

**KANSAS BOARD OF REGENTS  
ACADEMIC AFFAIRS STANDING COMMITTEE  
MEETING AGENDA  
January 27, 2026  
10:30 a.m. – 12:00 p.m.**

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

- |   |                                 |       |
|---|---------------------------------|-------|
| <b>I. Call to Order</b>   | Regent Johnston, Chair          |       |
| A. Roll Call and Introductions  |                                 |       |
| B. Approve Minutes from January 14, 2026, Meeting                           |                                 |       |
|   |                                 |       |
| <b>II. Board Consent Items</b>  |                                 |       |
| A. Request to Approve BS in Financial Forensics and Fraud Investigation     | Jill Arensdorf, FHSU            | Pg.6  |
|   |                                 |       |
| <b>III. Board Discussion Agenda Items</b>                                   |                                 |       |
| A. Act on Apply Free Days AY 2027   | Mistie Knox & Jenn Bonds-Raacke | Pg.23 |
| B. Request to Approve Proposed Amendments to Spoken English Language Policy | Sam Christy-Dangermond          | Pg.25 |
|   |                                 |       |
| <b>IV. Other Matters</b>  |                                 |       |
| A. Reduced-Credit Baccalaureate Degree Update                               | Rusty Monhollon                 |       |
| B. Academic Affairs Updates   | Jenn Bonds-Raacke               |       |
|   |                                 |       |
| <b>V. Announcements</b>   |                                 |       |
| Next BAASC Meeting – February 11, 2026                                      |                                 |       |
|   |                                 |       |
| <b>VI. Adjournment</b>  |                                 |       |

## BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

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

Alysia Johnston, Chair

Pamela Ammar

Diana Mendoza

Blake Benson

### Board Academic Affairs Standing Committee

#### AY 2026 Meeting Schedule

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

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

**KANSAS BOARD OF REGENTS  
ACADEMIC AFFAIRS STANDING COMMITTEE  
MEETING MINUTES  
January 14, 2026**

Regent Alysia Johnston called the January 14, 2026, Board Academic Affairs Standing Committee meeting to order at 10:45 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka. *Proper notice was given according to law.*

MEMBERS PRESENT:           Regent Alysia Johnston, Chair  
                                  Regent Diana Mendoza  
                                  Regent Pamela Ammar

**Approval of Minutes**

Regent Ammar moved to amend the second to last paragraph of “Request for Approval BA & BGS in Intelligence and National Security Studies” from the December 2, 2025, minutes to read: “Regent Ammar asked if the surplus noted in the financial section of the proposal was for the hiring of new faculty.”

Regent Mendoza seconded the motion, and it carried unanimously.

Regent Mendoza moved to approve the amended minutes from December 2, 2025, and the December 17, 2025, minutes. Regent Ammar seconded the motion, and it carried unanimously.

**Consent**

**Request to Approve BS in Applied & Interdisciplinary Studies**

Dr. Jesse Mendez, Provost at Kansas State University, introduced Dr. Ben Wolfe, Dean of the Kansas State University Olathe campus, introduced Associate Dean Darrin Smith. Dr. Smith highlighted that this proposal will create a new avenue for degree completion. He noted concerns from the University of Kansas, which have been addressed. Ben Wolfe added that this program will be housed at the College of Applied and Professional Studies, and therefore the university will not seek JCERTA approval.

Regent Ammar moved that this proposal be moved to the Board’s consent agenda. Regent Mendoza seconded, and the motion carried unanimously.

**Request to Approve BS in Pharmaceutical & Biomedical Science**

Dr. Barbara Bichelmeyer, provost at the University of Kansas, introduced Dr. Mark Farrell, Associate Professor of Medicinal Chemistry at the University of Kansas, shared that this proposal is designed to propel students into high-skilled high-wage life science roles, which will strengthen the life science talent pipeline in the state.

Regent Mendoza moved that this proposal be moved to the Board’s consent agenda. Regent Ammar seconded, and the motion carried unanimously.

**Discussion**

**Request to Approve BS in Cybersecurity**

Brent Thomas, provost at Emporia State University, shared that this proposal was put forward to address a workforce need for cybersecurity specialists throughout the state. He introduced Dr. Phillips, Co-Dean for the School of Business and Technology at Emporia State University.

Regent Ammar asked Dr. Phillips to expand on concerns from KSU regarding duplication. Dr. Phillips responded that ESU will continue collaborative dialogue to fill specific areas such as operational technology and critical infrastructure. Jesse Mendez, Provost for Kansas State University, added that KSU is willing to remain collaborative with ESU and is supportive of this proposal. The University of Kansas and Wichita State University are also supportive. There will be a cybersecurity coordinating council among the universities offering cybersecurity programs, to explore federal research grants, course sharing, and offer cybersecurity programs as efficiently as possible.

Regent Ammar moved that this proposal be moved to the Board's discussion agenda. Regent Mendoza seconded, and the motion carried unanimously.

### **Other Matters**

#### **Proposed Amendments to Board Policies on Tenure and Post-Tenure Review, and Workload**

Vice President for Academic Affairs Rusty Monhollon shared that clarifying language was added to the policies based on feedback from KU and KSU Distinguished Professors as well as legislators. This language is intended to ensure due process through appeals of decisions.

The workload policy was changed to read that faculty with two unsatisfactory reviews "would be subject to dismissal, reassignment, or other personnel actions."

Clarifying language was added that one-year improvement plans must have realistic and attainable goals which could be achieved in a one-year period.

KBOR has received representative feedback that KBOR should have oversight of the tenure process and final decisions on tenure. Language was added that will allow tenure decisions to be appealed to the Board.

Regent Johnston proposed an addition to the policy language to pg. 90, C8E4, to read that faculty who do not satisfactorily complete the one-year improvement plan are subject to "dismissal, reassignment, or other personnel actions as determined by the provost." And to add that faculty may appeal decisions of the Chief Executive Officer regarding post-tenure review to the Board within 30 days under C8E5. Pg. 88 C6 was added to read: "Decisions of the Chief Executive Officer shall be final and are not subject to further administrative review by any office or committee of the institution or by the Board of Regents." Robert Klein, Vice Chancellor for Academic and Student Affairs at the University of Kansas Medical Center, suggested a change to the post-tenure review language to read that "The department chair, dean, or dean designate shall form the post-tenure review committee."

