

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
MEETING AGENDA
September 17, 2025
10:45 a.m. – 11:45 a.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet in the Kathy Rupp Conference Room, located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. To the extent possible, a virtual option will be provided to accommodate those who prefer not to attend in person.

- I. Call to Order** Regent Johnston, Chair
 - A. Roll Call and Introductions
 - B. Approve Minutes from September 3, 2025, Meeting

- II. Board Consent Items**
No items

- III. Board Discussion Agenda Items**
No items

- IV. Other Matters**
 - A. Take Action on GED Score for Systemwide Mathematics Placement Measures Jennifer Bonds-Raacke p.5
 - B. Take Action on GED Score for Systemwide English Placement Measures Sam Christy-Dangermond p.7
 - C. Academic Affairs Updates Academic Affairs Staff

- V. Announcements**
Next BAASC Meeting – September 30, 2025

- VI. Adjournment**

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

Three Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks before each Board meeting. The Committee also meets on the morning of the first day of the monthly Board meeting. Membership includes:

Alysia Johnston, Chair

Pamela Ammar

Diana Mendoza

Board Academic Affairs Standing Committee

AY 2025 Meeting Schedule

<i>BAASC Academic Year 2025- 2026 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
September 3, 2025	Virtual Meeting	10:30 a.m.	August 13, 2025
September 17, 2025	Topeka	10:45 a.m.	August 27, 2025
September 30, 2025	Virtual Meeting	10:30 a.m.	September 9, 2025
November 4, 2025	Virtual Meeting	10:30 a.m.	October 14, 2025
November 19, 2025	Virtual Meeting	10:45 a.m.	October 29, 2025
December 2, 2024	Virtual Meeting	10:30 a.m.	November 11, 2025
December 17, 2025	Topeka	10:45 a.m.	November 24, 2025
January 6, 2026	Virtual Meeting	10:30 a.m.	December 16, 2025
January 14, 2026	Topeka	10:45 a.m.	December 22, 2025
January 27, 2026	Virtual Meeting	10:30 a.m.	January 6, 2026
February 11, 2026	Topeka	10:45 a.m.	January 21, 2026
February 24, 2026	Virtual Meeting	10:30 a.m.	February 3, 2026
March 11, 2026	Topeka	10:45 a.m.	February 18, 2026
March 31, 2026	Virtual Meeting	10:30 a.m.	March 10, 2026
May 5, 2026	Virtual Meeting	10:30 a.m.	April 14, 2026
May 20, 2026	Topeka	10:45 a.m.	April 29, 2026
June 2, 2026	Virtual Meeting	10:30 a.m.	May 12, 2026
June 17, 2026	Topeka	10:45 a.m.	May 27, 2026

Please note that virtual meeting times are 10:30 a.m. and Board Day meetings are 10:45 a.m., unless otherwise noted.

**KANSAS BOARD OF REGENTS
BOARD ACADEMIC AFFAIRS STANDING COMMITTEE
MINUTES
SEPTEMBER 3, 2025**

Regent Alysia Johnston called the September 3, 2025, Board Academic Affairs Standing Committee meeting to order at 10:30 a.m. The meeting was held via Zoom.

MEMBERS PRESENT: Regent Alysia Johnston, Chair
 Regent Diana Mendoza

APPROVAL OF MINUTES

Regent Mendoza moved that the minutes of the June 11, 2025, meeting be approved. Regent Johnston seconded, and the motion carried unanimously.

BOARD CONSENT ITEMS

REQUEST FOR APPROVAL MS IN COMPUTATIONAL BIOLOGY - KU

Provost Barbara Bichelmeyer presented the proposal for a Master of Science in Computational Biology at the University of Kansas. KU currently offers a doctoral program in this field, which lacks a corresponding master's degree. Professor Joanna Slusky provided an overview, emphasizing the interdisciplinary nature of computational biology and its applications in pharmaceuticals, agriculture, and biotechnology. She noted the program's integration of artificial intelligence and its alignment with industry needs. The proposed master's would serve students who complete coursework but opt not to pursue a PhD. Following the discussion, Regent Mendoza moved to approve the program. Regent Johnston seconded, and the motion carried unanimously.

REQUEST FOR APPROVAL AAS IN FOOD & FEED MANUFACTURING - KSU

Provost Jesse Mendez introduced Dr. Dan Moser, Associate Dean for Academic Programs, College of Agriculture, Kansas State University. Dr. Moser described the development of an articulation agreement with Cowley Community College, enabling students to transfer certificate credits toward an Associate of Applied Science degree. President Michelle Schoon of Cowley College provided additional context, noting differences in technical and general education requirements between the institutions. Regent Johnston moved to approve the program and recommended it be placed on the full Board's discussion agenda due to its unique nature. Regent Mendoza seconded, and the motion carried unanimously.

