KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS

VIRTUAL MEETING AGENDA
Wednesday, May 15, 2024
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet virtually via Zoom. An in-person option will be available at the Curtis State Office Building at 1000 SW Jackson, Suite 530, Topeka, Kansas, 66612.

COUNCIL OF CHIEF ACADEMIC OFFICERS

The Council of Chief Academic Officers (COCAO), 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:

Debbie Mercer, Interim, Chair	K-State	Howard Smith	PSU
Brent Thomas	ESU	John Fritch	Washburn
Jill Arensdorf	FHSU	Shirley Lefever	WSU
Barbara Bichelmeyer	KU	Rusty Monhollon	KBOR
Robert Klein	KUMC		

Council of Chief Academic Officers

AY 2024 Meeting Schedule

COCAO Academic Year 2023- 2024 Meeting Dates			
Meeting Dates	**Location (virtual or in-person)**	**Institutional Materials Due**	**New Program Requests Due**
September 20, 2023	Virtual	August 30, 2023	July 26, 2023
November 15, 2023	Emporia State University	October 25, 2023	September 20, 2023
December 13, 2023	Virtual	November 22, 2023	October 18, 2023
January 17, 2024	Virtual	December 27, 2023	November 22, 2023
February 14, 2024	Virtual	January 24, 2024	December 20, 2023
March 20, 2024	Virtual	February 28, 2024	January 24, 2024
April 17, 2024	Fort Hays State University	March 27, 2024	February 21, 2024
May 15, 2024	Virtual	April 24, 2024	March 20, 2024
June 18, 2024	Virtual	May 29, 2024	April 24, 2024

COCAO meets at 9:00 a.m. or upon adjournment of SCOCAO unless otherwise noted.

Council of Chief Academic Officers
MINUTES
Wednesday, April 17, 2024

The April 17, 2024, Council of Chief Academic Officers (COCAO) meeting was called to order by Chair Debbie Mercer at 8:58 a.m. The meeting was held in person at Fort Hays State University, with a Zoom option available.

In Attendance:

Members:	Debbie Mercer, K-State	Howard Smith, PSU	Brent Thomas, ESU
	John Fritch, Washburn	Jill Arensdorf, FHSU	Shirley Lefever, WSU
	Barbara Bichelmeyer, KU	Robert Klein, KUMC	Rusty Monhollon, KBOR

Approval of Minutes
Jill Arensdorf moved to approve the March 20, 2024, meeting minutes, and Howard Smith seconded. The motion passed.

Council of Faculty Senate Presidents (CoFSP) Update

Don Von Bergen, Chair of the Council of Faculty Senate Presidents, provided an update. They continue to work on the criteria for the Faculty of the Year Award, with the goal of having one set of criteria that all universities can agree on.

First Reading
Barbra Bichelmeyer shared information on Competency-Based Education before presenting the first readings for the MS in Human & Organization Performance Effectiveness and the MSE in Secondary STEM Education at KU. The requests will move forward with second readings at next month's meeting.

Second Reading
Shirley Lefever presented the second reading for the Associate of Science at WSU. Howard Smith moved to approve the request, and Barbara Bichelmeyer seconded. The motion passed.

Adjournment
The next COCAO meeting will be held virtually on May 15th, 2024.

Shirley Lefever moved to adjourn the meeting, and Barbara Bichelmeyer seconded. The motion passed. Meeting was adjourned at 9:31 a.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. 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. Please note this program will be delivered in two ways: 1) as a course-based hybrid program; and 2) as a competency-based online program.

May 15, 2024

I. General Information

A. Institution   University of Kansas

B. Program Identification
Degree Level: Master's
Program Title: Human and Organization Performance Effectiveness
Degree to be Offered: Master of Science
Responsible Department or Unit: School of Professional Studies
CIP Code: 52.1001
Modality: Course-Based Hybrid
                                     Competency-Based Online
Proposed Implementation Date: Spring 2025 (Course-Based Hybrid)
                                     Fall 2025 (Competency-Based Online)

Total Number of Semester Credit Hours for the Degree: 30 (Course-Based Hybrid)
Total Number of Competencies for the Degree: 10 (Competency-Based Online)

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

III. Justification

The School of Professional Studies proposes to create two paths to pursue a Master of Science in Human and Organization Performance Effectiveness degree to meet the growing demands of working professionals in the Metro Kansas City area and beyond:

1. Course-based degree program (hybrid format, based out of the KU Edwards Campus)
2. Competency-based degree program (online, asynchronous)

The MS degree in Human and Organization Performance Effectiveness (HOPE) seeks to provide career advancement pathways for those in a variety of professions that are responsible for improving the performance of organizations and individuals in organizations. This program is ideal for profit, nonprofit, and military sectors, and is particularly relevant for functional areas in training and development, industrial relations, human resource management, entrepreneurial leadership, and executive coaching.

