KANSAS BOARD OF REGENTS

COUNCIL OF CHIEF ACADEMIC OFFICERS

MEETING AGENDA
Wednesday, November 19, 2025
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet virtually via Zoom.

I.	**Call to Order**	Brent Thomas, Chair	
	A. Roll Call & Introductions		
	B. Approve Minutes from September 17, 2025		
II.	**Council of Faculty Senate President's Update**		
III.	**First Reading**		
	A. BS in Applied & Interdisciplinary Studies	Jesse Mendez, KSU	p.7
	B. BS in Pharmaceutical & Biomedical Science	Barbara Bichelmeyer, KU	p.17
IV.	**Second Reading**		
	A. BS in Cybersecurity	Brent Thomas, ESU	p.26
	B. BA in Religious Education & Community Engagement	Jill Arensdorf, FHSU	p.41
	C. BA & BGS in Intelligence & National Security Studies	Barbara Bichelmeyer, KU	p.54
	D. BS in Diversified Agriculture	Jesse Mendez, KSU	p.62
	E. BAS in Unmanned Aircraft Systems (Reduced-Credit Bachelor's Degree)	Jesse Mendez, KSU	p.78
V.	**Other Matters**		
	A. Request to change name of MS in Nursing to MSN in Nursing	Robert Klein, KUMC	p.97
	B. Request to change name of Department of Chemistry to Chemistry & Physics	Susan Bon, PSU	p.98
	C. Request to change name of Department of Mathematics & Physics to Mathematics & Computer Science	Susan Bon, PSU	
	D. Request to change name of School of Nursing to Ascension Via Christi – Wichita State University School of Nursing	Monica Lounsbery, WSU	p.99
	E. Request to change name of College of Applied Studies to College of Education	Monica Lounsbery, WSU	p.100
	F. Request to change name of School of Education to School of Teaching & Learning – Monica Lounsbery, WSU	Monica Lounsbery, WSU	p.101
	G. Request to change name of Department of Intervention Services to Counseling, Educational Leadership, Educational, & School Psychology	Monica Lounsbery, WSU	p.102
	H. Request to merge the departments of Economics and Marketing into the Department of Marketing and Economics	Monica Lounsbery, WSU	p.103
	I. TOEFL iBT Scoring Update		
	J. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future	COCAO Members	
VI.	**Announcements**		
	Next COCAO Meeting- December 17, 2025		

VII. Adjournment

COUNCIL OF CHIEF ACADEMIC OFFICERS

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

Jesse Mendez	K-State	Susan Bon	PSU
Brent Thomas, Chair	ESU	John Fritch	Washburn
Jill Arensdorf	FHSU	Monica Lounsbery	WSU
Barbara Bichelmeyer	KU	Rusty Monhollon	KBOR
Robert Klein	KUMC		

Council of Chief Academic Officers

AY 2026 Meeting Schedule

COCAO Academic Year 2025- 2026 Meeting Dates			
Meeting Dates	**Location (virtual or in-person)**	**Institutional Materials Due**	**New Program Proposal Requests Due**
September 17, 2025	Virtual	August 27, 2025	July 23, 2025
November 19, 2025	Virtual (no in-person option)	October 29, 2025	September 24, 2025
December 17, 2025	Virtual	November 24, 2025	October 22, 2025
January 14, 2026	Virtual	December 22, 2025	November 19, 2025
February 11, 2026	Virtual	January 21, 2026	December 17, 2025
March 11, 2026	Virtual	February 18, 2026	January 14, 2026
May 20, 2026	Virtual	April 29, 2026	March 25, 2026
June 17, 2026	Virtual	May 27, 2026	April 22, 2026

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

KANSAS BOARD OF REGENTS
Council of Chief Academic Officers
MINUTES
September 17, 2025

The September 17, 2025 , meeting of the Council of Chief Academic Officers was called to order by Chair Brent Thomas at 9:22 a.m. The meeting was held in the Curtis State Office Building, 1000 S.W. Jackson, Suite 530, Topeka. *Proper notice was given according to law.*

MEMBERS PRESENT:

Jesse Mendez, KSU	Barbara Bichelmeyer, KU	John Fritch, Washburn
Brent Thomas, ESU	Robert Klein, KUMC	Monica Lounsbery, WSU
Jill Arensdorf, FHSU	Susan Bon, PSU	Rusty Monhollon, KBOR (*ex officio)*

APPROVAL OF MINUTES
Susan Bon moved that the minutes of the June 11, 2025, meeting be approved. Following the second of Jill Arensdorf, the motion carried.

Council of Faculty Senate Presidents Update
Dr. Rochelle Rowley, Emporia State University faculty senate president and Council of Faculty Senate Presidents (CoFSP) Chair, shared that the Council has provided feedback to Dr. Monhollon on the workload policy. Dr. Norman Philipp, previous CoFSP Chair, is analyzing data regarding the faculty tuition proposal to be presented in November. The Council will be meeting with key individuals from International Baccalaureate (IB) to begin evaluation of the program.

First Readings

BS in Cybersecurity
Dr. Will Phillips, Assistant Professor for Business Administration at ESU, noted the high demand for trained professionals in the field of Cybersecurity, highlighting that there are currently 5,000 unfilled positions in the state, with a projected growth of 32% from now until 2032. ESU's curriculum aligns with CompTIA and other industry-level certifications, including hands-on labs. ESU currently offers cybersecurity concentrations at the graduate and undergraduate levels and is confident that they have created an environment for this program to thrive.
Tommy Gober, Program Director for Cybersecurity at ESU, added that this program is built around industry needs set forth at the local, state, and federal levels. Graduates will earn industry certifications which are on a constant renewal cycle, ensuring that the content in the program is not stagnant.
Leticia Rust, Senior Director-CyROC, e-Ventures, and Internships at ESU added that the research and outreach portion of the program will provide advanced and updated certifications to already trained professionals. Industry partners will provide feedback on curriculum, business tours, internships, and hands-on education. Barbara Bichelmeyer, KU, Monica Lounsbery, WSU, and Jesse Mendez, KSU, expressed interest in connecting with ESU regarding this program to discuss partnership opportunities.

BA in Religious Education & Community Engagement
Jill Arensdorf noted that the proposal was created with the intent to meet student demand, regional partner needs, and that this area was noted as an area of growth in the 2023 RPK report.
Dr. Rob Byer, Assistant Professor for Philosophy at FHSU, added that the RPK report demonstrated a need for a program focused on religion and religious traditions apart from a traditional religious studies degree. This

program will focus on grant writing, marketing, and the structure of non-profits. FHSU has obtained letters of support from local pastors and other departments.

BA/BGS in Intelligence & National Security Studies
Barbara Bichelmeyer shared that a minor in Intelligence & National Security Studies began in the year 2020. KU is seeking to expand the program to provide a skilled workforce for intelligence agencies and to build on research capabilities. She introduced Dr. Mike Wuthrich, Associate Professor for Political Science at KU.
Dr. Wuthrich added that the minor program has 132 active students enrolled. A grant received from the Department of Defense (now the Department of War) allows for internships at national and state intelligence agencies. Courses in this program are already being taught at KU, making this a low-cost addition to the department.
Monica Lounsbery expressed interest in partnering to strengthen programs at both KU and WSU.

BS in Diversified Agriculture
Jesse Mendez introduced Dr. Jonathan Ulmer, Interim Associate Dean of Academic Affairs for the College of Agriculture at KSU. Dr. Ulmer noted that students have expressed need for a non-specialized agriculture program. This program includes courses in business management, project management, and occupational safety, with an increase in online course options.
Jill Arensdorf shared that a letter was sent to Jesse Mendez on behalf of FHSU with questions and concerns regarding the naming of the program.

BAS in Uncrewed Aircraft Systems (Reduced-Credit Baccalaureate degree)
Jesse Mendez introduced Dr. Alysia Starkey, Dean for the KSU Salina campus. Dr. Starkey shared that this proposal was a result of discussions with industry partners. KSU has discussed learning outcomes with industry partners while ensuring the degree preserves the general education requirements of a bachelor's degree. This degree will also need to be approved by HLC, as well as KBOR. This degree includes 34 hours of general education, 50 hours of UAS fundamentals, and technical certificates in areas such as commercial pilot, data analytics, technology, commercialization, and agriculture. She added that KSU has been working with Cloud County Community College and WSU Tech regarding reverse transferability and the possibility of joint teaching. KSU Salina has the statutory authority to offer both associate and bachelor's degrees and therefore feels that they are the appropriate institution to offer this reduced-credit BAS degree.
Monica Lounsbery noted that WSU is collaborating with WSU Tech to strengthen pipeline enrollment with their two-year program and expressed the need to discuss ways to support this new program. Dr. Starkey responded that industry partners have provided positive feedback that each program focuses on developing technology in different areas, reducing competition between institutions.

Other Matters

Request to merge the Institute of Interdisciplinary Studies into the School of Library & Information Management and Library Archives
Brent Thomas shared that the merger will comply with recent laws and budget provisos, improve efficiencies, and create opportunity to create new curriculum and concentrations.
Jill Arensdorf moved to approve this request. Following the second of Monica Lounsbery, the motion carried.

Susan Bon moved to approve the following items (B through E) in bulk:

- Request to change name of Department of Grain Science & Industry to Department of Grain and Food Science
- Request to change name of BS in Agricultural Technology Management to BS in Engineering Technology Management
- Request to change name of BS in Hospitality Management to BS in Event & Hospitality Management

- Request to change name of MS in Nutrition, Dietetics, & Sensory Sciences to MS in Food, Nutrition, & Health

Following the second of Monica Lounsbery, there was a discussion regarding the reasoning for the name change from Agriculture to Engineering Technology Management. Barbara Bichelmeyer expressed the need to ensure the new program was under the correct CIP code. Dr. Bichelmeyer asked if there were any changes in the curriculum with the addition of the word "event" to the new name, BA in Event & Hospitality Management. Jesse Mendez responded that the addition does reflect minor updates to curriculum.
Monica Lounsbery moved again to approve the bulleted items above. Following the second of Barbara Bichelmeyer, the motion carried unanimously.

Creating a Center for Business and Talent Development (Informational Item – No Approval Required)
Susan Bon shared that the PSU College of Business is moving downtown and this center will allow faculty and students to have the opportunity to engage with downtown and area businesses.

Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are considering or planning to pursue in the future
Susan Bon shared that PSU is working on a para to teacher program to address the teacher shortage. Jesse Mendez shared that KSU is working on a number of additional reduced-credit Baccalaureate degrees. Jill Arensdorf shared that FHSU is working on a proposal for a BS in Financial Forensics and Fraud Investigation, to be presented later this fall.

Announcements
Next COCAO Meeting – November 19, 2025 (Virtual)

Adjournment
The meeting was adjourned by Chair Brent Thomas at 9:22 a.m.

Program Approval

Summary

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

November 19, 2025

I. General Information

A. Institution Kansas State University – Olathe

B. Program Identification

Degree Level:	Bachelor
Program Title:	Bachelor of Science
Degree to be Offered:	Applied and Interdisciplinary Studies
Responsible Department or Unit:	K-State Olathe Innovation Campus, School of Applied & Interdisciplinary Studies
CIP Code:	30.0000
Modality:	Online
Proposed Implementation Date:	Summer 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 primary objective of the program is to enable students with an associate's degree, including Associate of Applied Science (AAS) and Associate of General Studies (AGS), to transfer and complete a bachelor's degree at Kansas State University. Due to the Johnson County Education Research Triangle (JCERT) legislation, the Olathe campus is restricted from offering 100- and 200-level courses. Consequently, the only undergraduate program available at the K-State Olathe Innovation campus is a degree completion program. Traditionally, the AAS degree has been difficult to transfer and is often seen as a terminal associate degree, leaving many students without a clear pathway to a bachelor's degree. The Bachelor of Science in Applied and Interdisciplinary Studies is designed to be flexible, allowing for the transfer of up to 75 credits and ensuring that students can complete their AAS or AGS and most of the general education core requirements. Students in other associate degree types are eligible to transfer based on standard course articulation.

To support a successful transition from associate to bachelor's-level study, initial targeted efforts will focus on aligning the Bachelor of Science in Applied and Interdisciplinary Studies with high-demand programs that complement the initiatives for the K-State Olathe campus. **Initial alignment includes programs such as Business Administration, Automation Engineering Technology, and Electronics Technology**, which reflect the applied learning focus of both regional community colleges and the Olathe Innovation Campus. In collaboration with these community colleges, additional associate degree programs will be reviewed to ensure clear articulation pathways and credit alignment. These efforts will help ensure that students are fully informed about their enrollment options and degree completion timelines based on their specific AAS or AGS program.

This approach supports student success by providing clarity, flexibility, and relevance in their academic and career progression.

This program will also enable students to earn an undergraduate Leadership Certificate from the Staley School in Manhattan and complete an applicable minor or an additional undergraduate certificate. Students can complete applied learning courses through each campus's online coursework, gain valuable professional skills through elective options, and enhance their educational experience without losing technical coursework in business and/or technology in the transfer process. Articulation agreements with two-year and technical colleges, which includes program-specific evaluations, will determine which technical courses align with the proposed program's curriculum. Additionally, this new bachelor's degree completion program will support current students at KSU who may be at risk of not completing their traditional bachelor's degree programs, providing them with a viable alternative for degree completion.

IV. Program Demand - Market Analysis

In January of 2024, the K-State Olathe New Program Development team hosted six area community colleges to discuss transfer opportunities for students. Some of the barriers that were communicated to the K-State team include:

1. Transferability to K-State is poor, and there is a lack of prescribed transfer guides for all degrees, but this is increasingly difficult for AAS degree types.
2. What is the value of a four-year degree? K-State does not often articulate the full associate's degree, and many community colleges are struggling to engage students in seeking a two-year degree.

Additionally, the colleges offered feedback on curriculum opportunities between K-State and existing associate degrees:

1. The establishment of clear pathways for transfer credits and articulation agreements must be easy to understand. Additionally, communication related to changes to these agreements is critical.
2. Students need experiences that mimic or replicate real-life applied professional experience as much as possible, but this can be cost prohibitive.
3. There is a need for education in professional skills (e.g., leadership, entrepreneurship) and less technical skills that they are already receiving at the technical and community college level.
4. The number of transfer credits from community college partners that K-State will accept should be maximized.

Market Data - Acquired from Lightcast by the K-State Market and Intelligence Analysis Team

The industry market analysis report was conducted by the K-State Market Intelligence & Analysis Team. The data in this report is from Lightcast™, 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. To provide further analysis, 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)

Total bachelor's degree completions (IPEDS) in the 30.0000 Multi-/Interdisciplinary Studies, General CIP code in the United States increased 168.6% over the past ten years from 2,771 in 2013 to 7,444 in 2022. In comparison, the ten-year percent change for all baccalaureate degrees in the United States was 9.1%, so student interest in this area has grown considerably. Similarly, the number of institutions awarding bachelor's degrees increased 206.8%

over the past ten years to 227 in 2022. As there are some very large programs, the top ten institutions accounted for 45.8% of all bachelor's degree completions in 2022. However, five of the top ten institutions are in Florida and none are in the Midwest.
While competition is growing, this should be less of a concern owing to the unique completion pathway orientation of this proposed program. The potential pipeline of graduates from Johnson County Community College, for example, looks promising. The total number of Associate of Applied Science degree completions in a subset of business and technology CIP codes fluctuated slightly over the past ten years but nearly doubled from 78 completions in AY2013 to 153 completions in AY2022.

