

**Council of Presidents Agenda**  
Wednesday, November 19, 2025, 1:00 pm  
Zoom

- I. Approve minutes of the September 17, 2025 meeting
- II. Report from Council of Chief Academic Officers: Brent Thomas., Ph.D.
  - a. Tenure Discussion
  - b. Act on Request to Approve BS in Cybersecurity – ESU (if approved by COCAO)
  - c. Act on Request to Approve BA in Religious Education and Community Engagement – FHSU (if approved by COCAO)
  - d. Act on Request to Approve BA/BGS in Intelligence and National Security – KU (if approved by COCAO)
  - e. Act on Request to Approve BS in Diversified Agriculture – KSU (if approved by COCAO)
  - f. Act on Request to Approve Reduced Credit BS in Uncrewed Aircraft Systems – KSU (if approved by COCAO)
- III. Report from Council of Student Affairs Officers: Taylor (TK) Kriley, Ed.D.
- IV. Report from Council of Government Relations Officers: Gregory Schneider, Ph.D.
- V. Report from Council for Research and Economic Development (CRED): Cory Falldine
- VI. Report from Council of Chief Business Officers: Angela Wolgram
- VII. Other matters

**Council of Presidents  
September 17, 2025**

At 11:00 a.m. President Hush called the Council of Presidents meeting to order in Suite 530 at the Curtis State Office Building (CSOB), 1000 SW Jackson, Suite 530, Topeka, KS 66612.

MEMBERS PRESENT: Ken Hush, Emporia State University, Chair      Tisa Mason, Fort Hays State University  
Thomas Newsom, Pittsburg State University      Rick Muma, Wichita State University  
Barb Bichelmeyer, University of Kansas      Jesse Mendez, Kansas State University

**Approval of Minutes**

President Muma moved to approve the minutes of the June 11, 2025, meeting. Provost Bichelmeyer seconded the motion. Motion carried.

**Report from Council of Chief Academic Officers (COCAO)**

*Brent Thomas, Ph.D., Emporia State University Provost and Vice President for Academic Affairs*

- Faculty Senate President Thomas discussed employee tuition assistance and instructional workload policies.
- Several first reads for new degree programs were presented.
- ESU requested to merge the Institute of Interdisciplinary Studies into the School of Library & Information Management and Library Archives.
- KSU requested name changes for four degree programs.
- PSU proposed the creation of a Center for Business and Talent Development.

**Report from Council of Student Affairs Officers (COSAO)**

*Taylor TK Kriley, Ed.D., Emporia State University Executive Vice President, Enrollment Management and Student Success*

- Hosted first joint meeting with the Student Advisory Committee (SAC) and Council of Student Affairs Officers (COSAO).
- Discussed shared goals including student governance, enrollment, and retention strategies.
- Explored ways to engage student voices in policy development and scholarship access.
- Future collaboration opportunities and a student council succession planning retreat in June were discussed.

**Report from Council of Government Relations Officers (COGRO)**

*Greg Schneider, Ph.D., Emporia State University Assistant Vice President of Academic Affairs + Government Relations*

- General budget discussion pending KBOR action.
- Budget cuts of \$200 million over three years were discussed; emphasis on limiting overall requests while allowing universities to work with legislators on specific items.
- Tenure discussions will be led by COCAO.
- Concerns raised by nursing college deans regarding HB2392, a workforce bill aimed at allowing BSN-prepared nurses to teach college-level courses.
- Legislative reception scheduled for February 11.
- Discussion included the assassination of Charlie Kirk on a college campus and its potential impact on perceptions of higher education.

**Report from Council for Research and Economic Development (CRED)**

*Cory Falldine, Emporia State University Executive Vice President of Operations and Economic Development*

- CRED is a new committee focused on operationalizing Pillar 3 of the KBOR Strategic Plan.
- Comprised of two subcommittees: Research and Economic Development.
- Kansas is losing competitive advantage in federal funding.
- Agencies are consolidating grants to coastal elites and large research consortia.
- Kansas lacks a unified cyberinfrastructure or AI platform.

