KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

VIRTUAL MEETING AGENDA
Tuesday, May 30, 2023
9:00 a.m. – 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 17, 2023		
II.	**Consent Agenda**			
	A.	MS in Global Strategic Leadership – FHSU	Jill Arensdorf	p. 6
	B.	BAS in Applied Leadership – FHSU	Jill Arensdorf	p. 16
	C.	BA/BS in Addiction Counseling – K-State	Chuck Taber	p. 31
	D.	BS in Cybersecurity Engineering – KU	Barbara Bichelmeyer	p. 40
		i. Request to Seek Accreditation		
		ii. Request to Exceed 120-Hours		
III.	**Discussion Agenda**			
	A.	AA in General Studies – PSU	Howard Smith	p. 52
	B.	Dual/Concurrent Task Force Recommendations	Regent Lane	
	C.	Discuss Instructional Workload Policy Standard	Daniel Archer	p. 65
	D.	Discuss Associate Degree Policy	Daniel Archer	p. 66
IV.	**Other Matters**			
	A.	Changes to K-State Performance Agreement	Sam Christy-Dangermond	p. 78
	B.	Educator Work Force Task Force Update	Regent Mendoza	
	C.	Discuss Program Review Feedback	Daniel Archer	
V.	**Suggested Agenda Items for the June 14ᵗʰ Meeting**			
	A.	Receive Private Post-Secondary (PPS) Report		
	B.	Offer Four Degree Programs in Jinhua, Zhejiang Province, China – KU		
	C.	Policy Updates		
VI.	**Adjournment**			

Date Reminder:
- June 1, 2023, institutions to SUBMIT a GE Master Course List

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

Cynthia Lane

Blake Benson

Diana Mendoza

Board Academic Affairs Standing Committee

AY 2023 Meeting Schedule

BAASC Academic Year 2022- 2023 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
August 30, 2022	Virtual Meeting	9:00 a.m.	August 9, 2022
September 14, 2022	Topeka	10:30 a.m.	August 24, 2022
October 4, 2022	Virtual Meeting	9:00 a.m.	September 13, 2022
November 1, 2022	Virtual Meeting	9:00 a.m.	October 11, 2022
November 16, 2022	Kansas State University	11:00 a.m.	October 26, 2022
November 29, 2022	Virtual Meeting	9:00 a.m.	November 8, 2022
December 14, 2022	Topeka	10:30 a.m.	November 23, 2022
January 3, 2023	Virtual Meeting	9:00 a.m.	December 13, 2022
January 18, 2023	Topeka	11:00 a.m.	December 28, 2022
January 31, 2023	Virtual Meeting	9:00 a.m.	January 10, 2023
February 15, 2023	Topeka	10:30 a.m.	January 25, 2023
February 28, 2023	Virtual Meeting	9:00 a.m.	February 7, 2023
March 22, 2023	Topeka	10:30 a.m.	March 1, 2023
April 4, 2023	Virtual Meeting	9:00 a.m.	March 14, 2023
April 19, 2023	Pittsburg State University	10:30 a.m.	March 29, 2023
May 2, 2023	Virtual Meeting	9:00 a.m.	April 11, 2023
May 17, 2023	Topeka	10:30 a.m.	April 26, 2023
May 30, 2023	Virtual Meeting	9:00 a.m.	May 9, 2023
June 14, 2023	Topeka	11:00 a.m.	May 24, 2023

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

Board Academic Affairs Standing Committee
MINUTES

Wednesday, May 17, 2023

The May 17, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 10:30 a.m. The meeting was held at the Board office with a virtual option through Zoom.

In Attendance:

Members:	Regent Kiblinger	Regent Benson	Regent Lane
	Regent Mendoza		

Staff:	Amy Robinson	Daniel Archer	Karla Wiscombe
	Sam Christy-Dangermond	Tara Lebar	Charmine Chambers
	Gage Rohlf	Cindy Farrier	Marti Leisinger
	Rico Linchangco		

Others:	Andy Howe, ESU	Aron Potter, Coffeyville CC	Ashlie Jack, WSU
	Angela Pool-Funai, FHSU	Barbara Bichelmeyer, KU	Chuck Taber, K-State
	Elaine Simmons, Barton CC	Emily Shipley, KU	Gwen Bohling, KU
	Janice Stover, Cowley CC	Jason Sharp, Labette CC	Jane Holwerda, Dodge City CC
	Jean Redeker, KU	Jennifer Ball, Washburn	Jennifer Callis, SATC
	JoLanna Kord, ESU	Karen Johnson, PSU	Kim Zant, Cloud County CC
	Linnea GlenMaye, WSU	Luke Dowell, SCCC	Melanie Wallace, Allen CC
	Monette DePew, Pratt CC	Melinda Roelfs, PSU	Robert Klein, KUMC
	Scott Lucas, WSU Tech	Shawn Keough, ESU	Taylor Crawshaw, Independence CC
	Tom Nevill, Butler CC	Jill Arensdorf, FHSU	Tricia Paramore, Hutchinson CC
	Howard Smith, PSU	Tanya Gonzalez, K-State	Don Von Bergen, K-State
	Heather Morgan, KACCT	Susan Castro, WSU	Jo Dowling, WSU
	Nancy Ingram, JCCC	Shirley Lefever, WSU	

Roll call was taken for members and presenters.

<u>**Approval of Minutes**</u>
Regent Benson moved to approve May 2, 2023, meeting minutes, and Regent Mendoza seconded the motion. With no corrections, the motion passed.

<u>**Discussion Agenda**</u>
- Karla Wiscombe presented the Concurrent/Dual Enrollment Report found at https://www.kansasregents.org/academic_affairs/dual-credit-cooperative-agreements/high-school-enrollments. This report previously consisted of only concurrent enrollment, and it has evolved to include concurrent, dual, and CTE enrollment information. She reviewed data on Kansas high school student enrollments in public higher education available on the Kansas Higher Education Statistics (KHEStats) website.

  Regent Lane moved to place the report on the Board discussion agenda, and Regent Mendoza seconded. The motion passed unanimously. This will go to the Board for discussion later in the day.

- Daniel Archer presented on Performance Funding and Math Reform, which can be found on page 6 of the agenda. A draft proposal was presented at the last meeting, and he is seeking approval to move

forward. Institutions were provided an opportunity to provide feedback, and only one institution submitted concerns. The timeline will consist of a three-year process to plan and provide professional development, with a soft launch in the third year, and with full implementation expected by Fall 2026. An advisory committee will be created to help guide and advise in the process. Provost Arensdorf requested professional development for degree maps be added. Daniel noted that we plan to have Complete College America (CCA) provide professional development for creating degree maps.

Regent Benson moved to place the recommendations as presented on the Board discussion agenda, and Regent Lane seconded. The motion passed unanimously. This will go to the Board for discussion later in the day.

Other Matters

- Tara Lebar presented a Kansas Free Application Week for discussion, which can be found on page 18 of the agenda. As Kansas continues to look for ways to increase the college-going rate and FAFSA completion, initiatives like this could inspire Kansans of all ages who have been thinking about continuing their education to take that first step. In conjunction with the Apply Kansas efforts, creating a Kansas Free Application Week would remove barriers for Kansas residents considering higher education by having all institutions waive their application fee for the same five-day window in October. Committee members and Provosts discussed the proposal and agreed they would like to bring this to an upcoming SCOCAO or COCAO meeting for additional feedback before moving forward.

- Daniel Archer provided an update on the proposed criteria for a new Program Review process. A process document has been presented to university Provosts to provide feedback by May 19th. A common reporting metric sheet has also been presented to the university Provosts to provide feedback by May 26th. The committee and Provosts discussed the proposed process, which they agree will address low enrollment programs and new programs. The program review process and a timeline should be presented to the full Board in June. The provosts requested additional clarification on criteria that would be used to determine which programs would go on a "review and monitor" list and what the term "mission critical" means in the context of program review.

- Regent Lane presented draft recommendations being worked on by the Concurrent/Dual Task Force. They were charged with creating recommendations to accelerate the Kansas talent pipeline, ensure access and affordability for all, and dramatically strengthen collaboration between systems. Regent Lane discussed the challenges and future measures they will be taking to obtain their goal of 75% of high school students graduating with a diploma plus, which includes credentials, certificates, or 9-24 college credits. Draft recommendations will be presented to the Board at their June 14th meeting.

- Daniel Archer provided a Systemwide General Education Package update. He reminded institutions that the General Education Master Course lists are due June 1, 2023. A seven-member General Education Council has been formed and will start meeting over the summer. One of the tasks of this Council will be to review the master course lists.

- Regent Lane provided an Educator Work Force Task Force update. Following the release of their report on January 18th, three sub-committees were charged with its implementation. The Structured Literacy Plan and Training sub-committee has faculty across Regent institutions developing a series of videos for in-service teachers to be implemented this summer. They are working with others to prepare materials in the areas of ELL, Special Education, and Dyslexia. K-State is the fiscal agenda for funds in which KBOR reimburses the institutions for the faculty involved in the literacy work and will assist with reimbursing teachers through their school districts who do the structural literacy training. Another sub-committee has been tasked with supporting the implementation of the Universal Elementary Education

Transfer Program in partnership with associate degrees in elementary education. They have met with community college representatives to review the program requirements and will review comments before making final versions. This sub-committee will work with KBOR staff to develop marketing and distribution to high schools that offer concurrent credit/CTE pathways in education. The next step is for the third sub-committee to plan and prepare materials for KBOR for the summer retreat regarding implementing their remaining recommendations. Regent Mendoza is on the task force and noted that she will provide further information on the apprenticeship program at the next meeting.

Adjournment
The next BAASC meeting is scheduled for May 30, 2023, at 9:00 a.m.

Regent Mendoza moved to adjourn the meeting, and Regent Lane seconded. With no further discussion, the meeting adjourned at 12:00 p.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Fort Hays 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 30, 2023

I. General Information

A. Institution   Fort Hays State University

B. Program Identification

Degree Level: Master's
Program Title: Global Strategic Leadership
Degree to be Offered: Master of Science in Global Strategic Leadership
Concentration Areas: Leadership in Health Administration, Information Technology Policy
                                      Administration
Responsible Department or Unit: Leadership Studies
CIP Code: 52.0213 (Org. Leadership)
Modality: Online
Proposed Implementation Date: Fall 2023

Total Number of Semester Credit Hours for the Degree: 36

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

III. Justification

The Master of Science in Global Strategic Leadership (GSL) is an online degree program that seeks to aid established professionals in varying fields navigate a world of grand challenges and wicked problems through a lens of transdisciplinarity. This degree is aimed at providing mid-career professionals with practical leadership skills needed to solve complex, interconnected problems within their organization and beyond. This program represents a new offering that is entirely unique from existing curriculum at FHSU and across the system.

In a world following the COVID-19 pandemic, the nature of work and problem solving are transforming to confront more complex and interconnected problems that face our growing world (Volini et al., 2020, 47). These problems often have no right or wrong answer, and are often socially and technically difficult (Beinecke, 2009). The 2020 development of the COVID-19 vaccine by AstraZeneca has shown the world how transdisciplinary approaches are vital to confronting these problems and challenges head on with experts in various disciplines working collaboratively to find a solution for a rapidly evolving problem (Volini et al., 2020).

Given the nature of serious and persistent problems such as climate change, healthcare inequality, and cyberterrorism, unidisciplinary approaches alone cannot adequately address these issues. Transdisciplinarity, however, is an approach that identifies specific problems (Rhodes et al., 2019) and uses a common conceptual framework that extends across multiple disciplinary boundaries to facilitate collaboration between researchers and non-academic stakeholders (Reme et al., 2015). By integrating global strategic leadership into existing skill

sets, this program seeks to establish a growing population of transdisciplinary researchers and problem solvers within the current workforce.

Beginning with two concentration areas (Leadership in Health Administration & Information Technology Policy Administration) we intend to learn and refine our approach to transdisciplinary education with hope of developing in-demand leadership skills to those within our program to enhance the current workforce and create more globally aware citizens.

IV. Program Demand: Market Analysis

National Distinction
Given the availability of resources from the existing FHSU master's programs in healthcare and information technology, the focus on transdisciplinarity and mid-career professionals, and the depth of the concentration curricula, this program will distinguish itself nationally from competitors with similar degree programs (Hanover Research, 2021). It has also been carefully designed to not duplicate the programs currently in existence, but rather to offer a new and unique addition to the catalog.

High Workforce Demand
Projected labor demands within organizational leadership are expected to rise significantly (~14.73%) with worker interest also steadily increasing (Hanover, 2021); this shows the necessity of utilizing existing workers within various fields to meet the market demand. In the state of Kansas, there are no comparative master's degree programs targeted toward full-time working, part-time students that seek to achieve organizational leadership in cross-sector collaborations. Fort Hays State University sees the need for a global strategic leadership degree that is designed specifically for the industry the student is already engaged in. In particular, the two proposed concentrations will target students working in supervisory and non-technical roles within the healthcare and IT sectors.

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	2	5	36	60
Year 2	3	8	54	96
Year 3	4	16	72	192

The program is designed to allow students to complete at either a full-time pace or at a slower pace, depending on their preference. We anticipate that most students will elect to pursue the program at a part-time pace, taking approximately six credit hours per semester.

The above enrollment numbers are a benchmark based on Hanover market research and discussions with other FHSU department heads. These benchmark numbers are not based on direct commitment from students, but instead will act as a goal and base estimate. We have intentionally been conservative in these estimates to help ensure program viability. The curriculum is highly scalable, however, and we could easily accommodate a greater number of enrollments if demand is strong.

VI. Employment

The aim of this program is to produce transdisciplinary leaders out of those currently in the workforce so they

may facilitate the flow of knowledge and its practical application within their given fields (Reme et al., 2015). Today, researchers are being called upon more frequently to work in collaborative environments that require both practical and theoretical skill sets (O'Neill et al., 2019) to solve grand challenges and wicked problems. The integration of the natural and social/organizational sciences are necessary to develop skilled professionals into effective leaders that can work across disciplines and find solutions to problems that unidisciplinary approaches cannot. Transdisciplinary leaders are needed in all sectors to help build strong networks of collaboration and support as they explore different perspectives on immediate and pressing global challenges. With mounting evidence suggesting that leaders do not readily or easily adapt their practices when confronted by increasingly complex problems (Pearce, 2010), it is imperative that organizational leadership moves toward a transdisciplinary approach to transform how the workforce thinks about global problems and solutions. FHSU intends to use a transdisciplinary curriculum that prepares individuals to use both the 'hard' and 'soft' skills needed to transform their work, thrive in it, and become more globally aware citizens.

According to the Institute for the Future, one of the ten vital skills needed for the future workforce is transdisciplinarity—also known as cross-sector partnerships and collaboration (Davies et al., 2020). The need for literacy and the ability to understand concepts across multiple disciplines is imperative as a shift away from academic specialization toward transdisciplinarity occurs due to the growing complexity of societal issues. Much of the gridlock in addressing global issues is due to narrow interests, and specialists that are unable or unwilling to understand and integrate data and concepts from across disciplines (Fidler, 2016). By integrating skills across fields and perspectives, a workforce can be created that can think through differing disciplinary approaches to generate new types of knowledge (Fidler, 2016).

Healthcare administration is a concentration area that Hanover Research has described as a national high-growth degree field, and a practical concentration area for the GSL degree to offer (Hanover Research, 2021). Disparities in health according to race, sex, sexual orientation, and other group characteristics are well known, yet these health disparities persist and, in some cases, continue to grow. The answer to a complex issue such as health disparities among groups involves not only the conceptualization of all factors that impact disparities, but also the interactions between the factors themselves, such as the interplay of genes and environment (Gehlert, 2010). It is suggested that a transdisciplinary approach to healthcare and healthcare administration will draw together experts from across disciplines to share and produce knowledge and address multifactorial determinants of health disparities. The fields of Health Services Administration and Nursing Administration have seen an above-average increase in master's degree conferrals, showing an increase in interest alongside the growth of the health industry, where national demand is projected to outpace the expected job growth by 2029 (Bureau of Labor Statistics, 2020).

Information technology policy administration is another concentration area that Hanover Research has identified as a high-growth degree field, and one that is practical for the GSL degree to offer (Hanover Research, 2021). As our society relies more on technology with every passing year, the governmental policy that dictates the technological regulations of our world becomes increasingly important. Early and mid-career professionals with a background in information technology are increasingly going to find themselves concerned with policy and legal considerations within their sector, which their bachelor's level technical education has not equipped them to navigate successfully. This degree program will act as a practical, mid-career training ground which can supplement their burgeoning management experience and give them opportunities to practice working across constituencies. The Technology Policy field is expected to grow much faster than average in the next ten years state-wide, nationally, and internationally (Columbia University).

