technologies, 2020).

- Businesses in Kansas and around the country are struggling to fill openings for digital and technology jobs with 83 percent of large enterprises admitting to having major skills gaps (Harvard Business School, 2021). In the next 10 years, Kansas and regional employers will need to hire more than 40,000 graduates with the digital skills for the jobs of today and the jobs that will be created in the future (Mid-American Regional Council, 2020).
- Across the country, the Bureau of Labor Statistics (BLS) reported 1.1 million digital media-related jobs in 2018. During 2018 to 2020, 1.5 million unique jobs were posted for these occupations. BLS reported job growth will be 10.9 percent through 2023. BLS projects the national average for all occupational growth to be 5.2 percent through 2028.
- Internationally, as many as 375 million workers — or 14 percent of the global workforce —will require upskilling by 2030 (McKinsey Global Institute, 2021). The World Economic Forum recently reported more than 1 billion jobs, almost one-third of all jobs worldwide, are likely to be transformed by technology in the next decade.
- In the face of the projected job demands, more employers are using talent analytics, skills-based hiring, and on-demand talent platforms to change the way they recruit and hire talent. Ninety percent of companies see a future competitive advantage in shifting their talent model to a blend of full-time and freelance employees, according to two surveys conducted by researchers at Harvard Business School's Project on Managing the Future of Work and Boston Consulting Group's Henderson Institute. With the rise in remote work due to COVID-19, the move to an on-demand workforce is expected to accelerate.

"Education has to shift quickly—as in right now—to meet this demand," according to a 2021 McKinsey Global Institute Report. In a more data-rich landscape that makes skills and educational outcomes more transparent, employers' embrace of talent analytics and skills-based hiring will likely require colleges to change their approaches to offering credentials, assessing students, and engaging with employers. Educators and employers alike will be wise to explore the most effective ways to foster the continued emergence of much-needed professionals who are destined to play a large role in the future of the workplace and the global economy (The Business-Higher Education Forum/Burning Glass Technologies, 2020). Business and universities will need to more deliberately pair creativity with technology to ensure that students and workers can leverage the digital tools that amplify their own innate talents and abilities (Harvard Business School, 2021).

- Given the new realities facing employers, tomorrow's graduates must be prepared to operate in both traditional and digital workplaces in a full-time or part-time role. They must possess a portfolio of blended digital skills, including, but not limited to, digital content creation, data science, digital engagement, data analysis, cyber security, coding and programming, algorithms, social selling, digital marketing, analytics, creative thinking, mobile media application, project management, online customer conversion, social media strategy among others (Accenture, 2020; The Business-Higher Education Forum/Burning Glass Technologies, 2020). Their mixed abilities give them and their employer substantial advantages, and position them to thrive in current and future markets and workplaces (The Business Higher Education Forum/Burning Glass Technologies, 2020).

- **Digital media, digital marketing, social media, computer science and business are among the top areas of interest among 82,000 of 115,000 ninth to 12th grade students in Kansas, Missouri, Oklahoma, Nebraska and Colorado (Exact Data, 2021).** The proposed degree program will integrate the training from these areas to help build the next generation of digital innovators. K-State will engage with these high school students, their parents and key influencers to create a pipeline to Kansas State University that will advance the university's cyber land grant initiative in Kansas and into regional technology hubs. This will also allow K-State to educate new populations of students across social-economic and demographic backgrounds.

Alumni & Industry Support: The proposed program has received support from industry/association executives, educators and alumni: The KC Tech Council; The Kansas Technology Student Association; Korn-Ferry International's Education Practice; Ruffalo Noel Levitz; the Journalism Education Association; Kazoo Digital Media; Kansas Google Trainers; and members of the National Advisory Council of the A.Q. Miller School of Journalism and Mass Communications (please see Appendix A).

Lastly, the proposed digital innovation in media program will also contribute to the goals and initiatives of Kansas State University and the state of Kansas. The program will contribute to the K-State 2025 by promoting interdisciplinary scholarly activities and collaborations; increasing interdisciplinary educational opportunities; cyber land grant initiative; and academic innovation (K-State 2025).

IV. Program Demand: Market Analysis

Even before COVID-19, as consumers and customers moved to digital platforms, companies were quickly adapting and changing their digital engagement strategies (Salesforce, 2021). COVID-19 accelerated their digital transformation strategies with 90 percent of 8,200 marketers saying their digital engagement strategy has changed since before the pandemic (Salesforce, 2021). Sixty-one percent of customers expect to spend more time online after the pandemic than they did before. These increasingly digital customers expect the businesses they buy from to keep up. Eighty-eight percent of customers expect companies to accelerate digital initiatives due to COVID-19 (Salesforce, 2021).

Although demand for businesses' creativity isn't going anywhere soon, the increasingly digital nature of customer engagement means that the most well-rounded marketers are also technologists. Eighty-three percent of marketers say their ability to meet customer expectations depends on their digital capabilities, and 83 percent say their work will be more technology-driven after the pandemic than before (Salesforce, 2021).

Several schools in the region offer digital media degree programs, including K-State's Salina campus.

- Pittsburg State University, Pittsburg, KS
- Fort Hays State University, Fort Hays, KS

- Maryville University, St. Louis, MO
- Northwest Missouri State University, Maryville, MO
- The University of Colorado, Colorado Springs, CO
- Northern Oklahoma College, Tonkawa, OK
- Oklahoma Wesleyan University, Bartlesville, OK

However, eight elements distinguish the proposed interdisciplinary digital innovation in media degree from the above-mentioned programs.

1. Enables majors to earn four credentials: a bachelor's, a minor and two certificates without additional courses or semesters.
2. Developed across three colleges: College of Arts and Sciences, College of Business Administration and the College of Engineering;
3. Is STEM-designated;
4. Is offered online and on campus;
5. Includes journalism/mass communications courses in digital advertising, diversity and inclusion, advertising and public relations research, media innovation, writing in a digital economy, social media strategy and management and mobile media strategy and campaigns;
6. Includes computer science courses that are also being offered in Kansas high schools and community colleges;
7. Includes business courses in digital business, entrepreneurship, and innovation; and

By introducing the industry-responsive interdisciplinary program, Kansas State University will create a new category in the state and region for academic innovation.

- **Interest is high for careers in the digital economy among 9-12 graders**. More than 82,000+ ninth to 12th graders in Kansas, Missouri, Oklahoma, Nebraska and Colorado have expressed an interest in studying digital media, digital marketing, social media, computer science or business (Exact Data, 2020).

Colorado	25,083
Kansas	11,317
Missouri	31,407
Oklahoma	6,212
Nebraska	8,080

Exact Data

- **Growing Enrollment.** The long-term success of the proposed program will depend on 1) targeting, engaging and inspiring prospective students to apply and enroll in the program; 2) obtaining recommendations from influencers such as advisers, counselors, and key websites; and 3) employers hiring majors for internships, apprenticeships and full-time employment.

- To accomplish enrollment goals, the program will leverage established connections with strategic influencers at high schools that include student association advisers for the Journalism Education Association, K-State Entrepreneurship Competition, Distributive Education Clubs of America (DECA), STEM clubs, the Future Business Leaders of America, Technology Clubs, Computer Sciences Clubs, among others.

To attract and boost enrollment of students of color and women for digital careers of the future, the program will work with regional organizations to specifically target and recruit prospective students of color, women and students from underserved rural and urban communities in Kansas and the region.

The degree program will deliver to Kansas and regional employers digital innovators with the skills to analyze

data, create content, manage digital projects, develop web sites, optimize analytics, deploy mobile media strategies, code and program, convert online customers into buyers, secure networks, think creatively, build relationships and show the self-awareness to work effectively with others in person and virtually.

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

Growth projections outlined below depend on several factors being in place, including, but not limited to, a program director and a budget for marketing campaigns and recruiting activities. Enrollment is cumulative and includes new students both on campus and online.

Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	18		540	
Year 2	25		750	
Year 3	32		960	

VI. Employment

- **The demand for digital skills is increasing, with no signs of slowing down** (Linked In, 2021). Data available from the U.S. Bureau of Labor Statistics, the KC Tech Council, Linked In, the Kansas Labor Information Statistics, the Mid-America Regional Council and Zippia demonstrate strong job prospects for professionals who possess blended digital skills.
- **Growth in digital-related jobs is projected to be high in Kansas and regional technology hubs**: The KC Tech Council Real-Time Intelligence data reports more than 5,679 current digital media and related job postings in Overland Park, Wichita, Kansas City, KS, and Topeka as of October 2020. In addition, the Mid-America Regional Council reported 34,743 digital storytelling jobs in the Kansas City region and that is expected to grow by 15.2 percent in 2022. Zippia projects that Kansas will need to fill more than 23,300 media and computer-related positions by 2024.
- **Consumers are spending increasing amounts of time in front of screens, consuming more information online.** This has led to the rise of digital content creators: social media marketing specialist, digital specialist, digital marketing director, digital marketing specialist, digital coordinator, search engine optimization specialist, social media manager, social media director, and social media coordinator, podcaster, blogger, youtuber, content developer, content specialist, content writer, content strategist, and content producer. Their skills include editing, writing, public speaking, search engine optimization (SEO), social media and marketing strategy (Linked In, 2021).
- In addition, employability and entrepreneurial skills are often the gateways to participating in high-quality jobs with decent compensation. An analysis of job postings reveals that demand for key employability and entrepreneurship skills has tripled since 2010 (Accenture, 2020).
- **Salaries for digitally skilled professionals are favorable**. Nationally, BLS reports entry-level salaries for digitally skilled professionals will range from nearly $40,000 to more than $111,000 for students and workers who master the blended digital skills. Demand for these skills is large and growing at all levels of educational attainment (Business-Higher Education Forum/Burning Glass Technologies, 2020).

The chart below summarizes national, regional and state job outlook numbers and the fastest growing jobs.

Digital Media-related jobs in the US US: 1.5 million Jobs 2018-2020 US: 1.6 million Jobs 2023 US: 1.7 million Jobs 2028 **Digital Media-related jobs in Midwest & Kansas** Kansas City Region: 34,743 Jobs in 2020 Kansas City Region: 40,000 Jobs in 2022 State of Kansas: 23,300 Jobs in 2024	**Fastest Growing Jobs** • digital content creators • mobile marketing managers • digital brand strategists • software developers • digital product managers • digital brand managers • social media specialists • digital media producers • advertising and promotion managers • programmers • digital business analysts • public relations managers and specialists • digital program managers • online merchants • digital merchandizers • digital strategists • advertising sales agents • market research analysts

Middle-Skill Workers must Up-Skill or Re-Skill: In the middle-skill job market, the world is increasingly divided between the jobs that demand digital skills and the ones that don't—and the ones that don't are falling behind (Burning Glass Technologies, 2020). Two national CEO annual surveys capture the sentiments and concerns among executives about the growing digital skills gap among current employees and recent graduates that is considered to be a threat to business:

> **Accenture CEO Survey**: "Finding and hiring employees with the key skills they need to succeed in the digital world continues to keep CEOs awake at night: 80 percent of CEOs say they're worried and 38 percent are extremely concerned. The challenge of finding the people with needed skills will become even greater as business models evolve. More than three quarters (76%) of CEOs are concerned about the lack of digital skills within their own workforce – and 23% are extremely concerned about the digital skills of their leadership team. This is a significant business threat." (Accenture, 2020)
>
> **PwC CEO Survey**: 74% of 1,581 business leaders said they were concerned about whether they would have the talent they needed. "The transferable skills that organizations need today – creativity, problem solving, an understanding of how digital technology can be used – are those that help their people think, act and thrive in a digital world that is much less predictable than we once thought." (PwC, 2020)

VII. Admission and Curriculum

A. Admission Criteria

Admission criteria will be consistent with those of the College of Arts & Sciences at Kansas State University. Admission to K-State is test optional and requires achieving either:

- 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 interdisciplinary degree program – to be offered online and on campus and earned in the College of Arts and Sciences - is designed to build students' capabilities in communication, collaboration, digital engagement and transformation, artificial intelligence, digital marketing, digital advertising, social media strategy, computing, data science, diversity and inclusion, digital business and entrepreneurship.

- In addition to 60 hours of university and arts and sciences college requirements, students will complete 12 hours of foundation courses in the A.Q Miller School of Journalism and Mass Communications that include three one-credit-hour courses from the MC 130-132 Writing Academy; and two three-credit hour courses: MC 386 Research for Advertising and PR and COMM 470 Building Social and Cultural Connections. For electives, students can choose three one-hour courses from MC 191-196 Content Creators Studio, or choose CMST 135 Web Fundamentals or DIGME 137 Fundamentals of Visual Literacy, both three-hour courses.
- The 48-hour required core courses are aligned in three curriculum areas: digital engagement, computer science and entrepreneurship and innovation. Students take five digital engagement courses designed to develop their digital mindset while building skills in digital content creation for targeting, engaging and converting digital consumers and customers across the internet and social media platforms using SEO/SEM, email marketing, content marketing, digital advertising and mobile marketing. In addition, each digital engagement course includes significant and meaningful discussions and assignments about diversity and inclusion in the digital economy. Majors who complete the program can request a separate certificate in digital engagement.
- The 12-hour certificate in digital engagement is open to all majors on campus and online. Students must complete MC 265 Innovations in Media and Communication, MC 370 Social Media Strategy and Management, MC 365 Writing in a Digital Economy and MC 445 Digital Brand Strategy to earn the certificate. MC 565 Going Mobile! is not a required course to receive the certificate in digital engagement.
- Students will take five core courses in computer science, also known as the computational core, that provide them with fundamental knowledge to use programming in a variety of situations. These courses are also being introduced in Kansas high schools and community colleges, providing early exposure to the new program to attract prospective students and transfers. Majors who complete the program can request a separate certificate in computer science.
- The five entrepreneurship and innovation courses are designed to develop understanding of the entrepreneurial process, from idea generation to the implementation of a new business or social venture, earning the minor in entrepreneurship and innovation. Majors who complete the program can request a separate diploma for a minor in entrepreneurship and innovation.
- All courses in the proposed curriculum already exist except for MC 265 Innovations in Media and Communication, MC 365 Writing in a Digital Economy and MC 565 Going Mobile! Therefore, minimal university support will be required.
- We will collaborate with a new innovation lab on the K-State campus to help advance student understanding of how to use technology and visuals for digital brand campaigns, mobile marketing strategies and for exploring new ways of connecting brands and consumers on digital platforms. Based in Hale Library, the Sunderland Foundation Innovation Lab will provide an interdisciplinary digital innovation hub for majors to develop group as well as individual projects, using the latest technology in artificial intelligence, virtual reality, video and audio production, 3-D printing and more.
- During their junior year, program majors will be encouraged to participate in apprenticeships designed to hone their skills and increase their employability after graduation with the apprenticeship sponsor. We will explore opportunities to develop the apprenticeship program with employers in Kansas and the region that could also include obtaining funding from state and federal programs designed to encourage public and private apprenticeship partnerships.

Learning Outcomes

After earning the proposed degree, graduates will be able to:

1. Utilize an interdisciplinary perspective in order to understand the global changes brought about by the digital economy.
2. Draw on a rigorous combination of theory, analysis and hands-on digital work while collaborating on developing original ideas in media, computing and business.
3. Research and analyze data, create grammatically correct and accurate content, manage digital projects, develop websites, optimize analytics, deploy mobile media strategies, leverage artificial intelligence, code and program, convert online customers into buyers, secure networks and think creatively.
4. Build social and cultural connections and demonstrate the self-awareness to work effectively with others in person and virtually.
5. Design, implement and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
6. Developing an understanding of the entrepreneurial process, from idea generation to the implementation of a new business or social venture.
7. Gaining the ability to identify, research and analyze potential markets that would enhance value and profitability.
8. Developing an understanding of the concept of risk and how its effect on new ventures can be minimized.
9. Demonstrating the capacity to identify and acquire the resources needed for the creation and implementation of a new venture.
10. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

The digital innovation in media curriculum plan was developed based on the following:

- Market and industry research that identified the gaps in digital skills that will be needed for current and future jobs; employment outlook data from government and private organizations that projected job growth in key career sectors for the next 10 years; interviews with industry and association executives, educators and alumni;
- Competitive research looking at top digital media, journalism, computer science and business programs at land grant and other universities across the country as well as neighboring universities in Kansas, Missouri, Colorado, Oklahoma and Nebraska.
- Review of the Kansas State University Strategic Plan 2025 to align with its goals for interdisciplinary coordination, academic innovation and cyber land grant initiatives.
- 100+ years of combined academic and industry expertise with Fortune 500, Fintech 100 and digital businesses, agencies, organizations and academic institutions. The experience includes, but is not limited to, digital branding, digital commerce, computing, web stores, emerging media, digital business and entrepreneurship; launching national digital products and services, websites, mobile apps and digital businesses with proprietary technology that 1) enables consumers to securely and safely buy and sell goods online or receive and pay their bills over the internet and 2) allows digital businesses to authenticate the identities of online consumers applying for financial products and services.