- CRED will hold a roundtable with Regents to discuss Pillar 3 tomorrow.

**Report from Council of Chief Business Officers (COBO)**

*Angela Wolgram, Emporia State University Executive Vice President for Finance + Chief Financial Officer*

- Reviewed draft KBOR facility policy which would:
  - Increase University CEO authority to approve projects up to \$1.5 million (currently \$500,000).
  - Delegate authority to Board President and CEO to approve amendments to the five-year capital plan and program statements for projects under \$10 million.
- Discussed the Kansas Campus Restoration Act.
- Rubin Brown presented a cybersecurity assessment; system received a 3.2 out of 5 rating with recommendations for improvement.
- Gartner's review of the State's cybersecurity assessment will be reported at a later date.
- New cash reserve requirements will be discussed at the next meeting.

**Adjournment**

The meeting was adjourned at 11:19 am by President Muma, seconded by President Mason.

## **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.*

#### **I. General Information**

<b>A. Institution</b>	Emporia State University
<b>B. Program Identification</b>	
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 Analyst. 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.E d.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

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>1. Personnel – Reassigned or Existing Positions</b>			
Faculty	\$ 313,500	\$ 313,500	\$ 313,500
Administrators ( <i>other than instruction time</i> )	\$ 250,000	\$ 250,000	\$ 250,000
Graduate Assistants	\$ 17,600	\$ 17,600	\$ 17,600
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$ 8,000	\$ 8,000	\$ 8,000
Fringe Benefits ( <i>total for all groups</i> )	\$ 167,105	\$ 167,105	\$ 167,105
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$ 756,205	\$ 756,205	\$ 756,205
<b>2. Personnel – New Positions</b>			
Faculty	\$ 240,000	\$ 480,000	\$ 480,000
Administrators ( <i>other than instruction time</i> )			
Graduate Assistants	\$ 17,600	\$ 35,200	\$ 35,200
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$ 16,000	\$ 16,000	\$ 16,000
Fringe Benefits ( <i>total for all groups</i> )	\$ 73,514	\$ 146,328	\$ 146,328
Other Personnel Costs			
<b>Total Existing Personnel Costs – New Positions</b>	\$ 347,114	\$ 677,528	\$ 677,528
<b>3. Start-up Costs - One-Time Expenses</b>			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other (Accreditation ABET)		\$ 5,195	
<b>Total Start-up Costs</b>		\$ 5,195	
<b>4. Operating Costs – Recurring Expenses</b>			
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
<b>Total Operating Costs</b>	\$ 117,600	\$ 117,600	\$ 117,600
<b>GRAND TOTAL COSTS</b>	\$ 1,220,919	\$ 1,556,528	\$ 1,551,333

<b>B. FUNDING SOURCES</b> ( <i>projected as appropriate</i> )	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$ 182,883	\$ 399,017	\$ 606,838
Student Fees		\$ 64,143	\$ 139,943	\$ 212,827
		\$ 1,116,162	\$ 1,116,162	\$ 1,116,162
Other Sources		-	-	-
<b>GRAND TOTAL FUNDING</b>		\$ 1,363,188	\$ 1,655,122	\$ 1,935,827
<b>A. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> 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**

Bureau of Labor Statistics. (n.d.) *Information Security Analysts*. U.S. Department of Labor. Retrieved August 5, 2025, from <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>

*Cybersecurity Supply And Demand Heat Map*. (n.d.). Retrieved August 5, 2025, from <https://www.cyberseek.org/heatmap.html>

Kansas Board of Regents. (n.d.) *Tuition & Fees Reports*. Retrieved August 14, 2025, from [https://www.kansasregents.gov/data/system\\_data/tuition\\_fees\\_reports?highlight=WyJjb21wcmVoZW5zaXZlIiwZmVlIiwic2NoZWRR1bGUiXQ==](https://www.kansasregents.gov/data/system_data/tuition_fees_reports?highlight=WyJjb21wcmVoZW5zaXZlIiwZmVlIiwic2NoZWRR1bGUiXQ==)