#### **Systemwide Associate Transfer Degrees- Additional Considerations**

Dr. Jennifer Bonds-Raacke, Director for Academic Affairs, shared that TAAC and SCOCOA have discussed challenges related to Systemwide Associate Transfer degrees. Both Councils have highlighted a need to identify a formal oversight structure for these degrees that works collaboratively with SCOCOA and brings recommendations forward to BAASC. They are seeking verbal endorsement to charge TAAC to take on initial steps in the Spring to identify key issues and policy elements related to Systemwide Associate Transfer Degrees, and to bring those recommendations to SCOCOA for comment and consideration, and then to BAASC for consideration and ultimately approval as appropriate. Chair Johnston gave verbal endorsement for this charge.

### Reduced-Credit Baccalaureate Degree Update

Vice President for Academic Affairs Rusty Monhollon shared that a policy framework was drafted at the December workgroup meeting. The policy will be discussed at the next workgroup meeting on 1/16.

Chair Johnston suggested that a pilot program go through the regular program approval process.

### Blueprint for Literacy Update

Dr. Cindy Lane shared that SB 438 was signed into law with the following goals:

- 100% of the elementary workforce to earn a credential in the Science of Reading and Structured Literacy by 2030
- Leading to 90% of 3<sup>rd</sup>-8<sup>th</sup> grade students achieving at Level 2 (Basic) on the Kansas English Language Arts Assessment AND that 50% of the 3<sup>rd</sup>-8<sup>th</sup> grade students achieve a level 3 (Proficient) or level 4 (Advanced)

Next, Dr. Lane shared the current data related to the Kansas English Language Arts Assessment, which shows that 55% of 3<sup>rd</sup>-10<sup>th</sup> grade students are currently reading below proficiency. 71% of those students are at level 2 or higher.

The advisory committee has developed a strategic plan with a clear vision, mission, and goals. Universities were required by August 2024 to reshape undergraduate courses to ensure a focus on the science of reading and structured literacy with an application lens. Dr. Lane commended the faculty at the seven public universities for meeting the 30-day deadline set by the legislature.

The committee has developed a course for in-service educators to strengthen their skills in the foundations of the science of reading. Educators who enroll in the course receive a stipend of \$500 upon completion. Scholarship funding is available for approximately 1,700 Kansas licensed educators to cover tuition. Educators are expected to apply their knowledge from the course back into their classrooms. Institutions provide coaching support to close the gap between theory and practice.

Chair Johnston asked how many teachers still need to receive this training and what the training will cost. Dr. Lane responded that approximately 9,000 of the 18,698 elementary educators who require the certification have completed either the foundations course or the LETRS training offered through KSDE. The strategic plan developed by the Blueprint for Literacy has a fiscal ask of \$8.6 million.

### Announcements

Chair Johnston reminded attendees that the next BAASC meeting will be held virtually on January 27.

### Adjournment

Regent Mendoza moved to adjourn the meeting. Regent Ammar seconded the motion, and the meeting was adjourned at 12:07 p.m.

## **Program Approval**

### **Summary**

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

### **I. General Information**

**A. Institution** Fort Hays State University

#### **B. Program Identification**

Degree Level: Undergraduate – Bachelor’s  
Program Title: Financial Forensics and Fraud Investigation  
Degree to be Offered: Bachelor of Science in Financial Forensics and Fraud Investigation  
Responsible Department or Unit: W.R. and Yvonne Robbins College of Business and Entrepreneurship,  
Department of Economics, Finance, and Accounting  
CIP Code: 43.0405 Financial Forensics and Fraud Investigation  
Modality: Face-to-face and online  
Proposed Implementation Date: August 1, 2026

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**

The Accounting and Criminal Justice Programs at Fort Hays State University (FHSU) propose to develop an interdisciplinary **Bachelor of Science in Financial Forensics and Fraud Investigation**. This innovative program is designed to prepare program graduates successfully to complete the Certified Fraud Examiner (CFE) examination administered by the Association of Certified Fraud Examiners (ACFE) and to meet the increasing demand for professionals equipped to investigate and prevent financial crimes.

Launching a degree in Financial Forensics and Fraud Investigation offers a strategic and timely opportunity to expand FHSU’s academic portfolio in alignment with the evolving needs of the financial, legal, and regulatory sectors. It will provide students with specialized, market-relevant skills that are increasingly sought by employers in both the public and the private sectors.

The demand for financial fraud professionals continues to rise, driven by increased regulatory oversight, the growing complexity of financial systems, and heightened awareness of fraud risks. According to ACFE (n.d.), the need for skilled fraud investigators has grown significantly as organizations strive to strengthen internal controls and protect against financial misconduct. Professionals in financial forensics play a critical role in identifying, investigating, and preventing crimes such as embezzlement, tax evasion, and corporate fraud. These roles often require collaboration with law enforcement, attorneys, regulatory agencies, and internal compliance departments (Ohio University College of Business, 2024). The interdisciplinary nature of the field necessitates expertise in accounting, investigative methods, legal frameworks, and ethical practices. The proposed degree reflects the content of the CFE exam, which will ensure that graduates are well-prepared in core content areas including financial transactions and fraud schemes, law, investigation, and fraud prevention and deterrence (ACFE, n.d.).

Students will complete a curriculum that integrates coursework from accounting, economics, and criminal justice. Courses will include fraud examination, financial statement analysis, digital forensics, criminal law, security administration, criminal investigation, ethics, and related cross-disciplinary courses. This combination of theoretical knowledge and applied skills will provide graduates with a competitive edge in a dynamic and fast-paced field.

FHSU has a well-established tradition of delivering accessible, high-quality academic programs that respond to workforce needs. The proposed degree builds on the university's strength in both the Department of Economics, Finance, and Accounting (within the Robbins College of Business and Entrepreneurship, or RCOBE) and the Criminal Justice Program (within the College of Arts, Humanities, and Social Sciences, or CAHSS). Leveraging existing faculty expertise, facilities, and instructional resources makes the program both feasible and sustainable. Moreover, the program aligns with FHSU's mission by 1) preparing students for professional careers through applied learning; 2) addressing state and national workforce shortages in fraud prevention and financial forensics; and 3) contributing to economic development in Kansas and beyond through a highly skilled talent pipeline (U.S. Bureau of Labor Statistics, n.d.).

