

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE**

**MEETING AGENDA
Wednesday, June 14, 2023
10:30 a.m. – 12:00 p.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet in the Kathy Rupp Conference Room, located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. To the extent possible, a virtual option will be provided to accommodate those who prefer not to attend in person. Information will be sent to participants via email, or you may contact arobinson@ksbor.org.

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|--|-------------------------|-------|
| I. Call to Order | Regent Kiblinger, Chair | |
| A. Roll Call and Introductions | | |
| B. Approve minutes from May 30, 2023 | | p. 3 |
| II. Consent Agenda | | |
| A. MS in Global Strategic Leadership – FHSU | Jill Arensdorf | p. 6 |
| III. Discussion Agenda | | |
| A. Act on Associate Degree Policy | Daniel Archer | p. 16 |
| B. Act on Program Review Framework | Daniel Archer | p. 29 |
| C. Act on Request to Offer Four Degree Programs in Jinhua, Zhejiang Province, China – KU | Barbara Bichelmeyer | p. 30 |
| D. Act on Dual/Concurrent Task Force Recommendations | Regent Lane | p. 32 |
| E. Act on Systemwide Transfer Associate Degree in Elementary Education | Paul Adams, FHSU | p. 36 |
| IV. Other Matters | | |
| A. Receive Private Post-Secondary Report | Crystal Puderbaugh | |
| B. Strategic Plan Dashboard Update | Regent Lane | |
| V. Suggested Agenda Items for the September 5th Virtual Meeting | | |
| A. Introduce New BAASC Members & Approve Meeting Schedule | | |
| B. New Program Approvals | | |
| C. AY 2022 Performance Reports | | |
| VI. Adjournment | | |

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

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

Shelly Kiblinger, Chair

Cynthia Lane

Blake Benson

Diana Mendoza

**Board Academic Affairs Standing Committee
AY 2024 Meeting Schedule**

<i>Tentative BAASC Academic Year 2023- 2024 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
September 5, 2023	Virtual Meeting	9:00 a.m.	August 15, 2023
September 20, 2023	Topeka	11:00 a.m.	August 30, 2023
October 3, 2023	Virtual Meeting	9:00 a.m.	September 12, 2023
October 18, 2023	Topeka – Usually canceled	11:00 a.m.	September 27, 2023
October 31, 2023	Virtual Meeting	9:00 a.m.	October 10, 2024
November 15, 2023	TBD	11:00 a.m.	October 25, 2023
December 5, 2023	Virtual Meeting	9:00 a.m.	November 14, 2023
December 20, 2023	Topeka	11:00 a.m.	November 29, 2023
January 2, 2024	Virtual Meeting	9:00 a.m.	December 12, 2023
January 17, 2024	Topeka	11:00 a.m.	December 27, 2023
January 30, 2024	Virtual Meeting	9:00 a.m.	January 9, 2024
February 14, 2024	Topeka	11:00 a.m.	January 24, 2024
March 5, 2024	Virtual Meeting	9:00 a.m.	February 13, 2024
March 20, 2024	Topeka	11:00 a.m.	February 28, 2024
April 2, 2024	Virtual Meeting	9:00 a.m.	March 12, 2024
April 17, 2024	TBD	11:00 a.m.	March 27, 2024
April 30, 2024	Virtual Meeting	9:00 a.m.	April 9, 2024
May 15, 2024	Topeka	11:00 a.m.	April 24, 2024
June 4, 2024	Virtual Meeting	9:00 a.m.	May 14, 2024

*Please note virtual meeting times are 9 a.m., and Board day meetings are 11 a.m. unless otherwise noted.

**Board Academic Affairs Standing Committee
MINUTES**

Tuesday, May 30, 2023

The May 30, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 9:00 a.m. The meeting was held through Zoom with an in-person option at the Board office.

In Attendance:

Members:	Regent Kiblinger Regent Mendoza	Regent Benson	Regent Lane
Staff:	Amy Robinson Sam Christy-Dangermond Gage Rohlf	Daniel Archer Cindy Farrier Julene Miller	Karla Wiscombe Charmine Chambers
Others:	Andy Howe, ESU Ashlie Jack, WSU Chuck Taber, K-State Howard Smith, PSU Jennifer Ball, Washburn Elaine Simmons, Barton CC Linnea GlenMaye, WSU Rebeca Book, PSU Sharon Kibbe, Highland CC Tom Nevill, Butler CC	Aron Potter, Coffeyville CC Angela Pool-Funai, FHSU Erik Perrins, KU Jason Sharp, Labette CC Jill Arensdorf, FHSU Laura Stephenson, Washburn Mark Watkins, Labette CC Luke Dowell, SCCC Tanya Gonzalez, K-State Mario Medina, KU	Amber Knoettgen, Cloud County CC Barbara Bichelmeyer, KU Heather Morgan, KACCT Jane Holwerda, Dodge City CC Karen Johnson, PSU Kim Zant, Cloud County CC Robert Klein, KUMC Monette DePew, Pratt CC Taylor Crawshaw, Independence CC

Roll call was taken for members and presenters.

Approval of Minutes

Regent Benson moved to approve May 17, 2023, meeting minutes, and Regent Mendoza seconded the motion. Regent Lane asked for “agenda” to be changed to “agent” on page 4. With no other corrections, the motion passed.

Consent Agenda

- Angela Pool-Funai presented an MS in Global Strategic Leadership at FHSU for approval. Regent Lane asked for more information on their projected student enrollment. Angela noted that the program meets the 20-student minimum for their third year projections, and they can provide more information at the next meeting.

Regent Lane moved to table the proposal to review year-one numbers, and Regent Mendoza seconded. The motion passed unanimously. This program will be presented at BAASC on June 14th.

- Angela Pool-Funai presented a BAS in Applied Leadership at FHSU for approval. The primary target audience for this program is students with a military background, but will also be beneficial for community college and technical college students interested in a bachelor of applied science degree.

Regent Benson moved to place the program on the Board consent agenda, and Regent Lane seconded. The motion passed unanimously.

- Chuck Taber presented a BA/BS in Addiction Counseling at K-State for approval. This program is in high demand in Kansas and is designed to provide treatment for people who suffer from addiction and other mental and behavioral disorders. It's a clinical program that will be delivered in a hybrid format and will use existing resources and faculty.

Regent Mendoza moved to place the program on the Board consent agenda, and Regent Benson seconded. The motion passed unanimously.

- Barbara Bichelmeyer, Mario Medina, and Erik Perrins presented a BS in Cybersecurity Engineering at KU for approval. This degree is distinct from other cybersecurity programs as it is engineering-based and is designed to meet ABET accreditation requirements. As such, KU is also requesting approval to seek accreditation, and due to accreditation requirements, the program exceeds the 120-credit hour threshold, so the university is also requesting an exception to the 120-hour requirement.

Regent Lane moved to place the program, and additional program requests as presented on the Board consent agenda, and Regent Benson seconded. The motion passed unanimously.

Discussion Agenda

- Regent Kiblinger moved to amend the agenda by tabling the Dual/Concurrent Task Force Recommendations until the June 14th meeting and changed the item order to hear the Associate Degree Policy right after the PSU request for an AA in General Studies. With a second from Regent Lane, the motion passed.
- Howard Smith presented a request to award an AA in General Studies at PSU. This proposal is an outgrowth of the National Institute of Student Success (NISS) discussions, and PSU has identified the creation of this degree as one of many strategies to improve student success, especially with persistence. This path will only be available for students pursuing a bachelor's degree at PSU. It will allow current students to be awarded a degree they have already earned and paid for. Howard noted that in the last three years, PSU had 570+ students with hours for such a degree. No additional resources or costs are required, and students can opt-out.

Discussion ensued on potential concerns and how a broader policy could improve the reverse transfer process for students. It was noted that automating this process and having a true opt-out system in place would benefit students. Regent Kiblinger requested that the committee hear the draft Associate Degree Policy before voting on the PSU request.

Daniel Archer presented a draft for Associate Degree Policy revisions. The revisions would create parameters for a limited pathway for universities to offer associate in arts degrees in general studies or liberal arts. Secondly, it will renew the system's commitment to reverse transfer. A committee will be created this summer to review reverse transfer communication and administrative practices.

Regent Lane moved to approve the PSU request to award the AA in General Studies for the Board discussion agenda, with the understanding that when revisions to the Associate Degree Policy are passed, it will supersede the PSU-specific request. With a second from Regent Benson, the motion passed unanimously. Revisions to the Associate Degree Policy will be carried over to the next BAASC meeting on June 14th.

- Daniel Archer provided draft language for an Instructional Workload Policy Standard. Institutional and rpk GROUP feedback helped determine that a policy should be created where each university must create an institutional policy. The draft policy was on page 65 of the agenda.

Regent Lane moved to place the policy as presented to the Board discussion agenda, and Regent Mendoza seconded. The motion passed unanimously.

Other Matters

- Sam Christy-Dangermond presented changes to the K-State Performance Agreement. K-State requested a change to indicators #3 and #4 because the entity that provides the rankings for these indicators is no longer in operation. This would be in effect for the reporting year AY 2022. These changes were provided on pages 79-80 of the agenda.

Regent Benson moved to approve the K-State Performance Agreement changes as presented, and Regent Mendoza seconded. The motion passed unanimously.