To highlight the projected demand for careers related to Business, Management, Marketing, and Related Support Services, the report includes data on occupations based on designated codes from the Bureau of Labor Statistics:

- Accountants & Auditors
- Marketing Managers
- Administrative Services Managers
- Project Management Specialists
- Compensation & Benefits Managers
- Public Relations Managers
- Financial Managers
- Public Relations Specialists
- General & Operations Managers
- Sales Managers
- Human Resources Managers
- Social & Community Service Managers
- Human Resources Specialists
- Training & Development Managers
- Market Research Analysts & Marketing Specialists

Unique job posting data are based on number of deduplicated job vacancy advertisements scraped from over 45,000 websites. Occupation projections are based on Lightcast methodology. The report provides data by the "Kansas City Metropolitan Statistical Area" and is one of the regions used by the Market Intelligence & Analysis team.

The projected growth rate in the Kansas City metropolitan area (2022 to 2032) for all fifteen related occupations (4.5%) is just above the growth rate for total occupations in the region (4.4%). Also, eight of the fifteen occupations exceed the growth rate for total occupations in the region. Similarly, eight of the fifteen occupations are projected to be above the Kansas City Metropolitan Statistical Area (MSA) occupation average size. So, the future job market should yield continuing opportunities for graduates of the program.

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

Year	Total Headcount Per Year		Total Sem Credit Hrs. (SCH) Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation		5		90 - 105 SCHs
Year 2		15		180 – 210 SCHs
Year 3		20		270 – 315 SCHs

VI. Employment

Data from the K-State Market Intelligence & Analysis team using Lightcast Analyst tool using the 15 occupations listed above determined the current employment opportunities for Unique Job Postings within a 9-state region from 2019-2023. The nine-state region included: Arkansas, Colorado, Illinois, Iowa, Kansas, Missouri, Nebraska, Oklahoma, Texas.

The current job market and long-term occupation projections are encouraging. Unique job postings in 2023 for thirteen of the fifteen selected occupations, listed above, were above the average for all occupations in the Kansas City Metropolitan Statistical Area. And the five-year percent change in unique job postings (2019 to 2023) for eleven of the fifteen selected occupations were above the percent change for all occupations in the Kansas City Metropolitan Statistical Area. More specific examples include,

- The General & Operations Manager and Accountants & Auditor occupations account for 52.4% of the 2032 projected jobs, and eight of the fifteen occupations are projected to be above the Kansas City MSA occupation average size.
- The projected growth rate in the Kansas City MSA for all fifteen related occupations (4.5%) is just above the growth rate for total occupations in the region (4.4%). Also, eight of the fifteen occupations exceed the growth rate for total occupations in the region.

VII. Admission and Curriculum

A. Admission Criteria

Students will be admitted through a selective admissions process that is overseen by the School of Applied and Interdisciplinary Studies. For transfer students, the transfer coursework must have a minimum of 2.0 GPA. Transfer grade of a "D" does not transfer for applied business courses. Additional transfer credit limitations may exist depending on the certificate or minor program that the student is interested in completing as part of their degree requirements.

B. Curriculum

The following are the degree maps to show the transferability of the program. The one directly below represents an example of a degree completion for the AGS. The second is a specific example of a degree completion for the AAS in Business Administration at Johnson County Community College. Please note, K-State Olathe cannot offer 100/200 level coursework per the JCERT Legislation requirements.

General Program Academic Degree Map
(includes undergraduate certificate in Leadership Studies)

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

Course #	Course Name	SCH
	Transfer Elective	3
	Transfer Elective	3
CORE 01	Composition I Transfer	3
CORE 03	Business Mathematics Transfer	3
CORE 04	Science w/Lab Transfer Elective	4
	TOTAL Year 1 Fall	**16**

Year 1: Spring

Course #	Course Name	SCH
	Transfer Elective	3
	Transfer Elective	3
CORE 02	Public Speaking Transfer	3
CORE 05	Social & Behavioral Sciences Transfer	3
CORE 01	Composition II Transfer	3
	TOTAL Year 1 Spring	**15**

Year 2: Fall

Course #	Course Name	SCH
	Transfer Elective	3
	Transfer Elective	3
CORE 06	Arts & Humanities Transfer	3
	Transfer Elective	3
	Transfer Elective	3

	TOTAL Year 2 Fall	**15**

Year 2: Spring

Course #	Course Name	SCH
	Transfer Elective	3
	Transfer Elective	3
	Transfer Elective	3
	Transfer Elective	3
CORE 05	Social & Behavioral Sciences Transfer	3
CORE 07	Transfer Elective	3
	TOTAL credits Year 2 Spring	**18**

Year 3: Fall

Course #	Course Name	SCH
AAI 301	Career Planning for Applied & Technical Professionals	3
CORE 06	Arts & Humanities Course	3
	300+ Level Applicable Minor/Certificate Course or Elective	3
LEAD 212	Introduction to Leadership Concepts	3
	300+ Level Applicable Minor/Certificate Course or Elective	3
	TOTAL credits Year 3 Fall	**15**

Year 3: Spring

Course #	Course Name	SCH
	300+ Level Applicable Minor/Certificate Course or Elective	3
LEAD 350	Culture and Context in Leadership	3
AAI 501	Practicum in Applied and Interdisciplinary Studies	3
	300+ Natural Science or Statistics Elective	3
CORE 07	Elective	3
	TOTAL credits Year 3 Spring	**15**

Year 4: Fall

Course #	Course Name	SCH
	300+ Level Applicable Minor/Certificate Course or Elective	3
	300+ Level Applicable Minor/Certificate Course or Elective	3
LEAD 405	Leadership in Practice	3
	300+ Level Applicable Minor/Certificate Course or Elective	3
	300+ Level Applicable Minor/Certificate Course or Elective	2
	TOTAL credits Year 4 Fall	**14**

Year 4: Spring

Course #	Course Name	SCH
AAI 502	Applied Studies Seminar	3
LEAD 450	Capstone in Leadership Studies	3
	300+ Level Applicable Minor/Certificate Course or Elective	3
	300+ Level Applicable Minor/Certificate Course or Elective	3
	TOTAL credits Year 4 Spring	**12**

Specific potential example of AAS transition from Johnson County Community College

Year 1: Fall (Johnson County Community College) **SCH = Semester Credit Hours**

Course #	Course Name (KSU equivalent)	SCH
BUS 121	Intro to Business (BUS 110 – KSU)	3
BUS 225	Organizational Business (Unrestricted Elective – KSU; CORE 07)	3
ENGL 121	Composition I (ENGL 100 – KSU; CORE 01)	3
MATH 120	Business Math (MATH XXX – KSU; CORE 03)	3
CIS	Electives (Unrestricted Elective – KSU)	4
	TOTAL CREDITS	**16**

Year 1: Spring

Course #	Course Name	SCH
ACCT 121	Accounting I (BUS 251 – KSU)	3
BUS 141	Principles of Management (MANGT 220 – KSU)	3
ECON 230	Principles of Macroeconomics (ECON 110 – KSU; CORE 05)	3
COMS XXX	Comms Course (COMM 106 – KSU; CORE 02)	3
	Arts & Humanities Elective (Ex. - MUSIC 250 – KSU; CORE 06)	3
	TOTAL CREDITS	**15**

Year 2: Fall

Course #	Course Name	SCH
ACCT 122	Accounting II (BUS 251 – KSU)	3
BLAW 261	Business Law I (MANGT 430 – KSU)	3
ECON 231	Principles of Microeconomics (ECON 120 – KSU; CORE 05)	3
MKT 230	Marketing (MKTG 400 – KSU)	3
PHIL 140	Business Ethics (ELECT 1** - KSU; CORE 07)	3
	Business Elective (300+ level)	3
	TOTAL CREDITS	**18**

Year 2: Spring

Course #	Course Name	SCH
ACCT 222	Managerial Accounting (ACCT 231 – KSU)	3
BUS 123	Personal Finance (PFP 105)	3
BUS 243	Human Resource Management (MANGT 2** – KSU)	3
BLAW 263	Business Law II (MANGT 2** - KSU)	3
EVRN 130 and EVRN 132	Environmental Sciences & Lab (BIOL 263 – Ecology of Environmental Problems & BIOL 1** Lab – KSU; CORE 04)	5
	TOTAL CREDITS	**17**

(Total from JCCC 66 hours)

Year 3: Fall

Course #	Course Name	SCH
AAI 301	Career Planning for Technical Professionals	3
BUS 400	Marketing Techniques	3
ENGL 302	Technical Writing	3
LEAD 212	Introduction to Leadership Concepts	3
ENGL 122	Composition II - CORE 01	3
	TOTAL CREDITS	**15**

Year 3: Spring

Course #	Course Name	SCH
COMM 311	Business & Professional Speaking	3
LEAD 350	Culture and Context in Leadership	3
AAI 501	Practicum in Applied and Interdisciplinary Studies	3
ENGL 471	Written Communication for the Workplace	3
	Arts & Humanities Course – CORE 06	3
	TOTAL CREDITS	**15**

Year 4: Fall

Course #	Course Name	SCH
BIOL 101	Concepts of Biology (BIOL 121 – KSU)	3
BUS 520	Integrated Technology Management Capstone	3
LEAD 405	Leadership in Practice	3
CNRES 531	Core Conflict Resolution	3
	TOTAL CREDITS	**12**

Year 4: Spring

Course #	Course Name	SCH
AAI 502	Applied Studies Seminar	3
LEAD 450	Capstone in Leadership Studies	3
COMM 326	Group Communication	3
MANGT 531	Human Resource Management	3
	TOTAL CREDITS	**12**

Total Number of Semester Credit Hours ……. 120

VIII. Core Faculty

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

Additional Faculty are located at the Salina and Manhattan campuses. They do not serve as core faculty but will lead students through the related certificate programs that the student chooses.

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
*Darrin Smith	Associate Professor	PhD	Y	Chemistry	.30
Kim Voight	Instructor	MS	N	Counseling	.20

Associated number of faculty contributing to the program through teaching will vary based on the students' selected certificates/minors. There will be an available adjunct pool for the AAI-related courses.

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$105,877	$109,053	$112,325
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$38,979	$40,149	$41,353
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$144,856	$149,202	$153,678
Personnel – New Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions			
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other (Course Development)	$9,000		
Marketing	$26,000		
Total Start-up Costs	$35,000		
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other (Adjunct Pay & Assessment)	$18,000	$18,000	$18,000
Total Operating Costs	$18,000	$18,000	$18,000
GRAND TOTAL COSTS	$197,856	$167,202	$171,678

B. FUNDING SOURCES *(projected as appropriate)*		First FY (New)	Second FY (New)	Third FY (New)

Tuition / State Funds		$47,250	$141,750	$189,000
Student Fees				
Other Sources		$53,000	$18,000	$18,000
GRAND TOTAL FUNDING		$100,250	$159,750	$207,000
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		-$97,606.90	-$7,452.61	$35,321.31

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

1. A .30 FTE for the Program Director (Existing Assistant Dean)
2. A .20 FTE for program assistance in student services/teaching (Existing Director of Student Services)

Personnel – New Positions

There are no plans for new positions. Since the curriculum is built from existing coursework, it is anticipated that the administration and course offerings at the Olathe campus will come from reallocation of time from four existing positions and the onboarding of adjunct instructors as needed for the coursework.

Start-up Costs – One-Time Expenses

1. Course Development = $9,000 (3 courses at 3 SCH per course, $1000 per credit hour)
2. Marketing Costs = $26,000 (startup for digital marketing and printed materials)

Operating Costs – Recurring Expenses

1. Adjunct/Instructor Costs = $18,000
2. Faculty Release for Assessment = $18,000

B. Revenue: Funding Sources

The program has been granted $89,000 for start-up and first three-year maintenance costs through the K-State Academic Innovation Fund (https://www.k-state.edu/provost/academic-excellence/funding-opportunities/academic-innovation/). This amount is broken down in the financial table over three years, with $53,000 shown the first year and $18,000 shown the next two years.

If the program can enroll students at the following rate, the table below would project anticipated revenue generation. The tuition rate per credit hour is conservatively estimated at $393.75 for in-residence students:

Year 1	Year 2	Year 3
5 Students (24 SCHs)	15 Students (24 SCHs)	20 Students (24 SCHs)
$47,250	$141,750	$189,000

C. Projected Surplus/Deficit

The Bachelor of Science is anticipated to be revenue-positive after the second year.

XI. References

Kansas State University. (n.d.). *Olathe campus tuition and fees*. Retrieved July 29, 2024, from https://www.k-state.edu/finsvcs/cashiers/costs/olathe-tuition-fees/

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Program Approval

Summary

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

November 19, 2025

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level:	Bachelor's
Program Title:	Pharmaceutical and Biomedical Science
Degree to be Offered:	Bachelor of Science
Responsible Department or Unit:	School of Pharmacy
CIP Code:	51.2010
Modality:	Face-to-Face
Proposed Implementation Date:	Fall 2026

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites: No

III. Justification

The Bachelor of Science in Pharmaceutical and Biomedical Science (PBMS) is an interdisciplinary program that will prepare students for careers in pharmaceutical, biomedical, and healthcare industries. This research-intensive program is designed to meet the growing demand for highly trained professionals with a strong foundation in chemical and biological sciences, integrated with practical experience in drug development and translational research.

The nationally recognized departments of Medicinal Chemistry, Pharmaceutical Chemistry, and Pharmacology and Toxicology within the School of Pharmacy provide a robust academic environment and an unmatched research infrastructure compared to other pharmacy schools in the region. The School is in the top 30 of all schools of pharmacy in National Institutes of Health and total research award dollars granted in 2023. Students will benefit directly from working in laboratories led by faculty engaged in federally and industrially funded research. These faculty members will bring cutting-edge knowledge in drug design, delivery systems, pharmacokinetics, toxicology, and emerging therapeutic modalities (e.g., immunotherapies and personalized medicine). This integration of instruction and active scientific discovery ensures students are immersed in real-world biomedical challenges and solutions throughout their undergraduate training.

The PBMS program's curriculum is intentionally designed to progress from foundational coursework in biology, chemistry, and physics to advanced topics including medicinal biochemistry, pharmacology, drug delivery, and pharmaceutical analysis. Research participation begins in the junior year and culminates in a senior capstone thesis, equipping students with valuable experience in experimental design, data analysis, scientific writing, and

oral communication. Alongside scientific training, the program emphasizes ethical reasoning, social responsibility, and responsible scientific practices, all of which align with KU's institutional learning goals.

Graduates of the PBMS program will be highly competitive for a range of future pathways. These include direct entry into research and development roles in pharmaceutical, biotechnology, or diagnostics companies; positions in state and federal agencies; and advanced studies in graduate or professional programs such as Ph.D. programs, medical school, pharmacy, or other health-related fields. With growing demand across the biomedical sector regionally and nationally, this degree provides students with a clear and versatile launchpad into the workforce or further education.