National Security Agency. (n.d.). *National Centers of Academic Excellence*. Retrieved August 5, 2025, from <https://www.nsa.gov/Academics/Centers-of-Academic-Excellence/>

*Security Clearance Jobs—ClearanceJobs*. (n.d.). Retrieved August 5, 2025, from <https://www.clearancejobs.com/>

The True Cost of Cybercrime: Why Global Damages Could Reach \$1.2 - \$1.5 Trillion by End of Year 2025. (2025, March 13). *Cyber Defense Magazine*. <https://www.cyberdefensemagazine.com/the-true-cost-of-cybercrime-why-global-damages-could-reach-1-2-1-5-trillion-by-end-of-year-2025/>

## **Program Approval**

### **Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process*

#### **I. General Information**

<b>A. Institution</b>	Fort Hays State University
<b>B. Program Identification</b>	
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 I
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.

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

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<sup>1</sup> 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).

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.

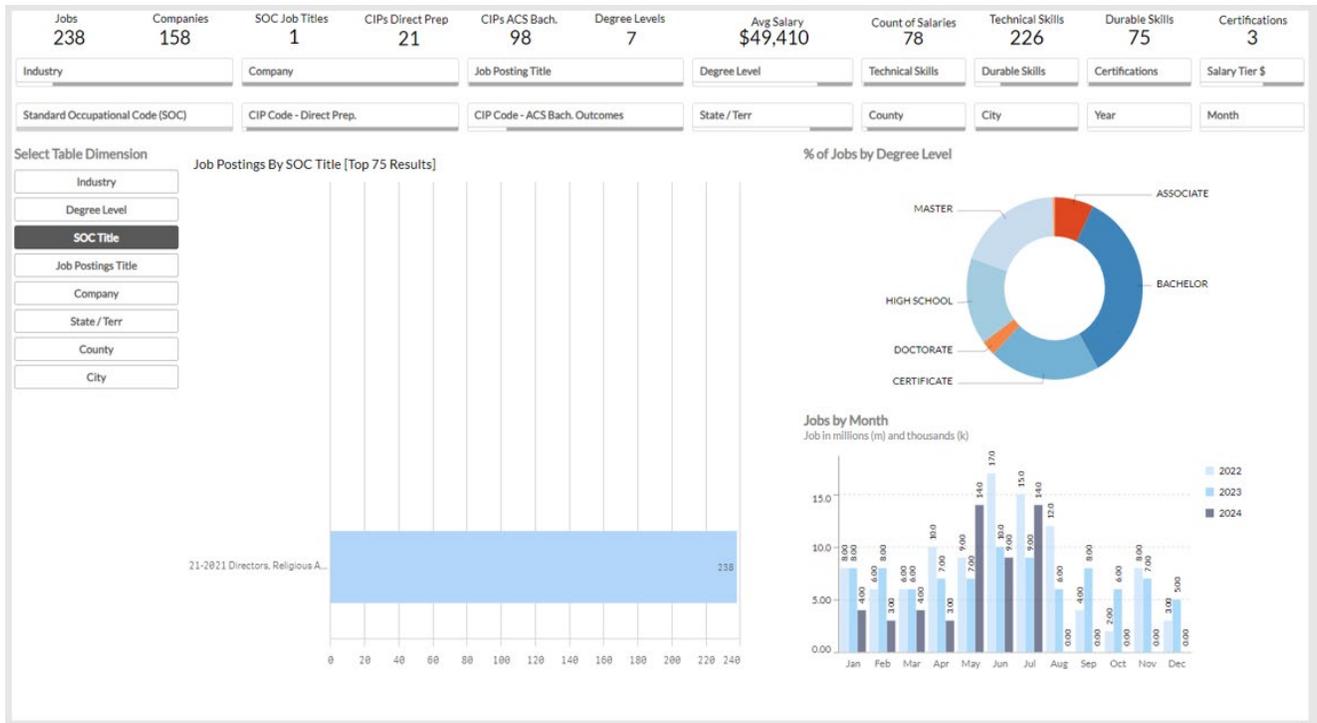
**IV. Program Demand:**

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

#### 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

<sup>2</sup> 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.