It is the mission of the digital innovation in media degree program to create the next generation of digital innovators, delivering to businesses and organizations professionals with the in-demand blended digital skills needed for today's jobs and jobs that will be created in the future.

An example of the four-year plan of study to earn the Bachelor of Science in Digital Innovation in Media follows below.

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

Course #	Course Name	13
MC 110	JMC Orientation	0
MC 130-132	Writing Academy	3
MC 191-196	Content Creators Studio	4
ENGL 100	English Composition I	3
MATH 100	College Algebra (Quantitative #1)	3

Year 1: Spring

Course #	Course Name	15
ENGL 200	English Composition II	3
PHILO 100	Introduction to Philosophical Problems (Philosophy)	3
ART 195	Survey of Art History I (Western Heritage)	3
COMM 106	Public Speaking 1	3
ECON 110	Principles of Macroeconomics (Quantitative #2)	3

Year 2: Fall

Course #	Course Name	16
CC 110	Introduction to Computer Science	3
MC 265	Innovations in Media and Communication	3
ART 390	Design for Digital Media 1 (Fine Art)	3
BIOL 101	Concepts of Biology w/lab (Life or Physical Science #1)	4
ENGL 251	Introduction to Literature (Literary)	3

Year 2: Spring

Course #	Course Name	13
CC 210	Fundamentals of Computer Concepts	4
MC 365	Writing in a Digital Economy	3
ENTRP 340	Business Innovation and the Entrepreneurial Mindset	3
ART 302	Art and Insects (General Science)	3

Year 3: Fall

Course #	Course Name	16
MC 370	Social Media Management & Strategy	3
CC 310	Data Structures & Algorithms I	3
ENTRP 411	Intrapreneurship	3
GEOL100	Earth in Action (Life or physical Science w/Lab #2)	4
ENGL 417	Written Communication for the Workplace (Social Science #1)	3

Year 3: Spring

Course #	Course Name	15
CC 315	Data Structures & Algorithms II	3
MC 396	Research for Advertising and Public Relations (Social Science #2)	3
ENTRP 466	Digital Business	3
MC 491	Internship/Apprenticeship (Elective)	3
MC 623	Communicating in Global Markets (International Studies Overlay)	3

Year 4: Fall

Course #	Course Name	16
ENTRP 540	Entrepreneurial Consulting	3
CC 410	Advanced Programming	4
MC 445	Digital Brand Strategy	3
COMM 311	Business and Professional Speaking (Social Science #3)	3
PSYCH 470	Psychobiology (Life or Physical Science)	3

Year 4: Spring

Course #	Course Name	16
MC 565	Going Mobile!	4
ENTRP 575	Entrepreneurship & Innovation Capstone	3
COMM 470	Building Social and Cultural Connections (Multicultural Overlay)	3
COMM 535	Communication and Leadership (Social Science #4)	3
ECON 120	Principles of Microeconomics (Quantitative #3)	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	Professor of Practice	MS	N	Digital Media, Branding, Digital Business, Enterprise Security, Digital Products and Services, Marketing and Communications	1.25
Jana Thomas	Professor of Practice	MS	N	Advertising, Public Relations & Social Media	0.1
Dr. Jacob Groshek	Professor	Ph.D	Y	Emerging Media, Digital Audiences	0.1
George LaVezzi	Instructor		N	Computer Science	0.1
Emily Alfs-Votipka	Instructor		N	Computer Science	0.1
Russell Feldhausen	Instructor		N	Computer Science	0.1
Russell Boyer	Instructor	MBA	N	Entrepreneurship & Innovation	0.1
Dr. Rachel Mui	Assistant Professor	Ph.D	Y	Entrepreneurship & Innovation	0.1
Dr. Jim Bloodgood	Professor	Ph.D	Y	Entrepreneurship & Innovation	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	$78,059	$79,621	$81,213
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration (*e.g., secretarial*)	$0	$0	$0
Fringe Benefits *(total for all groups)*	$24,979	$25,479	$25,988
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$103,038	$105,100	$107,201
Personnel – New Positions			
Faculty	$36,667	$37,400	$37,148
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration (*e.g., secretarial*)	$0	$0	$0
Program Recruitment and Marketing Manager	$0	$0	$0
Advising Coordinator	$0	$0	$0
Fringe Benefits *(total for all groups)*	$11,733	$11,968	$12,207
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$48,400	$49,368	$49,355
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$5,000	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Program Marketing	$40,000	$0	$0
Other	$0	$0	$0
Total Start-up Costs	$45,000	$0	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$10,000	$7,500	$7,500
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$2,500	$2,500
Travel	$0	$0	$0
Program Marketing	$0	$30,000	$30,000
Other – Codio Fees	$1,224	$1,700	$2,176
Total Operating Costs	$11,224	$41,700	$42,176

GRAND TOTAL COSTS	$207,662	$196,168	$198,732

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$179,607	$249,552	$319,497
Student Fees		$25,769	$35,859	$45,949
Other Sources		$0	$0	$0
GRAND TOTAL FUNDING		$205,376	$285,411	$365,446
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		($2,286)	$89,243	$166,714

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions
All core faculty are currently employed by Kansas State University in the College of Arts & Sciences, the College of Engineering, or the College of Business Administration. Faculty in the Colleges of Business Administration and Engineering already teach the existing courses in their respective units. The new courses being proposed within the School of Journalism and Mass Communications will also be offered in other degree programs. The percent of time dedicated to the program varies by faculty member. This variation is reflected in the expenditures table by applying a general rule of .125 FTE per course. Because these courses are already or will be taught as part of existing curricula and as part of faculty's teaching responsibilities in their respective units, there is not an increased percent effort on our faculty time (other than the potential for increased class size). Expenditures related to reassigned or existing positions listed in the table above, therefore, do not reflect added expenses to the university. We anticipate that the core faculty listed above will contribute substantially to establishing and delivering the new program over at least its first three years. This list does not include other faculty who could potentially offer courses in the new program as well. Together, by incorporating already-existing teaching efforts by personnel who are currently employed at the university will increase the efficiency of the new program. In line with previous proposals, for budgeting purposes, all salaries include a modest two percent pay increase after the first fiscal year.

Personnel – New Positions
The proposal includes funds for a Professor of Practice position that will also serve as the program director (PoP / Director). This PoP / Director position will be responsible for teaching, advising, and program administration, including course scheduling, marketing and coordinating with internal and external partners on a range of topics and issues related to the program. The salary for teaching, advising and program administration is included in the faculty line of the budget. The proposal assumes that .5 FTE will be devoted to teaching in existing degree programs; .5 FTE will be contributed to teaching, advising, and program administration related to this new program; and .25 FTE (two summer months) will be devoted to program administration. Therefore, the total FTE is 1.25, which includes .25 FTE to account for administrative work during the summer. As with the personnel line for existing positions above, a modest two percent pay increase is included after the first fiscal year.

Start-up Costs – One-Time Expenses
The program requires start-up funds to purchase equipment and technology. Funds are also needed for developing physical space to interact with current and prospective students and for recruiting and marketing purposes to announce and build awareness of the program in surrounding states where the university already has strong recruiting ties. Estimated costs for equipment and technology come to $5,000. Estimated costs for student support, advising, and recruitment totals $45,000.