REQUEST TO CHANGE ACCREDITATION POLICY

Director of Academic Affairs Sam Christy-Dangermond presented proposed changes to the Board's accreditation policy to align with Kansas statutes (Senate Bill 78). The revisions allow institutions to pursue accreditation from any agency recognized by the U.S. Department of Education. The committee discussed implications for institutional flexibility and future accrediting bodies. Regent Johnston moved to approve the policy change. Regent Mendoza seconded, and the motion carried unanimously.

RECEIVE PROGRAM ACCREDITATION REPORT

Director Christy-Dangermond provided a summary of the program accreditation report, covering institutional and program-level accreditations across Kansas state universities. Highlights included the number of accredited programs at each institution and the role of the KBOR program inventory database in maintaining accreditation data. Regent Johnston moved to accept the report. Regent Mendoza seconded, and the motion carried unanimously.

OTHER MATTERS

REDUCED-CREDIT BACCALAUREATE DEGREE

Vice President for Academic Affairs Rusty Monhollon initiated a discussion regarding the emerging trend of reduced-credit baccalaureate degrees, which typically require fewer than the standard 120 credit hours. He noted that Kansas State University had submitted a proposal for such a degree in Uncrewed Aircraft Systems, intended for delivery at the Salina campus. However, the current Board policy defines a baccalaureate degree as requiring at least 120 credit hours, and no specific policy exists to accommodate reduced-credit baccalaureate degrees. Vice President Monhollon emphasized that while the proposed degree remains a baccalaureate in nature, the absence of a formal policy presents challenges for approval. He recommended that the Board first address the policy implications before considering the proposal. Regent Mendoza expressed interest in exploring the concept further, citing similar developments in other states. The Committee raised questions about the implications of waiving the existing policy and the potential impact on institutions. Regent Johnston agreed that the proposal from Kansas State was strong but emphasized the importance of establishing a policy framework before moving forward. Provost Mendez expressed concern over losing an opportunity to get ahead of other states and requested that the proposal be allowed to proceed to COCAO on September 17 for a First Reading. Following the discussion, Regent Johnston moved to recommend that Academic Affairs staff develop a policy to address reduced-credit baccalaureate degrees and in the meantime, push the request to waive the current policy for KSU's program proposal to the full Board on September 17. Regent Mendoza seconded, and the motion carried unanimously.

TENURE, POST-TENURE, AND WORKLOAD POLICIES

Vice President Monhollon provided an update on the Board's ongoing review of tenure, post-tenure, and workload policies, a process initiated earlier this year at the direction of BAASC. He noted that the topic was discussed at the July Board retreat, where there was consensus around strengthening these policies to protect and preserve tenure across Kansas institutions. Following the retreat, Vice President Monhollon convened meetings with provosts and faculty senate presidents from each university and the medical center to gather input. Based on these conversations, staff prioritized revisions to the workload policy as a foundational step. A revised draft was developed using research from comparable systems and included elements commonly found in other states' policies, along with new provisions aimed at reinforcing the Board's commitment to tenure. The first draft was circulated to provosts for feedback, and a second version was sent to both provosts and faculty senate presidents on August 22. Feedback is expected by September 5. Vice President Monhollon shared that a joint meeting with provosts and faculty senate presidents is scheduled for September 17 to review the revised draft and assess readiness for broader consideration. The updated policy could be presented to BAASC at its September 30 virtual meeting, with the Board potentially considering it at its November meeting.

ACADEMIC AFFAIRS UPDATES

Vice President Monhollon requested that this item be tabled until the September 17 meeting due to the time constraints of this meeting.

ANNOUNCEMENTS

The next BAASC meeting will be held on September 17, 2025.

ADJOURNMENT

Regent Johnston moved that the meeting be adjourned. Regent Mendoza seconded, and the motion carried. The meeting adjourned at 11:26 a.m.

IV. B. Act on Approval of GED Score Addition to Gateway Math Placement Measures

**Dr. Jenn Bonds-Raacke,
Director Academic Affairs**

Summary

In September 2024, BAASC approved systemwide Multiple Placement Measures for entry into gateway math courses without corequisite support. These course-specific measures, developed by the Systemwide Math Course Placement Measures Committee, are available on the KBOR website under Math Pathways: Multiple Placement Measures Decision.