Establishing a Bachelor of Science in Financial Forensics and Fraud Investigation program at FHSU is a forward-thinking investment in student success and workforce readiness. The proposed program will equip graduates with the knowledge, skills, and credentials necessary to pursue meaningful careers in accounting firms, government agencies, law enforcement, corporate compliance, and nonprofit organizations. This program reinforces FHSU's commitment to innovation, interdisciplinary collaboration, and educational excellence, and positions the university as a leader in meeting modern-day workforce demands.

#### **IV. Program Demand**

##### **A. Survey of Student Interest**

Number of surveys administered:..... 2023 (1,390 to RCOBE and 633 to CAHSS)

Number of completed surveys returned: ..... 179

Percentage of students interested in program:..... 63%

The survey was distributed to the Spring 2025 RCOBE listserv, as the Fall 2025 list was not yet available and the Summer 2025 list was limited to currently enrolled students. As a result, the survey did not reach incoming freshmen or students who declared a major after early 2025. It did, however, include Spring 2025 graduates, which is reflected in the comments.

To gauge broader interest, the survey was also sent to students majoring in Communication Studies, Criminal Justice, Law, Leadership, Philosophy, Political Science, and Sociology, all of which are programs in the College of Arts, Humanities, and Social Sciences.

##### **Question 1: Personal Interest in the Degree**

- Very interested – 29 (20%)
  - Moderately interested – 63 (43%)
  - Neutral – 21 (14%)
  - Slightly interested – 15 (10%)
  - Not at all interested – 19 (13%)
- Average:** 2.54 (on a 1–5 scale), **SD:** 1.27

Students provided thoughtful explanations for their interest levels.

##### **Question 2: Perceived Popularity Among Students**

- Very popular – 19 (14%)
- Moderately popular – 68 (52%)



- Neutral – 31 (23%)
  - Somewhat popular – 12 (9%)
  - Unpopular – 3 (2%)
- Average:** 2.34, **SD:** 0.91

Despite the less-than-ideal timing and list limitations, the results are promising:

- **63%** of respondents expressed at least moderate interest in the degree
- **66%** believe it will be at least moderately popular

Additionally, three students reached out via email to inquire about program availability, level (graduate vs. undergraduate), and potential minor or certificate options.

Respondents included more than ten pages of comments, with just a few highlighted here:

- I am interested in this degree because it combines subjects that I find intellectually stimulating with practical applications that are highly relevant in today's job market. I believe it will not only enhance my academic foundation but also equip me with the skills and knowledge necessary to pursue a successful and meaningful career in this field. It's a specialty many are interested in, but few schools have programs for.
- I was torn between doing a criminal justice degree and a business degree and if this would have been an option I would have chosen it.
- A degree in Financial Forensics and Fraud Investigation is moderately popular among students because it appeals to a specific group interested in accounting, law, and criminal justice. With increasing concerns about white-collar crime, cybersecurity breaches, and corporate fraud, the demand for professionals in this field is growing. However, compared to broader degrees like Accounting, Finance, or Business Administration, it has a more specialized focus, which may not attract the general student population. Those drawn to investigative work, data analysis, and ethical enforcement will find it especially appealing.
- I believe that this degree program would be distinct from the current Criminal Justice focus areas offered here at FHSU, which would naturally attract students. Additionally, I think people interested in federal agency work would find this beneficial. I know many who want to join the FBI or other federal agencies but don't feel that a CJ degree alone will fully prepare them or help them secure the job offered here at FHSU, which would attract students in and of itself.

Overall, the survey results provide strong support for the proposed program.

## **B. Market Analysis**

A recent report from Hanover Research (2025) identified the top ten fastest-growing occupations that require at least a bachelor's degree. Of those ten, five are directly or indirectly related to fraud and financial forensics, including (numbered according to the top ten order; all projections are based on nationwide data):

2. Data scientist: a professional who solves problems to improve business decisions and outcomes, earning a median wage of \$108,020, and showing a growth rate of 36.0%;
3. Information security analyst: a professional who protects an organization's data and systems from unauthorized access, earning a median wage of \$120,360, and showing a growth rate of 32.7%;
7. Operations research analyst: a professional who solves complex business problems and helps businesses to make better decisions and operate more effectively, earning a median wage of \$83,640, and showing a growth rate of 23.0%;
8. Actuary: a professional who analyzes and manages financial risks, earning a median wage of \$120,000, with a growth rate of 21.9%; and
9. Financial examiner: a professional who examines financial records and operations of financial institutions to identify fraud and potential risks, earning a median wage of \$84,300, with a growth rate



of 20.9%. The Bureau of Labor Statistics projects 21% job growth for financial examiners through 2033, with an average annual salary of \$90,400 (U.S. Bureau of Labor Statistics, n.d.).

A report from the Institute of International Finance and Deloitte (2023) estimates the amount of money laundered each year to range from 2% to 5% of global GDP, equating to nearly \$1.87 trillion Euros annually. The PwC Global Economic Crime and Fraud Survey (2024) reports that 51% of surveyed organizations said they have experienced fraud in the past two years; this is the highest reported percentage in PwC’s 20 years of research on the topic. In addition, Kroll’s 2023 Fraud and Financial Crime Report indicates that 69% of global executives and risk professionals surveyed expect financial crime risks to increase over the next twelve months.

A comprehensive review of public universities in Kansas, including Washburn University, indicates that no institution currently offers a dedicated undergraduate degree in Financial Forensics and Fraud Investigation. While several universities incorporate related content into existing courses or minors, none provides an interdisciplinary major that integrates both business/accounting and criminal justice at the level we are proposing. The findings are as follows:

- **University of Kansas (KU)** offers a graduate-level accounting course in fraud/forensic accounting but no undergraduate concentration or major in this area.
- **Kansas State University (KSU)** provides a graduate accounting course related to fraud/forensics and has a forensics program; however, the program lacks a business or financial component.
- **Wichita State University (WSU)** offers a criminal justice course in white-collar crime but does not include a financial or accounting focus within a forensics context.
- **Washburn University** offers an undergraduate accounting course in fraud/forensic accounting and a criminal justice course in white-collar crime. It also has a forensics program, but there is no business or financial forensics track.
- **Emporia State University** offers a graduate-level accounting course in fraud/forensic accounting, with no indication of an undergraduate program in this area.
- **Pittsburg State University** offers a Fraud Examination minor, composed of 21 credit hours combining accounting and criminal justice coursework. While this is the closest offering to our proposed program, it remains a minor and not a standalone undergraduate major.