<sup>3</sup> 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](https://www.fhsu.edu/sfs/students_parents/tuition/fy25-tuition-and-fees.pdf)

<sup>4</sup> Figures from <https://www.benedictine.edu/wp-content/uploads/files/admission/comparative-tuition-fees.pdf>

<sup>5</sup> Figures from <https://www.centralchristian.edu/tuition/>

<sup>6</sup> Figures from <https://www.mnu.edu/wp-content/uploads/2024/10/2025-2026-Tuition-Fees-for-Web.pdf>

<sup>7</sup> Figures from <https://newmanu.edu/nu-pay/tuition-fees/tuition-ug-24-25>

## 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 <sup>8</sup>	Mean hourly wage	Mean annual wage	Wage RSE
24,030	4.0 %	\$ 29.11	\$ 60,540	2.5 %

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

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

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

<sup>8</sup> 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](https://www.bls.gov/oes/current/oes_abo.htm).

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”<sup>9</sup>, 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.”<sup>10</sup> In particular, a local pastor describes as the need for such individuals—and for a program to train them—as “critical.”<sup>11</sup>

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.”<sup>12</sup>

“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.”<sup>13</sup>

“The role of a chapel assistant is to support the smooth operation of chapel services and related events, ensuring a welcoming and reverent atmosphere for all attendees. Responsibilities typically include assisting with setup and cleanup, coordinating with speakers, organizing and recruiting chapel hosts, and musicians, managing audiovisual equipment, coordinating all elements of the chapel experience including slides, streaming team, prayers, announcements and providing logistical support as needed. Chapel assistants play a crucial role in facilitating meaningful worship experiences and fostering a sense of community within the chapel environment.”<sup>14</sup>

“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”<sup>15</sup>

“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.”<sup>16</sup>

“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.

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<sup>9</sup> Letter of Support from Dr. Brett Zollinger, Professor and Chair of the Sociology Program at FHSU.

<sup>10</sup> Letter of Support from Dr. Brett Whitaker, Associate Professor and Chair of Leadership Programs at FHSU.

<sup>11</sup> Letter of Support from Pastor Troy Miller, Associate Pastor of Hays First United Methodist Church.

<sup>12</sup> <https://www.indeed.com/jobs?q=ministry&l=kansas&radius=35&start=20&vjk=82e4c0a645515f6d>

<sup>13</sup> <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>

<sup>14</sup> <https://www.indeed.com/viewjob?jk=db869ac9fbdc56b5&tk=1id5pa7dgg2m68a7&from=serp&vjs=3>

<sup>15</sup> <https://www.churchjobs.net/jobs/openings/worship-leader-in-hays-ks-10799/>

<sup>16</sup> <https://www.churchjobs.net/jobs/openings/pastor-in-scott-city-ks-12361/>

Engagement: Actively seeks and supports volunteer participation and opportunities for intergenerational relationship-building.”<sup>17</sup>

“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.”<sup>18</sup>

Graduates of the proposed program in Religious Education and Community Engagement would be equipped to find meaningful, fulfilling work in both non-profit 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<sup>19</sup>

<b>Bachelor of Arts in Religious Education and Community Engagement</b>	
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 <sup>20</sup>
PHIL #TBD3	Religious Education and Community Engagement Internship
Choose any 4 of the following courses, classified here and later in the document as <i>Religious Education and Community Engagement Electives</i> (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

<sup>17</sup> [https://www.indeed.com/viewjob?cmp=Unitarian-Universalist-Fellowship-of-Manhattan&t=Director+of+Education&jk=4c1a16b20027274d&q=christian+nonprofit&xpse=SoCf671351841\\_yEDh0LbzkdCdPP&xfps=68fee9bf-e6aa-4e25-8b59-efa418fd2537&xkcb=SoAx67M3518kd5yYDB0DbzkdCdPP&vjs=3](https://www.indeed.com/viewjob?cmp=Unitarian-Universalist-Fellowship-of-Manhattan&t=Director+of+Education&jk=4c1a16b20027274d&q=christian+nonprofit&xpse=SoCf671351841_yEDh0LbzkdCdPP&xfps=68fee9bf-e6aa-4e25-8b59-efa418fd2537&xkcb=SoAx67M3518kd5yYDB0DbzkdCdPP&vjs=3)

<sup>18</sup> <https://w.execsearches.com/nonprofit-jobs/lead-community-organizer-the-dart-center-kansas-city-ks-usa>

<sup>19</sup> 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.