This program provides students with a broad foundation of theory in critical thinking, communication, leadership, and ethics while incorporating coursework focused on aligning the professional development needs

of employees with the broader goals of their respective organizations. Graduates of the program will be prepared to better meet the present and future demands of the workplace and workforce.

Students will gain a foundational understanding of human and organization performance effectiveness using an applied and theoretical approach. The program will explore topics including training and development, industrial relations, human resource management, entrepreneurial leadership, technical writing, instructional design, user centered design, organizational analysis, task analysis, and human motivation. Students will utilize case studies to explore industry best practices and explore the alignment between the professional development needs of employees with the broader goals of their respective organizations.

This program is offered through the School of Professional Studies. The course-based path for this program will include a combination of online and in-person courses. The in-person courses will be offered at the KU Edwards Campus in Overland Park. The competency-based program will be 100% online and asynchronous. The program is offered in two different formats (course-based and competency-based) to allow students the flexibility to choose the path that best fits their needs. Ideally, students will stay enrolled in the same format throughout the degree program; however, it will be possible to change from one format to the other, if needed. This program caters to working professionals and allows them to incorporate their work experience into the classroom as well as providing them new expertise that can be applied in the workplace.

IV. Program Demand:

Market Analysis

Student Demand
Based on national Google search trends, SPS anticipates that the MS in HOPE would see strong enrollment and meet the demands of working professionals in the metro Kansas City area and nationally. On average each month, there are more than 10,000 searches for master's degree programs that fit the scope of this degree.

From 2012 to 2020, there was a 61.9 % increase in students completing online or hybrid Human Resource graduate degrees or an overall 23.6% increase in students completing any Human Resources related degrees, according to Lightcast Economic Modeling.

KU regularly receives student inquiries for a Human and Organization Performance Effectiveness or Human Resource Management degree that is available in a hybrid format. This program would address that need. Also, KU has seen strong current student enrollment in courses such as human resource management, managing people, and organizational communication.

The School of Professional Studies has received feedback from students in a variety of SPS programs that demonstrates demand for highly flexible program offerings. The HOPE program seeks to meet that demand in two ways: 1) deliver the program in two distinct formats (course-based/hybrid and competency-based/online) and 2) develop curriculum to appeal to a wide range of businesses, nonprofit organizations, and military service operations regionally and nationally.

Comparative/Locational Advantage
In the greater Kansas City region, this would be the first MS in Human and Organization Performance Effectiveness degree to be offered in the hybrid or competency-based format and there are currently a limited number of similar or related degree offerings in the area. Currently, Park University offers a graduate certificate in Human Resource Management and a MA in Industrial and Organizational Psychology. Kansas State University offers a Masters in Adult Learning and Leadership and Avila University (located in Kansas City, MO) offers a MS in Organizational Development.

The only public graduate level program in Kansas with the same CIP code is the Master of Human Resource Management at Wichita State University. Online options are available across the nation, for example Villanova University's Masters in Human Resource Development, Purdue's MS in Human Resource Management, Penn State's Masters in Organizational Development and Change, and Arizona State University's Masters of Human Resources and Employment Law. This would be the first competency-based degree in the area of Human and Organization Performance Effectiveness to be delivered by a Research I institution.

All students will explore topics including training and development, industrial relations, human resource management, entrepreneurial leadership, executive coaching, human motivation, user centered design, instructional design, and task analysis. In the course-based/hybrid format, students will also have the option to complete a certificate in performance management or tailor their academic training to include a social welfare perspective.

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

Course Based Degree				
Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	10	90	90
Year 2	15	20	270	180
Year 3	20	30	360	270

Competency Based Degree	
Year	Total Enroll Per Year
Implementation	0
Year 2	40
Year 3	80

VI. Employment

The Society for Human Resource Management highlighted that in 2023, there are more than 300,000 human resource professionals impacting more than 115 million employees worldwide and growing each year. Nationally, human resource management or related roles have grown 8.1% in the past three years, with 96,306 job openings annually. Some of the particularly high growth areas include human resource specialists (18.44%), managers - all other (12.76%), training and development specialists (10.43%), administrative services managers (7.87%), and facilities managers (7.73%) according to Lightcast.

According to the Bureau of Labor Statistics (BLS), employment of HR managers and related roles is projected to grow 7% from 2019 to 2029, which is faster than the average for all occupations. This is largely due to additional complexities in the workplace, competition for the recruitment, retention and development, and companies looking to strategically improve their performance effectiveness. The Society for Human Resource Management (SHRM) found that 90% of organizations believe that HR is becoming more important and strategic to their success and 75% of organizations reported having difficulty finding qualified HR candidates to fill open positions.

Additionally, the Mid-America Regional Council, in their August 2022 workforce indicators data, shows that Kansas City continues to see an upward trend in employment and added 5,800 new jobs since the previous month. The workforce indicators additional found that "the seasonally adjusted unemployment rate declined to 2.7%, and Kansas City has now recovered 87% of the 129,300 jobs lost from the COVID-19 recession." With employment continuing to grow in KC, additional employees, with a strong inter-disciplinary degree, will need

to fill these roles. This is evidenced by the Kansas Department of Labor Statistics projections which indicates a 3.8% percent growth in Human Resource Managers from 2022 to 2024 in counties in the Kansas City region.

