KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
MEETING AGENDA
December 2, 2025
10:30 a.m. – 12:00 p.m.

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom with a live broadcast to the Board of Regents' YouTube Channel.

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 2026 Meeting Schedule

BAASC Academic Year 2025- 2026 Meeting Dates			
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
ACADEMIC AFFAIRS STANDING COMMITTEE
MEETING MINUTES
November 19, 2025

Regent Alysia Johnston called the November 19, 2025, Board Academic Affairs Standing Committee meeting to order at 2:00 p.m. The meeting was held via Zoom.

MEMBERS PRESENT: Regent Alysia Johnston, Chair
                           Regent Pamela Ammar

APPROVAL OF MINUTES
Regent Ammar moved that the minutes of the November 4, 2025, meeting be approved. Following the second of Regent Johnston, the motion carried unanimously.

Discussion

AY 2025 Performance Reports
Director for Academic Affairs Sam Christy-Dangermond shared that state statute authorizes the Kansas Board of Regents to approve performance agreements for the state's public post-secondary institutions and to determine the amount of any new state funds they should receive because of those agreements. In May 2023, the Board approved a new project-based system for reporting years 2024-2026. The funding framework centers on institutions applying the following practices which support the Board's "Building a Future" strategic plan:
1. Math Pathways
2. Corequisite Support
3. Systemwide course placement measures for Math and English gateway courses
4. Academic degree maps

This year, degree maps were required to include the systemwide general education coding for community colleges and universities for programs utilizing the systemwide general education framework. Institutions were asked to submit reports to KBOR by July 1. KBOR staff conducted a preliminary review of the reports and shared concerns with the institution directly. Consistent with the Board's funding guidelines and the rubric in Attachment A, KBOR staff recommends that all 32 institutions receive 100 percent of any new funding available.

Regent Ammar moved to place the AY 2025 Performance Reports on the discussion agenda for a future Board meeting. Following the second of Regent Johnston, the motion passed unanimously.

Other Matters

2025 OER Kansas Annual Report
Dr. Jennifer Bonds-Raacke introduced Fort Hays State University librarian Claire Nickerson, who represents the OER Committee. Ms. Nickerson defined OER as free course materials that are openly licensed. The report indicates that many students will not buy course materials which they deem too expensive, even if they recognize that not having course materials negatively affects their success.

Switching to OER improves retention and persistence with the same or better outcomes, particularly for minority students.

A survey has been sent annually to CAOs since 2021, who they send to the appropriate person at their institution who is familiar with their OER initiatives. In the most recent survey, 26 of 33 respondents indicated that their institution had a program committee or policy related to OER. This is an increase from 17 of 33 the previous year. Libraries were the most involved in OER initiatives, followed by academic departments and administration. The most common OER practice in place was offering OER professional development. Stakeholder awareness of OER has increased compared to the previous year. The most requested type of support for OER was professional development. Institutions can reach out to Open Up Learning Kansas to connect with a trainer to provide professional development. Other support requested included publishing. Open Up Learning Kansas has a membership to LibreTexts, an OER publishing platform. Institutions can reach out to their representative regarding this resource.

OER challenges noted by institutions included a lack of faculty time. Ms. Nickerson recommended offering leave or release time for faculty to switch to OER course materials. Other concerns included lack of existing OER for certain topics, faculty resistance and misconceptions, and lack of financial incentives. Regent Johnston asked if any institutions indicate the use of OER in course schedules. Ms. Nickerson responded that 10 institutions have indicated that they have adopted this practice, and three institutions have indicated that the adoption of this practice is in development.

Dr. Jill Arensdorf, Provost at Fort Hays State University, suggested sharing this report with student government and faculty senate presidents. Jennfier Bonds-Raacke responded that she and Sam Christy-Dangermond will share the report with the aforementioned groups.

Apply Free Days- Data Update
Mistie Knox reported that this update was shared with the Apply Free Days Committee, composed admissions directors from Kansas' public universities. This initiative is in its third year and modeled after Colorado's free application days. All public institutions and some private institutions have chosen to participate in waiving undergraduate application fees for students who apply during the three-day window. This report as well as previous reports will be available on kansasregents.gov/students under the "Apply Free Days" page. Twenty-three states offer some form of free college application initiative, varying in duration from three days to a full month. Kansas is one of the few states with all public institutions participating in the initiative. Ms. Knox noted that the data in the report reflects Emporia State University's $30 application fee, which has since been waived for all students. The data in the report indicates that removing the application fees encourages students to apply to more institutions, expanding their post-secondary options. Thirty-nine percent of public institutions reported higher yields for students applying within the three-day window. Students in higher age groups and underserved populations reported a higher yield during Apply Free Days compared to other populations.

Independent research conducted by Ms. Knox indicated that the waiving of fees combined with peer and school counselor support encouraged students to apply who otherwise had no plans to apply to college. Regent Ammar expressed interest in implementing apply free dates in the Spring. Ms. Knox responded that given the feedback from school counselors regarding the sense of urgency created by the Fall dates,

the implementation of Spring dates would require additional consideration from a marketing standpoint. Ms. Knox added that there was a growing interest in expanding the three-day window to a five-day window. Other future recommendations include sustaining the Apply Kansas and All-Star High School initiatives to reinforce consistent postsecondary planning timelines.

Regent Ammar suggested implementing additional free application days later in the academic year if increasing the window to five days still shows a high percentage of applications outside of the free application window. Dr. Barbara Bichelmeyer, Provost at the University of Kansas, added that students who apply in the Spring experience time constraints with steps such as orientation, choosing a residence hall, and enrollment. Dr. Dawn Shew, Associate Vice Chancellor for Student Affairs at the University of Kansas Medical Center, expressed support for additional Spring dates to aid first-generation students as well as students experiencing setbacks with their original college plans. Mistie Knox added that most institutions have a November priority scholarship deadline. Regent Johnston expressed interest in comparing the yield from this year to the past two years.

Policy Revision Follow-Up
Vice President for Academic Affairs Rusty Monhollon opened the floor for comments or points of clarification needed before the discussion scheduled at the full Board meeting. Regent Johnston thanked all involved for their efforts and emphasized the importance of upholding tenure and supporting student success. She shared concerns from provosts expressing the need for discussion on defining "adequate" within the policy, which will be discussed at the full Board meeting. Dr. Jesse Mendez, Provost for Kansas State University, added that senior faculty at KSU have requested a standalone statement the difference between the institutional mission between the different types of institutions (doctoral, 4-year institutions.) VP Monhollon said there will be opportunities for institutions to provide feedback over the next several weeks.

Adjournment
Chair Johnston shared that the next BAASC meeting will be held virtually at 10:30 a.m. on December 2, 2025, and adjourned the meeting at 3:00 p.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Fort Hays State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Letters of support are included in Appendix A.

I.   General Information

A.   Institution   Fort Hays State University

B.   Program Identification
Degree Level: Bachelor
Program Title: Religious Education and Community Engagement
Degree to be Offered: Bachelor of Arts in Religious Education and Community Engagement
Responsible Department or Unit: Department of History and Philosophy (Philosophy Program)
CIP Code: 39.0705 Lay Ministry[1]
Modalities: Face-to-Face and Online
Proposed Implementation Date: Spring 2027

Total Number of Semester Credit Hours for the Degree: 120 Credit Hours

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

III.   Justification
Fort Hays State University seeks to offer "accessible, quality education" that is "aligned with the . . . needs of our communities" (*Unlocking Untapped Potential: FHSU Strategic Plan 2024-27*). One significant unmet community need is for a flexible, accessible, and inclusive baccalaureate program in religious activities and education. Such a degree would equip students to find rewarding jobs in which they "[c]oordinate or design programs and conduct outreach to promote the religious education or activities of a denominational group. [Students] [m]ay provide counseling, guidance, and leadership relative to marital, health, financial, and religious problems" (Bureau of Labor Statistics, SOC Code 20-2021).

As we explain in section VI (Employment), below, there is a growing need for graduates with university-level training of this sort, as documented in the rpk Group report commissioned by the Kansas Board of Regents (2023). A search of the KBOR program database indicates that no university in the Kansas Board of Regents system currently offers such a program. The FHSU Philosophy Program, which is housed in the Department of History and Philosophy, proposes to offer a Bachelor of Arts degree in Religious Education and Community Engagement. This proposed 39-hour interdisciplinary major program, made up of courses in religion, philosophy, sociology, leadership, marketing, and history, would help meet employer demand both within Kansas and on a national level.

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[1] The rpk Group report uses SOC codes to find and classify jobs. The SOC code used corresponds to numerous CIP codes. In addition to the CIP code chosen here, the SOC code corresponds to many other related CIP codes (*e.g.*, 39.0701 Pastoral Studies/Counseling, 39.0702 Youth Ministry, 39.0703 Urban Ministry, 39.0705 Women's Ministry, 39.0799 Pastoral Counseling and Specialized Ministry, and 39.0706 Chaplaincy/Chaplaincy Studies).

The proposed program would differ significantly from the B.A. in Philosophy currently offered by a number of Kansas Board of Regents institutions. While the Fort Hays State University Philosophy program would provide many of the courses required for this degree, including courses in religion, the degree would also include coursework in other departments, on both a required and an elective basis, in areas including history, leadership, marketing, and sociology. Additional electives, including courses from other departments, could easily be incorporated into students' plans of study. This curriculum would provide students with a practical, career-oriented outcome for their program of study. Four new courses would be created to meet the specific needs of students in this program, including a course on Christian doctrines and a course on the relationship between science and religion. The requirements for the proposed degree program would emphasize courses in religion rather than courses in philosophy. Finally, this degree program would require a supervised, senior-level practicum or internship through which students would gain real-world experience working with religious or non-profit organizations.

The proposed degree program would also differ significantly from a degree program in Religious Studies, such as those offered by the University of Kansas and Washburn University. Religious Studies programs focus on the historical, sociological, textual, and anthropological study of religion and religious traditions. Traditional Religious Studies programs seek to develop academic knowledge of different religious traditions, rituals, communities, and practices. The proposed program in Religious Education and Community Engagement, while it includes some courses on these topics, would focus instead on preparing students to apply this knowledge in professional careers with religious and nonprofit organizations. A survey of the courses offered in the University of Kansas Religious Studies department, for example, shows a great attention to differing religious traditions and approaches to studying those traditions, but places little or no focus on practical applications of knowledge in these areas (*e.g.*, as a youth minister, music minister, or worker for a faith-based nonprofit).

The proposed program in Religious Education and Community Engagement would be attractive to students who wish to enter the faith-based arena of work but who desire to have an expanded range of professional opportunities. This new program would be focused on providing leaders for local communities in Kansas. In common with graduates in fields including teacher education, social work, and criminal justice, graduates of the proposed program would serve and help to uplift Kansas communities. The proposed program, with its practical focus, its low cost to students, its flexibility for place-bound Kansas residents through an option for online study, and its responsiveness to employer demand documented by rpk Group and Gray Decision Intelligence (Gray DI) data, would be of significant value to Kansans and to our Kansas communities.

IV.   Program Demand:
Market Analysis
According to the rpk Group report commissioned by the Kansas Board of Regents during the 2022-2023 academic year, demand for trained directors of religious activities and education is likely to increase in Kansas (rpk Group 2023, p. 24). The proposed new program would prepare individuals to meet this demand. The table below, taken from the rpk Group report, shows the demand in Kansas for individuals trained to fill this role:

SOC Code	Occupation	Typical Education Level for Occupation Entry	% New Job Growth 2018-2028	Annual Job Openings 2018-2028	Accessible to Liberal Arts Graduates
21-2021	Directors, religious activities, and education	Bachelor's Degree	5.2%	193	Yes

The graphic and table below, showing average salaries, job postings, and degree requirements, are drawn from nationwide research by Gray Decision Intelligence (Gray DI), a leading consultant that provides the only complete Program Evaulation System (PES) for higher education.
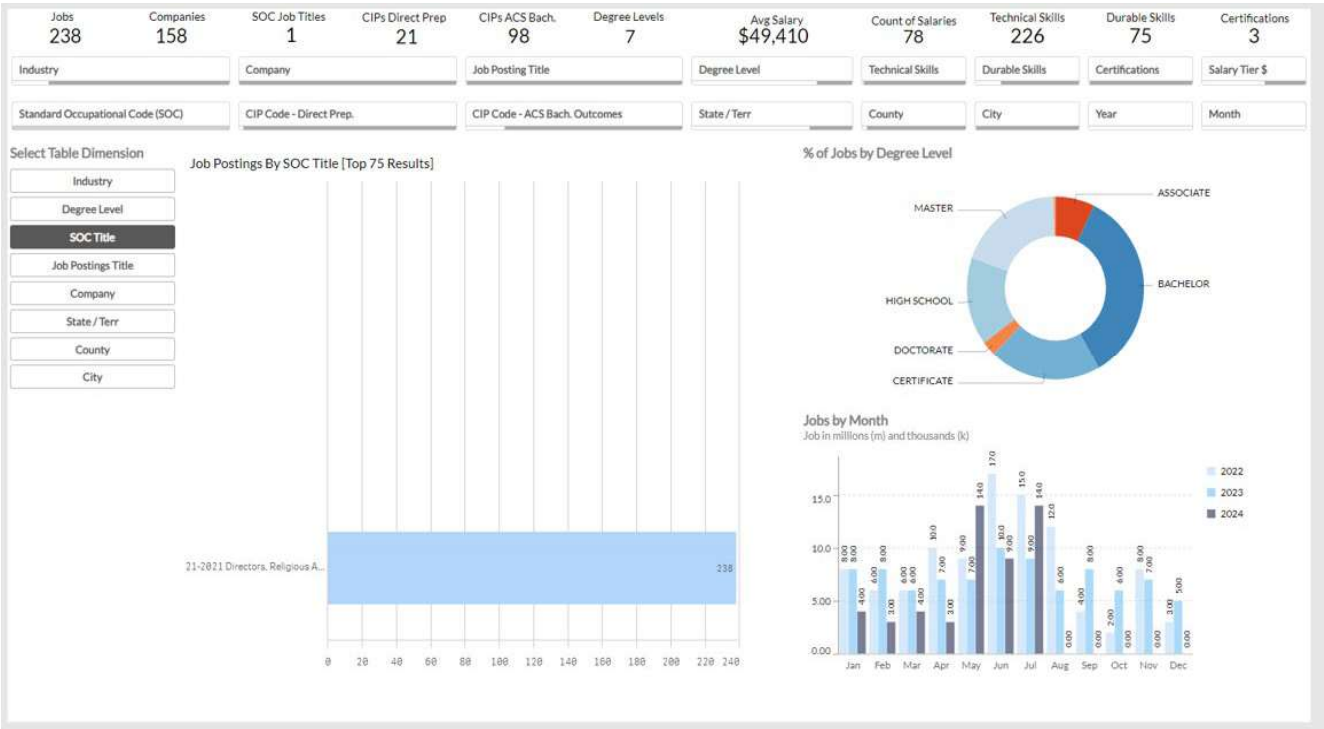
No other four-year state institution in Kansas offers a degree of this sort, Fort Hays State University is well-equipped to offer this program, and there would be no concern about program duplication with other Kansas Board of Regents institutions.

Some private, religious educational institutions in Kansas offer degree programs (*e.g.*, the Pastoral Ministry bachelor's degree at Barclay College, the Evangelization and Catechesis bachelor's degree at Benedictine College, the various Ministry majors and the corresponding bachelor's degrees at both Central Christian College of Kansas and MidAmerica Nazarene University) that are in some ways similar to the degree proposed by Fort Hays State University. The program in Religious Education and Community Engaged proposed by Fort Hays State University, however, differs from and offers benefits not available through these private college programs:

- First, each of these private institutions focuses on a specific religious tradition or denomination, whereas the program proposed by Fort Hays State University would not impose a specific denominational focus and would thus serve students from a range of religious traditions.

- Second, Fort Hays State University would be able to offer the proposed degree program in an entirely online environment to Kansas residents who are unable to travel or relocate, whereas the vast majority of private institutions do not offer this opportunity. A survey of the private institutions located in Kansas that offer bachelor-level degrees in pastoral ministry or divinity reveals that only a single program is available in an entirely online format. Fort Hays State University's proposed program in Religious Studies and Community Engagement could be launched immediately online, as the required coursework for the first two years of the program is already available and the four new courses required for the program could be developed during that two-year period. Not only would this be this a significant advantage for the proposed program, which would recruit and support students from all over Kansas, but it would enable individuals who cannot

relocate due to obligations to care for parents, siblings, or children or who are otherwise placebound for personal or professional reasons to pursue an education and build a professional career in this important service field.

- Third, the interdisciplinary nature of the proposed program, which includes coursework in leadership, sociology, history, and marketing, and the skills developed in these courses would prepare students not only for work within a church or religious organization, but also for work with religiously-oriented nonprofit organizations, providing another rich field of professional opportunity for program graduates
- Fourth, students pursuing the proposed degree in Religious Education and Community Engagement would be able to take advantage of all of the resources and opportunities that a four-year, state institution of higher education offers. Fort Hays State University's departments, schools, and programs offer a broad variety of majors, minors, certificates, disciplines, and additional areas of study, while Fort Hays State University units including the Institute for New Media Studies and the Cybersecurity Institute and Technology Incubator provide a wide range of exciting opportunities for professional development and intellectual growth. With its religiously and culturally diverse student body and its variety of religious and secular student organizations, Fort Hays State University offers students a wealth of experiences and opportunities that would not be available at a private religious institution.
- Finally, the cost to complete Fort Hays State University's proposed new program in Religious Education and Community Engagement would be significantly lower than the cost to complete a program at a private religious college. For Kansas residents who do not desire to go into significant debt and those with limited financial resources, the proposed new program would provide a viable and much-needed option for higher education, leading to a professional career.