VII. Admission and Curriculum

A.   Admission Criteria

All applicants must submit:

1. Official transcript of all previous college work showing a minimum 3.0 GPA on the last 60 hours of undergraduate coursework and/or a minimum 3.0 on all previous graduate coursework;
2. Two letters of recommendation, at least one of which must be from a current or recent supervisor that speaks to the candidate's professional experience (minimum 3 years) and readiness for advanced professional practice and leadership development capacity;
3. A professional resume containing a minimum of 3 years of professional experience;
4. Personal statement that addresses the following:
   a. Reasons for applying to this program, as directly related to current professional position and career goals, including what types of specific knowledge, skills, abilities the candidate hopes to gain through this program, professionally and personally (e.g. specific goal statements or a vision plan that looks ahead several years);
   b. An explanation of a specific organizational, industry/field/sector, community, and/or global problem the student would like to be a part of solving and how they see this program as a potential pathway to fulfill that end.

B.   Curriculum

Leadership in Health Administration Curriculum

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

Course #	Course Name	SCH….
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH….
LDRS 802	Organizational Systems, Change, and Leadership	3
HHP 602	Public Health	3
HHP 625	Legal Issues in Health Care	3

Year 1: Summer

Course #	Course Name	SCH….
LDRS 807	Teams and Collaborative Environments	3
HHP 630	Administration in Health Care	3

Year 2: Fall

Course #	Course Name	SCH….
LDRS 820	Advanced Leadership in Professional Environments	3
HHP 610	Global Health	3
Various	Elective	3

Year 2: Spring

Course #	Course Name	SCH….
LDRS 895	Research Project in Organizational Leadership	3

Total Number of Semester Credit Hours …………………………………………………. 36

Information Technology Policy Administration Curriculum

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

Course #	Course Name	SCH....
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH....
LDRS 802	Organizational Systems, Change, and Leadership	3
INF 610	Public Policy, Law, Ethics in Telecommunications	3
INF 658	Law of Cyberspace	3

Year 1: Summer

Course #	Course Name	SCH....
LDRS 807	Teams and Collaborative Environments	3

Year 2: Fall

Course #	Course Name	SCH....
LDRS 820	Advanced Leadership in Professional Environments	3
INF 660	Global Telecommunications Policy	3
INF 880	Management of Information Security	3

Year 2: Spring

Course #	Course Name	SCH....
LDRS 895	Research Project in Organizational Leadership	3
Various	Elective	3

Total Number of Semester Credit Hours ……………………………………………. 36

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
Brent Goertzen – Department of Leadership Studies	Professor	Ph.D.	Y	Organizational Leadership	.2
Kaley Klaus – Department of Leadership Studies	Assistant Professor	Ed.D.	N	Organizational Leadership	.1
Tim Feagan – Department of Leadership Studies	Assistant Professor	Ph.D.	N	Applied Leadership in Industry	.2
Justin Greenleaf – Department of	Associate	Ph.D.	Y	Community	.1

Leadership Studies	Professor			Psychology	
Lori Kniffin – Department of Leadership Studies	Assistant Professor	Ph.D.	Y	Organizational Leadership	.1
Brett Whitaker * – Department of Leadership Studies	Associate Professor	Ph.D.	Y	Global Leadership	.1
Glen McNeil – Department of Health and Human Performance	Associate Professor	MS; RD/LD	Y	Nutrition	.1
Jamie Schwandt – Department of Health and Human Performance	Adjunct Professor	Ed.D.	N	Health Care Administration	.1
Frank Owens – Department of Health and Human Performance	Instructor	MS	N	Health Studies	.1
Melissa Hunsicker Walburn – Department of Informatics	Associate Professor	J.D.	Y	Policy and Law of Cyberspace	.1
Brian Hurley – Department of Informatics	Adjunct Professor	MPS	N	Information Security	.1
A significant portion of the curriculum for this program is already offered in service to several other degree programs. For this reason, especially initially, there will be limited need for dedicated faculty support for program specific courses. As the program expands, we may see justification for more dedicated sections of courses. The faculty indicated in this table will support the program by teaching courses, but the majority will not be devoted in an exclusive manner to this new program.					

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	$44,856	$44,856	$44,856
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 – Reassigned or Existing	$44,856	$44,856	$44,856
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	$10,000	$10,000	$10,000
Support Staff for Administration *(e.g., secretarial)*	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	$6,000	$9,000	$12,000
Total Existing Personnel Costs – New Positions	$16,000	$19,000	$22,000

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 (marketing and recruitment expenses)	$1,500	$1,500	$2,500
Total Operating Costs	1,500	1,500	1,500
GRAND TOTAL COSTS	$62,356	$65,356	$69,356

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	$28,661	$44,783	$78,817
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING	0	$28,661	$44,783	$78,817
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$-33,695	$-20,573	$9,461

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

The primary expense associated with initially starting and operating this program would be the two new classes that are part of the transdisciplinary degree program. The other portions of the curriculum are already being taught and supported by existing programs, and they have capacity to add students without incurring additional instructional expenses to the university. As the program grows, we would need to augment existing capacity to a limited degree. During the initial start-up period, when enrollments are small, we will not require additional

instructional capacity beyond what was already deployed in service of other programs.

To calculate the offset instructional expenses of utilizing existing capacity to support this program, we have applied the following formula. With supporting faculty contributing only a small portion of their overall contractual load, we estimate the total allocation to be approximately 1.3FTE, but distributed among 11 or more faculty members. Faculty are on a 60% teaching allocation, and the average salary for faculty in the program $57,508, so the total offset instructional expenses are 1.3*(57,508*.6), or $44,856.

Personnel – New Positions

Once the program is somewhat larger, we project that we will need to staff additional sections beyond base levels that are already in place for other programs. Specifically, we project that we would need to offset two courses via adjunct teaching in the first year, three courses in the second year, and four courses in the third year. Adjuncts can be estimated at approximately $3000 per section, therefore the instructional expenses are $6000 in the first year, $9000 in year two, and $ 12,000 in year three.

In addition to instructional expenses, we also project staffing one graduate assistant in this program to assist with administrative and development work, as well as to coordinate marketing and recruitment efforts. This

Start-up Costs – One-Time Expenses

N/A

Operating Costs – Recurring Expenses

We have included a small amount of ongoing expense associated with program-specific marketing and recruitment efforts. These efforts will be supplemented with ongoing marketing work on behalf of the larger university, and in conjunction with the recruitment initiatives of the Department of Leadership Studies and the academic units housing concentrations.

B. Revenue: Funding Sources

The sole source of revenue for this program is tuition and fees. FHSU currently charges a rate of $298.55 per credit hour for graduate, online tuition (including fees). Multiplying the projected credit hour production by this rate produces the projected revenue.

C. Projected Surplus/Deficit
Given the extensive leverage of existing capacity and curriculum, this program projects to be in a modest surplus status by at least year three of implementation. We have intentionally been conservative in estimating enrollment growth to ensure programmatic viability, but the program is readily scalable to larger capacity if the demand is present. Should enrollments prove to be even slightly higher than anticipated, the program would be revenue positive by year two.

XI. References

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Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Fort Hays 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. Wichita State University submitted a letter of concern, and Fort Hays State updated the proposal (changes are noted in blue font) and has responded to the letter. The letters can be found in Attachment A. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

May 30, 2023

I. General Information

A. Institution Fort Hays State University

B. Program Identification

Degree Level: Bachelor's
Program Title: Applied Leadership
Degree to be Offered: Bachelor of Applied Science
Responsible Department or Unit: Department of Leadership Studies
CIP Code: 52.0213 Organizational Leadership
Modality: Face-to-Face and Online
Proposed Implementation Date: Fall 2023

 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

Fort Hays State University (FHSU) is dedicated to working with military and veteran students, transfer students, and community and technical college students who have extensive work experience and/or an associate degree in applied science. To this end, FHSU is proposing a Bachelors of Applied Science (BAS) degree program in Applied Leadership which would create a new pathway for AAS graduates to complete their bachelor's degree in less than a four-year period. The BAS in Applied Leadership degree offers students a shorter path towards degree completion by maximizing military, technical and vocational credit towards a bachelor's degree.

This program is specifically geared towards students who have a strong interest in applied learning and practical application. In 2020 FHSU commissioned Hanover Research to conduct a market study which explored degree completions in Kansas. This study suggested that there is a large volume of associate degree holders in fields such as liberal arts and sciences, nursing, business administration, management, law enforcement administration, and physical therapy. These individuals are likely to find the option of a BAS program appealing.

When compared to the Bachelors of General Studies (BGS) with a concentration in Organizational Leadership or the BA/BS in Organizational Leadership, the BAS in Leadership Studies is more generous in how it gives credit for the applied learning that has accrued through military training and experience, or has taken place at a

technical school. Service members and transfer students are able to maximize the credit they receive for their military training and experience or through technical education. The BAS in Applied Leadership is additionally a stackable credential. Students can come to FHSU and move directly into the BAS in Applied Leadership program after completion of the AAS in Technology and Leadership and the Certificate in Leadership Studies. If students didn't receive their AAS from FHSU they can still complete the BAS in Applied Leadership. The BAS in Applied Leadership additionally has a stronger name recognition than the BGS in Organizational Leadership for graduates entering the workforce. The BGS by design is general in nature, while the BAS program is structured to apply the vocational type learning that takes place during military service and at technical schools. The BAS additionally requires 30 credit hours of Leadership Studies coursework while the BGS only requires 21 hours. This increase in hours will further equip graduates of the program to be effective leaders in their organizations after graduation.

The BAS in Applied Leadership at FHSU can build directly from the AAS program that has been developed specifically for current and former members of the U.S. Armed Services. Because of a Memorandum of Agreement (MOA) with the U.S. Army Command and General Staff College, common core military leadership training at the lower enlisted level can be transferred to FHSU as specific Leadership Studies coursework. An MOA of this type is in the final stages of approval with Marine Corps University to provide this same opportunity for junior enlisted marines. Mid-grade non-commissioned officers in the United States Air Force are also allowed to transfer their professional military education to FHSU for Leaderships Studies courses through a similar process.

As there is a growing need for graduates in related fields who have a bachelor's degree in the fields of leadership and management (as outlined in section VI. Employment), this program will help fill this specific niche within the Kansas and national workforces.

It is additionally important to address any duplication within the Kansas Board of Regents (KBOR) system to which this program may contribute. According to the KBOR program database, there are only eight other Bachelor of Applied Science Programs in the KBOR system, and only two of these programs have any similarities to the proposed program. The BAS in Technology Administration at Washburn University is largely focused on technology with a small portion of the curriculum devoted to administration and has no classes in the leadership studies discipline. The proposed FHSU BAS in Applied Leadership does have some similarities to the BAS in Organizational Leadership and Learning (OLL) at Wichita State University (WSU). While the names of the degree programs do appear similar, the curricula are different. The proposed BAS in Applied Leadership at FHSU will focus all 30 of the required concentration hours on classes taught in the leadership studies discipline through the Department of Leadership Studies. These courses are all part of the existing BA/BS in Organizational Leadership at FHSU. The existing FHSU partnerships with military organizations (i.e. US Army Command and General Staff College and US Marine Corps University) as well as the quantity of existing students coming from our newly proposed affiliated institutions (Northwest Technical College and North Central Kansas Technical College (pending accreditation approval)) make the proposed FHSU BAS in Applied Leadership program a seamless fit for service members and transfer students from the FHSU Associate of Applied Science (AAS) in Technology and Leadership Program. As the military experience and vocational and technical education is rife with applied learning, service members and transfer students can directly utilize the training, experience, and education they have attained, and leverage their applied learning to earn a bachelor's degree.

IV. Program Demand
Market Analysis

The Defense Manpower Data Center (2022) list over 30,000 service members in Kansas alone that have technical education credit on their Joint Service Transcript. This technical credit from military training and experience could be applied to the FHSU AAS program and transition into the BAS in Applied Leadership

program. As 100% of the classes in the BAS will be offered on campus AND online the market for military service members is much larger than the representation of solely Kansas based service members.

A report completed in 2020 by Hanover Research commissioned by FHSU provided an overview of the potential market for Bachelor of Applied Science programs. This report specifically highlighted degree conferral trends at regional "feeder" community colleges, technical schools, and military installations. The top five associate's degree producers in Kansas are listed below.

- Johnson County Community College
  - Tracks in Liberal Arts and Sciences, Nursing/RN, Business Administration and Management. Graphic Design, and Computer System Networking

  - 1,714 Completions in 2018

- Butler Community College

  - Tracks in Liberal Arts and Sciences, Nursing/RN, Education, Health Services/Allied Health, and Business/Commerce

  - 1,230 Completions in 2018

- Hutchinson Community College

  - Tracks in Liberal Arts and Sciences, Nursing/RN, Health Information/Medical Records Technology/Technician, Fire Science/Fire Fighting, and Physical Therapist Assistant

  - 769 Completions in 2018

- Grantham University

  - Tracks in Business Administration and Management, Medical Insurance Coding, Criminal Justice/Law Enforcement Administration, Computer Science, and Interdisciplinary Studies

  - 663 Completions in 2018

- Barton County Community College

  - Tracks in Liberal Arts and Sciences, General Studies, Nursing/RN, Clinical/Medical Laboratory Technician, Business Administration and Management

  - 539 Completions in 2018

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	5	0	120	0
Year 2	8	4	192	48

Year 3	10	8	240	96
Year 4	13	12	312	144

Projected enrollments are based off of average AAS students matriculating to bachelor degree programs since Fall 2019.

VI. Employment

National Perspective
According to the U.S. Bureau of Labor and Statistics, employment of leadership and management related fields is expected to grow continuously through at least 2031. The increased need for workers who possess technical AND interpersonal skills with bachelor's level education will widen the market for graduates of this program. The following fields of employment which fit the practical skillset of graduates of the BAS in Applied Leadership program show an increased demand for the foreseeable future.

Field of Employment	Projected Growth Through 2031
Administrative Services and Facilities Mangers	7%
Construction Mangers	8%
Lodging Managers	18%
Management	8%
Public Relations and Fundraising	8%
Social and Community Service Managers	12%
Training Managers	7%

State / Regional Perspective
According to Kansas Department of Labor, employment projections indicate a significant growth of demand for workers in leadership and management fields through the year 2030. It is important to note that due to the nature of education in the fields of leadership and management, graduates can transition from college to the workforce in a wide variety of occupational fields. Those fields listed below from the Kansas Department of Labor are simply the closest occupational fields measured by the state of Kansas which correlate to the disciplines of leadership and management education.

Field of Employment	Projected Growth Through 2030
Management	10.5%
Community and Social Services	7.48%
Life, Physical and Social Science	7.35%

VII. Admission and Curriculum

Students pursuing this program will need to apply and be admitted to FHSU.

A. Curriculum
The curriculum example is predicated on completion of the FHSU AAS in Technology and Leadership with a concentration in Leadership Studies. This AAS program is specifically designed for current and former service members and technical or vocational transfer students, as is the proposed BAS in Applied Leadership degree program. The general education program detailed in this proposal assumes use of the 34-hour program approved by KBOR in June 2022. FHSU is working to align with the systemwide framework.

The curriculum assumes 56 hours of credit articulating from the Joint Service Transcript (JST), including all current and future credit articulations or as transfer credit from a vocational / technical institution for classes

applied in nature. All other courses / credit will be evaluated on a case by case basis.

General Education Hours	34
Leadership Studies Concentration Hours	30
ACE / Military CPL / Applied Learning Hours	56
Total	**120**

The below listing of hours is included in the total hours required for this program. It serves only as a purpose to demonstrate how graduation requirements are met.

4-year hours in the proposed curriculum	36
4-year hours in AAS program	24
Total 4-year hours	**60**
Upper division hours in AAS program	9
Upper division hours in proposed curriculum	36
Total upper division hours	**45**

The BAS in Applied Leadership focuses on ACE credit attained from the Joint Service Transcript (JST) or vocational / technical education courses which fits into a course by course basis transfer approach for the program.

NOTE: All classes required in the proposed BAS curriculum are available both on campus and online.

NOTE: HHP 200 Personal Wellness (FHSU Institutionally Designated General Education Course) has been articulated for US Army and US Air Force basic training. This articulation is currently in progress for the US Navy and US Marine Corps Basic Training. With this articulation in place the curriculum will include only one institutionally designated course (INF101 Intro to Computer Information Systems). The below curriculum map includes this credit articulation, with those three hours included in the 59 ACE / Military CPL / Applied Learning Hours, though they will also count toward General Education requirements.

NOTE: US Army Soldiers that achieve Skill Level 20 (rank of Sergeant or higher annotated on the JST) are awarded MGT411 Applied Management Skills. These three upper division credit hours are included in the 59 ACE / Military CPL / Applied Learning Hours.

