

**KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS**

**VIRTUAL MEETING AGENDA
Wednesday, November 17, 2021
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO**

The Council of Chief Academic Officers (COCAO) will meet virtually via Zoom. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

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|---|--|-----------------------|--------|
| I. Call to Order | | Jill Arensdorf, Chair | |
| A. Roll Call | | | |
| B. Approve Minutes from September 15, 2021 | | | p. 3 |
| II. First Readings | | | |
| A. BS/BAS in Project Management – KU | Barbara Bichelmeyer | | p. 6 |
| B. M.Eng. in Electrical Engineering & Computer Science – KU | Barbara Bichelmeyer | | p. 18 |
| C. Doctorate in Advanced Social Work Practice (DSW) – KU | Barbara Bichelmeyer | | p. 32 |
| III. Second Readings | | | |
| A. AAS in Unmanned Aircraft Systems – K-State | Chuck Taber | | p. 44 |
| B. MS in Aeronautics – K-State | Chuck Taber | | p. 133 |
| IV. Other Requests | | | |
| A. Revisions to Spoken English Language Policy – KU | Daniel Archer &
Barbara Bichelmeyer | | p. 144 |
| B. Act on Request for Name Change for BBA in General Business to BBA in Business Administration – WSU | Shirley Lefever | | p. 148 |
| V. Council of Faculty Senate Presidents Update | | Janet Stramel, FHSU | |
| VI. Other Matters | | | |
| A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future | | COCAO Members | |
| VII. Next COCAO Meeting – Virtually – December 15, 2021 | | | |
| A. New Program Approvals | | | |
| VIII. Adjournment | | | |

Date Reminder:

- Program Review Reports due Jan 28th to schristy@ksbor.org

COUNCIL OF CHIEF ACADEMIC OFFICERS

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

Jill Arensdorf, Chair	FHSU	Howard Smith	PSU
George Arasimowicz	ESU	JuliAnn Mazachek	Washburn
Charles Taber	K-State	Shirley Lefever	WSU
Barbara Bichelmeyer	KU	Daniel Archer	KBOR
Robert Klein	KUMC		

Council of Chief Academic Officers AY 2022 Meeting Schedule

<i>COCAO Academic Year 2021- 2022 Meeting Dates</i>				
Meeting Dates	Location (virtual or in-person)	Lunch Rotation	Institution Materials Due	New Program Requests due
September 15, 2021	Virtual		August 25, 2021	July 21, 2021
	*No October Meeting			
November 17, 2021	Virtual		October 27, 2021	September 22, 2021
December 15, 2021	Virtual		November 24, 2021	October 21, 2021
January 19, 2022	TBD		December 29, 2021	November 24, 2021
February 16, 2022	TBD		January 26, 2022	December 22, 2021
March 16, 2022	TBD		February 23, 2022	January 19, 2022
April 20, 2022	TBD		March 30, 2022	February 23, 2022
May 18, 2022	TBD		April 27, 2022	March 23, 2022
June 15, 2022	TBD		May 25, 2022	April 20, 2022

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

**Council of Chief Academic Officers
MINUTES**

Wednesday, September 15, 2021

The September 15, 2021, meeting of the Council of Chief Academic Officers was called to order by Chair Jill Arensdorf at 8:59 a.m. The meeting was held through Zoom.

In Attendance:

Members:	Shirley Lefever, WSU Chuck Taber, K-State Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU George Arasimowicz, ESU Howard Smith, PSU	Robert Klein, KUMC JuliAnn Mazachek, Washburn Daniel Archer, KBOR
Staff:	Karla Wiscombe Tara Lebar Marti Leisinger	Amy Robinson Cindy Farrier Lisa Beck	Sam Christy-Dangermond April Henry Hector Martinez
Others:	Mickey McCloud, JCCC Jerry Pope, KCKCC Clay Stoldt, WSU Davood Askari, WSU Jan Twomey, WSU Jean Redeker, KU Kim Morse, Washburn Linnea GlenMaye, WSU Mark Faber, FHSU Robert Klein, KUMC Shelly Gehrke, ESU Tom Nevill, Butler CC	Michelle Schoon, Cowley CC Alysia Starkey, K-State Cindy Hoss, Hutchinson CC Elaine Simmons, Barton CC Janet Stramel, FHSU Jennifer Ball, Washburn Kim Krull, Butler CC Laurel Littrell, K-State Monette DePew, Pratt CC Sarah Leftwich, WSU Tech Mike Strohschein, Washburn	Aron Potter, Coffeyville CC Adam Borth, Fort Scott CC Jennifer Roberts, KU Jane Holwerda, Dodge City CC Jason Sharp, Labette CC Joan Brewer, ESU Kim Zant, Cloud County CC Lisa Blair, NWKTC Rich Bomgardner, WSU Sharon Kibbe, Highland CC Tiffany Bohm, KCKCC

Jill Arensdorf welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes

Howard Smith moved to approve the June 16, 2021 meeting minutes, and Chuck Taber seconded the motion. With no corrections, the motion passed.

1st Readings

Chuck Taber and Alysia Starkey presented the first readings for the following K-State programs:

1. Associate of Applied Science in Unmanned Aircraft Systems
2. Master of Science in Aeronautics

Chuck discussed letters of support and concern received regarding the AAS in Unmanned Aircraft Systems. This program will also be discussed at a special meeting of the Technical Education Authority (TEA) later in the day. TEA will provide a recommendation to the Board regarding the proposal.

Both programs will be up for a second reading and vote at the next COCAO meeting.

2nd Readings

- Shirley Lefever, Rich Bomgardner, and Clay Stoldt presented the WSU second reading for the Master of Science in Athletic Training. Howard Smith moved to approve the MS in Athletic Training program as presented, and Chuck Taber seconded the motion. With no further discussion, the motion passed

unanimously through a roll call vote. This program will go to COPS for approval later in the day.

- Shirly Lefever, Davood Askari, and Jan Twomey presented the WSU second reading for the Master of Science in Materials Engineering. George Arasimowicz moved to approve the MS in Materials Engineering program as presented, and Chuck Taber seconded the motion. With no further discussion, the motion passed unanimously through a roll call vote. This program will go to COPS for approval later in the day.

Other Matters

Barbara Bichelmeyer presented the following KU requests for approval:

- Act on Request for Name Change of the MS and Ph.D. in Environmental Engineering to the MS and Ph.D. in Environmental & Water Resources Engineering
- Act on Request for Name Change of the MS and Ph.D. in Environmental Science to the MS and Ph.D. in Environmental & Water Resources Science
- Act on Request to Consolidate the BA and BGS in Classics & Classical Languages with the BA and BGS in Classical Antiquity, resulting in the BA and BGS in Classics
- Act on Request for Name Change of MA in Classics & Classical Languages to MA in Classics

Howard Smith moved to approve the four KU requests as presented, and Shirley Lefever seconded the motion. With no further discussion, the motion passed unanimously through a roll call vote.

George Arasimowicz and Joan Brewer presented the following ESU request for approval:

- Act on Request to Consolidate the Department of Psychology and the Department of Instructional Design & Technology, resulting in the Department of Psychology, Learning Science, & Instructional Technology

Chuck Taber moved to approve the ESU request as presented, and Shirley Lefever seconded the motion. With no further discussion, the motion passed unanimously through a roll call vote.

Chuck Taber presented the following K-State request for approval:

- Act on Request for Name Change of BS in General Human Ecology to BS in Integrative Human Sciences

Barbara Bichelmeyer moved to approve the K-State request as presented, and Howard Smith seconded the motion. With no further discussion, the motion passed unanimously through a roll call vote.

These approved requests will go to Blake Flanders, President and CEO, for final approval.

Council of Faculty Senate Presidents (COFSP) Update

Janet Stramel, FHSU Faculty Senate President, provided the update. The Council will be meeting for the first time later in the day, and they have breakfast with the Board the following morning. Janet noted they will be reviewing the Kansas Credit for Prior Learning (CPL) Guidelines. The Council also plans to discuss Covid-19 impacts on faculty tenure timelines and general education requirements.

Opportunities that Universities are Considering or Planning to Pursue in the Future

Howard Smith, PSU, provided information regarding their mergers and consolidation of departments. PSU is also looking at a Computer Science degree and a broader Business degree, possibly moving forward with proposals this fall.

Jill Arensdorf, FHSU, stated they would soon be bringing forward an MS in Computer Science which will be offered entirely online.

Adjournment

COCAO will not meet in October due to the Board campus visit. The next COCAO meeting is scheduled for November 17, 2021.

Barbara Bichelmeyer moved to adjourn the meeting, and Howard Smith seconded the motion. With no further discussion, the meeting adjourned at 9:40 a.m.

Program Approval

Summary

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

November 17, 2021

I. General Information

A. Institution

University of Kansas

B. Program Identification

Degree Level: Bachelor's
Program Title: Project Management
Degree to be Offered: Bachelor of Science and Bachelor of Applied Science
Responsible Department or Unit: School of Professional Studies at the KU Edwards Campus
CIP Code: 52.0211
Modality: Online
Proposed Implementation Date: Fall 2022

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 /Program Description

The School of Professional Studies (SPS) at the KU Edwards Campus in Overland Park proposes to create two new online undergraduate degrees, the Bachelor of Science and Bachelor of Applied Science in Project Management (BS/BAS in PM). The program is designed for undergraduate students with a strong interest in understanding how theory and practice work together to solve real-world problems in a variety of fields who have already earned an associate's degree or equivalent hours and are looking to complete the last two years necessary for a bachelor's degree.

The BS/BAS in PM degree will be a Johnson County Education Research Triangle (JCERT) funded, 100% online completion degree for students transferring to KU Edwards. The PM program will provide students with the opportunity to provide the management knowledge and performance competencies which can be used by graduates from all disciplines involved in managing projects. Students will be able to partner the PM foundation with additional focus areas such as information technology management, construction management, health information management, railroad operations, or other areas of interest to focus their education on their desired career path.

According to the Project Management Institute (PMI), organizations and companies across sectors and geographic borders steadily embrace project management. It is a growing profession, on track to gain nearly 2.2 million new jobs globally each year through 2027. Its significant and sustained growth is driving an increasing demand for colleges and universities to offer courses and degree programs in project management.

Driven by globalization, evolving technology, and rapid automation of work processes, all types of organizations are placing growing emphasis on project-based planning, development, and even operations, to gain a competitive

advantage. Organizations recognize an expanding pool of project management specialists is crucial, and regional workforce development should meet this growing need.

With the KU Edwards campus offering baccalaureate degree completion programs, KU-Edwards anticipates students interested in pursuing the BS/BAS in PM to come primarily from community college partners in the KC metro area, including Johnson County Community College (JCCC), Kansas City Kansas Community College, and the Metropolitan Community College – Kansas City in Missouri. As KU-Edwards does not offer lower-division undergraduate (freshman-sophomore) courses, KU Edwards staff and faculty have worked with staff and faculty at metro area two-year colleges, primarily JCCC to align course offering and content with KU requirements and needs for seamless transfer of credit and progression from JCCC to Edwards. However, since the program is being offered online, it is recognized that students could come from community colleges across Kansas, and even nationwide. KU-Edwards staff and faculty will also work with the other community colleges across Kansas to promote the program and to align course offering and content with KU requirements and needs for transfer of credit and progression to this Edwards program.

In addition, by offering both a Bachelor of Science and a Bachelor of Applied Science in Project Management, KU-Edwards is able to offer additional flexibility to students transferring into the program as well as ensuring that the degree meets the student needs.

IV. Program Demand:

Market Analysis

The global economy has become more project-oriented, as the practice of project management expands within industries that were traditionally less project-oriented, such as health care, publishing and professional services. As a result of this shift, employers will need 87.7 million individuals working in project management oriented roles by 2027. Anderson Economic Group (AEG) and PMI analyzed project-oriented employment opportunity in 11 countries on five continents that represent developed and/or growing economic powers and concluded that project-related job growth is expected to be 33% collectively.

From 2017-2027, leading project management sectors are expecting significant job openings such as 9.7 million in manufacturing/construction, 5.5 million in information services/publishing, 4.6 million in finance/insurance, 1.7 million in management/professional services, 279,000 in utilities, and 49,000 in oil/gas. The US healthcare sector alone has seen the largest increase in project-oriented jobs, with 17% growth.

In addition, the 2008 analysis by PMI found that project management-oriented industries are a large and growing sector and failure to prepare future practitioners could result in hundreds of billions in lost economic output. A 2012 analysis showed similar results and found that future demand for project managers was growing faster than demand for workers in other occupations. This analysis also estimated that project-related jobs would number 52.4 million by 2020. By early 2017, the number of project management jobs had already reached almost 66 million, exceeding that original projection.

With this dramatic increase in project management roles and high attrition rates due to a retiring workforce, training new professionals in the project management field is crucial. This shortage of qualified talent poses a notable risk for organizations that rely on that talent to implement strategic initiatives, drive change and deliver innovation. This talent gap could result in a potential loss of over \$207.9 billion in GDP through 2027 for the 11 countries analyzed, which include the United States, Canada, China, Japan, India, and United Kingdom to name a few.

KU's School of Professional Studies currently offers project management at the graduate level, but in order to help meet employer and industry demands, KU would like to expand our offerings to include a BS and BAS in PM. According to the Global Accreditation Center for Project Management Education Programs (GAC), there

are 24 accredited bachelors programs and 15 of those are within the US. Those 15 programs are split between in person, hybrid and online formats with some having specific focus on business or information technology. KU will differentiate itself from these programs due to its connection with KU and the School of Professional Studies. The BS/BAS in PM will be one of the only GAC accredited programs offered at a R1 institution and the BAS program will be one of two accredited BAS programs. At its March 2021 meeting, the Board approved the School of Professional Studies to pursue GAC accreditation for the MS/ME in Project Management. There is no additional cost for adding the BS/BAS to the request to GAC accreditation and the program will hold on seeking accreditation until the BS/BAS development is complete.

By offering the program through the School of Professional Studies, KU is able to ensure an interdisciplinary approach to project management, which will allow students to explore a variety of emphasis areas and ensure that students have a broad approach to PM. Additionally, by offering the BS/BAS in PM program online, SPS is able to make this KU degree accessible to students across the state as well as nationwide. The Bachelor of Science (BS) option includes a BS core that provides solid preparation in math, science, and information systems as well as accounting and economics for students who wish to be project managers in technical fields or apply to graduate programs in those areas. The Bachelor of Applied Science (BAS) allows more flexibility and applied considerations, including room for a full minor in any field to be paired with the project management major and area of emphasis.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10	0	300	0
Year 2	10	10	600	150
Year 3	20	15	900	375

VI. Employment

By 2027, employers will need 87.7 million individuals working in project management oriented roles. With a dramatic increase in project management roles and high attrition rates due to a retiring workforce, training new professionals in the project management field is crucial. From 2017-2027, leading project management sectors are expecting significant job openings such as 9.7 million in Manufacturing/Construction, 5.5 million in Information Services/Publishing, 4.6 million in Finance/Insurance, 1.7 million in Management/Professional Services, 279,000 in Utilities, and 49,000 in Oil/Gas.

Nationally, project management positions have a mean salary of \$80,220 with the rate of growth dependent on the sector. Advertising, promotions, and marketing project managers are expected to see 8% growth over the next 10 years, while those in construction, information technology, and financial project management are expected to see growth ranging from 10-16%.

Additionally, in the U.S. in 2017, wages of project management-oriented workers in projected industries were far higher on average than wages of non-project-oriented professionals—a premium of 82%. On a global basis, certification also bolsters salary levels as shown in *Earning Power: Project Management Salary Survey*. The ninth edition of PMI’s biennial report found that, among those surveyed, salaries of practitioners with the Project Management Professional (PMP)® certification are 20 % higher on average than those without a PMP®. With an expected increase in jobs, competitive salaries and the chance to make a difference, the future is bright for project professionals.

In the Metro Kansas City region, according to the US Bureau of Labor’s 2019 Metropolitan and

Nonmetropolitan Area Occupational Employment report, the mean salary for project management related occupations is between \$110,340 and \$148,880 depending on the sector of employment.

VII. Admission and Curriculum

A. Admission Criteria

Students must apply to KU Edwards and be admitted by the School of Professional Studies. Prior to entering the program, students must complete two (2) years of undergraduate college course work with a total of 60 semester credit hours and a cumulative GPA of at least 2.0.

B. Curriculum

The proposed BS/BAS in PM program is unique because it allows students to gain a thorough understanding of project management principles, while also focusing coursework in a variety of specializations such as health Informatics/healthcare, hospitality management, information technology, construction management, etc. The flexible curriculum of this program allows students to create an academic experience consistent with their career goals.

Since KU Edwards does not offer freshman-sophomore level courses the BS/BAS in PMGT is designed as an online degree completion program. Students are expected to complete the first two years at another campus, whether that be at one of our metro partners such as JCCC, MCC, or KCKCC or elsewhere. Courses for Year 1 and 2 listed below are KU courses for which students will transfer in equivalent courses. A full list of requirements can be found in Appendix A.

Bachelor of Science in Project Management

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH: 14
CHEM 130	Foundations of Chemistry I (KU Core 3N)	5
MATH 101	College Algebra (KU Core 1.2)	3
ENGL 101	Composition (KU Core 2.1)	3
	Emphasis Area Course 1	3

Year 1: Spring

Course #	Course Name	SCH: 15
COMS 130	Speaker-Audience Com (KU Core 2.2)	3
Core 3H	Arts and Humanities Course	3
ENGL 102	Critical Reading and Writing (KU Core 2.1)	3
Core 1.1	Critical Thinking Course	3
	Emphasis Area Course 2	3

Year 2: Fall

Course #	Course Name	SCH: 16
MATH 115	Calculus I	3
Core 4.1	Human Diversity Course	3
ECON 142	Principles of Microeconomics (KU Core 3S)	4
	Emphasis Area Course 3	3

	Emphasis Area Course 4	3
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Year 2: Spring

Course #	Course Name	SCH: 15
ACCT 200	Financial Accounting	3
IST 205	Survey of Information Systems	3
Core 4.2	Culture, Diversity & Global Awareness	3
	Emphasis Area Course 5	3
	Emphasis Area Course 6	3

Year 3 and 4 courses are offered online at the KU Edwards campus.