Regionally, KU is well-positioned to lead in pharmaceutical and biomedical science education. The university's proximity to a burgeoning biotechnology sector and major pharmaceutical employers across Kansas and the greater Midwest provides significant opportunities for student internships, post-graduate employment, and academic-industry collaboration. Unlike other regional programs that lack a strong research component, KU's PBMS degree distinguishes itself through its emphasis on faculty-mentored laboratory research.

In summary, the PBMS program leverages KU's disciplinary strengths, research excellence, and geographic advantages to deliver a forward-looking undergraduate degree that prepares students for impactful careers and graduate study in biomedical science. It will enrich KU's academic portfolio while meeting pressing state and national workforce needs in health and life sciences.

IV. Program Demand:

Market Analysis

The degree is strategically aligned with current regional and national workforce trends. The growing demand for graduates trained at the intersection of pharmaceutical, chemical, and biological sciences has created a clear market opportunity. This program would serve as a pipeline for careers in pharmaceutical research, biotechnology, biomedical science, regulatory affairs, and health-related graduate programs, including PharmD, MD, and PhD.

National Market and Program Benchmarks - Nationally, programs with a similar focus, such as Pharmaceutical Sciences, Biomedical Sciences, and Pharmacology, are showing steady growth in enrollment and program expansion. According to IPEDS data (National Center for Education Statistics, 2025):

- The University of Southern California Pharmaceutical Sciences B.S. program enrolls over 200 undergraduate students annually.
- Northeastern University offers a B.S. in Pharmaceutical Sciences with an average enrollment of approximately 150–180 students.
- The University of Wisconsin, Madison's Pharmacology and Toxicology program enrolls approximately 40 students per cohort, yet maintains high selectivity and placement outcomes.

These programs benefit from strong ties to academic health centers, established pharmacy schools, and proximity to biotechnology hubs. Similarly, KU's highly ranked School of Pharmacy, the presence of the KU Medical Center, and established research infrastructure position the university well for offering a comparable degree.

Regional Comparison and Strategic Fit - Within the Midwest, there are relatively few dedicated undergraduate programs that integrate pharmaceutical sciences with biomedical science, and no programs in Kansas have the same CIP Code. The degree program most comparable to the proposed PBMS program in this region is the Bachelor of Science in Pharmaceutical Science at Purdue University. However, Purdue's program places a strong emphasis on transitioning students into its pharmacy program, with limited focus on student research experience. Approximately 200 students enroll in Purdue's program annually, with the majority (~75%) continuing to complete the PharmD, while around 50 students graduate each year with a BS in Pharmaceutical Science.

Programs such as The University of Iowa's Biomedical Sciences B.S. and Saint Louis University's B.S. in

Investigative and Medical Sciences do not offer the same deep integration of pharmaceutical content and drug discovery that the KU PBMS degree would provide. This creates an opening in the regional academic market for KU to offer an interdisciplinary undergraduate program that draws both in-state and regional students seeking strong preparation for careers in biomedical and pharmaceutical fields.

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	15	0	480	0
Year 2	25	0	770	0
Year 3	35	0	1055	0

VI. Employment

National employment in healthcare, biotechnology, and the life sciences is projected to grow between 7–13% over the next decade, reflecting increasing demand for therapeutics, diagnostics, and a highly trained biomedical workforce (U.S. Bureau of Labor Statistics, 2023 and 2024). This trend is mirrored regionally across Kansas, the Kansas City metropolitan area, and neighboring states, where the expansion of research institutions, pharmaceutical companies, and healthcare systems continues to create robust employment opportunities.

Graduates of the PBMS program will be well-prepared for a broad range of career paths, including roles such as clinical research coordinator, regulatory affairs associate, pharmaceutical sales representative, quality assurance analyst, and laboratory research technician. Entry-level positions in these fields typically offer competitive starting salaries ranging from $50,000 to $75,000, with strong potential for career advancement.

This degree will also provide students with the necessary research experience to be immediately productive in graduate studies or as employees in the private sector (e.g., pharmaceutical and biotechnology industries) or public sector (e.g., government laboratories such as NIH, CDC, or state health departments). The curriculum emphasizes hands-on laboratory training, critical thinking, and interdisciplinary coursework in chemistry, biology, pharmacology, and toxicology, positioning students for success in PhD programs, health professional schools (PharmD, MD, DO, PA), and other advanced scientific training.

Regionally, the Kansas City metro area is a growing hub for biosciences and clinical research, home to institutions such as MRIGlobal, KU Medical Center, BioNexus KC, and the Stowers Institute for Medical Research, as well as a concentration of contract research organizations (CROs) and pharmaceutical companies. The nearby KC Animal Health Corridor, the largest cluster of animal and human health companies in the world, further enhances opportunities for industry engagement. In Lawrence, the KU School of Pharmacy and KU Innovation Park provide additional infrastructure for experiential learning, research, and translational collaboration.

The PBMS program addresses both the growing demand for a skilled biomedical workforce and the academic needs of students pursuing graduate or professional education. It offers a strategic opportunity to enhance the regional talent pipeline and position KU as a leader in undergraduate pharmaceutical and biomedical training.

VII. Admission and Curriculum

A. Admission Criteria

Incoming first-year students can be directly admitted if they have a 3.5+ high school GPA

B. Curriculum

Degree Plan for Students who place into Calculus

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

Course #	Course Name	SCH=15

MATH 115	Calculus I – KBOR Math Pathway	3
CHEM 130	General Chemistry I	5
PHAR 101	Introduction to Medications in Healthcare	1
BIOL 150	Principles of Molecular & Cellular Biology	3
	KBOR English Discipline Area	3

Year 1: Spring

Course #	Course Name	SCH=17
CHEM 135	General Chemistry II	5
MATH 116	Calculus II	3
	KBOR Arts & Humanities Discipline Area	3
	KBOR English Discipline Area	3
	KBOR Communications Discipline	3

Year 2: Fall

Course #	Course Name	SCH=15
CHEM 330	Organic Chemistry I	3
CHEM 331	Organic Chemistry I Laboratory	2
	KBOR Natural & Physical Sciences Discipline Area	4
	KBOR Social & Behavioral Sciences Discipline Area	3
	KBOR Institutionally Designated Discipline Area	3

Year 2: Spring

Course #	Course Name	SCH=15
CHEM 335	Organic Chemistry II	3
CHEM 336	Organic Chemistry II Laboratory	2
PHSX 114	College Physics I	4
BIOL 546	Mammalian Physiology	3
	KBOR Institutionally Designated Discipline Area	3

Year 3: Fall

Course #	Course Name	SCH=15
MDCM 602	Medicinal Biochemistry	3
PHCH 630	Biopharmaceutics & Pharmacokinetics	3
PHAR 503	Research	3
	KBOR Arts & Humanities Discipline Area	3
	KBOR Social & Behavioral Sciences Discipline Area	3

Year 3: Spring

Course #	Course Name	SCH=14
MDCM/P&TX 650	MedChem & Pharmacology I	4
PHCH 670	Pharmaceutical Analysis	3
PHCH 632	Drug Delivery	3
PHAR 503	Research	3
PHAR 601	Seminars	1

Year 4: Fall

Course #	Course Name	SCH=16
MDCM/P&TX 651	MedChem & Pharmacology II	4

PHPR 628	Research Design Biostatistics	2
PHAR 603	Research	6
PHAR 602	Scientific Communication	1
	PBMS Elective I	3

Year 4: Spring

Course #	Course Name	SCH=13
MDCM/PHCH 652	Immunotherapies	3
PHAR 603	Research	6
PHAR 605	Journal Club	1
	PBMS Elective II	3

Total Number of Semester Credit Hours.....{120}

*****Degree plan for students who are not Calc-ready *****

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

Course #	Course Name	SCH=16
MATH 101	College Algebra – KBOR Math Pathway	3
PHAR 101	Introduction to Medications in Healthcare	1
	KBOR Communications Discipline	3
	KBOR Arts & Humanities Discipline Area	3
	KBOR English Discipline Area	3
	KBOR Social & Behavioral Sciences Discipline Area	3

Year 1: Spring

Course #	Course Name	SCH=17
MATH 115	Calculus I – KBOR Math Pathway	3
CHEM 130	General Chemistry I	5
BIOL 150	Principles of Molecular & Cellular Biology	3
	KBOR Arts & Humanities Discipline Area	3
	KBOR English Discipline Area	3

Year 2: Fall

Course #	Course Name	SCH=17
CHEM 135	General Chemistry II	5
MATH 116	Calculus II	3
	KBOR Social & Behavioral Sciences Discipline Area	3
	KBOR Institutionally Designated Discipline Area	3
	KBOR Institutionally Designated Discipline Area	3

Year 2: Spring

Course #	Course Name	SCH=16
CHEM 330	Organic Chemistry I	3
CHEM 331	Organic Chemistry I Laboratory	2
PHSX 114	College Physics I	4
BIOL 546	Mammalian Physiology	3
	KBOR Natural & Physical Sciences Discipline Area	4

Year 3: Fall

Course #	Course Name	SCH=14
CHEM 335	Organic Chemistry II	3
CHEM 336	Organic Chemistry II Laboratory	2
MDCM 602	Medicinal Biochemistry	3
PHCH 630	Biopharmaceutics & Pharmacokinetics	3
PHAR 503	Research	3

Year 3: Spring

Course #	Course Name	SCH=14
MDCM/P&TX 650	MedChem & Pharmacology I	4
PHCH 670	Pharmaceutical Analysis	3
PHCH 632	Drug Delivery	3
PHAR 503	Research	3
PHAR 601	Seminars	1

Year 4: Fall

Course #	Course Name	SCH=16
MDCM/P&TX 651	MedChem & Pharmacology II	4
PHPR 628	Research Design Biostatistics	2
PHAR 603	Research	6
PHAR 602	Scientific Communication	1
	PBMS Elective I	3

Year 4: Spring

Course #	Course Name	SCH=13
MDCM/PHCH 652	Immunotherapies	3
PHAR 603	Research	6
PHAR 605	Journal Club	1
	PBMS Elective II	3

Total Number of Semester Credit Hours.....{123}

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
Mark Farrell*	Associate Professor	PhD	Y	Medicinal Chemistry	0.2
John Stobaugh	Professor	PhD	Y	Pharmaceutical Chemistry	0.1
Jai Subramanian	Associate Professor	PhD	Y	Pharmacology & Toxicology	0.1
Nicholas Britt	Associate Professor	PharmD	Y	Pharmacy Practice	0.1
Luke Erber	Assistant Professor	PhD	Y	Medicinal Chemistry	0.1
Zijun Wang	Assistant Professor	PhD	Y	Pharmacology & Toxicology	0.1
Thomas Tolbert	Associate Professor	PhD	Y	Pharmaceutical Chemistry	0.1
Michael Wang	Professor	PhD	Y	Pharmaceutical Chemistry	0.1

Honglian Shi	Associate Professor	PhD	Y	Pharmacology & Toxicology	0.1
Shyam Sathyamoorthi	Associate Professor	PhD	Y	Medicinal Chemistry	0.1

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	$70,548	$72,664	$163,655
Administrators *(other than instruction time)*	-	-	-
Graduate Assistants	-	-	-
Support Staff for Administration (*e.g., secretarial*)	$4,345	$4,475	$4,609
Fringe Benefits *(total for all groups)*	$21,719	$22,370	$48,720
Other Personnel Costs	-	-	-
Total Existing Personnel Costs – Reassigned or Existing	$96,612	$99,509	$216,984
2. Personnel – New Positions			
Faculty	-	-	-
Administrators *(other than instruction time)*	-	-	-
Graduate Assistants	$28,682	$29,542	$30,428
Support Staff for Administration (*e.g., secretarial*)	-	-	-
Fringe Benefits *(total for all groups)*	$2,007	$2,067	$2,130
Other Personnel Costs	-	-	-
Total Existing Personnel Costs – New Positions	$30,689	$31,609	$32,558
3. Start-up Costs - One-Time Expenses			
Library/learning resources	-	-	-
Equipment/Technology	-	-	-
Physical Facilities: Construction or Renovation	-	-	-
Other – marketing/recruiting	$15,000	$15,000	$15,000
Total Start-up Costs	$15,000	$15,000	$15,000
4. Operating Costs – Recurring Expenses			
Supplies/Expenses	$5,000	$5,000	$5,000
Library/learning resources	-	-	-
Equipment/Technology	-	-	-
Travel	$2,500	$2,500	$2,500
Other – marketing/recruiting, faculty professional development, instructional resources	$5,000	$5,000	$5,000
Total Operating Costs	$12,500	$12,500	$12,500
GRAND TOTAL COSTS	**$154,801**	**$158,618**	**$277,042**

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	-	$297,034	$476,491	$652,855
Student Fees	-	$4,650	$7,600	$106,791
Other Sources	-	-	-	-
GRAND TOTAL FUNDING		**$301,684**	**$484,091**	**$759,646**

C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		**$146,883**	**$325,473**	**$482,604**

X. Expenditures and Funding Sources Explanations

A. Expenditures

1. Personnel – Reassigned or Existing Positions

The PBMS program will primarily use existing science courses offered by the College of Liberal Arts & Sciences (CLAS) in the first two years of the degree program, which will permit students to obtain fundamental knowledge that will be essential for the students' learning of program-specific topics in years three and four. In the first two years, teaching by the School of Pharmacy faculty will be minimal; however, effort has been allocated for Farrell, Stobaugh, and Subramanian (0.1 FTE) for program administration, organization, and student mentorship. From year three onward, faculty from the School of Pharmacy will be required to contribute effort to the development and teaching of program-specific courses and to mentor students in their laboratories for the research-intensive component of this degree program. Additionally, effort has been allocated for secretarial support (0.1 FTE).

2. Personnel – New Positions

A graduate student (1 FTE) is required to assist with the program's operational tasks.

3. Start-up Costs – One-Time Expenses

To ensure the successful launch of the program, we have allocated $15,000/year for the first three years for marketing and recruiting efforts.

4. Operating Costs – Recurring Expenses

Operating costs include general program supplies, travel for recruiting, and operating expenses for instructional resources, recruitment, and marketing efforts.

B. Revenue: Funding Sources

The program 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 courses in CLAS, and $289.25 course fee for School of Pharmacy courses, with the exception of PHAR 101.

C. Projected Surplus/Deficit

The program will have a budget surplus from year one based on projected enrollment numbers.

XI. References

National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS). U.S. Department of Education. Retrieved July 1, 2025, from https://nces.ed.gov/ipeds/

U.S. Bureau of Labor Statistics. (2023). Employment projections: 2022–2032 summary. U.S. Department of Labor. https://www.bls.gov/news.release/ecopro.nr0.htm

U.S. Bureau of Labor Statistics. (2024). Occupational Outlook Handbook. U.S. Department of Labor. https://www.bls.gov/ooh/

Program Approval

Summary

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

November 19, 2025

I. General Information

A. Institution Emporia State University

B. Program Identification

Degree Level:	Bachelors
Program Title:	Cybersecurity
Degree to be Offered:	Bachelor of Science in Cybersecurity
Responsible Department or Unit:	School of Business & Technology
CIP Code:	11.1003
Modality:	Face-to-Face, Online, Hybrid
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

Protecting our digital infrastructure remains a top priority from regional to international levels. The State of Kansas suffered multiple notable breaches in 2024 and 2025 including the Connex Credit Union Data Breach, Atchison County Cyberattack, Sunflower Medical Group's Data Breach, the Kansas Judicial Branch Cyberattack, City of Wichita Cyberattack, Franklin County Ransomware attack, the Kansas State University Network disruption and the Jackson County Ransomware attack, among others. These attacks incur heavy global costs, as much as $1.2 trillion annually by the end of 2025 ("The True Cost of Cybercrime," 2025).