Notably, Pittsburg State acknowledges on its website the professional relevance of such coursework, stating: “Currently the Internal Revenue Service allows persons who have had a total of 15 hours of accounting and nine hours of other business-related classes to apply for ‘Special Agent’ positions. Justice Studies classes add to the qualifications of persons who are interested in such a career” (PSU, 2024).

This analysis underscores a significant gap in the Kansas higher education landscape. The proposed **Bachelor of Science in Financial Forensics and Fraud Investigation** will be the first of its kind in the state and will fill a critical niche by offering a fully integrated interdisciplinary major that prepares students for careers at the intersection of financial investigation, fraud detection, and criminal justice.

## 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	5	3	150	45
Year 2	10	6	300	90
Year 3	15	9	450	135

Projected enrollment includes an additional five full-time and three part-time students during years two and three, added to the previous year’s enrollment. The program is projected to reach 25 students by year four. Full-time

credit hours, which are based on number of hours per semester/year included in recommended path to degree (Section VII. B), equate to 30 credit hours each for years one, two, and three. Part-time credit hours are based on half the hours per semester of a full-time student (*e.g.*, 15 hours rather than 30 hours per student per year).

## **VI. Employment**

A recent labor market analysis conducted by Gray DI (2025), including data for Kansas, Missouri, and Colorado, confirms strong and growing demand for professionals in the fields of accounting, financial examination, fraud investigation, and auditing, all of which are core competencies targeted by the proposed Bachelor of Science in Financial Forensics and Fraud Investigation.

- Total job postings (May 2025): 451
- Job postings (past 12 months): 6,060
- Year-over-year change: +759 postings (14.3% increase)
- Median salary (March 2025): \$71,500
- Salary growth (since March 2024): +\$4,400 6.7% increase)

The upward trend reflects a growing need for professionals with expertise in detecting, investigating, and preventing financial crimes across both public and private sectors.

Industries with the highest demand for the fields listed above are spread across a wide range of sectors, underscoring the interdisciplinary nature and versatility of the proposed program. A non-exhaustive list of key hiring industries includes:

- Government and Public Administration
- Accounting and Tax Services
- Financial Services
- Healthcare
- Business Consulting
- Education (including Colleges and Universities)
- Manufacturing
- Retail and Wholesale
- Energy and Utilities
- Real Estate
- Investment and Asset Management
- Telecommunications
- Banking and Lending

This wide distribution of potential employers underscores the value of the interdisciplinary training in both accounting and criminal justice that the proposed new degree program would offer.

The demand for graduates with skills in financial forensics and fraud investigation is concentrated in several major urban centers across the tri-state region, listed below in order of the top-ten highest number of job postings:

1. Denver, CO
2. Saint Louis, MO
3. Kansas City, MO
4. Shawnee Mission, KS
5. Englewood, CO
6. Colorado Springs, CO
7. Wichita, KS

8. Topeka, KS
9. Jefferson City, MO
10. Springfield, MO

These cities represent strong job markets with substantial opportunities for both entry-level and mid-career professionals. Many of these locations are readily accessible to FHSU graduates seeking employment within the region. While seven of the top cities fall within the Kansas Board of Regents (KBOR) primary region (Kansas and Missouri), we also recognize the significant number of FHSU graduates who return to Colorado to pursue careers in their home state.

The employment outlook for careers in financial forensics and fraud investigation is both strong and growing. The proposed Bachelor of Science in Financial Forensics and Fraud Investigation at FHSU responds directly to market needs and offers a career-focused academic path that aligns with current and future employer demand in Kansas, Missouri, and Colorado.

## **VII. Admission and Curriculum**

### **A. Admission Criteria**

The Qualified Admission criteria are used, as this program does not have separate admission requirements.

### **B. Curriculum**

Students who earn a Bachelor of Science in Financial Forensics and Fraud Investigation will complete the KBOR approved 34-credit-hour general education requirements and an interdisciplinary program core that provides students with both foundational and upper-division material relevant to accounting, quantitative understanding, and criminal justice. Specifically, students will complete multidisciplinary courses totaling 30-33 credit-hours through required and directed electives in accounting practices, the accounting information system, financial statement analysis, fraud examination, and other topics and 29 credit-hours of courses through required and directed electives in criminal justice processes, crime and criminal behavior, investigation, cybercrime, corporate crime, social problems, and other topics. This will leave 24-27 credit hours of free electives, which majors can use to pursue a minor and/or certificates tailored to their personal, professional, and academic goals.

This proposed program is designed to equip students with entry-level skills in financial forensics and fraud investigation, along with foundational knowledge of financial processes and the criminal justice system. Given the multidisciplinary nature of the field, a comprehensive program covering all potential career paths would be impractical.

To support career-focused customization, the program includes Financial and Criminal Justice Directed Electives, along with a significant number of free electives. This structure allows students to tailor their education toward specific interests such as accounting, finance, economics, management, computer forensics, data analytics, or software development. It also supports preparation for criminal justice-related careers such as fraud investigator, forensic financial analyst, compliance officer, or white-collar crime analyst. Additionally, the program pairs well with certificates, minors, or second degrees to enhance specialized career pathways.

See Appendix A (Financial Forensics and Fraud Investigation Program Requirements) for a list of program requirements.

#### **Year 1: Fall**

#### **SCH = Semester Credit Hours**

<b>Course #</b>	<b>Course Name</b>	<b>SCH</b>
	***English Discipline Area (SGE010)	3

	***Math & Statistics Discipline Area (SGE030; Math Pathways: MATH 250 Elements of Statistics)	3
	***Arts & Humanities Discipline Area (SGE060)	3
	***Institutionally Designated Area 1 (SGE070)	3
	***Social & Behavioral Sciences Discipline Area (SGE050; CRJ 101 Introduction to Criminal Justice recommended)	3
	Total hours	15

### Year 1: Spring

<b>Course #</b>	***English Discipline Area (SGE010)	3
	***Social & Behavioral Sciences Discipline Area (SGE050; ECON 201 or ECON 202 recommended)	3
	***Communication Discipline Area (SGE020)	3
	***Natural & Physical Sciences Discipline Area (SGE040)	4
CRJ 225	*Interview & Interrogation Techniques	2
	Total hours	15

### Year 2: Fall

<b>Course #</b>	<b>Course Name</b>	<b>SCH</b>
	***Arts & Humanities Discipline Area (SGE060)	3
	***Institutionally Designated Area 2 (SGE070)	3
CRJ 200	Criminology	3
CRJ 302	Digital & Cybercrime	3
ACCT 203	Principles of Accounting I	3
	Total hours	15