Year 3: Fall

Course #	Course Name	SCH: 15
PMGT 305	Foundations of Project Management	3
PMGT 310	Project Communications	3
PMGT 320	Introduction to Microsoft Project	3
MATH 365	Statistics	3
	Emphasis Area Course 7	3

Year 3: Spring

Course #	Course Name	SCH: 15
PMGT 315	Project Scheduling and Control	3
PMGT 325	Effective Project Team Leadership	3
PMGT 335	Project Stakeholder Engagement	3
PMGT	PM Elective 1	3
	Elective/ Minor Course	3

Year 4: Fall

Course #	Course Name	SCH: 15
PMGT 330	Organizational Strategy & Project Initiation	3
PMGT 410	Managing Project Success	3
PMGT 415	Project Procurement and Supply Chain Management	3
PMGT	PM Elective 2	3
	Elective/ Minor Course	3

Year 4: Spring

Course #	Course Name	SCH: 15
PMGT 405	Organizational & Project Risk Management	3
PMGT 420	Emerging Trends in Project Management	3
Core 5.1	Social Responsibility and Ethics	3
PMGT	PM Elective 3	3
PMGT 599	Project Management Capstone	3

Total Number of Semester Credit Hours [120]

Bachelor of Applied Science in Project Management

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH: 15
Core 3N	Natural Science Course	3
MATH 101	College Algebra (KU Core 1.2)	3
ENGL 101	Composition (KU Core 2.1)	3
	Emphasis Area Course 1	3
	Elective/Minor	3

Year 1: Spring

Course #	Course Name	SCH: 15
COMS 130	Speaker-Audience Com (KU Core 2.2)	3
Core 3H	Arts and Humanities Course	3
ENGL 102	Critical Reading and Writing (KU Core 2.1)	3
Core 1.1	Critical Thinking Course	3
	Emphasis Area Course 2	3

Year 2: Fall

Course #	Course Name	SCH: 15
Core 4.1	Human Diversity Course	3
Core 3S	Social Sciences Course	3
	Emphasis Area Course 3	3
	Emphasis Area Course 4	3
	Elective/ Minor Course	3

Year 2: Spring

Course #	Course Name	SCH: 15
MATH 365	Statistics	3
Core 4.2	Culture, Diversity & Global Awareness	3
	Emphasis Area Course 5	3
	Emphasis Area Course 6	3
	Emphasis Area Course 7	3

Year 3 and 4 courses are offered online at the KU Edwards campus.

Year 3: Fall

Course #	Course Name	SCH: 15
PMGT 305	Foundations of Project Management	3
PMGT 310	Project Communications	3
PMGT 320	Introduction to Microsoft Project	3
	Elective/ Minor Course	3
	Elective/ Minor Course	3

Year 3: Spring

Course #	Course Name	SCH: 15
PMGT 315	Project Scheduling and Control	3
PMGT 325	Effective Project Team Leadership	3
PMGT	PM Elective 1	3
PMGT 335	Project Stakeholder Engagement	3
	Elective/ Minor Course	3

Year 4: Fall

Course #	Course Name	SCH: 15
PMGT 330	Organizational Strategy & Project Initiation	3
PMGT 410	Managing Project Success	3
PMGT 415	Project Procurement and Supply Chain Management	3
PMGT	PM Elective 2	3
	Elective/ Minor Course	3

Year 4: Spring

Course #	Course Name	SCH: 15
PMGT 405	Organizational & Project Risk Management	3
PMGT 420	Emerging Trends in Project Management	3
Core 5.1	Social Responsibility and Ethics	3
PMGT	PM Elective 3	3
PMGT 599	Project Management Capstone	3

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
John Brickleyer*	Professor of the Practice/ Program Director	ME/MIM	N	Engineering Management/Project Management	.5
Vacant Position: To Be Hired (FY 21)	Professor of Practice	Ph.D./MS	N	TBD	.5
New Faculty: To Be Hired (Year 3)	Professor of Practice	Ph.D./MS	N	TBD	1.0
James Lourentzos	Lecturer	MBA	N	Financial Management	.25
Ravi Baburajan	Lecturer	ME/MBA	N	Engineering Management/Business	.25
Karina Addari	Lecturer	Ph.D.	N	Supply Chain Management	.25

Number of graduate assistants assigned to this program **0**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$52,000	\$52,000	\$52,000
Administrators (<i>other than instruction time</i>)	\$40,500	\$41,050	\$41,611
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	\$18,500	\$18,610	\$18,722
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$111,000	\$111,660	\$112,333
Personnel – New Positions			
Faculty	\$60,000	\$60,000	\$ 150,000
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>)	\$17,713	\$18,059	\$36,422
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	\$77,713	\$78,059	\$186,422
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other- Online Course Development	\$15,000	\$15,000	
Total Start-up Costs	\$15,000	\$15,000	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources	\$500	\$500	\$500
Equipment/Technology			
Travel			
Other	\$13,900	\$13,900	\$15,300
Total Operating Costs	\$14,400	\$14,400	\$15,800
GRAND TOTAL COSTS	\$218,113	\$219,119	\$314,555

B. FUNDING SOURCES <i>(projected as appropriate)</i>	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$145,500	\$363,750	\$618,375
Student Fees	\$0	\$0	\$0
Other Sources	\$70,113	\$0	\$0
GRAND TOTAL FUNDING	\$215,613	\$363,750	\$618,375
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)	\$(2,500)	\$144,631	\$303,820

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The current program director for the MS/ME in Project Management program will also serve as the program director for the BS/BAS program. The program director's salary has been split between the MS/ME in Project Management program and the BS/BAS Project Management program at a rate of .50 and .50 and the BS/BAS will cover 50% of the salary and fringe. His appointment to the BS/BAS program will be split between teaching and administration at a .80/.20 split or \$52,000 for teaching and \$13,000 for administration. A current academic success coach will be assigned to work with the BS/BAS in PM program. The PM program will make up 50% of their student load and the PM program will fund 50% of salary and fringe.

Personnel – New Positions

The BS/BAS in PM program will be hiring a new full-time faculty member in the first year to teach in the program as well as help fill a current vacancy that is needed to be filled for the master's program. The new faculty member will be 100% teaching. The BS/BAS in PM program utilizes existing faculty and lecturer support from the MS/ME in Project Management. Although these faculty resources are currently available, overload pay or additional lecturer funding is being allocated. Due to anticipated student demand, an additional faculty member will be hired in the third year.

Start-up Costs – One-Time Expenses

In order to ensure a successful launch of the online program, SPS has designated \$15,000 for online course development for each of the first two years. These funds will provide faculty with additional resources to develop the courses needed for the program outside of their teaching loads.

Operating Costs – Recurring Expenses

All equipment, library, and supplies have been accounted for in the existing services provided to KU Edwards students and no additional cost will be associated with the program. The KU Edwards Campus is allocating \$500 each year for instructional resources, \$2,500 each year for recruitment efforts, and \$10,000 each year for marketing efforts. In addition, the program director will receive \$1,400 each year for professional development.

B. Revenue: Funding Sources

The BS/BAS in PM program is a Johnson County Education and Research Triangle* (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. BS/BAS in PM students will be charged an all-inclusive tuition rate of \$485 per credit hour to ensure that the program is affordable and accessible to all students, nationwide. The Edwards Campus Fee and Edwards Programs Course Fee will be backed out of the all-inclusive rate and allocated to the services that those fees support.

* The Johnson County Education Research Triangle (JCERT) is a unique partnership between Johnson County, the University of Kansas and Kansas State University. Its goal is to create economic stimulus and a higher quality of life through new facilities for research and educational opportunities. In November 2008, Johnson County voters invested in the county's future by voting for a 1/8-cent sales tax to fund JCERT initiatives, including development of the National Food and Animal Health Institute at K-State Olathe; the KU Clinical Research Center in Fairway, Kansas; and here at KU Edwards, the BEST Building with several degree and certificate offerings in business, engineering, science and technology.

C. Projected Surplus/Deficit

Given the anticipated costs and revenue, the program is expected to run a deficit in the first year of implementation. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. With the current enrollment estimates, the BS/BAS in PM program is expected to have a revenue surplus. These funds will be utilized to help improve the overall student experience and provide additional funding

XI. References

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- Project Management Job Growth and Talent Gap Report 2017-2027* (pp. 1-10, Rep.). (2017). Newton Square, PA: Project Management Institute.
- U.S. Bureau of Labor Statistics. (2020, April 21). Retrieved from <https://www.bls.gov/>

Appendix A:

The proposed Bachelor of Science in Project Management is comprised of seven parts:

- KU Core Requirements: 24 credit hours
 - Core 1.1: Critical Thinking Course
 - Core 1.2: Quantitative Literacy Course: *Fulfilled by BS Core*
 - Core 2.1: Communication Course: *ENGL 101 Composition*
 - Core 2.1: Communication Course: *ENGL 102 Critical Reading and Writing or BUS 305 Business Writing*
 - Core 2.2: Communication Course: *COMS 130 Speaker-Audience Communication*
 - Core 3H: Arts and Humanities Course
 - Core 3N: Natural Sciences Course: *Fulfilled by BS Core*
 - Core 3S: Social Sciences Courses: *Fulfilled by BS Core*
 - Core 4.1: Human Diversity Course
 - Core 4.2: Global Culture/Awareness Course
 - Core 5.1: Social Responsibility and Ethics Course
 - Core 6: Integration and Creativity Course: *Fulfilled by Major*
- Bachelor of Science Core Courses: 24 Credits
 - MATH 101: College Algebra
 - MATH 115: Calculus I
 - MATH 365: Statistics
 - CHEM 130: Foundations of Chemistry I (or a physical science course with lab)
 - ACCT 200: Financial Accounting
 - IST 205: Survey of Information Systems
 - ECON 142 Principles of Microeconomics or ECON 144 Principles of Macroeconomics
- Project Management Sequence Courses: 33 credit hours
 - PMGT 305: Foundations of Project Management
 - PMGT 310: Project Communications
 - PMGT 315: Project Scheduling and Control
 - PMGT 320: Introduction to Microsoft Project
 - PMGT 325: Effective Project Team Leadership
 - PMGT 405: Organizational & Project Risk Management
 - PMGT 330: Organizational Strategy & Project Initiation
 - PMGT 410: Managing Project Success
 - PMGT 415: Project Procurement and Supply Chain Management
 - PMGT 335: Project Stakeholder Engagement
 - PMGT 420: Emerging Trends in Project Management
- Emphasis Area Courses: 21 credit hours
 - Twenty-one (21) credit hours of emphasis area courses are to be completed at KU or transferred from another institution
- PMGT Elective Courses: 9 credit hours of the courses below
 - PMGT 425: Global Project Management
 - PMGT 510: Advanced Agile Approaches to Project Management
 - PMGT 430: Managing Virtual Project Teams
 - PMGT 520: Advanced Microsoft Project
- Electives or Minor Courses: 6 credit hours
 - Six (6) credit hours of upper-division courses (300+ level or above) are allocated for electives or to count towards a minor
 - Emphasis area course may be eligible to count towards Minor.

- Capstone
 - PMGT 599: Project Management Capstone (3 credit hours)

The proposed Bachelor of Applied Science in Project Management is comprised of six parts:

- KU Core Requirements: 33 credit hours
 - Core 1.1: Critical Thinking Course
 - Core 1.2: Quantitative Literacy Course: *MATH 101: College Algebra*
 - Core 2.1: Communication Course: *ENGL 101 Composition*
 - Core 2.1: Communication Course: *ENGL 102 Critical Reading and Writing or BUS 305 Business Writing*
 - Core 2.2: Communication Course: *COMS 130 Speaker-Audience Communication*
 - Core 3H: Arts and Humanities Course
 - Core 3N: Natural Science Course
 - Core 3S: Social Sciences Course
 - Core 4.1: Human Diversity Course
 - Core 4.2: Global Culture/Awareness Course
 - Core 5.1: Social Responsibility and Ethics Course
 - Core 6: Integration and Creativity Course: *Fulfilled by Major*
- BAS Project Management Sequence Courses: 36 credit hours
 - MATH 365: Statistics
 - PMGT 305: Foundations of Project Management
 - PMGT 310: Project Communications
 - PMGT 315: Project Scheduling and Control
 - PMGT 320: Introduction to Microsoft Project
 - PMGT 325: Effective Project Team Leadership
 - PMGT 405: Organizational & Project Risk Management
 - PMGT 330: Organizational Strategy & Project Initiation
 - PMGT 410: Managing Project Success
 - PMGT 415: Project Procurement and Supply Chain Management
 - PMGT 335: Project Stakeholder Engagement
 - PMGT 420: Emerging Trends in Project Management
- Emphasis Area Courses: 21 credit hours
 - Twenty-one (21) credit hours of emphasis area courses are to be completed at KU or transferred from another institution
- PMGT Elective Courses: 9 credit hours of the courses below
 - PMGT 425: Global Project Management
 - PMGT 510: Advanced Agile Approaches to Project Management
 - PMGT 430: Managing Virtual Project Teams
 - PMGT 520: Advanced Microsoft Project
- Upper-Division General Electives or Minor: 18 credit hours
 - Eighteen (18) credit hours of upper-division courses (300+ level or above) are allocated for electives or for a minor
 - Emphasis area course may be eligible to count towards Minor.
- Capstone
 - PMGT 599: Project Management Capstone (3 credit hours)

Program Approval

Summary

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

November 17, 2021

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level: Master's
Program Title: Electrical Engineering and Computer Science
Degree to be Offered: Master of Engineering
Responsible Department or Unit: School of Engineering
CIP Code: 14.4701
Modality: Face-to-Face
Proposed Implementation Date: Fall 2022

Total Number of Semester Credit Hours for the Degree: 31

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

III. Justification

The proposed degree program reflects the mission statement of KU and its commitment “to lift students and society by educating leaders, building healthy communities and making discoveries that change the world”.

The justification for the new M.Eng. in EECS degree is to attract students and regional professionals whose focus is on working in industry and who are looking to further their education. A coursework-based master's degree will offer flexibility for professionals seeking a degree in the field in which they are employed and who may already be engaged in related workplace projects. The M.Eng. degree program will provide coursework directly related to the students' professional focus, without requiring non-course-based components that do not always fit well with this professional orientation. The current M.S. degree programs in the department of Electrical Engineering and Computer Science (EECS) require a project or research component, which is at times a substantial hurdle and deterrent for many people that want to further their education and are interested in a career in industry, but are unable to allocate the time and interest to develop the substantial project or research component, write the document and defend the work. The new M.Eng. degree option will remove this major barrier and encourage and enable more students and professionals to pursue a graduate degree program that is better aligned with their career goals.

The coursework-only M.Eng. in EECS degree will also be an efficient way for those who recently graduated with an EECS undergraduate degree to get more in-depth background and credentials in their fields of interest prior to seeking employment in industry. The degree will prepare students to be more effective in their careers as industry professionals and with entrepreneurship in a start-up company. The different degree title (Master's of Engineering, M.Eng. in EECS) will help distinguish the coursework-only Master's students (graduates) from the Master's of Science (M.S.) students (graduates) who have completed a project/research as part of their degree.

Overall, the M.Eng. in EECS degree will provide additional options for students seeking advanced degrees that can better meet their learning and professional goals.

IV. Program Demand: Select one or both of the following to address student demand:

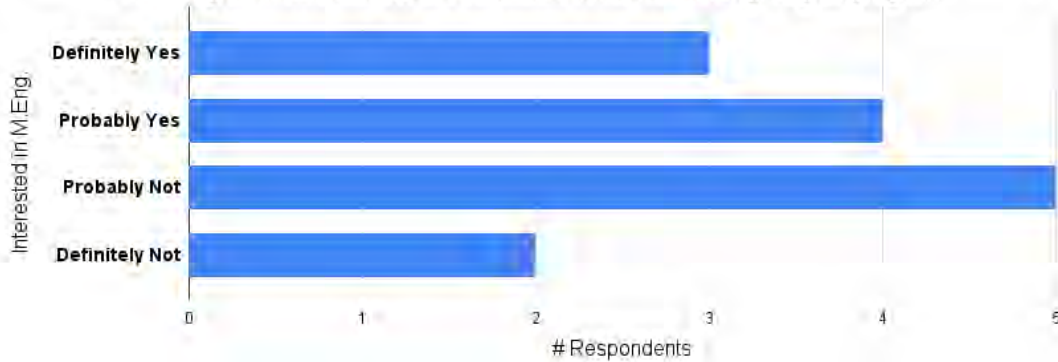
A. Survey of Student Interest

Number of surveys administered:	500 (430 UG + 70 Grad)
Number of completed surveys returned:	88 (50 UG + 38 Grad)
Percentage of students interested in program: ...	61.36% (35 UG + 19 Grad)

Many current (undergraduate and graduate) students in the EECS department at KU have expressed immense interest in this proposed M.Eng. degree program. The department conducted a survey to determine student interest in this new program, which was sent to all junior and senior undergraduate and all M.S. graduate students in the department. 50 undergraduate students and 38 graduate students responded to the survey. We find from the survey that about 72% (36/50) of the undergraduate respondents were already interested in pursuing a graduate degree at KU.

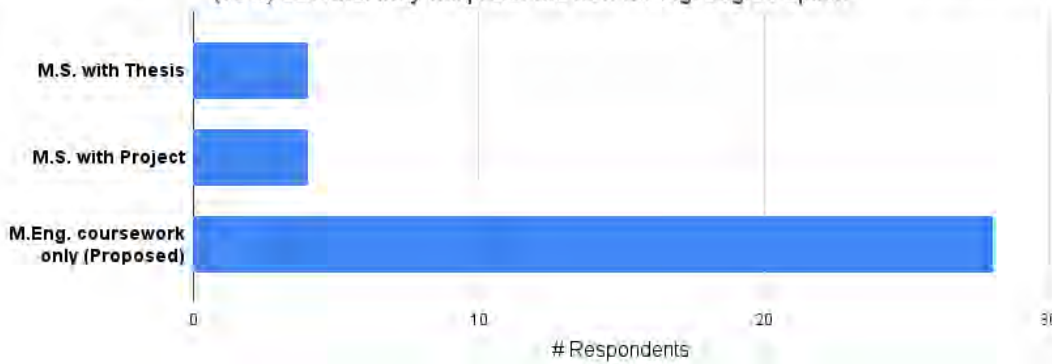
Interestingly, our survey found that (Figure 1) of the 14 undergraduate respondents that were not already interested in the existing M.S. degree option in EECS at KU, 7 (50%) said that they will be interested in pursuing the new M.Eng. degree program. This statistic shows the potential of the new M.Eng. program to increase student enrollment in the graduate program in EECS at KU.