- Regent Mendoza provided an update from the Educator Work Force Task Force and its Registered Apprenticeship Program. This is a collaboration between KBOR and KSDE for a pilot program to start in Fall 2023, where 10-12 districts across Kansas participate. The program allows a person to work as a paraprofessional for a school district while acquiring the competencies needed to become an educator. Several funding sources will provide tuition assistance, and districts will be responsible for providing wages. More information will be provided as the pilot program advances.
- Daniel Archer provided an update on Program Review and the feedback from the draft framework presented to provosts last month. He noted that at least 5% of programs would need to be identified as underperforming, and provosts would prefer a preestablished figure which indicates a program is underperforming. The provosts would also prefer alternative language to “underperforming.” Written feedback closed May 26th and Daniel will have an updated policy ready for the BAASC June 14th meeting. Provost Arensdorf asked if there could be a virtual meeting with the provosts and Daniel Archer to discuss the draft framework before finalization. Regent Kiblinger stated she would be available for such a meeting over the next few weeks.

Adjournment

The next BAASC meeting is scheduled for June 14, 2023, at 10:30 a.m.

Regent Benson moved to adjourn the meeting, and Regent Mendoza seconded. With no further discussion, the meeting adjourned at 10:12 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. Fort Hays State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

June 14, 2023

I. General Information

A. Institution

Fort Hays State University

B. Program Identification

Degree Level: Master's
Program Title: Global Strategic Leadership
Degree to be Offered: Master of Science in Global Strategic Leadership
Concentration Areas: Leadership in Health Administration, Information Technology Policy Administration
Responsible Department or Unit: Leadership Studies
CIP Code: 52.0213 (Org. Leadership)
Modality: Online
Proposed Implementation Date: Fall 2023

Total Number of Semester Credit Hours for the Degree: 36

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

III. Justification

The Master of Science in Global Strategic Leadership (GSL) is an online degree program that seeks to aid established professionals in varying fields navigate a world of grand challenges and wicked problems through a lens of transdisciplinarity. This degree is aimed at providing mid-career professionals with practical leadership skills needed to solve complex, interconnected problems within their organization and beyond. This program represents a new offering that is entirely unique from existing curriculum at FHSU and across the system.

In a world following the COVID-19 pandemic, the nature of work and problem solving are transforming to confront more complex and interconnected problems that face our growing world (Volini et al., 2020, 47). These problems often have no right or wrong answer, and are often socially and technically difficult (Beinecke, 2009). The 2020 development of the COVID-19 vaccine by AstraZeneca has shown the world how transdisciplinary approaches are vital to confronting these problems and challenges head on with experts in various disciplines working collaboratively to find a solution for a rapidly evolving problem (Volini et al., 2020).

Given the nature of serious and persistent problems such as climate change, healthcare inequality, and cyberterrorism, unidisciplinary approaches alone cannot adequately address these issues. Transdisciplinarity, however, is an approach that identifies specific problems (Rhodes et al., 2019) and uses a common conceptual framework that extends across multiple disciplinary boundaries to facilitate collaboration between researchers and non-academic stakeholders (Reme et al., 2015). By integrating global strategic leadership into existing skill

sets, this program seeks to establish a growing population of transdisciplinary researchers and problem solvers within the current workforce.

Beginning with two concentration areas (Leadership in Health Administration & Information Technology Policy Administration) we intend to learn and refine our approach to transdisciplinary education with hope of developing in-demand leadership skills to those within our program to enhance the current workforce and create more globally aware citizens.

IV. Program Demand: Market Analysis

National Distinction

Given the availability of resources from the existing FHSU master’s programs in healthcare and information technology, the focus on transdisciplinarity and mid-career professionals, and the depth of the concentration curricula, this program will distinguish itself nationally from competitors with similar degree programs (Hanover Research, 2021). It has also been carefully designed to not duplicate the programs currently in existence, but rather to offer a new and unique addition to the catalog.

High Workforce Demand

Projected labor demands within organizational leadership are expected to rise significantly (~14.73%) with worker interest also steadily increasing (Hanover, 2021); this shows the necessity of utilizing existing workers within various fields to meet the market demand. In the state of Kansas, there are no comparative master’s degree programs targeted toward full-time working, part-time students that seek to achieve organizational leadership in cross-sector collaborations. Fort Hays State University sees the need for a global strategic leadership degree that is designed specifically for the industry the student is already engaged in. In particular, the two proposed concentrations will target students working in supervisory and non-technical roles within the healthcare and IT sectors.

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	2	5	36	60
Year 2	3	8	54	96
Year 3	4	16	72	192

The program is designed to allow students to complete at either a full-time pace or at a slower pace, depending on their preference. We anticipate that most students will elect to pursue the program at a part-time pace, taking approximately six credit hours per semester.

The above enrollment numbers are a benchmark based on Hanover market research and discussions with other FHSU department heads. These benchmark numbers are not based on direct commitment from students, but instead will act as a goal and base estimate. We have intentionally been conservative in these estimates to help ensure program viability. The curriculum is highly scalable, however, and we could easily accommodate a greater number of enrollments if demand is strong.

VI. Employment

The aim of this program is to produce transdisciplinary leaders out of those currently in the workforce so they

may facilitate the flow of knowledge and its practical application within their given fields (Reme et al., 2015). Today, researchers are being called upon more frequently to work in collaborative environments that require both practical and theoretical skill sets (O’Neill et al., 2019) to solve grand challenges and wicked problems. The integration of the natural and social/organizational sciences are necessary to develop skilled professionals into effective leaders that can work across disciplines and find solutions to problems that unidisciplinary approaches cannot. Transdisciplinary leaders are needed in all sectors to help build strong networks of collaboration and support as they explore different perspectives on immediate and pressing global challenges. With mounting evidence suggesting that leaders do not readily or easily adapt their practices when confronted by increasingly complex problems (Pearce, 2010), it is imperative that organizational leadership moves toward a transdisciplinary approach to transform how the workforce thinks about global problems and solutions. FHSU intends to use a transdisciplinary curriculum that prepares individuals to use both the ‘hard’ and ‘soft’ skills needed to transform their work, thrive in it, and become more globally aware citizens.

According to the Institute for the Future, one of the ten vital skills needed for the future workforce is transdisciplinarity—also known as cross-sector partnerships and collaboration (Davies et al., 2020). The need for literacy and the ability to understand concepts across multiple disciplines is imperative as a shift away from academic specialization toward transdisciplinarity occurs due to the growing complexity of societal issues. Much of the gridlock in addressing global issues is due to narrow interests, and specialists that are unable or unwilling to understand and integrate data and concepts from across disciplines (Fidler, 2016). By integrating skills across fields and perspectives, a workforce can be created that can think through differing disciplinary approaches to generate new types of knowledge (Fidler, 2016).

Healthcare administration is a concentration area that Hanover Research has described as a national high-growth degree field, and a practical concentration area for the GSL degree to offer (Hanover Research, 2021). Disparities in health according to race, sex, sexual orientation, and other group characteristics are well known, yet these health disparities persist and, in some cases, continue to grow. The answer to a complex issue such as health disparities among groups involves not only the conceptualization of all factors that impact disparities, but also the interactions between the factors themselves, such as the interplay of genes and environment (Gehlert, 2010). It is suggested that a transdisciplinary approach to healthcare and healthcare administration will draw together experts from across disciplines to share and produce knowledge and address multifactorial determinants of health disparities. The fields of Health Services Administration and Nursing Administration have seen an above-average increase in master’s degree conferrals, showing an increase in interest alongside the growth of the health industry, where national demand is projected to outpace the expected job growth by 2029 (Bureau of Labor Statistics, 2020).

Information technology policy administration is another concentration area that Hanover Research has identified as a high-growth degree field, and one that is practical for the GSL degree to offer (Hanover Research, 2021). As our society relies more on technology with every passing year, the governmental policy that dictates the technological regulations of our world becomes increasingly important. Early and mid-career professionals with a background in information technology are increasingly going to find themselves concerned with policy and legal considerations within their sector, which their bachelor’s level technical education has not equipped them to navigate successfully. This degree program will act as a practical, mid-career training ground which can supplement their burgeoning management experience and give them opportunities to practice working across constituencies. The Technology Policy field is expected to grow much faster than average in the next ten years state-wide, nationally, and internationally (Columbia University).

VII. Admission and Curriculum

A. Admission Criteria

All applicants must submit:

1. Official transcript of all previous college work showing a minimum 3.0 GPA on the last 60 hours of undergraduate coursework and/or a minimum 3.0 on all previous graduate coursework;
2. Two letters of recommendation, at least one of which must be from a current or recent supervisor that speaks to the candidate’s professional experience (minimum 3 years) and readiness for advanced professional practice and leadership development capacity;
3. A professional resume containing a minimum of 3 years of professional experience;
4. Personal statement that addresses the following:
 - a. Reasons for applying to this program, as directly related to current professional position and career goals, including what types of specific knowledge, skills, abilities the candidate hopes to gain through this program, professionally and personally (e.g. specific goal statements or a vision plan that looks ahead several years);
 - b. An explanation of a specific organizational, industry/field/sector, community, and/or global problem the student would like to be a part of solving and how they see this program as a potential pathway to fulfill that end.

