

**KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS AGENDA**

**February 19, 2020
9:00 am – 9:50 am
or upon adjournment of SCOCAO
reconvene at noon**

The Council of Chief Academic Officers will meet in Suite 530 in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas 66612. The Committee will reconvene at noon for lunch in Suite 530.

I. Call to Order

David Cordle, Chair

- A. Approve Minutes from the January 15, 2020 meeting p. 3

II. Program Requests

A. First Reading

1. EdD in Community College Leadership – K-State p. 6
2. BS in Education, Early Childhood Unified: Birth-Kindergarten – PSU p. 17

B. Second Reading

1. Bachelor of Science in Integrative Physiology – K-State p. 24

III. Council of Faculty Senate Presidents Update

Greg Schneider, ESU

IV. Other Matters

- A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future
B. Discontinuation of the Early Childhood Unified: Birth through Third Grade Howard Smith, PSU
C. Academic Calendars AY 2022 – 2025 Daniel Archer
D. Discuss Topics for COCAO Breakfast on February 20, 2020 David Cordle, Chair

p. 33

V. Next COCAO Meeting – March 18th, 9am, at KUMC

- Approve minutes from February 19, 2020 meeting

VI. Adjournment

Date Reminders:

- February 20: COCAO Breakfast with the Board at 8:30 AM
- February 21: Program Review Report Deadline
- February 26: 17th Annual Capitol Graduate Research Summit
- March 4: Kansas Undergraduate Research Day at the Capitol

COUNCIL OF CHIEF ACADEMIC OFFICERS

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

| | | | |
|---------------------|---------|------------------|----------|
| David Cordle, Chair | ESU | Daniel Archer | KBOR |
| Jill Arensdorf | FHSU | Robert Klein | KUMC |
| Charles Taber | K-State | JuliAnn Mazachek | Washburn |
| Carl Lejuez | KU | Rick Muma | WSU |
| Howard Smith | PSU | | |

Council of Chief Academic Officers AY 2020 Meeting Schedule

| Meeting Dates | Location | Lunch Rotation | Institution Materials Due | New Program Requests due |
|--------------------|---|----------------|---------------------------|--------------------------|
| September 18, 2019 | Topeka | WSU | August 30, 2019 | July 19, 2019 |
| October 16, 2019 | <i>Conference Call for degree programs only</i> | | | |
| November 20, 2019 | Pittsburg State University | PSU | November 1, 2019 | September 20, 2019 |
| December 18, 2019 | Topeka | ESU | November 29, 2019 | October 18, 2019 |
| January 15, 2020 | Topeka | KU | December 27, 2019 | November 15, 2019 |
| February 19, 2020 | Topeka | FHSU | January 31, 2020 | December 20, 2019 |
| March 18, 2020 | KUMC | KUMC | February 28, 2020 | January 17, 2020 |
| April 15, 2020 | Kansas State University | KSU | March 27, 2020 | February 14, 2020 |
| May 20, 2020 | Topeka | Washburn | May 1, 2020 | March 20, 2020 |
| June 17, 2020 | Topeka | ESU | May 29, 2020 | April 17, 2020 |

**Council of Chief Academic Officers
MINUTES**

Wednesday, January 15, 2020

The January 15, 2020, meeting of the Council of Chief Academic Officers was called to order by Chair David Cordle at 9:12 a.m. The meeting was held in Suite 530, located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

| | | | |
|----------|---|--|---|
| Members: | David Cordle, ESU Howard Smith, PSU Carl Lejuez, KU | Jill Arensdorf, FHSU Rick Muma, WSU Michael Werle, KUMC | Charles Taber, K-State JuliAnn Mazachek, Washburn |
| Staff: | Daniel Archer Karla Wiscombe Erin Wolfram Cindy Farrier | Sam Christy-Dangermond Charmine Chambers Marti Leisinger | Amy Robinson April Henry Natalie Yoza |
| Others: | Elaine Simmons, Barton CC Steve Loewen, Flint Hills Tech Jean Redeker, KU Jennifer Ball, Washburn Heather Morgan, KACCT Kaye Monk-Morgan, WSU Erin Shaw, Highland CC Beth Ann Krueger, KCKCC Craig Harms, K-State | Kim Krull, Butler CC Cindy Hoss, Hutchinson CC Michael Werle, KUMC Linnea GlenMaye, WSU Jane Holwerda, Dodge City CC Greg Schneider, ESU Matt Pounds, NWK Tech Lori Winningham, Butler CC | Michelle Schoon, Cowley CC Brian Niehoff, K-State Mike Calvert, Pratt CC Joe McCann, Seward County CC Marlon Thornburg, Coffeyville CC Kevin Bracker, PSU Adam Borth, Fort Scott CC Kindle Holderby, ESU |

Chair David Cordle welcomed everyone.

Approval of Minutes

Howard Smith moved to approve the minutes of the December 18, 2019 meeting. Chuck Taber seconded the motion and the motion passed.

First Reading

K-State is requesting approval to offer a Bachelor of Science in Integrative Physiology. Chuck Taber discussed the program which will be in their Department of Kinesiology in the College of Health and Human Sciences. He noted that they have had increasing interest and demand in pre-professional health programs at the undergraduate level. This program will serve this need and focus on preparing students interested in a health science career that plan to go onto professional schooling. Chuck introduced Dr. Craig Harms, head of the Department of Kinesiology. Chuck noted they are not asking for any additional resources as they will utilize the existing faculty. The Committee presented no questions and action will be taken at the next meeting.

Second Reading

FHSU is requesting approval to offer a Master of Science in Athletic Training. The Committee heard a first reading in December, and no additional questions were presented.

Rick Muma moved to approve FHSU's request to offer a Master of Science in Athletic Training. Chuck Taber seconded the motion and the motion passed. This request will go to COPS for approval later in the morning.

Other Requests

The Committee was presented with four requests from K-State: three name changes and one request to create a new department.

Chuck gave an overview of the K-State request for approval to change the name of their Professional Science Masters in Applied Science and Technology to Professional Science Masters in Applied Biosciences. Jill Arensdorf motioned for the Committee to approve this request. Rick Muma seconded the motion and the motion passed.

Chuck gave an overview of the K-State request for approval to change the name of their Bachelor of Science in Athletic Training to the Bachelor of Science in Athletic Training and Rehabilitation Sciences. Chuck reminded the Committee this change is driven by accreditation needs. Howard Smith motioned for the Committee to approve this request. Carl Lejuez seconded the motion and the motion passed.

Chuck gave an overview of the K-State request for approval to create a new Department of Personal Financial Planning. This department will be in the College of Human Health and Sciences. Chuck noted they previously had this program housed in the School of Family Studies in Human Services within the College of Human Health and Sciences. Chuck stated this was not optimal for creating greater coherence and noted that turning a rapidly growing program into a department made sense to them. Rick Muma motioned for the Committee to approve this request. Jill Arensdorf seconded the motion and the motion passed.

Chuck gave an overview of the K-State request for approval to change the name of their Department of Interior Architecture and Product Design to the Department of Interior Architecture and Industrial Design. Chuck noted they are aligning the name of the department with the name of their new program that was recently approved. Howard Smith motioned for the Committee to approve this request. Carl Lejuez seconded the motion and the motion passed.

Council of Faculty Senate Presidents

Greg Schneider, ESU, presented an update. He stated they will meet later today and discuss the topics from their December breakfast with the Regents. Greg stated they are looking into ways universities will change over the next decade, specifically in reference to enrollment issues and the student population in Kansas. They will focus on future issues in higher education.

Other Matters

Michael Werle, KUMC, discussed moving forward with their Masters in Genetic Counseling. Michael stated they will be working with Children's Mercy Hospital, and they found there is a need for people to counsel patients on genetics. There is currently a six month wait to be counseled for genetic diseases. Michael asked about the process of getting the new program proposals and associated deadlines. He was directed to Sam as his contact to assist him through the process.

Charles Taber provided an update that the Inter-Institutional Memorandum of Understanding of Clinical Affiliation Site Cooperation held a meeting. At this meeting Dr. Sandra Bibb, Dean of Wichita State University, was elected Chair. He noted they will start to have regular meetings scheduled by Sandra.

Karla Wiscombe discussed graduate degrees and certificates offered for Concurrent Enrollment Partnership (CEP) instructors to become credentialed as required by the Higher Learning Commission (HLC). Karla sent an email out last week requesting institutions ensure their degree and certificate program information is accurate on the concurrent enrollment faculty qualifications KBOR webpage located at

https://www.kansasregents.org/academic_affairs/teacher_education_initiatives/concurrent-enrollment-faculty-qualifications. This information will be shared with the Concurrent Enrollment Teacher Credentialing Work and Advisory Group formed by MHEC. David Cordle stated the 18-hour packages ESU created are well put together and good offerings; however, they have not had the number of enrolled students that they thought they would. He believes the cost is an issue because the teachers that benefit from these programs can't generally afford the out of pocket expense of additional classes. Jill Arensdorf stated FHSU has similar issues, as well as issues with turnover from CEP instructors. Karla stated another issue to consider may be if the enrollment process is user friendly and asked if the teachers who just want the 18-hour package would have to do the same admissions process as they would for a Masters. The Committee looked at the KBOR webpage listed above and encouraged institutions to submit information to Erin or Amy to be updated. Karla noted that the more direct the links are the better for students when they search for options. Jill Arensdorf questioned if other concurrent enrollment subject areas should be added to this page. Karla responded that the areas listed are the most common where teachers were not qualified, and she noted she would provide that data in her next update.