Figure 1. 50% of the undergraduate respondents that were NOT already interested in the existing M.S. degree in EECS at KU are interested in the new M.Eng. degree program



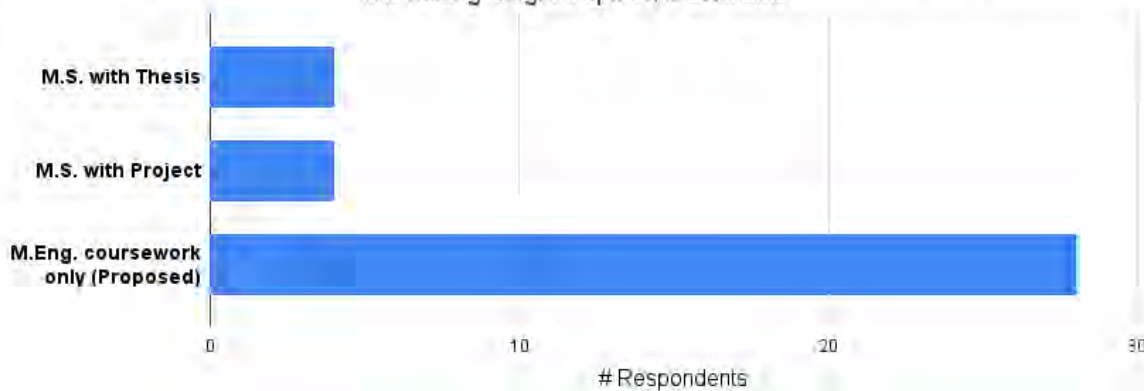
Our survey further finds that (Figure 2) of the 36 undergraduate respondents that are interested in the current Master’s program in EECS, 28 (about 78%) said that they will pursue the new M.Eng. program, if available, given its match with their professional goals.

Figure 2. Of the 36 undergraduate respondents already interested in the M.S. degree in EECS, 28 (78%) said that they will prefer the new M.Eng. degree option



Finally, we find that (Figure 3) of the 38 current graduate students that responded to the survey, 19 (50%) said that they will switch to the new M.Eng. program, if offered.

Figure 3. 19 of the 38 graduate M.S. student respondents (50%) said that they will prefer to pursue the M.Eng. degree option, if available



Thus, this survey unequivocally shows the large excitement in our current student population for this new M.Eng. in EECS degree program.

Additionally, we also have anecdotal evidence that industry professionals from the Kansas City Metropolitan area are interested in this new degree program, and are much more likely to pursue graduate school in EECS at KU if such a program were available.

B. Market Analysis

University of Missouri-Kansas City (UMKC) and Kansas State University (K-State) are the two universities in the Kansas City region that compete directly with the University of Kansas for students in the EECS disciplines. UMKC offers non-thesis/coursework-only degree options in Computer Science and Electrical Engineering.

While no other university in the state offers a master's degree in the proposed CIP code of 14.4701, K-State offers a coursework-only master's degree option in Computer Science (that requires writing a major paper), Computer Engineering and Electrical Engineering. While outside the Kansas City region, Wichita State offers an MS in Electrical and Computer Engineering with an option for either a thesis, project or coursework. The industry focused coursework-only Master's degree option is also offered by many other Universities in the country, which suggests that this is a popular and sustainable model for Master's degree programs in EECS.

The American Association for Engineering Education (ASEE) report from July 2019 shows a continuing trend of increasing enrollment in master’s engineering programs. They report that Electrical Engineering and Computer Science are among the top three engineering disciplines representing 39% of all engineering master’s graduates (the third being Mechanical Engineering). This data suggests that there will continue to remain sufficient interest in the Master’s offerings in EECS at KU.

Additionally, the EECS department at KU has seen a drop in M.S. applications in the past few years and all M.S. degrees in the EECS department require a thesis or a project. The proposed M.Eng. in EECS degree has the potential to increase applications and enrollment given it does not require a thesis or major project.

Given the large interest in the new M.Eng. degree program from our own undergraduate student population and professionals who would otherwise not be interested in pursuing graduate education at KU, the exceptional reputation of the EECS department at KU among professionals the Kansas City (KC) area, and the locational advantage of KU in the KC region give us high confidence that there is sufficient interest in the new M.Eng. in EECS degree program to sustain the degree help raise graduate enrollments in EECS at KU.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	14	1	434	7
Year 2	18	2	558	20
Year 3	22	3	682	39

VI. Employment

The job outlook for Master’s program graduates in Electrical Engineering, Computer Engineering, and Computer Science remains bright, in spite of the effects of the COVID-19 pandemic.

The Bureau of Labor Statistics (BLS) projects jobs for computer and information technology occupations will grow 11% from 2019 to 2029 (2021). This is significantly faster than the projected growth rate for all occupations nationwide. Some Computer Science jobs, such as computer and information research scientists, are projected to grow even more quickly at 15% and typically need at least a master’s degree in computer science or a related field. Overall employment of electrical and electronics engineers is projected to grow 3 percent from 2019 to 2029. Electrical Engineering, Computer Engineering and Computer Science are all in the top 10 highest paying Master’s degrees, according to the popular employment website, Monster (2021).

There is a vibrant and growing technology and engineering industrial sector in the KC metro area, including firms such as Garmin, Cerner, Sprint, and Honeywell, that hire our graduates and continue to expand. Thus, Electrical and Computer Engineering and Computer Science continue to remain appealing degree options for the interesting area of work, the strong job market and the competitive compensation.

Additionally, we expect some professionals in this program to be currently employed as they pursue the M.Eng. degree. These students will either work on their degree part-time or will take a leave of absence to complete the degree in an accelerated manner on a full-time basis. These students will have almost certain employment (and new internal and/or external opportunities) upon degree completion.

VII. Admission and Curriculum

This proposed University of Kansas (KU) Master's of Engineering (M.Eng.) degree in Electrical Engineering

and Computer Science (EECS) will be a coursework only master's degree. The degree structure is very similar to the existing Master of Science (M.S.) degree programs offered by the EECS department at the University of Kansas. The primary difference is the replacement of the project/research component (that is required by the M.S. degree programs) with an equal number of credit hours of coursework.

A. Admission Criteria

The application process and admission requirements will mirror those for the current M.S. degree programs in the EECS department. Students will apply to the EECS department for the M.Eng. in EECS degree. The application will include a CV, personal statement, academic transcripts, GRE scores, TOEFL scores (when required by the University), and letters of recommendation. The departmental graduate committee (five total members and chaired by the EECS Graduate Director) will review all applications and make admission decisions based on the merits of the overall application packet.

Typical admission requirements for the M.Eng. degree in EECS will remain the same as the existing M.S. degrees in EECS, and include:

- Undergraduate degree in Electrical Engineering, Computer Engineering, Computer Science, or related fields.
- GPA at or above 3.0 on a 4.0 point scale
- GRE scores: 146+ verbal, 155+ quantitative
- Three letters of recommendation
- TOEFL scores at or above 90 on an internet-based exam (or equivalent) for international students only as required by the University.

B. Curriculum

Students select one of the three *tracks*, Electrical Engineering, Computer Engineering, or Computer Science for their M.Eng. degree program. All the tracks have the same curricular structure, which is as follows:

- Students work with an advisor familiar with their selected track area to develop a formal *plan of study*. Every student can select or be assigned a faculty advisor in their first semester. The student will work with their faculty advisor to develop a plan of study that includes courses that are consistent with the student's academic background and identified degree and goals.
- Every plan of study will consist of 30 coursework credits and 1 additional credit of [EECS 802](#). EECS 802 Colloquium/Seminar provides professional development, additional exposure to the breadth of applications in EECS, and covers professional engineering ethics, particularly as applicable and important for individuals in industry.
- M.Eng. plans of study that follow the "*predefined course lists*" (found in attachment 1 and similar to those used by our current M.S. degree programs) will be automatically approved by the EECS graduate committee. A predefined plan of study includes:
 - 4 courses from the "Foundational" or "Core" course list
 - 5 courses from the "Elective" course list
 - 1 open elective course related to the student's professional goals
 - at least one semester of EECS Colloquium ([EECS 802](#))
 - a maximum of 2 courses numbered between 500-699 may be counted toward the hours required for the degree.
- The M.Eng. program will have one *predefined course list* for each track (Computer Science, Computer Engineering, or Electrical Engineering). Please see attachment 1 for the predefined course lists for each track.
- M.Eng. plans of study not following a predefined course list will be required to have the EECS graduate committee assess the submitted plan of study, goals and justification.

- Every M.Eng. in EECS plan of study must adhere to the following rules: (i) a total of 30 hours of regular coursework, (ii) EECS 802, (iii) minimum of 7 EECS courses numbered 700 or higher, (iv) maximum of 9 hours outside the department, (v) maximum of 2 courses numbered between 500-699.

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
EECS 801	EECS Colloquium and Professional Development	01
EECS	Track Core Course 1	03
EECS	Track Core Course 2	03
EECS	Track Elective Course 1	03
EECS	Track Elective Course 2	03
EECS	Track Elective Course 3	03

Year 1: Spring

Course #	Course Name	SCH....
EECS	Track Core Course 3	03
EECS	Track Core Course 4	03
EECS	Track Elective Course 4	03
EECS	Track Elective Course 5	03
	Open Elective	03

Total Number of Semester Credit Hours 31

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
Perry Alexander	Distinguished Professor	Ph.D.	Y	Computer Science	0.034
Mohammad Alian	Assistant Professor	Ph.D.	Y	Computer Engineering	0.034
Christopher Allen	Professor	Ph.D.	Y	Electrical Engineering	0.034
Alexandru Bardas	Assistant Professor	Ph.D.	Y	Computer Science	0.034
Shannon Blunt	Distinguished Professor	Ph.D.	Y	Electrical Engineering	0.034
Michael Branicky	Professor	Ph.D.	Y	Computer Science	0.034
Drew Davidson	Assistant Professor	Ph.D.	Y	Computer Science	0.034
Kenneth Demarest	Professor	Ph.D.	Y	Electrical Engineering	0.034
Esam El-Araby	Assistant Professor	Ph.D.	Y	Computer Engineering	0.034
Shima Fardad	Assistant Professor	Ph.D.	Y	Electrical Engineering	0.034
Victor Frost	Distinguished Professor	Ph.D.	Y	Electrical Engineering	0.034
John Gibbons	Teaching Professor	Ph.D.	N	Computer Science	0.034
Morteza Hashemi	Assistant Professor	Ph.D.	Y	Electrical Engineering	0.034
Tamzidul Hoque	Assistant Professor	Ph.D.	Y	Computer Engineering	0.034

Rongqing Hui	Professor	Ph.D.	Y	Electrical Engineering	0.034
David Johnson	Teaching Professor	Ph.D.	N	Electrical Engineering	0.034
Taejoon Kim	Assistant Professor	Ph.D.	Y	Electrical Engineering	0.034
Prasad Kulkarni*	Professor	Ph.D.	Y	Computer Science	0.034
Carlton Leuschen	Professor	Ph.D.	Y	Electrical Engineering	0.034
Fengjun Li	Associate Professor	Ph.D.	Y	Computer Science	0.034
Bo Luo	Professor	Ph.D.	Y	Computer Science	0.034
Matthew Moore	Assistant Professor	Ph.D.	Y	Computer Science	0.034
Erik Perrins	Professor	Ph.D.	Y	Electrical Engineering	0.034
David Petr	Professor	Ph.D.	Y	Electrical Engineering	0.034
Hossein Saiedian	Professor	Ph.D.	Y	Computer Science	0.034
Alessandro	Associate Professor	Ph.D.	Y	Electrical Engineering	0.034
Suzanne Shontz	Professor	Ph.D.	Y	Computer Science	0.034
James Stiles	Professor	Ph.D.	Y	Electrical Engineering	0.034
Hongyang Sun	Assistant Professor	Ph.D.	Y	Computer Science	0.034
Zijun Yao	Assistant Professor	Ph.D.	Y	Computer Science	0.034
Heechul Yun	Associate Professor	Ph.D.	Y	Computer Engineering	0.034
Cuncong Zhong	Assistant Professor	Ph.D.	Y	Computer Science	0.034

Number of graduate assistants assigned to this program **0**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$129,188.92	\$129,188.92	\$129,188.92
Administrators (other than instruction time)	\$10,975.90	\$10,975.90	\$10,975.90
Graduate Assistants	0	0	0
Support Staff for Administration (e.g., secretarial)	8,507.6	8,507.6	8,507.6
Fringe Benefits (total for all groups)	\$52,035.35	\$52,035.35	\$52,035.35
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$200,707.77	\$200,707.77	\$200,707.77
Personnel – New Positions			
Faculty	0	0	0
Administrators (other than instruction time)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (e.g., secretarial)	0	0	0
Fringe Benefits (total for all groups)	0	0	0
Other Personnel Costs	0	0	0

Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	\$200,707.77	\$200,707.77	\$200,707.77

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$184,867.20	\$242,297.60	\$302,243.20
Student Fees		\$24,122.70	\$31,616.60	\$39,438.70
Other Sources		0	0	0
GRAND TOTAL FUNDING		\$208,989.90	\$273,914.20	\$341,681.90
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$8,282.13	\$73,206.43	\$140,974.13

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The current EECS Graduate Program Director (0.1 FTE faculty) and Graduate Program Coordinator (0.2 FTE staff) will administer this degree program, along with the existing Master of Science and Doctoral degree programs in EECS. Most faculty in the department are expected to teach graduate-level classes that will have M.Eng. degree program students in their classes along with students from the existing M.S. and Ph.D. graduate

programs. EECS faculty typically teach about one *graduate* class per year, which is calculated as 0.1 FTE. Since each graduate class will have a mix of M.Eng., M.S., and Ph.D. degree students, 1/3rd of 0.1 FTE (or 0.034 FTE) for each faculty member is allocated to the M.Eng. program.

Personnel – New Positions

No new positions are required for instruction or to administer this degree program.

Start-up Costs – One-Time Expenses

No new resources are required to initiate this degree program.

Operating Costs – Recurring Expenses

No new resources are required for operating costs of this degree program.

B. Revenue: Funding Sources

Funding for the program will be through tuition and student fees. We expect primarily Kansas residents and those qualifying for in-state tuition will be interested in the M.Eng. program. The current in-state tuition and student fees for Engineering graduate students are \$419.20/credit hour and \$54.70/credit hour, respectively. The projected *student semester credit hours* from Section V (along with the tuition and fees given above) are used to calculate the revenue from funding sources generated by this program. We have conservatively estimated the number of students interested in the program and expect the program to meet KBOR minimum requirements for enrollments and graduates within three years of inception.

C. Projected Surplus/Deficit

Our budget estimate indicates the degree program will run a surplus beginning in Year 1.

XI. References

U.S. Bureau of Labor Statistics. (2021). Occupational Outlook Handbook: Computer and Information Technology Occupations. <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>.

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Monster, Inc. (2021). Best Master's Degrees. <https://www.monster.com/career-advice/article/best-and-worst-paying-masters-degrees>.

American Association for Engineering Education (ASEE). (2019). Engineering by the Numbers. <https://ira.asee.org/wp-content/uploads/2019/07/2018-Engineering-by-Numbers-Engineering-Statistics-UPDATED-15-July-2019.pdf>.

Attachment 1: Predefined Course Lists for M.Eng. in EECS

Computer Science Track Predefined Course List

Foundational/Core Computer Science Courses

Code	Title	Hours
EECS 639	Introduction to Scientific Computing	3
EECS 730	Introduction to Bioinformatics	3
EECS 731	Introduction to Data Science	3
EECS 738	Machine Learning	3
EECS 743	Advanced Computer Architecture	3
EECS 750	Advanced Operating Systems	3
EECS 762	Programming Language Foundation I	3
EECS 765	Introduction to Cryptography and Computer Security	3
EECS 780	Communication Networks	3

Elective Computer Science Courses

Code	Title	Hours
EECS 649	Introduction to Artificial Intelligence	3
EECS 660	Fundamentals of Computer Algorithms	3
EECS 690	Special Topics: _____	1-3
EECS 700	Special Topics: _____	1-5
EECS 718	Graph Algorithms	3
EECS 739	Parallel Scientific Computing	3
EECS 741	Computer Vision	3
EECS 742	Static Analysis	3
EECS 745	Implementation of Networks	3
EECS 746	Database Systems	

EECS 753	Embedded and Real Time Computer Systems	3
EECS 755	Software Modeling and Analysis	3
EECS 764	Analysis of Algorithms	3
EECS 767	Information Retrieval	3
EECS 768	Virtual Machines	3
EECS 776	Functional Programming and Domain Specific Languages	3
EECS 781	Numerical Analysis I	3
EECS 782	Numerical Analysis II	3
EECS 830	Advanced Artificial Intelligence	3
EECS 837	Data Mining	3
EECS 838	Applications of Machine Learning in Bioinformatics	3
EECS 843	Programming Language Foundation II	3
EECS 866	Network Security	3
EECS 940	Theoretic Foundation of Data Science	3

Computer Engineering Track Predefined Course List

Foundational/Core Computer Engineering Courses

Code	Title	Hours
EECS 644	Introduction to Digital Signal Processing	3
EECS 660	Fundamentals of Computer Algorithms	3
EECS 665	Compiler Construction	4
EECS 739	Parallel Scientific Computing	3
EECS 743	Advanced Computer Architecture	3
EECS 750	Advanced Operating Systems	3
EECS 762	Programming Language Foundation I	3
EECS 780	Communication Networks	3
EECS 786	Digital Very-Large-Scale-Integration	3

Elective Computer Engineering Courses		
Code	Title	Hours
EECS 611	Electromagnetic Compatibility	3
EECS 628	Fiber Optic Communication Systems	3
EECS 638	Fundamentals of Expert Systems	3
EECS 649	Introduction to Artificial Intelligence	3
EECS 664	Introduction to Digital Communication Systems	3
EECS 690	Special Topics: _____	1-3
EECS 700	Special Topics: _____	1-5
EECS 718	Graph Algorithms	3
EECS 730	Introduction to Bioinformatics	3
EECS 731	Introduction to Data Science	3
EECS 738	Machine Learning	3
EECS 739	Parallel Scientific Computing	3
EECS 740	Digital Image Processing	3
EECS 742	Static Analysis	3
EECS 744	Communications and Radar Digital Signal Processing	3
EECS 746	Database Systems	
EECS 753	Embedded and Real Time Computer Systems	3
EECS 759	Estimation and Control of Unmanned Autonomous Systems	3
EECS 764	Analysis of Algorithms	3
EECS 765	Introduction to Cryptography and Computer Security	3
EECS 767	Information Retrieval	3
EECS 768	Virtual Machines	3
EECS 769	Information Theory	3
EECS 776	Functional Programming and Domain Specific Languages	3
EECS 781	Numerical Analysis I	3