General Education Hours	34 (+ 3 HHP 200 = 37)
Leadership Studies Concentration Hours	30
ACE / Military CPL / Applied Learning Hours	56
Total	**120**

*Denotes upper division course credit

Transfer Credit   SCH = Semester Credit Hours

Course #	Course Name	SCH
	Transfer coursework Technical Education from Joint Service Transcript	30
LDRS120	Issues in Leadership (MOU Credit for Common Core Military Leadership Training)	6

Year 1: Fall

Course #	Course Name	SCH
ENG101	English Composition I - (English)	3
COMM100	Fundamentals of Oral Communication – (Communication)	3

LDRS300*	Introduction to Leadership Concepts	3
LDRS302*	Introduction to Leadership Behaviors	3

Year 1: Spring

Course #	Course Name	SCH
ENG102	English Composition II – (English)	3
MATH101	Contemporary Mathematics – (Math and Statistics)	3
INF101	Introduction to Computer Information Systems (Institutionally Designated)	3
LDRS310*	Fieldwork in Leadership Studies	3
*	Upper Division Elective	3

Award Associate of Applied Science <u>and</u> Certificate in Leadership Studies

Transfer Credit

Course #	Course Name	SCH
	Transfer coursework Technical Education from Joint Service Transcript	15
	Free Electives Transfer from Joint Service Transcript	11

Year 2: Fall

Course #	Course Name	SCH
*	Art & Humanities General Education Course	3
*	Natural / Physical Sciences General Education Course	3
	Natural / Physical Sciences Lab General Education Course	1
*	Leadership Studies Concentration Elective	3
*	Leadership Studies Concentration Elective	3
*	Leadership Studies Concentration Elective	3

Year 2: Spring

Course #	Course Name	SCH
*	Art & Humanities General Education Course	3
*	Social / Behavioral Sciences General Education Course	3
*	Social / Behavioral Sciences General Education Course	3
*	Leadership Studies Concentration Elective	3
*LDRS650	Principles of Organizational Leadership (Discipline Specific Writing & Information Literacy Graduation Requirement)	3

Total Number of Semester Credit Hours ……………………………………………………. [120]
VIII. Core Faculty

 Note: FTE Proposed to the program is representative of current inload percentage of undergraduate Leadership Studies classes. No new FTE or reallocation of positions is required to staff this degree program for the first two years.

  If program meets enrollment projections a position could be added for years 3 and beyond.

 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
Whitaker, Brett	Assoc. Prof.	PhD	Y	Leadership Studies	.5
Goertzen, Brent	Prof.	PhD	Y	Leadership Studies	.5
Greenleaf, Justin	Assoc. Prof	PhD	Y	Leadership Studies	.75
Kastle, Seth*	Asst. Prof.	EdD	Y	Leadership Studies	.5
Kniffin, Lori	Assoc. Prof	PhD	Y	Leadership Studies	.75
Klaus, Kaley	Asst. Prof	EdD	N	Leadership Studies	.25
Noble, Donnette	Asst. Prof.	PhD	Y	Leadership Studies	.25
Tim Fagan	Asst. Prof	PhD	N	Leadership Studies	.25

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty			
Administrators *(other than instruction time)*	$5,000	$5,000	$5,000
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$5,000	$5,000	$5,000
Personnel – New Positions			
Faculty		$9,000	$15,000
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions		$9,000	$15,000
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			

Total Start-up Costs			
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other (Marketing + Start Up Administration)	7,000	5,000	5,000
Total Operating Costs	7,000	5,000	5,000
GRAND TOTAL COSTS	$12,000	$19,000	$25,000

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds*	0	$27,225.60	$54,451.20	$76,231.68
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING		$27,225.60	$54,451.20	$76,231.68
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$15,225.60	$35,451.20	$51,231.68

* Tuition / State funds based on current FHSU Online undergraduate credit hour cost ($226.88)

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Establishing BAS in Applied Leadership will require no new full-time personnel. Instead, those faculty who are currently teaching in the Organizational Leadership (LDRS) degree program will teach classes filled to capacity. As the current average class size of LDRS classes is 17 with a course cap of 30, the first year of growth will be absorbed by existing open class seats. During years two and three when projected growth outpaces current capacity, new sections will be taught by adjunct professors. Based on projections, there will need to be three adjunct taught sections in year two and five adjunct sections taught in year three. In the expenditures table above an average cost of adjunct taught course sections was calculated at $3,000 each. This staffing method maximizes existing university resources and minimizes costs.

Personnel – New Positions
No new positions are necessary to support this proposal.

Start-up Costs – One-Time Expenses
$2,000 Director of Military Program Innovation Salary (percentage of stipend) year prior to program launch (included in year 1 expenses (Other))

Operating Costs – Recurring Expenses
$5,000 annual marketing costs and $5,000 annually administrative costs (25% Director of Military Program Innovation Stipend). Adjunct taught course sections numbers based on enrollment meeting projections. Each section will cost an average of $3,000.

B. Revenue: Funding Sources

The program will be supported by the base tuition and fees generated. No other funding sources will be necessary.

C. Projected Surplus/Deficit
Project Surplus
Year 1 $15,225.60
Year 2 $35,451.20
Year 3 $51,231,68
Total $101,908.50

XI. References

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US. Bureau of Labor and Statistics (2022). *Occupational Outlook Handbook* Retrieved from https://www.bls.gov/ooh/

ACADEMIC AFFAIRS

|MEMORANDUM|

TO: Dr. Daniel Archer, Vice President for Academic Affairs
            Kansas Board of Regents

FROM: Dr. Shirley Lefever, Executive Vice President & Provost

DATE: April 12, 2023

SUBJECT: Response to FHSU in Applied Leadership

Thank you for the opportunity to discuss Fort Hays State University's (FHSU) proposed Bachelor of Applied Science (BAS) in Applied Leadership. The following narrative describes where/how the proposed FHSU degree overlaps with WSU's BAS in Organizational Leadership and Learning (OLL).

Summary of WSU's Organizational Leadership and Learning:

WSU's BAS in OLL is a flexible degree program approved in late 2018[1] that includes a concentration or technical specialty area (36-credit hours), applied learning (21-credit hours), and leadership core competencies (21-credit hours in foundations of leadership, leadership communication, inclusive excellence, and creativity and development[2]). To better serve students, the OLL degree program includes both an online and in-person option and there are multiple concentrations for students to choose from including Emergency and Public Services Leadership, Education and Innovation, Hospitality Management, Digital Transformation, and Corporate and Organizational Wellness. Concentrations were created in partnership with community college and technical/vocational education partners and based upon industry needs. Credit for Prior Learning (CPL) from AAS degrees, military training, or other certified training and development is awarded in several areas of the degree including concentrations (36-credit hours), core competencies (as appropriate), for electives, and/or applied learning (as appropriate). The total amount of CPL for each student varies based upon education, training, and experience.

The OLL degree program utilizes a rigorous assessment plan that includes direct and indirect assessments of student learning outcomes and operational effectiveness goals. In particular, OLL assesses not only traditional courses and competencies, but also assesses applied learning courses through regular assessments (e.g., weekly logs), cumulative projects connecting core concepts to workforce productivity/participation, and in partnership with site supervisors (e.g., final site supervisor evaluations). Indeed, since 2019, 55 separate WSU-approved Affiliation Agreements

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[1] The BAS in OLL was originally approved by KBOR as the BAS in Workforce Leadership and Applied Learning. The degree program was renamed in 2021 to better align with industry and discipline best-practices.
[2] BAS in OLL is a 120-credit hour Bachelor of Applied Science that conforms to the general education program here at WSU, including 6-credit hours of electives for OLL students.

have been formalized connecting students, workforce practitioners, and the OLL degree program.

Regarding partnerships, the OLL degree has transfer articulations with several community college (e.g., Butler Community College) and technical education (e.g., WSU Tech) partners spanning multiple industries, such as construction and automotive sciences, hospitality and culinary arts, early childhood education, digital and cyber technologies, fire sciences/EMT/paramedic, and manufacturing and/or maintenance-related jobs, occupations, and careers. OLL has formalized 19 military occupational specialties (MOS) for all branches of the military as part of the KBOR Lumina grant to provide active-duty service personnel and military veterans with affordable and accessible educational opportunities. Finally, OLL is a key partner in WSU and College of Applied Studies partnerships with various industries/occupations.

Concerns and Clarification:

To address degree duplication within the KBOR system, the overlapping areas and/or similarities between WSU's OLL degree program and FHSU's proposed Applied Leadership degree are outlined below. And, where appropriate, clarification regarding WSU's OLL components, classes, or expectations are provided, which were misinterpreted within FHSU's proposal.

- Usage of CPL:
  - The BAS in OLL at WSU is a flexible degree program providing students with opportunity to further connect their work/life experiences, professional certification or trainings, and Applied Associate of Science degree programs with a bachelor's degree in an accelerated timeframe. The FHSU proposal referenced OLL students being allowed only the use of 36-credit hours of Credit for Prior Learning (CPL). Indeed, students are limited to 36-credit hours of CPL for their concentration because the concentration is only 36-credit hours. As appropriate, students may receive additional CPL within other OLL controlled credits, which include an additional 21-credit hours for core competencies, 6-credit hours for electives, and 21-credit hours for applied learning. As evidenced by current students and the approved KBOR Lumina Grant military articulations, students can receive substantially more than 36-credit hours in CPL based upon training and education transcript evaluations.
- Target markets/audiences:
  - It is important to note that WSU's OLL degree program includes both an online degree code and in-person opportunities for students, thus making it a Bachelor of Applied Science leadership degree available to multiple audiences; and, with previously established partnerships with technical and vocational educational partners (e.g., 2+2 articulation agreements), OLL currently integrates with a number of industries/occupations identified in the FHSU proposal, including firefighters, EMTs/paramedics, active-duty service personnel, and military veterans.
  - Students may pursue the OLL degree program entirely online, entirely in-person, or a flexible combination that works best for them, similar to FHSU's proposal.
- The BAS in OLL from WSU is a model for not only flexibility, but also workforce integration. For example, the NIAR Get to WERX program is an "earn while you learn" program involving the hiring of employees for NIAR WERX that are simultaneously educated and enrolled in the AMT program at WSU Tech and the OLL degree program here at WSU. That is, students are hired to work full time, earn their AAS in AMT from WSU Tech and are simultaneously working towards their BAS in OLL at WSU.

- The FHSU proposal stated on page 2: "The WSU BAS OLL with a concentration in Public Service Leadership program has a menu of concentration classes that can be taken through the education department, only four of which have leadership in the title."
  - OLL courses are not taught in an education department; they are taught by faculty in the Organizational Leadership and Learning degree program. Course prefixes (e.g., EDUC 310: Principles of Leadership) are EDUC, which are not specifically aligned with our School of Education in the College of Applied Studies. Of the 34 non-applied learning courses offered by the OLL program, over 88% (30/34) have leader, leadership, workplace, or organization in the title. Focusing on their claim of simply leadership (or leader) in course titles, almost 70% (23/34) of OLL have the words leader or leadership in course titles listed in the Undergraduate Course Catalog. Indeed, for a list of all OLL-related courses, click HERE or see Appendix 1 for course prefixes, titles, credit hours, and descriptions.
- CIP Code:
  - The CIP code provided in the FHSU proposal was 45.0101, which is listed as Social Sciences, General and not explicitly related to leadership education. According to the NCES, this code describes a program "that focuses on the general study of human social behavior and social institutions using any of the methodologies common to the social sciences and/or history, or an undifferentiated program of study in the social sciences."
  - Since the FHSU proposal references teaching leadership classes, developing leadership skills, and not focused on history, sociology, or other social scientific disciplines, it would seem the CIP Code of 52.0213 is more appropriate, which "focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills."
  - The 52.0213 CIP code would better connect with the industries and educational partnerships discussed in the FHSU proposal and is the foundational reasoning for why the OLL degree program utilizes a leadership-related instructional code (52.0213, Organizational Leadership). If 45.0101 is preferred, then a "social sciences" instructional program would not seem to be centered on leadership, as explicitly articulated by leadership-centric educational programs, including the proposed degree name/title.
- FTE and Faculty:
  - The FHSU proposal notes no new FTE or reallocations of faculty in the first two years. The OLL degree program has not added any new FTEs in the first four years of the degree program; thus, providing a substantial cost savings. Additionally, FHSU's faculty include a mixture of EdD and PhD faculty that do not appear substantially differentiated in leadership education expertise to warrant an additional leadership degree within the KBOR system.

According to KBOR policies (7.d.i.2.), the Board President and Chief Executive Officer (or designee) review the similarities of proposal program. If the similarities do exist, then additional reviews consider "the ability/inability to offer the program collaboratively, the level of student interest in the program, existing and future labor market demand, and availability of clinical sites, if applicable." (Approval of New Academic Programs, ND). WSU's BAS in OLL is a degree program built to meet the needs of both students and business/industry for Kansas' workforce. The FHSU proposed BAS degree in Applied Leadership is not clearly differentiated from the currently existing BAS in OLL degree program at WSU and does not distinctly articulate how additional market needs

demands another similar leadership degree within the KBOR system.

Since the OLL degree program is already in existence and KBOR is committed to ensuring "the six KBOR bachelors-granting institutions are offering academic programs that align with Kansas' goals for the State's higher education enterprise, meet student expectations for programs centered on student success and increasing their employability, and efficiently deliver faculty and staff resources across each institution, division, and department, (Academic Portfolio and Workload Review, ND), we have reservations about adding another degree program that is so similar in content, approach, articulated target markets/audiences, and has the potential to negatively impact program enrollment at WSU.

Dr. Shirley Lefever
Executive Vice President and Provost Wichita
State University

Dear Provost Lefever,

I hope things are going well for you as we enter this exceptionally busy time of the year. Before our institutions break for the summer I wanted to respond to your letter regarding our proposed BAS in Applied Leadership.

In this letter I address the pertinent concerns and requests for clarification that you raised in your letter. Justifications and clarification for your points of concern are listed below.

1) Inaccuracies in the portrayal of the WSU BAS in OLL program

   Any inaccuracies that portrayed the WSU BAS in OLL program inaccurately were not purposeful. All statements made were based on the analysis of content available on the WSU website (i.e., CPL limits and courses offered with an EDUC prefix). To assist in clarification of portrayal of the WSU BAS in OLL program, all mention of the individual graduation requirements of the WSU program have been removed from the FHSU proposal. Our edited proposal simply states those requirements of the FHSU program in lieu of contrasting requirements with the WSU program.

2) Duplication within the Kansas Board of Regents system

   The core difference between the WSU BAS in OLL program and the proposed BAS in Applied Leadership program is that the FHSU program has 30 hours of required Leadership Studies Concentration hours. Every student will take this number of hours in the leadership studies discipline. In the FHSU program, the menu of concentration course options is entirely comprised of leadership classes. These concentration course options are all courses currently in our existing BA/BS in Organizational Leadership, which we have offered for over twenty years at FHSU.

3) CIP Code

   Based on the feedback from WSU, coupled with internal meetings at FHSU and conversation with KBOR staff, the originally proposed CIP code will be changed from 45.0101 Social Sciences, General to 52.0213 Organizational Leadership. This CIP Code will be a better fit for the FHSU BAS in Applied Leadership, and will couple it nicely with our already existing BS/BA in Organizational Leadership.

Given the need for service members to attain their degree as a part of post-military service transition, and the large number of students that have extensive vocational and technical education who could benefit from a four-year degree, we believe the need for this program is strong. I want to thank you for reaching out, and I look forward to continued collaboration between our institutions.

Sincerely,

Jill Arensdorf, Ph.D.
Provost and Vice President for Academic Affairs

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 30, 2023

I. General Information

A. Institution   Kansas State University

B. Program Identification
   Degree Level: Bachelor
   Program Title: Addiction Counseling
   Degree to be Offered: BA/BS, Addiction Counseling
   Responsible Department or Unit: Department of Sociology, Anthropology, and Social Work
   CIP Code: 51.1501
   Modality: Hybrid
   Proposed Implementation Date: Fall 2023

   Total Number of Semester Credit Hours for the Degree: 120

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

Use of clinical sites. Clinical sites will be used to fulfill program requirements for 10 credit hours of practicum work. This requirement is in line with Kansas Behavioral Sciences Regulatory Board, which requires "400 clock-hours of practice" through "an experience that integrates didactic learning that is related to substance use disorders with face-to-face, direct counseling experience that includes intake and assessment, counseling, treatment planning, discharge planning, documentation, and case management activities." The Addiction Counseling degree will utilize already-established clinical site placements in conjunction with the social work program, in which social work students are placed in social service agencies throughout the state of Kansas for social work practice experience. Existing social work clinical placement sites will fulfill criteria for students completing the Addiction Counseling degree.

Location. Clinical sites will be located in Kansas, or in a bordering community. Students will be placed in clinical sites by the social work program's Director of Field Education. Through the placement process, the Director coordinates with field agencies to ensure sites meet necessary staffing requirements. For Addiction Counseling clinical sites, staff requirements will include the need for a supervisor at the agency with a license in Addiction Counseling. Clinical sites must also ensure appropriate opportunities for direct service delivery with clients. The Director of Field Education maintains a list of possible clinical sites, which contains up-to-date information about the agencies and their appropriateness for placements. Students may request an agency not on this list. These requests necessitate an initial visit from field faculty to determine the appropriateness of the agency for field placements.

Expected demand. Completion of 10-hours of clinical education is required for the Addiction Counseling degree. Students must complete all other course requirements prior to their clinical work wherein clinical

education will consist of the final semester of student's degree requirements. As such, our expected demand for clinical sites will be equivalent to the number of students who enroll in the degree each semester.