Jill Arensdorf motioned for the Committee to recess until lunch. Rick Muma seconded the motion and the motion passed.

The Committee reconvened during lunch. No further business was discussed.

Adjournment

Jill Arensdorf motioned to adjourn the meeting. Rick Muma seconded the motion and the motion passed.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. 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.

February 19, 2020

I. General Information

A. Institution Kansas State University

B. Program Identification

| | |
|-------------------------------|---|
| Degree Level: | Doctoral |
| Program Title: | Community College Leadership |
| Degree to be Offered: | Doctor of Education (Ed.D.) in Community College Leadership |
| Responsible Department/Unit: | College of Education, Dept. of Educational Leadership |
| CIP Code: | 13.0407 |
| Modality: | Hybrid |
| Proposed Implementation Date: | Fall 2020 |

Total Number of Semester Credit Hours for the Degree: 90

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

III. Justification

The American Association of Community Colleges (AACC) indicates that there are approximately 1,200 community colleges in the U.S. enrolling more than 12 million students – nearly half of all undergraduates in the nation (American Association of Community Colleges, 2019). These institutions are led by a senior population of administrators who have expressed concern for a systematic plan of leadership succession. In 2018, AACC observed “...more than 50% of the presidents of colleges that award associate degrees reported that they anticipated stepping down within the next five years, yet only 21.2% of these colleges report having a succession plan in place” (AACC, 2018a). In 2018, an influential Gallup study reported that an increasing number (47%) of community college presidents agree there is a great need for a systematic path to prepare for the community college presidency (Jaschik & Lederman, 2018). The same study found that community college presidents were pessimistic about the prospects for leadership, as only 28% said they were impressed by the current talent pool and 31% expressed concern for too few women and minority candidates.

In response, Kansas State University has committed to migrating, revamping, and growing a prestigious national doctoral program with a proven track record in preparing entire cadres of new community college leaders. The program operated for many years within the University of Texas at Austin, in addition to a period of time at National American University (NAU). With approval of the Provost, the College of Education embarked on a plan to bring the program to K-State in the form of a new Ed.D. degree in Community College Leadership. This new degree complements the other doctoral degrees in the Department of Educational Leadership that aim to prepare P-12 principals, superintendents, and adult learning experts for leadership positions in business, industry, military, profit/nonprofit settings, and the professoriate. The proposed Ed.D. in Community College

Leadership will function under the John E. Roueche Center for Community College Leadership (approved by the Kansas Board of Regents in September 2019). Dr. Roueche, who directed the program at UT-Austin and NAU, has been hired to lead this new Ed.D. degree at K-State and to serve as its Executive Director. An associate and assistant director have also been hired to assist with the administration of the program.

Students who began at the previous institution offering the program have been allowed to transfer to K-State and join in an existing doctoral program. Once the new Ed.D. degree is approved, they will matriculate back into the Community College Leadership program. The program is offered using a local cohort model, and delivers courses in hybrid format. More than 50% of the courses will be offered online, with the remainder offered at sites around the country accessible to the local cohorts. Over 50 students have already enrolled at Kansas State University to pursue the community college emphasis, transferring from the previous institution. Current demand indicates the program will soon exceed 100 students. The program will utilize the model from the previous institutions in which capacity is added as local cohorts are enrolled around the country. The K-State College of Education and the leadership of the Roueche Center will be coordinating the program, course offerings, and hiring of qualified adjunct faculty for the program.

IV. Program Demand

A. Market Analysis

The market need for the proposed program rests on three assertions: (1) that the nation's 1,200 community colleges are and will remain essential elements of the higher education landscape in the U.S.; (2) that the current supply of individuals equipped with the knowledge and skills to provide senior leadership to community colleges is inadequate to meet increasing demands and lacking in diversity; and (3) that the mechanisms for preparing senior leaders for community colleges are insufficient to meet demand.

The first assertion, that community colleges are vital to higher education and central to the potential for higher education to impact society in positive ways, is supported by literature describing the historic and contemporary role of the institutions:

In a rapidly changing America and a drastically reshaped world, American community colleges have served as the people's colleges and the Ellis Island of American higher education. They have been the platform from which millions of low- and middle-income Americans have launched their dreams. They do the toughest work in American higher education. And they do some of the most important work in America. They have served our communities and our nation well, and they have done so for more than 100 years. Community colleges, an American invention, are one of the greatest assets of this nation in the task of creating a better future. (American Association of Community Colleges [AACCC], 2012)

Perceptions of the relevance and value of community college programs have only increased in recent years with the growth of employment opportunities for completers of two-year degrees and industry certifications (Strada and Gallup, 2018).

The second assertion, that the current supply of senior leaders with the requisite knowledge and skills is inadequate to meet increasing demands and lacking in diversity, is supported by research on senior leadership in higher education in general and community college leadership in particular.

The ability of higher education to flourish will require an expanded and more diverse pool of talented individuals who aspire to and are prepared for the college presidency. Developing and supporting these new leaders is urgent; at a time when thoughtful leadership is more consequential than ever, three trends suggest the need for immediate action: (1) the enormous turnover of college presidents and senior leaders resulting from a wave of retirements; (2) a shrinking pool of individuals interested in the presidency who hold positions that

traditionally precede the presidency; and (3) inadequate systems for preparing diverse and nontraditional candidates for the presidency. (Aspen Institute, 2017)

Indeed, the need for effective preparation of a diverse cadre of leaders at all levels of the community and technical colleges is critical as senior administrators and faculty, and those next in line, are retiring at record rates with the aging of the Baby Boomer population (Ashburn, 2007; Campbell, 2002; O’Banion, 2007; Shults, 2001; Weisman & Vaughan, 2007). In a national survey of Chief Academic Officers (CAOs) conducted by the American Council of Education in 2007, the mean age of all CAOs was 58.8 years; moreover, only 19% of the 1,715 CAOs who responded were age 50 and below, nearly 47% were between the ages of 51 and 60, and 33% were age 61 or older (Eckel, Cook, & King, 2009). As indicated in the previous section, more than half of community college presidents anticipate retiring within the next five years (AACC, 2018a), while more than one in four expressed pessimism about the prospects for leadership succession and nearly one-third expressed concern for too few women and minority candidates (Jaschik & Lederman, 2018).

The third assertion, that the mechanisms available for preparing the senior leaders needed by community colleges is insufficient to meet demand, is warranted by research on the preparation opportunities available. In 2012, approximately 60 university-based doctoral programs in educational leadership were operating in the nation, only 21 of which focused on community college leadership (Council for the Study of Community Colleges, 2012; Reille & Kezar, 2010). The programs focused on community college leadership have historically produced fewer than 50 graduates per year (O’Banion, 2007). Clearly, this low number of program graduates cannot meet the national demand for community college presidents and vice presidents.

The proposed program is explicitly designed to meet the needs of this market through an innovative delivery model that collaborates with community colleges to intentionally cultivate a diverse pool of aspiring senior leaders and prepare them via a program that is explicitly aligned to the contemporary needs of the field.

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

The College of Education and the Roueche Center have set dramatic and achievable enrollment goals for the new Ed.D. in Community College Leadership as seen in the table below.

| Year | Headcount Per Year | | Sem Credit Hrs Per Year | |
|----------------|--------------------|------------|-------------------------|------------|
| | Full- Time | Part- Time | Full- Time | Part- Time |
| Implementation | 0 | 55 | 0 | 1,155 |
| Year 2 | 0 | 45 | 0 | 2,100 |
| Year 3 | 0 | 50 | 0 | 2,985 |

VI. Employment

This degree proposal is aimed at developing senior leaders for community colleges, to specifically include leadership succession preparation for the roles of president and other executive roles such as vice presidents, deans, directors, and more. As noted in previous sections, there are more than 1,200 community colleges in the nation and more than 600 are expected to need new presidents within the next five years (AACC, 2018a, 2019). The actual employment history of graduates from this program provides evidence of the proposed degree’s potential to meet those needs and impact local, state, and national constituencies. The following table provides representative examples of positions held by graduates following completion of the program while it was based at its previous institutions:

| Position Title | Institution |
|-------------------|--|
| President and CEO | American Association of Community Colleges |
| President | Austin (TX) Community College |

| | |
|--------------------------|--|
| Executive Vice President | Austin (TX) Community College |
| Vice President | Austin (TX) Community College |
| Chancellor | Bossier Parish (LA) Community College |
| President | Bowling Green (KY) Technical College |
| President | Chandler-Gilbert (AZ) Community College |
| President | Cloud County (KS) Community College |
| President | Clover Park (WA) Technical College |
| Vice President | College of the Desert (CA) |
| President | Cuyahoga (OH) Community College |
| Vice President | Cuyahoga (OH) Community College |
| President | Del Mar (TX) Community College |
| President | Denver (CO) Community College |
| President | Garden City (KS) Community College |
| President | Green River (WA) College |
| Chancellor | Grossmont-Cuyamaca (CA) Community College District |
| President | Johnson County (KS) Community College |
| President | Kansas City (KS) Community College |
| President | Kingwood Campus, Lone Star (TX) College |
| Provost | Maricopa (AZ) Community Colleges |
| President | North Harris Campus, Lone Star (TX) College |
| President | Palomar (CA) College |
| President | Sinclair (OH) Community College |
| President | Southern Association of Colleges and Schools |
| President | Temple (TX) College |
| Chancellor | The Alamo Colleges (TX) District |
| President | University Park Campus, Lone Star (TX) College |
| President | Victoria (TX) College |
| Vice Chancellor | Wayne County Community College |
| President | Wichita (KS) Area Technical College |

VII. Admission and Curriculum

A. Admission Criteria

Because participants in most instances will be employer-selected, it is assured that participants will be well qualified by work experience and pre-identified for likely professional advancement. Participants also must satisfy Kansas State University's admission criteria, as the Department of Educational Leadership will require entrants to meet or exceed these standards:

- Completed application;
- Master's degree or higher from a regionally accredited institution in the U.S. or international institution recognized by the ministry of education or other appropriate government agency;
- Minimum cumulative GPA of 3.00 achieved for all previous graduate coursework;
- Official transcripts reflecting all academic work completed at baccalaureate and graduate levels from regionally accredited institutions;

- Current curriculum vita demonstrating three years of related professional experience;
- Personal and professional goal statements;
- Three signed letters of recommendation on letterhead from professionals who are familiar with the applicant's academic and leadership potential;
- Willingness to participate as a member of a cohort;
- Commitment to successfully completing all courses, practica, and field experiences in a prescribed calendar sequence to earn the degree.