EECS 782	Numerical Analysis II	3
EECS 788	Analog Integrated Circuit Design	3

Electrical Engineering Track Predefined Course List

Foundational/Core Electrical Engineering Courses

Code	Title	Hours
EECS 628	Fiber Optic Communication Systems	3
EECS 713	High-Speed Digital Circuit Design	3
EECS 723	Microwave Engineering	3
EECS 728	Fiber-optic Measurement and Sensors	3
EECS 744	Communications and Radar Digital Signal Processing	3
EECS 780	Communication Networks	3
EECS 786	Digital Very-Large-Scale-Integration	3
EECS 820	Advanced Electromagnetics	3
EECS 861	Random Signals and Noise	3
EECS 862	Principles of Digital Communication Systems	3
EECS 863	Network Analysis, Simulation, and Measurements	3

Elective Electrical Engineering Courses

Code	Title	Hours
EECS 611	Electromagnetic Compatibility	3
EECS 622	Microwave and Radio Transmission Systems	3
EECS 649	Introduction to Artificial Intelligence	3
EECS 664	Introduction to Digital Communication Systems	3
EECS 670	Introduction to Semiconductor Processing	3
EECS 690	Special Topics: _____	1-3
EECS 700	Special Topics: _____	1-5

EECS 721	Antennas	3
EECS 725	Introduction to Radar Systems	3
EECS 738	Machine Learning	3
EECS 740	Digital Image Processing	3
EECS 743	Advanced Computer Architecture	3
EECS 745	Implementation of Networks	3
EECS 769	Information Theory	3
EECS 780	Communication Networks	3
EECS 781	Numerical Analysis I	3
EECS 782	Numerical Analysis II	3
EECS 784	Science of Communication Networks	3
EECS 788	Analog Integrated Circuit Design	3
EECS 823	Microwave Remote Sensing	3
EECS 828	Advanced Fiber-Optic Communications	3
EECS 844	Adaptive Signal Processing	3
EECS 865	Wireless Communication Systems	3
EECS 868	Mathematical Optimization with Applications	3
EECS 869	Error Control Coding	3
EECS 881	High-Performance Networking	3
EECS 882	Mobile Wireless Networking	3
EECS 888	Internet Routing Architectures	3
EECS 965	Detection and Estimation Theory	3

Program Approval

Summary

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

November 17, 2021

I. General Information

A. Institution

University of Kansas

B. Program Identification

Degree Level: Doctoral Program
Program Title: Doctorate in Advanced Social Work Practice
Degree to be Offered: Doctorate in Advanced Social Work Practice (DSW)
Responsible Department or Unit: School of Social Welfare
CIP Code: 44.0701
Modality: Online
Proposed Implementation Date: Fall 2023
Total Number of Semester Credit Hours for the Degree: 42

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

III. Justification

Doctorate degree programs in advanced social work practice (i.e., the DSW) “educate master’s-level social work practitioners who are graduates of CSWE¹-accredited programs as doctoral level practitioner-scholars who will develop, translate, and advance social work practice knowledge; engage in systematic inquiry; and apply and disseminate research-informed knowledge, values, ethics, and skills in social work through practice, professional leadership, and teaching” (CSWE, 2020; p. 1). As such, the provision of a DSW program aligns with and would further advance the mission of the University of Kansas, which is “to lift students and society by educating leaders, building healthy communities and making discoveries that change the world.”

The DSW is a practice doctorate in social work, including practice at the leadership or management level. It differs from a PhD in social work/social welfare in that a PhD is focused more on developing scholars and researchers. The DSW will complement, not supplant, our PhD program. The two doctoral programs will have distinct foci (i.e., managerial/leadership versus academic/scholarship) and serve students with differing career goals and educational needs. By providing educational experiences that meet the needs of a fuller range of learners seeking doctoral education in social work, we will advance our School’s mission of “educating students to practice with integrity and competence; advancing the science and knowledge base of social work through scholarship and research; and participating in community-engaged service” and increase student credit hours within the School.

¹ KU’s Social Welfare program is accredited by the Council on Social Welfare Education (CWSE).

While the social work education accrediting body (CSWE) allows for those with a PhD or a DSW to teach at baccalaureate, masters and doctorate levels as faculty within academic settings, the recent growth of DSW programs is due in part to allied professions moving to terminal practice degrees at the doctorate level (e.g., PharmD, ND, PsyD) and the implicit disadvantage to a terminal practice degree at the master’s level (i.e., a MSW) when working with peers from other disciplines holding doctorates (Edwards, Task Force on the DSW Degree Convened by the Social Work Leadership Forum, 2011). In this sense, the DSW attempts to overcome this disadvantage among social work professionals.

The DSW program proposed here focuses on creating a collaborative learning community that fosters scholars who are 1) leaders in anti-oppressive social work in both agency and community contexts, 2) experts in translational and implementation science, and 3) world class teachers and mentors. An emphasis on Diversity, Equity and Inclusion provides context for the classes and serves as a central component of course content. The program is centered on developing leadership and administrative skills, while simultaneously preparing graduates capable of engaging with communities and translating the research base of the profession in order to help agencies to understand and implement the best practices found in the social work and social science literature. Finally, recognizing that many students pursuing a DSW wish to teach, a significant percentage of our courses are devoted to the theory and practice of teaching, enabling graduates to enter clinical faculty roles prepared to conduct their own classes, contribute to curricular development, and serve as skilled mentors and advisors to students

Accreditation Request

As soon as we have received appropriate university and KBOR approvals, we will begin the process of advising CSWE we wish to apply for candidacy as an accredited DSW program. Per Chapter II, section A.7 of the KBOR Policy Manual, Board approval must be obtained and granted prior to beginning the accreditation process. This proposal serves a formal request by the School to seek accreditation through CSWE of the proposed DSW Program. Costs associated with accreditation are included in Section IX.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest

Number of surveys administered:	5300 email inquiries
Number of completed surveys returned:	496
Percentage of students interested in program: ...	76% very or somewhat interested

The KU School of Social Welfare attempted to confirm a strong interest among current macro² practitioners to obtain a DSW degree for either teaching or advanced practice purposes. To assess interest in the DSW, emails were sent to about 5300 licensed MSWs in Kansas, which included all licensed social workers in Kansas in January 2019. (Attempts to obtain emails from the National Association of Social Workers (NASW) and several other states were unsuccessful.) Over three-quarters of respondents (76%) indicated that they were either “very” or “somewhat” interested in pursuing a macro-oriented DSW with the University of Kansas School of Social Welfare (39% and 37% respectively). Roughly two-thirds of the respondents indicated a dual interest – both teaching and practice. In terms of program content, respondents identified social justice advocacy most frequently (33%), followed by community organization (23%), diversity (18%), and policy analysis (19%). Thus, the results indicated a strong regional interest in a DSW program, and our assessment of national program models indicates

² The term “macro” refers to program and organizational development, policy analysis and advocacy, and leadership and management. Macro practice is often contrasted with “micro” practice; the latter which focuses on supporting clients directly through various therapeutic and counseling modalities.

that there is a need for, and strong pool of candidates interested in, macro practice and teaching.

B. Market Analysis

A review of current DSW programs was conducted by Dr. Chris Petr in 2018 which indicated two significant gaps in current DSW programs: 1) lack of attention to teaching, despite this being the most common arena for employment of DSWs and 2) lack of programming focused on macro practice topics (i.e., program and organizational development, policy analysis and advocacy, leadership and management), which were among the most frequently cited areas of hiring need by National Association of Deans and Directors of Schools of Social Work (NADD) members and Association of Baccalaureate Social Work Program Directors (BPD). In addition, our learning around development of engaging online learning content, which accompanied the Coronavirus pandemic, and a desire to reach students nationally and internationally have motivated our decision to place this program in an accessible online platform. Thus, a synchronous (real time) online DSW program at the University of Kansas School of Social Welfare (KUSSW) focused on preparing students to teach macro content in areas such as social and economic justice, community organization, and/or policy analysis could find a broad market.

Many students enroll in advanced clinical programs to further their skills and status in the workplace; however, initial conversations with key informants indicate that this may not be true for advanced macro students—that is, there may not be a comparable need among practicing macro social workers for advanced skills and practice, but there may well be a desire to teach in this area. Thus, our dual focus on teaching and macro practice would appeal to current clinicians desiring to increase macro skills, and current macro practitioners wishing to gain skills in teaching, mentoring and curricular development.

According to the Task Force on the DSW Degree Convened by the Social Work Leadership Forum (Edwards, et al., 2011), “as the demand grows for experts with advanced practice skills, social work would be well-served to have a clear presence of doctoral level practitioners. ... Their training will uniquely position them as active participants in the dissemination of knowledge about those advanced practice competencies. Additionally, academic institutions have indicated a growing need for faculty holding a terminal degree in the profession who trained as advanced practitioners and come into academe with a strong practice background” (pp. 7-8). A recent survey representative of all social work graduates in 2018 (Council on Social Work Accreditation, 2019), indicated that two of five MSWs planning a higher social work degree (39.3%) intended to seek a DSW degree.

Comparative/Locational Advantage

While the proposed program would be unique within the state of Kansas, DSW programs are beginning to emerge around the country, and there are currently 18 and several more in progress (DSW Program Summaries; Matejkowski, 2020; available upon request). This is an emerging trend in social work education, and we anticipate additional programs will be developed. At present, however, no state that is contiguous with Kansas has a DSW program, and many of the online programs are located within private and for-profit institutions. Our relatively inexpensive tuition (please see Section X - Expenditures and Funding Sources Explanations, below), coupled with our strong national reputation and faculty with expertise in leadership and pedagogy, gives us a strong competitive advantage in recruiting students.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	12	0	234	0
Year 2	27	0	562.5	0
Year 3	33	0	688.5	0

VI. Employment

DSW graduates are expert practitioner-scholars who: teach, supervise and mentor; assume leadership roles in social work practice settings; and generate and disseminate social work practice knowledge. In the past, having a Master of Social Work (MSW) degree would make one's resume stand out and would open the door to more advanced positions in Social Work settings. With the MSW having become the current standard, the DSW is being sought by employers as an indicator of preparedness for career advancement in agencies, government, and higher education.

According to the Council on Social Work Accreditation's 2018 survey of social work education programs in the U.S. (CSWE, 2019), DSW graduates are primarily going into nonacademic administrative positions (22.9% of graduates) and private clinical practice (17.7%); however, tenure-track faculty positions at CSWE-accredited programs (15.6%) and nontenure-track faculty positions at CSWE-accredited programs (12.5%) are also first destinations. These are growth employment areas in the U.S.

According to the Bureau of Labor Statistics, overall employment of social workers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations (BLS, 2020a). Employment of social workers in health care specifically is projected to grow 17 percent from 2018 to 2028 (BLS, 2020a) and employment in mental health and substance abuse is projected to grow 18 percent during this same time period (BLS, 2020a). The DSW degree will offer a competitive advantage for those who wish to move into administrative positions within these settings. Mean salaries of exemplary employment positions are: Medical and health services managers (Mean annual wage = \$115,160; BLS, 2020b), Social advocacy organization executives (mean annual wage = \$114,040; BLS, 2020c), Government agency Managers (mean annual wage = \$103,000; BLS, 2020d). Additionally, employment (both part-time and full-time) of postsecondary teachers is projected to grow 11 percent from 2018 to 2028, also much faster than the average for all occupations. The median pay for social work teachers in postsecondary settings in 2019 was \$72,070 (BLS, 2020e).

Thus, in terms of future growth, the job prospects of DSW graduates are more promising than many professions. The salaries expected of DSW graduates are highly competitive and higher than what can be obtained with an MSW. Finally, the DSW is designed to be flexible enough to complete while employed so students do not have to forego a salary to complete the program.

VII. Admission and Curriculum

A. Admission Criteria

Candidates complete an application, and provide a resume, a personal statement (prompted by specific questions), a writing sample, three letters of reference from former instructors or colleagues positioned to comment on the candidates' ability to succeed in a DSW program, and undergraduate and graduate transcripts. An undergraduate GPA of 3.2 or above and an MSW GPA of 3.5 and above are on a 4.0 scale are preferred. According to CSWE accreditation standards, the criteria for admission to the program must include an earned master's degree in social work from a CSWE-accredited program and a minimum of three years of practice experience beyond the master's degree in social work. Social work licensure would be a preferred qualification but will not be required. International candidates would need to provide evidence of English language proficiency through the TOEFL exam or the Applied English Center. The program would seek candidates who evidence strong oral and written communication skills, a commitment to diversity, equity and inclusion, leadership potential, and an interest in expanding their knowledge of leadership, pedagogy and the implementation of evidence-based approaches in practice settings. Initially, students may enter the program only as full-time. However, this requirement may change following assessment of demand for part-time enrollment and instructional resources to support the schedules of part-time students.

B. Curriculum

The program consists of 42 credit hours. This is comparable to DSW programs housed within research-intensive (R1) universities (average = 46.5) and below other universities that are members of the Association of American Universities (AAU; average = 48.9) as well as existing DSW programs in general (average = 49.4). Appendix A categorizes, based upon content area, descriptions of the courses that are listed below.

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

Course #	Course Name	SCH....
TBD	Introduction to Advanced Social Work Practice	3
TBD	Leadership & Management- Evidence-based Practice in Leadership and Management	3
TBD	Research & Evaluation for Building Evidence, Assessing Outcomes and Promoting Equity	3

Year 1: Spring

Course #	Course Name	SCH....
TBD	Funding Human Services: Financial Management and Budgeting	3
TBD	Assessing & Using Evidence to Design and Improve Interventions in Social Work	3
TBD	Educational Theory & Pedagogy	3

Year 1: Summer

Course #	Course Name	SCH....
TBD	Capstone Seminar 1	1.5

Year 2: Fall

Course #	Course Name	SCH....
TBD	Program Development & Design	3
TBD	Curriculum Design & Development	3
TBD	Understanding Translational and Implementation Science	3

Year 2: Winter Inter-Session

Course #	Course Name	SCH....
TBD	Capstone Seminar 2	3

Year 2: Spring

Course #	Course Name	SCH....
TBD	Community Engagement & Community Advocacy	3
TBD	Grant writing	1.5
TBD	Social Momentum Building & Communication Strategies	1.5
TBD	Advising, Mentoring, & Supervision	3

Year 2: Summer

Course #	Course Name	SCH....
TBD	Capstone 3-Defense of Portfolio	1.5

Total Number of Semester Credit Hours 42

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
*Ed Scanlon	Assoc Professor	PhD	Y	Social Welfare Policy & Programs	1.0

Number of graduate assistants assigned to this program **0**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty (<i>Program Director</i>)	80,000	80,000	80,000
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>)	27,200	27,200	27,200
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	107,200	107,200	107,200
Personnel – New Positions			
Faculty (<i>Lecturing Staff</i>)	0	32,000	32,000
Faculty (T/TT Faculty, <i>Capstone Coord/Clinical Faculty</i>) Year1 = 1.0 FTE T/TT Faculty and 1.0 FTE Capstone Coord/Clinical Faculty Year 2 = 2.0 FTE T/TT Faculty and 1.0 FTE Capstone Coord/Clinical Faculty	160,000	240,000	240,000
Success Coach & Call Center Staff	86,000	86,000	86,000
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>)	83,640	114,040	114,040
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	329,640	472,040	472,040
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	40,000	8,000	8,000
Physical Facilities: Construction or Renovation	0	0	0
Other (<i>accreditation review</i>)	14,200	4,200	21,700

Total Start-up Costs	54,200	12,200	29,700
Operating Costs – Recurring Expenses			
Supplies/Expenses	500	700	700
Equipment/Technology/IT Support	18,000	12,000	12,000
Travel/Professional Development	6,000	8,000	8,000
Other (<i>Recruit, Marketing, Orientations</i>)	30,000	20,000	10,000
Total Operating Costs	54,500	40,700	30,700
GRAND TOTAL COSTS	545,540	632,140	639,640

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		234,000	562,500	688,500
Student Fees		25,800	64,050	78,450
Other Sources		0	0	0
GRAND TOTAL FUNDING		259,800	626,550	766,950
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		-285,740	-5,590	127,310

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Program Director. One existing tenured faculty member will be assigned to direct this program at a rate of 1.0 FTE. This faculty member will oversee the program accreditation, design, and delivery (.5 FTE) and teach 1/1, conduct research and provide service (.5 FTE).

Personnel – New Positions

- A Capstone Coordinator/Clinical Faculty 1.0 FTE will be hired to manage the content for Capstone coursework to be divided .5 FTE capstone/.5 FTE teaching during the first year and expanded during the second fiscal year to 1.0 FTE capstone to accommodate additional capstones that occur during the second year of the curriculum.
- T/TT Faculty 1.0 FTE will be hired and designated to teach in the DSW program during the first year and a second T/TT Faculty 1.0 FTE will be hired and designated to teach in the DSW program during the second year to accommodate increased student enrollment.
- Lecturing staff will be added to assist with teaching at \$6,000/course. Will begin in year 2.
- Success Coach. Will provide “enroll to graduation” support.

- Call Center Staff. Will recruit and provide “hello to enroll” support.

Start-up Costs – One-Time Expenses

Annual membership dues to our accrediting body (CSWE) are \$4200 which are included in Years 1-3. Accreditation costs include a \$10,000 Letter of Intent and Candidacy Eligibility Fee in Year 1 for the DSW. In Year 3, when the DSW program undergoes accreditation review by CSWE, accreditation expenses will total \$17,500. To support a fully online program we will need equipment/technology for online teaching.

Operating Costs – Recurring Expenses

IT and instructional design (startup and maintenance) for the programming will be critical throughout. Recruiting and marketing will be expanded to promote the new program. Ongoing training and development to keep faculty/instructors abreast of innovations in online learning are also budgeted.