B. Curriculum

Leadership in Health Administration Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21 st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH....
LDRS 802	Organizational Systems, Change, and Leadership	3
HHP 602	Public Health	3
HHP 625	Legal Issues in Health Care	3

Year 1: Summer

Course #	Course Name	SCH....
LDRS 807	Teams and Collaborative Environments	3
HHP 630	Administration in Health Care	3

Year 2: Fall

Course #	Course Name	SCH....
LDRS 820	Advanced Leadership in Professional Environments	3
HHP 610	Global Health	3
Various	Elective	3

Year 2: Spring

Course #	Course Name	SCH....
LDRS 895	Research Project in Organizational Leadership	3

Total Number of Semester Credit Hours 36

Information Technology Policy Administration Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
LDRS 650	Principles of Organizational Leadership	3
LDRS 815	Transdisciplinary Leadership in Context	3
IDS 805	Global Challenges: 21 st Century Promises and Perils	3

Year 1: Spring

Course #	Course Name	SCH....
LDRS 802	Organizational Systems, Change, and Leadership	3
INF 610	Public Policy, Law, Ethics in Telecommunications	3
INF 658	Law of Cyberspace	3

Year 1: Summer

Course #	Course Name	SCH....
LDRS 807	Teams and Collaborative Environments	3

Year 2: Fall

Course #	Course Name	SCH....
LDRS 820	Advanced Leadership in Professional Environments	3
INF 660	Global Telecommunications Policy	3
INF 880	Management of Information Security	3

Year 2: Spring

Course #	Course Name	SCH....
LDRS 895	Research Project in Organizational Leadership	3
Various	Elective	3

Total Number of Semester Credit Hours 36

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
Brent Goertzen – Department of Leadership Studies	Professor	Ph.D.	Y	Organizational Leadership	.2
Kaley Klaus – Department of Leadership Studies	Assistant Professor	Ed.D.	N	Organizational Leadership	.1
Tim Feagan – Department of Leadership Studies	Assistant Professor	Ph.D.	N	Applied Leadership in Industry	.2
Justin Greenleaf – Department of	Associate	Ph.D.	Y	Community	.1

Leadership Studies	Professor			Psychology	
Lori Kniffin – Department of Leadership Studies	Assistant Professor	Ph.D.	Y	Organizational Leadership	.1
Brett Whitaker * – Department of Leadership Studies	Associate Professor	Ph.D.	Y	Global Leadership	.1
Glen McNeil – Department of Health and Human Performance	Associate Professor	MS; RD/LD	Y	Nutrition	.1
Jamie Schwandt – Department of Health and Human Performance	Adjunct Professor	Ed.D.	N	Health Care Administration	.1
Frank Owens – Department of Health and Human Performance	Instructor	MS	N	Health Studies	.1
Melissa Hunsicker Walburn – Department of Informatics	Associate Professor	J.D.	Y	Policy and Law of Cyberspace	.1
Brian Hurley – Department of Informatics	Adjunct Professor	MPS	N	Information Security	.1
A significant portion of the curriculum for this program is already offered in service to several other degree programs. For this reason, especially initially, there will be limited need for dedicated faculty support for program specific courses. As the program expands, we may see justification for more dedicated sections of courses. The faculty indicated in this table will support the program by teaching courses, but the majority will not be devoted in an exclusive manner to this new program.					

Number of graduate assistants assigned to this program **11**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$44,856	\$44,856	\$44,856
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 – Reassigned or Existing	\$44,856	\$44,856	\$44,856
Personnel – New Positions			
Faculty	0	0	0
Administrators (other than instruction time)	0	0	0
Graduate Assistants	\$10,000	\$10,000	\$10,000
Support Staff for Administration (e.g., secretarial)	0	0	0
Fringe Benefits (total for all groups)	0	0	0
Other Personnel Costs	\$6,000	\$9,000	\$12,000
Total Existing Personnel Costs – New Positions	\$16,000	\$19,000	\$22,000

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
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 (marketing and recruitment expenses)	\$1,500	\$1,500	\$2,500
Total Operating Costs	1,500	1,500	1,500
GRAND TOTAL COSTS			
	\$62,356	\$65,356	\$69,356

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	\$28,661	\$44,783	\$78,817
Student Fees	0	0	0	0
Other Sources	0	0	0	0
GRAND TOTAL FUNDING	0	\$28,661	\$44,783	\$78,817
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)				
		\$-33,695	\$-20,573	\$9,461

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The primary expense associated with initially starting and operating this program would be the two new classes that are part of the transdisciplinary degree program. The other portions of the curriculum are already being taught and supported by existing programs, and they have capacity to add students without incurring additional instructional expenses to the university. As the program grows, we would need to augment existing capacity to a limited degree. During the initial start-up period, when enrollments are small, we will not require additional

instructional capacity beyond what was already deployed in service of other programs.

To calculate the offset instructional expenses of utilizing existing capacity to support this program, we have applied the following formula. With supporting faculty contributing only a small portion of their overall contractual load, we estimate the total allocation to be approximately 1.3FTE, but distributed among 11 or more faculty members. Faculty are on a 60% teaching allocation, and the average salary for faculty in the program \$57,508, so the total offset instructional expenses are $1.3 * (57,508 * .6)$, or \$44,856.

Personnel – New Positions

Once the program is somewhat larger, we project that we will need to staff additional sections beyond base levels that are already in place for other programs. Specifically, we project that we would need to offset two courses via adjunct teaching in the first year, three courses in the second year, and four courses in the third year. Adjuncts can be estimated at approximately \$3000 per section, therefore the instructional expenses are \$6000 in the first year, \$9000 in year two, and \$ 12,000 in year three.

In addition to instructional expenses, we also project staffing one graduate assistant in this program to assist with administrative and development work, as well as to coordinate marketing and recruitment efforts. This

Start-up Costs – One-Time Expenses

N/A

Operating Costs – Recurring Expenses

We have included a small amount of ongoing expense associated with program-specific marketing and recruitment efforts. These efforts will be supplemented with ongoing marketing work on behalf of the larger university, and in conjunction with the recruitment initiatives of the Department of Leadership Studies and the academic units housing concentrations.

B. Revenue: Funding Sources

The sole source of revenue for this program is tuition and fees. FHSU currently charges a rate of \$298.55 per credit hour for graduate, online tuition (including fees). Multiplying the projected credit hour production by this rate produces the projected revenue.

C. Projected Surplus/Deficit

Given the extensive leverage of existing capacity and curriculum, this program projects to be in a modest surplus status by at least year three of implementation. We have intentionally been conservative in estimating enrollment growth to ensure programmatic viability, but the program is readily scalable to larger capacity if the demand is present. Should enrollments prove to be even slightly higher than anticipated, the program would be revenue positive by year two.

XI. References

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Summary

As an avenue to promote momentum and degree completion, proposed policy amendments are included herein that will allow state universities to utilize a limited pathway to offer an associate in arts degree in general studies or liberal arts. Additionally, this issue paper also details a commitment to improving reverse transfer efforts through work that will be conducted in Summer 2023.

June 14, 2023

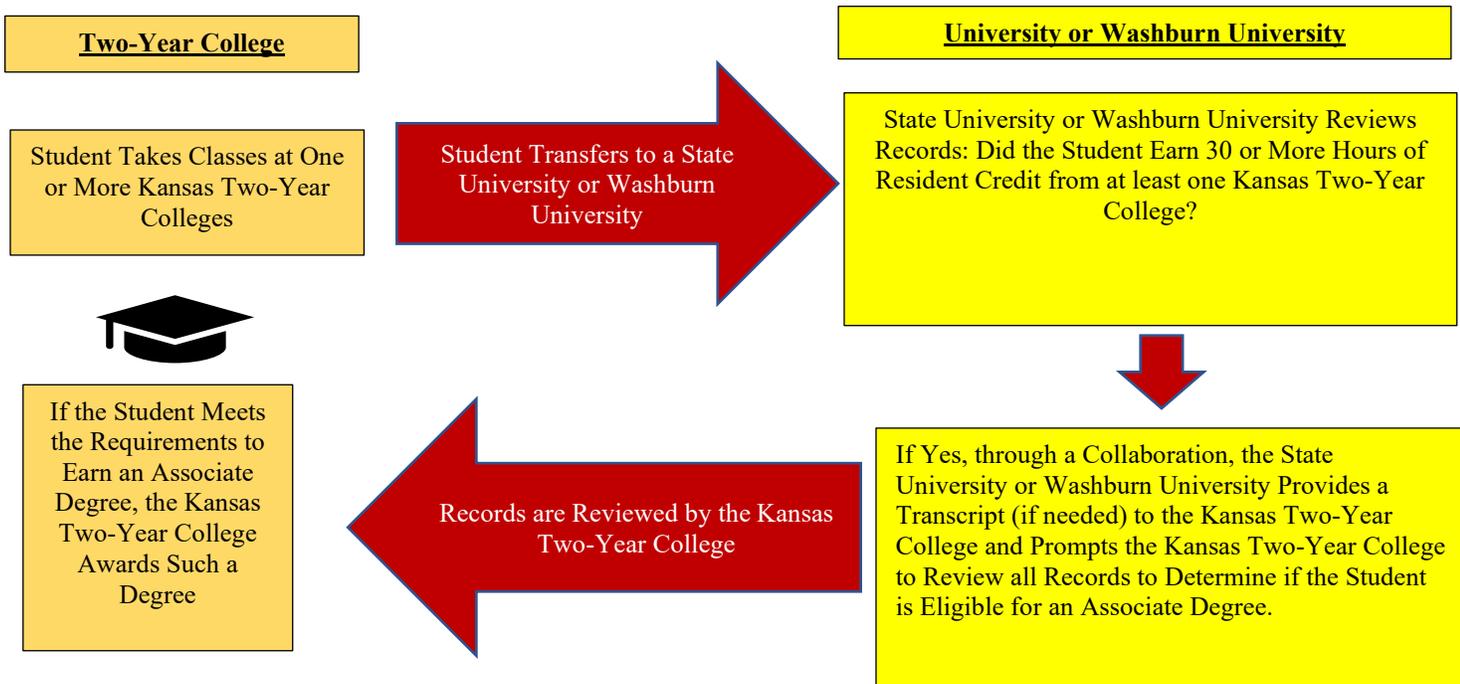
Background

The proposed Chapter II policy amendments provide a limited pathway for Wichita State University, Pittsburg State University, and other state universities to offer an associate in arts degree in general studies or liberal arts. The most substantive policy revisions are detailed below.