Operating Costs – Recurring Expenses
Anticipated recurring expenses include equipment and technology replacement (est. $2,500 annually) and recruiting and marketing expenses to drive student enrollment (est. $30,000 annually).

B. Revenue: Funding Sources

Funding sources include tuition and fees as charged by the university and the three respective colleges. It assumes an in-state tuition rate of $316.30 per credit hour, and fees of $105.60 for College of Engineering courses, $69.10 for College of Business Administration, and $17.40 for College of Arts & Sciences. Based on the matriculation of students through the program in years 1-3, taking particular courses in certain semesters, we anticipate the revenue as shown in the table below. The sum of this revenue is reflected in the funding sources table above. As shown above as well, we project, based on both in-person and online enrollment, that this program can be profitable beginning in year 2, assuming that investments in recruiting and marketing are made that will help the program to reach its stated enrollment goals.

Breakdown of Projected Tuition and Fees per Year

	Tuition per SCH	Year 1	Y1 Subtotal	Year 2	Y2 Subtotal	Year 3	Y3 Subtotal
In-State Tuition	$316.30	390	$123,357	540	$170,802	690	$218,247
Global Tuition	$375.00	150	$56,250	210	$78,750	270	$101,250
COE Fees	$105.60	55	$5,834	77	$8,078	98	$10,322
COB Fees	$69.10	49	$3,369	68	$4,664	86	$5,960
COAS Fees	$17.40	286	$4,976	396	$6,890	506	$8,804
COE GC Fees	$289.70	21	$6,156	30	$8,619	38	$11,081
COB GC Fees	$132.00	19	$2,475	26	$3,465	34	$4,455
COAS GC Fees	$26.90	110	$2,959	154	$4,143	198	$5,326
Total			$205,376		$285,411		$365,446

XI. References

Accenture. (2021). *Reinventing the Internet to Secure the Digital Economy.* From https://www.accenture.com/us-en/insights/cybersecurity/reinventing-the-internet-digital-economy

Accenture. (2020) *Global Digital Fluency Study: Honing Your Digital Edge.* From https://www.accenture.com/_acnmedia/PDF-141/Accenture-Honing-your-Digital-Edge-POV.pdf

Accenture. (2017), *New Skills Now, Inclusion in the Digital Economy.* From https://www.accenture.com/_acnmedia/pdf-63/accenture-new-skills-now-inclusion-in-the-digital.pdf

Business-Higher Education Forum/Burning Glass Technologies. (2018, 2020*). The Foundational Skills of the Digital Economy: Developing the Professionals of the Future.* From https://www.bhef.com/sites/default/files/BHEF_2018_New_Foundational_Skills.pdf

Exact Data information retrievals conducted on behalf of Kansas State University (2020, 2021) of areas of study indicated by high school students in Kansas, Nebraska, Oklahoma, Missouri and Colorado.

Fort Hays State University. (2020). From https://www.fhsu.edu/

Harvard Business School. (2020, December). *Managing the Future of Work Podcast, Closing the Loop on Demand and Supply. From* https://www.hbs.edu/managing-the-future-of-work/podcast/Pages/podcast-details.aspx?episode=17120021

Kansas Labor Statistics Information Center. (2021) From https://klic.dol.ks.gov/vosnet/Default.aspx

KC Tech Council. (2020). *Real-Time Intelligence Report.*

K-State Salina. (2021). *Digital Media Technology Study Guide 2021-22,* From https://www.salina.k-state.edu/academics/documents/study-guides/digital-media.pdf

Kansas State University. (2020). *K-State 2025*. From https://www.k-state.edu/2025/

KC Imagine (2020, May*) Survey of KC-Area Digital Media Companies. From* file:///C:/Users/aboyer1/Downloads/KC%20Imagine%20Survey%20Report%20(3).pdf

Linked In. (2021). *Jobs on the Rise Report.* From https://www.linkedin.com/pulse/linkedins-jobs-rise-report-shows-recovery-likely-see-demand-anand/

Maryville University. (2020). From https://www.maryville.edu/

Mid-America Regional Council. (2020). *Digital Storytelling in Kansas City Report.* From http://www.kcworkforce.com/Assets/Digital-Storytelling-Report.pdf

McKinsey Global Institute. (2021). *The Future of Work after COVID-19.* From https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19

McKinsey & Company. (2020, May). *To Emerge Stronger from the COVID-19 crisis, companies should start reskilling their workforces now.* From https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/to-emerge-stronger-from-the-covid-19-crisis-companies-should-start-reskilling-their-workforces-now

Northern Oklahoma College (2020) From https://www.noc.edu/

Northwest Missouri State University. (2020). From https://www.nwmissouri.edu/

Oklahoma Wesleyan University. (2020). From https://www.okwu.edu/

Pittsburg State University. (2020). From https://www.pittstate.edu/

PWC 21st CEO Survey. (2018). *The talent challenge: Rebalancing skills for the digital age.* From https://www.pwc.com/gx/en/ceo-survey/2018/deep-dives/pwc-ceo-survey-talent.pdf

Salesforce (2021). *State of Marketing* (6th ed.). From salesforce-research-sixth-edition-state-of-marketing.pdf

Tesseras, L. (2021, May 18). *Steep rise in demand for marketers with Digital Skills*. Marketing Week. From

https://www.marketingweek.com/steep-rise-demand-marketers-digital/

University of Colorado-Colorado Springs. (2020). From https://www.uccs.edu/

U.S. Bureau of Labor Statistics. (2021, March 31). *May 2020 State Occupational Employment and Wage Estimates*. From https://www.bls.gov/oes/2020/may/oes_ks.htm#41-0000

U.S. Bureau of Labor Statistics. (2021, September 8). *Occupational Outlook Handbook*. From https://www.bls.gov/ooh.

World Economic Forum. (2021), *Most in-demand jobs 2021.* From https://www.weforum.org/agenda/2021/02/most-in-demand-jobs-2021/

World Economic Forum. (2020, October), *Future of Jobs 2020.* From https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

Zippia. (2020) *Fastest Growing Jobs in Kansas.* From https://www.zippia.com/advice/fastest-growing-jobs-in-kansas/

Appendix A

Endorsements from Industry and Association Executives & Educators

"It's refreshing to see such a relevant offering from a large, 4-year institution. This program will build relevant skills for the digital economy, and solve a problem that industry has been asking universities to address. I love that you're combining Digital Media, Computer Science, and Entrepreneurship courses into the curriculum. Specifically, the data science, algorithms, and programming courses. I believe this will appeal to students and parents because they will graduate with relevant credentials and certifications. The online offering is also a bonus and could help attract more diverse students. The apprenticeship program opens K-State to build relationships with companies across the country." - Ryan Weber, Alum and President of the KC Tech Council and President of Association of Tech Councils, Kansas City.

''This is exactly what students need and are looking for in increasing numbers. We are approaching a period of stagnation and even decline – particularly in some regions (the Midwest included). In this environment, schools need to do exactly what KSU is doing – which is highly likely to steal market share from less savvy programs. The four credentials including the two certificates is an excellent innovation. The cooperation from faculty to create the new course work, transition some courses to online, and build the certificate with new courses is exceptional." Scott Jeffe who is the Assistant Vice President of Market Intelligence, Ruffalo Noel Levitz, LLC, Cedar Rapids, IA

"Well done and this would be exciting - new content, contemporary, and certainly relevant to young people. I know you are targeting regional states, yet your offering could attract a national group of students and build KSU's reputation. I think this will be a unique offering for high school students." - Dr. Dan Fogel, Director of the Online Pre-College Summer Immersion Program in Business at Wake Forest University, Winston-Salem, NC

"The programs expose students to learning, digital professionals and exploring the many facets of the digital economy relevant to ways in which organizations and companies work today. The credential variety and applicability in the degree program are key. There is a growing need for skills and ability to provide services in the digital space. The programs offer well-rounded, hands-on experience to provide greater opportunity to use knowledge, learning, and contribute quickly in a variety of roles. It's a creative way to use the content's modality to teach the content of the modality." Dr. Julie Staggs, Education Practice Leader, Korn Ferry International, Atlanta

"It's a great opportunity for the University to differentiate ourselves amongst students and employers both. I am constantly disappointed in the knowledge that graduating students actually have when it comes to the side of advertising/marketing that we do. If we could start educating students at the high school level and then continue to foster that analytical thinking, I think it will pay off in the long run. These jobs are open all over KC, for example, and frankly there is nowhere near the talent that we need to fill them. Agencies end up just hiring bodies and hoping for the best." – Cindy Augustine, Alum and President of KaZoo Digital Media, Kansas City.