The table below, while not exhaustive, compares the projected cost of the proposed new program with the cost of programs offered by private institutions of higher education in Kansas:

University/College	Cost per Credit Hour of Tuition and Fees[2]	Tuition and Fees Cost for 1 Year for Full Time Student (30 credit hours a year)	Program Available Entirely Online?
Fort Hays State University[3]	$197.46 (on-campus), $257.33 (online)	$5,923.80 (on-campus) $7,719.90 (online)	Yes
Benedictine College[4]	$975.00	$29,250.00	No
Central Christian College of Kansas[5]	$1,027.00	$30,800.00	No
MidAmerica Nazarene University[6]	$1,307.00 (under 12 hours)	$37,620.00	No
Newman University[7]	$1,183.00	$35,500.00	No

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[2] Some colleges do not have distinct figures for tuition separate from fees, but simply a single figure for tuition and fees. FHSU provides figures above for both tuition and fees per credit hour.
[3] Figures based on FHSU resident/regional on-campus and online tuition from https://www.fhsu.edu/sfs/students_parents/tuition/fy25-tuition-and-fees.pdf
[4] Figures from https://www.benedictine.edu/wp-content/uploads/files/admission/comparative-tuition-fees.pdf
[5] Figures from https://www.centralchristian.edu/tuition/
[6] Figures from https://www.mnu.edu/wp-content/uploads/2024/10/2025-2026-Tuition-Fees-for-Web.pdf
[7] Figures from https://newmanu.edu/nu-pay/tuition-fees/tuition-ug-24-25

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

Year	Total Headcount Per Year		Total Semester Credit Hours Per Year	
	Full-Time	Part-Time	Full-Time (15 hrs. per semester)	Part-Time (6 hrs. per semester)
Implementation	5	2	150	24
Year 2	12	4	360	48
Year 3	19	6	570	72

VI. Employment

The United States Bureau of Labor Statistics tables, below, present data as of May 2022 that demonstrate the national employment demand for graduates of programs such as the proposed program in Religious Education and Community Engagement; these tables describe the national mean wages, and they provide a breakdown of the industries in which graduates could work, as well as mean wages in different industries:

Employment	Employment RSE[8]	Mean hourly wage	Mean annual wage	Wage RSE
24,030	4.0 %	$ 29.11	$ 60,540	2.5 %

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Religious Organizations	19,170	10.15	$ 28.87	$ 60,050
Elementary and Secondary Schools	1,480	0.02	$ 24.86	$ 51,710
Colleges, Universities, and Professional Schools	1,300	0.04	$ 31.11	$ 64,720
General Medical and Surgical Hospitals	340	0.01	$ 42.15	$ 87,660
Management of Companies and Enterprises	290	0.01	$ 38.31	$ 79,670

These projected salaries meet or exceed Kansas Board of Regents' target for salaries five years after graduation, which as of this year is $40,800.

The discrepancies between the job numbers reported by Gray DI and the rpk Group, and salary ranges reported by Gray DI and the U.S. Bureau of Labor, may reflect the data-gathering techniques used and/or the ways in which each firm, as well as the federal government, define, procure, and sort data. The following considerations

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[8] RSE is the Relevant Standard Error, which is the measure of the reliability of the data estimate. A 4% RSE means that the standard error is 1/25 as large as the survey estimate. For more on this measure, see
https://www.bls.gov/oes/current/oes_abo.htm .

may explain these and other data-related issues:

- The Bureau of Labor Statistics report includes data from throughout the United States. A job in this field in Los Angeles, California, is likely to have a different salary from a similar job in Hays, Kansas.

- The SOC code associated with a specific job may correspond to a range of CIP-code-classified jobs. Work in this field at a hospital, or a private company, may generate a higher income than work in a small, rural church or a tiny-but-mighty religious nonprofit.

- The SOC/CIP conversion may explain some of these discrepancies in numbers, since Gray DI uses CIP codes and rpk Group uses SOC codes.

The rpk Group report notes that there will be an estimated 193 annual job openings between 2018 and 2028 in Kansas for the kinds of work for which graduates of the proposed program would be qualified. Members of the local clergy have confirmed that many churches in Kansas need youth ministers, education and counseling ministers, and other church workers and that this program would equip students to fill these jobs. Letters from area clergy, faculty in other disciplines, and community leaders supporting this proposal are included in appendices to this document to demonstrate local need, as well as student demand.

One letter writer "can attest that FHSU has lost prospective students who inquire about such a degree offering only to be disappointed that none exists at FHSU"[9], while another reports that, "I have, in only the past three months, engaged with two prospective students whom I believe would readily pursue this degree program if it were approved and available."[10] In particular, a local pastor describes as the need for such individuals—and for a program to train them—as "critical."[11]

Job ads in Kansas, quoted below, describe the need for graduates equipped with the skills and responsibilities with which the proposed program in Religious Education and Community Engagement would equip students:

"Actively develop healthy relationships with adults, as well as kids, and build vibrant relationships with the local community, the military installation, and the chapel community. Be a role model (incarnational) and assist with developing community outreach to 'unchurched' teens, discipleship to Christian teens, and leading and equipping volunteers to do 'hands-on' middle and high school Christian youth programs…. College degree preferred….Small event planning skills."[12]

"Director will be working with and designing programming for children newborn to 5th Grade and must possess good organizational skills, the ability to motivate people and communicate plans to the Senior Pastor."[13]

"The role of a chapel assistant is to support the smooth operation of chapel services and related events, ensuring a welcoming and reverent atmosphere for all attendees. Responsibilities typically include assisting with setup and cleanup, coordinating with speakers, organizing and recruiting chapel hosts, and musicians, managing audiovisual equipment, coordinating all elements of the chapel experience including slides, streaming team, prayers, announcements and providing logistical support as needed. Chapel assistants play a crucial role in facilitating meaningful worship experiences and fostering a sense of community within the chapel

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[9] Letter of Support from Dr. Brett Zollinger, Professor and Chair of the Sociology Program at FHSU.
[10] Letter of Support from Dr. Brett Whitaker, Associate Professor and Chair of Leadership Programs at FHSU.
[11] Letter of Support from Pastor Troy Miller, Associate Pastor of Hays First United Methodist Church.
[12] https://www.indeed.com/jobs?q=ministry&l=kansas&radius=35&start=20&vjk=82e4c0a645515f6d
[13] https://www.indeed.com/viewjob?cmp=Junction-City-First-United-Methodist-Church&t=Director&jk=befcc6a3f98b1662&q=ministry&xpse=SoAk67I35l6nFLy5MZ0LbzkdCdPP&xfps=3b42301d-5908-4006-b009-4ac34e5aae8a&xkcb=SoC467M35l6p1mS46x0FbzkdCdPP&vjs=3

environment."[14]

"Position Requirements: Have a growing relationship with Jesus Christ…Experience in leading modern worship and knowledge of technology. Skilled in recruitment, training, and empowerment of volunteers in music and tech ministries. Team-oriented leader"[15]

"Overseeing and mentoring leadership within the church family. Representing our church in community outreach activities and charitable events. Organizing weekly services and delivering Biblically-based messages. Able to communicate with members of the congregation and provide spiritual guidance, including pastoral care for nursing home residents. Contribute to the monthly church newsletter and maintain the church social media presence. Provide spiritual support of all youth ministry endeavors."[16]

"Care for families: Knows and stays in touch with families in the congregation. Program development, implementation, and evaluation: Assesses programs and curricula in order to implement what is needed by participants in our programs. Coordination: Oversees age-appropriate activities for children from birth to age 18. Engagement: Actively seeks and supports volunteer participation and opportunities for intergenerational relationship-building."[17]

"Building engagement in the community. Train grassroots faith leaders how to engage others in the fight for justice & recruit new leaders and congregations into the organization. Drive forward campaigns on community problems. Train grassroots leaders to identify community problems, conduct research, and develop action plans for issue campaigns. Organize public actions of over 1,000 people. Fundraising from local sources. Coordinate an annual 6-8 week fundraising drive with grassroots leaders who fundraise from individuals, small businesses, and major corporations in the community. Ensure that dues from member congregations are collected."[18]

Graduates of the proposed program in Religious Education and Community Engagement would be equipped to find meaningful, fulfilling work in both non-proft organizations and churches because of their skills in communicating with others, raising funds, developing programs, developing marketing materials, engaging with social media, providing ministerial support, and using their expansive knowledge of religion to engage the youth as well as other church members.

VII. Admission and Curriculum
A. Admission Criteria
Students pursuing the proposed program would need to apply and be admitted to FHSU.

B. Curriculum[19]

Bachelor of Arts in Religious Education and Community Engagement	
Required Courses (27 credit-hours)	
PHIL 140	Philosophy and the Bible: Old Testament
PHIL 170	World Religions

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[14] https://www.indeed.com/viewjob?jk=db869ac9fbdc56b5&tk=1id5pa7dgg2m68a7&from=serp&vjs=3
[15] https://www.churchjobs.net/jobs/openings/worship-leader-in-hays-ks-10799/
[16] https://www.churchjobs.net/jobs/openings/pastor-in-scott-city-ks-12361/
[17] https://www.indeed.com/viewjob?cmp=Unitarian-Universalist-Fellowship-of-Manhattan&t=Director+of+Education&jk=4c1a16b20027274d&q=christian+nonprofit&xpse=SoCf67I35l84I_yEDh0LbzkdCdPP&xfps=68fee9bf-e6aa-4e25-8b59-efa418fd2537&xkcb=SoAx67M35l8kd5yYDB0DbzkdCdPP&vjs=3
[18] https://w.execsearches.com/nonprofit-jobs/lead-community-organizer-the-dart-center-kansas-city-ks-usa
[19] Only four new courses will need to be created in order to complete this curriculum. The Department of History and Philosophy requests funding to support the design of the first two of these courses; faculty members are prepared design the other two courses on an uncompensated basis.

PHIL 240	Philosophy and the Bible: New Testament
PHIL #TBD1	Christian Theology and Doctrine
LDRS 302	Introduction to Leadership Behavior
SOC 664	Social Entrepreneurship and Grassroots Social Action
SOC 680	Nonprofit Organizations
PHIL #TBD2	Religious Direction Methods – Capstone[20]
PHIL #TBD3	Religious Education and Community Engagement Internship
Choose any 4 of the following courses, classified here and later in the document as *Religious Education and Community Engagement Electives* (12 credit-hours)	
SOC 470	Grant Writing
SOC 677	Internship in Sociology: Advanced Grant Writing
SOC 355	Sociology of Death and Dying
SOC 644	Sociology of Aging
SOC 671	Program Development and Evaluation
HIST 608	History of Christianity
PHIL #TBD4	Religion and Science
PHIL 360	Philosophy of Religion
MKT 301	Marketing Principles
MKT 610	Social Media Marketing
PHIL 490	Topics in Philosophy (where relevant)
PHIL 672	Readings in Philosophy (Independent Study, where relevant)
Total Major Core Hours	**39 credit-hours**

Program Major Core Requirements: 39 credit-hours (including 30 upper-division credit-hours)
General Education Requirements: 34-35 credit-hours
University Requirements: 1 credit-hour
Bachelor of Arts Language Requirements: 10 credit-hours
Electives: 35-36 credit-hours (15 of these credit-hours should come from upper-division elective courses in order to meet 45 credit-hour upper-division requirement)
Total Degree Hours: 120 credit-hours

Sample Four-Year Degree Map

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

Course #	Course Name	SCH
	SGE010 - English Discipline Area	3
	SGE070 - Institutionally Designated Area	3
PHIL 170	World Religions	3
	SGE020 - Communication Discipline Area	3
	Elective	3
UNIV 101	Freshman Seminar	1
	Total Hours	16

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[20] This course will be designed to satisfy the Information Literacy and Senior Writing Graduation Requirement.

Year 1: Spring

Course #	Course Name	SCH
	SGE010 - English Discipline Area	3
	SGE050 - Social Behavioral Sciences Discipline Area	3
PHIL 140	Philosophy and the Bible: Old Testament	3
	Elective	3
	Total Hours	12

Year 2: Fall

Course #	Course Name	SCH
	SGE060 - Arts/Humanities Discipline Area	3
	Religious Education and Community Engagement Elective #1	3
	SGE030 - Math Statistics Discipline Area	3
	Elective	3
	Elective	3
	Total Hours	15

Year 2: Spring

Course #	Course Name	SCH
	SGE050 - Social Behavioral Sciences Discipline Area	3
	SGE040 - Natural Physical Science Discipline Area	3
	SGE040 - Natural Physical Science Discipline Area Lab	1
	SGE060 - Arts Humanities Discipline Area	3
PHIL 240	Philosophy and the Bible: New Testament	3
	Total Hours	13

Year 3: Fall

Course #	Course Name	SCH
	SGE070 - Institutionally Designated Area	3
	Religious Education and Community Engagement Elective #2	3
	Religious Education and Community Engagement Elective #3	3
	BA Modern Language Requirement #1	5
	Elective	3
		17

Year 3: Spring

Course #	Course Name	SCH
	Religious Education and Community Engagement Elective #4	3
LDRS 302	Introduction to Leadership Behavior	3
	BA Modern Language Requirement #2	5
SOC 664	Social Entrepreneurship and Grassroots Social Action	3
	Elective	3
	Total Hours	17

Year 4: Fall

Course #	Course Name	SCH
PHIL #TBD2	Religious Directions Methods (fills senior level writing and info literacy requirement)	3
SOC 680	Nonprofit Organizations	3

PHIL #TBD1	Christian Theology and Doctrine	3
	Upper-Division Elective	3
	Upper-Division Elective	3
	Total Hours	15

Year 4: Spring

Course #	Course Name	SCH
PHIL #TBD3	Religious Education and Community Engagement Internship	3
	Upper-Division Elective	3
	Upper-Division Elective	3
	Upper-Division Elective	3
	Upper-Division Elective	3
	Total Hours	15

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
Dr. Greg Atkins	Asst. Prof.	PhD	N	History	.125
Dr. Rob Byer	Asst. Prof.	PhD	Y	Philosophy	.25
Dr. Ron Christian	Asst. Prof.	PhD	Y	Marketing	.125
Ms. Eileen Doherty	Instructor	MS	N	Sociology	.125
Dr. Doug Drabkin	Professor	PhD	Y	Philosophy	.125
Ms. Jeannie Majercin	Instructor	MPS	N	Sociology	.125
Dr. Mary Martin	Professor	PhD	Y	Marketing	.125
Dr. Kate McGonigal	Assoc. Prof.	PhD	Y	Sociology	.125
Dr. Carl Miller	Assoc. Prof.	PhD	Y	Philosophy	.33
Dr. Abin Ojha	Instructor	PhD	N	Sociology	.125
Dr. Gene Rice	Professor	PhD	Y	Philosophy	.125
Dr. Peter Tramel	Asst. Prof.	PhD	N	Philosophy	.125
Dr. Pelgy Vaz	Professor	PhD	Y	Sociology	.125
Dr. Brett Whitaker	Assoc. Prof.	PhD	Y	Leadership	.125

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

A. EXPENDITURES	First FY	Second FY	Third FY
1. Personnel – Reassigned or Existing Positions			
Faculty	$ -	$ -	$ -

Administrators *(other than instruction time)*	$ -	$ -	$ -
Graduate Assistants	$ -	$ -	$ -
Support Staff for Administration *(e.g., secretarial)*	$ -	$ -	$ -
Fringe Benefits *(total for all groups)*	$ -	$ -	$ -
Other Personnel Costs	$ -	$ -	$ -
Total Existing Personnel Costs – Reassigned or Existing	$ -	$ -	$ -
2. Personnel – New Positions			
Faculty	$ -	$ -	$ -
Administrators *(other than instruction time)*	$ -	$ -	$ -
Graduate Assistants	$ -	$ -	$ -
Support Staff for Administration *(e.g., secretarial)*	$ -	$ -	$ -
Fringe Benefits *(total for all groups)*	$ -	$ -	$ -
Other Personnel Costs – Graduate Assistant Tuition	$ -	$ -	$ -
Total Personnel Costs – New Positions	$ -	$ -	$ -
3. Start-up Costs - One-Time Expenses			
Library/learning resources	$ -	$ -	$ -
Equipment/Technology	$ -	$ -	$ -
Physical Facilities: Construction or Renovation	$ -	$ -	$ -
Program Marketing	$ 7,500	$ 5,000	$ 5,000
New Course Development	$ 6,000	$ -	$ -
Total Start-up Costs	$ 13,500	$ 5,000	$ 5,000
4. Operating Costs – Recurring Expenses			
Supplies/Expenses	$ -	$ -	$ -
Library/learning resources	$ -	$ -	$ -
Equipment/Technology	$ -	$ -	$ -
Travel	$ -	$ -	$ -
Total Operating Costs	$ -	$ -	$ -
GRAND TOTAL COSTS	$ 13,500	$ 5,000	$ 5,000

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds & Student Fees		$ 34,358	$ 80,564	$ 126,769
Other Sources		$ -	$ -	$ -
GRAND TOTAL FUNDING		$ 34,358	$ 80,564	$ 126,769
C. Projected Surplus/Deficit (+/-) (Grand Total Funding minus Grand Total Costs)		$ 20,858	$ 75,564	$ 121,769

X. Expenditures and Funding Sources Explanations
A. Expenditures

The Department of History and Philosophy would request a marketing budget of $7,500 for the first year and $5,000 per year for years two and three to promote the new program. The department would seek this funding from the College of Arts, Humanities, and Social Sciences, which strongly supports this new program proposal, for this purpose.

The Department of History and Philosophy would request a budget of $6,000 to compensate faculty for developing two new courses (PHIL #TBD1: Christian Theology and Doctrine and PHIL #TBD4: Religion and Science) during the first year of the program in collaboration with Fort Hays State University's Teaching

Innovation and Learning Technologies (TILT) unit. The department would seek this funding from the College of Arts, Humanities, and Social Sciences, which strongly supports this new program proposal, and, as appropriate, from the Division of Academic Affairs.

The Department of History and Philosophy does not anticipate a need for new faculty or additional sections of existing courses to support the proposed new program during its first three years. Many of the courses required for the proposed program are already taught on a regular basis for other programs, as general education courses, or to support minors, badges, concentrations, or certificates; these courses are not often enrolled to capacity and could accommodate students enrolling in the proposed new program. The remaining two new courses that would be required for the proposed program (PHIL #TBD2: Religious Direction Methods Capstone and PHIL #TBD3: Religious Education and Community Engagement Internship) would not need to be offered until students progress farther in the program, at or after the third-year mark, at which time the department would assess the need for additional faculty, course sections, or other necessary alterations determined by enrollment demand. Transfer students would be required to take these courses, and the department would work to determine the number and type of transferred courses approved for this degree path.