### Year 2: Spring

<b>Course #</b>	<b>Course Name</b>	<b>SCH</b>
CRJ 305	Corporate Crime & Deviance	3
ACCT 204	Principles of Accounting II	3
GBUS 204	Business Law	3
	Free Elective	3
	Free Elective	3
	Total hours	15

### Year 3: Fall

<b>Course #</b>	<b>Course Name</b>	<b>SCH</b>
CRJ 355	Criminal Investigation	3
CRJ 331	Criminal Law	3
ACCT 310	Fraud Examination	3
	Financial Directed Elective	3
	Free Elective	3
	Total hours	15

### Year 3: Spring

<b>Course #</b>	<b>Course Name</b>	<b>SCH</b>
CRJ 315	Security Administration	3
	Criminal Justice Directed Elective	3
ACCT 315	Financial Statement Analysis	3

	Financial Directed Elective	3
	Financial Directed Elective or Free Elective	3
	Total hours	15

#### Year 4: Fall

Course #	Course Name	SCH
CRJ 395	Crime Analysis	3
ACCT 360	Accounting Information Systems	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
	Total hours	15

#### Year 4: Spring

Course #	Course Name	SCH
	Criminal Justice Directed Elective	3
ACCT 410	**Financial Statement Fraud	3
	Free Elective	3
	Free Elective	3
	Free Elective	3
	Total hours	15

\*Proposed new Criminal Justice course

\*\*Proposed new Accounting course

\*\*\*KBOR systemwide general education requirement

**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
<b>Accounting Faculty</b>					
Cole Engel, CPA	Professor	PhD	Y	Financial Accounting, Taxation	0.125
Glenn Growe	Assistant Professor	PhD	Y	Accounting, Generalist	0.125
Jessica Heronemus-Claiborn	Lecturer	MBA	N	Financial Accounting, Fraud Examination	0.25
Keting Jiang	Assistant Professor	PhD	Y	Accounting, Generalist	0.125
Kwadwo Ofori-Mensah	Associate Professor	PhD	Y	Managerial Accounting, Audit	0.125
Anh Pham	Assistant Professor	PhD	Y	Accounting, Generalist	0.125
<b>Economics Faculty</b>					
*Dosse Toulaboe	Professor	PhD	Y	International Economics and Finance	0.125
Samuel Schreyer	Professor	PhD	Y	Applied Macroeconomics, Developing Economies, Financial Crises, International Capital Flows, Inflation	0.125

Jesse Jacobs	Assistant Professor	DBA	Y	Economic Principles, Forecasting	0.125
Julie Yu Du	Assistant Professor	PhD	Y	Macro-health Economics, Applied Macroeconomics, Household Finance	0.125
Mohamed Ismyl Al Masud	Instructor	PhD	N	Applied Microeconomics, Labor Economics, Energy and Environmental Economics	0.125
<b>Management Faculty</b>					
Tony Gabel	Professor	JD	Y	Public Finance, Taxation, Business Law	0.125
Christiana Pruden	Instructor	JD	N	Business Law	0.125
<b>Criminal Justice Faculty</b>					
*Tamara Lynn	Professor	PhD	Y	Criminal Justice, Generalist	0.125
April Terry	Professor	PhD	Y	Criminal Justice, Theory	0.125
Ziwei Qi	Associate Professor	PhD	Y	Criminal Justice, Theory, and Ethics	0.125
Morgan Steele	Associate Professor	PhD	Y	Criminal Justice, Policing and Quantitative Methods/Crime Analysis	0.125
Troy Terry	Instructor	MLS	N	Criminal Justice, Generalist	0.125

**Number of graduate assistants assigned to this program – none**

#### **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	\$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 – Reassigned or Existing</b>	\$0	\$0	\$0
<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>	\$0	\$0	\$0
<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
Program Marketing	\$7,500	\$5,000	\$5,000
New Course Development	\$5,000	\$0	\$0

<b>Total Start-up Costs</b>	\$12,500	\$5,000	\$5,000
<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
Professional Development Funding	\$4,000	\$4,000	\$4,000
<b>Total Operating Costs</b>			
<b>GRAND TOTAL COSTS</b>	<b>\$16,500</b>	<b>\$9,000</b>	<b>\$9,000</b>

<b>B. FUNDING SOURCES</b> (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition and Student Fees / State Funds	\$3,056	\$40,522	\$82,665	\$126,477
Other Sources	N/A	N/A	N/A	N/A
<b>GRAND TOTAL FUNDING</b>		\$40,522	\$82,665	\$126,477
<b>C. Projected Surplus/Deficit (+/-)</b> (Grand Total Funding <i>minus</i> Grand Total Costs)		<b>\$24,022</b>	<b>\$73,665</b>	<b>\$117,477</b>

## **X. Expenditures and Funding Sources Explanations**

### **A. Expenditures**

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

All core faculty are currently employed by Fort Hays State University in the Robbins College of Business and Entrepreneurship or the College of Arts, Humanities, and Social Sciences. Faculty in the Robbins College of Business and Entrepreneurship teach the existing courses in the proposed program except for one new course (ACCT 410: Financial Statement Fraud), which will be developed. Faculty in the College of Arts, Humanities, and Social Sciences teach the existing courses in the proposed interdisciplinary program except for the one new course (CRJ 225: Interview and Interrogation Techniques), which will be developed.

Because program courses, except for the two program-specific courses that will be developed, are currently offered as part of existing programs and as part of faculty's teaching responsibilities in their respective units, the proposed new program will not affect faculty teaching loads, except for the potential of increased class size due to enrollment in the new program. Faculty expenses are calculated at a rate of 0.125 except for the faculty who will each one of the newly created courses, whose rate is calculated at 0.25. Teaching schedules for faculty teaching the newly created courses will be adjusted to include changes in course rotation and frequency of offerings for other courses to avoid the need for overload teaching assignments. The university will not incur additional personnel costs related to existing positions for implementation of the new program, as these expenditures are already in place for existing programs. Because it is not anticipated that program courses will reach capacity in the first three years of the program, no additional new faculty lines are required.