III. Justification

The rpk GROUP's 2023 Academic Portfolio and Teaching Workload Review submitted to the Kansas Board of Regents lists, "Substance Abuse, Behavioral Disorder, and Mental Health Counselors" as an occupation with a strong outlook that does not currently have an associated KBOR academic program.

Addiction Counselors provide treatment for people who suffer from alcoholism, drug addiction, or other mental or behavioral problems. They work in a variety of settings, including substance abuse treatment centers, mental health centers, and prisons. In Kansas, Saint Francis Ministries and KVC Health Systems are the top employers for this field. The need for Addiction Counselors in the state of Kansas is high and continues to grow each year. Recent data indicates that Kansas adults are increasingly engaging in risky substance use behaviors (Kansas Department for Aging and Disability Services, 2022). In particular, heavy alcohol consumption and marijuana consumption has increased among Kansas adults. Moreover, rates of drug-related deaths are on an upward trend. Kansas also ranks higher than the national average with regards to the alcohol-related age-adjusted death rate.

Despite this need, Kansas also ranks higher than the national average on the number of individuals needing but not receiving alcohol substance abuse treatment – indicating that there are not enough Addiction Counselors to meet the needs of the state's residents (Kansas Department for Aging and Disability Services, 2017). In many parts of the state, Addiction Counseling positions remain unfilled. According to the Kansas Department of Labor, annually from 2021-2022 there were 214 job openings for Substance Abuse, Behavioral Disorder, and Mental Health Counselors out of 2,000 positions (Kansas Department of Labor, 2023). This indicates that roughly 10% of positions are vacant. The Kansas Behavioral Sciences Regulatory Board requires a bachelor's degree, at minimum, to become a Licensed Addiction Counseling – a more advanced degree requirement than many other states. A bachelor's degree in Addiction Counseling can fill the gap in needed service providers for Western Kansas, and graduates from Kansas State University will be in an ideal geographic and educational position.

Housing an Addiction Counseling program specifically within the Department of Sociology, Anthropology, and Social Work will allow for an efficient use of resources. The Addiction Counseling curriculum was composed based on course requirements set forth by the Kansas Behavioral Sciences Regulatory Board for an individual to sit for the Licensed Addiction Counselor exam. Several courses are already part of the standard curriculum for the Social Work major and can be cross listed to allow enrollment by both addiction counseling and social work students. This model would reduce the number of FTE instructors needed to start the degree, and only one instructor FTE would need to be added to the department.

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

Market Analysis

Market size. For the 2019-2020 school year, 441 bachelor's degrees were conferred for students studying "Substance abuse/addiction counseling" (U.S. Department of Education, 2022). This represents a 171% increase since 2007-2008. Comparatively, bachelor's degree conferral rates increased by 27% during this same period across all disciplines. Addiction Counseling is a field of study with significant growth, positive job prospects, and considerable need across the country and particularly for the state of Kansas.

Student characteristics. Our target market for a bachelor's in Addiction Counseling includes individuals from Kansas and surrounding states who are interested in becoming Licensed Addiction Counselors. Based on prior research, we anticipate students will be primarily female and White (Rieckmann et al., 2011). Given that a

bachelor's degree is required to become a Licensed Addiction Counselor in the state of Kansas, we will target undergraduate students, including new students to the university and those transferring from two-year community colleges. Community colleges represent a ripe area for recruiting potential students, as several Kansas community colleges, including Kansas City Kansas Community College, offer coursework in Addictions or Substance Abuse Counseling. Students completing degrees at these institutions looking to become a Licensed Addiction Counselor could complete necessary coursework at Kansas State University to obtain a bachelor's degree and meet licensure requirements.

Comparison to similar programs. Several Kansas universities offer necessary coursework to become a Licensed Addiction Counselor. Washburn University offers a Bachelor of Applied Sciences in Addiction Counseling. Bethel College and Fort Hayes State University offer a Bachelor of Social Work with available electives to sit for the Licensed Addiction Counselor exam. Similarly, Kansas Wesleyan University offers a Bachelor of Psychological Services with a concentration in Addictions and Substance Abuse Counseling.

Competitive advantage. Kansas State University's degree in Addiction Counseling would be one of only two free-standing bachelor's degree in this discipline in the state of Kansas and the only one offered at a state university. Although online options are available in other states, the Kansas Behavioral Sciences Regulatory Board (BSRB) has considerably more stringent coursework requirements than surrounding states, and our degree would ensure compliance with these requirements to fill this need. Each required ADC course was designed to fulfill BSRB requirements for Addiction Counseling licensure at the bachelor's level. We have submitted syllabi to BSRB for their approval and will make necessary syllabi changes if requested by BSRB.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year		Credit Hrs Per Year
	Full- Time	Part- Time	Full- Time	Part- Time	Total
Implementation	10	5	240	60	300
Year 2	20	10	480	120	600
Year 3	30	15	720	180	900

VI. Employment

According to the U.S. Bureau of Labor Statistics (2022), 351,000 individuals were employed as "Substance Abuse, Behavioral Disorder, and Mental Health Counselors" in 2021. Between 2021 and 2031, this is projected to increase by 77,500 positions (22% job growth), which is considered much faster than the national average of job growth. The typical entry-level education required for this job is a bachelor's degree. Individuals with a bachelor's in Addiction Counseling will meet the criteria to sit for the licensing exam and become a Licensed Addiction Counselor in the state of Kansas.

In the state of Kansas, there were an estimated 214 openings per year in 2021-2022 for individuals employed as "Substance Abuse, Behavioral Disorder, and Mental Health Counselors." According to the Kansas Department of Labor (2020),

> "Employment growth is expected as people continue to seek addiction and mental health counseling services. Demand for substance abuse, behavioral disorder, and mental health counselors is also expected to increase as states seek treatment and counseling services for drug offenders rather than jail time. In addition, there will be a continued need for counselors to work with military veterans to provide them the appropriate mental health or substance abuse counseling care. Job prospects are expected to be very good for substance abuse and behavioral disorder counselors, particularly for those with a bachelor's or master's degree. In addition, many workers leave the field after a few years and need to be replaced. As a result, those interested in entering this field should find favorable prospects."

VII. Admission and Curriculum

A. Admission Criteria

Admission criteria to the Addiction Counseling degree will be consistent with university admission requirements approved by the Kansas Board of Regents. To be admitted to the university, students with fewer than 24 hours of college courses must meet one of the following criteria: cumulative high school GPA of 3.25 or higher; an ACT compositive score of 21 or higher; or an SAT ERW+M score of 1060 or higher. Students with completed college credit hours must have achieved a 2.0 GPA or higher on all college credit. Students with 24 or more completed transfer hours must have a minimum GPA of 2.0 on all transfer course work by the time they start at K-State.

B. Curriculum

The curriculum for the proposed program aligns with requirements of the Kansas Behavioral Sciences Regulatory Board for licensure as a bachelor-level addiction counselor. The core objectives of the coursework are to equip students with skills to assist individuals with addictions, collaborate with client's social support systems to assist the client through the process of changing their behaviors, to evaluate and assess client needs, and to engage in treatment planning with clients to offer behavior change strategies, crisis intervention, and case management within the scope of their addition. Along with traditional lecture- and skills-based courses, students will be required to complete one immersive clinical experience consisting of 400-hour internship under supervision of Licensed Addiction Counselor.

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

Course #	Course Name	SCH….
ANTH 200	Introduction to Cultural Anthropology	3
SOCIO 211	Introduction to Sociology	3
ENGL 100	Expository Writing I	3
PHYS 101	Physical Science and a Lab	4
		13

Year 1: Spring

Course #	Course Name	SCH….
ECON 110	Macroeconomics	3
MATH 100	College Algebra	3
PSYCH 110	General Psychology	3
ENGL 200	Expository Writing II	3
SOCWK 100	Social Work: A Helping Profession	3
		15

Year 1: Summer

Course #	Course Name	SCH….
SOCWK 200	Basic Skills for Working with People	3
GEOL 100	Earth in Action	3
		6

Year 2: Fall

Course #	Course Name	SCH….
COMM 105	Public Speaking	2
BIOL 198	General Biology and a Lab	4

SOCWK 510	Social Welfare	3
SOCWK 350	Social Work with Criminal Offenders & Victims	3
		12

Year 2: Spring

Course #	Course Name	SCH….
PHIL 130	Ethics	3
ENGL 220	Fiction into Film	3
BIOL 303	Ecology of Environmental Problems	3
SOCWK 320	Dynamics of Working with Older Adults	3
DANCE 225	Rhythmic Notation For Dance	1
		13

Year 2: Summer

Course #	Course Name	SCH….
HIST 152	American History 1865-Present	3
MUSIC 250	Music Appreciation	3
		6

Year 3: Fall

Course #	Course Name	SCH….
PSYCH 202	Drugs and Behavior	3
ADC 595	Holistic Recovery and Addictions Services Coordination	3
ADC 650	Methods of Individual Counseling	3
PSYCH 570	Psychopharmacology	3
		12

Year 3: Spring

Course #	Course Name	SCH….
SOCIO 423	Research Methods	4
ADC 325	Professional, Ethical and Legal Issues in Counseling	3
CRIM 361	Criminal Justice System	3
CRIM 462	The War on Drugs	3
		13

Year 3: Summer

Course #	Course Name	SCH….
CRIM 480	Prisons and Punishment	3
CRIM 572	The Death Penalty	3
		6

Year 4: Fall

Course #	Course Name	SCH….
ADC 570	Methods of Group Counseling	3
ADC 350	Addiction, Family, and Community	3
ADC 630	Co-occurring Disorders	3
HDFS 110	Introduction to Human Development	3
		12

Year 4: Spring

Course #	Course Name	SCH….
ADC 564	Professional Seminar	2
ADC 562	Field Experience	10
		12

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
Cheryl Calhoun	Teaching Assistant Professor	Masters	No	Addiction Counseling and Social Work	1.00
Jung Sim Jun	Associate Professor	PhD	Yes	Social Work	0.10
Kristen Kremer	Associate Professor	PhD	Yes	Social Work	0.10
Don Kurtz	Professor	PhD	Yes	Social Work	0.10
Lorenza Lockett	Teaching Assistant Professor	PhD	No	Social Work	0.10
Charles Pickens	Associate Professor	PhD	Yes	Psychology	0.10

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	$60,000	$61,800	$63,654
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$18,000	$18,540	$19,096
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$78,000	$80,340	$82,750
Personnel – New Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			

Other Personnel Costs			
Total Existing Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses	███	███	
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other – marketing	$5,000		
Total Start-up Costs	$5,000		
Operating Costs – Recurring Expenses	███	███	
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other			
Total Operating Costs			
GRAND TOTAL COSTS	$83,000	$80,340	$82,750

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$93,750	$187,500	$281,250
Student Fees				
Other Sources				
GRAND TOTAL FUNDING		$93,750	$187,500	$281,250
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	███	$10,750	$107,160	$198,500

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Cheryl Calhoun was hired as a social work instructor in fall 2022. During the 2022-2023 academic year, she has been teaching addiction counseling courses as social work electives alongside social work courses. When the ADC degree begins, she'll teach these classes as ADC courses. No other faculty will be reassigned to Addiction Counseling courses. Rather, as explained in the *Justification* section, several Addiction Counseling courses will

be cross-listed with Social Work courses. These courses include ADC 562, ADC 564, and ADC 570. These courses will be taught by social work instructors as part of their regular course load. Cheryl's current salary is $60,000, which is the projected expenditures for First Fiscal Year. We have built in inflation-based salary increases of 3% for Second Fiscal Year and Third Fiscal Year.

Personnel – New Positions

No new faculty will be hired.

Start-up Costs – One-Time Expenses

Since the degree will be housed within the Department of Sociology, Anthropology, and Social Work, there will be limited start-up costs associated with the degree. We have budgeted for $5,000 in marketing expenses.

Operating Costs – Recurring Expenses

The Department of Sociology, Anthropology, and Social Work will not incur additional operating costs as a result of the Addiction Counseling degree.

B. Revenue: Funding Sources

Student tuition revenue has been calculated at $312.50/credit hour, the standard in-state tuition rate for undergraduate courses. The total number of credit hours per year is based on the projected enrollment and anticipated credit hours for full-time and part-time students.

Fiscal year	Total credit hours	Cost per credit hour	Total revenue
First FY	300	$312.5	$93,750
Second FY	600	$312.5	$187,500
Third FY	900	$312.5	$281,250

C. Projected Surplus/Deficit

The projected surplus reflects the difference between Total Funding and Total Expenses.

Fiscal year	Total Funding	Total Expenses	Surplus
First FY	$93,750	$83,000	$10,750
Second FY	$187,500	$78,000	$107,160
Third FY	$281,250	$78,000	$198,500

XI. References

Kanas Behavioral Sciences Registry Board. (n.d.). *Educational requirements*. Retrieved from https://ksbsrb.ks.gov/docs/default-source/regulations/addiction-counselors/102-7-3.pdf?sfvrsn=15048885_8.

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Rieckmann, T., Farentinos, C., Tillotson, C. J., Kocarnik, J., & McCarty, D. (2011). The substance abuse counseling workforce: Education, preparation, and certification. *Substance Abuse, 32*(4), 180-190.

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U.S. Department of Education. (2022). 2019-2020 Integrated Postsecondary Education Data System (IPEDS). Washington DC: National Center for Education Statistics. Retrieved from https://nces.ed.gov/programs/digest/d21/tables/dt21_318.30.asp

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 30, 2023

I. General Information

A. Institution   University of Kansas

B. Program Identification
Degree Level: Bachelor's
Program Title: Cybersecurity Engineering
Degree to be Offered: Bachelor of Science
Responsible Department or Unit: School of Engineering
CIP Code: 11.1003
Modality: Face-to-Face
Proposed Implementation Date: Spring 2024

Total Number of Semester Credit Hours for the Degree: **126**

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

III. Justification

Cybersecurity is by any measure of great importance in today's world in protecting data, computer systems, and networks from unauthorized access and destruction. The global economy loss to cybercrime in 2021 is estimated to be between $600 billion to 6 trillion. Protecting information systems is key to protecting the nation's critical infrastructures including government entities, health institutions, banking, e-commerce, and academia.

A well-trained workforce is needed to protect the vital information resources from various attacks. With the growing interest from employers in business, industry, and governmental agencies, we recognize the need for an enhanced training in information security from both theoretical and practical aspects at the undergraduate level.

The proposed degree program is designed to provide undergraduate students with knowledge of information security concepts, cryptography, information and network security, and computer systems security. The curriculum for the proposed degree program will incorporate hands-on labs, capstone projects, and real-world system experiences that provide students practical skills for participating in the national security workforce. The program will provide opportunities for undergraduate research. The purpose of this program is to offer a credential that covers both the theoretical and practical aspects of cybersecurity to students who are pursuing cybersecurity as a profession.

The University of Kansas's Department of Electrical Engineering and Computer Science (EECS) has been designated as a National Center for Academic Excellence in Cyber Defense Education (CAE-CDE) and Research (CAE-R) by the National Security Agency (NSA). According to the National CAE Institution Map (2023), KU is one of 45 institutions nationwide to hold both CAE-CD and CAE-R designations. KU is the only

institution in the State of Kansas to receive dual designations, and one of the first institutions in Kansas to receive CAE-CD designation (2009).

The EECS department has successfully offered the Undergraduate Certificate in Cybersecurity since 2019. The department offers a diversified set of cybersecurity courses that cover a wide range of topics including cryptography and theoretical modeling, system synthesis and verification, network and database security, anonymity and privacy, and security management. These courses support a nationally recognized cybersecurity externally funded research program. A unique strength of KU's cybersecurity education and research program is its broad spectrum of research activity: from theory to application, from hardware and cyber-physical systems to software and information systems, and to physical-layer communication security to resilient and survivable networks. The University of Kansas, the School of Engineering, and the EECS department are all committed to making continuous investments to expand cybersecurity education and research capacities.

IV. Program Demand

Market Analysis & Request for Accreditation

The following universities offer Cybersecurity programs in Kansas, and none are accredited:
- Rasmussen University – Overland Park, Topeka (for-profit private university): BS in Cybersecurity
- National American University – Overland Park, Wichita East, Wichita West (for-profit private university): emphasis in Cybersecurity and Forensics in BS in Information Technology
- Fort Hays State University: cybersecurity concentration in BA/BS in Information Networking & Telecommunications
- Kansas State University: BS in Cybersecurity
- Wichita State University: BS in Cybersecurity
- University of Kansas, School of Professional Studies: BAS in Applied Cybersecurity

A search using the Accreditation Board of Engineering and Technology's (ABET) Accredited Program Search tool (search by category) indicates it only accredits 21 computer-focused cybersecurity bachelor's programs in the US through its Computer Accreditation Commission. Of these, only four are in the central plains region – all located in Missouri: the University of Central Missouri, Fontbonne University, Southwest Baptist University, and Southeast Missouri State University. K-State's degree – approved by KBOR in April 2022 - is computer-science based and the school indicated in its proposal it would pursue accreditation through ABET.