Kansas universities are filling the training gap by offering new programs typically housed in existing course offerings and engineering departments. Emporia State University developed this cybersecurity program from the ground up through consultation with industry experts to prepare our graduates to be ready for the workforce. The program steering committee includes cybersecurity experts from higher education, the US Military, DOD, CISA, HUD, NSA, Janus, Red Siege, Infosec, Enterprise KC, Akylade, and the State of Kansas. Courses are mapped to support certifications from CompTIA, LPIC, AWS, Cisco, and more. A student graduating from ESU's cybersecurity program will be well-prepared to take multiple professional certification exams, essential for landing a high-paying job in cybersecurity, information technology, or information systems. ESU's cybersecurity program utilizes intensive laboratory hours to provide hands-on experience with cyber-defense, software, hardware, and internship opportunities.

ESU's School of Business & Technology (SB&T) is uniquely invested and established in Cybersecurity. Funded by the National Institute of Standards and Technology (NIST), the SB&T Cybersecurity Research and Outreach Center (CyROC) was established in 2023 at Emporia State University. Since then, CyROC has laid the groundwork to support awareness of Cybersecurity and the Cybersecurity offerings at ESU. CyROC established a unique laboratory to provide students with experience with physical security protocols as well as space for continued professional training. CyROC established its presence in the community and supported research

presented in conferences such as the Association for Information Systems' Americas Conference on Information Systems (AMCIS) and published research in major journals.

In addition, ESU's computer science department already established a concentration in cybersecurity and has two complementary graduate concentrations: an MBA (both traditional and an Accelerated Online Program) with a cybersecurity management concentration and an MSIT with a cybersecurity concentration. With the NIST grant, state support, and existing infrastructure, the cybersecurity degree at ESU has a unique footing to provide a well-grounded, experienced student to the Kansas workforce.

IV. Program Demand Market Analysis

In establishing demand for the program, ESU considered direct interest and investigated general market conditions. In a direct audit of potential demand, roughly 74% of ESU's Computer Science students indicated interest in a Cybersecurity pathway (37 of 50 students). Generally, from state to international levels, the demand for Cybersecurity positions is projected to far outpace supply.

As of 2024, there were ~5000 open cybersecurity positions in Kansas with demand spanning across multiple sectors, including health, aerospace, finance, and government with a projected growth of 32% from 2022 to 2032 (*Cybersecurity Supply And Demand Heat Map*, n.d.). Nationally, there are 715,000 current openings. Approximately 100,000 of those national jobs require security clearances (*Security Clearance Jobs - ClearanceJobs*, n.d.), which this program supports through alignment (and eventual certification from National Centers of Academic Excellence, or NCAE, and the Accreditation Board for Engineering and Technology, or ABET) to NSA/DHS CAE standards (*National Security Agency*, n.d.).

Kansas university cybersecurity enrollment has grown to about 350 students, not enough to fill the 5000+ (and growing) Kansas cybersecurity job openings. Of the three KBOR institutions with cybersecurity programs, Wichita State University (WSU) serves about 162 students, Kansas State (KSU) about 36, and The University of Kansas (KU) about 96 students in two degree paths. WSU began as an applied computing program; the cybersecurity concentration soon became the program most preferred by students, so WSU reconfigured the program to all cybersecurity. KSU's cybersecurity program is an extension of their engineering program with requisite requirements. Finally, KU has a BAS and BS built on their existing computer science offerings. These are robust offerings with computer science and engineering foundations. ESU fills a niche by providing an industry guided, industry certification focused degree specifically developed with the practical needs of cybersecurity as the program's foundation.

University	Degree	Department	Fall 2024 Enrollment	Program Start
University of Kansas (KU)	BS, Cybersecurity Engineering	Engineering	56*	2023
	BAS, Applied Cybersecurity	Professional Studies	40*	2022
Kansas State University (KSU)	BS, Cybersecurity	Engineering	36**	2022
Wichita State University (WSU)	BS, Cybersecurity	Engineering	162**	2018
Fort Hays State University	BA/BS in Information Networking and Communication (Cybersecurity Concentration)	Informatics		
Washburn	Certificate Programs		NA	2018

**Source - KU Web site **Correspondence with KBOR*

Of private universities, Friends University (enrollment, 32 students) & Rasmussen University offer a BS in Cybersecurity. National American University offers a BS in Information Technology with an emphasis in Cybersecurity Forensics.

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

Projected enrollment is based on interest in existing ESU computer science and IT programs by our students as well as analysis of historical growth of other Kansas programs. The state support we have from Kansas coupled with the successful implementation of CyROC and university infrastructure lends the ability to generously recruit and retain students at the regional, state, and international levels. ESU's outreach includes preliminary agreements and articulations focused on community college, technical programs, and continuing education. We expect these agreements to support robust enrollment numbers and graduates within the first two years of offering the program.

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	30	6	900	90
Year 2	65	14	1950	210
Year 3*	98	23	2940	345

**Includes 7 Students Graduating from Program End of Year 2*

VI. Employment

The Bachelor of Science in Cybersecurity at ESU prepares students to flourish in information security roles such as Security Analysts, Penetration Testers, Security Engineers, Chief Information Security Officers (CISO), Security Software Developers, Incidents Responders, and Security Consultants. A degree in cybersecurity also prepares students for these in-demand positions: Network Administrator, Software Developer, Database Administrator, Cloud Engineer, Data Analyst, Threat Intelligence Analyst, and more (*Cybersecurity Supply And Demand Heat Map*, n.d.).

A graduate with a Bachelor of Science in Cybersecurity equipped with the certificates expected from ESU's program will be ready and qualified to serve as an Information Security Analysist. 2024 median pay for this position was $124,910 per year or about $60/hour. The typical entry-level position required a bachelor's degree with less than 5 years in a related occupation. In 2023, there were 180,700 jobs with a 33% industry growth rate. Between 2023 and 2033 there is a projected increase in available positions of 59,100 (*Bureau of Labor Statistics*, n.d.). While this is a cybersecurity degree, practical training and preparation for industry certifications means that the graduates of this program will be well-prepared for a variety of IT positions.

VII. Admission and Curriculum

A. Admission Criteria

Admission to the School of Business & Technology

Admission to the School of Business & Technology is required before enrolling in courses numbered 300 or above in the Bachelor of Science in Business classes (AC, BC, BU, EP, FI, IS, MG, and MK) for students pursuing a Bachelor of Science in Business, or a Bachelor of Science in Education, Business Education Teaching Field. If a student is placed on academic probation or in required withdrawal status, the student's admission to the School of Business & Technology will be rescinded.

Admission Requirements:

1. Cumulative grade-point average of 2.35, effective for students entering ESU, another four-year institution, or a community college for the first time as a full-time student in the Fall of 2008 and thereafter.
2. Completion of 51 hours.
3. Completion of the following courses:
   - AC 223 Financial Accounting
   - BC 103 Principles of Economics I
   - BU 102* Business Dynamics
   - EG 101 Composition I
   - EG 102 Composition II
   - IS 213 Management Information Systems Concepts
   - MA 110 College Algebra

**Based on a transcript review, students may have BU 102 waived by the Dean or designee. Transfer students who have BU 102 waived must take an additional 3 credit hours of 300 level business electives.*

B. Curriculum

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

Course #	Course Name	SCH: 15
EG 101	Composition I (SGE 010)	3
SP101	Public Speaking (SGE 020)	3
MA 110	College Algebra (SGE 030)	3
IS 110/113	Intro to Micro Computer Applications (SGE 070)	3
PO 330	International Relations (SGE050)	3

Year 1: Spring

Course #	Course Name	SCH: 15
EG 102	Composition II (SGE 010)	3
GB 100/101	Biology + Lab, GB 100/101 (SGE 040)	4
CY 270	Intro to Networks	4
CY 260	Intro to Programming	4

Year 2: Fall

Course #	Course Name	SCH: 16
SP 304	Communications and Emerging Technology (SGE 060)	3
BU 241	Personal Finance (SGE 050)	3
CY 363	Intro to Cybersecurity	3
CY 355	Linux Operating System	4
BU 255	Business Statistics	3

Year 2: Spring

Course #	Course Name	SCH: 16
MA 165	Basic Calculus	5
BU 102	Business Dynamics (SGE 070)	3
CY 365	Windows Security	4
CY 425	Cloud Computing	4

Year 3: Fall

Course #	Course Name	SCH: 16
IS 453	Business Intelligence	3
CY 424	Cyber Law	3
CY 366	Cybersecurity Analysis	3
CY 421	Ethical Hacking	4
HI 102	Modern Work Civilizations (SGE060)	3

Year 3: Spring

Course #	Course Name	SCH: 16
SO 342	Homeland Security	3
CY 430	Cybersecurity Resilience	3
CY 440	Cybersecurity Management	4
CY 370	Cybersecurity Scripting	4
AR 105	Art Appreciation (SGE 060)	2

Year 4: Fall

Course #	Course Name	SCH: 13
CY 552	Capstone I	3
CY 433	Cybersecurity Threat Intelligence	3
CY 367	Identity and Access Management	3
CY 411	Intrusion Detection	4

Year 4: Spring

Course #	Course Name	SCH: 13
CY 552	Capstone II	3
CY 410	Internship in Cybersecurity	3
CY 422	Cryptography	3
CY 431	Artificial Intelligence Security	4

Total Number of Semester Credit Hours ……. 120

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Sajedur Rahman	Associate Prof	PhD	Y	Information Systems	.25
Suraiya Akhter	Assistant Prof	PhD	Y	Computer Science	1
Darshana Shah	Assistant Prof	PhD	N	Computer Science	.25
Jaime Fuentes	Instructor	M.Ed.T	N	Educational Computer Technology/Computer Systems Technology	.5

Tommy Gober	Instructor	MS	N	Instructional Technology/Cybersecurity Certification Specialist	.5

Number of graduate assistants assigned to this program ..... **[3]**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
1. Personnel – Reassigned or Existing Positions			
Faculty	$ 313,500	$ 313,500	$ 313,500
Administrators *(other than instruction time)*	$ 250,000	$ 250,000	$ 250,000
Graduate Assistants	$ 17,600	$ 17,600	$ 17,600
Support Staff for Administration (*e.g., secretarial*)	$ 8,000	$ 8,000	$ 8,000
Fringe Benefits *(total for all groups)*	$ 167,105	$ 167,105	$ 167,105
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 756,205	$ 756,205	$ 756,205
2. Personnel – New Positions			
Faculty	$ 240,000	$ 480,000	$ 480,000
Administrators *(other than instruction time)*			
Graduate Assistants	$ 17,600	$ 35,200	$ 35,200
Support Staff for Administration (*e.g., secretarial*)	$ 16,000	$ 16,000	$ 16,000
Fringe Benefits *(total for all groups)*	$ 73,514	$ 146,328	$ 146,328
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	$ 347,114	$ 677,528	$ 677,528
3. Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other (Accreditation ABET)		$ 5,195	
Total Start-up Costs		$ 5,195	
4. Operating Costs – Recurring Expenses			
Supplies/Expenses	$ 2,600	$ 2,600	$ 2,600

Library/learning resources	$ 10,000	$ 10,000	$ 10,000
Equipment/Technology	$ 70,000	$ 70,000	$ 70,000
Travel	$ 25,000	$ 25,000	$ 25,000
Other (inc. Accreditation ABET)	$ 10,000	$ 10,000	$ 10,000
Total Operating Costs	$ 117,600	$ 117,600	$ 117,600
GRAND TOTAL COSTS	$ 1,220,919	$ 1,556,528	$ 1,551,333

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition		$ 182,883	$ 399,017	$ 606,838
Student Fees		$ 64,143	$ 139,943	$ 212,827
State Funds		$ 1,116,162	$ 1,116,162	$ 1,116,162
Other				
GRAND TOTAL FUNDING		$ 1,363,188	$ 1,655,122	$ 1,935,827
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$ 142,269	$ 98,594	$ 384,494

X. Expenditures and Funding Sources Explanations

The $1.5M NIST-funded Cybersecurity Research and Outreach Center (CyROC) was established in 2023 at Emporia State University. Since then, CyROC has laid the groundwork to support awareness of Cybersecurity and the Cybersecurity offerings at Emporia State University. This included building a Cybersecurity lab to emulate a secure working environment and establishing a cyber range node with Enterprise KC. Continuing funding in excess of $1M/yearly is provided by the State of Kansas to expand cybersecurity education throughout the state.

A. Expenditures

1. Personnel – Reassigned or Existing Positions

The Cybersecurity program and CyROC employ 1 full-time administrator and two part-time support administrators. The two part-time support administrators are also engaged in the program as half-time instructors. Of existing positions, one student worker and one graduate assistant support CyROC and Cybersecurity program development.

2. Personnel – New Positions

The following table represents the growth plan for instructor, graduate assistant, and student worker support.

	Year 1	Year 2	Year 3	Total New Personnel
Faculty	2	2	0	4
Graduate Assistant	1	1	0	2
Student Worker	2	0	0	2

Faculty growth is to support increases in the number of courses that must be offered for student academic

progress.

3. Start-up Costs – One-Time Expenses

Because of the federal NIST grant, much of the infrastructure necessary to support the Cybersecurity program already exists. The university is within capacity to offer state-of-the-art lab access in several classrooms**.** Start-up costs would include $5,195 in the second year to pursue ABET accreditation.

4. Operating Costs – Recurring Expenses

Recurring expenses include costs to maintain program outreach through CyROC. These funds support the overall growth of the ESU Tech + Cybersecurity offering as both an undergraduate program and professional development program. This includes maintaining the state-of-the art computer labs, subscriptions for virtual training tools, research support, and travel support for professional development.

B. Revenue: Funding Sources

Principal start-up funding comes from state allocated funding in the form of a ~$1M allocation to support cybersecurity training in Kansas. Tuition is calculated on enrollment; however, ESU has flat rate tuition. Tuition estimates are derived from information retrieved from the KBOR Comprehensive Fee Schedule (KBOR, n.d.).

ESU Standard Tuition & Fees	
Flat Rate Tuition 12+ Hours	$2771
Campus activity fees (70.60/Hour)	$612*
Technology Fee ($11*15 hours)	$165
SB&T Fee ($13 * 15 hours)	$195
OER ($5)	$5

*Fee capped

Additional revenue sources will be sought by offering professional development through certification programs and grant awards.

C. Projected Surplus/Deficit

Projected surpluses by year:
Year 1 - $142,269
Year 2 - $98,594
Year 3 - $384,494

This program will not show losses, even from its first year of implementation. Surpluses from this program will expand professional development, offset state investment, and support cybersecurity and technology education / infrastructure for the State of Kansas.