VII. Admission and Curriculum

A. Admission Criteria
Students must apply to KU and be admitted by the School of Professional Studies. The following materials are required to be considered for admission:
- A completed online application form
- Completion of a bachelor's degree from an accredited college or university
- Official transcript(s) bearing the official seal from each college or university in which course work had been taken.
- TOEFL or IELTS test results (if applicable).

For admission into the MS in HOPE program, the applicant must have a cumulative undergraduate GPA of 3.0 or better, from an accredited institution, for regular admission status. An applicant with an undergraduate GPA not meeting the minimum requirements may be admitted under provisional status.

B. Curriculum
This section outlines the course-based curriculum and then the competency-based curriculum. Both support the same program outcomes. The competency-based description incorporates a focus on what the learner learns and centers on performance-based, observable outcomes.

1. Course-Based Curriculum:

Required (18 credits):
- HUOP 840 Foundations of Human and Organization Performance Effectiveness
- HUOP 841 Organizational Analysis or PUAD 845 Managing Public Organizations
- HUOP 842 Theories of Human Motivation
- HUOP 843 Training and Instructional Design
- HUOP 844 Theories of Organizational Change or PUAD 854 Innovation and Organizational Change
- HUOP 896 Capstone Project in Human and Organization Performance Effectiveness

Electives (12 credits): Choose 4 of the following courses in consultation with an advisor.
- HUOP 854 Task Analysis
- HUOP 855 Instructional Design
- HUOP 856 Strategic Planning and Implementation
- HUOP 857 Learning and Development in Organizations
- PFS 801 Interpersonal and Persuasive Communication Skills for Managers
- PFS 804 Project Management for Professionals
- PFS 821 Employee Onboarding and Role Development
- PUAD 857 Performance Management and Governance
- PUAD 858 Performance Audit
- SW 840 Multi-System Community-Engaged Program Design
- SW 842 Agency-Based Evaluation
- SW 843 Leadership and Supervision in Program Management

Plan of Study
Courses will be taught in Fall, Spring, and Summer semesters as shown on the plan of study below:

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

Course #	Course Name	SCH 12
HUOP 840	Foundations of Human and Organization Performance Effectiveness	3
HUOP 841 or PUAD 845	Organizational Analysis or Managing Public Organizations	3
HUOP 843	Corporate Training and Instructional Design	3
Elective	Choose from list	3

Year 1: Spring

Course #	Course Name	SCH 12
HUOP 842	Theories of Human Motivation	3
HUOP 844 or PUAD 854	Theories of Organizational Change or Innovation and Organizational Change	3
Elective	Choose from list	3
Elective	Choose from list	3

Year 1: Summer

Course #	Course Name	SCH 6
Elective	Choose from list	3
HUOP 896	Capstone Project in Human and Organization Performance Effectiveness	3

Total Number of Semester Credit Hours..30

2. **Competency-Based Curriculum:** The following competencies support the same degree outcomes as the course-based curriculum sited above. The competency-based model will be structured so that students can progress through modules at their own speed. As such, a standard Plan of Study is not listed for the competency-based curriculum. Students will work closely with an advisor to create a plan that uniquely fits his or her needs.

- **Foundations of Human and Organization Performance Effectiveness**: Analyze, synthesize, and implement theories of Human and Organization Performance Effectiveness to optimize workplace outcomes.
- **Designing Education and Training Programs**: Design, execute, and evaluate comprehensive training based on organizational development needs.
- **Theories of Motivation**: Analyze and synthesize theories of human motivation; apply those theories to organizational processes of employee autonomy, mastery of work responsibilities and alignment between organizational/individual purpose.
- **Organizational Analysis and Systems**: Analyze and synthesize organizational culture theories; apply those theories to a particular organization to describe the organizational culture and analyze the gap between an existing organizational culture and a desired culture.
- **Organizational Change Theory and Process**: Analyze, synthesize, and implement theories of organizational change and deploy organizational change tools to plan and implement change processes.
- **Interpersonal and Persuasive Communication**: Analyze and synthesize theories of organizational communication; apply those theories to the design of organizational communications for specific purposes. Demonstrate the ability to effectively communicate ideas using a variety media and writing formats with an intentional focus on audiences.
- **Employee Selection and Onboarding**: Track, understand and use human resources best practices to attract and select personnel for the organization that matches organizational need.
- **Performance Management Theory and Process**: Analyze and synthesize tools of performance management; apply those tools to a specific organizational mission and goals. Develop, implement, and

evaluate performance metrics as part of a performance management system, design metric collection and analysis systems for ongoing organizational analysis.