<sup>20</sup> This course will be designed to satisfy the Information Literacy and Senior Writing Graduation Requirement.

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)
<b>Total Major Core Hours</b>	
	<b>39 credit-hours</b>

Program Major Core Requirements: 39 credit-hours (including 30 upper-division credit-hours)

General Education Requirements: 34-35 credit-hours

University Requirements: 1 credit-hour

Bachelor of Arts Language Requirements: 10 credit-hours

Electives: 35-36 credit-hours (15 of these credit-hours should come from upper-division elective courses in order to meet 45 credit-hour upper-division requirement)

Total Degree Hours: 120 credit-hours

### Sample Four-Year Degree Map

#### Year 1: Fall

SCH = Semester Credit Hours

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

#### 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
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**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
Total Hours		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
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.)

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>1. Personnel – Reassigned or Existing Positions</b>			
Faculty	\$ -	\$ -	\$ -
Administrators ( <i>other than instruction time</i> )	\$ -	\$ -	\$ -
Graduate Assistants	\$ -	\$ -	\$ -
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$ -	\$ -	\$ -
Fringe Benefits ( <i>total for all groups</i> )	\$ -	\$ -	\$ -
Other Personnel Costs	\$ -	\$ -	\$ -
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$ -	\$ -	\$ -
<b>2. Personnel – New Positions</b>			
Faculty	\$ -	\$ -	\$ -
Administrators ( <i>other than instruction time</i> )	\$ -	\$ -	\$ -
Graduate Assistants	\$ -	\$ -	\$ -
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$ -	\$ -	\$ -
Fringe Benefits ( <i>total for all groups</i> )	\$ -	\$ -	\$ -
Other Personnel Costs – Graduate Assistant Tuition	\$ -	\$ -	\$ -
<b>Total Personnel Costs – New Positions</b>	\$ -	\$ -	\$ -
<b>3. Start-up Costs - One-Time Expenses</b>			
Library/learning resources	\$ -	\$ -	\$ -
Equipment/Technology	\$ -	\$ -	\$ -
Physical Facilities: Construction or Renovation	\$ -	\$ -	\$ -
Program Marketing	\$ 7,500	\$ 5,000	\$ 5,000
New Course Development	\$ 6,000	\$ -	\$ -
<b>Total Start-up Costs</b>	\$ 13,500	\$ 5,000	\$ 5,000
<b>4. Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	\$ -	\$ -	\$ -
Library/learning resources	\$ -	\$ -	\$ -
Equipment/Technology	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -
<b>Total Operating Costs</b>	\$ -	\$ -	\$ -
<b>GRAND TOTAL COSTS</b>	\$ 13,500	\$ 5,000	\$ 5,000

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

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

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

The Department of History and Philosophy would request a budget of \$6,000 to compensate faculty for developing two new courses (PHIL #TBD1: Christian Theology and Doctrine and PHIL #TBD4: Religion and Science) during the first year of the program in collaboration with Fort Hays State University's Teaching Innovation and Learning Technologies (TILT) unit. The department would seek this funding from the College of Arts, Humanities, and Social Sciences, which strongly supports this new program proposal, and, as appropriate, from the Division of Academic Affairs.