B. Revenue: Funding Sources & C. Projected Surplus/Deficit

Student tuition and fees would fund this program. In the first year, there would only be one cohort of students so the net revenue that year is smaller than subsequent years when there will be two cohorts in the program each year. Students will also pay a DSW course differential fee of \$100 per credit hour (\$4,200 per graduate) and a \$200 capstone fee when enrolling for each of the three capstone courses (\$600 per graduate). Once two cohorts are established in the program, the program costs are covered by student enrollment.

Tuition for the online program is proposed at \$1,000 per student credit hour. We reviewed the current 18 existing DSW programs’ per credit/unit and total program tuition costs. There was one “outlier” program (University of Alabama) that had tuition costs less than half the average of the remaining programs. The KU DSW program cost is competitive with existing DSW programs, and considerably lower than DSW programs housed within research-intensive (R1) universities and within universities that are members of the Association of American Universities (AAU). Total program costs tended to balloon with programs that required intensive residential summer sessions as a component of their DSW program. The program proposed here eschews these residential costs by providing instruction completely online. Costs are summarized in the following table and do not include any fees charged by institutions.

	Average tuition cost per unit/credit/hour (\$)	Average tuition cost for entire program (\$)
18 Existing DSW Programs	854.70	50495.80
DSW Programs w/o Alabama	894.20	52602.10
DSW programs within AAU universities	1156.00	68197.20
DSW Programs within R1 universities	915.75	53333.67
DSW Programs within R1 w/o Alabama	1014.90	57637.88
KU DSW Program	1000.00	42000.00

Students enroll in 19.5 credit hours their first year and 22.5 credit hours per their second year. Year one will include one cohort of 12 students, garnering \$234,000 in tuition revenue that can be applied to support programming. In subsequent years, there will be two cohorts going through the program each calendar year.

Projected enrollments:

Year one: Cohort 1 – 12 students (\$259,800 in revenue)

Year two: Cohort 1 – 12 students / Cohort 2 – 15 students (\$626,550 in revenue)

Year three: Cohort 2 – 15 students / Cohort 3 – 18 students (\$766,950 in revenue)

XI. References

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- Bureau of Labor Statistics (2020b). Occupational employment and wages, May 2019. 11-9111 Medical and health services managers. <https://www.bls.gov/oes/current/oes119111.htm>
- Bureau of Labor Statistics (2020c). May 2019 national industry-specific occupational employment and wage estimates. NAICS 813300 - Social advocacy organizations. https://www.bls.gov/oes/current/naics4_813300.htm#11-0000
- Bureau of Labor Statistics (2020d). May 2019 national industry-specific occupational employment and wage estimates. NAICS 999000 - Federal, State, and Local government, excluding state and local schools and hospitals and the U.S. Postal Service (OES Designation). https://www.bls.gov/oes/current/naics3_999000.htm#11-0000
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- Council on Social Work Education (2020). Accreditation standards for professional practice doctoral programs in social work. [https://www.cswe.org/Accreditation/Information/Feedback-for-Practice-Doctorate-Program/Accreditation-Standards-for-Professional-Pract-\(1\).aspx](https://www.cswe.org/Accreditation/Information/Feedback-for-Practice-Doctorate-Program/Accreditation-Standards-for-Professional-Pract-(1).aspx)
- Edwards, R.L., Rittner, B., & Holmes, J. (2011). The Doctorate in Social Work (DSW) degree: Emergence of a new practice doctorate. Report of the Task Force on the DSW Degree Convened by the Social Work. <https://www.cswe.org/CMSPages/GetFile.aspx?guid=547ebf4d-de0b-4f6b-b106-01309778e42f>
- Matejkowski, J., (2020). DSW program summaries. [Unpublished manuscript]. School of Social Welfare, University of Kansas.

Category 1: Ethical and Historical Frameworks

Introduction to Advanced Social Work Practice (3 hours): This course is focused on preparing the entering DSW student to understand what is meant by Advanced Social Work Practice, and the social, political, and economic contexts in which social work leadership, translational research and social work education and instruction are embedded. Topics include the structure of higher education in the US, contemporary policy and administrative challenges, issues of diversity, equity and inclusion in higher education, and the infrastructure that guides research, including accountability to funders and university standards of the ethics and rigor of knowledge development. An introduction to common theoretical and conceptual ideas is presented, along with the development of shared definitions of terms used in the arenas of both higher education and organizational leadership.

Category 2: Leadership and Administrative Practice Knowledge, Theory and Skills

Funding Human Services and Social Change: Financial management and budgeting (3 hours): This course will introduce students to the fundamentals of managing the financial aspects of an organization. Students will develop the skills necessary to understand and develop balance sheets and program budgets that promote equity and inclusion. Students will also develop necessary skills for identifying funding sources and writing grant proposals appropriate for human service provision and anti-oppressive social change efforts.

Evidence informed leadership and management (3 hours): This course will cover various theories of leadership and management. Students will learn to engage in leadership practices across the social ecology, including leadership of agencies that serve individuals and organizations focused on structural change. Students will develop a style of leadership that is strengths-based, and trauma-informed and which promotes diversity, equity and inclusion. Topics would include theories of leadership & team building (best practices), multi-system competency (macro-micro) community engagement, the use of public discourse & technology (communications), strengths-based practice and trauma informed care (trauma awareness).

Community engagement and advocacy (3 hours): This course will cover various aspects of engaging with the community, with a focus of ensuring that organization activities serve the diverse interests and needs of their constituents. The course will cover models of engaging in advocacy that centers the needs and strengths of diverse, equitable and inclusive communities, such as community organizing. Policy practice will be considered as a form of advocacy. The course will also cover approaches to identifying community strengths and needs.

Human service program development and design (3 hours): This course will cover the life course of a program, beginning with employing existing evidence for the development of the program its design. Students will develop the necessary skills to design and develop programs to address particular needs of culturally diverse individuals and communities.

Grant writing (1.5 hours): This course will discuss the fundamentals of grant writing, including identifying appropriate funding sources, capturing the strengths and needs of the constituents served by the program in ways that meet funders' requirements, and leveraging existing evidence to write a compelling proposal.

Creating social momentum through public communication (1.5 hours): This course will cover utilizing the multitude of modern media tools to gain public support for social welfare initiative that promote diversity, equity and inclusion. Topics will include describing community strengths and needs in ways that compel constructive action and making relevant research and evidence accessible to a popular audience.

Category 3: Research and Inquiry

Research and evaluation for building evidence, assessing outcomes and promoting equity. (3 Hours): This course is an in-depth introduction to the process of conducting research. A comprehensive approach is taken to covering the full research design process, considering quantitative, qualitative and mixed methods approaches, and the evaluation of program outcomes. The course also integrates topics related to structural bias, systemic oppression, and strategies for anti-oppressive research, and addresses ethical issues in the conduct and dissemination of research.

Assessing and using evidence to design and improve multi-level interventions in social work (3 Hours): This course develops students' knowledge and skills for identifying, assessing, and critiquing the empirical evidence on current interventions and practices in social work. The focus is on conducting multi-dimensional, value-critical inquiry about "best practices" relevant to social work and applying the results of that inquiry toward designing and improving interventions or practices that are multi-level. The course introduces the foundations of evidence-based practice, systematic review of the literature, critical evaluation of empirical studies, and structured data synthesis to assess the quality of evidence. In addition to covering approaches for rigorous methodological critique, the course emphasizes value-critical frameworks for assessing research in relation to anti-oppressive principles.

Understanding translational and implementation science (3 Hours): This course provides students with the foundation for understanding and applying implementation science principles and practice. Using a critical perspective with a focus on identifying and using effective strategies for translating research into practice, the course introduces key concepts of implementation science and a variety of theories and frameworks for guiding implementation efforts. Students gain knowledge and skills in identifying implementation facilitators and barriers and developing and supporting key implementation strategies. Implementation is examined from an equity lens to consider how implementation processes can promote racial equity and social, economic, and environmental justice. The course also covers evaluation of implementation, including measures designed to examine implementation processes and outcomes.

Category 4: Pedagogy and Instruction

Integrative and critical approaches within educational theory and pedagogy (3 hours): This course is focused on providing DSW students with a strong theoretical foundation for effectively teaching adult learners in social work courses at all levels of higher education. Topics will include theories of pedagogy/andragogy; educational psychology; classroom and teaching strategies; understanding, assessing, and supporting a diverse array of learning styles; pacing; effective use of classroom time; ethics in teaching and learning; creating positive classroom dynamics; critical pedagogy and anti-oppressive and indigenous teaching models; and tools for evaluating teaching. Specific emphasis will be placed on attending to diversity, equity, and inclusion within classroom settings, and developing skills to facilitate conversations on issues of oppression and privilege.

Diversity and accessibility in curriculum design and development (3 hours): This course is focused on reviewing and designing course curricula and materials, as well as understanding the delivery of social work education in the context of the Council on Social Work Education's (CSWE) Education Policy and Accreditation Standards (EPAS). Particular attention will be given to issues of diversity and accessibility when designing course curricula. Topics will include developing curricula that incorporate social work knowledge, skills, and values; methods for assessing curricular outcomes; syllabus and assignment construction; topic selection; lesson planning; alignment of individual courses to the overall curriculum; ensuring range of topics in alignment with curriculum; mapping individual goals of courses to overall learning objectives; assurance of well-articulated, high quality course goals mapped to curricular goals; assuring the sequencing of courses so that learning is conceptually built over time; establishment of standards for evaluating curricular achievement;

ability to assess classroom climate; continuous quality improvement so that program can be responsive to needed changes; and relationship of the curriculum to the overall institutional mission. Special attention will be paid to promoting the advancement of underrepresented students, the impact of stereotype threat, gender gaps in the academy, structural inclusion issues and their impact on accessibility, and the role course structure can play on student persistence and advancement.

Advising, mentoring, and supervision (3 hours): This course is focused on preparing DSW students with the knowledge, skills, and values needed to advise, mentor, and supervise individuals in higher education or as advanced practitioners. Course content will be framed in the context of reflexivity and anti-oppressive social work practice. Topics will include professional/academic vs. holistic advising; the mentor/mentee relationship and its role in student success; strategic mentoring and established best practices in mentoring; formal vs. informal mentoring processes; conflict resolution in mentoring; learning communities; establishing supervisory plans; goal-setting; peer observations; performance-based mentoring; research behind mentoring; career readiness; engagement; the lifespan of the mentoring relationship; mentor selection; evaluating supervisory relationships; and conflicts of interest in mentoring and supervision. The course will include theoretical models for the mentoring relationship, including a review of mentoring approaches specific to underrepresented minority students, including organizational strategies, faculty strategies, and a review of mentee strategies.

Category 5: Capstone Portfolio Seminars

In line with other advanced practice doctorate social work programs (Appendix A - DSW Program Summaries), the DSW program proposed will provide six credit hours of instruction toward students attaining program objectives academically equivalent to a dissertation.

Capstone Seminar 1 (1.5 hours): This seminar provides students with an emphasis on understanding basic expectations and requirements of a Capstone Project, along with potential ethical and pragmatic issues they may face as they conduct a study in a specified area of social work practice. Students are encouraged to begin outlining how their work might be conceptualized and begin laying the foundation for a final project of inquiry for their DSW Program. A passing grade in Capstone Seminar 1 is required for students to advance to the next class.

Capstone Seminar 2 and Comprehensive Oral Exam (3.0 hours): This seminar provides students with the experience of designing and launching a research study that will be presented as their Capstone project. Drawing on their theoretical, practice and inquiry course work, students will work intensively on their proposal during this seminar, which is conducted over a two-week period and culminates in the Comprehensive Oral Exam. The purpose of the Comprehensive Oral Exam is to evaluate the student's development of expertise in an area of practice as reflected in the proposal for their Capstone project. The emphasis will be on working with the instructor and their student colleagues as they prepare a proposal to submit to their Capstone Chair and Committee. The Comprehensive Oral Exam will be conducted in adherence with University and Graduate Studies policy including, but not limited to: *Doctoral Degree Comprehensive Oral Exams, Doctoral Student Oral Exam Committee Composition, Graduate Student Oral Exam Attendance*. A passing grade on the comprehensive oral exam is required to advance to the next level of classes.

Capstone Seminar 3 (1.5 hours): This seminar provides students with the experience of submitting and defending their Capstone project. This final campus will bring students to campus to make final edits on their capstone projects and prepare intellectually for their project defense. Emphasis will be on helping students make any final changes and to anticipate and respond to questions that their Capstone Committee members might raise about their work. The final projects will be presented, and students will receive feedback to help them to prepare their project for submission and dissemination in scholarly publications such as books, journals, or as manualized interventions. A passing grade in Capstone Seminar 3 is required in order to be awarded the DSW and this class serves as the equivalent of the Final Dissertation Defense.

Program Approval

Summary

In accordance with Board policy, Kansas State University has submitted a proposal for an Associate of Applied Science in Unmanned Aircraft Systems (UAS) to be offered at the Polytechnic Campus in Salina. Per Board policy, after submission of a new program proposal, other institutions have 45 days to communicate any concerns or objections to Board staff. Board staff compiles them and sends them to the proposing institution, who is expected to communicate with the other institutions to address the identified issues. Twenty-two institutions have expressed opposition to the proposed program, and Kansas State University has replied to each institution via letter, addressing the concerns. Each letter is included in the appendix of the attached proposal. Also included are letters of support from business and industry.

November 17, 2021

I. General Information

A. Institution

Kansas State University

B. Program Identification

Degree Level: Associate of Applied Science
Program Title: Unmanned Aircraft Systems (UAS)
Degree to be Offered: Associate of Applied Science in Unmanned Aircraft Systems
Responsible Department or Unit: College of Technology and Aviation/UAS Department
CIP Code: 49.0101
Modality: Face-to-Face
Proposed Implementation Date: Spring 2022

Total Number of Semester Credit Hours for the Degree: 60

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

III. Justification

In 2018, the City of Salina, Salina Airport Authority, Salina Chamber of Commerce, Saline County Economic Development Organization, and Kansas State University collectively \$50,000 to determine market gaps, capability alignment, and economic development opportunities for the local community in manned and unmanned aviation. After discussion with 50 aerospace companies, an associate degree in UAS was identified as a strategic growth area for the Salina community. The local secondary schools have also expressed interest in an offering for their students. Salina Area Technical College, the only other eligible institution in Saline County to satisfy this community need, declined to establish this degree due to KSU's already established expertise in this discipline area and due to KSU having the statutory authority to address this need on our own (see letter of support from Salina Tech in Appendix B).

Technical certificates and associate degree offerings have been central to the core mission and educational offerings of K-State Polytechnic since 1967. These offerings are critical to our ability to serve the aviation and technology industries that rely on our graduates for their workforce needs. Kansas statutes annotated the ability to offer such programs during the merger between Kansas College of Technology (K-State Polytechnic) and Kansas State University in 1991.

- KS 76-213. Powers and authority of board of regents; regarding the Kansas state university polytechnic campus. (a) The state board of regents has and may exercise the following powers and authority: (1) To

determine the programs of technical education and other programs which shall be offered and the certificates of completion of courses or curriculum and degrees which may be granted by the Kansas State University Polytechnic

- (b) As used in this section, the term "technical education" means vocational or technical education and training or retraining which is given at Kansas State University Polytechnic campus, and which is conducted as a program of education designed to educate and train individuals as technicians in recognized fields. Programs of technical education include, but not by way of limitation, aeronautical technology inclusive of professional pilot training, construction technology, drafting and design technology, electrical technology, electronic technology, mechanical technology, automatic data processing and computer technology, industrial technology, metals technology, safety technology, tool design technology, cost control technology, surveying technology, industrial production technology, sales service technology, industrial writing technology, communications technology, chemical control technology, quality control technology and such additional programs of technical education which may be specified from time to time by the board of regents.

K-State Polytechnic initiated work in unmanned aircraft systems in the state of Kansas in 2007 and has provided certificates and degrees at both the undergraduate and graduate level in this arena for over 15 years. The institution was the second institution of higher education in the nation to offer the degree program and is currently nationally ranked as the number two program in the United States. Our expertise in this area is used to establish national standards and guide the work being done to safely integrate this technology into the national airspace. To date, we have trained over 4,000 individuals across the nation in applications of this technology. Like the personal computer, unmanned aircraft have quickly emerged as an enabling technology and are used to support multiple industries. There will undoubtedly be several programs across the state in the future as the applicability of this technology is expansive and associate programs will vary in focus.

The unmanned sector within the aviation industry continues to grow at a rapid rate. As the Federal Aviation Administration (FAA) continues to open access to the National Airspace System (NAS), the demand for qualified Unmanned Aircraft Systems (UAS) pilots will continue to increase. As the FAA develops standards for increasingly complex operations, a robust education and training program will help ensure safe, qualified pilots are available to fill the increased industry demand for operational experts. The varying complexity of UAS operations also implies various levels of education and training are appropriate for different career paths, similar to manned aviation. KSU was the second university to offer a Bachelor of Science in Aeronautical Technology (BATN) degree with a UAS option in the nation. The four-year degree continues to have merit and will continue to be relevant moving forward. However, our industry partners, program advisory board, and local community also recognize the merits of a two-year AAS option to serve the blooming UAS industry.

Our vision for this AAS is two-fold:

1. To offer it on our campus to students looking for a two-year option to begin a practical UAS career. The AAS consists entirely of courses in our BATN degree. The implication is that if they choose to complete the AAS and then continue to pursue a four-year program, they are 60 credit hours away from the BATN. We did this consciously, while also maintaining a distinction in expertise that AAS graduates will have vs. BATN graduates (see below).
2. As we forge a deeper relationship with USD 305 to establish the PolyCats Academy, to create a pathway for some high school students to obtain an AAS by the time they graduate high school (USD 305, 2020).

This proposed degree program will prepare students to serve as UAS flight instructors in multi-rotor aircraft. There is no other associate degree program in the state of Kansas that has the qualifications to prepare graduates for this credential. Recipients of this degree will be qualified to serve as commercial UAS pilots nationwide. Applications include public safety, infrastructure inspection, aerial photography and videography. As the FAA

continues to expand their rulemaking, it will also include package delivery among others. For students seeking the continuation of their expertise, graduates of this program will be able to continue to pursue BATN in UAS at Kansas State University's Polytechnic campus.