B. Curriculum

Total credit hours earned in EdD program = 60, with an additional 30 semester credits transferred from master's degree.

Year 1: Fall

SCH = Student Credit Hours

| Course # | Course Name | SCH=6 |
|-----------|---|-------|
| EDACE 851 | The Historical and Contemporary Community College | 1 |
| EDACE 852 | Field Study: Historical and Contemporary Community College | 1 |
| EDACE 852 | Field Study The Historical & Contemporary Community College (var 1-2 credits; repeatable) | 1 |
| EDACE 853 | Access, Equity, and Success | 2 |
| EDACE 854 | Field Study: Access, Equity, and Success | 1 |

Year 1: Spring

| Course # | Course Name | SCH=6 |
|-----------|---|-------|
| EDACE 882 | Introduction to Educational Research | 2 |
| EDACE 883 | Field Study: Educational Research | 1 |
| EDACE 861 | Fostering Desired Culture: Fundamentals and Strategies for Organizational Development | 2 |
| EDACE 862 | Field Study: Organizational Development | 1 |

Year 1: Summer

| Course # | Course Name | SCH=9 |
|-----------|-----------------------------------|-------|
| EDACE 857 | Effective Leadership and Theory | 4 |
| EDACE 858 | Field Study: Effective Leadership | 1 |
| EDACE 859 | Effective Leadership Institute | 1 |
| EDACE 991 | Internship | 3 |

Year 2: Fall

| Course # | Course Name | SCH=6 |
|-----------|---|-------|
| EDACE 863 | Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes | 2 |
| EDACE 864 | Field Study: Enrollment to Outcomes | 1 |
| EDACE 855 | Aligning Vision, Planning, and Resources | 2 |
| EDACE 856 | Field Study: Planning and Resources | 1 |

Year 2: Spring

| Course # | Course Name | SCH=9 |
|-----------|--|-------|
| EDACE 920 | Educational Value Choices: Access, Equity, and Success | 2 |
| EDACE 921 | Field Study Access, Equity, and Success | 1 |
| EDACE 922 | Policy Formation for Public Process | 2 |

| | | |
|-----------|--|---|
| EDACE 923 | Field Study: Policy and Public Process | 1 |
| EDACE 924 | Effective Governance and Leadership | 2 |
| EDACE 925 | Field Study: Governance and Leadership | 1 |

Year 2: Summer

| Course # | Course Name | SCH=6 |
|-----------|--|-------|
| EDACE 926 | Leadership for Transformation | 2 |
| EDACE 927 | Field Study: Transformational Leadership | 1 |
| EDACE 928 | Designing a Comprehensive Plan for Success | 2 |
| EDACE 929 | Field Study: Plan for Success | 1 |

Year 3: Fall

| Course # | Course Name | SCH=6 |
|-----------|--|-------|
| EDACE 970 | Dissertation Development: Starting the Journey | 4 |
| EDACE 971 | Field Study: Dissertation Development I | 1 |
| EDACE 972 | Field Study: Dissertation Development II | 1 |

Year 3: Spring

| Course # | Course Name | SCH=6 |
|-----------|-----------------------|-------|
| EDACE 999 | Dissertation Research | 3 |
| EDACE 991 | Internship | 3 |

Year 3: Summer

| Course # | Course Name | SCH=6 |
|-----------|---|-------|
| EDACE 930 | Implementing Leadership Competencies | 2 |
| EDACE 931 | Field Study (Institute) Leadership Competencies | 1 |
| EDACE 999 | Dissertation Research | 3 |

| | |
|---|-----------|
| Total Number of Student Credit Hours in Program | 60 |
| Total Credit Hours transferred from Masters | 30 |
| Total Number of Student Credit Hours to Graduate | 90 |

VIII. Core Faculty

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

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 |
|-------------------------|--|----------------|------------------|---|-------------------------|
| CORE FACULTY | | | | | |
| John E. Roueche* | Senior Professor of Practice, Executive Director | Ph.D. | N | Founder of the original program, will serve as executive director for new Ed.D. program at KSU. | .9 |

| | | | | | |
|---|---|-----------------------|---|---|-----|
| Margaretta Mathis* | Professor of Practice and Senior Director | Ph.D. | N | Federal and state government relations, policy development, and national association management. | .9 |
| Terry O'Banion | Senior Professor of Practice | Ph.D. | N | Will serve as graduate faculty coordinator for the Roueche Center; | .9 |
| Jerry Johnson | Professor Department Chair | Ed.D. | Y | Department Head, 15% of his time will be spent on program | .15 |
| RELATED FACULTY | | | | | |
| Field-based instructors and supervisors (6 per cohort) | Cadre of Professors of Practice and other professional titles | Variously Ed.D. Ph.D. | N | The Ed.D. program utilizes nationally qualified field-based adjuncts who are successful senior leaders and CEOs in the community college world, all with terminal degrees. These leaders will teach some courses, supervise internships, serve as liaisons to partnership community college sites, and may serve as doctoral committee members. | .2 |

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

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

| A. EXPENDITURES | First FY | Second FY | Third FY |
|---|------------|------------|------------|
| Personnel – Reassigned or Existing Positions | | | |
| Faculty | - | - | - |
| Administrators (other than instruction time) | 91,980.27 | 91,980.27 | 91,980.27 |
| Graduate Assistants | - | - | - |
| Support Staff for Administration (e.g., secretarial) | - | - | - |
| Fringe Benefits (total for all groups) | 28,513.88 | 28,513.88 | 28,513.88 |
| Other Personnel Costs | - | - | - |
| Total Personnel Costs – Reassigned or Existing | 120,494.15 | 120,494.15 | 120,494.15 |
| Personnel – New Positions | | | |
| Faculty | 352,400.00 | 822,400.00 | 940,400.00 |
| Administrators (other than instruction time) | 248,200.00 | 248,200.00 | 248,200.00 |
| Graduate Assistants | - | - | - |

| | | | |
|--|--------------|--------------|--------------|
| Support Staff for Administration (e.g., secretarial) | 103,009.66 | 103,009.66 | 103,009.66 |
| Fringe Benefits (total for all groups) | 137,419.39 | 175,489.39 | 185,047.39 |
| Other Personnel Costs | - | - | - |
| Total Personnel Costs – New Positions | 841,029.05 | 1,349,099.05 | 1,476,657.05 |
| Start-up Costs – One-Time Expenses | | | |
| Library/learning resources | - | - | - |
| Equipment/Technology | 15,000.00 | 5,000.00 | 5,000.00 |
| Physical Facilities: Construction or Renovation | - | - | - |
| Other | - | - | - |
| Total Start-up Costs | 15,000.00 | 5,000.00 | 5,000.00 |
| | | | |
| Operating Costs – Recurring Expenses | | | |
| Supplies/Expenses | 97,500.00 | 162,500.00 | 260,000.00 |
| Library/learning resources | 1,500.00 | 2,500.00 | 4,000.00 |
| Equipment/Technology | 1,000.00 | 1,666.67 | 2,666.67 |
| Travel | 50,000.00 | 83,333.35 | 133,333.36 |
| Other | 163,480.00 | 260,770.00 | 357,620.00 |
| Total Operating Costs | 313,480.00 | 510,770.02 | 757,620.03 |
| | | | |
| GRAND TOTAL COSTS | 1,290,003.20 | 1,985,363.22 | 2,359,771.23 |

| B. FUNDING SOURCES (projected as appropriate) | Current | First FY (New) | Second FY (New) | Third FY (New) |
|--|---------|-------------------|--------------------|-------------------|
| Tuition / State Funds | | 1,097,250.00 | 1,995,000.00 | 2,835,750.00 |
| Student Fees | | - | - | - |
| Other Sources | | 28,875.00 | 52,500.00 | 74,625 |
| GRAND TOTAL FUNDING | | 1,126,125.00 | 2,047,500.00 | 2,910,375.00 |
| | | | | |
| C. Projected Surplus/Deficit (+/-) (Grand Total Funding minus Grand Total Costs) | | -163,878.20 | +62,136.78 | +550,603.77 |

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

A portion of the current Educational Leadership faculty will be used to support the new program.