#### **2. Personnel – New Positions**

None

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

We request a marketing budget for years one through three to promote the new program, with a preliminary request of \$7,500 for year one and \$5,000 each for years two and three. An exact budget will require an assessment by University Marketing. This funding is requested from the Robbins College of Business and Entrepreneurship; the College of Arts, Humanities, and Social Sciences; and through the Strategic Enrollment



Plan. In addition to marketing funding, we request \$1,000 per credit-hour to develop the two new program-specific courses at a rate of \$3,000 for the three-credit hour accounting class and \$2,000 for the two-credit hour criminal justice course, for a total of \$5,000.

#### **4. Operating Costs – Recurring Expenses**

We request an increase in professional development funding in the amount of \$2,000 per year per department (Economics, Finance, and Accounting, and Criminal Justice). Given the highly specialized nature of the proposed curriculum, it is essential that faculty remain current with emerging research, instructional innovations, and best practices within their disciplines. Increased funding will enable faculty to attend relevant conferences, participate in specialized training, and engage in professional networking opportunities that will enhance both individual expertise and program quality. This investment will be critical to maintaining academic rigor, supporting faculty growth, and ensuring that students receive instruction aligned with the most current trends and standards in the field.

#### **B. Revenue: Funding Sources**

Projected tuition and fees are calculated using undergraduate resident/regional tuition (FHSU offers in-state tuition to residents from Kansas and 13 other states) to align with the proposed curriculum map (30 credit-hours in year one, assuming a 2% increase over 2025-2026 tuition; 30 credit-hours in year two, assuming a further 2% increase over year one tuition; and 30 credit-hours in year three, assuming a 2% increase over year two tuition). Tuition/fees are calculated each year based on a projection of five new full-time students and three new part-time students enrolling each year for the first three years.

Current Tuition (2025 – 26)	\$3,055.95 (at 15 credit-hours per semester)
Program Year 1 (2026 – 27)	$\$3,055.95 + 2\% (\$61.12) = \$3,117.07$ per semester
Program Year 2 (2027 – 28)	$\$3,117.07 + 2\% (\$62.34) = \$3,179.41$ per semester
Program Year 3 (2028 – 29)	$\$3,179.41 + 2\% (\$63.59) = \$3,243.00$ per semester

This interdisciplinary program will be supported by the base tuition and fees generated. No other funding sources will be necessary.

#### **C. Projected Surplus/Deficit**

Projected Surplus	
Year 1	\$24,021.91
Year 2	\$73,664.66
Year 3	\$117,477.00
Total	\$215,163.57

#### **XI. References**

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## **Appendix A: Financial Forensics and Fraud Investigation Program Requirements**

General Education Program – 34 hours  
Financial Core – 21-24 hours  
Financial Directed Electives – 6-9 hours  
Criminal Justice Core – 23 hours  
Criminal Justice Directed Electives – 6 hours  
Electives – 24 -27 hours  
**Total – 120 hours**

### **Financial Core (21-24 hours):**

ACCT 203 Principles of Accounting I (3)  
ACCT 204 Principles of Accounting II (3)  
ACCT 310 Fraud Examination (3)  
ACCT 315 Financial Statement Analysis (3)  
ACCT 360 Accounting Information Systems (3)  
\*ACCT 410 Financial Statement Fraud (3)  
GBUS 204 Business Law (3)  
\*\*ECON 201 Microeconomics OR ECON 202 Macroeconomics (3)

**Faculty requests that MATH 250 Statistics be designated as the Math Pathway course for this program. This is already the Math Pathway course for CRJ. Currently, Bachelor of Business Administration Programs use MATH 110 – College Algebra as the Math Pathway.**

### **Financial Directed Electives (6-9 hours):**

ACCT – any course with an Accounting prefix  
ECON – any course with an Economics prefix  
FIN – any course with a Finance prefix  
BCOM 301 Strategic Business Communication (3)  
GBUS 403 Commercial Law (3)  
INF 304 Management Information Systems (3)  
INF 604 Data Analytics (3)  
MGT 301 Management Principles (3)  
MGT 475 Business, Society and Ethics (3)

### **Criminal Justice Core (23 hours):**

CRJ 200 Criminology (3)  
\*CRJ 225 Interview and Interrogation Techniques (2)  
CRJ 302 Digital and Cybercrime (3)  
CRJ 305 Corporate Crime and Deviance (3)  
CRJ 315 Security Administration (3)  
CRJ 331 Criminal Law (3)  
CRJ 355 Criminal Investigation (3)  
CRJ 395 Crime Analysis (3)

**Criminal Justice Directed Electives (6 hours):**

CRJ 335 Criminal Procedure (3)

CRJ 375 Serial Predators (3)

CRJ 377 Crime and Society (3)

CRJ 665 Corporate Crime (3)

SOC 344 Social Deviance (3)

\*Indicates new course

\*\* This course is a required major course and is also part of Core 34: Systemwide General Education. If this course is not taken to fulfil Core 34 requirement, it must be taken in place of elective hours.

# Fort Hays State University BS in Financial Forensics & Fraud Investigation Program & Employment Analysis – Provided by KBOR Staff

## 1. Market Share Figures for CIP 43.0405

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

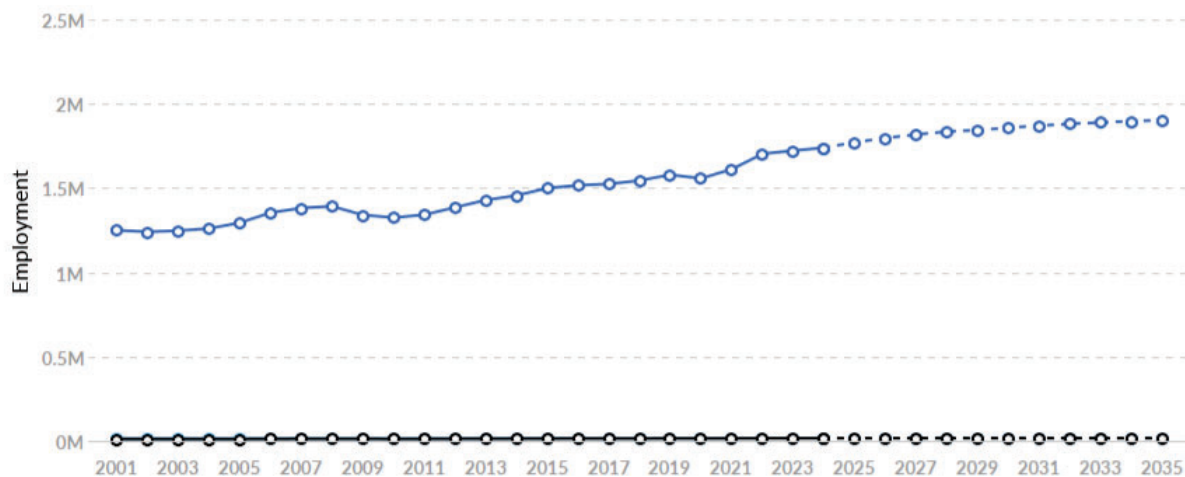
There are four “target occupations” identified by Lightcast for this program of study, which follow:

1. Accountants & Auditors
2. Detectives & Criminal Investigators
3. Financial Examiners
4. Private Detectives & Investigators

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

### Regional Employment Is About Equal to the National Average

An average area of this size typically has 16,333\* jobs, while there are 16,363 here.