B.   Revenue: Funding Sources

The proposed new program would be supported by base tuition and fees. No other funding sources would be necessary beyond marketing expenses for the first three years and one-time course development expenses in the first year. As discussed above, almost all of the courses (in philosophy, sociology, leadership, and marketing) required for the proposed new program already exist, are regularly offered in these departments, and have available capacity to support students in the proposed new program. The instructors for these courses are already on staff and are already compensated, so no additional compensation would be required, and no additional funding would be required beyond the initial funds for marketing and course development, as described above. The numbers calculated below use the tuition rate of $197.46 per credit hour.

C.   Projected Surplus/Deficit

Projected Surplus

Year 1	$20,858
Year 2	$75,564
Year 3	$121,769

Total	$218,191

XI.   References

Bureau of Labor Statistics, U.S. Department of Labor. (2022) *List of SOC Occupations*. Retrieved on 7 June 2023 from https://www.bls.gov/oes/current/oes_stru.htm.

Bureau of Labor Statistics, U.S. Department of Labor. (2022) *Occupational Employment and Wage Statistics, Directors, Religious Activities and Education*. Retrieved on 7 June 2023 from https://www.bls.gov/oes/current/oes212021.htm.

Fort Hays State University. *Unlocking Untapped Potential: FHSU Strategic Plan 2024-27*. Retrieved from https://www.fhsu.edu/president/strategic-plan/untapped-potential/.

Gray DI. (2024) *Custom Generated Report*. Retrieved on 15 October 2024 from Gray DI database.

rpk Group. (2023) *Kansas Board of Regents Academic Portfolio and Teaching Workload Reviews*. Commissioned by the Kansas Board of Regents.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2020) CIP SOC Crosswalk. Retrieved on 7 June 2023 from https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56.

15 November, 2024

To whom it may concern,

I am providing this letter as evidence of our program's support for the proposed Bachelor of Arts in Religious Education and Community Engagement at Fort Hays State University (FHSU). I believe this program is well suited to address an underserved demand among prospective students, and would be complimentary to the programs that we offer through the Leadership Program and other related fields at the university.

The Bachelor of Science or Bachelor of Arts degree with a major in Organizational Leadership attracts students from a variety of backgrounds, and is highly transferable to many different career paths and vocational outlets. As a result of our program orientation, we often encounter students who desire to be positive agents of change and work in engaged environments where they may exercise their talents in meaningful service to their communities. While our program is well suited to serve many of these students, we do occasionally interact with students who have a strong desire to carry out this sort of work within a religious or faith-based context, and it would be beneficial to have a program such as the one being proposed here for those students to pursue.

I have, in only the past three months, engaged with two prospective students that I believe would readily pursue this degree program if it were approved and available. Both of these students wish to engage in practical areas within lay ministry, such as working as an activity director in a congregation, but without a strong desire to pursue religious studies or attend seminary to be ordained. I believe this would be an ideal program for them.

It might initially appear that this program would exist in competition with our Organizational Leadership major, but I don't believe that is the case for three reasons. First, while we do engage with prospective students that have a distinct desire to work in a religious context, we encounter many more that would be better suited to a less contextually restrictive program, and are therefore able to be well-served through the major that we offer. Second, as is noted in the proposal, we have a curricular presence in this program which would still expose students to elements of our Leadership curriculum, equipping them with applied skills that they could deploy in their organizations. Finally, given the revisions to general education curriculum, and the greater degree of flexibility that many students have with their elective credits, we would welcome the opportunity to work with Philosophy to provide interested students with the opportunity for a double-major. This would maximize the impact of their educational experience and equip them with a valuable and vocationally relevant set of credentials.

Given the rationale presented above, and my observation of student demand for this sort of program, I recommend that the reviewing bodies approve this program to be offered at FHSU. I believe this would provide a relevant and in-demand program to students in our service area, address a workforce need identified by the RPK group commissioned by the Kansas Board of Regents, and attract students to FHSU. Should this program be approved, we would welcome the opportunity to work alongside our colleagues in Philosophy to provide a high-quality experience to students pursuing this credential.

Thank you for your consideration of this letter of support. Should any reviewing party wish to speak with me to get further clarification on our support for this proposal, I would be happy to engage at any time.

Sincerely,

Brett Whitaker, PhD

Associate Professor and Chair, Leadership Programs
School of Criminal Justice, Leadership, and Sociology
Fort Hays State University
785.628.4303
blwhitaker@fhsu.edu

December 4, 2024

Dear reviewers of FHSU's proposed BA in Religious Education and Community Engagement,

On behalf of FHSU's Sociology Program, it is my pleasure to offer a letter of support for the proposed Bachelor of Arts in Religious Education and Community Engagement. This degree would fill a gap in offerings at FHSU and in Kansas. Having served as FHSU Sociology chair since 2008, I can attest that FHSU has lost prospective students who inquire about such a degree offering only to be disappointed that none exists at FHSU.

FHSU Sociology is pleased to be among the academic units offering the interdisciplinary core of this proposed degree and commits to ongoing collaboration with the home department of this program to ensure consistent offerings of the two core sociology courses, as well as to consistently offering the sociology courses in curriculum's elective options. And should student demand warrant, FHSU Sociology commits to increasing the annual capacities of the core and elective sociology courses. FHSU Sociology is also pleased to consider requests for new/additional courses in the core or electives of the degree as warranted given student interest or changing social/occupational needs.

Please do not hesitate to reach out if I may offer any elaboration of the above or otherwise offer perspective.

Sincerely,

Brett Zollinger, Ph.D.
Chair and Professor of Sociology

First United Methodist Church

The United Methodist Church

305 West Seventh Street
Hays, Kansas 67601
785-625-3408

December 3, 2024

Dear Members of the Kansas Board of Regents, BOR Staff, and Academic Officers,

I am writing to provide my full and enthusiastic support for the newly developed Bachelor of Arts in Religious Education and Community Engagement program proposal from Fort Hays State University.

In my 30 years of experience as a pastor, I have been involved with various churches, community organizations, and religious groups. It has been my experience that there is a consistent shortage of qualified individuals willing to act as directors of religious education, youth and music ministers, and other jobs involving administrative and outreach activities, community engagement, grant writing, etc. There is a critical need for this in Kansas – both for employment opportunities, as well as every community's need for such services.

The proposed degree courses, with a dual emphasis on non-denominational religious training and interdisciplinary, practical skill building, would prepare students to align with the needs of churches and religious organizations in Northwest Kansas and across the state. With the internship requirement, students will receive hands-on training and experience to help guide their career choices into a working environment at any church, religious organization, or faith-based non-profit of their choosing.

While there are seminaries and pastoral programs at private universities in Kansas, they can be cost prohibitive for many, who would otherwise desire such training and education. FHSU would have a distinct advantage to recruit all students, especially those with financial challenges. In addition, many of them do not offer degree completion online. A program like this at a public institution of higher education in Kansas has a lot to offer prospective students and employers, as well as members of the local communities who rely on their services.

In closing, I believe this program would benefit organizations like mine in both rural and urban areas of Kansas. I fully endorse and support this program, without the least equivocation or reservation whatsoever. Please, approve this program proposal for a Bachelor of Arts in Religious Education and Community Engagement at Fort Hays State University.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Pastor Troy Miller
Associate Pastor of Hays FUMC
Pastor/Director of UMCM at FHSU
Lead Pastor of Iglesia Metodista Hispania Unida Hays

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Fort Hays State University BA in Religious Education & Community Engagement
Program & Employment Analysis – Provided by KBOR Staff

1. **Market Share Figures for CIP 39.0705**

Number of Bachelor's Degree Completions in Religious and Community Engagement by Year							
Kansas Public and Private Universities with Market-Share (MS) Percentage							
Institution	**2020**	**2021**	**2022**	**2023**	**2024**	**Total**	**4-Yr MS**
Manhattan Christian College	2	3	4	4	4	17	56.7%
Tabor College	0	0	2	8	3	13	43.3%
TOTAL	2	3	6	12	7	30	100.0%

The top ten "target occupations" identified by Lightcast for this program of study are:

1. Directors of Youth Ministries
2. Directors of Children's Ministry
3. Children's Ministry Directors
4. Directors of Religious Education
5. Youth Ministry Assistants
6. Directors of Youth & Family Ministry
7. Preschool Aides
8. Children's Directors
9. Church Office Managers
10. Directors of Children & Youth Ministries

2. State & National Projections for Employment Linked to the Proposed Degree Program

Regional Employment Is Higher Than the National Average

An average area of this size typically has 2,030* jobs, while there are 2,670 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
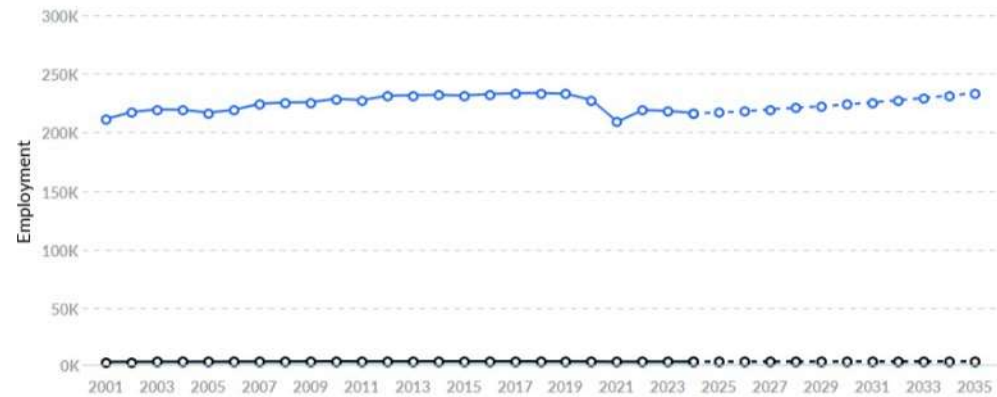
Region	2024 Jobs	2032 Jobs	Change	% Change
● Kansas	2,670	2,826	156	5.9%
● National Average	2,030	2,070	40	2.0%
● United States	216,260	227,329	11,070	5.1%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown
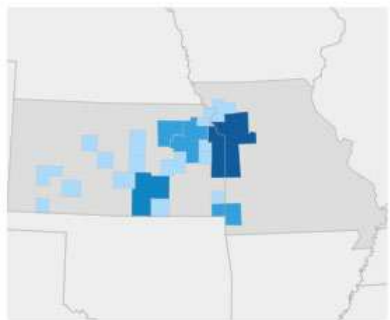
MSA	2024 Jobs
Kansas City, MO-KS	2,427
Wichita, KS	568
Topeka, KS	217
Joplin, MO-KS	180
Manhattan, KS	140

4. 2024 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 7% Lower Than National Compensation

For your occupations, the 2024 median wage in Kansas is $47,642, while the national median wage is $51,059.
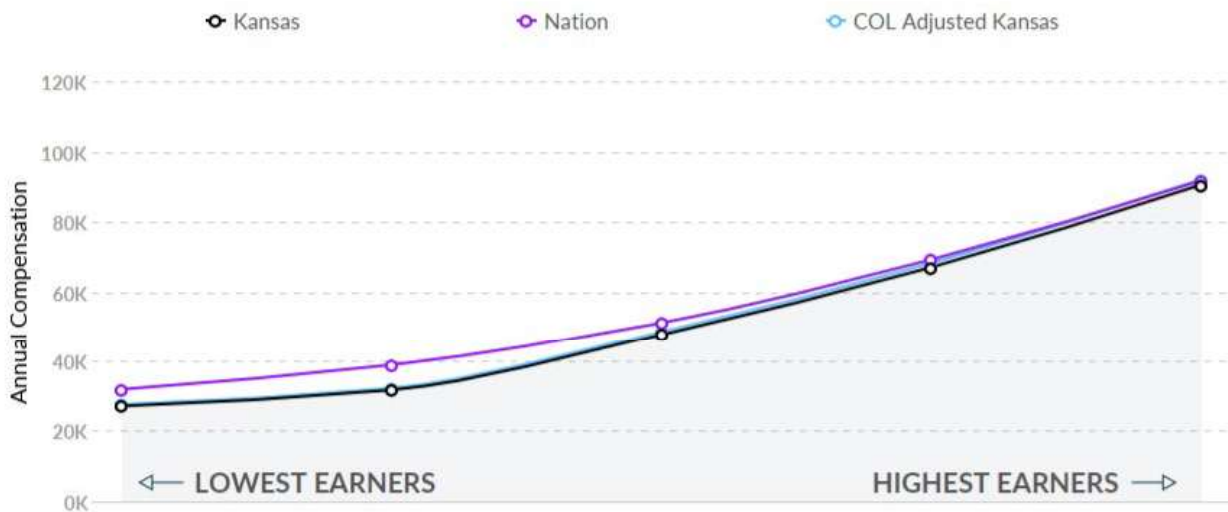
5. Minimum Education Breakdown for Jobs Posted September 2024 – September 2025

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	3	0	8%
Associate's degree	2	0	5%
Bachelor's degree	12	1	30%
Master's degree	0	1	0%
Ph.D. or professional degree	0	0	0%

6. References

Lightcast. (n.d.). *Program Overview*. Retrieved October 22, 2025, from https://analyst.lightcast.io/analyst/?t=4v91y#h=6TP4oMew6ojDS9eu.mTyQsHiSvZ&page=program_market_demand&vertical=standard&nation=us

Lightcast. (n.d.). *Occupation Overview*. Retrieved October 22, 2025, from https://analyst.lightcast.io/analyst/?t=4v91y#h=4yUcwj6ASK8bmVBgjvtZGPkvnLU&page=occupation_snapshot&vertical=standard&nation=us

Lightcast. (n.d.). *Job Posting Analytics*. Retrieved October 22, 2025, from https://analyst.lightcast.io/analyst/?t=4v91y#h=4kB1-dKL..By0El0-7oDxpc-shu&page=postings_report&vertical=standard&nation=us

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.

I.   General Information
A.   Institution   University of Kansas
B.   Program Identification

Degree Level: Bachelor's
Program Title: Intelligence and National Security Studies
Degree to be Offered: Bachelor of Arts/Bachelor of General Studies
Responsible Department or Unit: Department of Political Science
CIP Code: 29.0201
Modality: In-person
Proposed Implementation Date: Fall 2026

Total Number of Semester Credit Hours for the Degree: 120

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

III.   Justification
The University of Kansas received a grant from the U.S. Department of Defense's Intelligence Community Center for Academic Excellence (ICCAE) in 2018 to establish a credentialed program for students interested in pursuing careers in the civilian agencies responsible for national defense and intelligence. Student interest in the credentialing program was robust from the very beginning, when the undergraduate certificate program in Intelligence and National Security Studies (INSS) was established in Spring 2019, and increased further when the minor in INSS was approved in Fall 2019. From the full rollout of the minor in 2020 and its initial start with 48 minors, we currently have 116 minors in the program. There is a clear demand and interest among students to expand to a full major, combining the online core required coursework that exists with highly aligned and relevant coursework that also exists, primarily within political science and a few other units. The students pursuing the minor in Intelligence and National Security Studies are annually pushing at the seams of the available enrollments that we can offer in the required and elective coursework for the minor, and they are active as a community of students, engaging in contemporary international dynamics and issues of national security. Demand for the minor indicates that the implementation of the major will have robust enrollments. The INSS major will be delivered as an in-person program at the KU Lawrence campus.

IV.   Program Demand:
Survey
In Spring 2024, the Political Science department surveyed the 116 INSS minors and asked how many would be interested in selecting an INSS major if it were available. Just over fifty percent said they would have applied for the major.

Market Analysis
There are only five other ICCAE designated schools with online intelligence and security studies degrees – Arizona State University (Online BS in Emergency Management and Homeland Security), Eastern Kentucky University (Online BS in Homeland Security), the University of Texas at El Paso (Online BA in Security Studies),

University of Arizona Global Campus (Online BA in Homeland Security and Emergency Management), University of Maryland Global Campus (Online BS in Homeland Security). There is not another ICCAE designated university in Kansas, and no public university in Kansas offers a degree with the same CIP Code.

KU's marketing report based on Lightcast, finds that there is an increase in demand for these online and in-person programs. The report also indicates that the KU program is unique because while there are existing online and in-person programs that focus on "Intelligence" or "National Security" separately, few combine both "Intelligence and National Security Studies" into a single major. The report goes on to state that given the growth trends in related degrees over the past four to five years, it is reasonable to conclude that there is potential demand for such a major. Introducing this major could attract a considerable number of enrollments in the coming years" (Lightcast, 2024).

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Year 1	30	10	960	150
Year 2	45	15	1380	225
Year 3	60	20	1830	300

VI. Employment

The credentials for students completing their bachelor's with the ICCAE approved coursework, which our programs currently provide and will continue to do so, give them easy access to internships in national intelligence and security agencies and open the door wide for students to find placements with these agencies following graduation. The credentialing coursework will be a requirement for students completing the major. According to the Department of Homeland Security (DHS), the field is diverse and evolving, offering a wide range of career paths that span multiple sectors, including government, private industry, and nonprofits. Within the federal government, positions exist at the federal, state, and local levels. The DHS employs more than 260,000 people and is one of the largest federal agencies (*Homeland Security Careers,* n.d.). DHS also offers hiring opportunities specifically for students and recent graduates, providing "developmental experiences in the Federal Government intended to promote possible careers in the civil service to individuals who have recently graduated." In addition to cultivating a career path for students and recent graduates, this program has a robust benefits package that includes "flexible work schedules, student loan repayment, tuition reimbursement" as well as other healthcare and retirement benefits. (*Recent Graduates*, n.d.).

VII. Admission and Curriculum
A. Admission Criteria
Qualified Admission criteria are used, as this program does not have separate admission requirements.