- Administrator expenditure calculations are based upon 50% of one 9-month tenured faculty salary, 15% of one 12-month department head salary, and 10% of one 9-month non-tenured faculty salary.
- Fringe is calculated at 31% of the specified salary expenditures.

Personnel – – New Positions

This is an executive leadership program that competes in costly national markets. The program requires additional resources to attract reputable faculty who demand higher salaries.

- Faculty expenditure calculations are based on the cost of one new 12-month faculty member (Senior Professor of Practice) plus adjunct salaries. Adjunct faculty salaries are based upon the number of predicted cohorts and corresponding field-based instructor needs (three cohorts/18 field-based instructors in year one, five cohorts/30 field-based instructors in year two, and eight cohorts/48 field-based instructors in year three) and the cost of adjunct faculty to serve on committees.
 - Year 1:
 - Full time faculty: \$112,400
 - Adjunct faculty: \$240,000
 - Year 2:
 - Full time faculty: \$112,400
 - Adjunct faculty: \$710,000
 - Year 3:
 - Full time faculty: \$112,400
 - Adjunct faculty: \$828,000
- Administrator expenditure calculations are based upon the cost of two new 12-month administrators (Senior Professors of Practice).
- Support Staff expenditure calculations are based upon two new 12-month staff positions (one Assistant Director and one Office Specialist III).
- Fringe is calculated at 31% of the specified salary expenditures.

Note: program intent calls for additional tenure-track faculty based on enrollment performance.

Start-up Costs – One-Time Expenses

Start-up costs include initial investments for technology and equipment. Year one includes the cost of technology and equipment purchases for new personnel, and years two and three include estimated costs for maintenance.

Operating Costs – Recurring Expenses

Built on a cohort model delivering high quality executive programming on community college campuses across the nation, this initiative requires additional resources to remain competitive. Program delivery includes cohort-based institutes delivered at off-campus locations. Significant investment in rental space and travel for field-based instructors for face to face course sessions will be required. Other operating costs include estimated faculty and staff service center investments for university services. These resources are critical to support the curriculum and delivery of the program.

B. Revenue: Funding Sources

Tuition and fee structure will be sufficient to adequately fund the program after the one-year investment by the College of Education. Tuition includes course materials, fees, books, distance education software, thesis work, etc. The proposed tuition rate for the program is \$975 per student credit hour (including \$25 Global Campus administration fee).

Revenue calculations for are based upon the SCH data reported in section V and the \$975 per SCH rate—specifically, the *Tuition/State funds* amounts are based upon \$950 per SCH for tuition/fees and the *Other Sources* amounts are based upon \$25 per SCH for Global Campus administration fees.

C. Projected Surplus/Deficit

The stimulus for this terminal degree initiative relates to an urgent need for a formal and sustained leadership succession program for the nation's 1,200+ community colleges. Many community college presidents and other senior leaders are nearing retirement, and the measurable supply of new top-quality leaders is both unclear and unorganized absent this initiative. The target student audience is, in almost all cases, employees of community colleges who have been singled out by their respective institutions for hiring to nearby or eventual leadership roles. The need is so significant that in many cases these students' tuition is partially or completely supported by their respective schools. By accepting the challenge to prepare a new generation of doctoral graduates, K-State is perfectly positioned to impact a large number of the more than 1,200 community colleges in the nation. After a one-year investment, the program will be self-supported by tuition generated by the program.

XI. Program Review, Assessment, and Accreditation

The Ed.D. in Community College Leadership will be subject to multiple and continuous reviews, including internal reviews by Kansas State University's Graduate School; program and budget reviews by the College of Education; program oversight and maintenance by the Department of Educational Leadership; and external reviews including by the Kansas Board of Regents. The Roueche Center further plans to create a national community college advisory board. All facets of the new Ed.D. degree in Community College Leadership will report to the Dean of Education and the Chair of the Department of Educational Leadership. Student reviews will be required as well, including but not limited to surveys at points during and at conclusion of their degree programs to help faculty make improvements. Data from surveys and student assessments will be aggregated, reported, and used for adjustments. Student learning outcomes (SLO) based on the College of Education's Conceptual Framework and the *2018 AACCCompetencies for Community College Leaders* (AACCC, 2018b) will be used to assess program effectiveness. The program will be subject to the external requirements of the Higher Learning Commission (HLC) as part of the university's HLC accreditation process.

XII. Notes

- American Association of Community Colleges (2012, April). *Reclaiming the American dream: A report from the 21st Century Commission on the future of community colleges*. Washington, DC: Author.
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- Jaschik, S., & Lederman, D. (2018). *The Inside Higher Ed survey of college and university presidents*. Washington, DC: Gallup.
- O'Banion, T. (2007). Crisis and calamity in the community college. *Community College Journal*, 77(3), 44-47.
- Reille, A., & Kezar, A. (2010). Balancing the pros and cons of community college "grow-your-own" leadership programs. *Community College Review*, 38(1), 59-81.
- Shults, C. (2001). *The critical impact of impending retirements on community college leadership*. Washington, DC: American Association of Community Colleges.
- Strada Education Network and Gallup, Inc. (2018). *From college to life: Relevance and the value of higher education*. Washington, DC: Author.
- Weisman, I.M., & Vaughan, G.B. (2007). *The community college presidency: 2006*. Washington, DC: American Association of Community Colleges.

The ECU: Birth – Kindergarten program will include courses from the Child Development program that currently exist and the courses in the existing Early Childhood Special Education minor. We also include Teacher Education courses needed for the license. This degree will now open the full range of employment options to our students including four-year-old at-risk preschool programs.

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

A. Survey of Student Interest

| | |
|---|-----|
| Number of surveys administered: | 40 |
| Number of completed surveys returned: | 36 |
| Percentage of students interested in program: ... | 50% |

Over the past five years we have surveyed our students regularly about their interest in the department pursuing the Early Childhood Unified: Birth – Kindergarten program. Overall the results have been consistent with the results above in that about 50% have indicated an interest in the program. We have also surveyed those students in the old Early Childhood Unified: Birth – Third Grade program and the results indicated that about 50% would have an interest in the ECU: Birth – Kindergarten program if it were offered. Additionally, about 50% of our Child Development graduates have indicated an interest in the ECU: Birth – Kindergarten program to add to their credentialing.

B. Market Analysis

With the discontinuation of the ECU: Birth – Third Grade there is a gap in licensure programs in southeast Kansas for preparing these professionals. This program will address that need. The Occupational Outlook Handbook identifies that the early childhood professional job outlook is growing faster than average with an increase of jobs at 7%. That does not even consider that more school districts are expanding their early childhood programming as the P – 20 (public education covering preschool through college with attention to smoothing out transitions) philosophy of education is seeing more adoption. Because this is a unified degree (meaning that it includes Early Childhood Special Education) there is a greater demand for individuals with this educational preparation. Early childhood experiences lay the foundation for a child’s future academic success. The three markers of high-quality early childhood programs are a high level of educational preparation by the teachers, low staff turnover and high levels of teacher pay. Providing teachers with this level of preparation to teach significantly impacts the growth of high-quality early childhood programs in the state.

The programs currently approved by the Kansas State Department of Education to offer the Early Childhood Unified: Birth – Kindergarten license are Kansas State University and the University of Kansas. Emporia State University offers this license but only at the graduate level. Pittsburg State’s program has been approved but it is awaiting final Board of Regents’ approval. The program at Pittsburg State University also serves the region including Southwest Missouri, Northwest Arkansas and Northeast Oklahoma. There are no other comparable programs in those areas.

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

| Year | Headcount Per Year | | Sem Credit Hours Per Year | |
|----------------|--------------------|------------|---------------------------|------------|
| | Full- Time | Part- Time | Full- Time | Part- Time |
| Implementation | 10 | 0 | 310 | 0 |
| Year 2 | 10 | 0 | 620 | 0 |
| Year 3 | 10 | 0 | 930 | 0 |

VI. Employment

This program prepares professionals to meet the learning and developmental needs of all infant, toddler, preschool and kindergarten-age children, including those at-risk for and with disabilities. This is done through an interdisciplinary approach that integrates developmentally appropriate child development, early education and early childhood special education strategies for young children and their families.

The program content knowledge and performance goals are aligned with the Kansas Teacher Licensure Standards for the ECU: Birth through Kindergarten (age 6) content area and the professional education standards. The proposed program was submitted to the Kansas State Department of Education for review and was approved as a program during the Spring 2019 review.

Students graduating with this degree will be able to work in programs serving infants through kindergarten that require a teaching license. From the KSDE document “Who Can I Hire as a Teacher/Early Interventionist?” (March 2015) those with the ECU: Birth – K degree can be hired in Parents-As-Teachers, State Pre-K (4 year old at risk) classroom teachers, Kansas Preschool Program classroom teachers, Early Childhood Special Education, and Kindergarten classroom teachers. They will also be able to work in programs that do not require licensure.

VII. Admission and Curriculum

A. Admission Criteria

Admittance to Teacher Education by applying and having met the following academic standards.

1. Cumulative GPA = 2.80
2. In-Major GPA = 3.00 with no grade below a “C”
3. Completion of All courses listed under Family & Consumer Sciences, Education, Psychology & Lab Experiences.
4. Completion of a minimum of 100 credit hours.
5. A grade of “C” or higher in 1. FCS 285: Lifespan Human Development; 2. PSYCH 357: Educational Psychology; 3. FCS 390: Interacting with Children & FCS 391: Practicum (preschool lab)
6. At least 6 hours of resident credit at Pittsburg State University.