Kansas has a long history in fulfilling the needs of the aviation industry. Kansas State University was the second university in the nation to offer a UAS-focused degree. Its UAS department has developed a national reputation in UAS education and training. Our success is founded on a series of FAA relationships. These activities have captured national-level attention by various companies of the UAS industry. As these corporate partnerships and the FAA relationships develop, the UAS program involves students in advanced operations to prepare them for this rapidly evolving industry. Kansas is an aviation state; Kansas State University has an opportunity to aid in providing skilled aviators that are ready for the workforce. Kansas State University Polytechnic Campus has traditionally offered associates degrees and instituting this degree will lead to increased enrollment in a field that needs skilled workers.

How KSU's AAS in UAS Compares with other AAS Programs in the Region

KSU's AAS focuses on creating well-rounded UAS professional pilots capable of using their degree to apply to many use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, they will have a strong foundation on all aspects of UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation.

K-State Salina has multiple FAA approvals for advanced UAS operations that no other educational institution in the state has the capabilities or the authority to possess. As we gain approvals for advanced authorizations, we work with faculty to quickly incorporate these into the appropriate degree courses. An example of these are routine operations within controlled / restricted airspace with the Salina Airport's Class D airspace and at night, KSU prepares students to plan, coordinate, and operate within more complex environments than standard FAA provisions allow. Two other points of distinction include authorizations to conduct BVLOS (Beyond Visual Line of Sight) operational missions and flight instructor development. No other associate degree program in Kansas includes these elements, yet they are highly acclaimed by our industry partners.

Cloud County Community College (CCCC) degree offering is not comparable to our UAS degree. The program offers an AAS in small UAS and does require FAA certification, leading to the ability to fly commercial operations.

WSU Tech also offers a strong program and will be a good source of industry talent once fully established. WSU Tech provides students various levels of experience, but again, our graduates will be qualified for different career segments upon graduation. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. The emphasis on flight instructor development and maintenance is a niche that only our program offers.

While Northwest Technical College does not have a formal degree program in UAS, they do have a recognized skillset in UAS applications in precision agriculture. Our program does not specifically address this industry segment, which is a beneficial specialized application to the Kansas workforce.

The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens higher education's ability to support the workforce development needs within the state.

KSU looks forward to future collaborations with Kansas institutions of higher education to make the state a national hub in aviation education.

IV. Program Demand:

Market Analysis

Due to the nature of the UAS industry being new, distilling data to the state level was problematic. From a national perspective, data regarding growth, demand, and salaries is included here. Nationally, community colleges with UAS programs are growing. KSU Polytechnic is part of the FAA’s UAS Collegiate Training Initiative (CTI). Through the CTI as well as through regional knowledge of our UAS program, we field many calls from community colleges asking for advice on starting a program. At the state level, the Aviation Director of KDOT encouraged K-State to establish a two-year program to be licensed to community colleges across the state, which came from feedback he received when talking to community colleges across the state. Additionally, this will help us serve aspiring high school students in our local area. Letters of support and interest from local schools are attached to this proposal.

The Federal Aviation Administration (2019) projects that the commercial UAS fleet nationwide will double its 2019 values by 2024, an indication of the vast growth of the UAS market. The same paper predicts that as “...professional grade small UAS meet feasibility criteria of operations, safety, regulations, and satisfy economics and business principles and enters into the logistics chain via small package delivery, the growth in this sector will likely be phenomenal” (FAA, 2019, p. 53). The same document reports that remote pilots (RPs) “... are set to experience tremendous growth following the growth trends of the commercial sUAS sector. Starting from the base of 162,185 RPs in 2019, commercial activities may require almost 350,000 RPs in 5 years, more than two-fold increase, providing tremendous opportunities for growth in employment associated with commercial activities of UAS. Potential for RPs may enhance even more if larger UAS are used in commercial activities and urban air mobility become a reality in the near future” (FAA, 2019, p.59).

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	15		420	
Year 2	20		1040	
Year 3	25		1340	

VI. Employment

According to a recent article in Business News Daily (2019):

UAS pilots are in demand. In fact, the Association for Unmanned Vehicle Systems International projected more than 100,000 new jobs will be created in unmanned aircraft by the year 2025. A recent report from Goldman Sachs projected \$17 billion of spending on drones from 2016 to 2020 coming from consumers and another \$13 billion from commercial and civil industries. That's because more professionals, like realtors, security firms, advertising agencies, architects, construction firms and developers are looking for aerial video to do business. (Conlin, 2019)

This same article indicates that the average hourly rate of UAS pilots is \$24.18, with rates varying from \$17.75 to \$78.49 per hour (Conlin, 2019).

VII. Admission and Curriculum

A. Admission Criteria

University Admission Requirements:

Admission to K-State is test optional and requires achieving

- A high school GPA (weighted or unweighted) of 3.25 or higher **OR**
- ACT composite score of 21 **OR** an SAT ERW+M of 1060 or higher

AND, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH=15
UAS 270	Introduction to Unmanned Aircraft Systems	3
Math 100	College Algebra	3
COT 105	Mastering Academic Conversations	3
ENG 100	Expository Writing I	3
	UAS or AVT Elective	3

Year 1: Spring

Course #	Course Name	SCH=13
AVT 100	Introduction to Aviation	3
Math 150	Plane Trigonometry	3
UAS 115	Multicopter Flt Lab	1
Psych 110	Gen Psych	3
	UAS or AVT Elective	3

Year 2: Fall

Course #	Course Name	SCH=17
UAS 275	Small Unmanned Aircraft Maintenance	3
COM 106	Public Speaking I	3
PHYS 113	General Physics I	4
UAS 312	UAS Flight Instructor Ground School	3
UAS 314	Multi-Rotor Instructor Flight Lab	1
	Elective	3

Year 2: Spring

Course #	Course Name	SCH=15
AVT 340	Human Factors in Aviation	3
UAS 272	UAS Safety Fundamentals	3
UAS 370	Design & Construct	3
UAS 474	UAS Process Data	3
ECON 110/120	Principals of Micro or Macro Econ	3

Total Number of Semester Credit Hours 60

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
Kurt Carraway*	Dept Head	MS	N	UAS training, CRM, Aeronautical Decision Making, Safety	0.3
David Burchfield	Professor	MS	N	Design & Construction, Data Processing and Exploitation	0.3
Sam Kleinbeck	Professor	BS	N	UAS training, CFII, CFI, Safety, Maintenance and Repair	0.3
Travis Balthazor	Instructor	MS	N	UAS training, CFII, CFI, Safety, Regulations	0.1

Number of graduate assistants assigned to this program **0**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$95,235.91	\$95,235.91	\$95,235.91
Administrators (other than instruction time)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (e.g., secretarial)	0	0	0
Fringe Benefits (total for all groups)	\$28,570.77	\$28,570.77	\$28,570.77
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	\$123,806.68	\$123,806.68	\$123,806.68
Personnel – – New Positions			
Faculty	0	0	0
Administrators (other than instruction time)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (e.g., secretarial)	0	0	0
Fringe Benefits (total for all groups)	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - - One-Time Expenses			
Library/learning resources			

Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs			
GRAND TOTAL COSTS	\$123,806.68	\$123,806.68	\$123,806.68

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$122,934	\$304,408	\$392,218
Student Fees	0	0	0	0
Other Sources				
GRAND TOTAL FUNDING		\$122,934	\$304,408	\$392,218
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		-\$872.68	\$180,601.32	\$268,411.32

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

No new courses will be offered for the two-year program and there are existing seats available for the UAS bachelor's degree to support program growth during the first year. Additional sections of the required courses can be added during years 2 and 3 within the capacity of existing staff.

As indicated in VII, above, the three primary faculty involved are Carraway, Burchfield and Kleinbeck, each calculated at 30% FTE for this program. Additionally, Balthazor is a part-time faculty member and will contribute at 10%.

Personnel – – New Positions

There is no anticipated need for additional personnel within the first three years.

Start-up Costs – One-Time Expenses

There is no need for additional start-up costs; these courses are also offered in the Bachelor program and there are seats available.

Operating Costs – Recurring Expenses

Additional recurring expenses are minimal, as equipment/technology is already available and being used for the bachelor's degree.

B. Revenue: Funding Sources

Tuition will be the primary funding source for the program. Using current distribution of resident and non-resident enrollment in the bachelor's degree, K-State Polytechnic Kansas resident tuition rates (resident = \$292.70 per SCH, non-resident = \$788.80 per SCH), and the SCH table in Section IV Projected Enrollments, we calculated the tuition dollars that would be generated from the program each year. We are conservatively calculating everything based off of in-resident tuition rates for the first three years of the program as the initial implementation will be targeting regional students at the high school level as well as those seeking to start off their collegiate career regionally (similar to community college and technical school students).

Flight training fees are billed separate from tuition and support all training operations through restricted fee accounts. These expenses are not included in this analysis as faculty and resources for classroom instruction are supported through tuition revenue.

C. Projected Surplus/Deficit

With no new faculty or resources needed, the program should experience a minor deficit in year one, and then become a surplus.

XI. References

Conlin, B. (2019, May 30). How to Use a Drone for Your Business. *Business News Daily*.
<https://www.businessnewsdaily.com/10967-become-commercial-drone-pilot.html>

Federal Aviation Administration (FAA). (2019). Unmanned Aircraft Systems. *FAA Aerospace Forecasts*.
https://www.faa.gov/data_research/aviation/aerospace_forecasts/media/unmanned_aircraft_systems.pdf

USD 305 Salina Public Schools. (2020, Nov 30). Opportunities Expand for HS Students.
https://www.usd305.com/news/featured_news/opportunities_expand_for_hs_students

Appendix A:

Support Letters
Community



2562 CENTENNIAL RD
SALINA, KS 67401
785.309.3100
WWW.SALINATECH.EDU

October 28, 2021

Dear Dr. Starkey,

The Salina community has been fortunate to have the availability of higher education services to serve the people in Saline County and the region. The unique blend of offerings available through the universities and college located in Salina has been coordinated beautifully for many decades among Kansas State University, Kansas Wesleyan University, the University of Kansas, and Salina Area Technical College. Each institution brings some positive energy to the region and offers some unique programs as well complementary offerings that allow students to live and work in the region.

The community and region are made better from the investment given by the constituents and businesses around Salina. The synergy among the colleges is manifest in various partnerships, articulations, and agreements that leverage valuable resources for the common good. The focus on critical infrastructure needs allows each college or university to play a critical role in the growth and development of the community and the region, despite scarcity of resources. Although we serve the same region, our collective missions serve to meet the needs of everyone in the region.

The Unmanned Aircraft Systems (UAS) program at KSU is among the best in the nation and provides critical diversity among the aviation focal point of the campus in Salina. As a neighbor to KSU, the people of Salina Tech share values in developing our programs to reach the ultimate capabilities to serve our students. With such an esteemed partner institution in our community, we have allocated our resources to meeting other needs for the region. However, I shutter the thought that our decision to not compete with KSU in the UAS program would relegate Salina Tech into an unfavorable position.

The AAS degree that KSU desires to offer brings angst among college peer institutions and the Technical Education Authority (TEA). My own organization does not offer the program, but providing this option to any other college to come into Saline County would be rejected by Salina Tech. The resources available at KSU are already sufficient to provide the program and the revenue stream they project does not threaten the community and technical college funding model currently. I would certainly join the many college presidents who object to the AAS degree option if the funding model for colleges were accessed by universities, or if the allocation for Excel in CTE funds were made available for universities.

Office of the President

Gregory A. Nichols

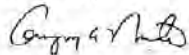
(785) 309-3182

The resources already made available for universities from the state of Kansas are more than three times the funding allocation for colleges. Thus, the source of funding for universities and colleges are, and should remain, separate to ensure the resources needed to provide higher education in Kansas remains accessible to all Kansans. Having said that, KSU and Salina Tech often partner in order to save the taxpayer and we would be a welcome partner if needed.

From our perspective, KSU already has the UAS program and we choose not to compete with them for the benefit of our community. I have thought extensively about the perspective of mission creep, resource allocation, and various other concepts that my peers may have considered. This issue is very dynamic and has many points to consider. I would say that my greater fear in this proposal is that people all across the state seemed more upset about KSU offering an AAS degree than about Salina Tech being infringed upon by various other colleges. Infringement was evident among many college leaders and TEA members who repeatedly and consistently cited partnering with Cloud Community College or WSU Tech who already have similar programs. The reality is that duplicate programs exist throughout the state in many areas including some that were recently approved, such as Welding and Construction, yet forced collaboration was not cited in those cases.

Salina Tech has for the past five years been the fastest growing college in Kansas. We grew 22% this year after the decline due to the pandemic. Our community knows the value of Salina Tech and realizes our limited resources. We cannot afford to be all things to everyone, but we must protect the resources that have been invested in this community. Salina Tech realizes the investment you have made in the UAS program and wish you success in meeting the needs of the aviation industry. We stand ready to assist KSU if the Board of Regents determines that the AAS degree should not be awarded and will seek to work with you and your team to collaborate as we have on many occasions.

Sincerely,



Gregory A. Nichols



August 24, 2021

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

Re: Support for the Kansas State University Salina UAS Associate Degree

Dear Regents:

This letter is in support of Kansas State University (KSU) Salina Campus' submission of an Associate of Applied Science in UAS. We have partnered with KSU for over 20 to support early entry into aviation and STEM-related careers and anticipate expanding these opportunities for students as we work together to fulfill the board's new strategic plan, *Building a Future*.

The Polytechnic Center for Applied Technology Studies (PolyCATS) Academy allows high school students in Salina to earn industry-recognized credentials and receive college credit toward an associate degree. We look forward to adding the UAS associate degree to the other offerings available to students from Salina Tech, KSU Salina, and Kansas Wesleyan University.

This proposal supports KBOR's goals of affordability, access, and success for students and families. The initial cohort of PolyCATS students this fall saved over \$20,000 in tuition by taking classes in high school. Students in the Academy are able to enter the workforce in highly skilled jobs upon graduation. This program is critical to supporting the economic growth and viability of Salina. In addition, the stackability of these classes ensures that 100% of coursework transfers to bachelor's degrees for students who want a four-year degree.

KSU Salina has nationally ranked curricula for education and training in unmanned systems and we want our students to have the opportunity to learn from them while still in high school.

We strongly encourage your positive consideration of Salina's associate degree proposal.

Sincerely,

A handwritten signature in black ink that reads "Geoff Andrews". The signature is fluid and cursive.

Geoff Andrews
Superintendent of Schools
Diocese of Salina



Area Chamber of Commerce

120 W. Ash, P.O. Box 586 • Salina, KS 67402-0586 • 785-827-9301 • fx 785-827-9758 • www.salinakansas.org

9/13/2021

Dr. Blake Flanders
President and CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612

Dear Dr. Flanders,

It is an exciting time in Salina overall and equally exciting around the aerospace and aviation industry. Salina has had numerous economic development related expansions and projects including an MRO and increased flight testing and new aerospace and aviation opportunities in the pipeline. The purpose of this letter is to demonstrate the Salina Area Chamber of Commerce's support of KSU Salina's proposed associate's degree in unmanned aircraft systems.

KSU Salina was an early adopter in unmanned aerial systems going back to 2007, with that experience comes national prominence and recognition specific to both the quality of education and long term, trusted relationships with both public and private partners. KSU Salina received the nation's first Federal Aviation Administration that permits KSU Salina to fly unmanned aircraft beyond visual line of sight, or BVLOS, in all Class G airspace nationwide. This is just one example of the difference in the outcomes and quality of the research and UAS degree programs being offered in Salina: other UAS degree programs in Kansas are either in their infancy or very niche to a specific industry.

KSU Salina focuses on developing professional aviators in sectors like public safety, utilities, military, maintenance of aircraft systems and many more. As you are aware, there is a workforce shortage across numerous sectors but specifically in the realm of aviation and aerospace. As with any high demand, low supply workforce scenario, technology is being developed and looked at to create new efficiencies like utility partners using UAS to survey electrical lines. Additionally, many employers are lowering their education expectations and requirements including accepting lower degree levels and/or certifications to meet their workforce needs.

There has been significant investment from the University, City of Salina, the State of Kansas, private partners, and other entities to support KSU Salina both in physical assets and financial support. KSU Salina has experienced an 18% increase in their overall enrollment in the last year and much of that is in their aviation, both manned and unmanned, degree programs. KSU Salina, since 1967, has offered associate degrees and in order to meet industry, public, community, and state need in addition to student demand we support the approval of KSU Salina's proposed associate's degree in unmanned aircraft systems.

Sincerely,

A handwritten signature in cursive script that reads "Eric L. Brown".

Eric L. Brown, IOM
President & CEO
Salina Area Chamber of Commerce

September 13, 2021

Dr. Blake Flanders
President and CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612

Dear Dr. Flanders:

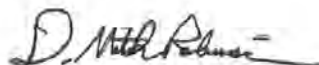
As the economic development organization for Salina and Saline County we are in full support of Kansas State University Salina's proposed associate's degree in unmanned aircraft systems. The university has offered two-year degrees since 1967 so this is not a new effort for KSU Salina.

The Unmanned Aircraft Systems program is one of the top ranked programs in the United States. Federal agencies like the FAA come to facility and staff at KSU Salina for advice and program development in unmanned aviation. Bringing other schools to Saline County would only confuse the offerings that are available from a world class institution that KSU Salina is.

During today's national shortage of aviation professionals, we need to support all efforts at both 2-year, 4-year and graduate level programs at KSU Salina. By expanding the national prominence of KSU Salina the entire community and the State of Kansas will benefit with an expanded workforce increasing the needed pipeline of skilled and educated graduates.

If you have any questions, please contact me at any time.

Respectfully Submitted,



D. Mitch Robinson, CEcD
Executive Director



Administrative Resource Center

300 W. Ash Room 217
PO Box 5040 Salina, Kansas 67402-5040
FAX: (785) 309-5811
www.saline.org

September 10, 2021

Dr. Blake Flanders
President and CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612

Dear Dr. Flanders:

On behalf of Saline County and our Board of County Commissioners, I write today to express our support for the unmanned aerial systems Associate degree at Kansas State University-Salina. Saline County has a long and proud tradition of being home to a variety of educational institutions that serve the spectrum of post-secondary needs. KSU-Salina, in particular, has offered Associate degrees in this community since 1967.

We understand that the Board of Regents seeks to deploy post-secondary public education assets around the state with minimal duplication, and we certainly appreciate that focus. However, the Board has stated that "student demand and community needs may engender requests for Associate degree programs" from universities, and that is precisely the case with respect to KSU-Salina. Saline County has a track record of growing industry, particularly in the aviation sector. The focus of the proposed degree program at KSU-Salina will directly support our aviation businesses as well as UAS applications in public safety that are of particular importance to our local government. This focus is different than other existing Associate degree programs offered by two-year institutions around the state.