XI. References

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

November 6, 2025

Brent Thomas
Provost and Vice President of Academic Affairs
Emporia State University
1 Kellogg Circle
Emporia, KS 66801

RE: Proposed BS Cybersecurity

Dear Dr. Thomas:

I am writing to express Kansas State University's concerns and opposition regarding Emporia State University's proposal to launch a Bachelor of Science in Cybersecurity. While we recognize the importance of expanding cybersecurity education statewide, this proposal raises significant issues under K.A.R. 88-26-6, which requires new programs to demonstrate adequate resources and avoid unnecessary duplication of existing offerings.

1. Faculty Capacity and Depth
The proposed program relies on only two tenure-track faculty members (1.25 FTE combined), supplemented by part-time instructors and internal technology support. This staffing level is insufficient to deliver comprehensive coverage across critical cybersecurity domains—such as networks, operating systems, cryptography, forensics, incident response, and governance. Moreover, there is no clear roadmap for expanding tenure-track faculty beyond the first two years, raising concerns about instructional depth and long-term sustainability.

2. Accreditation and Quality Assurance
ESU indicates an intent to pursue ABET accreditation but allocates only a one-time $5,195 startup fee, which is modest compared to typical ABET preparation and site visit costs. No timeline or concrete plan for achieving ABET accreditation or NCAE designation is provided. By contrast, other KBOR institutions developed full curricula and resource plans prior to petitioning for similar programs. Without a clear accreditation pathway, ESU's ability to meet recognized quality standards remains uncertain.

3. Duplication vs. Differentiation
Kansas already has strong cybersecurity programs:

- **Kansas State University**: ABET-accredited BS in Cybersecurity.
- **University of Kansas**: BAS and BS in Cybersecurity Engineering (CAE-R and CAE-ED designated).
- **Wichita State University**: BS in Cybersecurity Engineering (CAE-CD designated).

Additionally, Fort Hays State, Wichita State, Butler, and Johnson County Community College hold CAE-CD NCAE accreditation, and KU and K-State maintain CAE-R research designations (https://maps.caecommunity.org/). ESU's proposed program, marketed as "industry-driven," does not demonstrate unique features—such as specialized labs, CAE status, or research depth—that would justify duplication.

Recommendation
Given these concerns, we recommend ESU defer launching a standalone B.S. in Cybersecurity until it can:

- Expand tenure-track faculty to ensure instructional depth.
- Establish a concrete ABET and NCAE accreditation roadmap.
- Demonstrate a distinct market position that avoids duplication.

In the interim, ESU could strengthen its existing cybersecurity concentration and pursue transfer agreements with K-State, KU, or WSU, thereby serving students effectively while aligning with state workforce needs and KBOR policy.

Thank you for considering these points. We appreciate your commitment to maintaining high standards and strategic alignment in Kansas higher education.

Sincerely,

Jesse Perez Mendez
Provost and Executive Vice President
Kansas State University

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AACSB ACCREDITED

November 7, 2025

Kansas Board of Regents
1000 SW Jackson Street
Suite 520
Topeka, KS 66612-1368

Dear Members of the Kansas Board of Regents:

ESU Cybersecurity Program

Emporia State University's cybersecurity program represents a strategic investment in Kansas workforce development, supported by substantial federal and state funding. Our approach is distinguished by three key factors:

- **Responsible Growth with Specialized Faculty**: We have a strategic plan for program growth and FTE acquisition aligned with course delivery schedules and enrollment demands. By hiring faculty when we need them, we avoid approximately $300,000 in personnel expenses. We will hire professors with cybersecurity experience and industry credentials to ensure program quality.

- **Dual Accreditation Pathway**: We have established clear timelines for both ABET and NCAE accreditation. Our NCAE-CD application is already in process, leveraging our existing cybersecurity concentration with graduates beginning Fall 2025. Our ABET accreditation application is planned for the program's third year as the program reaches maturity, ensuring we meet industry standards at every stage of development.

- **Certification-Aligned Education with Industry Pipeline**: Our certification-aligned curriculum with a direct pipeline to industry-required certifications serves a unique and underserved market niche in Kansas. By establishing infrastructure including a Pearson testing center and partnerships with leading certification bodies (CompTIA, ISACA, ISC2, Cisco), we are creating shared resources that we will gladly make available to our KBOR partners, strengthening cybersecurity education capacity across the state.

Program Growth and Sustainability

We have strategically planned for program growth with adequate funding to support it. This program is supported by substantial federal and state investment. We received a $1.5 million federal grant from the National Institute of Standards and Technology (NIST), secured with the support of Kansas Senator Jerry Moran. Additionally, the state has demonstrated its commitment to our academic program through a $1.2 million line item in the state budget specifically designated to support the development of the cybersecurity program at Emporia State University. These funding sources, combined with our institutional budget, enable responsible program expansion.

Our new program proposal already included a budget for faculty expansion aligned with enrollment growth. Hiring faculty prior to program approval would constitute a misuse of state funding. We are committed to scaling both the program and its supporting infrastructure responsibly. This program is designed to deliver workforce-ready graduates.

Faculty Expansion Timeline:
Year 1: 2 new faculty (2 FTE)
Year 2: 2 new faculty (2 FTE)
Total: 5.25 FTE

CAE Strategy

Centers of Academic Excellence (CAE) Designation

The National Security Agency and Department of Homeland Security jointly sponsor the National Centers of Academic Excellence in Cybersecurity (NCAE-C) program. The NCAE is not an accrediting body. Their designation validates that an institution's cybersecurity curriculum meets rigorous national standards for knowledge units, teaching methods, and learning outcomes. We will graduate our first cohort from our cybersecurity concentration in Fall 2025. We initiated the application for a CAE-Cyber Defense (CAE-CD) designation and expect to achieve this recognition within one year of the program's full launch. As a note, we appreciate the cooperative spirit of the University of Kansas CAE, which serves as our guide and primary point of contact in navigating CAE designations.

CAE Landscape Among Kansas Institutions

Institution	CAE Designation	Aligned Program/Offering	Program Level	Notes
ESU	CAE-CD (In Progress)	Cybersecurity Degree Program	Bachelor's	Application cycle begins April 2026; all courses align with CAE requirements; first graduates Fall 2025
KU	CAE-CD	Certificate Program	Certificate	Designation aligned with certificate offering, not academic degree program
K-State	CAE-R	None	N/A	Research designation only; no specific program of study aligned with CAE-C or CAE-D
FHSU	CAE-CD	Master's Program	Master's	Designation aligned with graduate-level cybersecurity program
WSU	CAE-CD	Bachelor's Degree Program	Bachelor's	Only KBOR institution with CAE-aligned bachelor's degree

As indicated by the table above, among KBOR institutions CAE designations and program alignments vary widely. Notably, KU's designation is currently aligned with their certificate offering in cybersecurity rather than their academic degree program. Kansas State University holds a CAE-Research (CAE-R) designation, but they have no specific program of study aligned with this designation. Essentially, K-State maintains the research designation without an aligned curriculum in CAE Cyber Defense or Cyber Operations. Fort Hays State University has aligned their CAE designation with their master's program in cybersecurity. Among KBOR institutions, only Wichita State University currently offers a bachelor's degree aligned with their CAE designation. Our program will follow this model, with all courses aligning with CAE requirements. Our submission for the next CAE designation cycle begins in April.

ABET Accreditation Strategy

ABET accreditation serves as a benchmark for consistency and quality among engineering and technology programs. While we are not pursuing immediate ABET accreditation, our preparation has already begun. ABET standards incorporate continuous improvement and review processes

meant to support and guide programs for constant improvement; we are applying ABET standards as we build the program. Our existing AACSB accreditation experience ensures that the School of Business and Technology understands the rigorous requirements of specialized accrediting bodies. We anticipate seeking KBOR approval to seek ABET accreditation and upon approval applying in the program's third year. We acknowledge that a site visit will include expenses beyond the direct application fee, which has been incorporated into our general cybersecurity program budget.

ESU's ABET Timeline: We are applying ABET standards as we build the program from the outset. However, ABET requires programs to have at least one cohort of graduates before applying for accreditation. We anticipate submitting our ABET application in the program's third year (approximately 2028), with the site visit and accreditation decision process taking an additional 12-18 months. Full ABET accreditation is expected by Year 4 or 5 of program operations, aligning with industry best practices for new program development.

Program Differentiation: ESU's Unique Position in the Kansas Market

The cybersecurity education landscape in Kansas is far from saturated. As illustrated in the table above, among KBOR institutions, only one university—Wichita State—currently offers a CAE-aligned bachelor's degree in cybersecurity. Upon achieving our CAE-CD designation, ESU will become only the second institution in the state to offer this combination of bachelor 's-level education with national cybersecurity accreditation. This represents a significant opportunity rather than market saturation.

Moreover, our program occupies a distinctive niche that embodies ESU's signature promise to the state: "practical, economical university education aligned with jobs." We have deliberately engaged industry expertise to align our curriculum with industry standards, including ISO-certified and DoD 8140-recognized industry certifications offered by CompTIA, ISACA, ISC2, and Cisco. Our courses explicitly align with industry-recognized certifications, emphasizing practical application over purely theoretical and technical approaches.

What truly distinguishes our program is its industry-first orientation. We have nearly completed the infrastructure to establish a Pearson-certified testing center, which will provide an accessible and affordable option for both our students and professional development trainees to earn industry certifications. Through the efforts of our Cybersecurity Outreach and Research Center, we have created a pipeline for both professional trainees and cybersecurity students into industry-relevant training and certifications. Further, our program is designed, from scratch, to be designated as, and in alignment with, CAE-CD. This alignment will be unique to WSU and ESU.

The technology industry demands job-relevant training. In cybersecurity, certifications and demonstrable skills often serve as surrogates for traditional university education, which can lag behind rapidly evolving industry needs. Our program is specifically designed to bridge this gap and ensure our graduates meet current industry demands. This practical, certification-aligned approach, combined with federal and state investment backing our program, positions ESU to fill a critical workforce gap in Kansas and the region. The program space is not flooded—it is underserved, and our unique approach addresses unmet needs in both higher education and workforce development.

Conclusion: A Collaborative Infrastructure for Kansas

We are building infrastructure to share with private, public, and state entities. This infrastructure will support ESU's unique offering but will also support each university in the KBOR system. As indicated in our application, there are approximately 4,000 cybersecurity job openings in the state of Kansas, yet our system is only training about 300 students per year. Even with all

universities operating at full capacity, there would remain a significant shortfall for the state of Kansas. This shortfall is compounded by more than half a million cybersecurity openings nationwide, according to the most recent data from NIST's CyberSeek initiative.

Our program is not competing for a limited pool of students; rather, we are addressing a critical and growing workforce need that far exceeds current capacity. Through shared infrastructure, collaborative partnerships, and our commitment to practical, industry-aligned education, ESU's cybersecurity program will serve as a catalyst for expanding Kansas's cybersecurity workforce and strengthening the entire KBOR system's capacity to meet this urgent demand.

Sincerely,

William Phillips
Interim Dean/Associate Dean
Emporia State University

Addendum CAE Designations:

The National Security Agency (NSA) and Department of Homeland Security (DHS) jointly sponsor the National Centers of Academic Excellence in Cybersecurity (NCAE-C) program, which offers several distinct designations:

- **CAE-Cyber Defense (CAE-CD)**: Focuses on producing professionals who can defend organizational information systems. Programs emphasize practical defensive cybersecurity skills, risk management, and security operations. This is the designation ESU is pursuing.
- **CAE-Cyber Operations (CAE-CO)**: Concentrates on offensive cybersecurity operations and is typically aligned with advanced technical programs that prepare students for roles in cyber warfare and intelligence operations.
- **CAE-Cyber Research (CAE-R)**: Recognizes institutions conducting cutting-edge cybersecurity research. This designation is not tied to a specific academic program but rather to research capabilities and output.

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.

November 19, 2025

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.

[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.

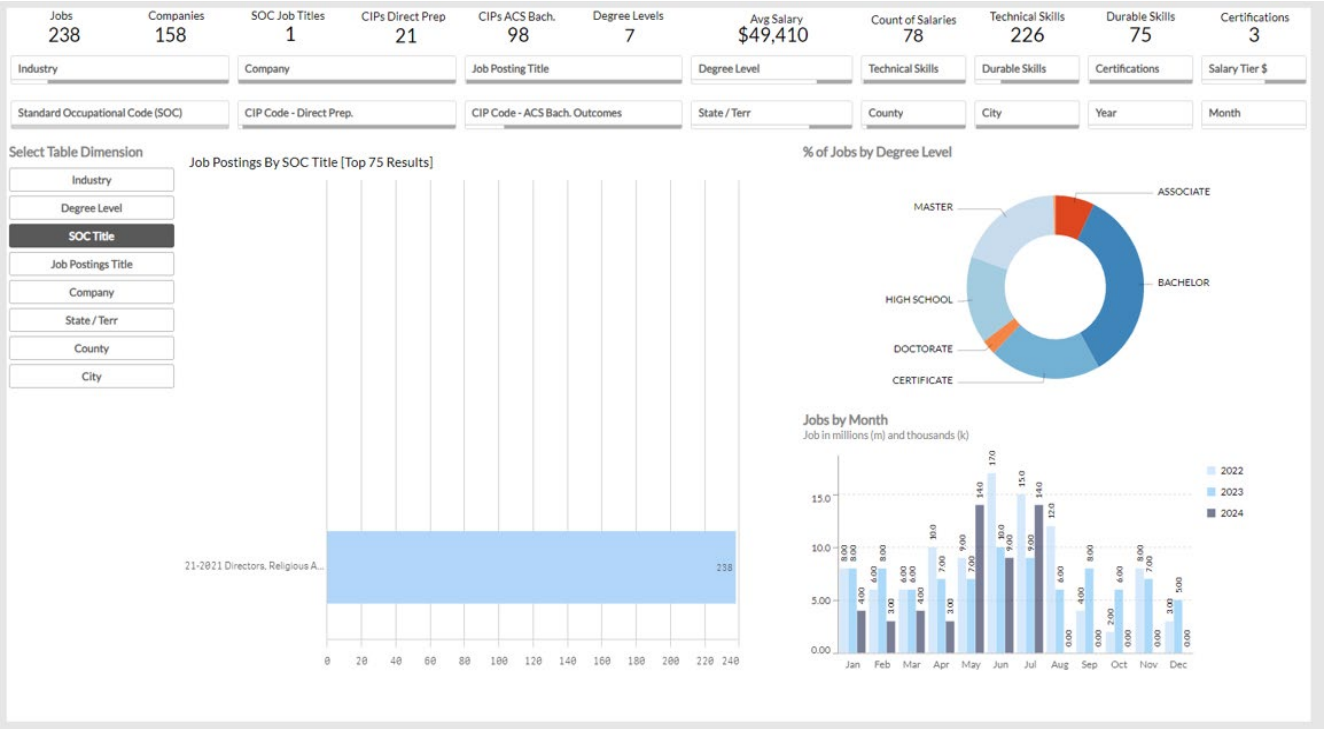
IV. Program Demand:

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

[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

[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 .

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 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

[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

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 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

C. Admission Criteria

Students pursuing the proposed program would need to apply and be admitted to FHSU.

D. Curriculum[19]

[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.

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
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

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

UNIV 101	Freshman Seminar	1
	Total Hours	16

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.

D. 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.

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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.

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.

November 19, 2025

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

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).