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

| Course # | Course Name | SCH.... |
|-----------|---------------------------------|---------|
| UGS 150 | Gorilla Gateway | 2 |
| FCS 100 | Career Management in FCS | 1 |
| ENGL 101 | English Composition | 3 |
| WGS 200 | Introduction to Women’s Studies | 3 |
| MATH 204 | Math for Education I | 3 |
| PSYCH 155 | General Psychology | 3 |
| | | 15 |

Year 1: Spring

| Course # | Course Name | SCH.... |
|----------|----------------------------|---------|
| SOC 100 | Intro to Sociology | 3 |
| COMM 207 | Speech Communication | 3 |
| FCS 285 | Lifespan Human Development | 3 |

| | | |
|-----------|---|----|
| ART 311 | Art Education | 3 |
| HHP 150 | Lifetime Fitness | 1 |
| MUSIC 140 | Children's Music or EDUC 321 Methods of Creative Expression | 3 |
| | | 16 |

Year 2: Fall

| Course # | Course Name | SCH.... |
|----------|---|---------|
| FCS 290 | Introduction and Overview of Childhood Programs | 3 |
| BIO 113 | Environmental Life Science | 4 |
| FCS 230 | Consumer Education and Personal Finance | 3 |
| ENGL 299 | Introduction to Research Writing | 3 |
| | Elective | 3 |
| | | 16 |

Year 2: Spring

| Course # | Course Name | SCH.... |
|----------|---------------------------|---------|
| EDUC 261 | Explorations in Education | 3 |
| FCS 203 | Nutrition & Health | 3 |
| FCS 390 | Interacting with Children | 3 |
| FCS 391 | Practicum (preschool lab) | 1 |
| HHP 260 | First Aid/CPR | 2 |
| | Elective | 3 |
| | | 15 |

Year 3: Fall

| Course # | Course Name | SCH.... |
|-----------|---|---------|
| EDTH 3300 | Technology for the Classroom | 3 |
| FCS 490 | Developmental Planning | 3 |
| FCS 491 | Preschool Lab | 1 |
| FCS 590 | Development of the Child: Birth – Age 8 | 3 |
| SPED 450 | Methods Preschoolers with Disabilities | 2 |
| | Elective | 3 |
| | | 15 |

Year 3: Spring

| Course # | Course Name | SCH.... |
|----------|---|---------|
| EDUC 322 | Early Literature/Language Development | 2 |
| EDUC 323 | Literature for Young Children | 1 |
| FCS 392 | Infant/Toddler Development | 3 |
| FCS 591 | Supervised Student teaching - Preschool | 5 |
| SPED 350 | Methods Infant/Toddlers with Disabilities | 2 |
| SPED 511 | Overview of SPED, Birth – 6 th Grade | 3 |
| | | 16 |

Year 4: Fall

| Course # | Course Name | SCH.... |
|----------|---------------------------------------|---------|
| EDUC 307 | Clinical Experience | 1 |
| FCS 470 | Professional & Social Skills | 3 |
| EDUC 366 | Primary English Lang Arts W/Practicum | 4 |

| | | |
|----------|----------------------------------|----|
| FCS 480 | Dynamics of Family Relationships | 3 |
| PSYC 357 | Educational Psychology | 3 |
| | | 14 |

Year 4: Spring

| Course # | Course Name | SCH.... |
|----------|---|---------|
| SPED 560 | Assessment of Young Children | 3 |
| EDUC 464 | Foundations of Measurement & Evaluation | 3 |
| FCS 690 | Parent/Professional Relationships | 3 |
| EDUC 345 | TP: Internship-Kindergarten | 3 |
| FCS 572 | Senior Seminar | 1 |
| | | 13 |

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 |
|--------------------|---------------------|----------------|------------------|------------------------------------|-------------------------|
| *Amber Tankersley | Associate Professor | Ph.D. | Y | Early Childhood Education | .25 |
| Duane Whitbeck | Professor | Ed.D | Y | Child Development/ Early Education | .1 |
| Kari Cronister | Instructor | M.S. | N | Child Development | .25 |
| Shawnee Hendershot | Assistant Professor | Ph.D | Y | Child Development | .25 |
| Marti York | Associate Professor | Ed.D | Y | Early Childhood Special Education | .25 |
| | | | | | |

Number of graduate assistants assigned to this program 0

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

| A. EXPENDITURES | First FY | Second FY | Third FY |
|--|-----------------|-----------------|-----------------|
| Personnel – Reassigned or Existing Positions | | | |
| Faculty | \$52,221 | \$53,264 | \$54,331 |
| Administrators (<i>other than instruction time</i>) | \$10,800 | \$11,124 | \$11,457 |
| Graduate Assistants | 0 | 0 | 0 |
| Support Staff for Administration (<i>e.g., secretarial</i>) | \$3,584 | \$3,691 | \$3,802 |
| Fringe Benefits (<i>total for all groups</i>) | \$12,282 | \$12,554 | \$12,834 |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – Reassigned or Existing | \$78,887 | \$80,633 | \$82,424 |

| | | | |
|---|----------|----------|----------|
| | | | |
| Personnel – New Positions | | | |
| Faculty | | | |
| Administrators (<i>other than instruction time</i>) | | | |
| Graduate Assistants | | | |
| Support Staff for Administration (<i>e.g., secretarial</i>) | | | |
| Fringe Benefits (<i>total for all groups</i>) | | | |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – New Positions | 0 | 0 | 0 |
| Start-up Costs - One-Time Expenses | | | |
| Library/learning resources | | | |
| Equipment/Technology | | | |
| Physical Facilities: Construction or Renovation | | | |
| Other | | | |
| Total Start-up Costs | 0 | 0 | 0 |
| | | | |
| Operating Costs – Recurring Expenses | | | |
| Supplies/Expenses | \$500 | \$500 | \$500 |
| Library/learning resources | | | |
| Equipment/Technology | | | |
| Travel | \$1,000 | \$1,000 | \$1,000 |
| Other | | | |
| Total Operating Costs | \$1,500 | \$1,500 | \$1,500 |
| | | | |
| GRAND TOTAL COSTS | \$80,387 | \$82,133 | \$83,924 |

| B. FUNDING SOURCES (<i>projected as appropriate</i>) | Current | First FY (New) | Second FY (New) | Third FY (New) |
|---|---------|-------------------|--------------------|-------------------|
| Tuition / State Funds | | \$73,380 | \$150,440 | \$231,300 |
| Student Fees | | | | |
| Other Sources | | | | |
| GRAND TOTAL FUNDING | | \$73,380 | \$150,440 | \$231,300 |
| | | | | |
| C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs) | | -\$7,007 | \$68,307 | \$147,376 |

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All faculty are currently employed by the department of Family & Consumer Sciences or the department of Teaching and Learning at Pittsburg State University. Because all of the courses are currently being taught and they are taken by students in other programs, by including these students in the courses, it will replace those lost through the discontinuation of the ECU: Birth – Third Grade programs and will maximize the current capacity of each course. Therefore, there is not an increased percent of faculty time other than the increase in students enrolled in the courses.

Personnel – New Positions

None

Start-up Costs – One-Time Expenses

None

Operating Costs – Recurring Expenses

None

B. Revenue: Funding Sources

Funding for the program will be through tuition and student fees. Calculations were made by multiplying credit hours by tuition.

Calculations

Student Credit Hours

YR1: 10 students x 31 credit hours= 310 credit hours

YR2: 10 students x 31 credit hours= 310 credit hours

10 students x 31 credit hours= 310 credit hours

620 credit hours

YR3: 10 students x 31 credit hours= 310 credit hours

10 students x 31 credit hours= 310 credit hours

10 students x 31 credit hours= 310 credit hours

930 credit hours

Tuition/Fees

YR1: 10 students @ full time rate (\$3669) x 2 semesters = \$73,380

YR2: 20 student @ full time rate (\$3761- 2.5% increase) x 2 semesters = \$150,440

YR3: 30 students @ full time rate (\$3855 – 2.5% increase) X 2 semesters = \$231,300

C. Projected Surplus/Deficit

There are no new expenses for this degree as our listed faculty are currently already teaching the courses listed for this degree. The estimated expenses do not necessarily reflect “new expenses”. Therefore, any new students to the university who enroll in this degree would generate additional surplus revenue.

XI. References

Bureau of Labor Occupational Outlook Handbook, Preschool Teachers.

<https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm>

Who can I Hire as a Teacher / Early Interventionist. (2015). Early Childhood, Special Education and Title Services, Kansas State Department of Education.

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.

February 19, 2020

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level: Bachelor's
Program Title: Integrative Physiology
Degree to be Offered: Bachelor of Science in Integrative Physiology
Responsible Department or Unit: Department of Kinesiology/College of Health and Human Sciences
CIP Code: 26.0901
Modality: Face-to-Face
Proposed Implementation Date: August, 2020

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites (Not applicable)

III. Justification

The Kinesiology Department at Kansas State University currently offers one degree, a Bachelor of Science, in Kinesiology. Our students have diverse career aspirations, however, with the three most popular areas being Health Science Pre-Professional, Applied Exercise, and Physical Activity Health Promotion from student surveys. The majority of our students are interested in a career in a health profession (e.g., medicine, physical therapy, physician assistant, nursing, occupational therapy, etc.). While our degree has been successful in preparing students for professional schools (primarily due to the expertise and disciplines of our faculty), we believe that adding a degree that specifically prepares students for health careers would be very attractive and beneficial for students.