"Digital literacy is a critical 21st century skill certain to accelerate today's students along the path from digital natives to digital leaders. Programs that recognize the importance of this strategic journey will help place students on a trajectory of career success. The proposals creating interdisciplinary initiatives in digital media education at K-State hits the mark. Universities can't allow industry to move at a faster pace than academia, or else risk launching ill-prepared graduates. Innovative programs such as this will help K-State become a leader in producing sought after talent equipped to handle industry environments with ever-changing challenges." Kelly Glasscock, Executive Director of the Journalism Education Association, Manhattan, KS

"High school students need hands-on, practical experiences which allow them to apply their knowledge in authentic, real-world situations. Programs like this need to be widely available as they are invaluable to our students' futures in education, business, and industry." Byron McKay, State Adviser, Kansas Technology Student Association, Pittsburgh, KS

"The possibility offered through these programs is amazing. The summer immersion coursework fosters exposure to a digital media skill set that will be highly sought after by high school students. Kansas State University will be at the forefront of a movement to provide relevant, meaningful course work in an area that is in high demand. Degree-seeking students will find employers excited about hiring a prospect that brings knowledge of technology, media, and business and how they work hand-in-hand." Teresa Lacock, Alum and Google for Education Certified Educator and Trainer in the Technology and Special Education office with the St. Mary's School District.

Summary

Per Board policy, substantial reorganization of a state university's academic structure requires approval of the Council of Chief Academic Officers, the Council of Presidents, and the Board (Ch. II.A.7bi.). Pittsburg State University is requesting reorganization within three of its four colleges. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

May 26, 2022

Background

Pittsburg State University has experienced a decline in enrollments over the last few years. To create operational efficiencies with cost reductions, Pittsburg State University is requesting to merge several departments and create several schools within the existing structure of the four colleges. This reorganization will allow PSU to maintain quality instruction and student and community services.

Requests

Per Attachment A, Pittsburg State University requests to make the following changes:

College of Arts & Sciences and College of Education – Merge two Departments

- Merge Department of Family & Consumer Sciences, currently in the College of Arts & Sciences, into the Department of Teaching & Leadership in the College of Education

College of Technology – Merge four Departments to Create two New Schools

- Department of Automotive Technology and Department of Engineering Technology merge to create School of Automotive & Engineering Technology
- Department of Graphics & Imaging Technologies and Department of Technology & Workforce Learning merge to create School of Technology & Workforce Learning

College of Arts & Sciences – Merge two Departments and Create three New Schools

- Department of Mathematics and Department of Physics merge into Department of Mathematics and Physics
- Create School of Science & Mathematics, which will house the following departments
    - Mathematics & Physics
    - Biology
    - Chemistry
- Create School of Humanities & Fine & Performing Arts, which will house the following departments
    - English & Modern Languages
    - Communication
    - Art
    - Music
- Change name of Department of History, Philosophy, & Social Sciences to School of History, Philosophy, & Social Sciences

Attachments B, C, & D depict the organizational structure of the three colleges requesting changes.

Recommendation

Staff recommends approval of the changes requested above and in the attachments provided by Pittsburg State University.

Attachment A

Pittsburg State University
OFFICE OF ACADEMIC AFFAIRS

April 26, 2022

Dr. Daniel Archer
Vice President for Academic Affairs
Kansas Board of Regents
1000 SE Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear Dr. Archer,

Pittsburg State University respectfully request to merge several units, create several schools and a name change in response to continued decline in enrollment. The Division of Academic Affairs along with colleges and departments studied program/unit demands (enrollment) and yield (graduation) coupled with a ROI cost analysis in determining these requests.

These actions will provide operational efficiencies with cost reductions through blending programs and units, while retaining quality instruction along with providing continued student and community services.

These actions will also provide opportunities to build on the existing connections between associated fields in research and instruction.

Specifically, we request to:

1. Merge Department of Family and Consumer Sciences from the College of Arts and Sciences into the College of Education's Department of Teaching and Learning. This was successfully piloted this academic year 2021-2022.
2. Merge the Department of Automotive Technology and the Department of Engineering Technology into the School of Automotive and Engineering Technology within the College of Technology
3. Merge Department of Graphics & Imaging Technologies with Department of Technology & Workforce Learning into the School of Technology and Workforce Learning within the College of Technology
4. Merge the separate Departments of Mathematics and Physics into a combined Department of Mathematics and Physics and this department be included in the new school.
5. Create the School of Science and Mathematics to include the following departments within the College of Arts and Sciences::
    a. Existing Department of Biology
    b. Existing Department of Chemistry

c. Merged Departments of Mathematics and Physics into the Department of Mathematics and Physics and this department be included in this school. This is contingent on item four approval.

6. Create the School of Humanities and Fine and Performing Arts to include the following existing departments within the College of Arts and Sciences:
   a. Existing Department of English & Modern Languages
   b. Existing Department of Communication
   c. Existing Department of Art
   d. Existing Department of Music
7. Change the name of the Department of History, Philosophy, and Social Sciences to School of History, Philosophy, and Social Sciences within the College of Arts and Sciences.

Thank you for your consideration.

Sincerely,

Howard W. Smith

Howard W. Smith

Provost and Vice President for Academic Affairs

Reference: KBOR Policy

7. New Academic Unis and Programs

b. Actions that Require Approval by the Council of Chief Academic Officers and Board President and Chief Executive Officer: The following types of action require approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.

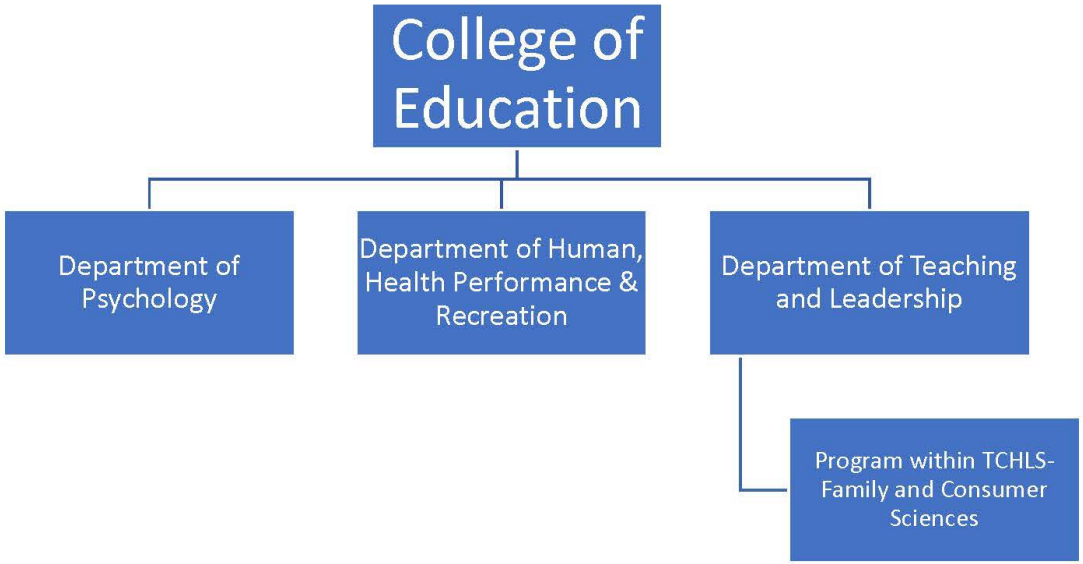
i. Approval of a new minor in an area of study where no Board-approved degree program exists.

ii. Changing the name of an existing unit or degree title or consolidating two or more units or degrees in one unit or degree or splitting a unit or program into two or more units or programs.