- **Strategic Doing**: Planning and Implementation: Design and lead organizational strategic planning processes with best practice tools; align plans with performance management systems.
- **Project Management**: Understand and deploy project management tools to initiate, plan, implement, manage, and evaluate projects to meet organizational goals.

Total Number of Competencies.. **10**

VIII. Core Faculty

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

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
New Hire, Yr. 1*	Program Director & Assistant or Associate Professor of the Practice	PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	1.0
New Hire, Yr. 1	Assistant or Associate Professor of the Practice	MS or PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	1.0
In Gu Kang	Assistant Teaching Professor	PhD	N	Human and Organization Performance Effectiveness	0.25
Amy Neufeld	Assistant Dean	PhD	N	Education	0.13
Jordan Atkinson	Associate Professor of Practice	PhD	N	Communication Studies	0.13
Replacement Hire	Assistant Professor of the Practice	MS or PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	0.25
Marilu Goodyear	Associate Professor	PhD	Y	Organizational Change	.05
Nicole Humphrey	Assistant Professor	PhD	Y	Public Management and DEI	.05
New Hire, Yr. 3	Lecturer/Adjunct	MS or PhD	N	Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or related degree	1.0

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	$50,427	$51,525	$52,650
Administrators *(other than instruction time)*	$10,000	$0	$0
Graduate Assistants	$0	$0	$0

Support Staff for Administration (*academic advisor/coach*)	$26,000	$52,000	$52,000
Fringe Benefits (*total for all groups*)	$27,657	$33,128	$33,488
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing	$114,084	$136,653	$138,138
Personnel – New Positions			
Faculty	$200,000	$205,000	$300,125
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*)	$64,000	$65,600	$96,040
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$264,000	$270,600	$396,165
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	$45,000	$15,000	$0
Total Start-up Costs	$45,000	$15,000	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$1,000	$1,000	$1,000
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Travel	$1,000	$1,000	$1,000
Other	$15,300	$15,300	$16,700
Total Operating Costs	$17,300	$17,300	$18,700
GRAND TOTAL COSTS	$ 440,384	$ 439,553	$553,003

B. FUNDING SOURCES (*projected as appropriate*)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$ 96,300	$ 800,750	$1,457,050
Student Fees		$0	$0	0
Other Sources (JCERT)		$344,084	$0	$0
GRAND TOTAL FUNDING		$440,384	$ 800,750	$ 1,457,050
A. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$0	$ 361,197	$ 904,047

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

Course Based Expenditures: The MS in HOPE program will utilize some existing courses that are currently offered at KU as part of the School of Professional Studies core course and the Organizational Communication program as well as existing courses in Public Administration and Social Welfare. Costs of instruction is already covered by these existing programs and these courses have additional enrollment capacity to support the program. Additional funds have been allocated in the second and third years to fund additional sections as needed.

Competency Based Expenditures: All of the competency based curriculum must be developed and ready for enrollment before the first student begins the program. Due to this, the curriculum development will take place in year 1 and the program will be available for student enrollment in year 2.

Shared Expenditures: These programs are budgeted to have an existing administrator oversee the development of the two programs during year 1 while we begin developing the curriculum and start a search for a program director. To maximize efficiencies in curriculum development, courses will be developed for both the course-based and competency-based programs concurrently. Faculty in the School of Professional Studies (those teaching above listed courses with a HUOP and PFS department indicator) will provide instruction in both programs and the academic advisor/coach will support both programs. It is expected that the advisor will have 50% of their load dedicated to HOPE in year 1 and 100% of their load dedicated to HOPE in years 2-3. The HOPE program will fund salary and fringe accordingly to student load. In addition to advising newly admitted and current students, the academic success coach will also work with prospective students who have indicated an interest in one of the paths to complete a master's degree in Human and Organization Performance Effectiveness.

Personnel – New Positions

Shared Expenditures: The HOPE program will hire two new faculty members with an emphasis in Human and Organization Performance Efficiency, Organizational Communication, Higher Education, Business Administration or a related field in the first year. The cost of the program director will split their time between instruction and administration at 80% teaching and 20% administration. The second faculty member will have 100% of their load dedicated to teaching in the program. These faculty members will be responsible for developing the new HOPE and Professional Studies courses needed for the program. Additional funding has been allocated in year three to support hiring a third faculty position to support growing student enrollment with 100% of their load dedicated to teaching in the program.

Start-up Costs – One-Time Expenses
To ensure a successful launch of the two paths (course-based/hybrid and competency-based/online) to earn a MS in Human and Organization Performance Effectiveness, we have designated $60,000 for course development during the first two years, with the bulk of the resources allocated in year 1 because the entire competency-based/online curriculum needs to be developed and ready for students to access as soon as the first term begins. These funds will provide faculty with additional resources to develop the courses needed for the program.