The purpose of today's issue paper is to expand the approved placement measures to include a qualifying GED score, which will increase access to gateway math courses—particularly for returning adult learners and home-schooled students. Workforce Development staff from Adult Education recommend a GED score of 160 as the minimum qualifying threshold. Academic Affairs staff recommends approval of this addition to the systemwide Multiple Placement Measures.

August 1, 2025

Background

On May 17, 2023, the Kansas Board of Regents (KBOR) approved a policy update requiring the use of systemwide placement measures for entry into gateway math courses. KBOR policy (Ch. II.A.14.b.vii.) states:

“Systemwide course placement measure” is a high school performance grade standard, requisite ACT/SAT score, or other common assessment mechanism that is recognized by all coordinated and state university institutions to determine if a student is eligible to enroll in a gateway English or math course. These measures are informed by recommendations from the Systemwide Course Placement Math and English Committees and require approval from the Board of Academic Affairs Standing Committee (BAASC).

In alignment with this policy, a Systemwide Math Course Placement Measures Committee was convened and developed multiple placement measures that allow students to enroll in gateway math courses without corequisite support. These course-specific recommendations were approved by BAASC in September 2024 and are available on the KBOR website under Math Pathways: [Multiple Placement Measures Decision](#).

Proposed Addition

The Adult Education division of Workforce Development works with programs serving Kansas adults ages 16 and older who need basic skills for the workforce. Many Kansans in these programs are working toward a high school equivalency diploma through taking the GED® (General Education Development) exam. The Adult Education division recommends the inclusion of the GED® score as an additional systemwide placement measure for entry into gateway math courses *without* corequisite support. This recommendation is grounded in a commitment to expanding equitable access for Kansas students—particularly for returning adult learners and home-schooled students, many of whom demonstrate readiness through the GED®. By including this measure, Kansas institutions can offer a more inclusive and flexible pathway into college-level mathematics while maintaining academic rigor and integrity.

Recommended GED® Score: 160 and 165

Establishing a universal crosswalk among placement assessments—such as ALEKS, GED®, ACT, SAT, and ACCUPLACER—is inherently challenging due to differences in test design, scoring standards, and intended use. While there is no national consensus on direct score equivalencies across these assessments, the GED® Testing Service emphasizes equitable access and a more inclusive interpretation of college readiness.

The recommendation of a GED® score of 160 for placement into Contemporary Math and Elementary Statistics reflects a balanced, research-informed approach that aligns with comparable benchmarks on other accepted assessments (e.g., ACT Math ≈ 18-19). This recommendation is also consistent with Kansas' GED® Guidance

The recommendation of a GED® score of 160 for placement into Contemporary Math and Elementary Statistics reflects a balanced, research-informed approach that aligns with comparable benchmarks on other accepted assessments (e.g., ACT Math \approx 18-19). This recommendation is also consistent with Kansas' GED® Guidance ([Sections 10–11](#)). Likewise, a recommended GED® score of 165 for College Algebra corresponds with the ACT Math benchmark of approximately 22. It is important to note that students scoring below 160 may still access gateway math courses through corequisite models, ensuring appropriate academic support and scaffolding.

Below is a listing of the placement measures previously approved by BAASC by gateway math course with the proposed GED score addition in red ink.

College Algebra

Math ACT: 22 or higher OR

Math SAT: 540 or higher OR

ALEKS PPL: 46 or higher OR

Accuplacer QAS: 263 or higher OR

HS GPA and Course Grade: 3.25 cumulative GPA **and** B- or higher in Second semester Algebra 2
or

Integrated Math 3 OR

Institutional Measure* (including professional discretion)

GED® Score: 165

Contemporary Math and Elementary Statistics

Math ACT: 19 or higher OR

Math SAT: 510 or higher OR

ALEKS PPL: 30 or higher OR

Accuplacer QAS: 255 or higher OR

HS GPA and Course Grade: 3.00 cumulative GPA **and** C- or higher in Second Semester Algebra 2
or Integrated Math 3 OR

Institutional Measure* (including professional discretion)

GED® Score: 160

Next Steps

Chief Academic Officers will receive an update memo noting the inclusion of a GED® math score as an approved placement measure for all gateway math courses. Additionally, experts from Adult Education will meet with members of the Math Pathways Taskforce to explain the rationale behind the recommendation and provide details on the selected score. Taskforce members will have the opportunity to ask questions and engage in discussion.

Staff Recommendation

Academic Affairs staff recommends approval of adding GED® scores of 165 and 160, respectively, as systemwide placement measures for entry into College Algebra and Contemporary Math/Elementary Statistics without corequisite support.