- (1) The associate in arts degree in general studies or liberal arts shall be limited to students pursuing a baccalaureate degree;*
- (2) Students shall not have an option to select the associate in arts degree in general studies or liberal arts as a stand-alone degree program;*
- (3) The associate in arts degree in general studies or liberal arts shall have a negligible fiscal impact on the state university and no state university shall seek additional state funding to offer the associate in arts degree in general studies or liberal arts;*
- (4) The associate in arts degree in general studies or liberal arts is designed as a stackable credential that can be integrated into the student's chosen baccalaureate program;*
- (5) The associate in arts degree shall not extend beyond the general studies or liberal arts nomenclature to include nomenclature that would reflect a content-specific program offering (e.g., associate in arts in journalism);*
- (6) It is understood that the community college sector is the primary sector in Kansas for awarding the associate in arts degree. As such, the associate in arts degree in general studies or liberal arts at the state university shall primarily be limited to a student who has not earned 30 or more hours of resident credit from at least one Kansas community college. When a student earned 30 or more hours of resident credit from a single Kansas community college, the state university shall work with the Kansas community college from which the student earned 30 or more hours of resident credit to support the student in completing the associate in arts degree in general studies or liberal arts (or another associate degree, if applicable) through reverse transfer. If a student completed 30 or more hours of resident credit at more than one Kansas community college, the Kansas community college in which the student completed the most hours of resident credit shall be the designated community college for reverse transfer purposes unless the student expresses a desire to earn the associate degree from another Kansas community college in which they earned 30 or more hours of resident credit;*
- (7) If a student completed 30 or more hours of resident credit at a Kansas community college and it has been determined that the Kansas community college will require the student to complete more credit hours to complete the associate degree than the state university will require the student to complete to obtain the associate degree, the state university shall be eligible to award the associate in arts degree in general studies or liberal arts; and*
- (8) The State University President shall notify the Board President and Chief Executive Officer in writing before offering the associate in arts degree in general studies or liberal arts.*

Additionally, it should also be noted that the system will explore ways to improve reverse transfer efforts in Summer 2023. As background, reverse transfer is a process that allows transfer students who are currently attending a university to combine university credits with two-year college credits to receive an associate degree from a two-year college.

A general process for reverse transfer that could be utilized going forward is detailed below.



Next Steps with Reverse Transfer

Going forward, a special emphasis will be on reviewing ways to 1) increase reverse collaborations between universities and two-year colleges, 2) promote reverse transfer, and 3) track the number of reverse transfer referrals made by universities to two-year colleges and reverse transfer degree conferrals.

Policy Amendments

The proposed policy amendments that will allow state universities to utilize a limited pathway to offer an associate in arts degree in general studies or liberal arts are detailed on the next page.

CHAPTER II: GOVERNANCE - STATE UNIVERSITIES

[See Chapter I., Section A.3. for definition of Governance](#)

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c. Actions Requiring Approval by the Board: The following types of actions require approval by the Council of Chief Academic Officers, the Council of Presidents and the Board of Regents:

- i. Substantial reorganization of a state university’s academic structure.
- ii. Any new stand-alone college/school.
- iii. If they require new state funding, any new department, institute, or center.

iv. Any new degree programs outside of the associate in arts degree in general studies or liberal arts detailed in Chapter II.A.7.i.ii.

v. Any extension of an approved degree program to a higher degree level, e.g., Associate Degree to Bachelor's Degree.

vi. Any new major under an existing degree name.

d. Approval of New Academic Program Proposals

i. Overview

(1) When the Board considers the establishment of a new degree program or major, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents.

(2) State universities must submit a complete program proposal to Board staff and enter the proposed program into the Program Inventory Database. Once Board staff receives a complete program proposal and the program is entered into the Program Inventory Database, the proposal will be available electronically for institutions to view. All institutions shall be automatically notified of the proposed program by email through the Program Inventory Database. Outside of the associate in arts degree in general studies or liberal arts detailed in Chapter II.A.7.i.ii. ~~if~~ a state university wishes to express concerns about a proposed associate, baccalaureate, masters, or doctoral degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. Outside of the associate in arts degree in general studies or liberal arts detailed in Chapter II.A.7.i.ii. ~~if~~ a community or technical college wishes to express concerns about a proposed associate degree, the president or chief academic officer shall address such concerns in writing to the Board staff within 45 calendar days of notification of the proposed program. During the 45 calendar day comment period, the list of concerns, comments and objections will be compiled by Board staff and forwarded to the state university for follow-up. The state university proposing the program is expected to communicate with other institutions filing concerns, comments or objections to minimize or eliminate the identified issues. Final proposals must include evidence that concerns, comments or objections have been addressed. This process is designed to make the approval process more transparent, improve proposals and reduce potential conflict related to unnecessary duplication. The 45 calendar day comment period shall run concurrently with the approval procedures for new academic program proposals.

The Board President and Chief Executive Officer, or designee, shall determine if each proposed program is similar to others in the state and may serve the same potential student population. A similar program is one that has a like CIP code, title, content or competencies. If the President and Chief Executive Officer, or designee, determines that one or more similar programs exist, the following information included in the program proposal narrative shall be taken into account: the

ability/inability to offer the program collaboratively, the level of student interest in the program, existing and future labor market demand, and availability of clinical sites, if applicable.

Board staff shall compile, analyze and make recommendations to the Board on the information provided in the program proposal narrative. The recommendations and information provided shall be reviewed by the Board Academic Affairs Standing Committee to determine whether the program represents unnecessary program duplication before forwarding the proposal to the full Board for action.

ii. Procedures for Approval of New Academic Programs

After a complete program proposal is entered in to the Program Inventory Database, it shall be reviewed and considered as a first reading by the Council of Chief Academic Officers at its next regularly scheduled meeting. During the review, Council members may question the representative of the proposing institution regarding the proposed program. Council members will also consider any comments, suggestions or concerns received by Board staff. In addition, Council members will consider how the comments, suggestions and concerns have been addressed.

(1) The Council of Chief Academic Officers shall review and consider the proposal as a second reading at its subsequent regularly scheduled meeting. The Council shall make one recommendation based on a majority vote according to the following voting categories:

(a) Recommended: Proposed program merits implementation according to institutional and State priorities.

(b) Not Recommended: Proposed program does not merit Board approval at this time.

(2) The Council of Chief Academic Officers shall convey its recommendation in writing at the next regularly scheduled meeting of the Council of Presidents. If the vote of the Council of Chief Academic Officers is unanimous, the Council may convey its recommendation to the Council of Presidents on the same day it is made.

(3) The Council of Presidents shall consider the proposal and forward its recommendation to the Board of Regents.

(4) The Board of Regents shall act on the proposal at its next regular meeting.

e. Application Procedure for New Academic Programs

i. State universities shall enter the proposed program into the Program Inventory Database.

ii. State universities shall complete and submit the “Basic Program Information” Form, which shall include the following:

(1) Proposing institution;

- (2) Title of proposed program;
- (3) Degree(s) to be offered;
- (4) Anticipated date of implementation;
- (5) Responsible department(s) or unit(s); and
- (6) Center for Education Statistics, Classification of Instructional Program (CIP) code associated with the program.

iii. State universities shall submit to Board Staff a "Program Proposal Narrative" and include responses to the following:

(1) Program Justification. Program proposals shall establish clearly the need for the proposed program. Need for a proposed program shall be judged on the basis of the following criteria:

(a) Is the program central to the mission of the institution? What are the locational and comparative advantages of the program?

(i) The proposed program shall be centrally related to the Board approved Mission Statement of the institution.

(ii) The proposal shall discuss and compare similar programs in other institutions in the Regents system and related programs in the same institution.

(iii) The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.

(iv) The proposal shall demonstrate why the program should be located at the proposing institution.

(v) The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options.

(vi) The proposal shall state where the institution ranks the proposed program in its list of priorities. The proposal shall state how this determination was made.

(b) What is the student demand for the program and what are the characteristics of the students who will participate in the program?

(i) The volume of student demand for the proposed program shall be demonstrated through some form of disciplined survey analysis.