B. Curriculum

Curriculum for BA
Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH=17
POLS 110/150/170	Intro to American Politics, Comparative Politics, or International Politics	3
POLS 125	Intelligence: Supporting National Security	3
MATH 107	Introductory Statistics (KBOR Core Math & Statistics Discipline Area)	3
ENGL 101	Composition I (KBOR Core English Discipline Area)	3
LANG	BA Foreign Language Requirement – 1st semester	5

Year 1: Spring

Course #	Course Name	SCH=15-16
POLS 130	US Intelligence Community	3
ENGL 102	Composition II (KBOR Core English Discipline Area)	3
N & PS	KBOR Core Natural & Physical Science & Lab Discipline Area	4-5
LANG	BA Foreign Language Requirement – 2nd semester	5

Year 2: Fall

Course #	Course Name	SCH=15
POLS 206	Methods of Inquiry	3
POLS 325	Intelligence Analytics	3
LANG	BA Foreign Language Requirement – 3rd semester	3
A & H	KBOR Core Arts & Humanities Discipline Area	3
COMS	KBOR Core Communication Discipline Area	3

Year 2: Spring

Course #	Course Name	SCH=15
POLS 345	Counterintelligence	3
LANG	BA Foreign Language Requirement – 4th semester (or 1st semester of another language)	3
SBS	KBOR Core Social & Behavioral Sciences Discipline Area	3
A & H	KBOR Core Arts & Humanities Discipline Area	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Year 3: Fall

Course #	Course Name	SCH=15
SBS	KBOR Social & Behavioral Science Requirement # 2	3
USC	KBOR Core Institutionally Designated Discipline Area	3
INSS	INSS Jr/Sr Elective # 1	3
	Second Area of Study/Elective/Junior-Senior Hours	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Year 3: Spring

Course #	Course Name	SCH=15
GLC	KBOR Core Institutionally Designated Discipline Area	3
INSS	INSS Jr/Sr Elective # 2	3
INSS	INSS Jr/Sr Elective # 3	3
	Second Area of Study/Elective/Junior-Senior Hours	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Year 4: Fall

Course #	Course Name	SCH=15
INSS	INSS Jr/Sr Elective # 4	3
	Second Area of Study/Elective/Junior-Senior Hours	3
	Second Area of Study/Elective/Junior-Senior Hours	3
	Second Area of Study/Elective/Junior-Senior Hours	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Year 4: Spring

Course #	Course Name	SCH=12
INSS	INSS Jr/Sr Elective # 5	3
Capstone	POLS 499	3
	Second Area of Study/Elective/Junior-Senior Hours	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Curriculum for BGS

Year 1: Fall   SCH = Semester Credit Hours

Course #	Course Name	SCH=15
POLS 110/150/170	Intro to American Politics, Comparative Politics, or International Politics	3
POLS 125	Intelligence: Supporting National Security	3
MATH 107	Introductory Statistics (KBOR Core Math & Statistics Discipline Area)	3
ENGL 101	Composition I (KBOR Core English Discipline Area)	3
A & H	KBOR Core Arts & Humanities Discipline Area	3

Year 1: Spring

Course #	Course Name	SCH=15
POLS 130	US Intelligence Community	3
ENGL 102	Composition II (KBOR Core English Discipline Area)	3
COMS	KBOR Core Communication Discipline Area	3
SBS	KBOR Core Social & Behavioral Sciences Discipline Area	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Year 2: Fall

Course #	Course Name	SCH=15
POLS 206	Methods of Inquiry	3
POLS 325	Intelligence Analytics	3
SBS	KBOR Core Social & Behavioral Sciences Discipline Area	3
USC	KBOR Core Institutionally Designated Discipline Area	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Year 2: Spring

Course #	Course Name	SCH=16-17
POLS 345	Counterintelligence	3
N & PS	KBOR Core Natural & Physical Science & Lab Discipline Area	4-5
GLC	KBOR Core Institutionally Designated Discipline Area	3
A & H	KBOR Core Arts & Humanities Discipline Area	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Year 3: Fall

Course #	Course Name	SCH=15
INSS	INSS Jr/Sr Elective # 1	3
BGS	Additional Natural Science and Math (1 of 2)	3
BGS	World Language or Culture (1 of 3)	3
	Second Area of Study/Elective/Junior-Senior Hours	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Year 3: Spring

Course #	Course Name	SCH=15
INSS	INSS Jr/Sr Elective # 2	3
INSS	INSS Jr/Sr Elective # 3	3
BGS	World Language or Culture (2 of 3)	3
BGS	Additional Natural Science and Math (2 of 2)	3
	Second Area of Study/Elective/Junior-Senior Hours	3

Year 4: Fall

Course #	Course Name	SCH=15
INSS	INSS Jr/Sr Elective # 4	3
BGS	World Languages or Culture (3 or 3)	3
	Elective	3
	Elective	3
	Elective	3

Year 4: Spring

Course #	Course Name	SCH=14
INSS	Elective # 5	3
Capstone	POLS 499	3
	Second Area of Study/Elective/Junior-Senior Hours	3
	Second Area of Study/Elective/Junior-Senior Hours	3
	Second Area of Study/Elective/Junior-Senior Hours	2

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
Nazli Avdan	Associate Prof	PhD	Y	Political Science	.5
Anton Shirikov	Assistant Prof	PhD	Y	Political Science	.5
Jack Zhang	Assistant Prof	PhD	Y	Political Science	.5
Don Haider-Markel	Professor	PhD	Y	Political Science	.5
John Kennedy	Professor	PhD	Y	Political Science	.25
Michael Wuthrich	Associate Prof	PhD	Y	Political Science	.25
Kevin Mullinix	Associate Prof	PhD	Y	Political Science	.25
Rami Zeedan	Associate Prof	PhD	Y	Israel Studies	.25
Alan Arwine	Lecturer	PhD	N	Political Science	.5
Tom Crawford	Teaching Prof of Practice	J.D.	N	Law	.75
Rebecca Rumptz	Lecturer	MA	N	Applied Intelligence	.5
Trent Williams	Lecturer	MA	N	Aerospace Studies	.75
Kirk Sampson	Lecturer	MA	N	GIS/Security Studies	.5
Sean Kentch	Lecturer	MA	N	International Business	.25

Number of graduate assistants assigned to this program: 1

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
1. Personnel – Reassigned or Existing Positions			
Faculty	57,000	182,070	348,144
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	20,625	21,038	21,468
Support Staff for Administration (*e.g., secretarial*)	40,000	40,800	41,616
Fringe Benefits *(total for all groups)*	32,690	73,001	126,440
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	150,315	316,909	537,668
2. Personnel – New Positions			
Faculty	0	0	0
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (*e.g., secretarial*)	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
3. Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs			
4. Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs			
GRAND TOTAL COSTS	**150,315**	**316,909**	**537,668**

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		686,890	$993,206	1,318,087
Student Fees		11,100	16,050	21,300
Other Sources		0	0	0
GRAND TOTAL FUNDING		**697,990**	**1,009,256**	**1,339,387**
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		**547,675**	**692,347**	**801,719**

X.   Expenditures and Funding Sources Explanations

A.   Expenditures
1.   Personnel – Reassigned or Existing Positions
Existing Political Science (POLS) and INSS faculty members and a graduate teaching assistant will teach the required core curriculum and electives that would count toward the INSS major. The courses for the major are already fully met by the existing regular courseload in Political Science. Because we already have such high numbers in the INSS minor, the required course load will not likely increase.

An existing POLS staff member assists with recruiting perspective students, monitors student progress towards degree completion, collaborates with program partners, coordinates internship opportunities, assists students with job and graduate school applications, and assists with curriculum development and maintenance.

2.   Personnel – New Positions
No new positions will be required to teach the core curriculum or electives.

3.   Start-up Costs – One-Time Expenses
None

4.   Operating Costs – Recurring Expenses
None

B.   Revenue: Funding Sources
The INSS major will be fully funded through standard tuition and fee revenue. AY 2025-2026 standard tuition for Lawrence Campus students is $376.60 per credit hour for resident students and $1005.90 per credit hour for non-resident students. Consistent with the overall undergraduate student credit hour distribution on the Lawrence campus, it is estimated that 61.5% of student credit hours will be from resident students and 38.5% from non-resident students, and revenue projections from base tuition were calculated using a weighted average of $618.82 per credit hour. Student fees were calculated based on the $10 per credit hour course fee for CLAS.

C.   Projected Surplus/Deficit
Projected surpluses by year are:
- Year 1 - $547,675 surplus
- Year 3 - $692,347 surplus
- Year 1 - $801,719 surplus

XI.   References

Lightcast. (2024). *Program Overview: Statistics, general* (Q4 2024 data set).

Department of Homeland Security. (n.d.). *Homeland Security Careers.* Retrieved July 28, 2025, from
https://www.dhs.gov/homeland-security-careers/hiring-event

Department of Homeland Security. (n.d.) *Homeland Security Careers: Recent Graduates.* Retrieved July 28, 2025, from https://www.dhs.gov/homeland-security-careers/recent-grads

University of Kansas BA/BGS in Intelligence & National Security Studies
Program & Employment Analysis – Provided by KBOR Staff

1.   Market Share Figures

There are no other baccalaureate programs in the state that share the same Classification of Instructional Program (CIP) code (**29.0201**) as this proposed program.

The top ten "**target occupations**" identified by Lightcast for this program of study are:

1. Business Operations Specialists, All Other
2. Managers, All Other
3. Project Management Specialists
4. Computer Occupations, All Other
5. Information Security Analysts
6. Detectives & Criminal Investigators
7. Emergency Management Directors

2.   State & National Projections for Employment Linked to the Proposed Degree Program

Regional Employment Is Lower Than the National Average

An average area of this size typically has 35,061* jobs, while there are 23,502 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.
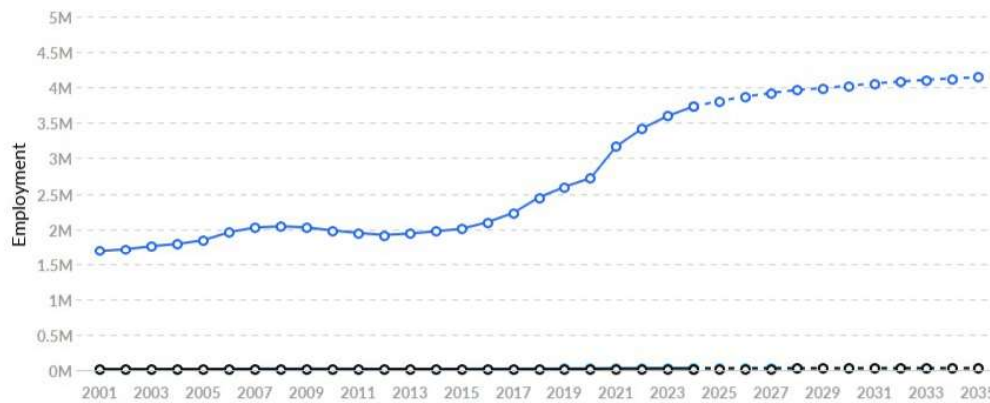
	Region	2024 Jobs	2032 Jobs	Change	% Change
●	Kansas	23,502	25,532	2,030	8.6%
●	National Average	35,061	37,198	2,137	6.1%
●	United States	3,734,642	4,084,435	349,794	9.4%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3.   Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown
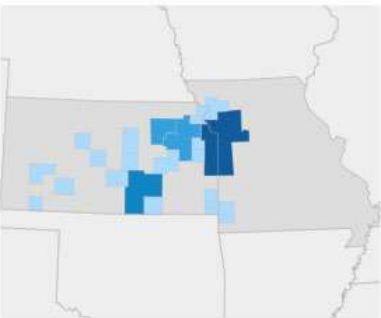
MSA	2024 Jobs
Kansas City, MO-KS	26,749
Wichita, KS	4,870
Topeka, KS	2,334
Manhattan, KS	1,830
Joplin, MO-KS	1,020

4.   2024 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 14% Lower Than National Compensation

For your occupations, the 2024 median wage in Kansas is $86,907, while the national median wage is $101,047.
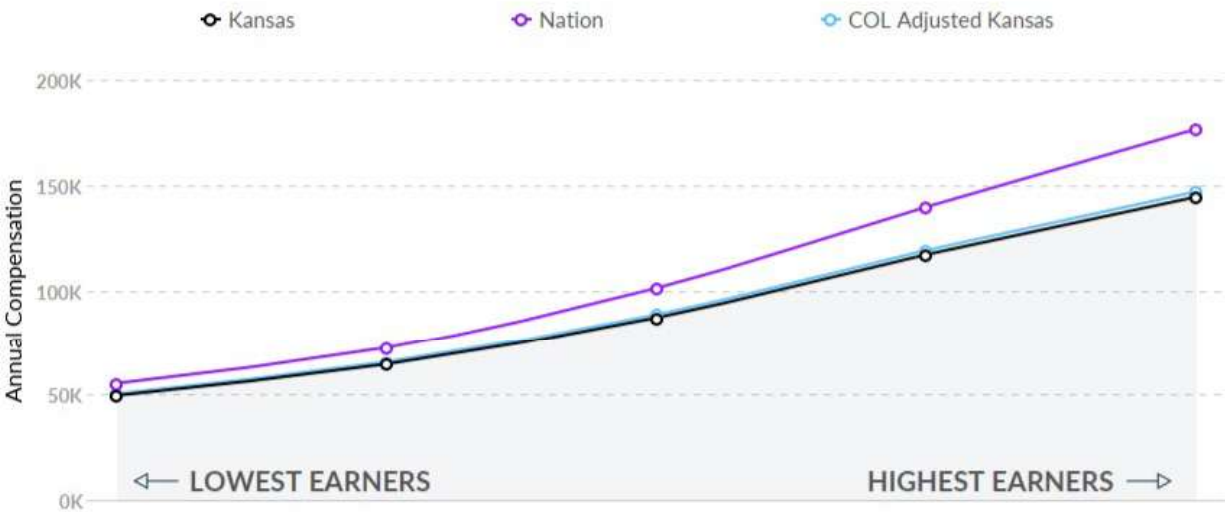
Legend: Kansas — Nation — COL Adjusted Kansas

Y-axis: Annual Compensation (0K, 50K, 100K, 150K, 200K)

← LOWEST EARNERS   HIGHEST EARNERS →

5.   Minimum Education Breakdown for Jobs Posted September 2024 – September 2025

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	1,759	0	9%
Associate's degree	812	116	4%
Bachelor's degree	10,757	1,468	53%
Master's degree	346	2,476	2%
Ph.D. or professional degree	69	318	0%

6.   References

Lightcast. (n.d.). *Program Overview*. Retrieved October 22, 2025, from
https://analyst.lightcast.io/analyst/?t=4v9Vw#h=3syVCNQUG.ZGrm~O9XfMmBcrk-
F&page=program_market_demand&vertical=standard&nation=us
Lightcast. (n.d.). *Occupation Overview*. Retrieved October 22, 2025, from
https://analyst.lightcast.io/analyst/?t=4v9Vw#h=acsab9xdDs2ujESbfy6J6fVMXS&page=occupation_snap
shot&vertical=standard&nation=us
Lightcast. (n.d.). *Job Posting Analytics*. Retrieved October 22, 2025, from
https://analyst.lightcast.io/analyst/?t=4v9Vw#h=4BcuOboSSsB2kJg-
732fNGJMD.~&page=postings_report&vertical=standard&nation=us

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. Fort Hays State submitted a letter with concerns (Attachment B) and Kansas State has responded to those concerns (Attachment C).

I. General Information

A. Institution   Kansas State University

B. Program Identification

Degree Level:	Bachelor
Program Title:	Diversified Agriculture
Degree to be Offered:	Bachelor of Science
Responsible Department or Unit:	College of Agriculture/Dept of Communications and Ag Education
CIP Code:	01.9999
Modality:	On-Campus, Online, Hybrid
Proposed Implementation Date:	Spring 2026

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

The College of Agriculture is proposing a Bachelor of Science (BS), for a new major in Diversified Agriculture. The BS in Diversified Agriculture will be delivered through Manhattan On-Campus, Manhattan Online, and Olathe Online.

First and foremost, this program will target learners with limited opportunities for bachelor's degrees in agriculture. While some programs exist through distance delivery, they are in specific agriculture fields. The BS in Diversified Agriculture will allow students to deepen their knowledge in a concentration area while developing a foundation in the broad agriculture industry. This program will provide either an on-campus or fully online delivery method for students interested in a degree that provides a comprehensive study of agriculture. Similar opportunities related to agriculture do not exist in the State of Kansas.

This program will include an applied learning experience as either an internship, an experience in their current place of employment, or through other identified applied learning classes. Additionally, students will be required to take a project management course their senior year that will be taught around a project simulation. These two opportunities will allow students to use their knowledge and skills in the workplace and simulated management situations. In addition to these targeted opportunities, many of the classes taught in agriculture include the application of the material.

It is anticipated that the programs will attract new students. The new students will be mostly a previously unserved population. We do not currently serve students who are searching for an agriculture degree with a diverse focus

but with a concentration area. This will increase our student population and student-credit-hour generation. Each undergraduate program in the College of Agriculture will see an increase in course enrollment, even from students who are not completing a concentration within that department. Additionally, all undergraduate programs will increase their online presence through distance-delivered courses. Currently, only two programs in the College have significant online course offerings. Each program within the College has offered their support for the programs and most have plans to increase their online presence over the next four years.

The BS also provides opportunity for the K-State Olathe Campus to provide a path for students through Olathe Online. College of Agriculture faculty housed on the Olathe campus will not only be able to develop upper division online course content in agriculture that students can use to fulfill the concentration area, but they will also have the option to provide some in-person instruction for place bound students in the area. These in-person delivered courses could be an entire class or just the lab component of a course. Students will have the option of completing an entirely online program, or will be able to take some courses or components of courses in-person if they choose to. Current faculty expertise in Urban Food Systems on the Olathe campus will also expand online course offerings for Manhattan on-campus and online students. This model of hybrid instruction may expand to additional opportunities in Western Kansas or elsewhere to meet learner needs as they emerge.