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

### B. Revenue: Funding Sources

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

### C. Projected Surplus/Deficit

Year 1	\$20,858
Year 2	\$75,564
Year 3	\$121,769
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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](https://www.bls.gov/oes/current/oes_stru.htm).
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- Fort Hays State University. *Unlocking Untapped Potential: FHSU Strategic Plan 2024-27*. Retrieved from <https://www.fhsu.edu/president/strategic-plan/untapped-potential/>.
- Gray DI. (2024) *Custom Generated Report*. Retrieved on 15 October 2024 from Gray DI database.
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- 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.*

### **I. General Information**

<b>A. Institution</b>	University of Kansas
<b>B. Program Identification</b>	
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 – 1 <sup>st</sup> 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 – 2 <sup>nd</sup> 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 – 3 <sup>rd</sup> 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 – 4 <sup>th</sup> semester (or 1 <sup>st</sup> 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 Rumpitz	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**

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

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

## **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 course load 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).*

### **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:

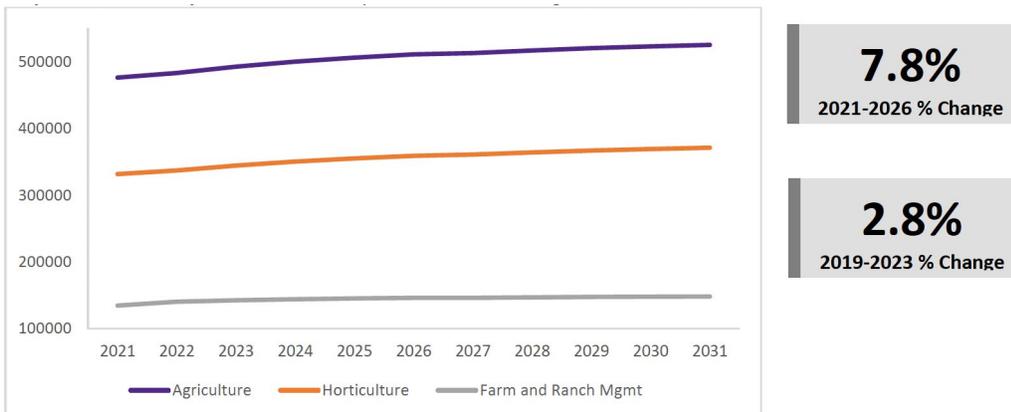
- Regional Unique Job Postings (2019-2023)
- Projected Industry Growth (2023-2032)
- Top Ten Job Titles (2023)
- Top Ten Companies by Unique Job Postings (2023)
- Example Job Postings with Company, Location, and Salary Information (2023)

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.

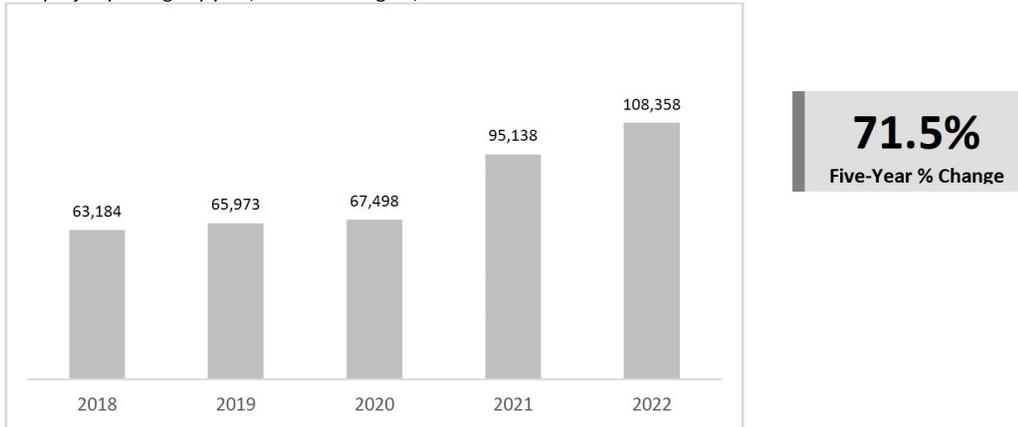
The overall increase in jobs in related occupations in the nine-state region is 7.8% (Figure 1). The projected number of jobs in related occupations in the nine-state region (7.8%) is referring to five-year projections (2021-2026) of the twenty-two related occupations reviewed in this report (see below). 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
	<b>TOTAL CREDITS</b>	<b>14</b>