(ii) Student demand shall be demonstrated to be at a sufficient volume to justify the program. Normally three years after inception of the program, doctoral programs should have five

students, master's programs should have 20 students, and baccalaureate programs should have 50 students.

(iii) Describe the characteristics of the pool from which the students will be drawn.

(iv) Describe the procedures and criteria for admission into the proposed program.

(c) What is the demand for graduates of the program?

The proposal shall demonstrate specific job opportunities including labor market demand data at both the local and state level. The proposal shall also demonstrate other post-collegiate experiences for graduates of this program.

(2) Curriculum of the Proposed Program. Program proposals will be expected to describe the curriculum of the proposed program and shall be judged on the following criteria:

(a) Describe the more important academic objectives of the proposed program, including the range of skills and knowledge future graduates will possess.

(b) The course work required of all students who major in this program shall be described.

(c) Internships and practica required of students in this program shall be described.

(d) If clinical are required, are sufficient sites available?

(3) Program Faculty. Program proposals shall establish clearly the requirements, costs and quality of the faculty for the program.

(a) Faculty Qualifications

(i) The instructional staff shall consist of a sufficient number of permanent faculty appropriately qualified for the level of instruction. Three years after inception, programs should be staffed according to the following guidelines:

Bachelors Program – 3 faculty with Ph.D. or appropriate terminal degree;

Masters Program – 3 additional faculty with Ph.D. or appropriate terminal degree;

Specialists and Doctoral Programs – 2 additional faculty with Ph.D. or appropriate terminal degree.

(ii) The proposal shall list all instructional staff who will teach in the proposed program. The list shall include the title of each instructional staff member, his or her highest degree awarded, and whether he or she is tenured or on the tenure-track.

(iii) The proposal shall differentiate core faculty from others who teach in the program.

- (iv) The instructional staff shall consist of faculty whose academic specializations are appropriate to the new degree program.
- (v) The instructional staff shall consist of faculty whose academic, instructional and scholarly accomplishments suggest that the proposed program will be of high quality and appropriate to the institution's mission, role and aspirations.
- (vi) Identify other teaching requirements outside the proposed program assigned to core faculty. Also identify the proportion of their assignments devoted to the proposed program.
- (vii) The number, qualifications and rank of proposed new faculty shall be identified.
- (viii) The cost of proposed new faculty shall be identified, along with expected timelines for their employment by the institution.

(b) How many graduate assistants will serve the program?

The proposal shall identify any necessary graduate positions and budgeted salaries.

(4) Academic Support. Program proposals shall establish clearly the requirements, costs and quality of the academic support services for the program.

(a) What are the academic support services for this program?

The advising services, library, audio-visual and academic computing resources shall be of sufficient volume and quality to support the program effectively.

(b) What new library materials and other forms of academic support are required beyond normal additions?

(i) The expected number of library acquisitions shall be identified with anticipated costs.

(ii) New or enhanced forms of academic support shall be identified with the anticipated costs.

(c) What new supporting staff will be required beyond normal additions?

The proposal shall list support staff requirements and budgeted salaries.

(5) Facilities and Equipment. Program proposals shall establish clearly the requirements, costs and quality of the facilities and equipment for the program.

(a) What are the anticipated facilities requirements (existing, renovated or new)?

(i) Space requirements shall be sufficient to the instructional and laboratory needs of the program. The facilities needed for the delivery of a high quality program shall be itemized.

- (ii) Renovated or new facilities shall carry a fiscal note, identifying necessary work and additional costs.
- (iii) Sources of funding for renovation and new construction shall be identified.
- (b) What new equipment will be required beyond normal additions?
 - (i) Equipment requirements shall be sufficient to the instructional and laboratory needs of the program. A statement shall be made about the equipment needed for the delivery of a high quality program.
 - (ii) The proposal shall itemize available inventory, including equipment condition and life-span.
 - (iii) The proposal shall itemize new equipment needs.
- (6) Program Review, Assessment and Accreditation. Program proposals shall establish clearly the institution's plan to monitor, maintain and enhance the quality and effectiveness of the program.
 - (a) What program review process or evaluation methods will be used to review the program?
 - (b) What student learning outcomes measures will be used to assess the program's effectiveness?
 - (c) What are the institution's plans regarding program accreditation?
 - (i) The program shall identify the specialized accrediting agency where applicable.
 - (ii) The proposal shall identify institutional plans to have the program accredited, including timelines and projected costs of achieving and maintaining accreditation.

f. Expedited Program Approval

This expedited program approval process is designed to allow state universities to respond quickly to distinct opportunities to meet workforce, economic or other special needs.

i. Request for Approval

To request approval to offer a program under the expedited approval process, a state university shall enter the proposed program into the Program Inventory Database and submit a "Statement of Intent" to the Vice President for Academic Affairs. The Statement shall be limited to two pages and shall:

- (1) Justify the need for expedited implementation by demonstrating that the program:
 - (a) is in need of expedited approval due to unforeseen, immediate circumstances;
 - (b) has a direct and immediate impact on meeting workforce, economic, or other special needs;

(c) is being developed by a state university at the direct request of a corporate, industrial or public entity;

(d) is distinct within the state university sector or if not distinct, that duplication is appropriate;

(e) meets all the requirements of Board policy on off-campus delivery of academic courses and programs; and

(f) was expedited for approval at the campus level.

(2) Describe the proposed program, including:

(a) an overview of the program;

(b) the title of program, responsible department(s), degree(s) to be offered, anticipated date of implementation, CIP code, and location(s) of this program;

(c) an overview of the curriculum; and

(d) any new required faculty and/or resources and how those will be funded.

The Vice President for Academic Affairs will review the “Statement of Intent” and, if approved, shall electronically submit the Statement to the Council of Chief Academic Officers and Council of Presidents. The Councils shall have fourteen calendar days to review and comment on the proposed program.

The Vice President for Academic Affairs shall review the proposed program and any comments received, and provide a recommendation to the Board President and Chief Executive Officer for final consideration.

ii. Annual Report

By December of each year following a program’s implementation, state universities with programs approved using the expedited approval process shall provide the Vice President for Academic Affairs an annual update on the program. The update shall include:

(1) a brief description of program’s progress, including program enrollment;

(2) a description of any problems and/or barriers to success; and

(3) plans for and progress of changes and developments to the program.

This report shall be provided until a final decision is made on program continuation.

iii. Final Recommendation

Four years after the program's implementation, the university shall provide the Vice President for Academic Affairs a report on its progress and recommend that it either be placed in the regular program array or be discontinued. The report shall include information on:

- (1) number of Faculty;
- (2) number of Majors;
- (3) number of students on schedule to graduate in six years;
- (4) resources expended; and
- (5) whether the program is meeting workforce and/or economic needs.

The Vice President for Academic Affairs shall review the final report, and provide a recommendation to continue or discontinue to the Board President and Chief Executive Officer. If continued, the program shall be placed in the university's regular program review cycle for reporting to the Board.

g. Requests for New Doctoral Programs: Because doctoral education requires a substantial commitment of resources in the areas of instruction and research, doctoral education will primarily occur at the University of Kansas, Kansas State University and Wichita State University.

i. Acknowledging that special or distinct opportunities for doctoral programs may arise, the Board may consider proposals for doctoral programs at Emporia State University, Pittsburg State University and Fort Hays State University under exceptional circumstances. Prior to the preparation of the New Program Proposal and undergoing the degree approval process, the proposing regional university must provide the Board with a "Statement of Intent" to develop a doctoral program. The "Statement of Intent" should be no more than two pages long. The "Statement of Intent" must demonstrate all three of the following:

- (1) The proposed program will be distinct within the state university sector;
- (2) The institution has a distinct research infrastructure and capacity in the proposed program area; and
- (3) The proposed program captures a special or distinct opportunity that will justify an exception to the Mission, Role and Scope of the regional university.

The "Statement of Intent" will be posted on the New Program Alert System and forwarded to the Council of Chief Academic Officers and Council of Presidents for their respective review and recommendation to the Board.

Once the Board has approved the "Statement of Intent," the proposing regional university may submit a new academic program proposal for consideration.

ii. When any institution proposes a new doctoral program the Board of Regents shall employ three external consultants selected by the President and Chief Executive Officer of the Board to review the requesting institution's ability to deliver the proposed program and to review all similar programs in the system, if there are any. The criteria in section A.7.d. shall be followed by the consultants in determining the quality of the proposed program. The Council of Chief Academic Officers, the Council of Presidents and the Board shall review the consultants' report before a final decision regarding the proposed doctoral program is rendered. All expenses of the special review shall be borne by the proposing institution. Cost of subsequent reviews related to deficiencies shall be borne by institutions found to have deficient areas.

h. Requests for Professional Practice Degree Programs: Since professional practice degree education requires a substantial commitment of resources in the areas of instruction and support, professional practice degree education will primarily occur at the University of Kansas, Kansas State University, and Wichita State University.

i. The Board may consider proposals for professional practice degree programs at Emporia State University, Pittsburg State University and Fort Hays State University under exceptional circumstances. Prior to the degree approval process, the proposing regional university must provide the Board with a "Statement of Intent" to develop a professional practice degree program. The "Statement of Intent" will be posted on the New Program Alert System and forwarded to the Council of Chief Academic Officers and Council of Presidents for their respective review and recommendation to the Board. The "Statement of Intent" should be no more than two pages long. The "Statement of Intent" must demonstrate all three of the following:

(1) The proposed program will be distinct within the state university sector and/or align with professional association standards;

(2) The proposed program will be consistent with the Mission, Role, and Scope of the institution or justify why the proposal merits an exception; and

(3) The proposed program will be cost-effective and will not financially impact the quality of other programs.