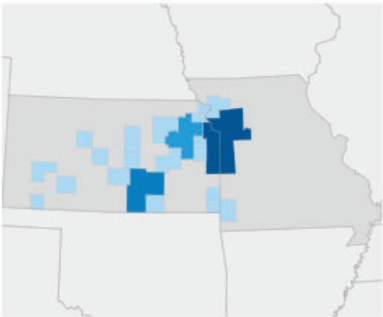


Region	2024 Jobs	2032 Jobs	Change	% Change
● Kansas	16,363	17,140	777	4.7%
● National Average	16,333	17,133	799	4.9%
● United States	1,739,813	1,881,235	141,422	8.1%

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

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

Regional Breakdown

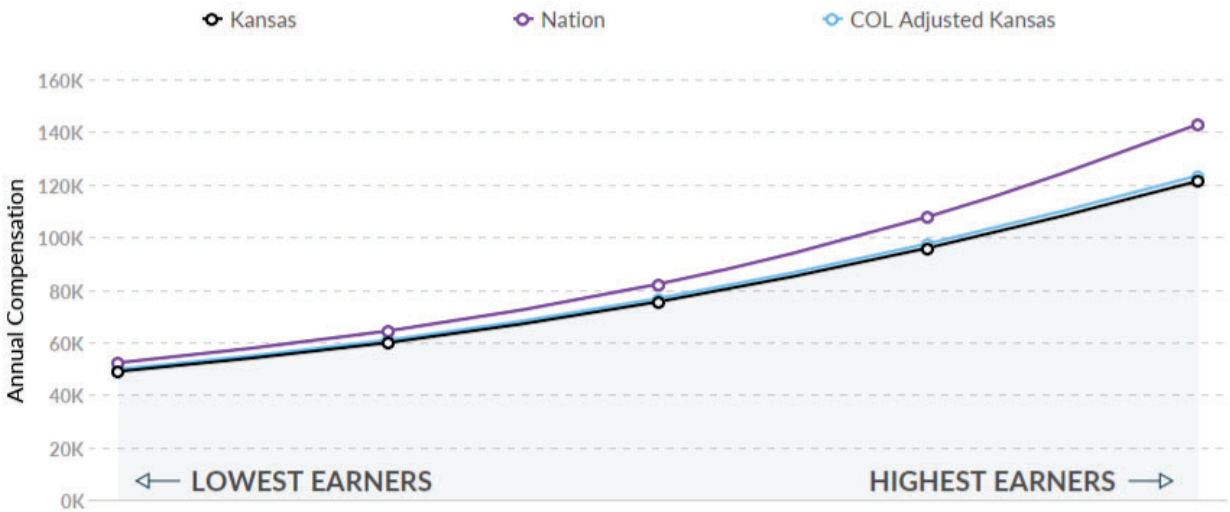


MSA	2024 Jobs
Kansas City, MO-KS	13,506
Wichita, KS	3,529
Topeka, KS	1,651
Joplin, MO-KS	656
Manhattan, KS	653

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

Regional Compensation Is 8% Lower Than National Compensation

For your occupations, the 2024 median wage in Kansas is \$75,322, while the national median wage is \$82,056.



## 5. Minimum Education Breakdown for Jobs Posted November 2024 – November 2025

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	371	0	12%
Associate's degree	148	36	5%
Bachelor's degree	1,709	215	53%
Master's degree	17	281	1%
Ph.D. or professional degree	0	82	0%

## 6. References

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## Act on Kansas Free Application Days AY 27

Mistie Knox, Consultant  
Academic Affairs

*Access – Enrollment Equity Gap*  
*Access – College Going Rate*

### Summary

*Kansas Free Application Days has been piloted over the past three years, providing Kansas residents of all ages and income levels the opportunity to submit general undergraduate admission applications to all Kansas public institutions at no cost. The events were held on November 7–9, 2023; October 7–9, 2024; and October 6–8, 2025, with private colleges also invited to participate.*

*Aggregate application and yield data were shared with the Board in February 2025. In addition, unit record data from the Kansas Higher Education Data System (KHEDS), linking 2023 application records to subsequent enrollment, were shared with BAASC in November 2025, providing a more detailed understanding of applicant behavior and outcomes.*

*Based on these results and feedback from multiple constituency groups, it is recommended that October 5–9, 2026 be designated as Kansas Apply Free Days for Academic Year 2027. Updated application, yield, and enrollment data will be shared with BAASC in November 2026, at which time BAASC will make a recommendation to the Board regarding whether Kansas Apply Free Days should transition from a pilot initiative to an annual Board-approved initiative.*

### Background

The Kansas Free Application Days initiative aligns with the "Building a Future" strategic plan and the goals of the Kansas Board of Regents. This initiative aims to support Kansas families by removing barriers that prevent students from pursuing post-secondary education, thereby increasing access to higher education, especially for underserved populations.

The primary objective of the Kansas Free Application Days program is to boost college-going and FAFSA completion rates in Kansas. By eliminating application fees, the program helps residents take the first step towards continuing their education, ultimately increasing the number of students who complete their programs and enter the workforce with a degree or competitive skills.

Over the past three years, Kansas Free Application Days has been piloted, allowing residents of all ages and income levels to submit general undergraduate admission applications to all Kansas public institutions for free. The events were held on November 7-9, 2023, October 7-9, 2024, and October 6-8, 2025.

### Data Collection

In February 2025, aggregate application and yield data were presented to the Board to provide an initial overview of the Kansas Free Application Days initiative. In addition, unit record data from the Kansas Higher Education Data System (KHEDS), linking 2023 application records to subsequent enrollment, were shared with BAASC in November 2025 and Board in February 2026, providing a more detailed understanding of applicant behavior and outcomes.