This proposal is distinct from other programs in Kansas/Central Plains because it would be the sole engineering-based cybersecurity degree in the state/region and thus designed to meet accreditation requirements through ABET's Engineering Accreditation Commission (as opposed to the Computer Accreditation Commission). KU is at the forefront of the cybersecurity engineering discipline since ABET only accredits three cybersecurity engineering programs in the US at the bachelor's level through its Engineering Accreditation Commission This was determined via a search by category using ABET's Accredited Program Search tool. These programs are at Iowa State University, Louisiana Tech University, and George Mason University.

The ABET Engineering Accreditation Commission (EAC) sets a worldwide standard that "assures confidence that a collegiate program has met standards essential to prepare graduates to enter critical STEM fields in the global workforce," and provides a certificate of international recognition of the quality of the program. ABET accreditation is essential for the degree to be recognized by the students and employers. Therefore, **KU is also requesting approval to seek ABET accreditation for this program. Accreditation costs are included in the financial table in this proposal.**

Furthermore, KU's cybersecurity engineering degree is designed to meet standards by two national centers located at the U.S. Department of Defense's National Security Agency (NSA): the National Center for Academic Excellence in Cyber Defense Education (CAE-CDE) and the National Center for Excellence in Cyber

Research (CAE-R). As noted earlier, KU is one of only 45 institutions in the nation to hold both CAE-CD and CAE-R designations, and the only institution in the central plains that would have a cybersecurity engineering degree that meets standards set by CAE-CD, CAE-R, and ABET's Engineering Commission.

The multifaceted elements described below form a strong foundation to support the EECS department's strengths and activities in cybersecurity:

- EECS is one of only six Science of Security Lablets funded by National Security Agency to conduct foundational research in cybersecurity. The other lablets are at Vanderbilt, Berkley, Carnegie Mellon University (CMU), University of Illinois—Urbana Champaign (UIUC) and North Carolina State. The Lablet holds annual workshops, which includes tutorials and EECS student presentations. The keynote speakers include Brigadier General Jennifer Buckner, U.S. Army Director of Cyber, Electronic Warfare, Information Operations and the chief information security officer for Cboe Global Markets. Students pursuing KU's Cybersecurity Engineering degree will have the opportunity to participate in these kinds of enhancement activities.
- Cybersecurity research in EECS has been supported by government agencies and industry partners, including NSA, Defense Advanced Research Projects Agency (DARPA), National Science Foundation (NSF), Air Force Research Laboratory (AFRL), National Aeronautics and Space Agency (NASA), Ripple, and Honeywell National Security Campus. Of note Professor Alexandru Bardas just received an NSF Career Award for cybersecurity research.
- Since 2016 KU hosted GenCyber Summer Camps for Teachers sponsored by NSA/NSF. This outreach activity brings 25-30 K-12 teachers to campus every summer to help them teach young students about cybersecurity. This is significant outreach activity that has proven to be sustainable completely with external funding.
- EECS faculty drove the establishment of Kansas Applied Research Lab (KARL), opening up new avenues for research supported from federal resources, especially DoD. The KARL is a unique platform to provide undergraduate research opportunities.
- EECS's CyberCorps: Scholarship for Service program (Jayhawk SFS) provides scholarships for cybersecurity education. SFS is supported by a $4.7 million, five-year grant from the National Science Foundation. Jayhawk SFS program provides scholarship opportunities for students pursuing a BS in Cybersecurity Engineering.
- KU's Information Security Club (the "Jayhackers") is a competition-based student group that focuses on learning security concepts through Collegiate Cyber Defense competitions. This group travels to competitions representing EECS and enhancing our reputation in this field.

The EECS department first offered the Undergraduate Certificate for Cybersecurity in Spring 2020. We have seen steady growth of student matriculation with 12 awards since inception and 16 students have applied to matriculate with this certificate in the Spring of 2023. Spring 2023 headcount for the certificate is 43 students.

In 2009, the EECS Department was designated a National Center for Academic Excellence in Cyber Defense Education (CAE-CDE). As part of this designation, the EECS department has offered several core cybersecurity courses since 2009. Three examples of courses that are presently offered through our curriculum are EECS 465 (Cyber Defense) which enrolled 50 students in the Spring of 2023, EECS 563 (Introduction to Communication Networks) which enrolled 74 students in Fall 2022, and EECS 565 (Introduction to Information & Computer Security) which enrolled 56 students in the Spring of 2023.

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	15	0	450	0
Year 2	25	0	750	0
Year 3	35	0	1050	0

VI. Employment

According to the 2022 Cybersecurity Workforce Demand Factsheet from the National Institute of Standards and Technology (2023), the global shortage of cybersecurity professionals was estimated to be 2.72 million. A U.S. Commerce Department sponsored project shows that there were 597,767 open positions in cybersecurity from October 2020 through September 2021, while the number of workers employed in cybersecurity-related jobs during the same period was estimated to be 1,053,468. There were 3,849 unfilled cybersecurity positions in the State of Kansas as of September 2021 (10,120 in Missouri), with a supply/demand ratio of 76%, i.e., a 24% gap. There are 4,213 unfilled cybersecurity positions in the KC metro area, with an even lower supply/demand ratio of 75%. The U.S. Bureau of Labor Statistics projects the employment of information security analysts to grow 35% from 2021 to 2031 (the projection was 31% from 2019 to 2029), and rates the growth as "much faster than average".

In addition to major technologies in Kansas, e.g., Cerner, Garmin, T-Mobile, and Honeywell "There are 777 tech companies that I know of, and more than 250 startups in the KCMO/ Kansas area," Brian McClendon Dec 7, 2021, from "Former Google, Uber exec joins maker of Pokémon Go" — and he's building a team of developers in Lawrence. Each of these companies need cybersecurity expertise.

From experiences in the GenCyber Cybersecurity Summer Camps, the student's interests in cybersecurity and the number of Cyber Patriot teams in the state of Kansas and the KC metro area have grown exponentially.

VII. Admission and Curriculum

A. Admission Criteria

The freshmen application process and admission requirements will mirror those of the current B.S. degree programs in the EECS department:

- Must be admissible to the University of Kansas by assured admissions or individual review AND
- Have a 3.0+ high school GPA AND
- Demonstrate mathematics preparedness by:
  - Obtaining a mathematics ACT score of 28+ (or math SAT score of 660+), OR
  - Achieving a 'C' or better in a high school calculus course; OR
  - Earning credit via IB or AP credit for the above-mentioned course in accordance with KU placement credit requirements; OR
  - Achieving at minimum a qualifying score for MATH 125 on the ALEKS mathematics placement exam.
- Important: Simply meeting these requirements will not guarantee admission to EECS

Transfer Student Admissions:
- Applications from all transfer students, whether from other institutions or from within KU, are evaluated on a case-by-case basis.
- Have a grade-point average above 2.5 in college courses.

- Submit mathematics ACT or SAT scores or proof of competence in calculus (C or higher).

B. Curriculum

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

Course #	Course Name	SCH
EECS 101	New Student Seminar	1
EECS 168	Programming I	4
MATH 125	Calculus I (KU Core 1.2)	4
GE21	KU Core: Written Communication I	3
GE22	KU Core: Oral Communication	3

Year 1: Spring

Course #	Course Name	SCH
EECS 140	Introduction to Digital Logic Design	4
EECS 268	Programming II	4
MATH 126	Calculus II	4
GE21	KU Core: Written Communication II	3

Year 2: Fall

Course #	Course Name	SCH
EECS 210	Discrete Structures	4
EECS 348	Software Engineering I	4
MATH 127	Calculus III	4
EPHX 210	General Physics I for Engineers (KU Core GE 1.1)	3
PHSX 216	General Physics I Laboratory	1

Year 2: Spring

Course #	Course Name	SCH
EECS 330	Data Structures and Algorithms	4
EECS 388	Embedded Systems	4
MATH 290	Elementary Linear Algebra	2
AE41	KU Core: Diversity, Global Awareness	3
GE3N	KU Core: Natural Science	3

Year 3: Fall

Course #	Course Name	SCH
EECS 461	Probability & Statistics	3
EECS 465	Cyber Defense	3
EECS 678	Introduction to Operating Systems	4
PHIL 375	Moral Issues in Computer Technology (KU Core GE 5.1)	3
GE3H	KU Core: Arts/Humanities	3

Year 3: Spring

Course #	Course Name	SCH
EECS 563	Introduction to Communication Networks	3
EECS 565	Introduction to Information & Computer Security	3
Additional Math/Science	Additional math and natural science requirement	3

EECS Elective	Required EECS Elective	3
GE3S	KU Core: Social Science	3

Year 4: Fall

Course #	Course Name	SCH
EECS 569	Computer Forensics	3
EECS 581	Software Engineering II	3
EECS 677	Software Security Auditing	3
EECS Elective	Required EECS Elective	3
CYEN Elective	Required Cybersecurity Engineering Elective	3

Year 4: Spring

Course #	Course Name	SCH
EECS 592	Cybersecurity Design (KU Core 6)	3
EECS 695	Software Reverse Engineering	3
CYEN Elec	Required Cybersecurity Engineering Elective	3
CYEN Elec	Required Cybersecurity Engineering Elective	3
Professional Elective	Required Professional Elective course	3
AE42	KU Core: Diversity, Global Awareness (Goal 4.2)	3

Total Number of Semester Credit Hours ……………………………………………………. 126

C. Request to Exceed 120 Hours

ABET offers a more rigorous Cybersecurity Engineering accreditation through its Engineering Accreditation Commission (EAC) and a less rigorous Cybersecurity accreditation through its Computing Accreditation Commission (CAC). The ABET EAC requires *all* engineering programs (Electrical, Mechanical, Civil, Cybersecurity, etc.) to have at least 30 hours of math and science, whereas the CAC requires only 6 such hours for its less rigorous Cybersecurity category. KU is seeking the more rigorous ABET EAC accreditation for this Cybersecurity Engineering program, and is also seeking to maintain its CAE-CD and CAE-R program designations. All ABET EAC accredited programs in the KBOR system (Electrical, Mechanical, Civil, etc.) exceed 120 credit hours due to the rigorous EAC standards. Nationwide, there are only three ABET EAC accredited Cybersecurity Engineering programs: George Mason University (126 credits), Iowa State University (125 credits), and Louisiana Tech (128 credits).

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
Perry Alexander	Distinguished Professor	PhD	Y	Formal verification and synthesis, trusted systems, and programming language semantics.	.10
Alexandru Bardas	Assistant Professor	PhD	Y	Cybersecurity from a systems perspective, moving target defenses, enterprise network security.	.30

Drew Davidson	Assistant Professor	PhD	Y	System security, secure design, mobile and embedded software program analysis		.20
Morteza Hashemi	Assistant Professor	PhD	Y	Communication systems and networks, network analysis, measurement and simulation		.10
Tamzidul Hoque	Assistant Professor	PhD	Y	Trust verification of hardware, hardware IP protection, trust assurance for COTS IC, FPGA security		.10
Prasad Kulkarni	Professor	PhD	Y	Software security, software performance, compiler optimizations, virtual machines and runtime systems		.20
Fengjun Li	Associate Professor	PhD	Y	Trustable and privacy-preserving federated learning, adversarial machine learning, IoT security and privacy		.20
Bo Luo	Professor	PhD	Y	Trustworthy machine learning, information and system security, IoT/CPS and hardware-enabled security, privacy in online social networks		.30

Number of graduate assistants assigned to this program **……………………………………… 4**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty (1.5 Existing FTE)	$180,213	$185,619	$191,187
Administrators *(other than instruction time)*	$6,037	$6,218	$6,404
Graduate Assistants	$40,000	$41,200	$42,436
Support Staff for Administration *(e.g., secretarial)*	$9,200	$9,476	$9,760
Fringe Benefits *(total for all groups)*	$73,207	$75,403	$77,665
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	$308,657	$317,916	$327,452
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
ABET Initial Accreditation	0	$3,350	0
Total Start-up Costs	0	$3,350	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 – Annual ABET fee	0	0	$715
Total Operating Costs	0	0	$715
GRAND TOTAL COSTS	$308,657	$321,266	$328,167

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$151,200	$252,000	$352,800
Student Fees		$42,750	$71,250	$99,750
Other Sources				
GRAND TOTAL FUNDING		$193,950	$323,250	$452,550
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		–$114,707	+$1,984	+$124,383

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions
The current EECS Undergraduate Program Director (0.05 FTE faculty) and Undergraduate Program Coordinator (0.2 FTE staff) will administer this degree program, along with the four other existing undergraduate degree programs in EECS.

A total of 1.50 FTE faculty in the department are expected to teach undergraduate-level classes that will have Cybersecurity Engineering degree program students in their classes along with students from the undergraduate

degree programs. EECS faculty typically teach about two undergraduate courses per year, which is calculated as 0.2 FTE, which is the typical undergraduate teaching load at a Research I institution. Some individual faculty members are split between Cybersecurity Engineering and the other undergraduate programs in the EECS department, and some are the exclusive instructor of required undergraduate courses, and so 0.10 FTE is calculated per undergraduate course, which results in 0.1 FTE to 0.3 FTE for individual faculty members. All these administration, staff, and faculty salary costs are described in the "Core Faculty" section of the proposal as assigned to the Cybersecurity Engineering program.

Personnel – New Positions
No new positions are required for instruction or to administer this degree program.

Start-up Costs – One-Time Expenses
One-time expenses are limited to ABET's review of the program for initial accreditation. KU requests Board approval to seek ABET accreditation from the Engineering Accreditation Commission. ABET sets the standards for engineering accreditation as well as for programs in the natural sciences, computing, and engineering technology. ABET awards accreditation to programs that meet internationally recognized standards through a peer-review process and 4,564 programs at 895 institutions are accredited in 40 countries.

ABET accreditation assures that programs meet standards to produce graduates ready to enter critical technical fields that are leading the way in innovation and emerging technologies, and anticipating the welfare and safety needs of the public. Sought worldwide, ABET's voluntary peer-review process is highly respected because it adds critical value to academic programs in the technical disciplines, where quality, precision, and safety are of the utmost importance.

Operating Costs – Recurring Expenses
ABET charges an annual fee of $715 per program.

B. Revenue: Funding Sources
Funding for the program will be through tuition and student fees. We expect primarily Kansas residents and those qualifying for in-state tuition will be interested in the Cybersecurity Engineering program. The current in-state tuition and student fees for Engineering undergraduate students are $336/credit hour and $95/credit hour, respectively. The projected student semester credit hours from Section V (along with the tuition and fees given above) are used to calculate the revenue from funding sources generated by this program. We have conservatively estimated the number of students interested in the program and expect the program to meet KBOR minimum requirements for enrollments and graduates within three years of inception.

C. Projected Surplus/Deficit
Our budget estimate indicates the degree program will run a surplus beginning in Year 2.

XI. References

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Centers of Academic Excellence in Cybersecurity Community. *CAE institution map*. Retrieved April 3, 2023, from https://www.caecommunity.org/cae-map.

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National Institute of Standards and Technology. U.S. Department of Commerce. *Cybersecurity workforce demand*: Retrieved April 3, 2023, from https://www.nist.gov/system/files/documents/2022/07/06/NICE%20FactSheet_Workforce%20Demand_Final_20211202.pdf

Request to Seek Accreditation for Bachelor of Science in Cybersecurity Engineering and Request for an Exemption to the 120-hour Maximum for Baccalaureate Degrees – University of Kansas

Summary and Recommendation

Along with approval for the new program, the University of Kansas is seeking approval to pursue programmatic accreditation for the proposed Bachelor of Science in Cybersecurity Engineering program from the Accreditation Board of Engineering and Technology (ABET). The total cost of initial accreditation is estimated at $3,350. Secondly, due to the rigorous standards imposed by the accrediting body, the University is seeking an exemption to the 120-hour maximum for baccalaureate degrees. Board staff recommends approval.

May 30, 2023

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

Request: Accreditation for Bachelor of Science in Cybersecurity Engineering
The University of Kansas requests approval to seek accreditation for the Bachelor of Science in Cybersecurity Engineering with the Accreditation Board of Engineering and Technology (ABET). Specifically, KU is seeking accreditation through the ABET Engineering Accreditation Commission (EAC). ABET is an accrediting agency recognized by the Council for Higher Education Accreditation that sets the standards for applied and natural science, computing, engineering, and engineering technology. ABET EAC sets a worldwide standard that "assures confidence that a collegiate program has met standards essential to prepare graduates to enter critical STEM fields in the global workforce," and provides a certificate of international recognition of the quality of the program. To date, ABET EAC has only accredited three other bachelor's programs in cybersecurity engineering in the United States. The initial costs of accreditation are estimated to be $3,350, with a $715 annual fee thereafter.

Background on 120-hour Maximum
The Board's policy on the number of credit hours required to complete a baccalaureate degree has varied from 120 to 124 credit hours. In November 2001, the Board of Regents reaffirmed that the baccalaureate degree definition included "courses totaling a minimum of 120 semester credit hours." In May of 2002, the Board raised the minimum required number of credit hours for a baccalaureate degree from 120 to 124. This increase was reversed to a minimum of 120 credit hours by the Board in October of 2010, which made Kansas' requirements consistent with most other states.