Once the Board has approved the "Statement of Intent," the proposing regional university may submit a new academic program proposal for consideration.

ii. When any institution proposes a new professional practice degree program, the Board of Regents shall employ three external consultants selected by the President and Chief Executive Officer of the Board to review the requesting institution's ability to deliver the proposed program and to ensure that the proposed program is not unnecessarily duplicative of existing professional practice degree programs in the State. The criteria referenced in section A.7.d. shall be followed by the consultants in determining the quality of the proposed program. Before a final decision regarding the proposed professional practice degree program is rendered, the Council of Chief Academic Officers, the Council of Presidents and the Board shall review the consultants' report. All

expenses of the special review shall be borne by the proposing institution. Cost of subsequent reviews related to deficiencies shall be borne by institutions found to have deficient areas. Institutions do not need to undergo consultant review to establish a professional practice degree program in an area of study with a previously Board-approved doctor's degree program.

i. Associate Degree Programs:

i. The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, with the exception of the associate in arts degree in general studies or liberal arts, as detailed in Chapter II.A.7.i.ii, the Board of Regents discourages the state universities from offering associate degrees in academic or technical programs where the baccalaureate is available; provided, however, that the Board acknowledges that student demand and community needs may engender requests for associate degree programs, particularly in areas of technology education. Requests by state universities for associate level programs shall be considered through the new program approval process.

ii. Wichita State University, Pittsburg State University and other state universities that do not offer an associate in arts degree in general studies or liberal arts shall be permitted to offer such degree in accordance with the following parameters:

(1) The associate in arts degree in general studies or liberal arts shall be limited to students pursuing a baccalaureate degree;

(2) Students shall not have an option to select the associate in arts degree in general studies or liberal arts as a stand-alone degree program;

(3) The associate in arts degree in general studies or liberal arts shall have a negligible fiscal impact on the state university and no state university shall seek additional state funding to offer the associate in arts degree in general studies or liberal arts;

(4) The associate in arts degree in general studies or liberal arts is designed as a stackable credential that can be integrated into the student's chosen baccalaureate program;

(5) The associate in arts degree shall not extend beyond the general studies or liberal arts nomenclature to include nomenclature that would reflect a content-specific program offering (e.g., associate in arts in journalism);

(6) It is understood that the community college sector is the primary sector in Kansas for awarding the associate in arts degree. As such, the associate in arts degree in general studies or liberal arts at the state university shall primarily be limited to a student who has not earned 30 or more hours of resident credit from at least one Kansas community college. When a student earned 30 or more hours of resident credit from a single Kansas community college, the state university shall work with the Kansas community college from which the student earned 30 or more hours of resident credit to support the student in completing the associate in arts degree in general studies or liberal

arts (or another associate degree, if applicable) through reverse transfer. If a student completed 30 or more hours of resident credit at more than one Kansas community college, the Kansas community college in which the student completed the most hours of resident credit shall be the designated community college for reverse transfer purposes unless the student expresses a desire to earn the associate degree from another Kansas community college in which they earned 30 or more hours of resident credit;

(7) If a student completed 30 or more hours of resident credit at a Kansas community college and it has been determined that the Kansas community college will require the student to complete more credit hours to complete the associate degree than the state university will require the student to complete to obtain the associate degree, the state university shall be eligible to award the associate in arts degree in general studies or liberal arts; and

(8) The State University President shall notify the Board President and Chief Executive Officer in writing before offering the associate in arts degree in general studies or liberal arts.

Act on Program Review Framework

Daniel Archer
VP Academic Affairs

Summary

A new proposed framework for reviewing academic programs will be discussed. Additional documentation addressing the framework will be provided prior to the BAASC meeting.

June 14, 2023

Act on Request to Offer Four Education Programs in Jinhua, Zhejiang Province, China - KU

Daniel Archer,
VP, Academic Affairs

Summary and Staff Recommendation

The Kansas Board of Regents has a policy on the off-campus delivery of academic courses and programs. Specifically, Chapter III.A.8.e.2(a) specifies that out-of-state degree programs must be approved by the Board prior to their announcement. The University of Kansas is requesting to offer four Education programs on-site in Jinhua, Zhejiang Province, China.

June 14, 2023

Background

Kansas Board of Regents policy, Off-Campus Delivery of Academic Courses and Programs (Ch. III.A.8.e.2(a)) indicates “*Courses to be offered by a state university or by Washburn University outside the State of Kansas must be approved by the Vice President for Academic Affairs prior to public announcement of the course; out-of-state degree programs must be approved by the Board prior to public announcement of the program.*”

With an anticipated start date of Fall 2024, the University of Kansas requests to offer the following programs on-site at Zhejiang Normal University (ZJNU) in Jinhua, Zhejiang Province, China:

- Bachelor of Science in Education in Elementary Education
- Master of Science in Education in Special Education
- Master of Science in Education in Curriculum & Instruction
- Master of Science in Education in Educational Psychology & Research with a concentration in Counseling and a concentration in Research, Evaluation, Measurement, & Statistics

The University of Kansas has entered into a cooperative agreement with ZJNU, a provincial comprehensive university specializing in teacher education. The university is interested in introducing high-quality teaching and research into the People’s Republic of China, enrolls approximately 28,500 students, and is expanding partnerships with international universities.

The agreement will establish a joint institute (administrative in nature) in which each university would award its own degree and would share faculty and other resources. For the Undergraduate degree, KU plans to teach 54 hours and accept 66 hours in transfer credit. For the graduate degrees, KU plans to teach 21 credit hours on-site at ZJNU and accept nine hours of transfer credit from ZJNU. The number of KU faculty teaching on-site will vary as new cohorts begin and continuing cohorts progress in their programs but KU estimates about ten faculty will teach on-site initially.

The agreement sets maximum annual enrollments at 90 students for the BSE in Elementary Education, 30 for the MSE in Special Education, 70 for the MSE in Curriculum & Instruction, and 140 for the MSE in Educational Psychology & Research. ZJNU students applying to KU will be held to the same admissions standards as all applicants and the same English language proficiency standards as any international applicant. ZJNU would be responsible for paying KU the full cost of instruction for each student cohort (both undergraduate and graduate) based on the non-resident tuition rate approved by the Board.

The partnership between ZJNU and KU will provide a convenient way for these students to earn a U.S. degree, work with U.S. faculty members, and learn about the field of education from a different cultural and policy context without having to leave home to study abroad and abandon their Chinese degree programs.

The degree programs offered by Fort Hays State University in China date back to Fall 2000, and were originally delivered as distance education. As such, they were exempt from the policy requiring Board approval for offering out-of-state degree programs.

Staff Recommendation

With Board approval, KU will proceed with the next step of the process, which is to seek approval from its accrediting body, the Higher Learning Commission. Board staff recommends approval.

The Kansas Board of Regents established a Dual Task Force in July 2022 charged to develop recommendations designed to accelerate the Kansas talent pipeline, ensure access and affordability of opportunities, and structurally strengthen collaboration between education systems. The Task Force is comprised of representatives of the Kansas Board of Regents, community and technical colleges, Kansas State Department of Education, and Unified School District superintendents.

The Task Force met multiple times over the past twelve months. We agreed to have rigorous conversations, always keeping the focus on creating opportunities for Kansas students. The Task Force coalesced around the vision of A Credential, Certificate or Degree for Every Graduate. We identified challenges and opportunities important to realizing this vision and most importantly to preparing our students for their future.

BACKGROUND

In 2018, Kansas ranked 40th in the nation for working age population. Our state was 44th in out migration and was identified as having an over-abundance of low wage, low skilled jobs (McKinsey 2018). Today, Kansas has secured significant economic investment in high growth, high skilled jobs that trend toward technology driven emerging markets. These investments are accelerating opportunity for a highly skilled and educated workforce.

To be part of our rapidly growing economy, “Georgetown University Center on Education and the Workforce” identified that 72% of Kansas jobs require some level of postsecondary education and training. The Kansas Department of Education reported in 2020 that just under 55% of graduates obtained a certificate, credential, or degree within two years of graduating. In the same period, Lumina reported 52% of Kansans held a certificate, credential, or degree. These indicators suggest a 17-20% gap in attainment and preparation during a period when Kansas is experiencing exponential growth in high skilled, high demand, and emerging market jobs. Deeper examination of attainment levels paints the picture that various population groups are facing an even steeper skills gap.

Conversely, over the past decade Kansas has become a national leader in career and technical education (CTE) through the Excel in CTE (SB 155) program. Excel in CTE allows for high school students to take technical education classes without paying tuition. Kansas has also expanded dual enrollment offerings, facilitated by community and technical college partnerships with local school districts. Kansas statewide investments are expanding to include the Challenge Act, Promise Act, newly adopted Free Application for Federal Student Aid (FAFSA) graduation requirement, Kansas Comprehensive Grant – needs based aid, and numerous partnerships at the local or grassroots level. Kansas is well positioned to build on its successes and create pathways to learn, earn, and live in Kansas.