### Feedback

Board staff consulted with four year public institution admission directors, the Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO) leadership, Kansas Independent College Association (KICA) leadership, the Student Advisory Committee (SAC), and the Apply Kansas Steering Committee, which is composed of college admissions staff and school counselors from across the state.

Based on feedback, it is recommended that October 5–9, 2026 be designated as Kansas Apply Free Days for Academic Year 2027. Updated application, yield, and enrollment data will be shared with BAASC in November 2026, at which time BAASC will make a recommendation to the Board regarding whether Kansas Apply Free Days should transition from a pilot initiative to an annual Board-approved initiative.

## Request to Approve Spoken English Language Competency policy

### Summary

*Faculty and graduate teaching assistants are required to meet certain English proficiency speaking requirements detailed in policy II.C.2.b.iii. The Test of English as a Foreign Language internet Based Test (TOEFL iBT) has undergone changes effective January 21, 2026, which affect the scoring range of the exam. As such, the Spoken English Language Competency policy needs updating to reflect the new scoring range of this exam. Board staff concurs with the Council of Chief Academic Officers in recommending approval.*

### Background

The Board's Spoken English Language Competency policy requires faculty and graduate teaching assistants (GTAs) whose native language is not English to have their spoken English competency assessed prior to employment with the university through interviews with no fewer than three institutional personnel, one of whom shall be a student. To be eligible for an appointment without spoken English language remediation conditions, prospective faculty and GTAs found to be potentially deficient in speaking English are required to achieve a minimum score on the Speaking Proficiency English Assessment Kit (SPEAK) exam, the Speaking section of the TOEFL iBT exam, the International English Language Testing System (IELTS) exam, or a Board Academic Affairs Standing Committee approved exam or instrument that is equivalent to a minimum score on one of the three aforementioned exams. Policy allows for some exceptions under appropriate circumstances.

The policy was most recently updated in December of 2021 to include explicit scores for two of the commonly used exams listed above and to create consistency between expectations for faculty and graduate teaching assistants whose first language is not English. Recently, KBOR staff learned there will be changes to the TOEFL iBT exam, including a change in the scoring range. The current scoring range is 0-30, with a score of 22 demonstrating English proficiency. The new scoring range is 1-6 in .5 increments, with a recommended score of 4.5 to indicate English proficiency. The recommendation originated with subject matter experts at KU, who indicate a score of 4.5 correlates with an approximate score of 23 under the older exam and range. KBOR staff is seeking consensus among the other state universities on an endorsement of this score. Assuming consensus is reached, the following amendments to Board policy to adopt a minimum TOEFL iBT score of 4.5 are proposed.

## CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

...

### C. CHIEF EXECUTIVE OFFICER, FACULTY AND STAFF

#### b Faculty and Staff

...

#### iii Spoken English Language Competency

##### (1) Faculty

- (a) All prospective faculty members of state universities, whose native language is not English, must have their spoken English competency assessed prior to employment through interviews with no fewer than three institutional personnel, one of whom shall be a student. Faculty shall include all full-time or part-time personnel having classroom or laboratory instructional

responsibilities and/or direct tutorial or advisement contact. An oral interview shall be conducted either face-to-face or by mediated means.

(b) To be eligible for an appointment without spoken English language remediation conditions, prospective faculty found to be potentially deficient in speaking ability shall be required to achieve:

- (i) a minimum score of 50 on the Speaking Proficiency English Assessment Kit (SPEAK);
- (ii) a minimum score of 22 on the Speaking section of the Test of English as a Foreign Language internet Based Test (TOEFL iBT) taken before January 21, 2026; or a score of 4.5 on the Speaking section of the TOEFL iBT taken on or after January 21, 2026;
- (iii) a minimum score of 7 on the Speaking section of the International English Language Testing System (IELTS); or
- (iv) a score on a Board of Academic Affairs Standing Committee approved English speaking instrument that is equivalent to a minimum score detailed in C.2.b.iii.(1)(b)(i), (ii), or (iii).

(c) An exception to the requirements in C.2.b.iii.(1)(a) and (b) may be made for:

- (i) visiting professors who are employed for one year or less;
- (ii) foreign language courses; or
- (iii) courses taught in sign language.

(d) A report detailing the process for interviewing prospective faculty, including the composition of the interview team and scores from the English speaking assessments detailed in iii.1.b.(i), (ii), (iii), or (iv) for each candidate, shall be submitted to the President and Chief Executive Officer of the Board every other year.

## (2) Graduate Teaching Assistants

All prospective graduate teaching assistants of the state universities shall have their English competency assessed prior to being considered for any employment having classroom or laboratory instructional responsibility and/or direct tutorial responsibilities. The following shall be used to implement this policy:

(a) All prospective graduate teaching assistants, whose native language is not English, must be interviewed and have their competency in spoken English assessed by no fewer than three institutional personnel, one of whom shall be a student. An oral interview shall be conducted either face-to-face or by mediated means.

(b) To be eligible for an appointment without spoken English language remediation conditions, all prospective graduate teaching assistants, whose native language is not English, shall be required to achieve:

- (i) a minimum score of 50 on the Speaking Proficiency English Assessment Kit (SPEAK);
- (ii) a minimum score of 22 on the Speaking section of the Test of English as a Foreign Language internet Based Test (TOEFL iBT) taken before January 21, 2026; or a score of 4.5 on the Speaking section of the TOEFL iBT taken on or after January 21, 2026;
- (iii) a minimum score of 7 on the Speaking section of the International English Language Testing System (IELTS); or

- (iv) a score on a Board of Academic Affairs Standing Committee approved English speaking instrument that is equivalent to a minimum score detailed in C.2.b.iii.(2)(b)(i), (ii), or (iii).
- (c) Any prospective graduate teaching assistant who does not meet the above requirements shall not be assigned teaching responsibilities nor other tasks requiring direct instructional contact with students.
- (d) An exception to the requirements in C.2.b.iii.(2)(a), (b), and (c) may be made for:
  - (i) foreign language courses; or
  - (ii) courses taught in sign language.
- (e) A report detailing the process for interviewing graduate teaching assistants, whose native language is not English, including the composition of the interview team and scores from the English speaking assessments detailed in C.2.b.iii.(2)(b)(i), (ii), (iii), or (iv) for each candidate, shall be submitted to the President and Chief Executive Officer of the Board every other year.