IV.   Program Demand
Market Analysis
The industry market analysis report was conducted by the K-State Market Intelligence & Analysis Team. The data in this report is from Lightcast[TM], a labor market analytics company that curates and maintains comprehensive labor market data sets. The degree completion data are from IPEDS, reported by CIP code. Labor data is from Quarterly Census of Employment Wages from the Bureau of Labor Statistics and Bureau of Economic Analysis. The regions analyzed include: Arkansas, Colorado, Illinois, Iowa, Kansas, Missouri, Nebraska, Oklahoma, and Texas. CIP code(s) used in this report:
- 01.0000 Agriculture, General
- 01.0104 Farm/Farm and Ranch Management
- 01.0601 Applied Horticulture/Horticulture Operations, General
- 01.0609 Public Horticulture
- 01.0610 Urban and Community Horticulture
- 01.0699 Applied Horticulture/Horticulture Business Services, Other
- 01.1103 Horticultural Science

To provide further analysis in food and feed manufacturing, we used five metrics:
- Regional Unique Job Postings (2019-2023)
- Projected Industry Growth (2023-2032)
- Top Ten Job Titles (2023)
- Top Ten Companies by Unique Job Postings (2023)
- Example Job Postings with Company, Location, and Salary Information (2023)

In the review of agriculture degrees (IPEDS), there has been a 21% decrease for *distance offered programs* in completions over the past ten years. The decrease is based on Agriculture CIP Code (01.0000) for Bachelor's degree completions within the nine-state region between 2012-2021. (Note: There is an increase for all programs in this CIP code of 22.5%.) In contrast, there is a projected growth of 8.9% in the job market through 2031. In Farm and Ranch Management, there were zero completions online. This area also had a projected job growth of 10% in our nine-state region (Arkansas, Colorado, Illinois, Iowa, Kansas, Missouri, Nebraska, Oklahoma, Texas) through 2031. The two areas of the largest projected growth were animal breeders and supervisors of farming, fishing, and forestry workers. Finally, horticulture has had a large growth in completions over the past five years (90.6%). The majority of the completions were in face-to-face programs. Most occupations in the horticulture area are projected to grow through 2031. Two of the top ten occupations that are projected to grow the most through

2027 are within the horticulture occupation.

The overall increase in jobs in related occupations in the nine-state region is 7.8% (Figure 1). The projected number of jobs in related occupations in the nine-state region (7.8%) is referring to five-year projections (2021-2026) of the twenty-two related occupations reviewed in this report (see below). When all three related areas – agriculture, horticulture, and farm and ranch management - are considered, all but one of the twenty-two related occupations is projected to have growth through 2027.

- Animal Breeders
- Food Scientists and Technologists
- First-Line Supervisors of Farming, Fishing, and Forestry Workers
- Natural Sciences Managers
- Agricultural Equipment Operators
- Life, Physical, and Social Science Technicians, All Other
- Landscaping and Groundskeeping Workers
- Farmers, Ranchers, and Other Agricultural Managers
- Tree Trimmers and Pruners
- First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers
- Pesticide Handlers, Sprayers, and Applicators, Vegetation
- Farmworkers and Laborers, Crop, Nursery, and Greenhouse
- Agricultural Technicians
- All Related Occupations
- Farm Labor Contractors
- Soil and Plant Scientists
- Farmworkers, Farm, Ranch, and Aquacultural Animals
- Farm and Home Management Educators
- Animal Scientists
- Agricultural Inspectors
- Graders and Sorters, Agricultural Products
- Buyers and Purchasing Agents
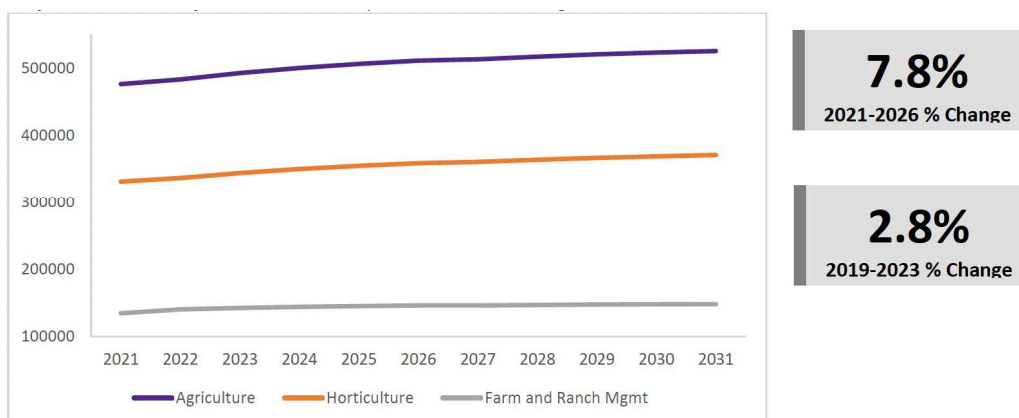- Floral Designers

Figure 1; Project Number of Jobs in Related Occupations (Agriculture, Horticulture, and Farm and Ranch Management) within the nine-state region

The number of educational programs in the nine-state region has decreased over the past decade. However, from 2018 to 2022, job postings in these areas increased by 71% (Figure 2). Kansas is not one of the top three states

for the number of postings, but it is the number one state by percentage of increase in job postings at 111.8%. This equates to almost 22,000 related job postings in Kansas in 2018 to 2022. This more than doubling shows the need within the state that we serve.
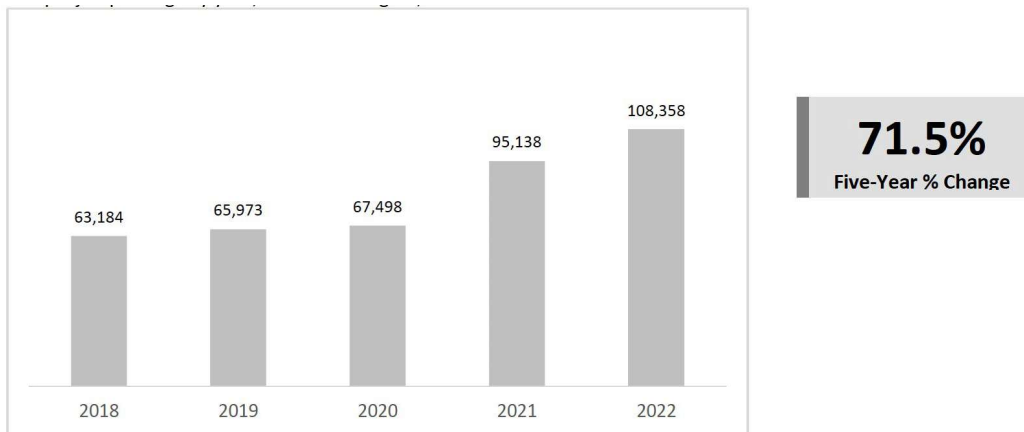

Figure 2: Unique job postings for related occupations by year within the nine-state region, 2018-2022

When looking at specific In-Demand Specialized Skills, five of the top ten are management-related. This directly relates to the communication, non-formal education, and business built into the foundation of each degree.

Illinois State, Iowa State and Tarleton State have the largest market share. Thirty-three institutions in the region report having completions in 2021 for a bachelor's degree in at least one of the three related areas (i.e., agriculture, horticulture, and farm and ranch management); only four institutions report distance-offered completions: Texas A&M University-Commerce, University of Nebraska-Lincoln, Missouri State University, and Colorado State University.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	10	135	90
Year 2	15	25	435	225
Year 3	35	55	990	475

VI.   Employment

Data from the K-State Market Intelligence & Analysis team using Lightcast Analyst tool determined the current employment opportunities for Unique Job Postings within a 9-state region from 2018-2023. The nine-state region included: Arkansas, Colorado, Illinois, Iowa, Kansas, Missouri, Nebraska, Oklahoma, Texas.

While creating comprehensive employment projections for a program with a high amount of flexibility may be challenging, an analysis was conducted using Agriculture, General; Farm/Farm and Ranch Management; Applied Horticulture/Horticulture Operations, General; Public Horticulture; Urban and Community Horticulture; Applied Horticulture/Horticulture Business Services, Other; Horticulture Science. Occupation projections in each area, or part of each area, are projected to increase.
- Agriculture occupations are projected to grow by 10% through 2031.
- Farm and Ranch Management occupations are projected to grow by 10% through 2031.

- Horticulture occupations are projected to grow by 12% through 2031.

From 2018 to 2022 job postings in related occupations increased by 71.5%. Most of the posted jobs were in Texas, Illinois, and Colorado. When the percent of change was reviewed, Kansas had the greatest increase with 111.8%, followed by Nebraska at 104.1% and Arkansas at 99.3%. While it is difficult to create an analysis for all options of the degree, the segments studied show promising and growing opportunities with completers.

VII. Admission and Curriculum

A. Admission Criteria
No unique admission criteria for this program.

B. Curriculum

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

Course #	Course Name	SCH
CORE 2	K-State CORE 2 - Communication - Select 1 course from the list (i.e. COMM 106 - Public Speaking I)	3
CORE 4	K-State CORE 4 - Natural & Physical Sciences - Select 1 course, with lab, from the list (i.e. AGRON 120 & 121, HORT 201 (also meets Ag Foundation Req)	4
CORE 3	K-State CORE 3 - Mathematics & Statistics - Select 1 course from the list (i.e. STAT 225 - Intro to Statistics)	3
AGED 101	Foundations of Diversified Ag	1
Ag Foundations Course (CORE 7)	An intro course in Agriculture Foundations from list (CORE 7)	3
	TOTAL CREDITS	14

Year 1: Spring

Course #	Course Name	SCH
CORE 1	K-State CORE 1 – English - Select 1 course from the list (i.e. ENGL 100 - Expository Writing I)	3
CORE 6	K-State CORE 6 - Arts & Humanities - Select 1 course from the list	3
Natural/ Phys Sci Elective	One additional course from K-State CORE Req #4 (e.g., BIOL 101, 198, CHEM 110 & 111)	4
Ag Foundations Course/ CORE 5	An intro course in Agriculture Foundations from list (AGEC 120; will meet req CORE 5)	3
Bus, Econ, Mgmt, Leadership Elective	Any course in the list (e.g., MANGT 220)	3
	TOTAL CREDITS	16

Year 2: Fall

Course #	Course Name	SCH
CORE 1	K-State CORE 1 – English - Select 1 course from the list (i.e. ENGL 200)	3

Ag Elective Courses	Any courses in agriculture	6
Ag Foundations Course	Intro courses in agriculture foundations from list	2
Bus, Econ, Mgmt, Leadership Elective	Any course in list	3
	TOTAL CREDITS	14

Year 2: Spring

Course #	Course Name	SCH
CORE 5	K-State CORE 5 - Social & Behavioral Science - Select 1 course from the list	3
AGCOM 222/ CORE 6	Agricultural Business Communications (Also meets K-State CORE 6)	3
Ag Elective Courses	Any course in agriculture	6
Ag Foundations Course	An intro course in agriculture from list	2
Free electives		2
	TOTAL CREDITS	16

Year 3: Fall

Course #	Course Name	SCH
AGCOM 300	Careers in Ag Communications	3
Mgmt Elective Course	Departmental List	3
Ag Concentration	Course List	3
CORE 7	Elective – CORE 7	3
Free Electives		3
	TOTAL CREDITS	15

Year 3: Spring

Course #	Course Name	SCH
Ag Concentration	Course list (select 1 course that will fulfill the applied learning overlay requirement)	6
Bus, Econ, Mgmt, Leadership Elective, 300+	Any course in the list	3
Free electives		3
	TOTAL CREDITS	15

Year 4: Fall

Course #	Course Name	SCH
AGED 533 or AGED 537		3
Comms/ Ag Ed elective course	Any course in list	3
Ag concentration course	Departmental list	3
Bus, Econ, Mgmt, Leadership Elective, 300+	Any course in the list	3
Free Electives		3
	TOTAL CREDITS	15

Year 4: Spring

Course #	Course Name	SCH
AGED 433	Agricultural Project Management	3
Occupational Health/Safety Elective, 300+	Any ASMS course 300 and above	3
Free Electives		9
	TOTAL CREDITS	15

Total Number of Semester Credit Hours ……………………………………………………. **120**

Agriculture Electives (100 – 299 level) - AGCOM, AGEC, AGED, AGRON, AGTEC, ASI, ASMS, ATM, ENSCI, ENTOM, FDSCI, FFM, GENAG, GRSC, HNR, HORT, PMC, UFM, WOEM

See Attachment for additional course listings.

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
Jonathan Ulmer*	Professor	PhD	Y	Agricultural Education	.1
Dan Moser	Professor	PhD	Y	Agriculture Academic Programs and Animal Science	.05
Jason Ellis	Professor	PhD	Y	Agricultural and Natural Resources Communications	.05

Number of graduate assistants assigned to this program ………………………………………. **5**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
1. Personnel – Reassigned or Existing Positions			
Faculty	$22,500	$23,175	$23,870
Administrators *(other than instruction time)*	$6,175	$6,360	$6,551
Graduate Assistants			
Support Staff for Administration *(e.g., secretarial)*	$1,250	$1,280	$1,326
Fringe Benefits *(total for all groups)*	$9,875	$10,172	$10,477
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$39,800	$40,987	$42,224
2. Personnel – New Positions			
Faculty	$34,000	$35,020	$72,141
Administrators *(other than instruction time)*			
Graduate Assistants	$10,250	$10,558	$10,874
Support Staff for Administration *(e.g., secretarial)*			
Fringe Benefits *(total for all groups)*	$12,655	$13,035	$25,329
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	$56,905	$58,613	$108,344
3. Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology	$2,750		$1,375
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	$2,750		$1,375
4. Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel	$375	$375	$750
Other			
Total Operating Costs	$375	$375	$750
GRAND TOTAL COSTS	$99,830	$99,975	$152,693

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$33,750	$99,000	$219,750
Student Fees		$4,950	$14,520	$32,230
Other Sources				
GRAND TOTAL FUNDING		$38,700	$113,520	$251,980
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		($61,130)	$13,545	$99,287

X.   Expenditures and Funding Sources Explanations

A.   Expenditures
1.   Personnel – Reassigned or Existing Positions
Teaching: The new courses or course modalities will require a reassignment of existing teaching responsibility. One course per faculty member (.125 FTE) on an average salary of $90,000. Years two and three assume a 3% salary increase. Administration: The director role will be a reallocation of .1 teaching FTE at an annual salary of $123,000. Years two and three assume a 3% salary increase. Support: Staff time of .05 FTE at a salary of $60,000 will be reallocated to support the program. Years two and three assume a 3% increase.

2.   Personnel – New Positions
Additional instructional capacity for core courses for the BS Program is required for Years one and two. Anticipated instructor starting salary is $68,000 with a 3% increase for Year two. A second instructor is proposed for Year three because of increased enrollment, program management needs, and additional advising and recruitment efforts. This salary will be comparable to the first instructor after two years of 3% increases - $72,141.

3.   Start-up Costs – One-Time Expenses
Purchase a laptop computer for the shared programs' GTA and a laptop with docking station and monitors for the first instructor in Year one and another laptop with docking station and monitors for the second instructor in Year three.

4.   Operating Costs – Recurring Expenses
These budgeted expenses are to provide travel for professional in-state meetings, which also may include recruiting and relationship building with community college and technical college partners.

B.   Revenue: Funding Sources
Tuition: calculated based on the enrollment - #students X #credits X $150 (budget blended tuition return to college). Fees: calculated based on the enrollment - #students X #credits X College of Agriculture Student Credit Hour fee ($22/SCH).

C.   Projected Surplus/Deficit
The Bachelor of Science is anticipated to be revenue-positive after the second year.

XI.   References

Lightcast ^{TM} . (n.d.) https://lightcast.io

U.S. Bureau of Labor Statistics. (n.d.) *Quarterly census of employment and wages*. Available from
https://www.bls.gov/cew/

U.S. Department of Education, National Center for Education Statistics. (2022) *Integrated Postsecondary Education Data System (IPEDS)*. Available from https://nces.ed.gov/ipeds/datacenter.

Attachment

Ag Foundations Courses

Category	Courses
Plant Science	AGRON 120 & 121; HORT 201 & 202; UFS
Natural Resources	PMC 210, PMC 275, WOEM 350
Agribusiness	AGEC 120
Communications & Ag Education	AGCOM 110, AGED 533
Animal & Food Science	ASI 102, FDSCI 202
Grain Science	GRSC 101, GRSC 150 & 151, GRSC 312
Entomology	ENTOM 101, 120 125, 135, 150, 202, 305, 306
General Agriculture	GENAG 210, 225

Communications & Ag Education Elective List[1]		
Select 6 hours:		
Subject	**Courses**	**Cr.**
AGCOM 310	Communicating in the Ag Industry	3
AGCOM 345	Application of Layout and Printing Techniques in Ag & Natural Resources	3
AGED 505	Field Experience in Ag Education	1
	AND	
AGED 620	Principles & Philosophy in Agricultural & Career & Technical Education	2
AGED 533	Educating the Public about Agriculture	3
AGED 537	Planning Programs in Extension & Non-Formal Education	3
AGED 790	Teaching Methods in Agriculture	3

Management Requirement[3]:		
Select 1 course:		
Subject	**Courses**	**Cr.**
AGEC 308	Farm & Ranch Management	3
AGEC 318	Food and Agribusiness Mngt	3
AGEC 470	Cooperative Management	3
ENTRP 340	Business Innovation and the Entrepreneurial Market	3
MANGT 366	Intro to Business Analytics & Information Systems	3
MANGT 421	Intro to Operations & Supply Chain Management	3
MANGT 450	Non-profit Management	3
MANGT 531	Human Resources Mngt	3

Business/Economics/Leadership Electives[4]:
Select 12 hours, 6 hours must be ≥300 level:
ACCTG, AGEC, BUS, ECON, ENTRP, FINAN, LEAD, MANGT, MKTG, MIS, PFP, SALES

Concentration Area[2] – 300 level or above	15
Students will select a concentration within the area of agriculture that best aligns with their career goals. Select upper division courses from one prefix: AGCOM, AGEC, AGED, AGRON, ASI, ASMS, ATM, BAE, ENSCI, ENTOM, FDSCI, GRSC, HORT, PMC, UFS, WOEM, (one PLPTH class may be used in the AGRON, HORT, or ENTOM concentration) or 12 hours in Global Food Systems (must include GENAG 325 and 425). A student wishing to have a customized program with more than one prefix used (with the exception of Global Food Systems) will need approval from the program director. Concentration courses must be exclusive to courses in Agriculture (with the exception of BAE, ATM, & ENSCI) unless completing an interdisciplinary certificate, minor, or secondary major which will also need director approval.	

Applied Learning Overlay Course List[5]
Courses can be used to meet other degree requirements
Select 1 course:
AGEC 445, 460 AGED 434, 630 AGCOM 550 AGRON 302, 405 ASI 310, 326, 385, 420, 470, 495, 560, 561, 599, 610, 660 BIOL 695, 698 ENTOM 399, 486 FDSCI 530, 603, 660 GENAG 399 GENBA 375 GRSC 491, 499, 591 HORT 490, 495 LEAD 399, 405 PMC 492, 495 PLPTH 495 WOEM 495, 570

Attachment B

FORT HAYS STATE UNIVERSITY

September 15, 2025

Dr. Jesse Perez Mendez
Provost and Executive Vice President
Kansas State University
108 Anderson Hall
Manhattan, KS 66506

Dear Dr. Mendez:

The purpose of this letter is to reiterate our concerns for Kansas State University's Diversified Agriculture program proposed for implementation in Fall of 2026. As described, the program should be appealing and relevant to a broad group of potential students who have non-specific interests in the agriculture industry. We can say this with confidence because FHSU has offered a very similar program for many years.