KANSAS BUILDS FORWARD

The Diploma Plus Program is designed to accelerate the Kansas talent pipeline, ensure access and affordability for all Kansas students, and strengthen collaboration between education systems. The Diploma Plus Program will be a key pillar for Kansas to continue to build toward a prosperous future. Diploma Plus will expand access, address affordability, and accelerate our talent pipeline through dual enrollment and credit offerings to high school students.

What is Dual and Concurrent enrollment and Dual Credit? Dual enrollment is an encompassing term referring to programs that offer high school students the opportunity to access college-level coursework. The term “dual credit” means the student earns credit toward high school graduation while simultaneously earning college credit. Concurrent enrollment is another term utilized when the course is taught by a qualified high school

instructor contracted by a postsecondary institution to teach the course. Delivery modalities for dual and concurrent vary from on-campus to on-line courses.

Research demonstrates the positive effects of dual enrollment. In 2022, Kansas State Department of Education reported that Kansas seniors earned 133,206 college credits through a variety of partnerships with community and technical colleges, independent colleges, and universities. The Kansas experience supports that graduating high school with a diploma plus industry recognized credentials, certificates, and degrees promotes greater access, contributes to affordability, encourages completion, and aids in a better prepared workforce.

While the landscape is promising, Kansas Higher Education Statics shows participation is not representative across student groups, or across regions in Kansas. Of the 35,000 Kansas high school seniors, 9,622 or 28% participated in dual programs.

- 52% were female, 48% male
- 68% white, 13% Hispanic, 3% black, 7% other, 9% unknown
- 64% reported lower socio-economic status, and
- 61% of participants resided in Kansas rural opportunity zones

The data indicates Kansas urban centers have wide variance in participation. In 2022 the unduplicated count of dual participants by population rank reveals uneven engagement: (1) Johnson County 1,232, (2) Sedgwick, 1,357, (3) Shawnee 621, Wyandotte 371, and (5) Douglass 171. Urban students comprise 11% of total 2022 high school senior population, representing 39% of the seniors earning dual credit (as compared to 61% in rural zones of Kansas).

RECOMMENDATION

The taskforce recommends the Board of Regents and the State Board of Education jointly adopt a statewide policy to **Establish the Diploma Plus Program** to offer at least 3 dual enrollment courses (9 credit hours) in **all** Kansas public high schools. The courses offered must be identified as Board of Regents approved systemwide general education transfer courses.

To fully realize the impact of the recommended policy, the following actions are recommended:

- A.
 1. The Board of Regents, in cooperation with the State Board of Education, shall actively encourage enrollment in postsecondary courses of eligible high school students.
 2. Local school boards shall be encouraged to adopt policy which recognizes all dual enrollment as dual credit and count the credit toward high school graduation.
 3. The Board of Regents, working in coordination with the postsecondary education system, shall establish uniform enrollment requirements with an emphasis on determining course readiness utilizing multiple measures.
 4. The Board of Regents, State Board of Education, and the Kansas State Department of Education are encouraged to jointly create “educational award” pathways offering introductory courses in the high schools (beginning with education, healthcare, engineering, Information Technology, data science, and cybersecurity).
- B.
 1. Subject to appropriations, a high school student certified as eligible to receive free or reduced meals by the Federal Free Lunch Program, and who is academically eligible, may apply to receive tuition and fee assistance for up to 24 course credit hours.

- a. The program will utilize state authorized funding to pay a credit hour rate, agreed upon by each participating colleges governing board, to cover 100% of the tuition and fees for students deemed eligible, with an annual appropriation of \$11,000,000. This amount shall be increased by the consumer prince index each year to adjust for rising costs. Participation shall be granted to those eligible up to the total annual appropriations.
 - b. Nothing in this recommendation shall prohibit or limit scholarships or funding investments for any eligible student as determined at the local level.
2. Subject to annual state appropriations of \$2,600,000, or locally identified resources, College and Career Navigators shall be deployed to work in collaboration with each Kansas public high school as a resource to students and families focused on access, affordability, and planning (including enrollment, financial aid, course planning, and general system navigation).
3. The State Board of Education and Board of Regents, in coordination with the community and technical colleges, shall prepare educational materials explaining the requirements, features and opportunities of dual enrollment and shall encourage each school district to distribute the materials to students and families as part of the annual enrollment process.

Vision

A Credential, Certificate or Degree for Every High School Graduate



KANSAS BOARD OF REGENTS

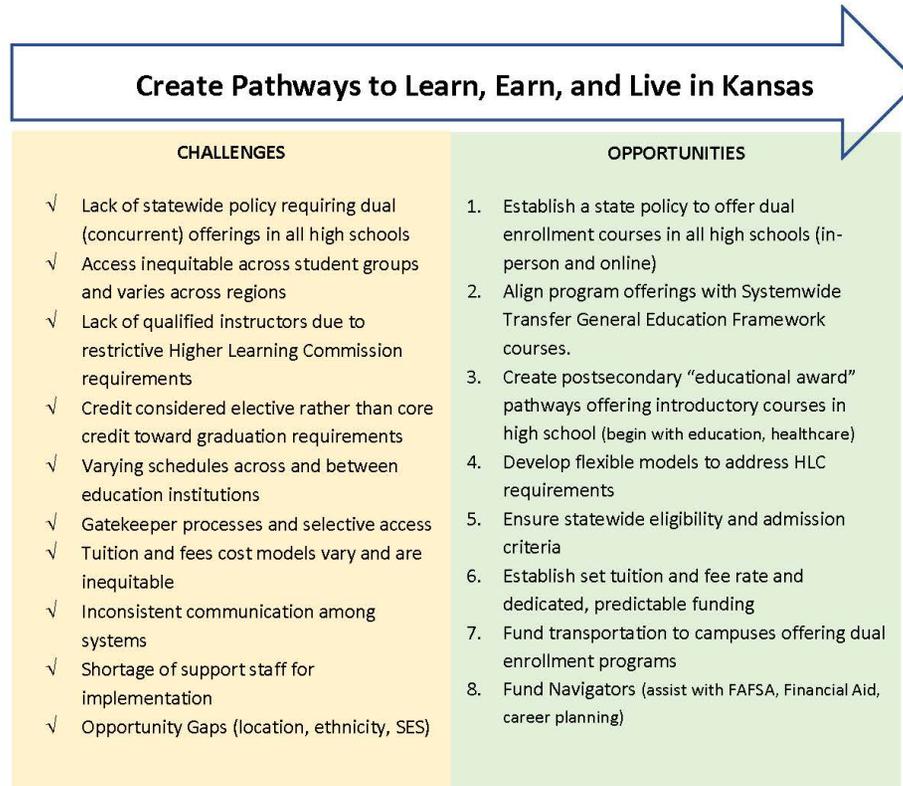
Charge of Task Force - Develop Recommendations to:

- *Accelerate the Kansas talent pipeline
- *Ensure access and affordability for all
- *Structurally strengthen collaboration between systems

DUAL ENROLLMENT

Dual enrollment is an encompassing term referring to programs that offer high school students the opportunity to access college-level coursework.

Delivery modalities vary from on-campus, on-line, and courses taught at the high school, referred to as concurrent enrollment (students concurrently earn credit toward high school graduation while earning college-credit).



Goal

70% of students graduate diploma plus
(credential, certificate, 9 or more college credits)

Current Investments

- Challenge Act
- Promise Act
- Excel in CTE
- Local Partnerships
- FAFSA Requirement

Ownership

- Governor
- Legislature
- Board of Regents
- Universities
- Community Colleges
- Technical Colleges
- State and Local Boards of Education

6/1/2023

Summary

Systemwide associate-to-baccalaureate program transfer provides an avenue to simplify the transfer process for students and academic advisors, reduce cost of degree, decrease time to degree, and increase baccalaureate completion. Background information on the benefits of systemwide transfer associate degrees and a copy of the first systemwide transfer associate degree in Kansas, an Associate in Arts/Science Degree in Elementary Education, is detailed herein.

- *Affordability – On Time Graduation*
- *Success – Degrees and Certificates Earned*
- *Access – Enrollment Equity Gaps*

Background

A systemwide program transfer approach is intended to preserve credits and establish a clear transfer pathway between community colleges and universities.¹ As a result, this approach creates a concrete trajectory in which all courses completed within an earned associate degree transfer and apply toward the completion of specific baccalaureate degree requirements. Implementing a systemwide associate-to-baccalaureate transfer model is advantageous to students, states, universities, and community colleges for a multitude of reasons. Among others, the benefits include:

Benefits to the Student

- Provides a shorter path to completion, thereby reducing time-to-degree²
- Decreases the cost of the degree²
- Creates more flexibility and increases options for students³

Benefits to the State

- Increases efficiencies and reduces course redundancy³
- Saves state costs associated with excessive credits²
- Aligns with the KBOR Strategic Plan – Promotes affordability, retention, and completion

Benefits to the University

- Provides an opportunity to attract more non-traditional students as universities adapt to recruiting from smaller high school graduating classes⁴
- Establishes an opportunity to have a larger population of junior transfer students, which could increase the demand for upper-division coursework⁴

¹ Gross, B., & Goldhaber, D. D. (2009). *Community college transfer and articulation policies: Looking beneath the surface*. Bothell, WA: Center on Reinventing Public Education, University of Washington.