#### 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
	<b>TOTAL CREDITS</b>	<b>16</b>

#### 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
	<b>TOTAL CREDITS</b>	<b>14</b>

**Year 2: Spring**

<b>Course #</b>	<b>Course Name</b>	<b>SCH</b>
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
	<b>TOTAL CREDITS</b>	<b>16</b>

**Year 3: Fall**

<b>Course #</b>	<b>Course Name</b>	<b>SCH</b>
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
	<b>TOTAL CREDITS</b>	<b>15</b>

**Year 3: Spring**

<b>Course #</b>	<b>Course Name</b>	<b>SCH</b>
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
	<b>TOTAL CREDITS</b>	<b>15</b>

**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
	<b>TOTAL CREDITS</b>	<b>15</b>

**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
	<b>TOTAL CREDITS</b>	<b>15</b>

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

**Agriculture Electives (100 – 299 level) -** AGCOM, AGECE, 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

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

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	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				
<b>GRAND TOTAL FUNDING</b>		\$38,700	\$113,520	\$251,980
<b>G. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		(\$61,130)	\$13,545	\$99,287

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### 1. Personnel – Reassigned or Existing Positions

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

#### 2. Personnel – New Positions

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

#### 3. Start-up Costs – One-Time Expenses

Purchase a laptop computer for the shared programs' GTA and a laptop with docking station and monitors for the first instructor in Year one and another laptop with docking station and monitors for the second instructor in Year three.

#### 4. Operating Costs – Recurring Expenses

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

### B. Revenue: Funding Sources

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

### C. Projected Surplus/Deficit

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

## **XI. References**

Lightcast <sup>TM</sup>. (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 <sup>1</sup>		
<i>Select 6 hours:</i>		
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 <sup>3</sup> :		
<i>Select 1 course:</i>		
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 <sup>4</sup> :		
<i>Select 12 hours, 6 hours must be ≥300 level:</i>		
ACCTG, AGECE, BUS, ECON, ENTRP, FINAN, LEAD, MANGT, MKTG, MIS, PFP, SALES		

Concentration Area <sup>2</sup> – 300 level or above	15
<p>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, AGECE, 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, &amp; ENSCI) unless completing an interdisciplinary certificate, minor, or secondary major which will also need director approval.</p>	

Applied Learning Overlay Course List <sup>5</sup>
<i>Courses can be used to meet other degree requirements</i>
<i>Select 1 course:</i>
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



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.

Dr. Jesse Perez Mendez  
Page 2  
September 15, 2025

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

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

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Jill Arensdorf". The signature is written in a cursive, flowing style.

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

Attachment C



Office of the Provost and  
Executive Vice President

November 4, 2025

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

Dear Dr. Arensdorf,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,



Jesse Perez Mendez  
Provost and Executive Vice President  
Kansas State University

## 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. Letters of support are included in Attachment A. **Please note this is a proposal for a reduced-credit baccalaureate degree.** Kansas State University submitted a request to waive policy on the number of hours required for a baccalaureate degree, included in Attachment B. KCIA and KATC have submitted letters with concerns, included in Attachment C and Attachment D, respectively.*

#### **I. General Information**

<b>A. Institution</b>	Kansas State University
<b>B. Program Identification</b>	
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
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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**

<b>A. EXPENDITURES</b>	<b>First FY</b>	<b>Second FY</b>	<b>Third FY</b>
<b>1. Personnel – Reassigned or Existing Positions</b>			
Faculty	\$150,000	\$150,000	\$150,000
Administrators ( <i>other than instruction time</i> )	\$64,300	\$64,300	\$64,300
Graduate Assistants	\$25,240	\$25,240	\$25,240
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$22,000	\$22,000	\$22,000
Fringe Benefits ( <i>total for all groups</i> )	\$86,308	\$86,308	\$86,308
Other Personnel Costs	\$0	\$0	\$0
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	<b>\$347,848</b>	<b>\$347,848</b>	<b>\$347,848</b>
<b>2. Personnel – New Positions</b>			
Faculty	\$0	\$0	\$0
Administrators ( <i>other than instruction time</i> )	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$0	\$0	\$0
Fringe Benefits ( <i>total for all groups</i> )	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
<b>Total Existing Personnel Costs – New Positions</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>3. Start-up Costs - One-Time Expenses</b>			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Other	\$0	\$0	\$0
<b>Total Start-up Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>4. Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	\$250	\$250	\$275
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$1500	\$2000	\$2500
Travel	\$500	\$1000	\$1500
Other	\$0	\$0	\$0
<b>Total Operating Costs</b>	<b>\$2,250</b>	<b>\$3,250</b>	<b>\$4,275</b>
<b>GRAND TOTAL COSTS</b>	<b>\$350,098</b>	<b>\$351,098</b>	<b>\$352,123</b>