Operating Costs – Recurring Expenses
The program budgets $1,000/year for supplies to support the staffing of the program, learning resources and associated technological equipment have been accounted for in the existing services provided to KU Edwards

Faculty and Students and no additional cost will be associated with the program in those areas. The School of Professional Studies is allocating $1,000 each year for travel expenses associated with trip from the Edwards Campus to Lawrence campus for committee and other intercampus work. Other operating expenses include $2,500 each year for recruitment efforts, and $10,000 each year for marketing efforts and $1,400 per new program dedicated faculty member each year for professional development.

B. Revenue: Funding Sources

The MS in Human and Organization Performance Effectiveness program is a Johnson County Education and Research Triangle* (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year, the program is expected to be sustainable on tuition funds alone as soon as year 2. The tuition structure for the two paths varies as follows:

Course Based Tuition Structure: This delivery format includes an all-inclusive tuition rate of $535 per credit hour to ensure that the program is affordable and accessible to all students given the hybrid nature of the program.

Competency Based Tuition Structure: This delivery format includes a subscription rate model, where students pay a flat rate for a period of time and advance through as many program competencies as possible. The subscription rate for a full-time student on this path is projected to be $14,000/year.

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

C. Projected Surplus/Deficit

Given the anticipated costs and revenue, the program is expected to run a deficit for the first year and expects to see a surplus in years two and three. JCERT funds will be used to help fund the program during the implementation until the program is revenue generating and sustainable on tuition funds alone. With the current enrollment estimates, the program is expected to have a revenue surplus. These funds will be utilized to help improve the overall student experience and provide additional funding.

XI. References

August data shows new employment in the Kansas City Region, though still at a slow rate: Marc. MARC News. (2022, October 10). Retrieved January 25, 2023, from https://www.marc.org/news/economy/august-data-shows-new-employment-kansas-city-region-though-still-slow-rate

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U.S. Bureau of Labor Statistics. (2021). *Occupational Employment and Wages*, May 2020. 11-3121 Human Resources Managers. Retrieved from https://www.bls.gov/oes/current/oes113121.htm

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. Please note this is a direct-assessment competency-based online program.

May 15, 2024

I. General Information

A. Institution   University of Kansas

B. Program Identification

Degree Level:	Master's
Program Title:	Secondary STEM Education
Degree to be Offered:	Master of Science in Education in Secondary STEM Education
Responsible Department or Unit:	School of Education and Human Sciences
CIP Code:	13.1205
Modality:	Direct Assessment: Competency-Based Online
Proposed Implementation Date:	

Total Number of Competencies for the Degree: 24 (Competency-Based Online)

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

School partnerships are an essential aspect of educator preparation at the University of Kansas. We have created mutually beneficial relationships with school districts in Kansas that include placing teacher candidates in PK-12 classrooms for field experiences and student teaching/internship experiences. The Secondary STEM Education program will utilize existing agreements with school districts in Kansas and establish new agreements with school districts across the United States for online students who are living and working outside of Kansas. The Secondary STEM program leads to Kansas teacher licensure following two pathways; 1) initial teaching license and 2) restricted teaching license. Students in the program, referred to throughout as teacher candidates, pursuing an initial teaching license will be placed in a school district in their region of Kansas for early program field experiences that are aligned with program competencies and for their final student teaching/practicum experience. Teacher candidates enrolled in the program with a restricted teaching license will be employed by a Kansas school district while completing the program. The Kansas school district that employees the Secondary STEM program teacher candidate will serve as the placement site for both early field experiences and the supervised final teaching practicum. It is expected that in year 1 of implementation, the Secondary STEM program will utilize 15-20 school districts for clinical site placements. In year 2 of implementation, it is anticipated that the program will utilize 25-30 school districts for clinical site placements. The Deans of public universities in Kansas meet quarterly and discuss clinical site placements in Kansas school districts. They cooperate on sharing access to Kansas school districts for those placements.

III. Justification

The School of Education and Human Sciences proposes a new Master of Science in Education to provide an alternative pathway to secondary STEM teacher licensure in Kansas. The proposed program is designed for working professionals in STEM industries or in STEM education-related fields to change careers with the

purpose of meeting the growing demand for licensed secondary STEM teachers in Kansas and beyond.

KU offers STEM teacher education programs at the undergraduate level, but not at the graduate level. The MSE degree in Secondary STEM Education is a new KU STEM teacher education degree at the graduate level. The MSE in Secondary STEM Education seeks to provide individuals who hold a Bachelor's degree in a STEM field an alternative pathway to teacher licensure based on the individual demonstrating competency of the knowledge and skills necessary to be a highly qualified teacher in one or more STEM fields. The program is aligned with the Kansas State Department of Education professional education standards and leads to licensure in biology grades 6-12, chemistry grades 6-12, earth and space science grades 6-12, physics grades 6-12, and mathematics grades 6-12.

The Secondary STEM Education program provides teacher candidates with a broad foundation of education theory and practice. The curriculum incorporates thematic problems of teaching practice. As teacher candidates progress through the program, solution requirements for problems of teaching practice increase in authenticity and complexity. Throughout the program, teacher candidates justify their choice of instructional, student assessment, and classroom strategies using the science of learning.