The intent of the B.S. in Integrative Physiology (IP) degree is to create a program specifically for students interested in health careers and to better prepare them for health professional schools. Our current B.S. in Kinesiology degree will still be offered for students who are interested in a general kinesiology curriculum, with a core focus on applied exercise and exercise behavior. The IP curriculum will add depth and breadth to prepare students for different health career paths, with a selection of upper-level courses designed to meet the requirements of their respective health discipline. The core curriculum in the IP degree will require students to take courses focused on the four major systems within the body (cardiovascular, pulmonary, neural, skeletal muscular), and on how these systems interact with each other in health and disease. Systems physiology has consistently served as the foundation for health profession preparation. The unrestricted elective options in this degree will allow students to enroll in courses outside of Kinesiology to fulfill necessary requirements, depending on their specific career aspirations, and make the program more interdisciplinary. Through the

rigorous, system-based curriculum of the IP degree, students will be prepared for health professional schools, as well as careers as biomedical scientists, physiotherapists, medical sales representatives, clinical scientists, research associates and other physiologically based health professions. We currently have seven tenured/tenure track physiologists in our department who teach and conduct research in physiology (health and disease, including heart failure, cancer, asthma, diabetes, etc.) that forms the backbone of this degree. Therefore, no additional faculty would be required to initiate this degree.

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

A. Survey of Student Interest

| | |
|---|-----|
| Number of surveys administered: | 676 |
| Number of completed surveys returned: | 462 |
| Percentage of students interested in program: ... | 85% |

In December 2018 we polled all our current Kinesiology students (n=676) and asked which area of Kinesiology they were pursuing (i.e., Health Science Pre-Professional, Applied Science, Physical Activity Health Promotion). The majority of those who responded stated Health Science Pre-Professional (85%; n=394). This Integrative Physiology degree is designed specifically towards those students interested in the Health Science Pre-Professional track.

B. Market Analysis

The bachelor’s degree in Integrative Physiology at Kansas State University from the Department of Kinesiology was designed to recruit and train students specifically interested in health careers. The Integrative Physiology program incorporates the fundamentals of systems physiology as an independent major to train physiologists. This differs from common core in most Kinesiology/Exercise Science degrees, which focus on biomechanics, rehabilitative exercise, health promotion, exercise testing and prescription. Students in the IP program could take additional courses in exercise physiology which, when combined with the systems based courses of the IP degree, would make them competent as exercise physiologists. Therefore, for the IP degree, market analyses were performed for both “Physiologists” and “Exercise Physiologists” to incorporate career options for students with this standalone degree (i.e., those that do not pursue post-graduate health professions).

- 1) Careers in physiology and exercise physiology are projected to grow at around 10% on average, from 2018-2028 according to the Occupational Outlook Handbook from the US Department of Labor (Bureau of Labor Statistics). This includes health care and biomedical science related positions, for which students with the IP degree would be qualified, such as exercise physiologist (10% growth), cardiovascular/vascular specialists (14% growth), clinical laboratory technician (11% growth), and biological scientist (7% growth) (Bureau of Labor Statistics).
- 2) Demand for a Bachelor of Science in Integrative Physiology is strong. For example, at the University of Colorado-Boulder, a bachelor’s degree in Integrative Physiology was first offered in 2003 and now is the largest major at that institution with over 2,000 undergraduates. (University of Colorado – Boulder).
- 3) There are no “physiology” bachelor level programs offered across Kansas Regents institutions (Kansas Board of Regents). While there are degrees in Exercise Science at University of Kansas, Pittsburg State University, and Wichita State University, these are similar to the K-State degree in Kinesiology. The core emphasis of such degrees is on biomechanics, exercise testing and prescription, personal training, strength and conditioning, fitness management, and sport, recreation and commercial promotion. The IP degree does not incorporate core areas overlapping any of these aforementioned emphases of Exercise Science/Kinesiology programs. Any overlap of exercise physiology or health promotion is at the lower level with one introductory course in these two areas. The degree in integrative physiology offers core classes focused entirely on the anatomy and physiology of specific bodily systems (cardiac, cardiovascular,

pulmonary, neural, skeletal/muscular, etc.) in health. Further, upon how these systems are functionally integrated to optimize health, and how disease disrupts this integration leading to morbidity/mortality.

- 4) Our search showed no bachelor level degrees in Integrative Physiology offered at any Big 12 University. Across the United States, there are three institutions, that we are aware of, offering a bachelor level degree in “Integrative Physiology” (Univ. of Nevada at Las Vegas, Univ. Colorado-Boulder, and Alma College).
- 5) ZipRecruiter reports that a degree in physiology offers an average salary of \$52,589 (ZipRecruiter).

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

| Year | Headcount Per Year | | Sem Credit Hrs Per Year | |
|----------------|--------------------|-------------------|-------------------------|------------|
| | Full- Time NEW | Part- Time NEW | Full- Time | Part- Time |
| Implementation | 20 | | 600 | |
| Year 2 | 35 | | 1,630 | |
| Year 3 | 50 | | 3,135 | |

VI. Employment

As noted above in the Market Analysis, the U.S. Department of Labor Bureau of Labor Statistics reported the job growth outlook for a bachelor’s degree in integrative physiology is projected to range between 7-14% for the 2018-2028 time frame (Bureau of Labor Statistics). This includes positions of physiologists, biological scientists, laboratory technicians, exercise physiologists, and other related positions. The growth of such positions is above average compared to other job categories.

VII. Admission and Curriculum

D. Admission Criteria

University Admission Requirements:

Complete the precollege curriculum with at least a 2.0 GPA (2.5 for non-residents) **AND** achieve one of the following:

- A 21 or higher composite score on the ACT assessment **OR**
- A 1060 or higher on the SAT ERW+M if taken after March 2016 **OR**
- A 980 or higher on the SAT CR + M if taken before March 2016 **OR**
- Rank in the top third of your graduating class,
- **AND**, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

E. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

| Course # | Course Name | SCH = 14 |
|--------------|--|----------|
| KIN 220 | Biobehavioral Bases of Physical Activity | 4 |
| BIOL 198 | Principles of Biology | 4 |
| PSYCH 110 | General Psychology | 3 |
| ENGL 100 | Expository Writing I | 3 |
| | | |

Year 1: Spring

| Course # | Course Name | SCH = 16 |
|-----------|--|----------|
| ECON 110 | Principals of Macroeconomics | 3 |
| MATH 100 | College Algebra | 3 |
| SOCIO 211 | Introduction to Sociology | 3 |
| ENGL 200 | Expository Writing II | 3 |
| KIN 310 | Measure & Research Techniques in Kinesiology | 4 |

Year 2: Fall

| Course # | Course Name | SCH = 15 |
|-----------|---|----------|
| COMM 106 | Public Speaking I | 3 |
| KIN 360 | Anatomy and Physiology (or BIOL 341 & BIOL 342) | 8 |
| STATS 325 | Introduction to Statistics | 3 |
| GNHE 210 | Foundations of Human Ecology | 1 |
| | | |

Year 2: Spring

| Course # | Course Name | SCH = 14 |
|----------|-----------------------------|----------|
| KIN 335 | Physiology of Exercise | 4 |
| KIN 336 | Physiology of Exercise Lab | 1 |
| KIN 345 | Exercise Behavioral Science | 5 |
| CHM 210 | Chemistry I | 4 |
| | | |

Year 3: Fall

| Course # | Course Name | SCH = 16 |
|----------|---|----------|
| | *Foundations in Integrative Physiology Course | 3 |
| | Integrative Physiology Elective | 3 |
| FNDH 400 | Human Nutrition | 3 |
| | **Unrestricted Elective | 4 |
| | **Unrestricted Elective | 3 |

Year 3: Spring

| Course # | Course Name | SCH = 15 |
|----------|---|----------|
| | *Foundations in Integrative Physiology Course | 3 |
| | Humanities Elective | 3 |
| | Humanities Elective | 3 |
| | **Unrestricted Elective | 3 |
| | **Unrestricted Elective | 3 |

Year 4: Fall

| Course # | Course Name | SCH = 15 |
|----------|---|----------|
| | *Foundations in Integrative Physiology Course | 3 |
| | Integrative Physiology Elective | 3 |

| | | |
|--|-------------------------|---|
| | **Unrestricted Elective | 3 |
| | **Unrestricted Elective | 3 |
| | **Unrestricted Elective | 3 |

Year 4: Spring

| Course # | Course Name | SCH = 15 |
|----------|---|----------|
| | *Foundations in Integrative Physiology Course | 3 |
| | Kinesiology Elective | 3 |
| | **Unrestricted Elective | 3 |
| | **Unrestricted Elective | 3 |
| | **Unrestricted Elective | 3 |

*Foundations in Integrative Physiology courses (students will take four of the five):

KIN 601 – Cardiorespiratory Physiology

KIN 603 – Cardiovascular Physiology

KIN 605 – Physiology Topics

KIN 607 – Muscle Physiology

KIN 611 – Neurological Physiology

**Unrestricted Electives: The program targets students seeking health careers, such as medicine, physical therapy, occupational therapy, nursing, physician assistant, and others. The student is advised and encouraged to use the unrestricted electives to extend their learning through specific courses in Kinesiology, Biology, Chemistry, and Biochemistry, as well as courses in Sociology, Psychology, History, Philosophy, and others pertinent to health careers.