We are particularly proud of the fact that KSU-Salina has developed a strong reputation nationally and internationally in the UAS field. We would hope that the Board of Regents would seek to capitalize on world-class programs rather than limit the growth of your institutions and our communities by wedging ill-fitting programs into communities in pursuit of the goal of non-duplication.

Thank you for your consideration. We look forward to a successfully implemented Associate degree program in UAS at KSU-Salina.

Sincerely,

Phillip Smith-Hanes
Saline County Administrator

Administrator/Finance/Purchasing
(785) 309-5810

Human Resources
(785) 309-5812



August 25, 2021

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

The Kansas Board of Regents,

Please allow us to express our appreciation for your steadfast advocacy for doing what is best for the students of Kansas during these challenging times. We are writing to urge your support of the KSU Salina Polytechnic's Unmanned Aircraft Systems (UAS) Associate's Degree.

The challenges of this past year has necessitated that everyone, everywhere, rethink current practice and policies. The business of education is certainly no different. During uncertain times, it is easy for us to seek comfort by returning to past practice, but I assure you, education, like other entities, will never be the same moving forward. In order to remain relevant, it is crucial for education leaders to reflect on existing practices and change with the times. USD 305 and KSU Salina Polytechnic have worked together to help move our community forward.

Similar to other rural communities across Kansas, Salina's best export remains its young people, specifically, high school graduates. Each year, about 35% of USD 305 graduates leave the community in pursuit of post-secondary training and employment. For years, our community has assumed that this exodus of priceless human capital was inevitable—but now, with USD 305's partnership with KSU Salina Polytechnic, we recognize it does not have to be.

With your support of the newly created KSU Salina Polytechnic's UAS Associate's Degree, our high school students benefit by having greater affordability and accessibility to earn a credential in this career field that is quickly becoming an important part of our national transportation system. KSU Salina Polytechnic campus offers our students a discounted rate of tuition. Also, the campus is close to our high schools making it easily accessible to USD 305 students. Unlike other education institutions, KSU Salina Polytechnic can provide face-to-face and hands-on instruction to our students learning at a collegiate campus replete with one of the largest enclosed unmanned flight facilities in the nation. With this program's approval, our students can benefit from rigorous UAS/robotic training and connect with outside industries like Westar and many others local employers who have partnered with KSU. The program allows our young students to recognize that they do not have to leave Salina to receive specialized training, nor to obtain a career that offers competitive wages.

The last two United States Census reports projected Salina's population to be slightly less than the coveted 50,000 benchmark—whereby our community will be able to attract more businesses and qualify for Community Development Block Grant Programs (CDBGPs). Achieving a population of 50,000 people would allow Salina to gain access to federal programs, helping our community leverage resources for better housing and greater economic opportunities. If our community ever expects to grow, we must first be given a chance to retain our young population.

During these uncertain times, the KSU Salina Polytechnic's UAS Associate's Degree offers our students specialized hands-on training needed in an increasing job market. By approving this program, you will help make this rigorous education affordable and accessible to our students. This partnership will allow USD 305 high school students to recognize that training and competitive-wage jobs exist right here in Salina helping us grow our population and economic vitality. We respectfully request that the Kansas Board of Regents approve the KSU Salina Polytechnic's UAS Associate's Degree.

Sincerely,

Linn M. Exline
USD 305 Superintendent

Curtis Stevens
Director of Secondary Education

Salina Public Schools

Unified School District 305
www.usd305.com

PO Box 797
(785) 309-4700

Salina, KS 67402
FAX: (785) 309-4737

An Equal Employment/Education Opportunity Agency

Appendix A:

Support Letters

Industry



September 13, 2021

Blake Flanders
Kansas Board of Regents
1000 SW Jackson Street
Topeka, KS 66612

Dear President Flanders,

Founded in 2010, AgEagle is one of the nation's leading commercial drone technology, services, and solutions providers. With our headquarters in Wichita KS, our daily efforts are focused on delivering the metrics, tools, and strategies necessary to define and implement drone-enabled solutions that solve important problems and provide new perspective on achieving critical objectives. One of our three growth strategies is centered on establishing ourselves as the world's trusted source for turn-key drone solutions. To that end, we support Kansas State University's Aerospace and Technology Campus's proposal for an associate degree in Unmanned Aircraft Systems. K-State is a UAS leader in education, training, and workforce development. With their UAS Department's focus on developing aviation professionals, to include developing flight instructors at the associate's level, we look forward to hosting interns and hiring their graduates.

Sincerely,

Matt Martin
Vice President of Operations
AgEagle Aerial Systems, Inc

Cc: Charles Taber, Provost and Senior Vice President, Kansas State University
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



Enel North America, Inc.
Unit/Staff Function/Business Area Name

Address City, Province – Country
T +00 000 000 000

September 20, 2021

Blake Flanders
Kansas Board of Regents
1000 SW Jackson Street
Topeka, KS 66612

Dear President Flanders,

Enel Green Power has plants powered by renewable resources all around the world. We work to set new standards in the field of sustainable energy, constantly pushing the technological limits and fostering stakeholder awareness. We manage more than 1,200 power plants on 5 continents. Further, Enel operates 5 sites within the state of Kansas generating 1.4gw of power, and we maintain an office in Lenexa. We are Kansas' largest wind operator and are pursuing a solution to a gap in finding trained green energy technicians with a strong drone background.

Enel recently established a partnership with Kansas State University's UAS department to provide training and consulting to our efforts in integrating drones into our operations. I have seen firsthand the talents of their alumni which recently provided flight training to some of our technicians. In addition to developing courses for our existing employees, we are working with K-State to develop UAS-specific content for us to share with our technical school and community college partners for them to incorporate into their programs. The K-State training quality and content is second-to-none and we look forward to leveraging their expertise to help prepare students in our service and operating areas for a successful career entry into our renewable energy domain. As such, we strongly support the approval of their UAS Associate Degree. As we continue to grow our drone operations, we will welcome the opportunity to employ their graduates in our company.

Sincerely,

Bill Badnaruk
Drone Program Manager-Industrial Risk and Cross Technology Improvement, North America
Operations & Maintenance

Cc: Charles Taber, Provost and Senior Vice President, Kansas State University
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

September 9, 2021

Blake Flanders
Kansas Board of Regents
1000 SW Jackson Street
Topeka, KS 66612

Dear President Flanders,

Evergy supports Kansas State University's Aerospace and Technology Campus' proposal for an associate degree in Unmanned Aircraft Systems. Evergy established a strategic partnership with K-State when we established our own UAS program back in 2015. Our Senior UAS Coordinator is one of their alumni. While we see a clear place for employees with their Bachelor of Science degree, we also see a strong fit for entry level opportunities for graduates of their proposed AAS program. The quality of their undergraduate education programs is second-to-none; we know this will hold true for future alumni after earning the proposed AAS.

Sincerely,

Mike Kelly, Sr UAS Coordinator, Evergy



Cc: Charles Taber, Provost and Senior Vice President, Kansas State University
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



1600 47th Ave S Unit A
Grand Forks, ND 58201
701-838-2610
www.skyskopes.com

9 Sep 21

Blake Flanders
Kansas Board of Regents
1000 SW Jackson Street
Topeka, KS 66612

From: Matt Dunlevy

Subject: Letter of Support

President Flanders,

This letter is written in support of Kansas State University's Aerospace and Technology Campus' proposal for an associate degree in Unmanned Aircraft Systems. SkySkopes is a member of the UAS program's advisory committee and employs program graduates. We participated in discussions examining the program creation and market employment needs. As an employer who relies on employees having the combination of the unique skillsets that the KSU program provides, we ascertain that the addition of an associate degree to the institution's degree options would not only provide an additional credential making graduates more competitive, but also provide a pipeline to entry-level skilled UAS aviation professionals that is not readily available in the aviation industry today.

Please feel free to reach out to me at matt@skyskopes.com with any questions.

Very respectfully,

Matt Dunlevy
Founder

Cc: Charles Taber, Provost and Senior Vice President, Kansas State University
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



September 9, 2021

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

Re: Support of Kansas State University Salina Unmanned Aircraft Systems (UAS)
Associate Degree program proposal

Dear Regents:

Textron Aviation is pleased to submit a letter on behalf of Kansas State University Salina Aerospace and Technology Campus (K-State Salina) in support of their efforts to further aviation workforce development in the state of Kansas; specifically, their proposal to offer an UAS Associate Degree program.

With nearly 10,000 aviation employees in the state of Kansas, our workforce needs are ever present. While Textron Aviation designs, builds, delivers, and supports manned aircraft, a UAS associate degree program could set in motion a pathway that ultimately leads to a career at Textron Aviation.

Kansas State's efforts are instrumental to advance the success and safety of the aviation industry. Just as Textron Aviation has previously supported Kansas State's initiatives to ensure high-quality UAS operators, aviation maintenance professionals, and pilots to meet the needs of a global aviation industry, Textron Aviation fully supports K-State Salina's current UAS Associate Degree proposal.

Sincerely,

A handwritten signature in black ink that reads 'Douglas R. Scott'.

Douglas Scott
Manager, Government Relations
dscott2@txtav.com
M +1.316.347.0116

Textron Aviation | One Cessna Blvd. | Wichita, Kansas 67215 USA | txtav.com

Appendix B:
KSU's Correspondence
Addressing Concerns from
various KS Community Colleges
and KS Technical Colleges



KANSAS BOARD OF REGENTS
KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY

September 30, 2021

Director Samantha Christy-Dangermond
Kansas Board of Regents
Academic Affairs
1000 SW Jackson Street, Suite 520
Topeka, KS 66612

Dear Director Christy-Dangermond,

On behalf of the Kansas Postsecondary Technical Education Authority (TEA), please accept this letter as our formal opposition to the proposed Associate of Applied Science in Unmanned Aircraft Systems (UAS) program that has been submitted by Kansas State University Polytechnic (KSU Polytechnic). The TEA has had multiple meetings and discussions regarding this program and after thoroughly reviewing the information and hearing from everyone involved, have voted unanimously to oppose this program request.

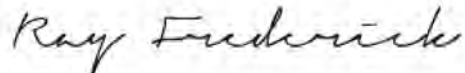
One of the primary reasons the TEA opposes this program is that this proposal goes against Board policy discouraging state universities from offering associate degrees. While the TEA feels there are times where exceptions should be made, we feel these exceptions should only occur when similar programs are impractical for the two-year sector to offer. This is clearly not the case with this program as multiple two-year colleges already offer an associate degree in UAS. While we understand that demand for UAS pilots is expected to grow in the future, with only 26 jobs posted in the last two years for UAS operators according to EMSI, the TEA does not feel there is currently sufficient unmet demand for this program. Just as importantly, if this program were to be approved by the Board, where would the line be moving forward? Would universities be free to offer any associate degree they want, and would two-year colleges be encouraged to investigate the possibility of offering baccalaureate programs? In our opinion, neither of these considerations would be in the best interest of the students, businesses, or Kansas overall.

The TEA understands that when KSU Polytechnic merged with KSU back in the early 90's, they were offering technical and associate degrees. However, the postsecondary landscape has drastically changed over the past 30 years with technical colleges and community colleges now part of the higher education equation. We believe that the system is best served by keeping the separation of degree offerings by the postsecondary sector while strongly encouraging collaboration and partnership between the universities and two-year sector colleges in Kansas. Therefore, we believe a better solution is for KSU Polytechnic to actively develop partnership agreements with two-year sector colleges to create a seamless transfer into their existing baccalaureate programs. Not only would this partnership potentially lead to more students enrolling in the KSU Polytechnical UAS baccalaureate program, but it would allow high school students to take advantage of Excel in CTE funding to help pay for the cost of classes.

In summary, the TEA opposes this program request because it is our belief that the system is not well served by creating an adversarial situation between universities and the two-year sector. Instead, the TEA believes it is in the best interest of both students and businesses for Kansas postsecondary institutions to work together rather than in competition. By working together, the programs at all involved institutions are improved, students have access to funding streams not available to universities, and overall, the system can focus its resources to better meet the needs of business and industry.

Thank you for your thoughtful consideration of our concerns.

Sincerely,



Ray Frederick
Frederick Plumbing & Heating
Chair, Kansas Postsecondary Technical Education Authority

cc: Dr. Blake Flanders

October 29, 2021

Mr. Ray Frederick
Frederick Plumbing and Heating
Chair, Kansas Postsecondary Technical Education Authority

Dear Mr. Frederick,

Thank you for sharing the Kansas Postsecondary Technical Education Authority's concerns about Kansas State University Salina's proposed Associate of Applied Science degree in Unmanned Aircraft Systems (UAS).

We appreciate the TEA's position that the Kansas Board of Regents should allow its state universities to offer associate degrees when it is "impractical for the two-year sector to offer" them. In this case, K-State Salina has multiple FAA approvals for advanced UAS operations that no other educational institution in the state has the capabilities or the authority to possess. As we gain approvals for advanced authorizations, we work with faculty to quickly incorporate these into the appropriate degree courses. An example of these are routine operations within controlled/restricted airspace with the Salina Airport's Class D airspace and at night--KSU prepares students to plan, coordinate, and operate within more complex environments than standard FAA provisions allow. Two other points of distinction include authorizations to conduct BVLOS (Beyond Visual Line of Sight) operational missions and flight instructor development. No other associate degree program in Kansas includes these elements, yet they are highly acclaimed by our industry partners.

We agree that postsecondary needs and realities are changing. Within the changing realm of Higher Education, it is imperative for institutions to remain nimble and to provide educational opportunities in a variety of ways to meet the widest student and industry demands. We believe that collaborations and complementary programming across Kansas will benefit the state, our students, and our collective institutions. By working together across the state, we provide more opportunity for those we educate, and we provide stronger ties to our industry partners.

We have an opportunity to strengthen Kansas' position as an aerospace industry training center. We look forward to working with our Kansas higher education partners in leading this effort.

Sincerely,



Charles Taber, Ph.D.
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



September 7th, 2021

Blake Flanders, President and CEO Kansas Board of Regents
1000 SW Jackson St Ste 520
Topeka, KS 66612

Dear President Flanders,

On behalf of the 19 Kansas Community Colleges Boards of Trustees, the Kansas Association of Community College Trustees appreciates the opportunity to comment on the proposed Associate Degree in Unmanned Aircraft Systems (UAS) being proposed by Kansas State University (KSU) Polytechnic in Salina. We strongly oppose approval of this new program. The program being proposed is the exact type of program duplication that the Kansas Board of Regents and other policy makers have been focused upon, ensuring that when new programs are offered there is a clearly unmet need which will help the Kansas economy and one that could not be fulfilled by another existing institution or program. Cloud County Community College has this same program less than 60 miles away, they would be willing to deliver it to Salina high schools if there is indeed interest, and they are willing to partner with KSU on a transfer pathway to ensure a smooth transfer of the credits for students who may want to pursue a four-year degree at KSU Polytechnic. However, these efforts have not been pursued prior to suggesting a duplicative program be created at the associate degree level, which has long been the role of Kansas Community and Technical Colleges.

Only after this program was submitted (and many letters of opposition were generated in March) did KSU reach out to Cloud County Community College for a conversation. However, while Cloud has offered multiple times to partner to ensure successful transfer and articulation, no suggestion of a transfer and articulation agreement have been suggested by KSU. The mission creep of a four-year institution into the area of a new associate degree which could be achieved through an existing community college in close proximity is troubling. While there are a few associate degrees available at four-year institutions they were historically grandfathered in or are in a very niche area. In fact, the community and technical colleges did support a very niche associate degree be offered at Pittsburg State University within the last year which focused on training technical education teachers. This made sense as it did not duplicate programs and was attached to the teacher training mission of PSU in technical education. We work hard to support all sectors of the system when programs make sense and serve an unmet need for Kansas students. However, that is not the case in this situation. If four-year institutions are allowed to start offering associate degrees, it is highly likely that two-year sector institutions may be interested in offering bachelor's degrees, as has become a nationwide trend. The KBOR policies in place, which clearly define associate degrees as the purview of Kansas Community and Technical Colleges, have served the system well and should be followed in this case. While KSU Polytechnic does have a unique mission, that does not alleviate the need to ensure programs are not duplicated.

Additionally, the student population identified as being served by this new program warrants concern. The proposal states that the program will target the high school population. This is interesting because in that case, the classes would have to be paid for by the students, by the USD, granted tuition relief by KSU, or by a donor. If the same classes were offered by Cloud County Community College the classes would be able to be fully funded under Excel in CTE/SB 155. However, because KSU is not allowed to access Excel in CTE/SB 155 funds, the classes would not be able to be offered at no cost to students, parents, or the school district. There is concern that the end goal may be to try to find a pathway to make these classes offered by KSU as Excel in CTE/SB 155 eligible. This situation would be highly problematic and could jeopardize the great work occurring through Excel in CTE/SB 155 at Kansas Community and Technical Colleges. We value the great work occurring at KSU, however in this case, allowing a new duplicative associate degree without an effort to utilize the existing system for strong transfer and articulation agreements does not most efficiently serve Kansas students.

Sincerely on behalf of Kansas Community College Boards of Trustees,

Nancy Ingram

Nancy Ingram
President
Kansas Association of Community College Trustees
913-461-5381
ngi1475@gmail.com

Heather Morgan
Executive Director
Kansas Association of Community College Trustees
785-221-2828
hmorgan@kacct.org

CC: Scott Smathers, Daniel Archer

October 29, 2021

Kansas Association of Community College Trustees
700 SW Jackson, Ste. 1000
Topeka, KS 66603

Dear President Ingram and Executive Director Morgan:

Thank you for sharing your opposition to Kansas State University's (KSU) proposed Associate Degree in Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

We understand that program duplication in central Kansas is a consistent concern due to the congestion of institutions serving this portion of the state. However, the fact remains that K-State Salina has multiple FAA approvals for advanced UAS operations that no other educational institution in the state has the capabilities or the authority to possess. As we gain approvals for advanced authorizations, we work with faculty to quickly incorporate these into the appropriate degree courses. An example of these are routine operations within controlled/restricted airspace with the Salina Airport's Class D airspace and at night--KSU prepares students to plan, coordinate, and operate within more complex environments than standard FAA provisions allow. Two other points of distinction include authorizations to conduct BVLOS (Beyond Visual Line of Sight) operational missions and flight instructor development. No other associate degree program in Kansas includes these elements, yet they are highly acclaimed by our industry partners.