This competency-based program will be 100% online, asynchronous, with opportunities for synchronous support. The proposed program is particularly innovative in that teacher candidates make progress based on their demonstration of competencies, at their own pace, that they apply in secondary STEM classrooms. Faculty and staff will mentor students as they progress through self-paced learning and assessments of learning. Teacher candidates can build on their prior experiences in STEM fields to transition to careers in teaching.

IV. Program Demand

Market Analysis
Science and mathematics are among the top five areas in Kansas with vacancies in teaching assignment (Kansas State Department of Education [KSDE], 2022). The STEM teacher shortage is a national issue and it disproportionately affects students in low-income urban and rural communities (Moritz and Weiss, 2018). Across the country, the number of STEM teachers teaching on emergency permits and waivers has increased over the last decade (Fuller, 2023, Heubeck, 2022, Zalaznick, 2023).

In the state of the Kansas, this program will be the first competency-based STEM teacher education degree program to be offered. The competency-based approach allows teacher candidates to demonstrate mastery of competencies and progress through the program when they are ready to be assessed rather than on a traditional semester timeframe.

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

Competency Based Degree	
Year	Total Enroll Per Year
Implementation	10
Year 2	15
Year 3	25

VI. Employment

According to a Lightcast report (2024), openings in the six-state region of Kansas, Illinois, Ohio, Michigan, Missouri and Minnesota are plentiful. Top cities with openings are Chicago, Kansas City, Minneapolis, and Indianapolis. For the most recent one-year period, there were more than 5,000 unique openings for math

teachers and more than 2,000 unique openings for science teachers.

VII. Admission and Curriculum

A. Admission Criteria

Students must apply to KU and be admitted by the School of Education and Human Sciences. The following are admission criteria for the program:

1. A bachelor's degree in a subject area in STEM, a related interdisciplinary field, and/or have extensive working experience in STEM areas.
2. A minimum GPA of 2.5 in the content area.
3. A passing score for the Praxis II content exam in the content area for admission.
4. One official transcript of all college records with at least a cumulative 3.0 GPA on a 4.0 basis.

B. Curriculum

Total Number of Competencies.. 24

The following competencies of the Secondary STEM Education program focus on learning outcomes that teacher candidates enrolled in the program learn. Assessment of the learning outcomes centers on performance-based, observable outcomes.

Productive Instructional Strategies: Apply research-based instructional approaches in light of your specific learners' experiences, goals, and contexts.

Supportive Environments: Apply research-based approaches that develop conditions that provide learners a sense of safety and belonging and that foster trust and strong relationships.

Social and Emotional Learning: Apply research-based approaches that develop and support the social-emotional skills, habits, and mindsets that lead to confident, independent learners.

Multi-tiered Systems of Support: Apply research-based approaches that leverage the multi-disciplinary resources, support teams, and personnel within and beyond the formal learning environment in order to meet the needs of learners and address learning barriers.

Research-informed Practices: Identify and evaluate research on evidence-based instructional practices.

Defining Outcomes for Assessment: Articulate learning outcomes informed by your content knowledge, your values, external educational standards, and your understanding of student needs.

Assessing for Learning: Document your students' progress over time in ways that are relevant, actionable, and transparent.

Assessment of Learning: Analyze student assessment data to identify student strengths and areas for growth to inform future instruction to meet the learning needs of the student group as a whole.

Designing Outcomes-Driven Learning Experiences: Design learning experiences that are purpose-driven and practicable—that invite students to travel paths they can follow toward goals worth reaching.

Designing Systems for Learning: Create and maintain classroom environments that maximize opportunities for learning.

Designing for Disciplinary Learning: Create and maintain classroom environments that maximize opportunities for learning.

Relating to Students: Learn about and interact with your students in ways that enable you to respond to the unique genius, needs, and motivations of individual students.

Individualizing Learning: Develop strategies to build skills, understandings, and dispositions that enable a diverse range of students to engage deeply with the subject matter.

Individualizing Learning: Students with Special Needs: Work with special needs students in ways that comply with relevant regulations, and work with all your students in ways that enable them to engage with the most important aspects of the learning experience.

Individualizing Learning: Multilingual Learners: Apply research-informed linguistic strategies to facilitate linguistic skill development of multilingual learners so they can engage deeply with the subject matter.

Building a Community of Trust: Build safe, supportive, stable learning communities where every student knows they will be respected and valued.

Leading Collaborative Learning: Enable your students—through preparation in advance and facilitation in the moment—to learn with and from each other.

Partnering with Caregivers: Partner with people who play significant roles in the lives of your students to ensure that students flourish inside and outside of school.

Collaborating for Change: Create a strong professional network with colleagues to benefit both your peers and yourself, as well as the learners in the schools.

Thinking Like a Designer: Make deliberate, human-centered, design choices through an iterative process to solve the range of challenges you face.