² Root, M. (2013). *Essential elements of state policy for college completion*. Retrieved from http://publications.sreb.org/2013/013_ess_elem_tran_courses.pdf

³ Kisker, C. B., Wagoner, R. L., & Cohen, A. M. (2012). Elements of effective transfer associate degrees. *New Directions for Community Colleges*, 2012(160), 5-11.

⁴ Jenkins, D., Kadlec, A., & Votruba, J. (2014). *Maximizing resources for student success: The business case for regional public universities to strengthen community college transfer pathways*. Retrieved from http://hcmstrategists.com/maximizingresources/images/Transfer_Pathways_Paper.pdf

- Simplifies transfer student advising and streamlines degree audits because the transferability has previously been determined⁵
- Creates opportunities to increase baccalaureate degree completion (transfer students who have an associate degree are more likely to earn a baccalaureate degree)⁶

Benefits to the Community College

- Creates opportunity to increase associate degree completion⁷
- Simplifies transfer student advising⁵

Core Components in a Systemwide Associate-to-Baccalaureate Transfer Framework

A review of practitioner and scholarly literature revealed that three components are commonly cited when establishing a systemwide associate-to-baccalaureate program transfer model.

- Developing a common general education (GE) package^{2,3}
- Examining associate and/or baccalaureate degree credit limits³
- Creating a framework in which program courses transfer as a block without the loss of credit^{1,2}

The Board approved the systemwide GE package in June 2022 that will take effect in Fall 2024, so the wheels are in motion to implement the first bullet. Additionally, credit hour limits were also examined in 2020 and 2021, and policy was subsequently revised to allow a university to increase the total number of credit hours that it can accept from two-year colleges.

Creating a framework in which program courses transfer as a block without the loss of credit

In Kansas, transferring a block of program courses has primarily been based upon a university establishing a set of bilateral agreements with community colleges. Thus, if a university wishes to establish a program transfer agreement with each community college in the state, it must develop 19 individual agreements. This is cumbersome for universities and community colleges and necessitates ongoing oversight because any program change made by either party triggers a need to re-examine and revise the agreement.

In addition to bilateral agreements with community colleges, universities also have transfer guides that specify program-specific courses from community colleges that will transfer. While this is a helpful resource, a transfer guide does not guarantee that community college credits will transfer because it may change between the point at which the student took the course at the community college and the date in which he/she is admitted to the university.⁸

On account of the challenges and limitations associated with transferring program-specific courses, multiple states have established systemwide associate degrees in which a block of program-specific courses transfer and apply toward the completion of baccalaureate degrees in like programs.³ This has been executed by using pre-major and early-major courses to 1) fulfill the program portion of associate of arts/science degrees and 2) satisfy specific baccalaureate degree course requirements, without the loss of credit. This model aligns program-specific courses

⁵ Manz, N. (2015). *The transfer handbook: promoting student success*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.

⁶ Shapiro, D., Dundar, A., Ziskin, M., Chiang, Y.-C., Chen, J., Harrell, A., & Torres, V. (2013). *Baccalaureate attainment: A national view of the postsecondary outcomes of students who transfer from two-year to four-year institutions* (Signature Report No. 5). Herndon, VA: National Student Clearinghouse Research Center.

⁷ Spencer, G. (2017). *Improving transfer pathways: the impact of statewide articulation policies* (Doctoral dissertation).

⁸ Schudde, L. (2019). *Why Texas should mandate that associate degree credits can be readily transferred from two- to four-year colleges*. Retrieved from <https://scholars.org/contribution/why-texas-should-mandate-associate-degree-credits-can-be-readily-transferred-two-four>

across community colleges and universities, which, in turn, reduces course overlap and eliminates the need to repeat similar courses at the university. This has occurred in states such as Colorado, Tennessee, and Ohio.

First Systemwide Transfer Associate Degree in Kansas

In 2022-2023, education deans at the six state universities and Washburn University collaborated on creating the first systemwide transfer associate degree, an Associate in Arts/Science Degree in Elementary Education. This degree will take effect Fall 2024.

This is a program that meets both student demand and employer need. Elementary education is the number one transfer program selected by Kansas community college students transferring to Kansas public universities. Additionally, teacher shortage is becoming increasingly more challenging, particularly in rural areas. Creating more direct transfer pipelines for community college students – many of which grew up in rural communities that have been adversely impacted by teacher shortage – will help support efforts to meet this important need.

A copy of the Systemwide Transfer Associate in Arts/Science Degree in Elementary Education is included on the next page. Additional systemwide transfer associate degrees will be added in future years.

60-student credit hour transfer program in elementary education framework

06/05/23

Elementary AA/AS 60 Credit Hour Program to KBOR Transfer (PK-6 Pathway)

Overview

The intent of the plan is to provide an expedited pathway from any community college to any KBOR Institution Elementary Program for individuals desiring to become an elementary teacher. The pathway identifies sixty credit hours to be taken at the community college level and reflect the KBOR General Education plan “buckets” (https://www.kansasregents.org/academic_affairs/general-education/seven-bucket-framework) and recommended education coursework.

These sixty hours are transferred to any KBOR institution as the first sixty hours towards a 120-hour degree program. The remaining sixty hours at the KBOR Institution are the required courses to complete an elementary degree. Adoption and implementation of the plan will require frank and deep discussions between the KBOR schools and community colleges to move this effort from conception to implementation to assure coherence and fidelity of elementary teacher preparation in Kansas.

KBOR General Education Program (34-35 Credit Hours)

Bucket #1	English Discipline Area+	Credit Hours: 6
English Composition 1	ENG1010	3
English Composition 2	ENG1020	3
Bucket #2	Communications Discipline Area+	Credit Hours: 3
Fundamentals of Oral Communications	COM1010	
	OR	3
Interpersonal Communications	COM1020	
Bucket #3	Mathematics & Statistics Discipline Area+ (Note: Future revision dependent on KBOR Math Pathway Project)	Credit Hours: 3
College Algebra	MAT1010	
	OR	3
Elements of Statistics	MAT1020	
Bucket #4	Natural & Physical Sciences Discipline Area+	Credit Hours: 4-5 from One Subject (must include a lab)
Life Science	Any life science within Bucket #4	4 -5
Bucket #5	Social and Behavioral Sciences Discipline Area+	Credit Hours: 6 hours in a least two courses from two subject areas

Bucket 5 options to come from two of the following areas: Anthropology, Economics, Geography, Political Science, Psychology, Sociology*		6
Bucket #6	Arts & Humanities Discipline Area+	Credit Hours: 6 in at least two courses from two subject areas
United States History to 1877 OR United States History Since 1877	HIS1010 OR HIS1020	3
Fine Art: Open Elective from Art, Music, or Theatre	Any ART, MUSIC, THEATRE, LITERATURE within the Bucket	3
Bucket #7	Elementary Designated Area+	Credit Hours: 6
Choose two courses from the identified list	As part of the Elementary Program Universal Transfer Plan this is a deviation from Bucket #7 Institutionally Designated Plan. The course cannot have been used in another bucket.	
American Government	POL1020	
	OR	3
Cultural Diversity and Ethnicity	SOC2030	
	AND	
One Free Elective	One Free Elective from Buckets # 1-6	3
	TOTAL CREDIT HOURS	34-35

Teacher Education Program (25 - 26 Credit Hours)

Recommended Courses	Systemwide Transfer Designator+	Credit Hours
Introduction to Education	EDU1010	3
Children's Literature	EDU2010	3
Human Life Span/Developmental Psychology	PSY2020	3
Creative Expressions	Choose <u>one</u> that has <u>not</u> been used to fulfill general education requirements: ART2020 Art in the Elementary Classroom MUS2010 Music in the Elementary Classroom, OR HSC2020 Elementary School PE & Health	2- 3
Physical Science/Physics Course	Any physical science/physics course within Bucket 4	4-5
Educating Exceptional Students	EDU2020	3
Technology for Teachers	EDU2030	3
Free Elective in Education	<i>Free Elective from any Education Course that has not been used to meet other</i>	2-3

	<i>requirements PREFERENCE FOR AN EDUCATION COURSE or early childhood course BUT NOT LIMITED</i>	
Open Elective** – to complete 60 Credit Hours	Open Elective within the System Wide Transfer List to complete a minimum of 60 credit hours for transfer	0 - 3
	TOTAL	26
	GRAND TOTAL (GE and EDUCATION)	60 - 61

+References for Systemwide transfer identification:

https://www.kansasregents.org/resources/PDF/SWT/2023_June_Disciplines_One-Page.pdf

https://www.kansasregents.org/academic_affairs/transfer-articulation

https://www.kansasregents.org/academic_affairs/transfer-articulation/institutional-transfer-information

*Advising Note: Review local community college requirements for PSY2020 HUMAN LIFE SPAN/DEVELOPMENTAL PSYCHOLOGY to determine if PSY1010 INTRO TO PSYCHOLOGY. is a prerequisite. If it is, take PSY1010 INTRO TO PSYCHOLOGY in Bucket 5.

**Depending on the courses taken and credit hours awarded, the student may need additional coursework to reach the minimum 60 credit hours for transfer.