At its May 2017 meeting, the Board reviewed its policy on credit hour requirements for baccalaureate degree programs to determine if it met best practices for on-time completion and found at that time 33% of baccalaureate programs required 120 semester credit hours, 50% required 124-semester credit hours, and 17% exceeded 124-semester credit hours. This review was in fulfillment of the Board's AY 2017 goal to determine if the policy meets best practices for promoting on-time completion.

To meet best practices for on-time completion state universities subsequently took steps to increase the percentage of baccalaureate degree programs requiring 120 credit hours from 33% to 92%, and to reduce the percentage of baccalaureate degree programs exceeding 120 credit hours from 67% to 8%.

The Board approved approximately 8% of state university baccalaureate programs to exceed 120 credit hours at its meetings between March 2018 and June 2019. Most of those programs were at the three research universities with two being at a regional university, and most were in engineering or computer science disciplines. Since

then, only one other program has been approved to exceed 120 credit hours: KU's BA in Architectural Studies, at 136 hours, which is only granted to students pursuing the Master of Architecture.

Request: Bachelor of Science in Cybersecurity Engineering to Require 126 Hours
The ABET EAC sets rigorous standards, requiring *all* engineering programs (Electrical, Mechanical, Civil, Cybersecurity, etc.) to have at least 30 hours of math and science. All ABET EAC accredited programs in the KBOR system (Electrical, Mechanical, Civil, etc.) exceed 120 credit hours due to the rigorous EAC standards. Nationwide, there are only three ABET EAC accredited Cybersecurity Engineering programs: George Mason University (126 credits), Iowa State University (125 credits), and Louisiana Tech (128 credits).

The University of Kansas's Department of Electrical Engineering and Computer Science (EECS) has been designated as a National Center for Academic Excellence in Cyber Defense Education (CAE-CDE) and Research (CAE-R) by the National Security Agency (NSA). According to the National CAE Institution Map (2023), KU is one of 45 institutions nationwide to hold both CAE-CD and CAE-R designations. KU is the only institution in the State of Kansas to receive dual designations, and one of the first institutions in Kansas to receive CAE-CD designation (2009). As such, KU is also seeking to maintain these distinguished designations through high curricular standards.

Recommendations: Total cost of initial accreditation is estimated at $3,350, with an annual renewal fee of $715 thereafter. Further, KU is seeking approval to require 126 hours for the program while maintaining rigorous accreditation and national designations for the Department of Electrical Engineering and Computer Science. Board staff recommends approval of these requests.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval and the proposing academic unit is responding to all of the requirements of the program approval process. The Kansas Association of Community Colleges has submitted a letter of concern, and PSU has responded to the summarized concerns. Those communications, along with a letter of support, can be found in Attachment B. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

May 30, 2023

I. General Information

A. Institution Pittsburg State University

B. Program Identification

Degree Level:	Associate Degree
Program Title:	General Studies
Degree to be Offered:	Associate of Arts in General Studies
Responsible Department or Unit:	Interdisciplinary/College of Arts and Sciences
CIP Code:	24.0101
Modality:	Face-to-Face, Online, Hybrid
Proposed Implementation Date:	Fall 2023

Total Number of Semester Credit Hours for the Degree: 60

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

III. Justification

Pittsburg State University requests approval to create the Associate of Arts in General Studies degree. This request is being proposed as part of a renewed focus on Student Success, specifically the pursuit of retention and persistence goals, and in support of the Kansas Board of Regents' strategic plan, "Building a Future".

To address the recommendations in Pittsburg State's playbook from the National Institute for Student Success (NISS), Pittsburg State is in the process of:

- Rebuilding the Student Success Center to include Academic Advising, First-Year Programs and Career Development.
- Developing centralized advising under the newly created Academic Advising Center starting with the Fall 2022 first-year student cohort and beginning with early enrollment in April 2023.
- Implementing the Educational Advisory Board's (EAB) Student Success Management System, Navigate, for Fall 2023.

- Restructuring the Office of Institutional Effectiveness to include two new positions focused on redefining Pittsburg State's data strategy with the goal to strengthen and better direct recruitment and retention efforts.
- Implementing Oracle's Student Financial Planning and beginning the pre-implementation of Oracle's Student Management System.

The creation of the Associate of Arts in General Studies has been included as one of many strategies Pittsburg State has identified to improve student success. The new degree will allow Pittsburg State the opportunity to award the Associate of Arts and recognize academic achievement while students are in pursuit of their Bachelor degree. In addition, there is no additional cost to the student as the tuition and fees paid toward their pursuit of the Bachelor's Degree cover this program.

IV. Program Demand:

A. Survey of Student Interest

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will not have the option to select the Associate of Arts in General Studies degree as a stand-alone program.

B. Market Analysis

According to the 2022 Report on the Condition of Education from the National Institute of Education Sciences (Institute of Education Sciences, 2022), the median annual earnings in 2020 for workers with an Associate degree was $44,100 which was $4,200 higher than workers with some college but no degree. In addition, research done by the National Student Clearinghouse (National Student Clearinghouse, n.d.) shows that completion of an Associate degree provides a valuable stepping stone to completion of a Bachelor degree reinforcing Pittsburg State's strategies for the KBOR NISS Initiative. These factors alone provide a strong basis for creation of the Associate of Arts; however, it should also be noted that many students stop out without being awarded a degree that they have already earned and paid for. Between Fall 2019 and Spring 2022, PSU had nearly 600 students who stopped attending prior to earning a Bachelor degree but who met most of the requirements for the proposed Associate of Arts in General Studies.

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				
Year 2		Does not apply		
Year 3				

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will not have the option to select the Associate of Arts in General Studies degree as a stand-alone program. Therefore, no students will be enrolled in the Associate of Arts in General Studies program.

VI. Employment

According to the 2022 Report on the Condition of Education from the National Institute of Education Sciences,

the median annual earnings in 2020 for workers with an Associate degree was $44,100 which was $4,200 higher than for workers with some college but no degree. In addition, research done by the National Student Clearinghouse shows that completion of an Associate degree provides a valuable stepping stone to the completion of a Bachelor degree. These factors alone provide a strong basis for the creation of the Associate of Arts; however, it should also be noted that many students stop out without being awarded a degree that they have already earned and paid for.

VII. Admission and Curriculum

A. Admission Criteria

The Associate of Arts degree is <u>only available for students pursuing a Bachelor degree at Pittsburg State University</u>. Therefore, students will be admitted using Qualified Admission criteria. Please see: https://www.pittstate.edu/admission/undergraduate-admission-requirements.html#first-year

B. Curriculum

The curriculum plan will follow a student's Bachelor degree semester-by-semester plan. As the student is following their Bachelor degree plan and once they meet the eligibility requirements for the Associate of Arts in General Studies, the student will be contacted and awarded the Associate of Arts in General Studies with the exception of students who choose to opt out. The Associate of Arts in General Studies will be conferred only at the close of each semester and summer session to align with current PSU policy for conferring all degrees and other credentials.

The requirements will include the following:

- Student must be seeking a Bachelor degree.
- Student must have at least 60 credit hours completed (developmental credit hours not included).
- Student must have at least 15 credit hours completed in residence (developmental credit hours not included).
- Student must have at least a 2.0 cumulative GPA.
- Student must have completed the Pitt State Pathway or KBOR General Education depending on the student's catalog year.

The curriculum plan will vary depending on the student's Bachelor degree, but a plan reflecting PSU's current general education follows. A list of requirements reflecting the current general education and a list of requirements reflecting the new systemwide general education is included as Attachment A.

Year 1: Fall   SCH = Semester Credit Hours

Course #	Course Name	SCH
ENGL 101	English Composition	3
COMM 207	Speech Communication	3
	Quantitative/Analytic Methods course	3
	Human Systems course	3
	Gorilla Gateway course	2

Year 1: Spring

Course #	Course Name	SCH
ENGL 299	Introduction to Research Writing	3

	Natural World course	4
	Human Experience course	3
	Human Systems course	3
	Elective	3

Year 2: Fall

Course #	Course Name	SCH
	Human Systems course	3
	Wellness Strategies	4
	Pathway Elective	3
	Electives	6

Year 2: Spring

Course #	Course Name	SCH
	Human Systems course	3
	Electives	11

Total Number of Semester Credit Hours …………………………………………………. **60**

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

This program will utilize existing faculty already associated with the student's Bachelor degree. No new faculty or courses are required since the degree requirements are already stacked within the student's Bachelor degree program.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program

Does not apply

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

IX. Expenditure and Funding Sources

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will not have the option to select the Associate of Arts in General Studies degree as a stand-alone program. No new expenditures or funding sources are expected or required.

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing 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 – Reassigned or Existing			
Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (*e.g., secretarial*)	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs			
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			
GRAND TOTAL COSTS			

Does not apply

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	0	0	0
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING	0	0	0	0

C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)				

X. Expenditures and Funding Sources Explanations

The Associate of Arts degree is only available for students pursuing a Bachelor degree at Pittsburg State University. Students, both prospective and current, will <u>not</u> have the option to select the Associate of Arts in General Studies degree as a stand-alone program. No new expenditures or funding sources are expected or required.

The new degree will allow Pittsburg State the opportunity to award students a degree that they have already earned and paid for and provide a stepping stone achievement to students as they pursue their Bachelor degree.

XI. References

Institute of Education Sciences. (2022). *Report on the Condition of Education 2022* (NCES 2022-144). U.S.
    Department of Education, Institute of Education Sciences. https://nces.ed.gov/pubs2022/2022144.pdf

National Student Clearinghouse. (n.d.). *National Student Clearinghouse Research Center*.
    https://nscresearchcenter.org/

Attachment A

The chart below outlines the curriculum for the Associate of Arts in General Studies covering Pittsburg State's current General Education and the upcoming KBOR General Education beginning with the 2024-2025 University Catalog.

AA in General Studies Pitt State Pathway Catalogs prior to 2024	Hours	AA in General Studies KBOR General Education Catalogs beginning 2024	Hours
ENGL 101	3	ENGL 101	3
ENGL 299	3	ENGL 299	3
COMM 207	3	COMM 207	3
Quantitative /Analytic Methods	3	Math Pathways	3
Natural World	4-5	Natural and Physical Sciences	4-5
Human Experience	3-6	Arts & Humanities	6
Human Systems	9-12	Social & Behavioral Sciences	6
Wellness Strategies	4	Institutionally Designated: Wellness Strategies	1
Gorilla Gateway	2	Institutionally Designated: Gorilla Gateway	2
Pathway Elective	3	Institutionally Designated: General Education Elective	3
Total General Education	**40-41**	**Total General Education**	**34-35**
Degree Electives	**19-20**	**Degree Electives**	**25-26**
Total for AA Degree	**60**	**Total for AA Degree**	**60**

In developing the Associate of Arts degree, Pittsburg State reviewed Associate of Arts degrees at community colleges across the state and the degree plan above reflects the path implemented at many of those reviewed.

Kansas Association of Community Colleges

May 3rd, 2023

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

Dear Dr. Flanders,

The 19 Kansas community colleges thank you for the opportunity to comment on the proposed Pittsburg State University (PSU) offering of an Associate of Arts in General Studies. The awarding of the Associate Degree is the purview of Kansas community colleges and has been for decades. As the two-year sector funding model relies upon Tiered, Non-Tiered, and SB 155 monies, it is imperative that as PSU ventures further into awarding the Associate Degree, these funding avenues are not accessible to PSU. While we appreciate that PSU has articulated that a student will not be allowed to enroll in the Associates of Arts in General Studies program as proposed, we are concerned about how this will be monitored to ensure the intent stays the same. Before considering approval, we urge a policy to ensure PSU would not be allowed to recruit or enroll students into this program in perpetuity.

While we appreciate PSU wanting to "recognize" the academic achievement of students in the pursuit of the Bachelor's degree, current Kansas Board of Regents (KBOR) policy and nationwide best practices would direct non-native PSU students who have transferred from a Kansas Community College with 15 or more hours should receive an Associate's degree from a Kansas community college, not Pittsburg State University through reverse transfer.

Automatic reverse transfer has been something that should have been occurring for several years. Administrative barriers were erected in registrars' offices and by using FERPA as an excuse not to have this occur. We believe that to achieve the results that Pittsburg State claims they are seeking, which is to award students Associate Degrees when they reach 60 hours, the systemwide reverse transfer is the best way to achieve this goal.

If KBOR mandated a form be filled out upon enrollment at any public institution of higher education in Kansas where the student signed a form saying the student authorized the sharing of transcript information between Kansas public higher education institutions, then a standard reverse transfer process could occur once the student reached 60 credit hours total on their transcript at ANY regents institution. We recommend that registrars be required to pursue automatic reverse transfer if the student has reached 60 hours, and if the student had at least 15 hours of transfer credit from any community college, the reverse transfer be automatically processed, and an Associate Degree be awarded from the community college. This would maintain the role of the community colleges as the primary Associate Degree-granting institutions while allowing FAR more students to benefit from the awarding of an Associate degree which PSU says is critical to student success. Reverse transfer is currently an "opt-in" for students and has not achieved what students need due to ineffective communication flow from our four-year partners.

As a compromise to also allow PSU to achieve the goal with students who may have less than 15 hours in community college transfer credit, we would suggest the following:

The student has earned a total of 60 hours and is enrolled at Pittsburg State:

> • If a Pittsburg State student has 15 or more credits from one or more Kansas community colleges on their transcript, when they reach 60 credit hours, the hours earned at the regent's institution would be required per the systemwide reverse transfer to automatically send the reverse transfer credits to the community college from which the student received the most of their transfer credit hours. Then the community college would grant the most appropriate Associate degree.

> • When a Pittsburg State student entered PSU with no credit hours in transfer and earned at least 60 hours from PSU, the Associates of Arts in General Studies could be granted.

> • When a Pittsburg State student entered PSU with 14 or fewer credit hours in transfer, not from a Kansas public higher education institution, and has earned at least 60 hours from PSU, the Associates of Arts in General Studies could be granted.

The idea of creating an opt-out (students would not sign the information sharing form) rather than an opt-in, when the majority of the students will sign the form, creates an artificial and unnecessary barrier for students to obtain an Associate Degree. As KBOR has clearly stated that the system must focus on students. The additional work that this may require in registrar's offices across both the regent universities and community colleges will need to be embraced and current practices adjusted to meet this systemwide goal.

In closing, from a community college perspective, we believe it is important for PSU to be transparent in articulating the purpose and intent of a student having the option to be awarded an Associate Degree in General Studies at their institution. Many of our students who may have taken less than 15 hours could easily be confused about what the PSU Associate Degree means. For first-generation students who now have a degree in hand from PSU, they may tell their friends and family they have a PSU degree and are done with higher education, and are going to enter the workforce. The difference between a PSU Associate degree in General Studies and a PSU Bachelor's degree is immense. We need not take for granted how this "recognition" could be confused for students who are not accustomed to different types of degrees or higher education systems. We want to ensure that students who receive the "recognition" do not interpret it as a sign that they can end their education at that point, which is most likely not in their best interest, especially with just an Associate degree in General Studies.

We stand ready to partner with the Kansas Board of Regents to develop the reverse transfer document and process described above and to implement the procedure before the fall of FY 23 on the same timeline PSU proposed for their Associate of Arts Degree in General Studies. Thank you for helping all Kansas students achieve an Associate Degree in a much more efficient manner than has occurred for decades.

Sincerely on behalf of Kansas Community College Presidents and Trustees,

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

From:	H W Smith
To:	Christy-Dangermond, Samantha; Archer, Daniel; Robinson, Amy
Cc:	Shipp, Daniel; Melinda Roelfs; Bryronni Ferguson; Jaime Dalton
Subject:	Re: Letter from KACC
Date:	Thursday, May 18, 2023 1:11:50 PM

Hi Sam,

Here is the PSU response to the following concerns:

- Concern that PSU may seek some of the funding community colleges are currently receiving
  - PSU will continue to advance rationale to support PSU programs however we have no plans to ask for community college funds.
- Concern that PSU be transparent in communicating purpose and intent of awarding an AA degree in General Studies
  - PSU is transparent with this request to award an AA degree earned while in pursuit of a bachelors degree to students who have earned the degree and paid for it through existing tuition.

Howard

Howard W. Smith, Ph.D.

Provost and Executive Vice-President Professor of Leadership Studies Pittsburg State University 620.235.4009

hwsmith@pittstate.edu

From: Christy-Dangermond, Samantha <schristy@ksbor.org>
Sent: Thursday, May 4, 2023 2:50 PM
To: H W Smith <hwsmith@pittstate.edu>; Melinda Roelfs <mroelfs@pittstate.edu>
Cc: Bryronni Ferguson <bferguson@pittstate.edu>; Archer, Daniel <DArcher@ksbor.org>; Robinson, Amy <arobinson@ksbor.org>
Subject: Letter from KACC

Good afternoon, all. We received the attached letter from Heather Morgan of KACC earlier today. While most of the points are directed at the Board and Board office, if PSU would please respond to the following concerns, I think that should fulfill policy obligations. (Of course, please feel free to respond to any of the points articulated.)