Learning to Improve: Engage in intentional and iterative cycle where you seek new information, utilizing feedback, engaging in critical reflection. out new ideas from a range of sources and use them to better your students' learning.

Understanding Historical Context of Inequity in STEM: Identify ways that STEM disciplines throughout history have facilitated the creation of system of oppression and inequity.

Culturally Affirming Curriculum Analysis: Analyze whether a curriculum is culturally sustaining and affirming.

Disrupting Inequity in your classroom: Implement classroom practices & policies that disrupt, rather than reinforce, inequitable societal patterns.

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
Imogen Herrick	Assistant Professor	PhD	Y	Science, Technology, Engineering, and Mathematics	.25
Connie Chow	Associate Research Senior	PhD	N	Science	.05
Douglas Huffman	Professor	PhD	Y	Science	.05
Carrie LaVoy	Teaching Professor	PhD	N	Mathematics	.25
Laurie Cleavinger	Teaching Professor	PhD	N	Science	.25
Massa Mafi	Postdoctoral Researcher	PhD	N	Science	.10

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	$65,000	$66,950	$68, 958
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)*	$19,500	$20, 085	$20,687
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

	First FY (New)	Second FY (New)	Third FY (New)
Physical Facilities: Construction or Renovation	$0	$0	$0
Other	$40,000	$0	$0
Total Start-up Costs	$40,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses	$0	$0	$0
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Travel	$0	$0	$0
Other	$0	$0	$0
Total Operating Costs	$0	$0	$0
GRAND TOTAL COSTS	$124,500	$87,035	$89,645

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$140,000	$350,000	$560,000
Student Fees		$0	$0	$0
Other Sources		$0	$0	$0
GRAND TOTAL FUNDING		$140,000	$350,000	$560,000
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$15,500	$262,965	$470,355

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

This program will be developed and be delivered by personnel in existing positions. Faculty in the School of Education and Human Sciences will provide instruction in the program. If student enrollment in the program grows beyond the workload capacity of existing personnel, new instructional faculty will be hired based on need and program revenue.

Personnel – New Positions
No new positions are anticipated during the first three years.

Start-up Costs – One-Time Expenses
Competency Based Expenditures: All of the competency-based curriculum must be developed and ready for enrollment before the first student begins the program. Due to this, the curriculum development, including

creation of courses and competency assessments, will take place before the students begin the program. To support curriculum development, $40,000 has been designated for course and assessment development.

Operating Costs – Recurring Expenses
There are no anticipated additional operating costs associated with this program.

B. Revenue: Funding Sources
The MSE in Secondary STEM Education will be funded through tuition revenue. The tuition structure for competency-based programs is based on a subscription rate model, where students pay a flat rate for a period of time and advance through as many program competencies as possible during that period of time. The subscription rate for a full-time student on this path is projected to be $14,000/year.

C. Projected Surplus/Deficit
It is expected that the program will generate a surplus during the first year of program delivery that will increase in years two and three. With the current enrollment estimates, the program is expected to have a revenue surplus. These funds will be utilized to support new faculty hires in years four and five as the program grows as well as to improve the program and the student experience.

XI. References

Fuller, E.J. (2023). The Decline Continues: The Dwindling Supply of Teachers from Pennsylvania Teacher Preparation Programs. University Park, PA. Penn State College of Education.

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Kansas State Department of Education (KSDE, 2022). Teacher Vacancy and Supply. Updated to the Kansas Board of Education, October, 2022.

Lightcast™ (2024). Program Development & Review Secondary Education and Teaching (13.1205). Retrieved February 8, 2022.

Moritz, M. & Weiss, E. (2018). 4 Steps Toward Addressing the STEM Teacher Shortage. National Math + Science Initiative.

Zalaznick, M. (2023). Emergency Teaching License are Easing the Exodus, but What are the Risks? DA District Administration.

April 9, 2024

Rusty Monhollon
Vice President, Academic Affairs
Kansas Board of Regents
1000 SW Jackson Street Ste 520
Topeka, KS 66612-1368

Dear Dr. Monhollon,

Kansas State University requests permission to relocate the Interior Design faculty, students, curriculum, and all ancillary programs from the College of Health and Human Sciences to the College of Architecture, Planning and Design beginning July 1, 2024.

Interior Design is a long-standing academic program at Kansas State University. The Bachelor of Science in Interior Design is the only undergraduate CIDA accredited program in Kansas; a selective admissions program with an average enrollment of 145 students (six faculty) with 94% of learners graduating in four years. There are no graduate options currently within the program.

The Department of Interior Architecture and Industrial Design in the College of Architecture, Planning and Design, also houses a long-standing CIDA accredited program, a Master of Interior Architecture with an average enrollment of 48 first-year students and 118 degree seeking students second through fifth year and nine full time faculty. There are no undergraduate degree options in this program.