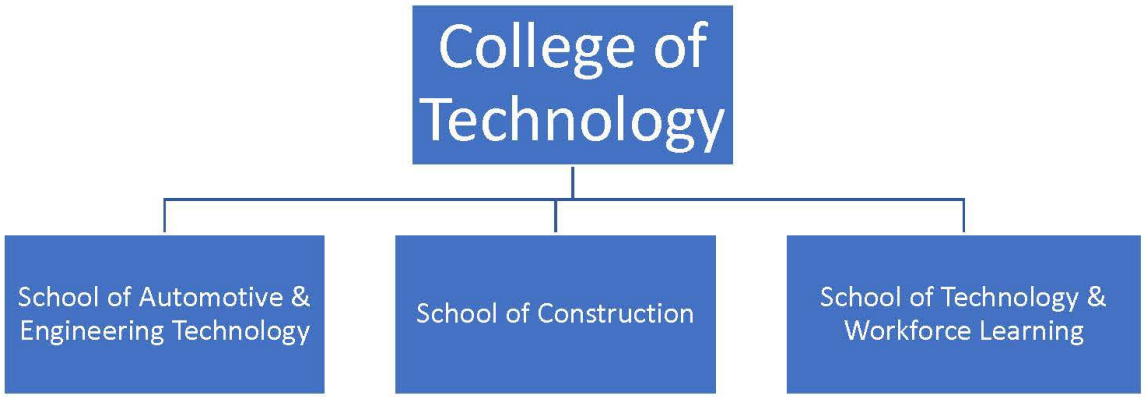
iii. Any new department.

iv. Any new school housed within an existing college.

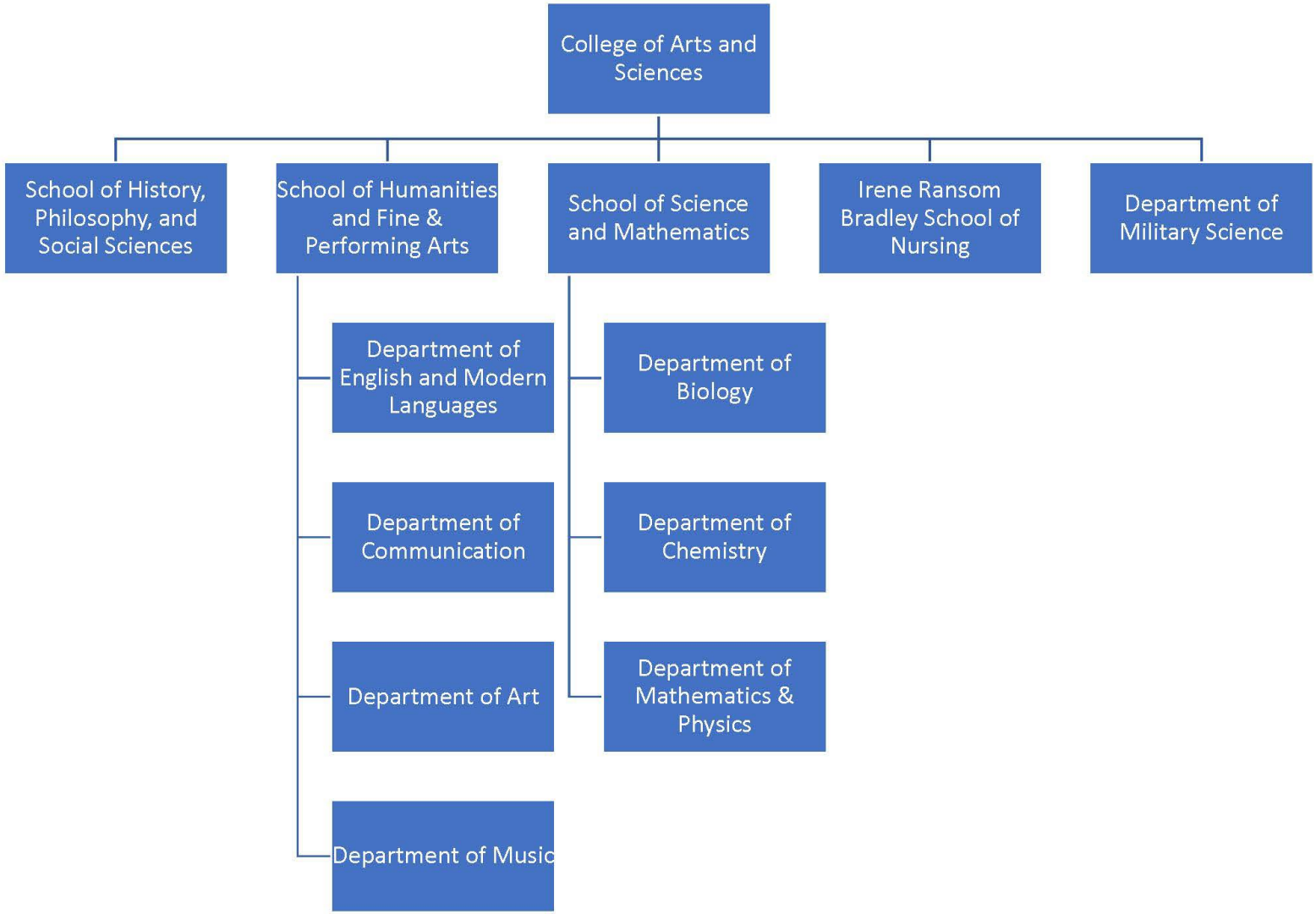
Attachment B



Attachment C



Attachment D



1. **Act on Dual Credit Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Cooperative Agreements Entered Pursuant to the Kansas Challenge To Secondary Students Act Policy**
   - *Affordability – On-Time Graduation*

Karla Wiscombe, Director, Academic Affairs

Summary and Staff Recommendation

College courses taken by high school students in programs improve student access, affordability, and college completion. The Kansas Challenge to Secondary School Pupils Act was implemented in 1993 to "provide a means whereby school districts in cooperation with institutions of postsecondary education may provide new and exciting challenges to secondary pupils by encouraging them to take full advantage of the wealth of postsecondary education opportunities in this state." The original Challenge Act (K.S.A. 72-3220-3224) pertained only to concurrent enrollment of students which was defined in policy as courses taught by high school faculty to high school students during the regular high school day within a Concurrent Enrollment Partnership (CEP). The Challenge Act was revised to also include college courses taught to high school students by postsecondary institutional faculty and now requires the college-level courses to count for high school credit as well as college credit. Recent changes to K.S.A. 72-3220-3224, and amendments thereto, and K.S.A. 2021 Supp. 72-3225, require revisions to Board policy, Chapter III, A.13., Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships.
Staff recommends approval of the revised policy.

Background

Kansas postsecondary institutions provide multiple opportunities for students to take college courses while in high school. Slide 33 of the *Enrollment Report 2020* presented to the Board on March 16, 2022, reported over 30,000 Kanas high school students enrolled in a dual, concurrent, or Excel CTE course from a postsecondary institution during 2020-21 academic year. Some of those 30,000 students earned only college credit and some earned both high school and college credit. The Challenge Act requires clarification of the various options for dual credit for high school students.

Dual credit is defined by the Higher Learning Commission as courses taught to high school students for which the students receive both high school credit and college credit. The revised policy includes two options for dual credit, concurrent enrollment and dual credit enrollment, through a cooperative agreement between school districts and postsecondary institutions. A third option for college courses for high school students is dual enrollment. Dual enrollment is defined as enrollment of high school students in college courses in which a transcript is issued from the institution without regard to high school credit. Dual enrollment is offered outside cooperative agreements between school districts and postsecondary institutions.

House Bill 2134 amended K.S.A. 72-3220-3224, and amendments thereto, and K.S.A. 2021 Supp. 72-3225 to include dual credit, reporting requirements, and other changes to the *Kansas Challenge to Secondary Students Act*, requiring significant changes to policy and practices for offering college courses to high school students.