November 19, 2025

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™, 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

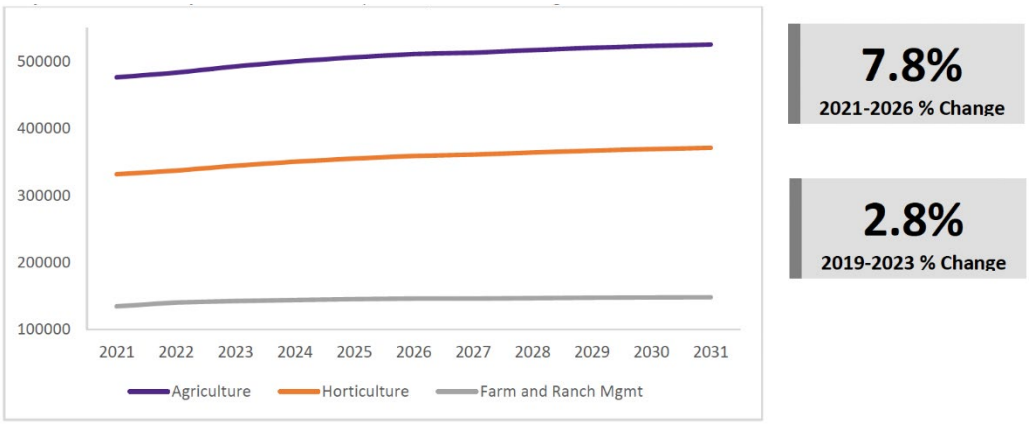

Figure 1; Project Number of Jobs in Related Occupations (Agriculture, Horticulture, and Farm and Ranch Management) within the nine-state region

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.

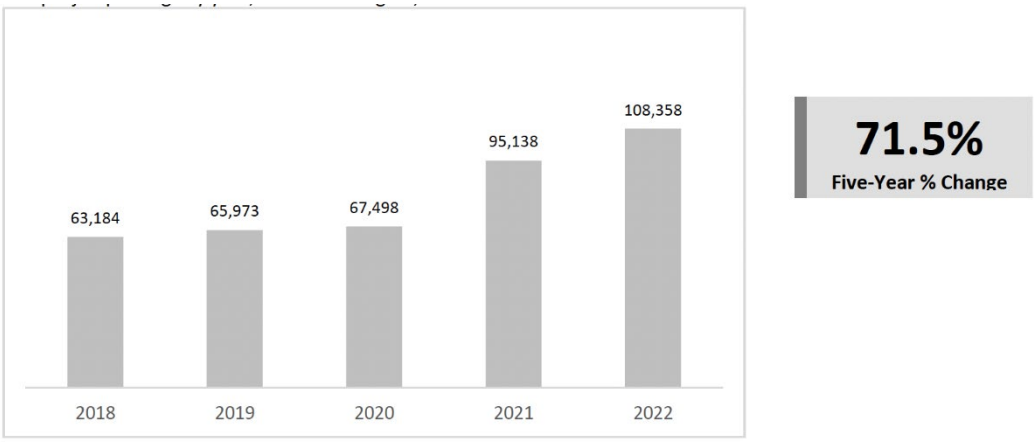

Figure 2: Unique job postings for related occupations by year within the nine-state region, 2018-2022

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

E. Admission Criteria

No unique admission criteria for this program.

F. 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
G. 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).

E. Projected Surplus/Deficit

The Bachelor of Science is anticipated to be revenue-positive after the second year.

XI. References

Lightcast ™. (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

OFFICE OF THE PROVOST

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.

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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.

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

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

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Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. 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 as currently outlined in policy. Please note, this is a proposal for a reduced-credit baccalaureate degree, and K-State submitted a request to waive policy on the number of hours required for a baccalaureate degree (Attachment A). Letters of support from business/industry are included (Attachment B). Letters in opposition are also included (Attachments C & D).

November 19, 2025

I. General Information

A. Institution	Kansas State University
B. Program Identification	
Degree Level:	Bachelor – Reduced Credit
Program Title:	Uncrewed Aircraft Systems
Degree to be Offered:	Bachelor of Applied Science in Uncrewed Aircraft Systems
Responsible Department or Unit:	Salina Campus/College of Technology and Aviation/Aviation
CIP Code:	49.0101
Modality:	Face-to-Face
Proposed Implementation Date:	Fall 2026

Total Number of Semester Credit Hours for the Degree: 90-93

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

III. Justification

The Uncrewed Aircraft Systems (UAS) industry is growing rapidly, creating a strong need for professionals with both foundational flight skills and advanced competencies in data analytics, Artificial Intelligence (AI), and system integration (Linkel, 2019). Employers increasingly require a bachelor's degree for leadership, management, and technical roles, yet the traditional four-year model can deter prospective students concerned about cost and time. Many also assume a Remote Pilot in Command (RPIC) certificate alone will suffice, which often leads to a shortfall in the specialized expertise the industry demands (Federal Aviation Administration, 2022).

A three-year bachelor's degree in UAS addresses this gap by providing an accelerated pathway that still meets rigorous academic standards. This format reduces financial and time commitments, making higher education more accessible and appealing to students who might otherwise choose a shorter or less comprehensive credential. At the same time, the condensed curriculum ensures that graduates gain deep expertise in UAS operations, systems engineering, and emerging technologies—equipping them for complex tasks in a fast-evolving field (Ariante & Del Core, 2025).

For industry partners, this program offers a steady pipeline of highly skilled graduates who can rapidly contribute to projects requiring leadership and innovation. These graduates stand out from those holding only RPIC certificates or associate degrees, as the bachelor's program fosters critical thinking, problem-solving, and hands-on experience through internships and real-world application (Federal Aviation Administration, 2022).

By aligning with industry standards and addressing student concerns, a three-year UAS bachelor's degree helps bridge the gap between workforce needs and educational offerings. It creates a win-win scenario: students fast-track their entry into a lucrative career while employers gain access to well-prepared professionals capable of driving UAS innovation forward. This approach ultimately strengthens the UAS ecosystem and ensures a sustainable talent pipeline (Linkel, 2019).

IV. Program Demand: Market Analysis

The Uncrewed Aircraft Systems (UAS) industry is expanding rapidly, with applications spanning agriculture, infrastructure inspection, logistics, emergency response, and defense (Lightcast, 2025). Industry demand for highly skilled UAS professionals continues to grow, yet the current educational landscape does not fully align with workforce needs (Federal Aviation Administration, 2022). While traditional four-year degree programs in UAS exist, no known institutions in the United States currently offer an accelerated three-year bachelor's degree specifically designed to bridge the gap between industry expectations and student concerns regarding time and cost for UAS.

This program stands out as a first-of-its-kind initiative, offering students a streamlined path to a bachelor's degree while maintaining the depth of education required for leadership, management, and advanced technical roles. Industry feedback has reinforced the need for such a program, with six letters of support from leading UAS companies confirming that graduates with bachelor's degrees are preferred over those with associate degrees or RPIC certification alone and an accelerated bachelors is highly desired to keep up with the demand (see attached support letters). Additional letters of support are forthcoming, further validating employer demand for this educational model.

The key market advantage of this program lies in its ability to provide students with the competitive edge of a bachelor's degree while allowing them to enter the workforce sooner. Many students hesitate to commit to a four-year program due to financial and time constraints, often opting for shorter, less comprehensive certifications (Ariante & Del Core, 2025). By offering an accelerated pathway, this program makes a bachelor's degree more accessible and attractive to prospective students while ensuring they receive the advanced training necessary to meet industry demands.

From an employer perspective, companies increasingly seek graduates with not only flight proficiency but also expertise in data analytics, automation, AI integration, and regulatory compliance (Federal Aviation Administration, 2022). The letters of support reflect a strong consensus that a three-year UAS degree will produce professionals who are better prepared to assume leadership roles and drive innovation in the industry. Additionally, this model allows for the integration of internships and real-world experience, further enhancing graduates' readiness for employment.

Given the absence of direct competition and the growing need for highly skilled UAS professionals, this program represents a unique market opportunity. It differentiates itself by addressing both industry requirements and student concerns while positioning the institution as a leader in innovative UAS education. The strong backing from industry stakeholders reinforces the viability of the program and its potential to become a benchmark for future UAS education models nationwide (Lightcast, 2025).

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	6	8	180	120
Year 2	15	10	450	150

Year 3	25	15	750	225

VI. Employment

The demand for highly skilled Uncrewed Aircraft Systems (UAS) professionals is accelerating as industries increasingly integrate drone technology into their operations. Kansas State University-Salina's proposed 3-year UAS bachelor's degree program is uniquely positioned to meet this need by producing graduates who are both technically proficient and workforce-ready in a shorter timeframe.

This demand is validated by strong industry backing, with six letters of support already received from companies spanning various sectors, including UAS technology, agriculture, and infrastructure inspection. These companies—such as Censys Technologies, Heinen Brothers Agra Services, Perennial Earth, and Hylio Inc.—have emphasized the growing need for professionals with advanced knowledge beyond RPIC certification or associate degrees.

The accelerated nature of this program ensures graduates can enter the workforce sooner while still possessing the critical skills required for leadership and technical roles. Employers have consistently indicated that graduates from a three-year bachelor's track will have a competitive edge over those with shorter or less specialized training. Furthermore, by incorporating hands-on experience and internships, this program strengthens the talent pipeline, enabling companies to hire well-prepared candidates who can immediately contribute to complex UAS operations.

With strong employer demand, a diverse range of industry partnerships, and a unique accelerated pathway to employment, the three-year UAS bachelor's degree program presents a compelling solution to the workforce needs of this rapidly evolving field.

VII. Admission and Curriculum

H. Admission Criteria

Qualified Admission criteria are used.

I. Curriculum

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

Course #	Course Name	SCH
AVT 100	Introduction to Aviation (bucket 6 – arts and humanities; history of aviation)	3
COMM 106	Public Speaking I (bucket 2 – communications)	3
ENGL 100	Expository Writing I (bucket 1 – English pathways)	3
MATH 100	College Algebra (bucket 3 – math pathways)	3
UAS 114	Remote Pilot Certification for UAS	2
UAS 115	Introduction to Multi-Rotor Flight Lab	1

Year 1: Spring

Course #	Course Name	SCH
BUS 315	Supervisory Management	3
ENGL 200	Expository Writing II (bucket 1 – English)	3
MATH 150	Plane Trigonometry	3

UAS 270	Introduction to UAS	3
UAS 312	UAS Flight Instructor Ground School	3
UAS 314	Multi-Rotor Instructor Flight Lab	1

Year 2: Fall

Course #	Course Name	SCH
PHYS 113	General Physics I (bucket 4 – science)	4
UAS 272	UAS Safety Fundamentals	3
UAS 280	Multi-Rotor Construction Lab	2
UAS 374	Processing Remotely Sensed Data	3
	Social & Behavioral Sciences Requirement (bucket 5 – social/behavioral science)	3

Year 2: Spring

Course #	Course Name	SCH
AVT 317	Composites I	3
ENGL 302	Technical Writing	3
UAS 357	Introduction to Fixed-Wing Flight Lab	2
	Social & Behavioral Sciences Requirement (bucket 5 – social/behavioral science)	3
	Bucket 7 – elective choice	3

Year 3: Fall

Course #	Course Name	SCH
UAS 300	UAS Powerplant Fundamentals	3
UAS 367	Introduction to Automated Fixed-Wing	3
UAS 387	UAS Safety Applications	2
UAS 471	Advanced Fixed Wing Operations Flight Lab	2
UAS 480	UAS Senior Design Project I	1
	Technical Elective – 300+	3
	Arts and Humanities elective (bucket 6 – arts and humanities)	3

Year 3: Spring

Course #	Course Name	SCH
AAM 472	Large Fixed-Wing Operations Flight Lab	2
UAS 465	Fixed-Wing Construction Lab and Autopilot Integration	3
UAS 481	UAS Senior Design Project II	2
	Technical Elective – 300+	3
	Technical Elective – 300+ or COT 495 Industrial Internship	3
	Bucket 7 – elective choice	3

Total Number of Semester Credit Hours ……. 93
Total credit hours adjusted to 93 with addition of second art/humanities general education course.

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

Travis Balthazor	Dept Head/ Instructor	Masters	N	Uncrewed Aircraft Systems	1.0
Ryan Howell	Instructor	Masters	N	Data Analytics	1.0
Dr. Christopher Pettit	Associate Professor	Doctorate	Y	Physics	1.0

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	$150,000	$150,000	$150,000
Administrators *(other than instruction time)*	$64,300	$64,300	$64,300
Graduate Assistants	$25,240	$25,240	$25,240
Support Staff for Administration (*e.g., secretarial*)	$22,000	$22,000	$22,000
Fringe Benefits *(total for all groups)*	$86,308	$86,308	$86,308
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing	$347,848	$347,848	$347,848
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	$0	$0	$0
4. Operating Costs – Recurring Expenses			
Supplies/Expenses	$250	$250	$275
Library/learning resources	$0	$0	$0
Equipment/Technology	$1500	$2000	$2500
Travel	$500	$1000	$1500
Other	$0	$0	$0
Total Operating Costs	$2,250	$3,250	$4,275
GRAND TOTAL COSTS	**$350,098**	**$351,098**	**$352,123**

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$175,107	$350,214	$569,079
Student Fees		$16,618	$26,133	$78,214
Other Sources		$0	$0	$0
GRAND TOTAL FUNDING		$191,725	$376,347	$647,293
J. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		**$(158,373)**	**$25,249**	**$295,170**

X. Expenditures and Funding Sources Explanations

A 33% facilitates and administration rate was used. A blended tuition rate of $583.69 (Simple Average: $315.95 (in-state rate) and $851.43 (out-of-state rate). Course fees are based on existing comprehensive fee schedules for the rental costs of equipment and software. All equipment is already in stock.

A. Expenditures

1. Personnel – Reassigned or Existing Positions

A combined 2.5 FTE will come from faculty members listed in section VIII of this document. A combined 1.5 FTE will come from staff and support instructors. These positions are used for live flight training within the program. These are not new positions.

2. Personnel – New Positions

None

3. Start-up Costs – One-Time Expenses

None

4. Operating Costs – Recurring Expenses

Limited to office costs and travel.

B. Revenue: Funding Sources

Part-time students are calculated at 15 hours annually (6 hours per semester twice per year, plus a single 3-hour course over the summer); whereas full-time students are estimated at 30 hours (15 hours per semester twice per year). And using a blended tuition rate of $583.69 (Simple Average: $315.95 (in-state rate) and $851.43 (out-of-state rate)), we then take the total estimated credit hours for full-time and part-time students. We assume that more part-time students, than full-time students, will be enrolled in this program; additionally, we also assume more out-of-state students will be enrolling in this program due to the audience we will be marketing towards.

We estimate – in the first year - based on 14 total students enrolled in 300 credit hours multiplied times the estimated blended rate and added course fees, that we will bring in roughly $191,000 of tuition revenue for the starting year. Course fees vary by course. With enrollment increases, we estimate a break even in year two. This is largely due to an already existing pool of faculty, staff, and labs already fully furnished with equipment.