Adult Education, KBOR Experts

- Julie A. Clark, Associate Director for High School Equivalency
- Hector Martinez, Director, Adult Education

IV. B. Act on Approval of GED Score Addition to English Composition I Placement Measures

**Sam Christy-Dangermond,
Director Academic Affairs**

Summary

In November 2024, BAASC approved systemwide Multiple Placement Measures for entry into the gateway English course (English Composition I). These measures, developed by the Systemwide English Course Placement Measures Committee, are available on the KBOR website under English Initiatives.

The purpose of today's issue paper is to expand the approved placement measures to include a qualifying GED score, which will increase access to the gateway English course—particularly for returning adult learners and home-schooled students. Workforce Development staff from Adult Education recommend a GED score of 160 as the minimum qualifying threshold. Academic Affairs staff recommends approval of this addition to the systemwide Multiple Placement Measures.

August 1, 2025

Background

On May 17, 2023, the Kansas Board of Regents (KBOR) approved a policy update requiring the use of systemwide placement measures for entry into the gateway English course. KBOR policy (Ch. II.A.14.b.vii.) states:

“Systemwide course placement measure” is a high school performance grade standard, requisite ACT/SAT score, or other common assessment mechanism that is recognized by all coordinated and state university institutions to determine if a student is eligible to enroll in a gateway English or math course. These measures are informed by recommendations from the Systemwide Course Placement Math and English Committees and require approval from the Board of Academic Affairs Standing Committee (BAASC).

In alignment with this policy, a Systemwide English Course Placement Measures Committee was convened and developed multiple placement measures that allow students to enroll in the gateway English course without corequisite support. These recommendations were approved by BAASC in November 2024 and are available on the KBOR website under [English Initiatives](#).

Proposed Addition

The Adult Education division of Workforce Development works with programs serving Kansas adults ages 16 and older who need basic skills for the workforce. Many Kansans in these programs are working toward a high school equivalency diploma through taking the GED® (General Education Development) exam. The Adult Education division recommends the inclusion of the GED® score as an additional systemwide placement measure for entry into the gateway English course *without* corequisite support. This recommendation is grounded in a commitment to expanding equitable access for Kansas students—particularly for returning adult learners and home-schooled students, many of whom demonstrate readiness through the GED®. By including this measure, Kansas institutions can offer a more inclusive and flexible pathway into the college-level composition course while maintaining academic rigor and integrity.

Recommended GED® Score: 160

Establishing a universal crosswalk among placement assessments—such as GED®, ACT, SAT, and ACCUPLACER—is inherently challenging due to differences in test design, scoring standards, and intended use. While there is no national consensus on direct score equivalencies across these assessments, the GED® Testing Service emphasizes equitable access and a more inclusive interpretation of college readiness.

The recommendation of a GED® score of 160 for placement into English Composition I reflects a balanced, research-informed approach that aligns with comparable benchmarks on other accepted assessments. This recommendation is also consistent with Kansas' GED® Guidance ([Sections 10–11](#)). It is important to note that

The recommendation of a GED® score of 160 for placement into English Composition I reflects a balanced, research-informed approach that aligns with comparable benchmarks on other accepted assessments. This recommendation is also consistent with Kansas' GED® Guidance ([Sections 10–11](#)). It is important to note that students scoring below 160 may still access the gateway English course through corequisite models, ensuring appropriate academic support and scaffolding.

Below is a listing of the placement measures previously approved by BAASC for the gateway English course with the proposed GED score addition in red ink.

Multiple Measures with Addition

18+ on ACT Reading AND ACT English; **OR**

500+ on SAT ERW (Evidence-based Reading and Writing); **OR**

255+ Accuplacer Reading AND Writing; **OR**

3.0+ high school cumulative unweighted GPA after five or more semesters; **OR**

16+ ACT Reading AND ACT English AND B or higher (not B-) in most recent high school English course; **OR**

2.7+ high school cumulative unweighted GPA after 5 or more semesters AND B or higher (not B-) in most recent high school English course

GED® Score: 160

Next Steps

Chief Academic Officers will receive an update memo noting the inclusion of a GED® English score as an approved placement measure for the gateway English course. Additionally, experts from Adult Education will meet with co-chairs of the Systemwide English Course Placement Measures Committee to explain the rationale behind the recommendation and provide details on the selected score. Co-chairs will have the opportunity to ask questions and engage in discussion.

Staff Recommendation

Academic Affairs staff recommends approval of adding GED® score of 160 as a systemwide placement measure for entry into English Composition I without corequisite support.

Adult Education, KBOR Experts

- Julie A. Clark, Associate Director for High School Equivalency
- Hector Martinez, Director, Adult Education