The amendments to the *Kansas Challenge to Secondary Students Act* include:

1. Requiring concurrent and dual credit enrollment to qualify as both high school and college credit
2. Addition of dual credit enrollment within cooperative agreements between school districts and postsecondary educational institutions
3. Allows a school district, in its discretion, to pay all or a portion of related costs for a student's dual credit enrollment

4. Allows a school district, in its discretion, to provide transportation to or from postsecondary educational institutions for students enrolled in dual credit
5. Requires an individualized plan of study or an individualized education program for student dual credit enrollment
6. Requires the postsecondary institution to notify the student or student's parents/guardian if the course in which the student is enrolled for dual credit is not a systemwide transfer course
7. Requires a postsecondary institution accepting high school students for dual credit enrollment to submit a report annually to the Kansas Board of Regents (KBOR)
8. Requires KBOR to compile and prepare a summary report to the House Standing Committee on Education and the Senate Standing Committee on Education on or before February 15 of each year
9. Precludes school districts from paying tuition for students enrolled in any career technical education courses or programs that receive financial assistance or funding pursuant to K.S.A. 72-3810 or K.S.A. 72-3819

Staff Recommendation

Staff recommends approval of the following policy revisions to align with the *Kansas Challenge to Secondary Students Act.*

CHAPTER III: COORDINATION – STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

A ACADEMIC AFFAIRS

13 ~~CONCURRENT~~ DUAL CREDIT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH ~~CONCURRENT ENROLLMENTS PARTNERSHIPS~~ COOPERATIVE AGREEMENTS ENTERED PURSUANT TO THE KANSAS CHALLENGE TO SECONDARY SCHOOL STUDENTS ACT

~~It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 72-11a01 through 72-11a05~~

The Kansas Challenge to Secondary School Students Act, K.S.A. 72-3220 through 72-3224, (Challenge Act) provides a means for school districts, in cooperation with eligible postsecondary institutions, to challenge high school students by procuring early college ~~these~~ opportunities. The Kansas Board of Regents encourages all system postsecondary institutions to collaborate with local school districts and provide dual credit opportunities to high school students through cooperative agreements entered pursuant to the Challenge Act. The Challenge Act does not mandate system postsecondary institutions to offer dual credit enrollment to students in local school districts. However, if an eligible system postsecondary institution chooses not to offer dual credit enrollment with local districts pursuant to the Challenge Act, in accordance with Board policy for Off-Campus Delivery of Academic Courses and Programs, the home institution shall allow eligible system postsecondary institutions outside the institution's service area to provide the Challenge Act opportunities with those school districts. The Challenge Act requires dual credit to be offered only through a cooperative agreement.

~~through the Kansas Challenge to Secondary School Students Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements defined as a Concurrent Enrollment Partnership.~~

a. Purposes of ~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements

~~As established by the Kansas Board of Regents, the~~ Systemwide purposes of ~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements are ~~threefold~~:

i To Reduce Time-to Degree and Lower Costs

~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements enable students to get an early start on their college education, thus potentially reducing the time required to complete a degree ~~and lowering the costs borne by parents, students, and taxpayers~~.

ii To Challenge High School Students and Promote College-Level Success

~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements are aimed at providing a college-level learning experience for qualified students by enhancing the amount, level, and diversity of learning in high school beyond the traditional secondary curriculum. ~~First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school~~ Systemwide Transfer courses are especially encouraged.

iii To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools

~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities.

b. Procedures and Standards for Implementing ~~Concurrent Enrollment Partnerships~~ Dual Credit Cooperative Agreements

i. Requirements of Dual Credit Cooperative Agreements Entered into Pursuant to the Kansas Challenge to Secondary School Students Act

Each eligible postsecondary educational institution that accepts high school students for dual credit enrollment pursuant to the Kansas Challenge to Secondary School Students Act must have a cooperative agreement with the respective school district. The cooperative agreement shall include, but need not be limited to, the following:

(1) The academic credit to be granted for course work successfully completed by the student at the institution, which credit shall qualify as both high school and college credit;

(2) The requirement that such course work qualify as credit applicable toward the award of a degree or certificate at the institution;

(3) Except as otherwise provided in subsection b.ii below, the requirement that the student shall pay the negotiated amount of tuition and related costs charged by the institution for the student's enrollment; and

(4) The requirement that the eligible postsecondary educational institution shall notify the student or the student's parent or guardian if the course the student enrolled in is not a systemwide transfer course approved by the Board of Regents and, as a result, the student may not receive credit for such course if the student transfers to or attends another state postsecondary educational institution.

ii. Payment for Dual Credit Courses

(1) The board of education of a school district, in its discretion, may pay all or a portion of the negotiated amount of tuition and related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution. As part of any agreement entered into pursuant to this section, the board of education of a school district shall not be required to pay any amount of tuition and required fees that are waived for an eligible foster child pursuant to the foster child educational assistance act, K.S.A 75-53,111 et seq., and amendments thereto, except that the board, in its discretion, may pay any related costs that are not waived pursuant to that act. Any such payment shall be paid directly to the eligible postsecondary educational institution and shall be credited to the student's account.

(2) Except as otherwise provided in K.S.A. 72-3223(b), and amendments thereto, each student enrolled in dual credit enrollment courses at an eligible postsecondary educational institution pursuant to K.S.A. 72-3220 et seq., and amendments thereto, shall be responsible for the payment of the negotiated tuition and related costs, including fees, books, materials and equipment, charged by such institution for the student's enrollment.

(3) The board of education of a school district, in its discretion, may provide for the transportation of a student to or from any eligible postsecondary educational institution.

(4) School districts are precluded from paying tuition for any technical education courses that are funded as part of the Excel in Career Technical Education program, but in its discretion a school district may pay all or a portion of the negotiated amount of related costs, including fees, books, materials and equipment, charged by an eligible postsecondary educational institution for a student's dual credit enrollment at such institution.

c. Definitions[1]

For purposes of this policy and the Kansas Challenge to Secondary School Students Act:

i. ~~"Concurrent Enrollment Partnership student~~ "Student" means a person who:

(1) is enrolled in grades 10, 11, or 12 maintained by a school district, or ~~who is~~ a gifted child who is enrolled in any of the grades ~~and is in grade~~ 9 through 12 maintained by a school district ~~(see paragraph b.v.(2))~~;

(2) has an individualized plan of study or an individualized education program;

(3) has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary institutions;

(4) has been authorized by the principal of the school attended to apply for enrollment at an eligible postsecondary educational institution; and

(5) is acceptable or has been ~~admitted~~ accepted for enrollment ~~to~~ at an eligible postsecondary educational institution as a degree-seeking or non-degree seeking student~~; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day~~.

ii "Dual Credit Courses" as defined by the Higher Learning Commission are courses taught to high school students for which the students receive both high school and college credit and involve the accredited institution's responsibility for the quality of its offerings.

iii "~~Concurrent Enrollment Partnership~~ Dual Credit Cooperative Agreement" means a written memorandum of understanding between an eligible postsecondary institution and a school district entered pursuant to the Kansas Challenge to Secondary School Students Act for the purpose of offering ~~college level learning~~ dual credit courses to eligible students who receive both high school credit and college credit ~~are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day~~.

iv "Eligible postsecondary educational institution" means any state university, community college, technical college, municipal university, ~~or~~ affiliated institute of technology, or accredited independent institution.

v "Dual credit enrollment" is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by a postsecondary educational institution faculty member in which students receive both high school credit and college credit for completing the course.

vi "Concurrent enrollment" is a subset of dual credit and means enrollment of high school students in dual credit courses, pursuant to a dual credit cooperative agreement. Courses are taught by high school teachers during the regular high school day in which students receive both high school credit and college credit for completing the course.

vii "Dual enrollment" means enrollment of high school students in college courses **outside** a cooperative agreement between the district and postsecondary institution entered pursuant to the Kansas Challenge to Secondary School Students Act, in which a transcript is issued for credit from the institution without regard to high school credit. All modes of delivery of academic offerings and all campus locations are

[1] These definitions apply for purposes of this policy and the Kansas Challenge to Secondary School Students Act. Different definitions may apply for other purposes, such as data collections requiring IPEDS terminology and definitions.

appropriate for dual enrollment courses including main campus, additional locations, and distance delivery.

~~a. While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college level course to high school students at the high school during the regular high school day. These partnerships must conform to paragraph b. of this policy.~~

~~Concurrent Enrollment Partnerships do NOT include the following: (1) programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer; (2) programs in which college faculty travel to the high school to teach separate courses to high school students; and (3) the College Board Advanced Placement Program and the International Baccalaureate Program, which use standardized tests to assess the student's knowledge of a curriculum developed by a committee consisting of both college and high school faculty~~.