Moving Interior Design into the Department of Interior Architecture and Industrial Design offers students exposure and instruction to greater breadth of expertise across award winning and world-renowned faculty and curricula, repeatedly recognized by industry to develop graduates who excel. In addition, employers will have one recruitment point for students as all interior programs would be in one administrative unit, which contributes to ease admissions and advising for all incoming students, their families, and counselors in Kansas.

Relocating Interior Design will position CIDA accredited programs under one administrative unit allowing for shared resources and other efficiencies in evaluation and site visits. This move will also facilitate shared human and physical resources to offer the curricula including the potential for shared faculty for instruction and collaborative research and engagement at the graduate and undergraduate levels. Efficiencies in this move will also enhance student support that is specialized to the design professions.

With shared student and faculty support, recruiting clarity, and future curriculum sharing, this move represents a more effective use of financial and physical resources. Thank you for your consideration of this request.

Sincerely,

Debbie Mercer
Interim Provost and Executive Vice President

April 9, 2024

Rusty Monhollon
Vice President, Academic Affairs
Kansas Board of Regents
1000 SW Jackson Street Ste 520
Topeka, KS 66612-1368

Dear Dr. Monhollon,

Kansas State University requests permission to convert the Department of Accounting to a School of Accountancy in the College of Business Administration. This conversion reflects a focused prioritization of four pillars for this program: high school student outreach, high achieving K-State students, faculty support, and professional and industry outreach.

Two of these four pillars have already been named and funded with endowments. We anticipate naming and funding the remaining two pillars at a similar level.

Designating the Department of Accounting as a School of Accountancy would,

- elevate our program's stature to an elite level, assisting in marketing our program to prospective accounting students and recruiting future faculty;
- elevate our profile among our competitor and peer accounting programs; and
- extend our current fund-raising momentum.

The changed designation would be cost neutral; however, it offers significant revenue generating potential. To date, the first two pillars have generated around $3 million in new donations. The remaining two pillars are expected to each generate around $1.5 million. Ultimately, we anticipate securing a naming endowment of around $5 million.

Many of our competitor programs are designated as Schools of Accountancy, including seven of the current/future Big XII programs (Arizona, Arizona State, BYU, Central Florida, Oklahoma State, Texas Tech, and Utah) along with major programs in the region (Missouri, Nebraska, and Oklahoma). In addition, Wichita State University's program is designated as a School of Accountancy.

There are no new costs to the college or university outside of some one-time signage changes associated with creating a School of Accountancy. Organizationally, the title of the Department Head will change to School Director and will still report to the Dean of the College of Business Administration.

As you can see, there are many benefits to this renaming and audience refocus for this department, college, and the university goals. Thank you for your consideration and support.

Sincerely,

Debbie Mercer
Interim Provost and Executive Vice President

TO: Rusty Monhollon, Vice President for Academic Affairs
                   Kansas Board of Regents

FROM: Barbara A. Bichelmeyer
                   Provost & Executive Vice Chancellor

DATE: April 11, 2024

RE: Request for Program Name Changes

The KU Lawrence Campus is requesting name changes for the following degrees or majors. The CIP Code for each degree/major will not change for the following programs:

- Change the name of the BA and BGS in Communication Disorders to Speech-Language-Hearing
  - This request will update the degree title to reflect current terminology in the field and align the name of the degrees with the name of the department.
- Change the name of the BA, MA, and PhD in Spanish and Portuguese to Spanish
  - While the Department of Spanish & Portuguese offers language instruction in Portuguese, the language is not required for the degrees. Removing "Portuguese" from the degree titles better reflects degree requirements.
- Change the name of the BA in Biological Sciences to Biology
  - The proposed name more clearly communicates the scope of the degree and is readily understood by students.
- Change the name of the BFA in Music to Theatre and Voice
  - The degree includes training in vocal technique, languages and diction, vocal repertoire, acting and the theatrical arts. The proposed title better communicates the scope of the degree.
- Change the name of the Bachelor of Social Welfare, Master of Social Welfare and PhD in Social Welfare to Social Work.
  - This request will align the name of KU's degrees with degrees offered by other state universities.

In addition to the list above, the KU Lawrence Campus is requesting to change the name and CIP Code for the following degree:

- Change the name of the BSB in Business Administration & Management to the BSB in Management & Leadership and change the CIP Code from 52.0201 to 52.0213. These changes better align the coursework with the revised major and new CIP Code.
  - The management and leadership major gives students the knowledge and skills to be successful leaders and managers of people and organizations. Students learn to design and modify organizational structure, strategy, and processes to responsibly enhance organizational performance. They learn how to influence and direct change through a better understanding of organizational politics, vision, and values. Students learn to influence and lead others effectively through skill development in communication, motivation, and conflict resolution. They learn to lead and follow in team settings and to use team-based problem-solving skills. Students learn to create competent and committed teams and organizations through the use of effective systems for employee hiring, development, compensation, and performance management. They also learn how to adapt organizational structures, processes, and functions to promote more effective teams.