The FHSU B.S. in Agriculture with an emphasis in AgriBusiness is available fully online and requires courses in animal science and agronomy. Therefore, there is already a KBOR program that allows "students to deepen their knowledge in a concentration area while developing a foundation in the broad agriculture industry" via on-campus and/or online delivery. The proposal in question claims that "similar opportunities related to agriculture do not exist in the State of Kansas." While this new program may, indeed, attract new students to K-State, there is no evidence presented that it will attract a net increase to KBOR institutions as FHSU is already serving this population. The proposal mentions that, "(f)or distance offered bachelor's degree programs," FHSU graduated 35 students in 2020 and none in 2021. Actually, FHSU graduated the following numbers in the past 7 years:

AY2019 – 35
AY2020 – 35
AY2021 – 43
AY2022 – 41
AY2023 – 41
AY2024 – 43
AY2025 – 44

The proposal mentions that "(t)he number of educational programs in the nine-state region as decreased over the past decade," but they show no supporting evidence or context. Many academic programs have consolidated in the past decade due to a variety of reasons, but that does not automatically imply that fewer students are being trained in these subjects.

Dr. Jesse Perez Mendez
Page 2
September 15, 2025

Finally, we challenge the proposers to reconsider the name of this program as
"Diversified Agriculture" has multiple, often contradictory, meanings around the world.
While the University of Nebraska, and some two-year colleges, offers a very similar
"Diversified Agriculture" program as the one proposed here, the term is also associated
with a style of farming and ranching that incorporates local ecosystems into the
production process with a focus on maintaining or increasing ecological diversity and
local environmental sustainability. The latter does not seem to be consistent with the
current proposal.

We recognize the need to serve Agriculture students, local partners and communities
with appropriate programs, and this particular offering online in Diversified Agriculture
is largely duplicative.

Thank you for your consideration.

Sincerely,

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

Attachment C

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

November 4, 2025

Dr. Jill Arensdorf
Provost and Vice President for Academic Affairs
Fort Hays State University
600 Park Street, Sheridan Hall 302
Hays, KS 67601

Dear Dr. Arensdorf,

Thank you for your attention to Kansas State University's proposed Bachelor of Science in Diversified Agriculture. We appreciate the review and engagement this process has generated, and we would like to respectfully provide clarification in response to concerns raised by Fort Hays State University regarding potential overlap with your existing agriculture programs.

As the state's designated land-grant university, Kansas State University has a core responsibility to provide accessible, research-based, and workforce-aligned educational opportunities to all Kansans. The proposed B.S. in Diversified Agriculture is a direct reflection of this mission, aimed at expanding access to a flexible, interdisciplinary agricultural degree that serves a diverse student population, many of whom are currently underserved by existing programs.

We want to affirm that this program is not duplicative of FHSU's agribusiness or general agriculture degrees. The structure, purpose, and delivery of K-State's B.S. in Diversified Agriculture are intentionally designed to meet different educational and workforce needs, specifically by:

- Offering a fully online, on-campus, and hybrid modality—including plans for hybrid delivery in Western Kansas (e.g., Garden City) and the Kansas City metro area (K-State Olathe campus) allowing place-bound, nontraditional, and working learners to pursue agricultural education who otherwise would not have access.
- Emphasizing broad-based skill development in communications, non-formal education, safety, and business, skills not traditionally integrated into agribusiness degrees, and essential for leadership in modern food and agricultural systems.
- Providing concentration pathways that allow students to tailor their degree experience while still gaining a comprehensive understanding of the agriculture industry as a whole.
- Supporting students who have changed majors within agriculture, are returning to complete a degree, or are seeking a generalist program that prepares them for dynamic, interdisciplinary careers across multiple ag sectors.

In contrast, Fort Hays State's general agriculture programs are primarily delivered on-campus and are designed around more traditional agriculture and agribusiness structures. The audience, format, and curricular intent of our program differ significantly.

We also want to address concern around the use of the term "Diversified Agriculture." The term is not used to imply a narrow definition related to diversified farming practices, but rather reflects a broad, inclusive foundation across modern agricultural disciplines, including animal science, grain science, agribusiness, plant science, safety, communications, and more. It is meant to signal flexibility, cross-disciplinary learning, and workforce relevance.

It is also worth noting that both institutions already operate agribusiness programs, with no conflict, which underscores that students are capable of discerning differences in program content, delivery, and institutional fit. We believe the same holds true for this proposed degree.

In regard to the data discrepancy, We examined IPEDS data for 7 possible CIP codes for completion in the data supporting this proposal using Lightcast's Analyst tool:

- 01.0000 Agriculture, General
- 01.0104 Farm/Farm and Ranch Management
- 01.0601 Applied Horticulture/Horticulture Operations, General
- 01.0609 Public Horticulture
- 01.0610 Urban and Community Horticulture
- 01.0699 Applied Horticulture/Horticulture Business Services, Other
- 01.1103 Horticultural Science

At the time the research was completed, only 2021 completion data was available in IPEDS. While we concur with the total numbers as confirmed in your letter, our proposal specifically mentions distance completions. The data currently available to us in Lightcast shows as follows (note we do not have access in the tool to FHSUs IPEDS data for AY24 and AY25):

	Distance Offered Programs	Non-Distance Offered Programs
AY2019	35	0
AY2020	35	0
AY2021	0	43
AY2022	41	0
AY2023	0	41

In response to concern regarding the data presented, we have removed the enrollment data related to the FHSU agricultural programs from the proposal to ensure clarity and to avoid any potential misinterpretation.

In summary, Kansas State University's proposed B.S. in Diversified Agriculture is:

- Aligned with our land-grant obligation to increase educational access for all Kansans,
- Structured to serve a new and different audience than currently exists within the Kansas Board of Regents system,
- Clearly differentiated from existing programs at FHSU in both design and delivery
- Responsive to a statewide workforce need supported by labor market data showing strong growth in ag-related careers, particularly those requiring management, communication, and leadership skills.

We respectfully submit that the approval of this program will not duplicate but rather expand educational opportunity across the state and help retain Kansas students who are increasingly looking beyond state borders for flexible and relevant agricultural programs. We welcome continued dialogue and appreciate your dedication to advancing higher education in Kansas.

Sincerely,

Jesse Perez Mendez
Provost and Executive Vice President
Kansas State University

Kansas State University BS in Diversified Agriculture
Program & Employment Analysis – Provided by KBOR Staff

1.   **Market Share Figures**

There are no other baccalaureate programs in the state that share the same Classification of Instructional Program (CIP) code (01.9999) as this proposed program.

The top ten "target occupations" identified by Lightcast for this program of study are:

1. Farmers, Ranchers, & Other Agricultural Managers
2. Landscaping & Groundskeeping Workers
3. Buyers & Purchasing Agents
4. Farmworkers & Laborers, Crop, Nursery, & Greenhouse
5. Farmworkers, Farm, Ranch, & Aquacultural Animals
6. Agricultural Equipment Operators
7. First-Line Supervisors of Landscaping, Lawn Service, & Groundskeeping Workers
8. Life, Physical, & Social Science Technicians, All Other
9. First-Line Supervisors of Farming, Fishing, & Forestry Workers
10. Graders & Sorters, Agricultural Products

2.   **State & National Projections for Employment Linked to the Proposed Degree Program**

Regional Employment Is Higher Than the National Average

An average area of this size typically has 27,348* jobs, while there are 33,024 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.
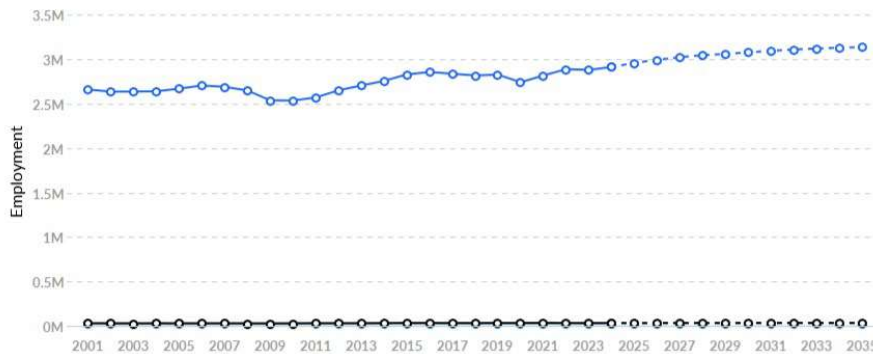
Region	2024 Jobs	2032 Jobs	Change	% Change
Kansas	33,024	34,712	1,688	5.1%
National Average	27,348	28,302	954	3.5%
United States	2,913,105	3,107,649	194,544	6.7%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. **Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal**

Regional Breakdown
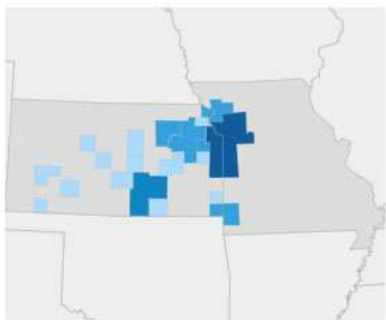
MSA	2024 Jobs
Kansas City, MO-KS	15,488
Wichita, KS	4,720
Manhattan, KS	1,536
Topeka, KS	1,430
Joplin, MO-KS	1,351

4. **2024 Regional & National Employment Wage Information Linked to the Degree Program Proposal**

Regional Compensation Is 2% Higher Than National Compensation

For your occupations, the 2024 median wage in Kansas is $41,086, while the national median wage is $40,314.
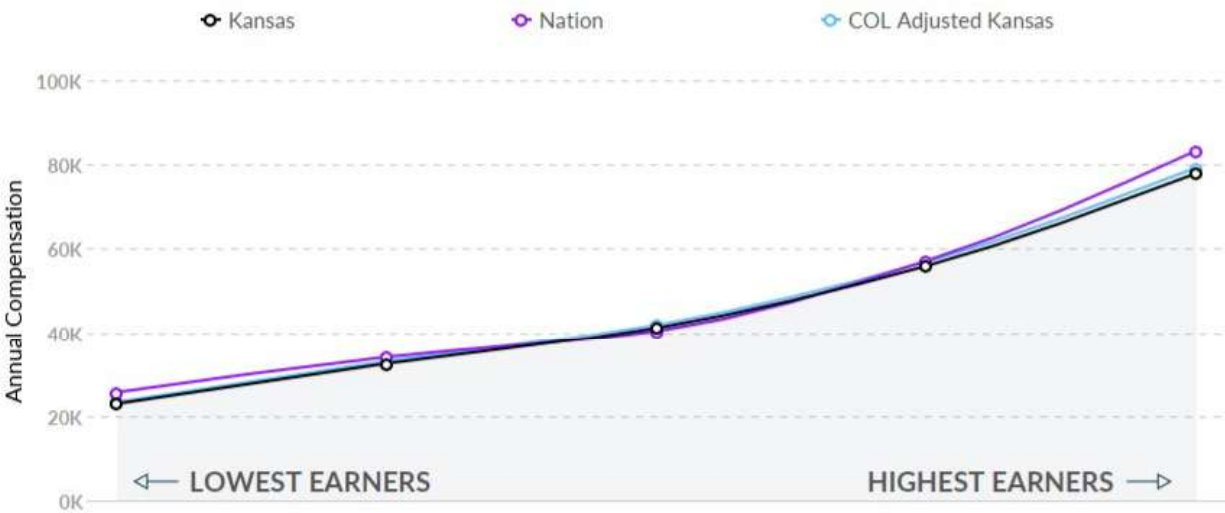
5. Minimum Education Breakdown for Jobs Posted September 2024 – September 2025

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	1,035	0	18%
Associate's degree	267	74	5%
Bachelor's degree	1,447	376	26%
Master's degree	49	271	1%
Ph.D. or professional degree	34	83	1%

6. References

Lightcast. (n.d.). *Program Overview*. Retrieved October 22, 2025, from
https://analyst.lightcast.io/analyst/?t=4v9Vw#h=42zIeBgy0LmYvsfuicAwrInnF.V&page=program_market_demand&vertical=standard&nation=us

Lightcast. (n.d.). *Occupation Overview*. Retrieved October 22, 2025, from
https://analyst.lightcast.io/analyst/?t=4v9Vw#h=1FAX8TiE_QA-~birUuDYqZARsAm&page=occupation_snapshot&vertical=standard&nation=us

Lightcast. (n.d.). *Job Posting Analytics*. Retrieved October 22, 2025, from
https://analyst.lightcast.io/analyst/?t=4v9Vw#h=5WJIn8DD6GHzLxUTOeUXPXdlwXx&page=postings_report&vertical=standard&nation=us

Quality Assurance Subcommittee Report

Transfer and Articulation Council

Friday, October 10, 2025

Common Commitment to Quality

- Ongoing assessment of courses & academic programs

- Regional accreditation by the Higher Learning Commission (HLC), including evaluation of:
  - Faculty qualifications
  - Course design and delivery
  - Facilities and instructional resources
  - Institutional assessment practices

- Discipline-specific accreditation for many academic programs

Transfer and Articulation Council

The Transfer and Articulation Council (TAAC) is responsible for oversight and implementation of the Kansas Board of Regents' transfer and articulation policy across the system.

Representation on TAAC is from all sectors: Two and Four-year institutions, Academic Affairs, Workforce Development, Kansas State Department of Education, students, and a Board Member Liaison.

Members are nominated by institutions for 3-year terms.

Source:

AY 26 TAAC Institutional Membership

AY 26 TRANSFER AND ARTICULATION COUNCIL MEMBERS

Scott Tanona, Co-Chair Kansas State University	**Sarah Robb, Co-Chair** Neosho County Community College
Alyssa Deneke Fort Hays Tech North Central	**Beth O'Neill** Washburn University
Jennifer Borman Kansas State University	**Eric Ketchum** Highland Community College
Aron Potter Coffeyville Community College	**Jennifer Seymour** WSU Tech
Kim Warren University of Kansas	**Gina Crabtree** Wichita State University
Marc Malone Garden City Community College	**Marcus Porter** Fort Hays State University
Melinda Roelfs Pittsburg State University	**Peter Chung** Pittsburg State University
Monette DePew Pratt Community College	**Tiffany Bohm** Kansas City Kansas Community College
Sydney Stone University of Kansas	**Amy Sage Webb Baza** Emporia State University
Barry Robinson Butler Community College	**Jason Sharp** Labette Community College

TAAC Oversight

The charge given to TAAC includes the authority to:

- Direct the Kansas Core Outcomes Groups (KCOG) with specific course articulations;

- Recommend approval on the systemwide transfer of specific courses to the Kansas Board of Regents;

- Assure quality and adherence to agreed-upon learning outcomes of courses articulated across the institutions; and

- Adjudicate any disagreement from the Kansas Core Outcomes Groups.

Kansas Core Outcomes Groups

Purpose: Faculty articulate core student learning outcomes for the identified course(s) for implementation in Kansas Systemwide Transfer (SWT).

- Chief Academic Officers submit course information and delegate faculty as representatives with voting privileges on outcomes for specific courses

- Faculty representatives develop and vote on 4-8 measurable learning outcomes for courses to transfer as direct equivalents. SWT course outcomes will be reviewed by faculty on a 5-year cycle.

- Co-Chairs from each discipline submit a completed report of outcomes to all group members and the TAAC

Transfer Students-Fall Only

Transfer Student Headcount Context

- Kansas CC and TC transfers to public universities
- Fall-only semester headcounts
- Fall 2021 & Fall 2022 data incomplete (FHSU)
- Source: KHEDS via KHEStats – Transfer Tab
- "New Transfers" = 9+ credit hours, degree-seeking

Transfer Student Headcount

University	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
ESU	221	202	214	188	175
FHSU*	569	486	51	183	137
KSU	668	616	617	667	598
KU	639	560	631	594	599
KUMC	96	104	85	78	72
PSU	317	275	242	240	241
Washburn	247	198	208	166	319
WSU	1,016	883	850	958	945
Totals	3,773	3,324	2,898	3,074	3,086

Top Majors Context – 2-year Institutions to State & Municipal Universities

- KHEStats Transfer sections
- New Transfer Students Headcount Totals by Program Type
- Fall Terms 2018 - 2023
- Sending Institution:
  - All Community Colleges (Slide 11)
  - All Technical Colleges (Slide 12)
- Receiving Institution: State & Municipal Universities
- *Fort Hays State University did not submit complete new transfer data for fall of 2021-2022.*

Fall Term

Program Type	2018	2019	2020	2021	2022	2023
Liberal Arts And Sciences, General Studies And Humanities	260	209	179	183	308	305
Teacher Education And Professional Development, Specific Levels And Methods	384	337	315	244	310	301
Registered Nursing, Nursing Administration, Nursing Research And Clinical Nursing	175	180	187	134	122	156
Psychology, General	152	165	156	106	138	121
Business Administration, Management And Operations	141	134	94	72	106	109
Accounting And Related Services	92	92	76	52	72	87
Computer And Information Sciences, General	50	62	58	78	73	73
Social Work	114	103	72	74	78	70
Sports, Kinesiology, And Physical Education/Fitness	60	65	52	54	71	64
Biology, General	94	85	72	61	57	57

CC to State and Municipal

Fall Term

Program Type	2018	2019	2020	2021	2022	2023
Liberal Arts And Sciences, General Studies And Humanities	5	9	16	20	16	17
Health Services/Allied Health/Health Sciences, General	8	7	6	6	4	11
Business Administration, Management And Operations	9	8	6	4	12	10
Accounting And Related Services	2	4	2	2	2	6
Mechanical Engineering	4	3	3	2	1	5
Psychology, General	1	1	1	4	3	5
Computer And Information Sciences, General	1	4	3	2	4	4
Criminal Justice And Corrections, General	1	-	5	-	1	4
Teacher Education And Professional Development, Specific Levels And Methods	7	6	8	6	3	4
Aerospace, Aeronautical, And Astronautical/Space Engineering	-	3	1	1	2	3

TC to State and Municipal

Systemwide Transfer Course Hours

- *Source: KBOR KHEDS Academic Year Collection*

- Note: Top 10 based on 2024 Academic Year and hours are rounded to nearest whole integer.