- Concern that PSU may seek some of the funding community colleges are currently receiving
- Concern that PSU be transparent in communicating purpose and intent of awarding an AA degree in General Studies

We will include the KACC letter in the COCAO and COPS May 17 agendas. There likely wouldn't be time to include any PSU response for those meetings, but if we receive a response by May 19, we can include it in the May 30 BAASC

agenda should the proposal receive unanimous approval at COCAO and approval at COPS this month.

Please let us know if you have any questions throughout the process. Thanks.

-Sam

Samantha Christy-Dangermond Director, Academic
Affairs Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

TY MASTERSON
Senate President

Mr. Jon Rolph
Chairman, Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612

Via email: bflanders@ksbor.org

Dear Chairman Rolph:

I am thrilled to be writing this letter of support to encourage the Kansas Board of Regents to allow Pittsburg State University to offer an Associates of Arts Degree for those students who have completed the appropriate course work. The leadership at Pitt State should be complimented and truly recognized for working to fill this post-secondary certificate need for students who have done significant work, but haven't fit all the pieces together to earn this degree.

Workforce development in Kansas is a critical need and is one of my top personal priorities as a legislator. In addition, being President of the Kansas Senate, I would call on all educational institutions to continue to be creative but rigorous in offering opportunities to allow students to be recognized in completing course work and having a degree, certification or recognition of proficiency for their resume.

We have way too many students that have done the work, but the state bureaucracy won't help them or get out of their way in ways to make their lives better. I have reviewed the outline of the rules under which Pittsburg State would offer the Associates of Arts and commend their creative and good work.

In a recent meeting with Pitt State President Dan Shipp, he expressed his goal to ***make lives better through education.*** That is what this proposal does. Now is the time for state agencies, Universities included, to be saying YES to students rather
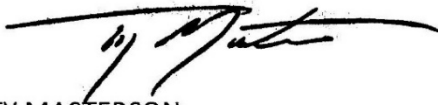
SENATOR 16TH DISTRICT
SEDGWICK COUNTY
P.O. BOX 424
ANDOVER, KANSAS 67002

ROOM 333-E
STATE CAPITOL
TOPEKA, KANSAS 66612
785 296-2419

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than NO. Please share my endorsement with other members of the Board and University CEO's.

Chairman Rolph, this is a significant accomplishment under your leadership of the Kansas Board of Regents.

Most sincerely yours,

TY MASTERSON
President
Kansas Senate

Discuss Instructional Workload Standard Policy   **Daniel Archer**
                                                                                       VP Academic Affairs

Summary

The Board has expressed a desire to develop a policy that would require each state university to have an instructional workload standard policy.   A proposed draft of the Board policy is detailed herein.

May 30, 2023

Background

Currently, Board policy does not prescribe an instructional workload standard, nor does it require universities to establish such a standard in institutional policy.

As of May 30, 2023, ESU, FHSU, KU, PSU, and WSU have established instructional workload standard policies. It is anticipated that KUMC will have an instructional workload standard policy take effect on its campus in June 2023 and K-State will be positioned to establish an instructional workload standard policy in Fall 2023.

In Spring 2023, it was determined that Board policy would be amended to ensure that state universities established an instructional workload standard policy. A proposed draft of the Board policy is detailed below.

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A. ACADEMIC AFFAIRS

(See Chapter III., Section A. for additional academic affairs policies applicable to state universities)

……….

12. TENURE AND TENURE TRACK INSTRUCTIONAL WORKLOAD POLICY

 a. It shall be the responsibility of the Provost (Chief Academic Officer) to prepare and implement, in consultation with the faculty through regular institutional shared governance procedures, an instructional workload standard policy for tenure and tenure track faculty.

b. At minimum, the instructional workload policy standard shall be:
i. structured in accordance with the university's Carnegie Classification (Doctoral Universities: Very High Research Activity; Doctoral Universities: High Research Activity; or Master's Colleges and Universities);

ii. measured in section credit hours or student credit hours; and

iii. defined on a per semester or per academic year time parameter.

c. It is understood that the instruction at the University of Kansas Medical Center is significantly different compared to campuses that serve large undergraduate populations. Thus, the University of Kansas Medical Center is permitted to develop a workload standard that is based on alternative criteria.

Discuss Associate Degree Policy   **Daniel Archer**
                                                                  VP Academic Affairs

Summary

As an avenue to promote momentum and degree completion, proposed policy amendments are included herein that will allow Pittsburg State University and other state universities to utilize a limited pathway to offer an associate in arts degree in general studies or liberal arts. Additionally, this issue paper also details a commitment to improving reverse transfer efforts through work that will be conducted in Summer 2023.
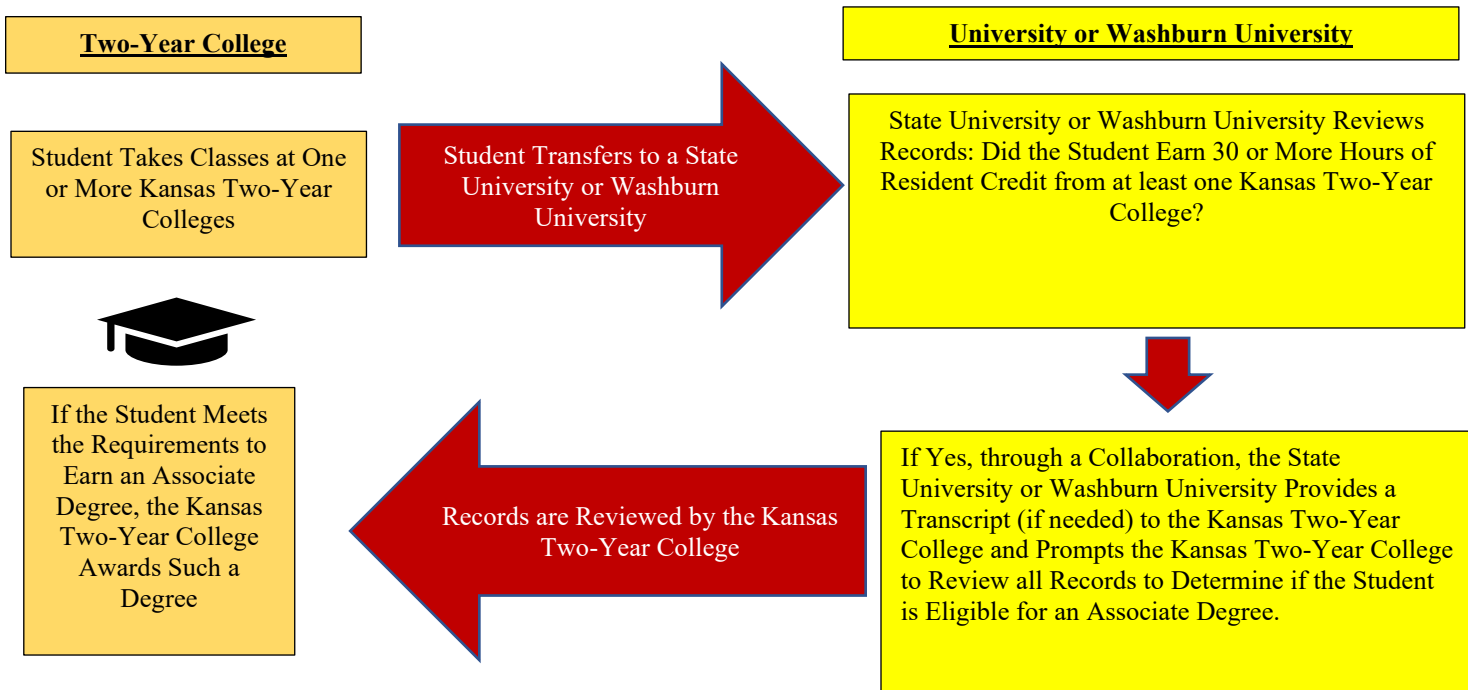
May 30, 2023

Background

The proposed Chapter II policy amendments provide a limited pathway for Pittsburg State University and other state universities to offer an associate in arts degree in general studies or liberal arts. The most substantive policy revisions are detailed below.

> *(1) The associate in arts degree in general studies or liberal arts shall be limited to students pursuing a baccalaureate degree;*
> *(2) Students shall not have an option to select the associate in arts degree in general studies or liberal arts as a stand-alone degree program;*
> *(3) The associate in arts degree in general studies or liberal arts shall not require any new financial resources;*
> *(4) The associate in arts degree in general studies or liberal arts is designed as a stackable credential that can be integrated into the student's chosen baccalaureate program;*
> *(5) The associate in arts degree shall not extend beyond the general studies or liberal arts nomenclature to include nomenclature that would reflect a content-specific program offering (e.g., associate in arts in journalism);*
> *(6) It is understood that the community college sector is the primary sector in Kansas for awarding the associate in arts degree. As such, the associate in arts degree in general studies or liberal arts at the state university shall be limited to a student who has not earned 30 or more hours of resident credit from at least one Kansas community college. In cases in which a student earned 30 or more hours of resident credit from at least one Kansas community college, the state university shall work with the Kansas community college from which the student earned 30 or more hours of resident credit to support the student in completing the associate in arts degree in general studies or liberal arts (or another associate degree, if applicable) through reverse transfer; and*
> *(7) The State University President shall notify the Board President and Chief Executive Officer in writing before offering the associate in arts degree in general studies or liberal arts.*

Additionally, it should also be noted that the system will explore ways to improve reverse transfer efforts in Summer 2023. As background, reverse transfer is a process that allows transfer students who are currently attending a university to combine university credits with two-year college credits to receive an associate degree from a two-year college.

A general process for reverse transfer that could be utilized going forward is detailed on the next page.

Two-Year College		University or Washburn University
Student Takes Classes at One or More Kansas Two-Year Colleges	Student Transfers to a State University or Washburn University →	State University or Washburn University Reviews Records: Did the Student Earn 30 or More Hours of Resident Credit from at least one Kansas Two-Year College?
If the Student Meets the Requirements to Earn an Associate Degree, the Kansas Two-Year College Awards Such a Degree	← Records are Reviewed by the Kansas Two-Year College	If Yes, through a Collaboration, the State University or Washburn University Provides a Transcript (if needed) to the Kansas Two-Year College and Prompts the Kansas Two-Year College to Review all Records to Determine if the Student is Eligible for an Associate Degree.

Next Steps with Reverse Transfer

Going forward, a special emphasis will be on reviewing ways to 1) increase reverse collaborations between universities and two-year colleges, 2) promote reverse transfer, and 3) track the number of reverse transfer referrals made by universities to two-year colleges and reverse transfer degree conferrals.

Policy Amendments

The proposed policy amendments that will allow state universities to utilize a limited pathway to offer an associate in arts degree in general studies or liberal arts are detailed on the next page.

CHAPTER II: GOVERNANCE - STATE UNIVERSITIES

See Chapter I., Section A.3. for definition of Governance

....

c. Actions Requiring Approval by the Board: The following types of actions require approval by the Council of Chief Academic Officers, the Council of Presidents and the Board of Regents:

i. Substantial reorganization of a state university's academic structure.

ii. Any new stand-alone college/school.

iii. If they require new state funding, any new department, institute, or center.

iv. Any new degree programs outside of the associate in arts degree in general studies or liberal arts detailed in Chapter II.A.7.i.ii.

v. Any extension of an approved degree program to a higher degree level, e.g., Associate Degree to Bachelor's Degree.

vi. Any new major under an existing degree name.

d. Approval of New Academic Program Proposals

i. Overview

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

(2) State universities must submit a complete program proposal to Board staff and enter the proposed program into the Program Inventory Database. Once Board staff receives a complete program proposal and the program is entered into the Program Inventory Database, the proposal will be available electronically for institutions to view. All institutions shall be automatically notified of the proposed program by email through the Program Inventory Database. Outside of the associate in arts degree in general studies or liberal arts detailed in Chapter II.A.7.i.ii, ~~I~~if a state university wishes to express concerns about a proposed associate, baccalaureate, masters, or doctoral degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. Outside of the associate in arts degree in general studies or liberal arts detailed in Chapter II.A.7.i.ii, ~~I~~if a community or technical college wishes to express concerns about a proposed associate degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. During the 45 calendar day comment period, the list of concerns, comments and objections will be compiled by Board staff and forwarded to the state university for follow-up. The state university proposing the program is expected to communicate with other institutions filing concerns, comments or objections to minimize or eliminate the identified issues. Final proposals must include evidence that concerns, comments or objections have been addressed. This process is designed to make the approval process more transparent, improve proposals and reduce potential conflict related to unnecessary duplication. The 45 calendar day comment period shall run concurrently with the approval procedures for new academic program proposals.

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

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

ii. Procedures for Approval of New Academic Programs

After a complete program proposal is entered in to the Program Inventory Database, it shall be reviewed and considered as a first reading by the Council of Chief Academic Officers at its next regularly scheduled meeting. During the review, Council members may question the representative of the proposing institution regarding the proposed program. Council members will also consider any comments, suggestions or concerns received by Board staff. In addition, Council members will consider how the comments, suggestions and concerns have been addressed.

(1) The Council of Chief Academic Officers shall review and consider the proposal as a second reading at its subsequent regularly scheduled meeting. The Council shall make one recommendation based on a majority vote according to the following voting categories:

(a) Recommended: Proposed program merits implementation according to institutional and State priorities.

(b) Not Recommended: Proposed program does not merit Board approval at this time.

(2) The Council of Chief Academic Officers shall convey its recommendation in writing at the next regularly scheduled meeting of the Council of Presidents. If the vote of the Council of Chief Academic Officers is unanimous, the Council may convey its recommendation to the Council of Presidents on the same day it is made.

(3) The Council of Presidents shall consider the proposal and forward its recommendation to the Board of Regents.

(4) The Board of Regents shall act on the proposal at its next regular meeting.

e. Application Procedure for New Academic Programs

i. State universities shall enter the proposed program into the Program Inventory Database.

ii. State universities shall complete and submit the "Basic Program Information" Form, which shall include the following:

(1) Proposing institution;

(2) Title of proposed program;

(3) Degree(s) to be offered;

(4) Anticipated date of implementation;

(5) Responsible department(s) or unit(s); and

(6) Center for Education Statistics, Classification of Instructional Program (CIP) code associated with the program.

iii. State universities shall submit to Board Staff a "Program Proposal Narrative" and include responses to the following:

(1) Program Justification. Program proposals shall establish clearly the need for the proposed program. Need for a proposed program shall be judged on the basis of the following criteria:

(a) Is the program central to the mission of the institution? What are the locational and comparative advantages of the program?

(i) The proposed program shall be centrally related to the Board approved Mission Statement of the institution.

(ii) The proposal shall discuss and compare similar programs in other institutions in the Regents system and related programs in the same institution.

(iii) The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.

(iv) The proposal shall demonstrate why the program should be located at the proposing institution.

(v) The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options.

(vi) The proposal shall state where the institution ranks the proposed program in its list of priorities. The proposal shall state how this determination was made.

(b) What is the student demand for the program and what are the characteristics of the students who will participate in the program?

(i) The volume of student demand for the proposed program shall be demonstrated through some form of disciplined survey analysis.

(ii) Student demand shall be demonstrated to be at a sufficient volume to justify the program. Normally three years after inception of the program, doctoral programs should have five students, master's programs should have 20 students, and baccalaureate programs should have 50 students.

(iii) Describe the characteristics of the pool from which the students will be drawn.

(iv) Describe the procedures and criteria for admission into the proposed program.

(c) What is the demand for graduates of the program?

The proposal shall demonstrate specific job opportunities including labor market demand data at both the local and state level. The proposal shall also demonstrate other post-collegiate experiences for graduates of this program.

(2) Curriculum of the Proposed Program. Program proposals will be expected to describe the curriculum of the proposed program and shall be judged on the following criteria:

(a) Describe the more important academic objectives of the proposed program, including the range of skills and knowledge future graduates will possess.

(b) The course work required of all students who major in this program shall be described.

(c) Internships and practica required of students in this program shall be described.

(d) If clinical are required, are sufficient sites available?

(3) Program Faculty. Program proposals shall establish clearly the requirements, costs and quality of the faculty for the program.

(a) Faculty Qualifications

(i) The instructional staff shall consist of a sufficient number of permanent faculty appropriately qualified for the level of instruction. Three years after inception, programs should be staffed according to the following guidelines:

Bachelors Program – 3 faculty with Ph.D. or appropriate terminal degree;

Masters Program – 3 additional faculty with Ph.D. or appropriate terminal degree;

Specialists and Doctoral Programs – 2 additional faculty with Ph.D. or appropriate terminal degree.

(ii) The proposal shall list all instructional staff who will teach in the proposed program. The list shall include the title of each instructional staff member, his or her highest degree awarded, and whether he or she is tenured or on the tenure-track.

(iii) The proposal shall differentiate core faculty from others who teach in the program.

(iv) The instructional staff shall consist of faculty whose academic specializations are appropriate to the new degree program.