Total Number of Semester Credit Hours 120

VIII. Core Faculty

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 |
|--------------|------------------|----------------|------------------|--|-------------------------|
| Carl Ade | Assist Professor | Ph.D. | Y | Cardiovascular and Translational Physiology | 0.20 |
| Tom Barstow | Professor | Ph.D. | Y | Muscle Physiology | 0.20 |
| Brad Behnke | Professor | Ph.D. | Y | Cardiovascular Physiology | 0.20 |
| Steven Copp | Assist Professor | Ph.D. | Y | Neurophysiology | 0.20 |
| Craig Harms | Professor | Ph.D. | Y | Cardiopulmonary Physiology | 0.10 |
| Tim Musch | Professor | Ph.D. | Y | Cardiovascular Physiology | 0.15 |
| David Poole | Professor | Ph.D., D.Sc. | Y | Cardiorespiratory and Comparative Physiology | 0.15 |

Number of graduate assistants assigned to this program 5

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 | \$149,670 | \$152,663 | \$155,717 |
| Administrators (<i>other than instruction time</i>) | | | |
| Graduate Assistants | \$75,000 | \$75,000 | \$75,000 |
| Support Staff for Administration (<i>e.g., secretarial</i>) | \$3,284 | \$3,350 | \$3,417 |
| Fringe Benefits (<i>total for all groups</i>) | \$68,386 | \$69,713 | \$71,107 |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – Reassigned or Existing | \$296,340 | \$300,726 | \$305,241 |
| | | | |
| Personnel – – New Positions | | | |
| Faculty | | | |
| Administrators (<i>other than instruction time</i>) | | | |
| Graduate Assistants | | | |
| Support Staff for Administration (<i>e.g., secretarial</i>) | | | |
| Fringe Benefits (<i>total for all groups</i>) | | | |
| 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 | | | |
| Total Start-up Costs | 0 | 0 | 0 |
| | | | |
| Operating Costs – Recurring Expenses | | | |
| Supplies/Expenses | | | |
| Library/learning resources | | | |
| Equipment/Technology | \$5,000 | \$5,500 | \$6,050 |
| Travel | | | |
| Other | | | |
| Total Operating Costs | \$5,000 | \$5,500 | \$6,050 |
| | | | |
| GRAND TOTAL COSTS | \$301,340 | \$306,226 | \$311,291 |

| B. FUNDING SOURCES (projected as appropriate) | Current | First FY (New) | Second FY (New) | Third FY (New) |
|---|---------|-------------------|--------------------|-------------------|
| Tuition / State Funds | | \$187,800 | \$510,190 | \$981,255 |
| Student Fees | | \$5,600 | \$22,800 | \$44,250 |
| Other Sources | | | | |
| GRAND TOTAL FUNDING | | \$193,400 | \$532,990 | \$1,025,505 |
| C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs) | | -\$107,940 | +\$226,764 | +\$714,214 |

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All faculty are currently employed by the Department of Kinesiology in the College of Health and Human Sciences. The percent time dedicated to the program is based on the courses taught each year. However all Kinesiology courses for the Integrative Physiology degree, both in the core and electives, are currently being offered by our department for the B.S. Kinesiology degree. Therefore, there is not an increased percent effort on our faculty time (other than the potential for increased class size). Expenditures in the table above, therefore, do not necessarily reflect added expenses to the university. Drs. Musch and Poole have dual appointments with the Department of Anatomy and Physiology at Kansas State University. An annual cost-of-living pay increase of 2% was added for each year for faculty and support staff.

Calculations

7 Faculty (YR 1): 7 FTE = \$873,075; 1.2 total FTE for degree = \$149,670

Benefits (30%) = \$44,901

Graduate Assistants: n=5 @\$15,000/yr = \$75,000

Benefits (30%) = \$22,500

Support Staff (10%) = \$3,284

Benefits (30%) = \$985

Total Salary = \$149,670 + \$75,000 + \$3,284 = \$227,954

Total Benefits = \$ 44,901 + \$22,500 + \$ 985 = \$ 68,386

Total Personal = \$296,340

Personnel – – New Positions

None

Start-up Costs – One-Time Expenses

None

Operating Costs – Recurring Expenses

This degree has substantial laboratory class time associated with it. Therefore, a modest \$5,000 (increased by 10%/annually) cost for equipment and technology is included. This would be covered by the current College of

Health and Human Science course fee (\$20/student credit hour).

B. Revenue: Funding Sources

Student Fee explanation: The College of Health and Human Sciences has a \$20 per credit hour on all classes in the college. Revenue from this fee is used to support student services in the program (e.g., laboratory supplies, advising, scholarships, etc.). The Department of Kinesiology has a \$15 per student credit hour on classes in the department. Revenue from this fee is used for instructional and advising support for the department.

Calculations

Student Credit Hours

$$\text{YR1: } 20 \text{ students} \times 30 \text{ SCH} = 600 \text{ SCH}$$

$$\begin{aligned} \text{YR2: } 35 \text{ students} \times 30 \text{ SCH} &= 1,050 \text{ SCH} \\ 20 \text{ students} \times 29 \text{ SCH} &= \underline{580 \text{ SCH}} \\ &1,630 \text{ SCH} \end{aligned}$$

$$\begin{aligned} \text{YR 3: } 50 \text{ students} \times 30 \text{ SCH} &= 1,500 \text{ SCH} \\ 35 \text{ students} \times 29 \text{ SCH} &= 1,015 \text{ SCH} \\ 20 \text{ students} \times 31 \text{ SCH} &= \underline{620 \text{ SCH}} \\ &3,135 \text{ SCH} \end{aligned}$$

Tuition

$$\text{YR 1: } \$313 \times 600 \text{ SCH} = \$187,800$$

$$\text{YR 2: } \$313 \times 1,630 \text{ SCH} = \$510,190$$

$$\text{YR 3: } \$313 \times 3,135 \text{ SCH} = \$981,255$$

Fees (note: \$20/SCH college fee, \$15/SCH department fee)

$$\text{YR 1: } 20 \text{ students} \times 8 \text{ SCH} \times \$35 = \$ 5,600$$

$$\begin{aligned} \text{YR 2: } 35 \text{ students} \times 8 \text{ SCH} \times \$35 &= \$ 9,800 \\ 20 \text{ students} \times 1 \text{ SCH} \times \$20 &= \$ 400 \\ 20 \text{ students} \times 18 \text{ SCH} \times \$35 &= \underline{\$12,600} \\ &\$22,800 \end{aligned}$$

$$\begin{aligned} \text{YR 3: } 50 \text{ students} \times 8 \text{ SCH} \times \$35 &= \$14,000 \\ 35 \text{ students} \times 1 \text{ SCH} \times \$20 &= \$ 700 \\ 35 \text{ students} \times 18 \text{ SCH} \times \$35 &= \$22,050 \\ 20 \text{ students} \times 3 \text{ SCH} \times \$20 &= \$ 1,200 \\ 20 \text{ students} \times 9 \text{ SCH} \times \$35 &= \underline{\$ 6,300} \\ &\$44,250 \end{aligned}$$

C. Projected Surplus/Deficit

There are no new expenses for this degree as our listed faculty are currently already teaching the Kinesiology courses listed for this degree. The estimated expenses do not necessarily reflect “new expenses”. Therefore, any new students to the university who enroll in this degree would generate additional surplus revenue. As explained above, approximately 85% of our current Kinesiology majors (676) stated by survey that they were interested in a health career. We anticipate that initially, the majority of current Kinesiology students would gravitate toward the Integrative Physiology degree. Our rationale of determining the number of students in the degree above is based on a very conservative estimate of new students to Kansas State University who would enroll in this degree.

Therefore, the projected surplus (or deficit in YR 1) for this degree we believe to be a very conservative estimate. Based on similar degrees from other institutions (e.g., University of Colorado-Boulder), we anticipate that enrollment in this degree would be much higher than listed once we are able to market the degree to students interested in a health related career.

XI. References

Bureau of Labor Statistics, <https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm>

Kansas Board of Regents, https://kansasregents.org/academic_affairs/program_search.

University of Colorado – Boulder, <https://www.colorado.edu/iphy/>

ZipRecruiter, <https://www.ziprecruiter.com/Salaries/Physiologist-Salary>

Act on Request to Approve Academic Calendars: Academic Years 2022-2023, 2023-2024, and 2024-2025

Summary and Recommendation

Board of Regents policy requires consideration of academic calendars proposed by the Regents universities on a three-year cycle. This month the Board is asked to consider calendars for academic years 2022-2023, 2023-2024, and 2024-2025. The proposed calendars conform to existing policies. Board staff recommends their approval.

February 19, 2020

Background

Kansas Board of Regents Policy states the following:

CHAPTER II

A. ACADEMIC AFFAIRS

1. ACADEMIC CALENDAR

- a. The Academic Calendar of each state university shall provide for an academic year minimally consisting of two sixteen-week semesters totaling no fewer than 146 instructional days plus five final exam days each semester.
- b. Each state university shall file a three-year Academic Calendar adhering to holidays and breaks approved by the Board. Each state university shall follow the calendar as approved by the Board. Any deviation for reasons other than natural disasters or national emergencies must have prior approval of the Board.
- c. The President and Chief Executive Officer of the Board shall have the authority to approve or deny non-substantive revisions to Board-approved three-year calendars and shall periodically report these changes to the Board.