F. Projected Surplus/Deficit

The campus intends to develop a digital marketing campaign for this program. We recognize that the blended tuition rate might not be the only approximation method for forecasting ROI, therefore, we have included a worst-case scenario below based on tuition at the in-residence rate only. (This differs from the figures used in Table IX, Section C.) Using this projection, the ROI break even falls one year later in year three. With a healthy ROI in subsequent years.

ROI for all in-residence rate at $315.95/credit hour

- Year 1: Tuition $94,785 + Course Fees $16,618 – Expenditures $350,098 = $(238,695)
- Year 2: Tuition $189,570 + Course Fees $26,133 - Expenditures $351,098 = $(135,395)
- Year 3: Tuition $308,051 + Course Fees $78,214 - Expenditures $352,123 = $34,142

XI. References

Ariante, G., & Del Core, G. (2025). Unmanned Aircraft Systems (UASs): Current State, Emerging Technologies, and Future Trends. *Drones, 9*(1), 59. https://doi.org/10.3390/drones9010059

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Lightcast. (2025). *Labor market insights for Uncrewed Aircraft Systems (UAS) occupations.* Retrieved from https://lightcast.io

Linkel, J. (2019). *Unmanned Aircraft Systems demand & economic benefit forecast study.* NASA Technical Reports Server. https://ntrs.nasa.gov/api/citations/20190007020/downloads/20190007020.pdf

Attachment A

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

August 1, 2025

Greetings President Flanders,

On behalf of Kansas State University, I am writing to formally request a waiver of the 120-semester credit hour requirement for baccalaureate degrees, as outlined in Chapter III.9.b.ii.2 of the Kansas Board of Regents Policy Manual (Rev. 6/12/2025). This request accompanies our submission for approval of the Bachelor of Applied Science in Uncrewed Aircraft Systems (UAS).

The policy currently requires the equivalent of at least four academic years of full-time postsecondary study, totaling 120 semester credit hours in the liberal arts, sciences, or professional fields. While we recognize and respect the intent of this standard, we believe a waiver is warranted in light of recent developments and evolving industry needs.

This request is grounded in two key considerations:

(1) Higher Learning Commission (HLC) Flexibility: The HLC now permits institutions to offer reduced-credit bachelor's degrees under specific conditions. This flexibility enables universities to respond more effectively to workforce demands while maintaining academic rigor.

(2) Industry Demand and Program Innovation: The UAS industry is expanding rapidly across sectors such as agriculture, infrastructure, logistics, emergency response, and defense. Employers consistently express a need for graduates with advanced technical skills, leadership capabilities, and real-world experience. Our proposed reduced-credit bachelor's degree directly addresses these needs while also responding to student concerns about time and cost. Letters of support from leading UAS companies affirm the value and urgency of this model.

Kansas State University is committed to maintaining high academic standards while innovating to meet the needs of our students and the industries they serve. The student learning outcomes for this proposed program are equivalent to that of our traditional 120-credit hour degree programs. We believe this program represents a unique opportunity to position Kansas as a national leader in UAS education and workforce development.

Thank you for your consideration of this waiver request. We look forward to continuing our partnership with the Board of Regents to advance educational excellence and economic opportunity across the state.

Sincerely,

Jesse Perez Mendez, JD, PhD
Provost and Executive Vice President

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Attachment B

Perennial
Earth

February 14, 2025

RE: Letter of Support for Kansas State University-Salina's UAS 3-Year Bachelors Program

To Whom It May Concern,

I am pleased to provide this letter of support on behalf of Perennial for Kansas State University-Salina's proposed 3-year Uncrewed Aircraft Systems (UAS) Bachelor's Degree program.

As a leader in advancing uncrewed aerial systems technology and operations, Perennial acknowledges the pressing need for a highly trained workforce to meet the demands of the expanding UAS sector. K-State's 3-year UAS bachelor's degree is instrumental in achieving this objective by offering a specialized, industry-oriented education that will provide students with practical training, technical expertise, and the skills necessary for careers in UAS operations, including roles at companies like ours that rely on remotely sensed data.

The UAS industry is witnessing significant growth, leading to a considerable demand for professionals who possess both theoretical understanding and practical experience. K-State's 3-year program ensures that graduates will possess vital problem-solving abilities and technical knowledge required to excel in both commercial and advanced UAS operations. By streamlining the transition from education to workforce readiness, this program is pivotal in addressing the rising need for skilled UAS professionals.

Endorsing programs like K-State's 3-year UAS Bachelor's Degree is essential for maintaining the U.S.'s leadership in uncrewed aviation. This accelerated pathway aligns with the UAS industry's mission to advance safe, scalable drone operations and expand access to UAS technologies.

For these reasons, I fully support Kansas State University-Salina's 3-year UAS Bachelor's Degree program and strongly advocate for its approval. I eagerly anticipate the positive influence this initiative will have on the UAS workforce and look forward to potential future collaborations.

Sincerely,

Kirk Demuth
VP of Operations
Perennial Earth
Boulder, CO

MONTANA
MDT
DEPARTMENT OF TRANSPORTATION

February 14, 2025

RE: Letter of Support for Kansas State University-Salina's UAS 3-Year Bachelors Program

To Whom It May Concern,

I am pleased to provide this letter of support on behalf of the Montana Department of Transportation (MDT) for Kansas State University-Salina's proposed 3-year Uncrewed Aircraft Systems (UAS) Bachelor's Degree program.

As a state agency utilizing UAS technology to enhance transportation operations, infrastructure inspection, and public safety efforts, MDT recognizes the critical need for a highly skilled workforce to support the growing UAS industry. K-State's accelerated 3-year UAS bachelor's degree directly contributes to this goal by providing a focused, industry-relevant education that equips students with hands-on training, technical knowledge, and the competencies needed for careers in UAS operations, including potential roles within state agencies like MDT.

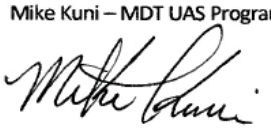
The demand for UAS professionals continues to rise, particularly in transportation, infrastructure monitoring, emergency response, and environmental management—all areas where MDT increasingly integrates UAS technology. K-State's program ensures that students graduate with the essential problem-solving skills and technical expertise necessary to thrive in these operational environments. By expediting the path from education to workforce readiness, this program plays a crucial role in addressing the increasing need for skilled UAS operators in both the public and private sectors.

Supporting programs like K-State's 3-year UAS Bachelor's Degree is essential for ensuring that agencies like MDT have access to well-trained professionals who can effectively apply UAS technology in real-world scenarios. We recognize the value of this program in preparing students to meet the unique challenges of UAS operations within transportation and infrastructure management.

For these reasons, I fully support Kansas State University-Salina's 3-year UAS Bachelor's Degree program and strongly encourage its approval. We look forward to seeing the positive impact this initiative will have on the UAS workforce and the potential for future collaboration with K-State graduates.

Sincerely,

Mike Kuni – MDT UAS Program Manager



February 16, 2025

RE: Letter of Support for Kansas State University-Salina's UAS 3-Year Bachelors Program

To Whom It May Concern,

I am pleased to provide this letter of support on behalf of Hylio Inc. for Kansas State University-Salina's proposed 3-year Uncrewed Aircraft Systems (UAS) Bachelor's Degree program.

As a leader in advancing uncrewed aerial systems technology and operations, Hylio Inc. recognizes the critical need for a highly skilled workforce to support the growing UAS industry. K-State's 3-year UAS bachelor's degree directly contributes to this goal by providing a focused, industry-relevant education that will equip students with hands-on training, technical knowledge, and the competencies needed for careers in UAS operations, including roles at companies like ours.

The UAS industry is experiencing rapid growth, and there is a substantial demand for professionals who possess both theoretical knowledge and practical experience. K-State's 3-year program ensures that students graduate with the essential problem-solving skills and technical expertise necessary to thrive in commercial and advanced UAS operations. By expediting the path from education to workforce readiness, this program plays a crucial role in addressing the increasing demand for skilled UAS professionals.

Supporting programs like K-State's 3-year UAS Bachelor's Degree is essential for maintaining the U.S.'s leadership in uncrewed aviation. This accelerated pathway aligns with Hylio's mission to advance safe, scalable drone operations and expand access to UAS technologies.

For these reasons, I fully support Kansas State University-Salina's 3-year UAS Bachelor's Degree program and strongly encourage its approval. I look forward to seeing the positive impact this initiative will have on the UAS workforce and am excited about potential future collaborations.

Sincerely,

Nicholas Nawratil
COO, Hylio Inc.

February 13, 2025

RE: Letter of Support for Kansas State University-Salina's UAS 3-Year Bachelors Program

To Whom It May Concern,

I am pleased to provide this letter of support on behalf of Kelly Hills Unmanned Systems and Heinen Brothers Agra Services for Kansas State University-Salina's proposed 3-year Uncrewed Aircraft Systems (UAS) Bachelor's Degree program.

As a leader in advancing uncrewed aerial systems technology and operations, Kelly Hills and Heinen Brothers Agra Services recognize the critical need for a highly skilled workforce to support the growing UAS industry. K-State's 3-year UAS bachelor's degree directly contributes to this goal by providing a focused, industry-relevant education that will equip students with hands-on training, technical knowledge, and the competencies needed for careers in UAS operations, including roles at companies like ours.

The UAS industry is experiencing rapid growth, and there is a substantial demand for professionals who possess both theoretical knowledge and practical experience. K-State's 3-year program ensures that students graduate with the essential problem-solving skills and technical expertise necessary to thrive in commercial and advanced UAS operations. By expediting the path from education to workforce readiness, this program plays a crucial role in addressing the increasing demand for skilled UAS professionals.

Supporting programs like K-State's 3-year UAS Bachelor's Degree is essential for maintaining the U.S.'s leadership in uncrewed aviation. This accelerated pathway aligns with our companies' mission to advance safe, scalable drone operations and expand access to UAS technologies.

For these reasons, I fully support Kansas State University-Salina's 3-year UAS Bachelor's Degree program and strongly encourage its approval. I look forward to seeing the positive impact this initiative will have on the UAS workforce and am excited about potential future collaborations.

Sincerely,

Lukas Koch

Lukas Koch

CENSYS
TECHNOLOGIES

1808 Concept Ct. Suite 200
Daytona Beach, FL 32114
386.314.7829
Info@CensysTech.com

2/06/2025

To whom it may concern,

Please consider this a complete endorsement and letter of support for Kansas State University (KSU) and their pursuit of offering a 3-year UAS bachelor's degree program.

Censys Technologies has been actively involved with 2- and 4-year academic programs, helping to scale workforce development efforts through advanced certificates and degrees focused on complex operations like Beyond Visual Line of Sight (BVLOS) drone flights.

As the UAS industry grows, incorporating Censys equipment into workflows and connecting users to regional universities like KSU has been instrumental in creating career pathways, internship opportunities, and high-skill, high-wage employment. KSU's established UAS program, recognized on the FAA UAS CTI list, has prepared students with exposure to a wide range of hardware, software, sensors, and real-world projects.

The proposed 3-year bachelor's program will offer an expedited pathway from high school to the workforce, maintaining the same high-quality curriculum and core competencies while reducing time to degree completion. Despite the reduced credit hours, the program will still exceed industry standards and prepare students for success in the growing UAS sector.

The 3-year UAS bachelor's degree will help KSU strengthen its enterprise partnerships and expand workforce development opportunities, meeting the increasing demand for skilled UAS professionals. For any questions, please don't hesitate to reach out.

Kyle Miller
Director

Attachment C

KCIA
KANSAS CHIEF INSTRUCTIONAL ADMINISTRATORS

September 15, 2025

Kansas Board of Regents and President Flanders,

On behalf of the Kansas Chief Instructional Administrators, consisting of the Chief Academic Officers representing all the Community and Technical Colleges in Kansas, we send this letter in formal opposition to Kansas State University's request of a waiver of the 120-semester credit hour requirement for baccalaureate degrees and in turn, request a more formal discussion related to building policy surrounding the reduced-credit baccalaureate in the State of Kansas.

As two-year colleges, we welcome and encourage change and innovation, especially when it allows us to more efficiently and effectively serve our students and business partners across the state. However, our first goal must always be the protection of our students and the clarity and strength of the pathways that we can provide for them to achieve their goals. In short, we are open to meeting both student and workforce needs. However, we believe that during this pivotal time of change there is a need to avoid rushing to market any solutions that have not been appropriately examined and deeply considered, as consequences for transfer students and already approved and established pathways have not yet been considered, and could work against those students whom we serve. We believe that it is therefore critically important that we take the time to put in place appropriate guidelines and policies before we embark on this path to new degree types, just as we have done historically.

Concerns with Speed

To meet KBOR's strategic goals, careful consideration is required to "clearly differentiate" between two- and four-year schools, as emphasized by KBOR policy II.A.7.i.i. Waiving a policy without any process for discussion or consideration of the possible consequences, both current and future, indicates that this careful consideration is not taking place.

In this request there are several instances, we cannot help but notice, that point to prioritizing speed over the careful consideration called for in policy:

- The policy cited in KSU's letter does not exist. The letter cites policy III.9.b.ii.2, when we believe they intended to cite III.A.9.b.ii.2. Further, we understand from their narrative that their *intent* is to only waive III.A.9.b.ii.2.a, removing *only* the requirement for 120 hours but maintaining 45-credit hours of upper division courses and the requirements of distinct specialization. This has an immediate impact on the 60 hours required for associate degrees and therefore has an undue impact on the community and technical college sector. To exclude us from this conversation, in light of such a disproportionate impact on so many institutions and their students, is improper.
- KSU's program request refers to an "accelerated" bachelor's degree. Many Chief Academic Officers in the two-year sector are also Accreditation Liaison Officers with the Higher Learning Commission. HLC's understanding of the term "accelerated" indicates a program that is condensed, not one which is shortened. This technical difference is of serious importance in working with our accreditor to ensure an understanding of what we are attempting to achieve as a state and further shows the lack of care and due diligence present in this proposal.
- Research into reduced-credit bachelor's degrees around the country indicates the range for required or permitted upper-division courses is between 21-30 credits. 45 hours appears to be unprecedented and additionally is likely to impact articulation efforts between two- and four-year schools. This will, in turn, harm students in the transfer process and inevitably reduce student access and success, and increase student cost.

As a sector, we do not see the same sense of urgency that KSU seems to rely on in its argument. In this specific instance, KSU has a traditional, 120-credit hour bachelor's degree in Uncrewed Aircraft Systems Flight and Operations that is already an option in this space. There is time for KBOR's careful consideration of policies surrounding a reduced-credit bachelor's degree without harming disenfranchisement of students wishing to grow in this field.

Concerns with Longer-Term Ramifications: Clear Rules are about Student Success

Allowing a waiver to a policy as foundational as minimum requirements for a degree *without* answering key questions is prioritizing speed over quality and coordination. The

why behind quality and coordination is *always* about student access and success. Students who are caught in this lack of clarity experience real impacts.

- What happens to general education requirements? Are they the same as for a 120-credit degree? Distinct amounts of general education credits are required for various degrees. What will be the standard for our statewide system?
- If this waiver request is granted, KBOR will allow one institution to set the standard for reduced-credit bachelor's degrees within the state. Even if KBOR later creates standards, pre-existing programs will have to adjust. This will inevitably create issues and exceptions wherein students will be caught and harmed by inconsistent expectations and requirements. KCIA feels it is more prudent to carefully consider these factors at the front of the discussion rather than cleaning up these pathways after the fact.
- Systemwide general education, Math Pathways, and unified Multiple Measures placements for Math and English have all been a part of KBOR's Performance Agreement projects, designed to increase clarity and seamlessness for transfer students. Allowing one institution to waive this policy without careful design creates longer-term issues for each of these projects, undermining the work of years.