Systemwide Transfer Course Hours

Public Universities Summary

Academic Years 2019 - 2024

Systemwide Course Title	2019	2020	2021	2022	2023	2024	1YrChg	5YrChg
ENGLISH COMPOSITION I	12,467	11,842	10,865	10,922	10,664	10,472	-1.8%	-16.0%
ENGLISH COMPOSITION II	11,748	11,241	10,122	10,167	9,771	9,594	-1.8%	-18.3%
INTRODUCTION TO PSYCHOLOGY	10,935	10,452	9,600	9,798	9,489	9,168	-3.4%	-16.2%
COLLEGE ALGEBRA	10,401	10,000	9,246	9,140	8,847	8,749	-1.1%	-15.9%
PUBLIC SPEAKING	10,890	10,302	9,351	9,381	8,820	8,697	-1.4%	-20.1%
GENERAL BIOLOGY AND LAB FOR NON-MAJORS	8,430	8,183	6,938	6,912	6,398	6,579	2.8%	-22.0%
INTRODUCTION TO SOCIOLOGY	8,106	7,851	7,086	7,143	6,756	6,465	-4.3%	-20.2%
COMPUTER CONCEPTS AND APPLICATIONS	4,954	4,633	4,186	3,997	4,004	3,617	-9.7%	-27.0%
HUMAN LIFESPAN/DEVELOPMENTAL PSYCHOLOGY	3,771	3,663	3,603	3,519	3,351	3,477	3.8%	-7.8%
CHEMISTRY I AND LAB FOR MAJORS	3,577	3,498	3,417	3,733	3,594	3,297	-8.3%	-7.8%

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Sequence Comparison Content

- Report Overview
  - Data compiled annually (July–September) using: KHEDS Academic Year Collection, Institution Course Inventory, KRSN Articulation Maintenance Tool
  - Report produced by KBOR's Data, Research, and Planning team & SWT course sequences determined by TAAC
  - Only letter grades are used in GPA calculations

- Course Sequence
  - First course: last time the student took and passed
  - Second course: first time student attempted the next course

- Student Types
  - Non-Transfer: Both courses taken at a university
  - Transfer: First course at a 2-year institution; second at a university

English Composition I (ENG 1010) to English Composition II (ENG 1020)

	2017 & 2018	2018 & 2019	2019 & 2020	2020 & 2021	2021 & 2022	2022 & 2023	2023 & 2024
Non-Transfer Students	n = 8,846 (2.87)	n = 8,930 (2.87)	n = 8,939 (2.87)	n = 8,306 (2.87)	n = 7,638 (2.89)	n = 7,993 (2.95)	n = 8,671 (3.00)
System College Transfer Students	n = 515 (2.88)	n = 491 (2.86)	n = 378 (3.02)	n = 414 (3.00)	n = 405 (3.04)	n = 324 (2.91)	n = 307 (2.93)

■ Non-Transfer Students ■ System College Transfer Students
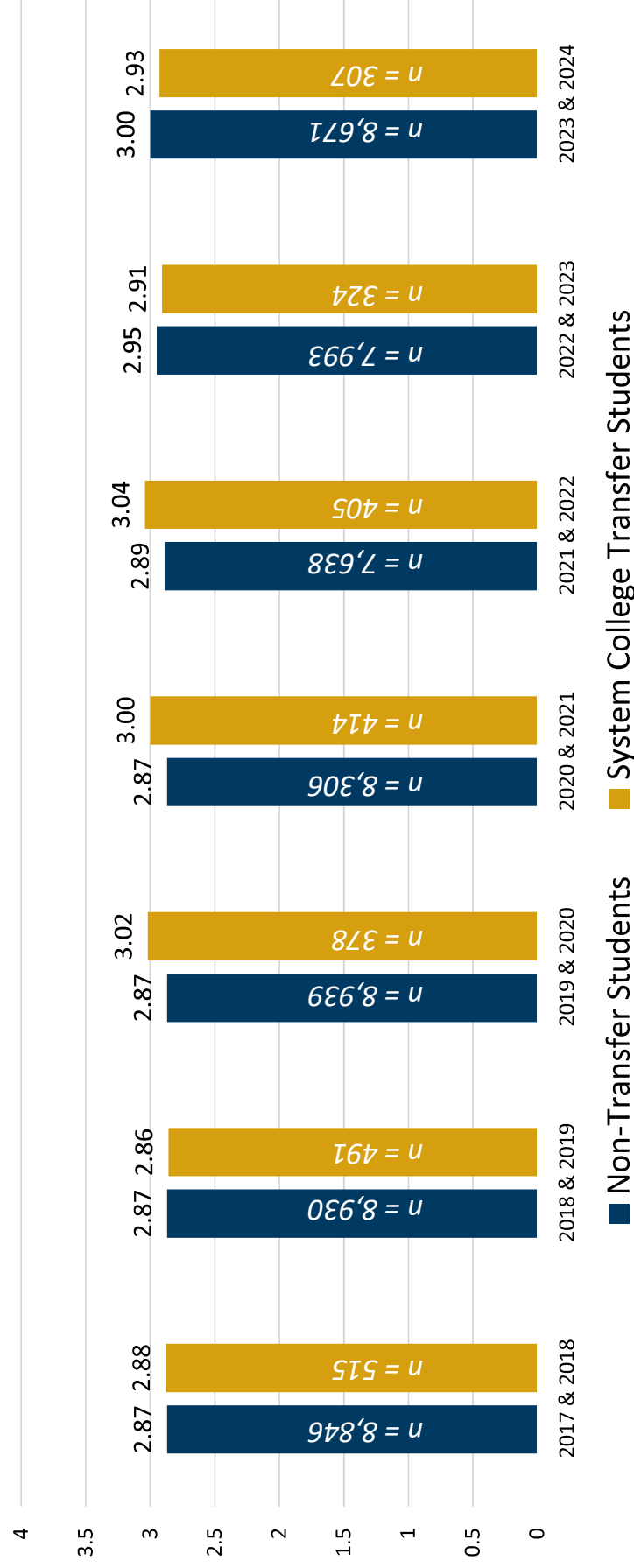
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College Algebra (MAT 1010) to General / Business Calculus (MAT 1050)
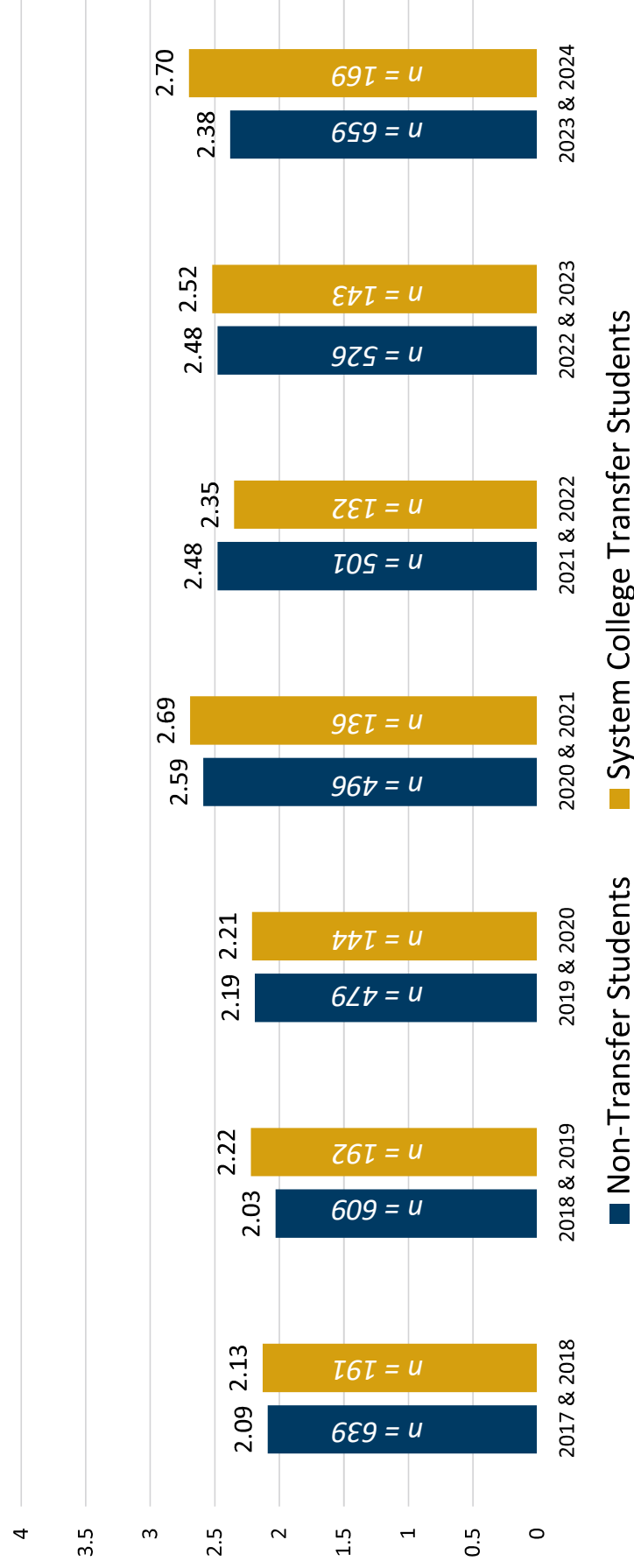
2017 & 2018
- n = 639 — 2.09
- n = 191 — 2.13

2018 & 2019
- n = 609 — 2.03
- n = 192 — 2.22

2019 & 2020
- n = 479 — 2.19
- n = 144 — 2.21

2020 & 2021
- n = 496 — 2.59
- n = 136 — 2.69

2021 & 2022
- n = 501 — 2.48
- n = 132 — 2.35

2022 & 2023
- n = 526 — 2.48
- n = 143 — 2.52

2023 & 2024
- n = 659 — 2.38
- n = 169 — 2.70

Legend:
- Non-Transfer Students
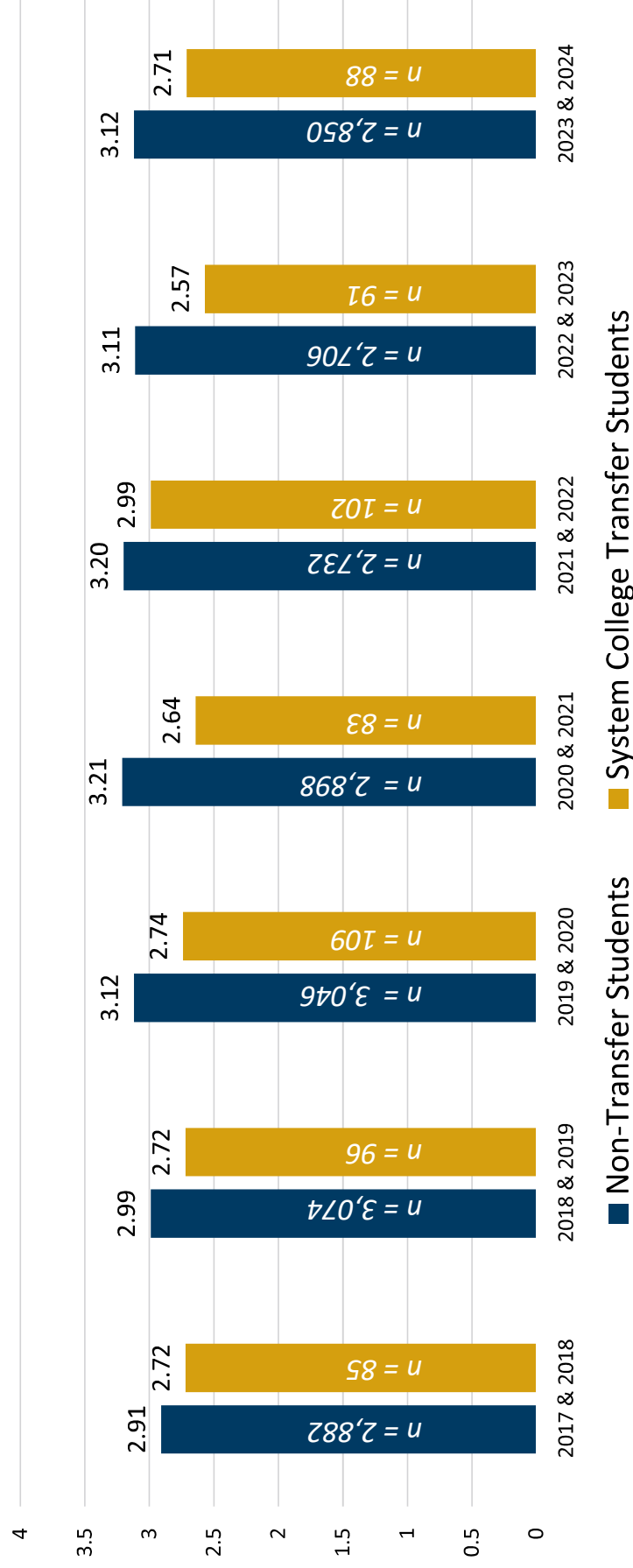- System College Transfer Students

Source: KHEDS Academic Year Collection

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Chemistry I & Lab for Majors (CHM 1010) to Chemistry II & Lab for Majors (CHM 1020)

Year	Non-Transfer Students		System College Transfer Students	
2017 & 2018	n = 2,882	2.91	n = 85	2.72
2018 & 2019	n = 3,074	2.99	n = 96	2.72
2019 & 2020	n = 3,046	3.12	n = 109	2.74
2020 & 2021	n = 2,898	3.21	n = 83	2.64
2021 & 2022	n = 2,732	3.20	n = 102	2.99
2022 & 2023	n = 2,706	3.11	n = 91	2.57
2023 & 2024	n = 2,850	3.12	n = 88	2.71

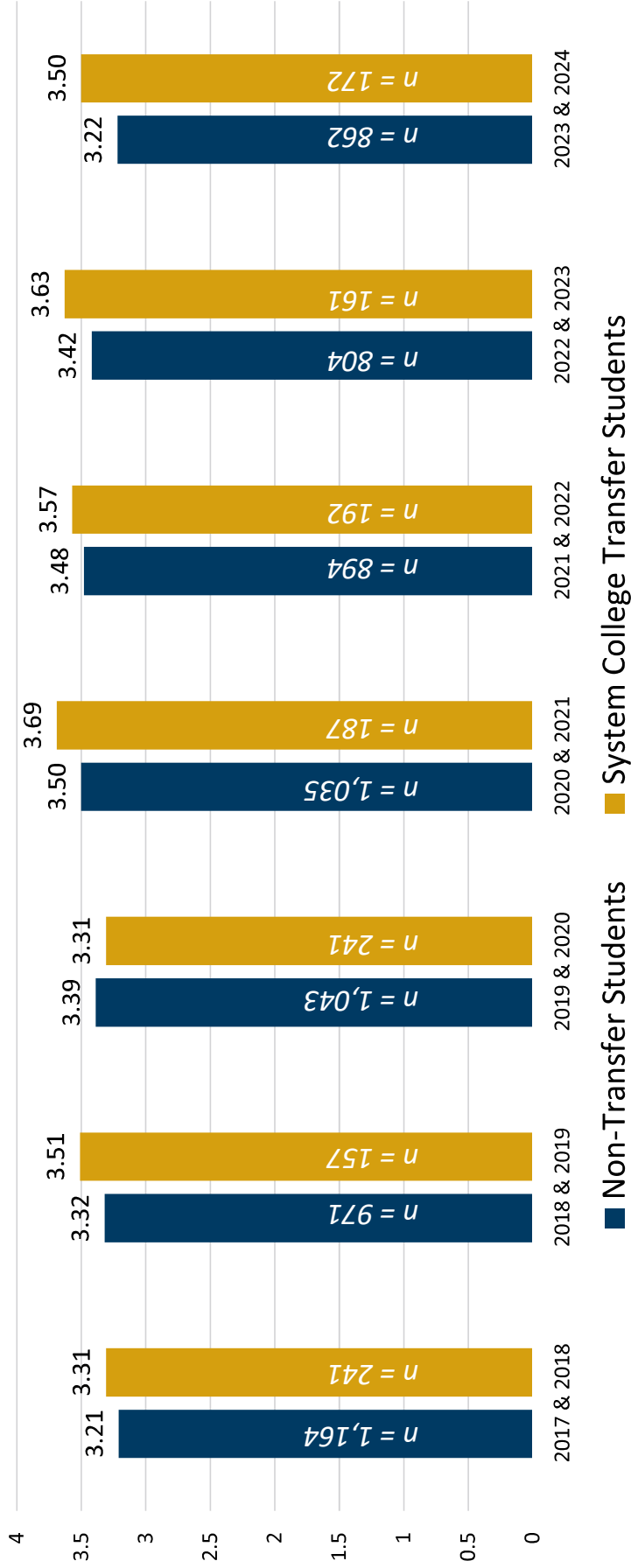■ Non-Transfer Students ■ System College Transfer Students