(v) The instructional staff shall consist of faculty whose academic, instructional and scholarly accomplishments suggest that the proposed program will be of high quality and appropriate to the institution's mission, role and aspirations.

(vi) Identify other teaching requirements outside the proposed program assigned to core faculty. Also identify the proportion of their assignments devoted to the proposed program.

(vii) The number, qualifications and rank of proposed new faculty shall be identified.

(viii) The cost of proposed new faculty shall be identified, along with expected timelines for their employment by the institution.

(b) How many graduate assistants will serve the program?

The proposal shall identify any necessary graduate positions and budgeted salaries.

(4) Academic Support. Program proposals shall establish clearly the requirements, costs and quality of the academic support services for the program.

(a) What are the academic support services for this program?

The advising services, library, audio-visual and academic computing resources shall be of sufficient volume and quality to support the program effectively.

(b) What new library materials and other forms of academic support are required beyond normal additions?

(i) The expected number of library acquisitions shall be identified with anticipated costs.

(ii) New or enhanced forms of academic support shall be identified with the anticipated costs.

(c) What new supporting staff will be required beyond normal additions?

The proposal shall list support staff requirements and budgeted salaries.

(5) Facilities and Equipment. Program proposals shall establish clearly the requirements, costs and quality of the facilities and equipment for the program.

(a) What are the anticipated facilities requirements (existing, renovated or new)?

(i) Space requirements shall be sufficient to the instructional and laboratory needs of the program. The facilities needed for the delivery of a high quality program shall be itemized.

(ii) Renovated or new facilities shall carry a fiscal note, identifying necessary work and additional costs.

(iii) Sources of funding for renovation and new construction shall be identified.

(b) What new equipment will be required beyond normal additions?

(i) Equipment requirements shall be sufficient to the instructional and laboratory needs of the program. A statement shall be made about the equipment needed for the delivery of a high quality program.

(ii) The proposal shall itemize available inventory, including equipment condition and life-span.

(iii) The proposal shall itemize new equipment needs.

(6) Program Review, Assessment and Accreditation. Program proposals shall establish clearly the institution's plan to monitor, maintain and enhance the quality and effectiveness of the program.

(a) What program review process or evaluation methods will be used to review the program?

(b) What student learning outcomes measures will be used to assess the program's effectiveness?

(c) What are the institution's plans regarding program accreditation?

(i) The program shall identify the specialized accrediting agency where applicable.

(ii) The proposal shall identify institutional plans to have the program accredited, including timelines and projected costs of achieving and maintaining accreditation.

f. Expedited Program Approval

This expedited program approval process is designed to allow state universities to respond quickly to distinct opportunities to meet workforce, economic or other special needs.

i. Request for Approval

To request approval to offer a program under the expedited approval process, a state university shall enter the proposed program into the Program Inventory Database and submit a "Statement of Intent" to the Vice President for Academic Affairs. The Statement shall be limited to two pages and shall:

(1) Justify the need for expedited implementation by demonstrating that the program:

(a) is in need of expedited approval due to unforeseen, immediate circumstances;

(b) has a direct and immediate impact on meeting workforce, economic, or other special needs;

(c) is being developed by a state university at the direct request of a corporate, industrial or public entity;

(d) is distinct within the state university sector or if not distinct, that duplication is appropriate;

(e) meets all the requirements of Board policy on off-campus delivery of academic courses and programs; and

(f) was expedited for approval at the campus level.

(2) Describe the proposed program, including:

(a) an overview of the program;

(b) the title of program, responsible department(s), degree(s) to be offered, anticipated date of implementation, CIP code, and location(s) of this program;

(c) an overview of the curriculum; and

(d) any new required faculty and/or resources and how those will be funded.

The Vice President for Academic Affairs will review the "Statement of Intent" and, if approved, shall electronically submit the Statement to the Council of Chief Academic Officers and Council of Presidents. The Councils shall have fourteen calendar days to review and comment on the proposed program.

The Vice President for Academic Affairs shall review the proposed program and any comments received, and provide a recommendation to the Board President and Chief Executive Officer for final consideration.

ii. Annual Report

By December of each year following a program's implementation, state universities with programs approved using the expedited approval process shall provide the Vice President for Academic Affairs an annual update on the program. The update shall include:

(1) a brief description of program's progress, including program enrollment;

(2) a description of any problems and/or barriers to success; and

(3) plans for and progress of changes and developments to the program.

This report shall be provided until a final decision is made on program continuation.

iii. Final Recommendation

Four years after the program's implementation, the university shall provide the Vice President for Academic Affairs a report on its progress and recommend that it either be placed in the regular program array or be discontinued. The report shall include information on:

(1) number of Faculty;

(2) number of Majors;

(3) number of students on schedule to graduate in six years;

(4) resources expended; and

(5) whether the program is meeting workforce and/or economic needs.

The Vice President for Academic Affairs shall review the final report, and provide a recommendation to continue or discontinue to the Board President and Chief Executive Officer. If continued, the program shall be placed in the university's regular program review cycle for reporting to the Board.

g. Requests for New Doctoral Programs: Because doctoral education requires a substantial commitment of resources in the areas of instruction and research, doctoral education will primarily occur at the University of Kansas, Kansas State University and Wichita State University.

i. Acknowledging that special or distinct opportunities for doctoral programs may arise, the Board may consider proposals for doctoral programs at Emporia State University, Pittsburg State University and Fort Hays State University under exceptional circumstances. Prior to the preparation of the New Program Proposal and undergoing the degree approval process, the proposing regional university must provide the Board with a "Statement of Intent" to develop a doctoral program. The "Statement of Intent" should be no more than two pages long. The "Statement of Intent" must demonstrate all three of the following:

(1) The proposed program will be distinct within the state university sector;

(2) The institution has a distinct research infrastructure and capacity in the proposed program area; and

(3) The proposed program captures a special or distinct opportunity that will justify an exception to the Mission, Role and Scope of the regional university.

The "Statement of Intent" will be posted on the New Program Alert System and forwarded to the Council of Chief Academic Officers and Council of Presidents for their respective review and recommendation to the Board.

Once the Board has approved the "Statement of Intent," the proposing regional university may submit a new academic program proposal for consideration.

ii. When any institution proposes a new doctoral program the Board of Regents shall employ three external consultants selected by the President and Chief Executive Officer of the Board to review the requesting institution's ability to deliver the proposed program and to review all similar programs in the system, if there are any. The criteria in section A.7.d. shall be followed by the consultants in determining the quality of the proposed program. The Council of Chief Academic Officers, the Council of Presidents and the Board shall review the consultants' report before a final decision regarding the proposed doctoral program is rendered. All expenses of the special review shall be borne by the proposing institution. Cost of subsequent reviews related to deficiencies shall be borne by institutions found to have deficient areas.

h. Requests for Professional Practice Degree Programs: Since professional practice degree education requires a substantial commitment of resources in the areas of instruction and support, professional practice degree education will primarily occur at the University of Kansas, Kansas State University, and Wichita State University.

i. The Board may consider proposals for professional practice degree programs at Emporia State University, Pittsburg State University and Fort Hays State University under exceptional circumstances. Prior to the degree approval process, the proposing regional university must provide the Board with a "Statement of Intent" to develop a professional practice degree program. The "Statement of Intent" will be posted on the New Program Alert System and forwarded to the Council of Chief Academic Officers and Council of Presidents for their respective review and recommendation to the Board. The "Statement of Intent" should be no more than two pages long. The "Statement of Intent" must demonstrate all three of the following:

(1) The proposed program will be distinct within the state university sector and/or align with professional association standards;

(2) The proposed program will be consistent with the Mission, Role, and Scope of the institution or justify why the proposal merits an exception; and

(3) The proposed program will be cost-effective and will not financially impact the quality of other programs.

Once the Board has approved the "Statement of Intent," the proposing regional university may submit a new academic program proposal for consideration.

ii. When any institution proposes a new professional practice degree program, the Board of Regents shall employ three external consultants selected by the President and Chief Executive Officer of the Board to review the requesting institution's ability to deliver the proposed program and to ensure that the proposed program is not unnecessarily duplicative of existing professional practice degree programs in the State. The criteria referenced in section A.7.d. shall be followed by the consultants in determining the quality of the proposed program. Before a final decision regarding the proposed professional practice degree program is rendered, the Council of Chief Academic Officers, the Council of Presidents and the Board shall review the consultants' report. All expenses of the special review shall be borne by the proposing institution. Cost of subsequent reviews related to deficiencies shall be borne by institutions found to have deficient areas. Institutions do not need to undergo consultant review to establish a professional practice degree program in an area of study with a previously Board-approved doctor's degree program.

i. Associate Degree Programs:

i. The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, with the exception of the associate in arts degree in general studies or liberal arts, as detailed in Chapter II.A.7.i.ii, the Board of Regents discourages the state

universities from offering associate degrees in academic or technical programs where the baccalaureate is available; provided, however, that the Board acknowledges that student demand and community needs may engender requests for associate degree programs, particularly in areas of technology education. Requests by state universities for associate level programs shall be considered through the new program approval process.

ii. Effective Summer 2023, Pittsburg State University and other state universities that do not offer an associate in arts degree in general studies or liberal arts shall be permitted to offer such degree in accordance with the following parameters:

(1) The associate in arts degree in general studies or liberal arts shall be limited to students pursuing a baccalaureate degree;

(2) Students shall not have an option to select the associate in arts degree in general studies or liberal arts as a stand-alone degree program;

(3) The associate in arts degree in general studies or liberal arts shall not require any new financial resources;

(4) The associate in arts degree in general studies or liberal arts is designed as a stackable credential that can be integrated into the student's chosen baccalaureate program;

(5) The associate in arts degree shall not extend beyond the general studies or liberal arts nomenclature to include nomenclature that would reflect a content-specific program offering (e.g., associate in arts in journalism);

(6) It is understood that the community college sector is the primary sector in Kansas for awarding the associate in arts degree. As such, the associate in arts degree in general studies or liberal arts at the state university shall be limited to a student who has not earned 30 or more hours of resident credit from at least one Kansas community college. In cases in which a student earned 30 or more hours of resident credit from at least one Kansas community college, the state university shall work with the Kansas community college from which the student earned 30 or more hours of resident credit to support the student in completing the associate in arts degree in general studies or liberal arts (or another associate degree, if applicable) through reverse transfer; and

(7) The State University President shall notify the Board President and Chief Executive Officer in writing before offering the associate in arts degree in general studies or liberal arts.

Act on Request for Revision to Kansas State University AY 2020–AY 2022 Performance Agreement

Summary and Recommendation

In accordance with K.S.A. 74-3202d, and the Board-approved Performance Agreements: Funding Guidelines, Kansas State University requests changes to the AY 2020 – AY 2022 Bridge Performance Agreement for the final reporting year of Academic Year (AY) 2022. Staff recommends approval.

May 30, 2023

Background

In 1999, the Kansas legislature adopted K.S.A. 74-3202d, which established improvement plans for public higher education institutions in Kansas and tied the awarding of new state funds to these improvement plans. These plans are commonly known as performance agreements. The Board of Regents is responsible for reviewing and approving performance agreements and for providing technical assistance to institutions as they develop, implement, and revise their performance agreements.

In June 2009, the Board Academic Affairs Standing Committee (BAASC) authorized institutions to submit requests for revisions to existing performance agreements at any time during the year. Institutions consult with staff on revisions. Per the *Performance Agreements: Funding Guidelines*, BAASC acts on the revision requests on behalf of the Board.

Prior to 2019, at least once every three years, institutions typically negotiated a new performance agreement with the Board. However, in 2019, when performance agreements were scheduled to be restructured, the Board approved the creation of bridge agreements, extending the AY 2017 – AY 2019 Performance Agreements an additional two years (to include AY 2020 and AY 2021) as the new strategic plan was still being created. Subsequently, in May 2021, BAASC approved adding one more year (AY 2022) on to the bridge agreements in anticipation of the work that would be done with the National Institute of Student Success the following summer and fall. Given the baselines of the original agreements date back to as early as 2012, it is reasonable to expect changes to indicators might be necessary.

Request

Kansas State University requests slight changes to Indicators 3 and 4, removing the ranking but maintaining the dollar amounts. The first request is to change Indicator 3 from "*Increase Rank for Total Research Expenditures*" to "*Increase Total Research Expenditures*." The second request is to change Indicator 4 from "*Increase Rank for Annual Giving*" to "*Increase Annual Giving*." The reason for these requests is that the external benchmarking data source, the University of Massachusetts, Amherst Center of Measuring University Performance, ceased operation. As such, the Center is no longer able to provide the Top American Research Universities reports that included the actual rankings. However, Kansas State University can continue to provide the dollar amounts that were used to determine the rankings. The result would be a comparison of the dollar amounts for Academic Year 2022 to the baseline average dollar amounts. The changes are highlighted on the following two pages.

Staff Recommendation

Staff recommends approval of these changes to the Kansas State University Performance Agreement for the final year, Academic Year 2022. If approved, these changes will become effective for the AY 2022 reporting year only, and BAASC will act on those performance reports in Fall 2023.

Kansas State University Bridge Performance Agreement AY 2020 - AY 2022			AY 2022 FTE: 17,694 Date: 5/11/2023					
Contact Person: Brian Niehoff Phone: 785-532-4797 email: niehoff@ksu.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**		**Reporting AY 2022 (SU21, FA21, SP22)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second year Retention rates	1 *KBOR data*	Fall 2012 Cohort: 3,081/3,794 = 81.2% Fall 2013 Cohort: 3,128/3,755 = 83.3% Fall 2014 Cohort: 3,077/3,688 = 83.4% **Baseline: 9,286/11,237 = 82.6%**						
2 Increase Number of Degrees and Certificates awarded	1 *KBOR data*	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 **Baseline: 5,060**						
3 Increase ~~Rank for~~ Total Research Expenditures	3	FY 2012: $154.9M~~, control rank = 71~~ FY 2013: $163.5M~~, control rank = 71~~ FY 2014: $169.9M~~, control rank = 70~~ **Baseline: ~~rank average = 70.7~~ $162.8M**						
4 Increase ~~Rank for~~ Annual Giving	3	FY 2012: $66.9M~~, control rank = 61~~ FY 2013: $75.4M~~, control rank = 56~~ FY 2014: $108.1M~~, control rank = 37~~ **Baseline: ~~rank average = 51.3~~ $83.5M**						
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013: 460 AY 2014: 514 AY 2015: 527 **Baseline: 500**						
6 Increase percent of degrees and certificates awarded in STEM fields	2 *KBOR data*	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.9% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) **Baseline: 38.3% (5,819/15,179)**						

Kansas State University Bridge Performance Agreement AY 2020 - AY 2022

Indicator 1:   Increase First to Second year Retention rates
Description: This indicator is the percent of full-time first-time freshmen who return to K-State for their second year. The data are submitted to the Kansas Board of Regents, and the retention rates are calculated by KBOR staff. This is one of K-State's key metrics for the K-State 2025 strategic plan.

Result:

Indicator 2:   Increase number of degrees and certificates awarded
Description: This indicator is a count of the number of degrees and certificates awarded during the year. The data are submitted to the Kansas Board of Regents and calculated by KBOR staff.

Result:

Indicator 3: Increase ~~Rank for~~ total research expenditures
Description: ~~This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the National Science Foundation. The final control rank is from the University of Massachusetts, Amherst Center for Measuring University Performance annual publication. This indicator is another key metric for the K-State 2025 strategic plan. These rankings usually reflect a 2-3 year lag.~~
This indicator is for total research expenditures from extramural funds awarded to K-State, as K-State reported to the National Science Foundation's (NSF) annual Higher Education Research and Development (HERD) survey. This indicator is another key metric for the K-State 2025 Strategic Plan.

Result:

Indicator 4: Increase ~~Rank for~~ annual giving
Description: ~~This indicator is the rank for the amount of expendable contributions (not endowed) made each year to the university through the K-State Foundation. Where endowed funds are placed into accounts and the university is able to spend only a portion of the interest earned on the money, expendable contributions are able to be used immediately, usually for purposes specified by the donor. The data (dollars and control rank) are from the University of Massachusetts, Amherst Center for Measuring University Performance annual publication.~~
This indicator is the amount of expendable contributions (not endowed) made each year to the university through the K-State Foundation. Where endowed funds are placed into accounts and the university is able to spend only a portion of the interest earned on the money, expendable contributions are able to be used immediately, usually for purposes specified by the donor. The data are from the K-State Foundation's annual report.

Result:

Indicator 5: Increase number of students from underrepresented groups receiving degrees
Description: This indicator is the count of degrees awarded to students from historically underrepresented groups during the year. The count includes both graduate and undergraduate degrees.

__Result:__

Indicator 6: Increase percent of degrees and certificates awarded in STEM fields
__Description:__ This indicator is calculated using the total number of degrees and certificates awarded in STEM fields (using the Kansas Board of Regents' definition of STEM fields) divided by the total of degrees and certificates awarded over an entire academic year. Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future. The metric is derived by KBOR staff from data provided by K-State.

__Result:__