Clear Differentiation of Credentials

KSU's request notes that the "student learning outcomes for this proposed program are equivalent to that of [the] traditional 120-credit hour degree programs." This makes no sense. If the same amount of student learning happens at 90 credits as happens at 120 credits, what is the value of the 120 credits? What purpose do the additional 30 credits serve?

- There is and must remain clear differentiation between all credential levels within the state. Cert A is different than B, which differs from AAS, which is distinct from bachelor's degrees.
- This is also true in the program alignment process enforced for certain programs controlled by the TEA.

Conclusion

The Chief Academic Officers of all two-year colleges in Kansas are unified in our position concerning this request:

- KCIA is strongly opposed to the waiving of already existing policy.

- At this point, no institution governed or coordinated by KBOR has permission to offer a reduced credit bachelor's degree and no guidelines yet exist for doing so.
- KBOR would be setting an unfortunate precedent if a single institution is allowed to design the credential with no process to set in place guidelines for the entire sector.
- KBOR would also be setting a troubling precedent of waiving policy with no rationale other than expediency and therefore more requests for waiving policies will likely follow with similar wide-ranging impacts built on similarly weak foundations.
- Excess upper-division courses create difficulty in articulation. This harms access for students, limiting the effectiveness of the credential in meeting the needs of the economy that KBOR and the Kansas Legislature has publicly stated is a goal of the sector in our state.
- The two-year sector believes strongly that we have a voice that must be respected and heard related to the development of reduced-credit hour bachelor's degrees, and we formally request to be part of the design strategy moving forward. It would be appropriate to create a working group with all sectors represented for this purpose.

Thank you for your time in reviewing this letter. The bullet points in this letter were developed and agreed upon by KCIA membership, representing all two-year public schools across the state. It was then drafted by the KCIA leadership team. Please direct any questions to the leadership team, signed below.

Sincerely,

Chair, Dr. Mickey McCloud, Executive Vice President/Provost, Johnson County Community College

Vice Chair, Luke Dowell, Vice President of Academic Affairs, Seward County Community College

Treasurer, Dr. Sarah Robb, Vice President for Student Learning, Neosho County Community College

Secretary, Dr. Marc Malone, Vice President for Instructional Services/CAO, Garden City Community College

Attachment D

September 16, 2025

Kansas Board of Regents
1000 SW Jackson Street, Ste 520
Topeka, KS, 66612
C/O Dr. Blake Flanders

Dear Regents:

Kansas Technical Colleges (KTC) are committed to addressing challenges with creative, forward-thinking solutions that strengthen our communities and economy. We strongly support efforts to adapt in order to meet evolving workforce needs.

KTC recently became aware of a request to waive a long-standing Kansas Board of Regents policy—specifically, that baccalaureate degrees require at least 120 credit hours. While we recognize the importance of innovation and value, and the intent behind this proposal, KTC is concerned the concept has not been fully vetted. We also appreciate the national discussion and accreditation acknowledgement for reduced credit bachelor's degrees. While the requested policy shift would support what the technical college sector has practiced for decades – shorter time to a credential minimizing debt and increasing earnings potential – KTC commits to the opportunity for articulation and partnerships to support these practices.

Kansas institutions have dedicated considerable time and resources to building consistency and transferability across programs, and we believe a proposal impacting degree structure should be carefully examined in that broader context, with input from all sectors. KTC urges the Board of Regents to engage in a collaborative approach that brings together technical colleges, community colleges, and universities to explore the impact of the new requirements of this baccalaureate degree to the entire KBOR system. We believe that effective innovation must be grounded in collaboration, transparency, and respect for the collective work that has brought our system to the success and cohesion it has today.

We respectfully encourage the Board of Regents to facilitate a broad, inclusive conversation before granting this waiver request. KTC believes that, together, we can develop solutions that are both innovative and lasting.

Sincerely,

Gregory A. Nichols, DBA
President - Kansas Association of Technical Colleges

KU MEDICAL CENTER
The University of Kansas

September 15, 2025

Rusty Monhollon, PhD
Vice President for Academic Affairs
Kansas Board of Regents
1000 SW Jackson, Suite 520,
Topeka, Kansas, 66612.

Re: Changes to the Master of Science in Nursing Program at KUMC

Dear Vice President Monhollon,

I am writing to share an update regarding the KUMC School of Nursing Master's degree program. This update is due to program and curriculum changes that are underway and will result in a change of program focus.

- The current Master of Science degree with a major in Nursing (MS in Nursing) focuses on advanced nursing practice. This program is being phased out; admissions have been paused, and currently enrolled students are being taught out.

- The revised program will focus on prelicensure education. This change in curriculum requires a revision to the CIP Code – from 51.3808 to 51.3801. To reduce confusion between the old and new degrees, we plan to change the degree awarded from a Master of Science (MS) to Master of Science in Nursing (MSN).

I wanted to make you aware of these plans and request to be placed on the November COCAO agenda for approval of a degree title name change.

Sincerely,

Robert M. Klein

Robert M. Klein, Ph.D.
Vice Chancellor for Academic and Student Affairs

CC: Samantha Christy-Dangermond, Director, Academic Affairs, KBOR
Jean Giddens, Dean KU School of Nursing

Vice Chancellor of Academic and Student Affairs
3901 Rainbow Boulevard | Mail Stop 4029 | Kansas City, KS 66160 | (913) 588-0146 | FAX (913) 588-6753 | www.kumc.edu

Pittsburg State University
OFFICE OF ACADEMIC AFFAIRS

October 16, 2025

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

Dear Dr. Monhollon:

Pittsburg State University requests to reorganize two academic departments within the College of Arts and Sciences, effective July 1, 2026. The proposed change better reflects emerging teaching and research interests and will position enrollment driver degree programs for better success. We propose to:

1. Remove the physics program from the current Department of Mathematics and Physics and realign it with the current Department of Chemistry to create a new Department of Chemistry and Physics.
2. Rename the Department of Mathematics and Physics to the Department of Mathematics and Computer Science.

Aligning Chemistry and Physics will allow us to better serve students with an integrated physical sciences department. It also will allow us to efficiently realign our current resources in physics with the growing Materials Science master's degree program that is currently housed within the Department of Chemistry. The materials science degree requires coursework in both chemistry and physics, so creating a merged department will foster more collaboration and better facilitate further growth of the program.

Computer science has become one of the fastest growing degrees in the College of Arts and Sciences at PSU, and yet is not reflected within the department name. Renaming the Department of Math and Physics as the Department of Mathematics and Computer Science will give greater exposure and recognition to this rapidly growing degree program.

This change would not require any additional resources, nor would it affect programming, curriculum or the number of faculty.

Sincerely,

Susan C. Bon

Susan C. Bon, J.D., Ph.D.
Provost and Executive Vice President for Academic Affairs

1701 South Broadway • Pittsburg, Kansas 66762-7554 • 620/235-4009 fax: 620/235-4080 • www.pittstate.edu/office/provost/

Academic Affairs

WICHITA STATE UNIVERSITY

MEMORANDUM

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

FROM: Dr. Monica Lounsbery, Senior Executive Vice President and Provost

RE: Program Name Change: Ascension Via Christi — Wichita State University School of Nursing

DATE: September 9, 2025

The purpose of this memorandum is to request a program change and to briefly discuss the rationale. The proposed program change is to change the School of Nursing to "Ascension Via Christi – Wichita State University School of Nursing."

Rationale: This name change reflects a decades-long partnership between the university and one of the state's leading health care providers

The naming recognizes an investment from Via Christi in support of the Wichita Biomedical Campus, a joint initiative of Wichita State University, WSU Tech and the University of Kansas, that will redefine health care education in Kansas by strengthening collaboration across disciplines and supporting interprofessional health care learning.

This collaboration directly addresses the urgent need for a strong, sustainable nursing talent pipeline at all levels of education and practice.

The naming elevates Wichita State's national profile, positioning it alongside other leading universities, while reflecting Via Christi's role as both a major employer and a key clinical training site in shaping the region's health care workforce — providing a lasting connection to the next generation of talent.

If you have any additional questions, please feel free to contact me at your convenience.

1845 Fairmount Street | Wichita, KS 67260-0013
Wichita, KS 67220

wichita.edu

Academic Affairs

WICHITA STATE UNIVERSITY

MEMORANDUM

TO:	Dr. Rusty Monhollon, Vice President for Academic Affairs – Kansas Board of Regents
FROM:	Dr. Monica Lounsbery, Senior Executive Vice President and Provost
RE:	Program Name Change: College of Education
DATE:	September 9, 2025

The purpose of this memorandum is to request a program change and to briefly discuss the rationale. The proposed program change is to change the College of Applied Studies (CAS) to "College of Education."

Rationale: This name change reflects an alignment with academic integrity, marketability, recruitment and strategic vision. A more explicit and focused name would strengthen the college's identity, attracting prospective students, supporting their persistence, and fostering greater external engagement with important stakeholder groups such as alumni and donors.

- **Alignment with Academic Identity**: The original College of Education was renamed the College of Applied Studies in 2018 to highlight the institution's focus on applied learning and interdisciplinary programs. However, both student and alumni listening sessions have indicated that the name "Applied Studies" not clearly communicate the academic areas within the college. Many incoming students and external stakeholders struggle to understand what CAS encompasses and what "Applied Studies" means, particularly in relation to education, counseling, sport management, human performance, and leadership disciplines.
- **Marketability and Recruitment**: Through consultation with Education Advisory Board (EAB) and the WSU Foundation & Alumni Engagement, the importance of a strong, recognizable brand in today's educational marketplace was emphasized. Alumni and donors identify with the "College of Education" and not "Applied Studies." Representatives from EAB expressed the concern that prospective students may not fully grasp the scope of CAS or its unique offerings based on its current name. College Advisory Board members were also unanimously supportive of a name change that is reflective of academic programs.
- **Peer Institutions**: An analysis of peer institutions indicates that all incorporate the term *Education* in the name of their college. This proposed name change aligns Wichita State with its peers.

This name change reflects the college's strengths, reinforces strategic goals, and clarifies the mission.

If you have any additional questions, please feel free to contact me at your convenience.

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Wichita, KS 67220

wichita.edu

Academic Affairs

WICHITA STATE UNIVERSITY

MEMORANDUM

TO:	Dr. Rusty Monhollon, Vice President for Academic Affairs – Kansas Board of Regents
FROM:	Dr. Monica Lounsbery, Senior Executive Vice President and Provost
RE:	Department Name Change: School of Education to School of Teaching & Learning
DATE:	September 24, 2025

The purpose of this memorandum is to request a department name change and to briefly discuss the rationale.

Rationale: With the College of Applied Studies transitioning to the College of Education, the School of Education seeks to rename itself the School of Teaching & Learning to eliminate any confusion caused by the College name change. The change to Teaching and Learning also creates better alignment of the traditional teacher education preparation programs housed there including Early Childhood Unified, Elementary Unified Teacher Education, Middle and Secondary Teacher Education. The change also provides better representation of innovative graduate programs including Transition to Teaching and Learning & Instructional Design.

If you have any additional questions, please feel free to contact me at your convenience.

1845 Fairmount Street | Wichita, KS 67260-0013
Wichita, KS 67220

wichita.edu

Academic Affairs

WICHITA STATE UNIVERSITY

MEMORANDUM

TO:	Dr. Rusty Monhollon, Vice President for Academic Affairs – Kansas Board of Regents
FROM:	Dr. Monica Lounsbery, Senior Executive Vice President and Provost
RE:	Department Name Change: Intervention Services and Leadership in Education **(ISLE)** to Counseling, Educational Leadership, Educational and School Psychology **(CLES)**
DATE:	September 24, 2025

The purpose of this memorandum is to request a department name change and to briefly discuss the rationale.

Rationale: The Department of Intervention Services and Leadership in Education **(ISLE)** was formerly known as the Department of Counseling, Educational Leadership, Educational and School Psychology **(CLES)**. The name was changed to ISLE following the incorporation of the Teacher Apprentice Program (TAP), which had transitioned from the School of Education into CLES. This change was intended to reflect the broader scope of programs within the department at that time.

Since then, TAP has been established as part of a newly created department, the Teacher Apprentice and Learning Sciences (TALS) Department. With TAP now housed in its own unit, the ISLE name no longer accurately represents the department's identity or its core academic programs. This misalignment has caused challenges for students trying to locate programs such as Counseling and School Psychology under the ISLE title.

In addition, the department has expanded its offerings by launching a Ph.D. program in Education and Behavioral Studies with concentrations in Educational Psychology and Clinical Mental Health Counselor Education and Supervision. Given these developments, reverting to the name Counseling, Educational Leadership, Educational and School Psychology (CLES) would more accurately represent the department's academic programs, align with accrediting bodies, and improve clarity for current and prospective students.

If you have any additional questions, please feel free to contact me at your convenience.

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Academic Affairs

WICHITA STATE UNIVERSITY

MEMORANDUM

TO:	Dr. Rusty Monhollon, Vice President for Academic Affairs – Kansas Board of Regents
FROM:	Dr. Monica Lounsbery, Senior Executive Vice President and Provost ML
RE:	Program Name Change: Merging Economics and Marketing Departments under new structure
DATE:	September 9, 2025

The purpose of this memorandum is to request a program change and to briefly discuss the rationale. The proposed program change is to merge the Barton School of Business Economics and Marketing Departments to "Department of Marketing and Economics."

Rationale: This merger will reduce the number of Barton School departments from five (Economics, Marketing, Management, FREDS, and the School of Accountancy) to four (Marketing and Economics, Management, FREDS, and the School of Accountancy). This structural change will improve efficiency, foster interdisciplinary collaboration, and enhance the student academic experience while maintaining rigorous academic standards.

The merger offers compelling academic and operational advantages:

- **Intellectual Synergies:** Both disciplines share overlapping areas of study—pricing, consumer behavior, market dynamics, and advertising effectiveness. The merger will foster interdisciplinary collaboration, particularly in behavioral economics and consumer research. For example, the Economics Department's Behavioral Economics Lab could be leveraged in joint projects with marketing faculty.
- **Proven Collaboration:** Professors Lynn Matthews (Marketing) and Jodi Pelkowski (Economics) recently co-authored a peer-reviewed article in an "A"-rated journal on the Australian Business Deans Council list, showcasing existing cross-departmental scholarship.
- **Resource Optimization:** Consolidating departments will streamline administrative functions, reduce duplicative costs (e.g., shared licenses and systems), and create more efficient distribution of faculty service and advising responsibilities.
- **Enhanced Academic Experience:** Students will benefit from broader mentorship opportunities, stronger interdisciplinary advising, and an enriched academic environment. Junior faculty will also gain more robust support through a larger, more collaborative department.
- **Strategic Alignment:** The merger strengthens Barton School's long-term goals by creating a more agile and efficient organizational structure, ensuring academic quality while enabling operational excellence.

If you have any additional questions, please feel free to contact me at your convenience.

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