<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	<b>Current</b>	<b>First FY</b> <b>(New)</b>	<b>Second FY</b> <b>(New)</b>	<b>Third FY</b> <b>(New)</b>
Tuition / State Funds		\$175,107	\$350,214	\$569,079
Student Fees		\$16,618	\$26,133	\$78,214
Other Sources		\$0	\$0	\$0
<b>GRAND TOTAL FUNDING</b>		<b>\$191,725</b>	<b>\$376,347</b>	<b>\$647,293</b>

<b>J. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		<b>\$(158,373)</b>	<b>\$25,249</b>	<b>\$295,170</b>

**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.

**C. 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**

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- Federal Aviation Administration. (2022). *Unmanned Aircraft Systems Beyond Visual Line of Sight Aviation Rulemaking Committee Final Report*. [https://www.faa.gov/regulations\\_policies/rulemaking/committees/documents/media/UAS\\_BVLOS\\_ARC\\_FINAL\\_REPORT\\_03102022.pdf](https://www.faa.gov/regulations_policies/rulemaking/committees/documents/media/UAS_BVLOS_ARC_FINAL_REPORT_03102022.pdf)
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Attachment A



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,**

A handwritten signature in black ink that reads "Kirk Demuth".

Kirk Demuth  
VP of Operations  
Perennial Earth  
Boulder, CO



**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**

A handwritten signature in black ink that reads "Mike Kuni". The signature is written in a cursive style with a prominent initial "M" and a long, sweeping underline.



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 Hylío 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, Hylío 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 Hylío'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, Hylío Inc.

A handwritten signature in black ink, appearing to read "Nick Nawratil". The signature is fluid and cursive, written in a professional style.



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



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.

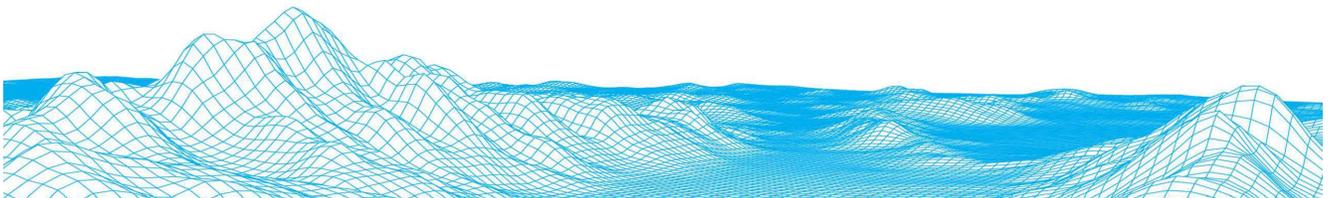
As the UAS industry grows, incorporating Censys equipment into workflows and connecting users to regional universities like KSU has been instrumental in creating career pathways, internship opportunities, and high-skill, high-wage employment. KSU's established UAS program, recognized on the FAA UAS CTI 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.

A handwritten signature in black ink, appearing to read "Kyle Miller", with a long horizontal stroke extending to the right.

Kyle Miller  
Director



Attachment B



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,

A handwritten signature in black ink, appearing to read "JPM", written over a light blue horizontal line.

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



# 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,

A handwritten signature in black ink, appearing to read "Gregory A. Nichols". The signature is fluid and cursive, written over a light blue horizontal line.

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