Source: KHEDS Academic Year Collection

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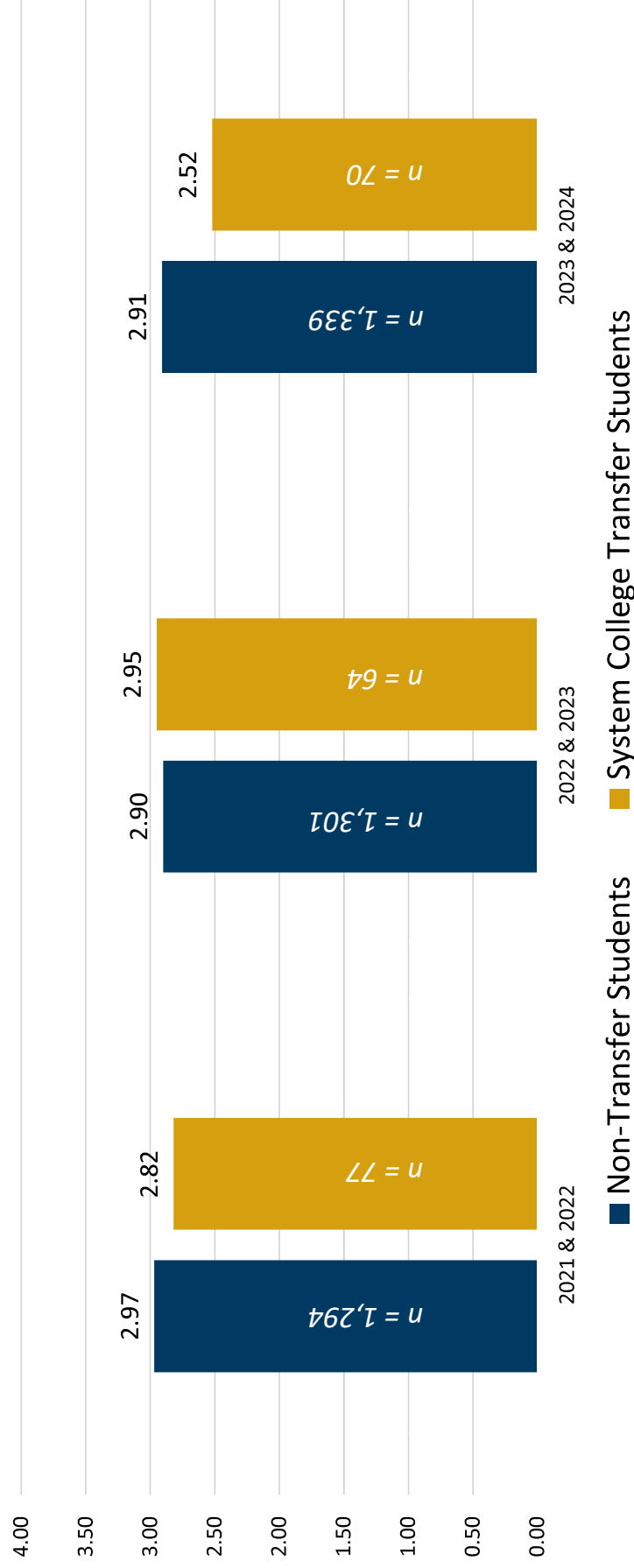# Intro to Psychology (PSY 1010) to Human Lifespan / Developmental Psych (PSY 2020)

2017 & 2018	n = 1,164 → 3.21
	n = 241 → 3.31
2018 & 2019	n = 971 → 3.32
	n = 157 → 3.51
2019 & 2020	n = 1,043 → 3.39
	n = 241 → 3.31
2020 & 2021	n = 1,035 → 3.50
	n = 187 → 3.69
2021 & 2022	n = 894 → 3.48
	n = 192 → 3.57
2022 & 2023	n = 804 → 3.42
	n = 161 → 3.63
2023 & 2024	n = 862 → 3.22
	n = 172 → 3.50

■ Non-Transfer Students   ■ System College Transfer Students

Source: KHEDS Academic Year Collection

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Biology I & Lab for Majors (BIO 1020) to Biology II & Lab for Majors (BIO 1030)

2.52 — n = 70
2.91 — n = 1,339
2023 & 2024

2.95 — n = 64
2.90 — n = 1,301
2022 & 2023

2.82 — n = 77
2.97 — n = 1,294
2021 & 2022

4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00

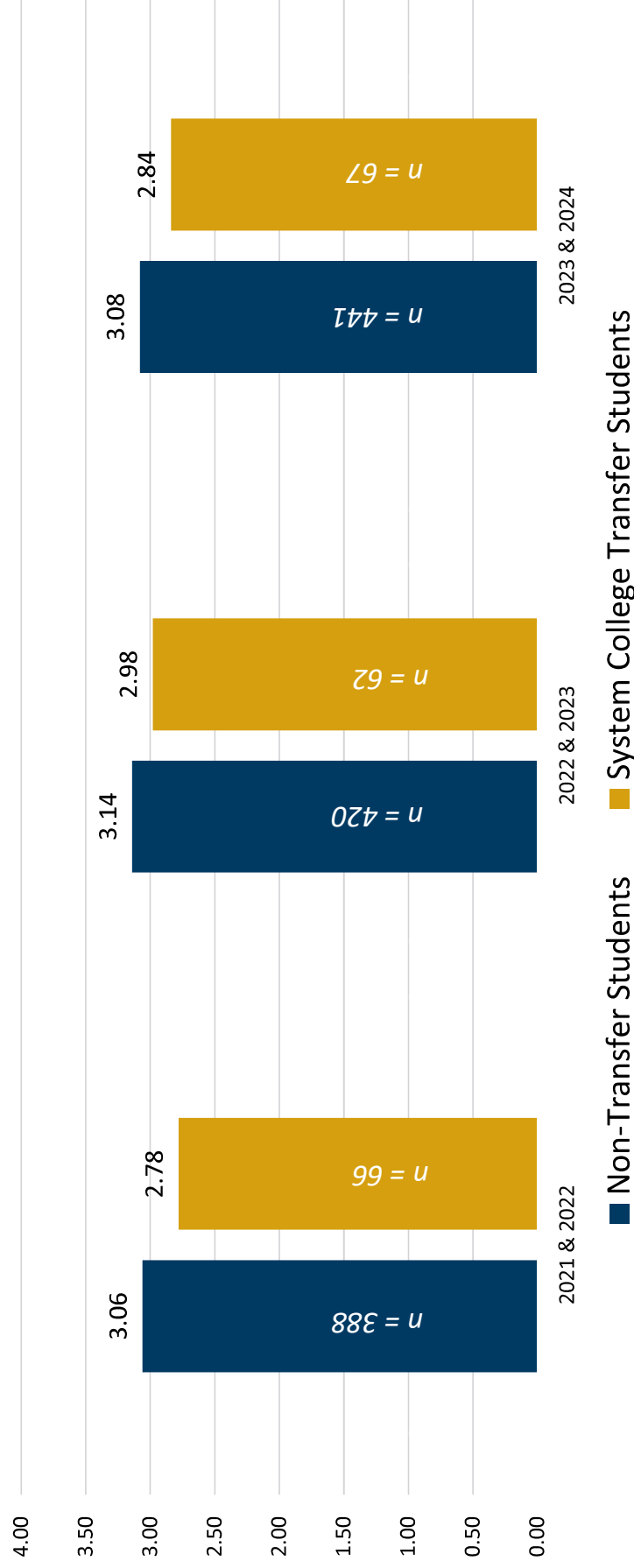■ Non-Transfer Students   ■ System College Transfer Students

Source: KHEDS Academic Year Collection

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Biology I & Lab for Majors (BIO 1020) to Anatomy & Physiology & Lab – 5 & 8 (BIO 2020 & BIO 2030)

2021 & 2022
- Non-Transfer Students: n = 388, 3.06
- System College Transfer Students: n = 66, 2.78

2022 & 2023
- Non-Transfer Students: n = 420, 3.14
- System College Transfer Students: n = 62, 2.98

2023 & 2024
- Non-Transfer Students: n = 441, 3.08
- System College Transfer Students: n = 67, 2.84

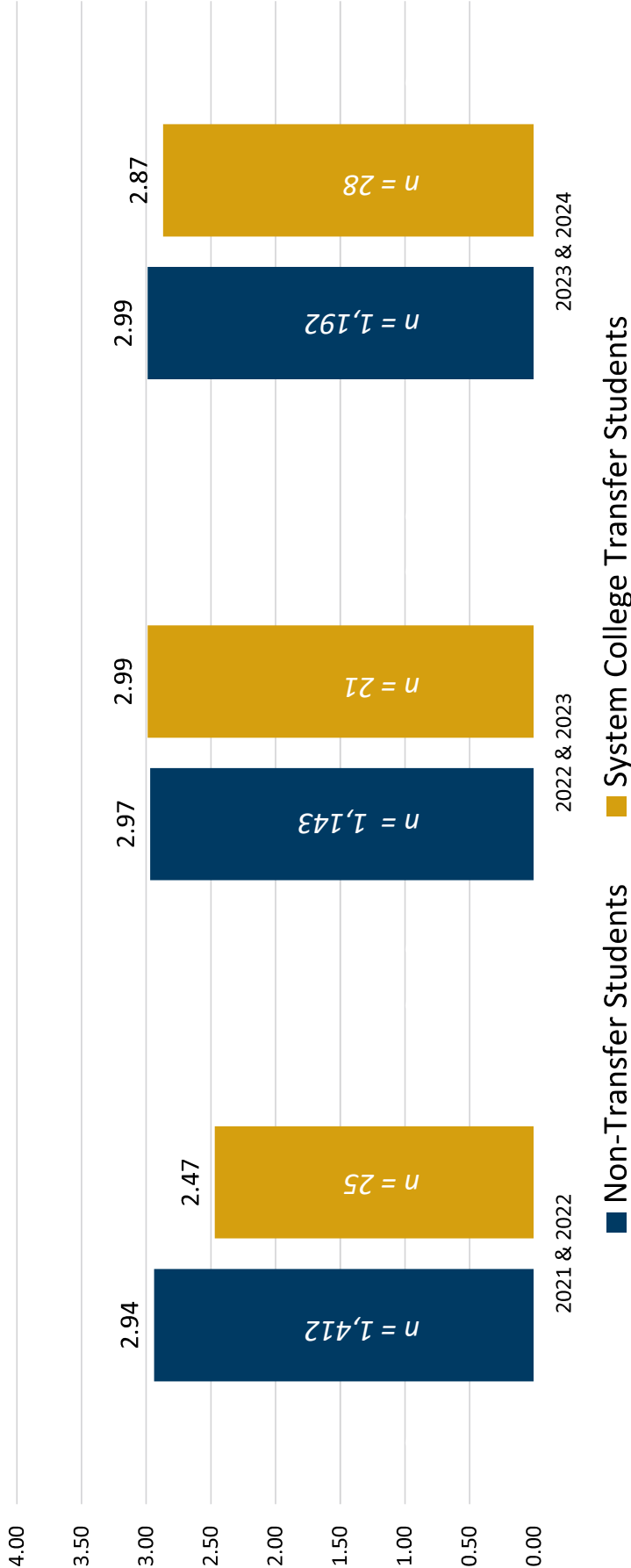Legend:
- Non-Transfer Students
- System College Transfer Students

Source: KHEDS Academic Year Collection

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Physics I & Lab (PHY 1010) to Physics II & Lab (PHY 2020)
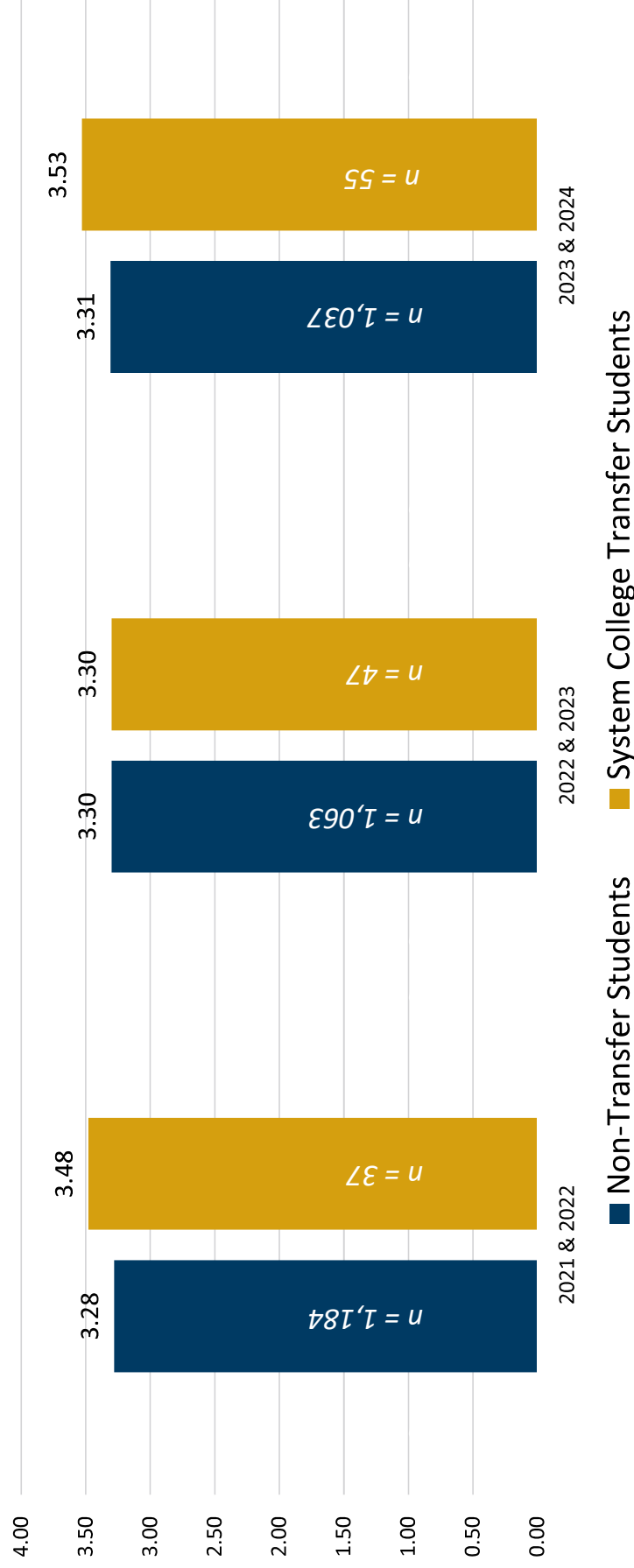
Engineering Physics I & Lab (PHY 1030) to Engineering Physics II & Lab (PHY 2030)

4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00

2021 & 2022

2.94 | n = 1,412
2.47 | n = 25

2022 & 2023

2.97 | n = 1,143
2.99 | n = 21

2023 & 2024

2.99 | n = 1,192
2.87 | n = 28

■ Non-Transfer Students   ■ System College Transfer Students

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Today's KCOG Conference

- 7 new courses articulating core outcomes

- 21 review* courses updating core outcomes

- Reports for 28 courses to be submitted by Chairs to TAAC

- Discipline Groups are facilitated by Faculty Co-Chairs- 1 from a college & 1 from a university

*5-year rotation schedule

Today's KCOG Conference

2025 Schedule Overview

9:00 am Opening Session

9:30 am Morning Breakout Sessions

--Lunch Break—

12:30 pm Opening Session

1:00 pm Afternoon Breakout Sessions

KU Program Review 2024 Follow-up

Summary

Board policy requires that "in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission." In June of 2023, the Board approved changes to the KBOR program review process. For AY 2024, each state university was required to review all undergraduate programs not meeting two or more of the four approved criteria. As a result, the University of Kansas had seven programs that were placed on an action plan with proviso, the proviso being that at least three of the four metrics must be met by July 1, 2027. The Board also required an eighteen month check-in for these seven programs to monitor progress. KU is providing information on these programs today. Additional background on this process is included below.

Background and History

Per Board policy, Ch. II Section A.5.a.,

> *In cooperation with the state universities, the Board will maintain a regular program review cycle and process that will allow the universities to demonstrate on an ongoing basis that they are delivering quality programs consistent with their mission. Regular program review is institutionally based and follows the departmental or unit structure of the institution. The Vice President for Academic Affairs shall provide guidelines for Program Review and, as part of the review of institutional reports, will include consideration of the Board-approved minima tables.*

The KBOR Academic Program Review Framework and Process for 2024

A. Preliminary Analysis
  1. In Summer 2023, Board staff identified all undergraduate programs that were more than five years old that missed the threshold on two or more of the metrics below:
     a) Student Demand: 25 or more junior and senior majors (four-year average);
     b) Degree Production: 10 or more graduates (four-year average);
     c) Talent Pipeline: 51 percent or more of graduates working in the region after graduation (four-year average); and
     d) Student Return on Investment: 2022 Five-Year Post-Graduation Median Salary $38,050 or more (280 percent or more of 2022 federal poverty level). For this follow-up, the salary used was $40,800 (280 percent of the federal poverty level for 2023.)
  2. For any program that missed the threshold on at least two of the four metrics, Board staff provided market-share data from Kansas public and private universities to assess program duplication.

B. Identifying the Undergraduate Programs for Review
  1. At the October 18, 2023, BAASC meeting, the committee:
     a) reviewed the list of undergraduate programs and the corresponding data identified in the preliminary analysis and reviewed associated market share data when program duplication was identified; and
     b) officially codified the list of undergraduate programs to be reviewed by each state university in AY 2024.

C. Reviewing the Undergraduate Programs on Campus and Issuing a Recommendation
  1. For each undergraduate program on the academic program review list codified by BAASC, each state university submitted a written recommendation to Board staff by April 19, 2024, to:
     a) phase out the undergraduate program and detail a plan to reinvest the resources from the phased-out program into other academic programs and/or services (phase-out plan);
     b) merge the undergraduate program in a manner that generates substantive cost savings

(merger plan); or

    c) place the undergraduate program on an action plan and review and monitor the program for no longer than three years (action plan).

D. Final Decisions
1. BAASC reviewed each recommendation to place an undergraduate program on a phase-out plan, a merger plan, or an action plan and recommended to the Board that seven programs be placed on an action plan with the proviso that at least three of the four metrics must be met by July 1, 2027.
2. The Board approved the recommendations and required a "check-in" for BAASC after 18 months for the programs put on an action plan with the proviso.

Programs and Metrics

KBOR's Data, Research, & Planning Unit provided data on headcount, degree completion, employment in the region (Kansas and Missouri), and median salaries for all undergraduate programs, with the exception of those having fewer than five students in the cohort. For those metrics, data were masked per KBOR data practices. Universities were required to review any program missing the minimum mark on at least two of the four criteria. Out of 11 programs at KU, the below programs were put on an action plan with the proviso.

Program	# Metrics Met in 2024
BA/BGS African & African-American Studies	1
BA/BGS American Studies	2
BA/BGS/BS Geography	2
BA Jewish Studies	1
BA/BS Astronomy	0
BA/BGS Religious Studies	2
BA/BFA/BM Music	2

KU Program Review 2025 Follow-up

At the May 14, 2025, BAASC meeting, Kansas State University, the University of Kansas, and the University of Kansas Medical Center presented their findings from Program Review. At the same meeting, committee members requested 1) a report on opportunities for potential mergers or reorganizations to create academic or administrative efficiencies or research synergies; and 2) information on steps being taken to increase enrollments for master's and doctoral programs not meeting minima. KU will present their report today.