Although current Board policy permits diversity among the universities in the construction of academic calendars, the adoption of common elements by the Board in 1984 and 1990 has forced considerable consistency in the number of instructional days, exam days and vacation days. The remaining variation appears partially rooted in administrative requirements and campus traditions. Some degree of institutional flexibility is important for effective institutional planning in the use of facilities and the management of enrollments and personnel.

This month, the Board receives and considers academic calendars proposed by the universities for the 2022-2023, 2023-2024, and 2024-2025 academic years. The receipt of the proposed academic calendars offers the Board the opportunity to ensure conformity with its policies for the construction of academic calendars, as well as an opportunity to review trends pertaining to the academic year.

Staff Recommendation

Board staff recommends the Board approve the academic calendars as submitted by the state universities.

Academic Calendar Year, 2022 -2023
Kansas Board of Regents State Universities

| <u>Fall, 2022</u> | <u>ESU</u> | <u>FHSU</u> | <u>KSU</u> | <u>KU</u> | <u>PSU</u> | <u>WSU</u> |
|--------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------------|
| Classes Begin | 8/22/22 | 8/22/22 | 8/22/22 | 8/22/22 | 8/22/22 | 8/22/22 |
| Classes End | 12/09/22 | 12/16/22 | 12/09/22 | 12/08/22 | 12/09/22 | 12/08/22 |
| Total Instructional Days | 73 | 74 | 74 | 73 | 74 | 73 |
| Exams Begin | 12/12/22 | 12/10/22 | 12/12/22 | 12/12/22 | 12/12/22 | 12/10/22 |
| Exams End | 12/16/22 | 12/16/22 | 12/16/22 | 12/16/22 | 12/16/22 | 12/15/22 |
| Total Exam Days | 5 | 6 | 5 | 5 | 5 | 5 |
| Fall Break | 10/13/22 - 10/14/22 | 11/21/22 - 11/22/22 | 11/21/22 - 11/23/22 | 10/08/22 - 10/11/22 | 10/13/22 - 10/14/22 | 10/15/22 2pm - 10/18/22 |
| Thanksgiving Break | 11/23/22 - 11/27/22 | 11/23/22 - 11/25/22 | 11/24/22 - 11/27/22 | 11/23/22 - 11/27/22 | 11/23/22 - 11/25/22 | 11/23/22 - 11/27/22 |
| <u>Spring, 2023</u> | <u>ESU</u> | <u>FHSU</u> | <u>KSU</u> | <u>KU</u> | <u>PSU</u> | <u>WSU</u> |
| Classes Begin | 1/17/23 | 1/17/23 | 1/17/23 | 1/17/23 | 1/17/23 | 1/17/23 |
| Classes End | 5/05/23 | 5/12/23 | 5/05/23 | 5/04/23 | 5/05/23 | 5/04/23 |
| Total Instructional Days | 74 | 74 | 74 | 73 | 74 | 73 |
| Exams Begin | 5/08/23 | 5/06/23 | 5/08/23 | 5/08/23 | 5/08/23 | 5/06/23 |
| Exams End | 5/12/23 | 5/12/23 | 5/12/23 | 5/12/23 | 5/12/23 | 5/11/23 |
| Total Exam Days | 5 | 6 | 5 | 5 | 5 | 5 |
| Spring Break | 3/13/23-3/19/23 | 3/13/23 - 3/17/23 | 3/13/23 to 3/19/23 | 3/20/23 - 3/26/23 | 3/20/23 to 3/24/23 | 3/13/23 to 3/19/23 |

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, have a slightly longer exam period.
(b) Universities are closed to observe Labor Day on September 5, 2022 and Martin Luther King Day on January 16, 2023.

Academic Calendar Year, 2023 -2024
Kansas Board of Regents State Universities

| <u>Fall, 2023</u> | <u>ESU</u> | <u>FHSU</u> | <u>KSU</u> | <u>KU</u> | <u>PSU</u> | <u>WSU</u> |
|--------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------------|
| Classes Begin | 8/21/23 | 8/21/23 | 8/21/23 | 8/21/23 | 8/21/23 | 8/21/23 |
| Classes End | 12/08/23 | 12/15/23 | 12/08/23 | 12/07/23 | 12/08/23 | 12/07/23 |
| Total Instructional Days | 73 | 74 | 74 | 73 | 74 | 73 |
| Exams Begin | 12/11/23 | 12/09/23 | 12/11/23 | 12/11/23 | 12/11/23 | 12/09/23 |
| Exams End | 12/15/23 | 12/15/23 | 12/15/23 | 12/15/23 | 12/15/23 | 12/14/23 |
| Total Exam Days | 5 | 6 | 5 | 5 | 5 | 5 |
| Fall Break | 10/12/23 - 10/13/23 | 11/20/23 - 11/21/23 | 11/20/23 - 11/22/23 | 10/14/23 - 10/17/23 | 10/12/23 - 10/13/23 | 10/14/23 2pm - 10/17/23 |
| Thanksgiving Break | 11/22/23 – 11/26/23 | 11/22/23 - 11/24/23 | 11/23/23 - 11/26/23 | 11/22/23 - 11/26/23 | 11/22/23 - 11/24/23 | 11/22/23 - 11/26/23 |
| <u>Spring, 2024</u> | <u>ESU</u> | <u>FHSU</u> | <u>KSU</u> | <u>KU</u> | <u>PSU</u> | <u>WSU</u> |
| Classes Begin | 1/16/24 | 1/16/24 | 1/16/24 | 1/16/24 | 1/16/24 | 1/16/24 |
| Classes End | 5/03/24 | 5/10/24 | 5/03/24 | 5/02/24 | 5/03/24 | 5/02/24 |
| Total Instructional Days | 74 | 74 | 74 | 73 | 74 | 73 |
| Exams Begin | 5/06/24 | 5/04/24 | 5/06/24 | 5/06/24 | 5/06/24 | 5/04/24 |
| Exams End | 5/10/24 | 5/10/24 | 5/10/24 | 5/10/24 | 5/10/24 | 5/09/24 |
| Total Exam Days | 5 | 6 | 5 | 5 | 5 | 5 |
| Spring Break | 3/11/24-3/17/24 | 3/11/24 - 3/15/24 | 3/11/24 - 3/17/24 | 3/11/24 - 3/17/24 | 3/18/24 - 3/22/24 | 3/11/24 - 3/17/24 |

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, have a slightly longer exam period.
(b) Universities are closed to observe Labor Day on September 4, 2023 and Martin Luther King Day on January 15, 2024.

Academic Calendar Year, 2024 -2025
Kansas Board of Regents State Universities

| <u>Fall, 2024</u> | <u>ESU</u> | <u>FHSU</u> | <u>KSU</u> | <u>KU</u> | <u>PSU</u> | <u>WSU</u> |
|--------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-------------------------|
| Classes Begin | 8/19/24 | 8/19/24 | 8/26/24 | 8/26/24 | 8/19/24 | 8/19/24 |
| Classes End | 12/06/24 | 12/13/24 | 12/13/24 | 12/12/24 | 12/06/24 | 12/05/24 |
| Total Instructional Days | 73 | 74 | 74 | 73 | 74 | 73 |
| Exams Begin | 12/09/24 | 12/07/24 | 12/16/24 | 12/16/24 | 12/09/24 | 12/07/24 |
| Exams End | 12/13/24 | 12/13/24 | 12/20/24 | 12/20/24 | 12/13/24 | 12/12/24 |
| Total Exam Days | 5 | 6 | 5 | 5 | 5 | 5 |
| Fall Break | 10/10/24 - 10/11/24 | 11/25/24 - 11/26/24 | 11/25/24 - 11/27/24 | 10/12/24 - 10/15/24 | 10/10/24 - 10/11/24 | 10/12/24 2pm - 10/15/24 |
| Thanksgiving Break | 11/27/24 - 12/01/24 | 11/27/24 - 11/29/24 | 11/28/24 - 12/01/24 | 11/27/24 - 12/01/24 | 11/27/24 - 11/29/24 | 11/27/24 - 12/01/24 |
| <u>Spring, 2025</u> | <u>ESU</u> | <u>FHSU</u> | <u>KSU</u> | <u>KU</u> | <u>PSU</u> | <u>WSU</u> |
| Classes Begin | 1/13/25 | 1/21/25 | 1/21/25 | 1/21/25 | 1/21/25 | 1/21/25 |
| Classes End | 5/02/25 | 5/16/25 | 5/09/25 | 5/08/25 | 5/09/25 | 5/08/25 |
| Total Instructional Days | 74 | 74 | 74 | 73 | 74 | 73 |
| Exams Begin | 5/05/25 | 5/10/25 | 5/12/25 | 5/12/25 | 5/12/25 | 5/10/25 |
| Exams End | 5/09/25 | 5/16/25 | 5/16/25 | 5/16/25 | 5/16/25 | 5/15/25 |
| Total Exam Days | 5 | 6 | 5 | 5 | 5 | 5 |
| Spring Break | 3/10/25 - 3/16/25 | 3/17/25 – 3/21/25 | 3/17/25 – 3/23/25 | 3/10/25 – 3/16/25 | 3/24/25 - 3/28/25 | 3/17/25 - 3/23/25 |

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, have a slightly longer exam period.
(b) Universities are closed to observe Labor Day on September 2, 2024 and Martin Luther King Day on January 20, 2025.