~~ii Agreement between Eligible Postsecondary Institutions and School Districts~~

~~A Concurrent Enrollment Partnership agreement shall be established between the eligible postsecondary institution and the school district. Such agreement shall satisfy the requirements of K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:~~

~~(1) the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;~~

~~(2) an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution's faculty;~~

~~(3) a clause addressing issues of compensation, awarding of credit and course listings for each party;~~

~~(4) acknowledgement that the academic credit shall be granted for course work successfully completed by the student at the postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit;~~

~~(5) acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;~~

~~(6) acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition; (K.S.A. 72-4417, as amended)~~

~~(7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and~~

~~(8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.~~

d. Curriculum Standards, Course Content/Materials, and Assessment of Students Applicable to Public Eligible Postsecondary Educational Institutions

i Courses administered through a dual credit cooperative agreement ~~Concurrent Enrollment Partnership~~ shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles, and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.

ii The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.

iii Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.

~~(4) If a course has been approved by Board staff as competency based, the competencies for the courses must be the same as those for courses not taught to concurrent enrolled students.~~

(~~5~~4) College faculty at the postsecondary partner institution shall annually, or as necessary, review ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses in their discipline to ensure that:

(1) Concurrent enrollment ~~Enrollment Partnership~~ students are held to ~~the same~~ equivalent grading standards and standards of achievement as those expected of students in on-campus sections;

(2) Concurrent enrollment ~~Enrollment Partnership~~ students are being assessed using ~~the same~~ equivalent methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;

(3) High school faculty are utilizing ~~the same~~ an equivalent final examination for each ~~Concurrent Enrollment Partnership~~ concurrent enrollment course, as is given in a representative section of the same course, taught at the public postsecondary institution awarding the course credit; and

(4) High school faculty are applying ~~the same~~ equivalent scoring rubrics for the assigned course as is used in the on-campus course; and that course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

(5) Remedial/developmental course work shall not be offered as a ~~Concurrent Enrollment Partnership~~ concurrent enrollment course.

~~iv~~ e High School Faculty Teaching Concurrent Enrollment Courses Pursuant to a Cooperative Agreement with a Public Eligible Postsecondary Educational Institution

i Qualifications

(1) High school faculty teaching college-level, non-tiered ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses through a dual credit cooperative agreement shall meet the faculty qualifications and standards established by the nationally recognized agency that accredits the sponsoring higher education institution.

(2) Faculty teaching college-level tiered technical courses through a ~~Concurrent Enrollment Partnership~~ dual credit cooperative agreement shall attain instructional eligibility by meeting the academic standards established by the nationally recognized agency that accredits the sponsoring higher education institution ~~addressed above or possess a valid/current industry recognized credential and a minimum of 4,000 hours of work experience in the specific technical field~~.

(3) Postsecondary partner institutions may set higher standards and are responsible for meeting the accreditation requirements for all course offerings.

ii Orientation, Professional Development, and Evaluation

(1) ~~Before approving high school faculty to teach college level Concurrent Enrollment Partnership courses,~~ The postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and ~~Concurrent Enrollment Partnership~~ administrative requirements.

(2) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.

(3) Orientation and/or professional development activities shall include collaborative faculty development ~~programming~~ such as pedagogy, instructional design, course management, instructional delivery ~~skill improvement~~, curricular reform initiatives, and student ~~success~~ assessment strategies.

(4) The postsecondary partner institution shall ~~annually~~ conduct evaluations of high school faculty teaching ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses within campus faculty evaluation schedules ~~to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses~~.

~~v~~ f. Student Eligibility for Enrollment, Advising, and Student Guides Applicable to Dual Credit Cooperative Agreements with Public Eligible Postsecondary Educational Institutions

i High school students enrolled in dual credit courses administered through a ~~Concurrent Enrollment Partnership~~ cooperative agreement shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each ~~Concurrent Enrollment Partnership~~ dual credit enrolled student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. ~~Concurrently~~ Dual credit enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a ~~Concurrent Enrollment Partnership~~ dual credit course, students shall achieve the same score or sub score on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner institutions may establish higher standards and are responsible for meeting the accreditation requirements for all course offerings.

~~(1) Students who are enrolled in grade 9 and are classified by a school district as "gifted" according to the State Department of Education's definition, K.A.R. 91-40-1(bb), as amended, may be admitted as concurrently concurrent or dual credit enrolled students provided all other applicable requirements as outlined above are satisfied.~~

ii ~~The~~ Only students meeting the above requirements and ~~must be~~ authorized by the high school principal, or designee, as having an individualized plan of study or individualized education program may ~~to~~ apply for dual credit enrollment at an eligible postsecondary educational institution pursuant to the Kansas Challenge to Secondary School Students Act.

iii Advising of students who desire to enroll in ~~Concurrent Enrollment Partnership~~ dual credit courses must be carried out by both the high school and postsecondary institution.

iv Students shall be provided with a student guide created as part of the ~~Concurrent Enrollment Partnership~~ cooperative agreement that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system. Student guides shall include a link to the KBOR Transfer Kansas website and/or a link to the institution's course catalog if Systemwide Transfer (SWT)

courses are clearly indicated to provide notification to students of courses approved for SWT. Student guides will include implications of student enrollment in courses not approved for SWT.

v In order to remain eligible for participation in dual credit enrollment, a student shall remain in good standing at the eligible postsecondary educational institution.

~~vi Concurrent Enrollment Partnership Courses that Include Students Enrolled for Secondary and/or Postsecondary Credit~~

~~A course may include students enrolled for postsecondary and/or secondary credit. The postsecondary partner institution is responsible for ensuring that academic standards (course requirements and grading criteria) are not compromised.~~

~~e~~ g. Reporting of ~~Concurrent~~ Dual Credit Enrollment Entered Pursuant to the Kansas Challenge to Secondary School Students Act ~~Partnerships~~

i Each eligible postsecondary educational institution that accepts students for enrollment pursuant to the Kansas Challenge to Secondary School Students Act shall submit a report annually to the state board of regents. Such report shall include, but not be limited to, the following:

(1) The number of students from each school district enrolled at the eligible postsecondary educational institution, including the number of students in the custody of the secretary for children and families;

(2) the number of students who successfully complete the courses in which such students are enrolled at the eligible postsecondary educational institution;

(3) the tuition rate charged for students compared to the tuition rate charged to individuals who are regularly enrolled and attending the eligible postsecondary educational institution; and

(4) the amount and percentage of tuition each school district is paying pursuant to K.S.A. 72-3223, and amendments thereto.

ii The state board of regents shall compile and prepare a summary report of the submitted reports pursuant to subsection g.i, above, and shall submit such report to the house standing committee on education and the senate standing committee on education on or before February 1 of each year.

iii Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:

(1) ~~Directory~~ Demographic information for each high school student enrolled;

(2) ~~Credit hours generated by each high school student;~~

~~(3)~~ Credentials of high school faculty teaching ~~Concurrent Enrollment Partnership~~ concurrent enrollment courses; and

~~(4)~~(3)~~Concurrent Enrollment Partnership~~ College credit hours generated by each high school student regardless of enrollment type.

iv By January 31 of each year ~~odd-numbered years~~, each public postsecondary institution shall provide to Board staff a list of high schools with which it has ~~Concurrent Enrollment Partnership~~ dual credit cooperative agreements. ~~For each institution, Board staff will select no more than two high schools for reporting. For each high school selected, each~~ All institutions will also submit the following to the Board office:

(1) A sample copy of the ~~Concurrent Enrollment Partnership~~ dual credit enrollment cooperative agreements used with local school districts ~~that includes the criteria described in b.ii.~~; and

(2) A sample copy of the student guides for ~~Concurrent Enrollment Partnership~~ dual credit enrollment students ~~as described in b.v.(5); and~~.

~~(3) Reports resulting from the annual reviews of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5).~~

~~iii By January 31 of odd-numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five-year institutional review of Concurrent Enrollment Partnerships (as described in b.ii.(8)).~~

v All reports and information shall be reviewed for compliance and the results will be ~~reported~~ provided to the Board President and Chief Executive Officer.