KSU Salina and Salina Area Technical College hold service area authority in Saline County. Salina Tech has no objection to KSU Salina offering this associate degree has indicated they will not authorize Cloud County access to provide a degree in Saline County. Doing so would be detrimental to them but the other three institutions of higher education located in Salina.

During the last 45 days, for due diligence K-State Salina has engaged with the local community leaders, industry partners, and our program and campus advisory boards on this topic. The City of Salina, Salina Chamber of Commerce, Salina Community Economic Development Organization, and the Salina Airport Authority have reiterated to us that their preference and priority is fulfill this community workforce development need with the expertise available in our local community. The public and private secondary school leaders have communicated their preference that this need be fulfilled by an educational provider within the local community. Industry partners that are familiar with both KSU and CCCC's capabilities have provided commentary on the workforce need for the difference in preparation and skillset graduates from both programs bring to this growing industry sector.

Kansas State University does not intend to request SB155/Excel in CTE funds. State statute prevents this from occurring.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Kansas Community Colleges, and we look forward to future collaborations across the system.

Sincerely,



Charles Taber, Ph.D.
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

August 19, 2021

Samantha Christy-Dangermond
Director, Academic Affairs
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

Re: Kansas State University-proposed Unmanned Aircraft System program

Dear Director Christy-Dangermond,

The Kansas Technical College Presidents received notification regarding the above referenced proposal August 18, 2021. The Kansas Technical College Association opposes the request from Kansas State University for the AAS degree in Unmanned Aircraft Systems (UAS). Further communication from individual member colleges voicing their objection to this proposal will also be forthcoming.

This proposal duplicates current programs being offered by other colleges in contravention of current Kansas Board of Regents policy. In considering new programs KBOR policy states “The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents”. Both Cloud County Community College (CCCC) and WSU-Tech offer programs in UAS.

New program proposals per KBOR policy requires that the entity applying “shall determine if each proposed program is similar to others in the state and may serve the same potential student population” and if it is determined “that one or more similar programs exist” the program proposal narrative shall take into account “the ability/inability to offer the program collaboratively.” This proposal by K-State does not identify similar programs already existing or examine offering the new program collaboratively with other two-year colleges.

KBOR policy further states that “...the Board of Regents discourages the state universities from offering associate degrees in academic or technical programs where the baccalaureate is available...”. In this proposal Kansas State University details the fact that it already offers a baccalaureate degree in this area begging the question how this proposal is not diametrically opposed to KBOR policy.

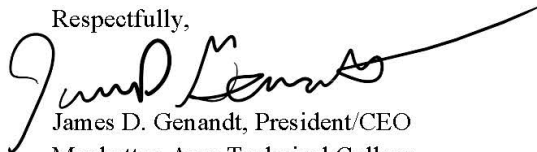
Page Two
KTC Letter – Christy-Dangermond
August 19, 2021

Instead of approving a new program in UAS, our member colleges strongly encourage K-State to collaborate with Kansas two-year colleges to develop appropriate 2+2 programs. Before a duplicate program is approved, we recommend that K-State work toward partnering with two-year colleges like CCCC and WSU-Tech and be required to bring forward articulable reasons why such partnership(s) are not viable in lieu of standing up a new program.

Such collaboration would support the KBOR policy that the roles of the state universities and the State's community colleges and technical colleges are clearly differentiated, which preserves the two-year colleges mission of associate degrees, while strengthening partnerships and collaboration with the state universities essential to higher education attainment.

Thank you for your consideration of the Kansas Technical Colleges position of opposition to this proposed program by Kansas State University.

Respectfully,



James D. Genandt, President/CEO
Manhattan Area Technical College
President, Kansas Technical Colleges

Cc: Kansas Technical College Presidents
Blake Flanders – President – Kansas Board of Regents
Daniel Archer – KBOR Vice President for Academic Affairs
Scott Smathers – KBOR Vice President Workforce Development
Ray Frederick – Chair, Kansas Technical Education Authority

September 8, 2021

James D. Genandt, President, Manhattan Technical College
Council Members of Kansas Technical Colleges
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

RE: Response to Manhattan Technical College concerns and Council of Kansas Technical College concerns about Kansas State University's proposed Unmanned Aircraft System program.

Dear President Genandt and Members of the Council of Kansas Technical Colleges,

Thank you for sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. Below you will find the response to the points of opposition contained in your August 19 note, including claims of program duplication, the need to identify similar programs, and lack of collaboration.

1. The proposal represents program duplication. Cloud & WSU Tech have been approved to offer UAS programs. Per KBOR policy (Ch. II. A.7.d.i.(a): *When the Board considers the establishment of a new degree program or major, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents.*

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC or WSU Tech and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development and maintenance.

2. The proposal did not identify similar programs as required by KBOR policy (Ch. II. A.7.e.iii.(1)(a)(iii)): *The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.*

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to many use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, they will have a strong foundation on all aspects of UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation.

Cloud County Community College (CCCC) offers an AAS in small UAS and does require FAA certification. Their degree offering is focused on developing graduates with a master of using UAS for wind turbine inspections. It is a solid program for UAS applications in renewable and wind energy. The KSU UAS program is broader in scope.

WSU Tech also offers a strong program and will be a good source of industry talent once fully established. WSU Tech provides students various levels of flight training experience, but again, our graduates will be qualified for different career segments upon graduation. Again, based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. Ours is the only program that emphasizes flight instructor development and maintenance.

While Northwest Technical College does not have a formal degree program in UAS, they do have a recognized skillset in UAS applications in precision agriculture. Our program does not specifically address this industry segment, which is a beneficial specialized application to the Kansas workforce.

The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens Kansas higher education's ability to support the workforce development needs within the state.

3. The proposal includes no mention of ability/inability of the institution to offer the program collaboratively as required by KBOR policy (Ch. II. A.7.e.iii.(1)(a)(v): *The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options.*

Multiple conversations have occurred with various institutions about the possibility of developing joint programs in this area. While formal collaborations have not surfaced from these conversations, it is KSU's sincere hope that as an educational community we can work together to leverage the strengths of the individual institutions and create a network that enhances Kansas' assets in UAS rather than diverting resources. Our UAS expertise is not in applications related to wind energy or precision agriculture. But by blending the application strengths that Cloud Community College, WSU Tech, NW Tech, and KSU bring, we could support educational and industry workforce needs across the state.

4. State universities are discouraged from offering associate degrees per KBOR policy (Ch. II. A.7.i.):

Associate Degree Programs: The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, the Board of Regents discourages the state universities from offering associate degrees in academic or technical programs where the baccalaureate is available; provided, however, that the Board acknowledges that student demand and community needs may engender requests for associate degree programs, particularly in areas of technology education.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and

degree portfolio, the campus is a unique blend of a two-year technical and four-year college with no clear delineation in either segment. This allows us to comprehensively serve the workforce needs of our niche industry focus.

We appreciate the Board's acknowledgement that "*student demand and community needs may engender requests for associate degree programs.*" This need is a key element in this proposal. KSU Salina's work with local school districts to offer a pathway for secondary students to earn associate degrees while in high school addresses many of the goals for families and businesses as outlined in KBOR's *Build the Future* strategic plan.

Again, we thank you for communicating the concerns of the Kansas Technical Colleges to Kansas State University. We expect this response addresses the issues raised and we look forward to our continued collaborations to make Kansas an aviation education center.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Kansas Technical College Presidents
Blake Flanders, President, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President of Workforce Development, Kansas Board of Regents
Ray Frederick, Chair, Kansas Technical Education Authority

September 10, 2021

Scott Smathers
Vice President for Workforce Development
Kansas Board of Regents
1000 SW Jackson St. Suite 520
Topeka, KS 66612-1368

Dear Mr. Smathers:

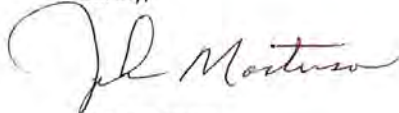
I am writing in opposition to the request by Kansas State University – Polytechnic to offer an Associate’s Degree in Unmanned Aircraft Systems. My first objection is the fact that Cloud County Community College has an existing program. My understanding is that Cloud County has expressed their willingness to partner with KSU to develop a program that could transfer to KSU, and that offer has not been acted upon.

It seems that this program might be an attempt by KSU to access Excel in CTE funding, which to this point has only been available to community colleges and technical colleges. The funding is already being stretched to the point that proration is discussed annually. The addition of the Regent Universities to this funding source would rapidly deplete the pool of funds available.

It has been my experience that many of the career/technical education programs offered in Kansas are hampered by low enrollment. One of the reasons for this is that too many colleges try to offer the same things, reducing the potential for enrollment and the viability of the programs.

For the above reasons, I am in opposition to the request. Thank you for the opportunity to respond.

Sincerely,



John Masterson
President

September 27, 2021

John Masterson
President
Allen Community College
1801 N. Cottonwood
Iola, KS 66749

Dear President Masterson,

Thank you for sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 10 note, including Cloud County Community College's program and funding requests.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than the offering from Cloud County Community College.

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to advanced use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, students will have a strong foundation on all aspects of small and large UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation. The curricular differences required to prepare students for the demand of the aviation sector do not align with Cloud's program and it would be a disservice to both institutions and the industries we serve to try and make it fit.

Kansas State University does not intend to request SB155/Excel in CTE funds. State statute prevents this from occurring.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Allen Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

BARTON

COMMUNITY COLLEGE

September 2, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

In consideration of the recent request by the Kansas State University to extend its coursework to include an Associate degree in Unmanned Aircraft Systems (UAS), I wish to share my concern. This concern is based on two conditions.

The first condition hinges on the differentiation of mission that distinguishes the two and four year sectors. For decades, it has been rightly recognized that public universities emphasize bachelor's, master's, and doctoral studies. Kansas State University has long maintained this mission and has a rich history of doing so with great success. Through application, the move to establish an UAS associate degree program would clearly upend the roles and expectations that distinguish the mission of the two and four year sectors. Would not such application and perhaps approval of KSU's application, serve as the basis for the two year sector to justify four year degrees and therefore becoming an element of its respective mission? In addition, mission overlap can lead to host of predictable developments that would disrupt mission balance - oversight, funding, and accountability to name a few.

Secondly, with a similar associates program in place at Cloud County Community College and like interests of other two year institution to seek this programming capacity, should not the attention of the four year sector be focused on transferability of student course credits? As well, I do not believe that demand has outpaced the capacity of the two year sector. In our world of scarce resources, I would advocate for an efficient course articulation pathway that would maximize student preparation in meeting employer demands.

With the above thoughts, I petition the Regent body to disapprove Kansas State University's application to provide an Associate degree program in Unmanned Aircraft Systems. Thank you for your attention to this matter.

Sincerely,



Carl Heilman, Ph.D.
President

Sincerely,



Tricia Reiser
Board of Trustees, Vice Chair

cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development

245 NE 30 RD • Great Bend, KS 67530 • (620) 792-2701 • bartanccc.edu

September 10, 2021

Dr. Carl Heilman, Ph.D.
President
Barton Community College
245 NE 30 RD
Great Bend, KS 67530

Dear Dr. Heilman and Vice Chair Reiser:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 2 note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Barton Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



Office of the President

September 8, 2021

Dr. Blake Flanders, President and CEO Kansas Board of Regents
1000 SW Jackson St., Ste 520
Topeka, KS 66612

Dear President Flanders,

Butler Community College appreciates the opportunity to respond to the Associate of Applied Science Degree in Unmanned Aircraft Systems (UAS) proposed by Kansas State University (KSU). This degree program was initially proposed by KSU early in spring 2021 and then removed from consideration. With the recent email in mid-August that KSU is once again requesting approval for the AAS in UAS, on behalf of Butler Community College, I am submitting this letter in strong opposition to approval of this request.

In December 2017, Butler and KSU Polytechnic announced a partnership for an UAS Early College Academy providing an opportunity for high school juniors and seniors to complete an AAS in UAS while still in high school. Once a student graduated from Butler's UAS program, that student, upon acceptance, would transfer seamlessly into Kansas State Polytechnic's UAS program and within two years receive a bachelor's degree. The student also had the option to directly enter the workforce with this cutting edge education for careers in agriculture, real estate, law enforcement, fire science, industry, and the military.

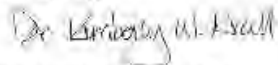
At that time, Kansas State Polytechnic was one of the first universities in the nation to offer a bachelor's degree in UAS. KSU Polytechnic noted a joint partnership with Butler would ensure career preparation for the highly competitive UAS job market would remain accessible and affordable for the citizens of Kansas. Only two years later, KSU determined enrollment in the Early College Academy didn't support continuation of the partnership so it was put "on-hold".

The current proposal identifies the population to be served is high school students and with Butler's Early College Academy model for high school student enrollment, Cloud County Community College's approved UAS program and WSU Tech's recently approved UAS program, approval of KSU's AAS degree will simply duplicate existing programs and create "mission creep" into a very strong 2-year Kansas system already charged with offering associate degree and certificate programs. It also creates the potential for KSU to then access tiered technical funding of which there is already an existing funding gap, and Excel in CTE funding. KSU has an opportunity to partner with existing programs to strengthen educational opportunities and career pathways in the field of unmanned aircraft and they should do so.

Approval for KSU's request to offer an associate degree and duplicate current programs will then provide an opportunity for the 2-year Kansas community colleges to capitalize on conversations with our Higher Learning Commission Liaisons seeking support to offer bachelor degrees in Kansas. Community Colleges have the ability to provide bachelor's degrees at lower cost, in smaller, more personal class settings to increase student retention and success and taught by credentialed professors.

I strongly urge the Technical Education Authority and the Kansas Board of Regents to deny KSU's proposal for an AAS in Unmanned Aircraft Systems. Thank you for your consideration and please know I'm available for any further questions.

Sincerely,



Kimberly W. Krull, Ph.D.
President

cc: Scott Smathers, Vice President for Workforce Development
Daniel Archer, Vice President for Academic Affairs

September 10, 2020

Dr. Kimberly W. Krull, Ph.D.
President
Butler Community College
901 S. Haverhill Rd.
El Dorado, KS 67042

Dear Dr. Krull:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Our partnership with Butler Community College is appreciated. As agreed, we ran the program through two cohorts of students. Unfortunately, program interest came in much lower than either institution anticipated, well below the 15 students required to cover the expense of faculty travel. We learned some valuable lessons on joint programs of this nature and we value Butler's willingness to experiment and explore the possibilities.

When reviewing KSU's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than WSU-Tech and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

Kansas State University does not intend to request SB155/Excel in CTE funds. State statute prevents this from occurring.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Butler Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

CLOUD COUNTY COMMUNITY COLLEGE



Concordia Campus

P.O. Box 1002
2221 Campus Drive
Concordia, KS 66901
785.243.1435
Fax: 785.243.1043

Geary County Campus

631 Caroline Avenue
Junction City, KS 66441
785.238.8010
Fax: 785.238.2898

Online & Outreach

1.800.729.5101
www.cloud.edu

September 8, 2021

Dr. Blake Flanders, President & CEO Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear President Flanders:

Cloud County Community College (CCCC) appreciates the opportunity to provide comment on the proposed Associate of Applied Science (AAS) Degree in Unmanned Aircraft Systems (UAS) program request submitted by Kansas State University (KSU) Polytechnic in Salina. CCCC strongly opposes the approval of this program as we currently offer the same degree 50 miles from Salina. Since the original request to offer this program last March, CCCC has tried to work with KSU to partner on a transfer pathway to provide students with seamless transfer into a four-year degree at KSU. However, our effort has not been met with the same willingness to partner.

Per our phone conversation and email follow up with Provost Tabor on March 17, 2021, we were encouraged about the possibility of building a partnership regarding UAS. After several needs to reschedule by KSU Polytechnic, the meeting finally occurred on June 17th in Salina. We received a tour of the facilities and had discussion during the tour but were never asked to sit down afterwards to discuss partnership. However, we did schedule a follow up visit for KSU Polytechnic to visit CCCC on August 27th to tour our facilities and meet with our faculty. Before that meeting could occur, KSU submitted their program request again to offer an AAS in UAS. During the meeting on August 27th, it was shared that their intention was always to bring back their request. CCCC asked several times during the meeting for the opportunity to partner but were told that it is within their right to offer the degree per statute. However, of this duplication of program creates the possibility of unfettered duplication of other programs and services across the state.

The Kansas Universities and the Kansas Community Colleges have a tradition of strong partnerships through the transfer function of the system. It would stand to reason that KSU Polytechnic should collaborate with CCCC to partner to achieve a focused effort by both institutions to serve our students. Unfortunately, this process hasn't had the opportunity to be thoroughly visited yet. Although KSU Polytechnic has a unique mission, it does not alleviate concerns regarding program duplication. Additionally, it is in the student's best interest to earn their AAS in UAS through CCCC where, as high school students, they would have access to SB155/Excel in CTE funds. This leads to a separate concern that KSU will then request SB155/Excel in CTE funds, which could jeopardize those funds. Ultimately, if KSU's request is approved, it could lead to community and technical colleges being less comfortable innovating and investing in starting new programs if universities could simply start programs in direct competition with the community or technical college program.

KSU is an exemplary institution, serving students for their bachelor's, master's, and/or doctoral degree. However, their request leads to program duplication and mission creep. KBOR clearly defines associate degrees as the mission of Kansas Community and Technical Colleges. Community colleges are the value provider for many Kansans who are seeking a two-year degree or short-term certificate that they can use to enter the workforce. Rather than create a duplicated program, KSU Polytechnic should utilize a partnership with CCCC for transfer and articulation as a better use of state resources to meet the education needs of students in UAS.

Sincerely,

Amber Knoettgen
President

Jesse Pounds
Chairman, Board of Trustees

cc: Scott Smathers, Daniel Archer

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

September 10, 2021

Amber Knoettgen
President
Cloud County Community College
2221 Campus Drive
Concordia, KS 66901

Dear President Knoettgen and Chairman Pounds:

Thank you for sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 2 note.

We have appreciated the recent conversations our Salina campus has had with your institution. Scheduling is often an issue during the summer months but were grateful that despite the tight timeline on the day of your visit, you were able to tour campus and visit with our UAS faculty. This background proved useful when you hosted our staff, showcased your facilities, and discussed the need to update our existing transfer agreements.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than the offering from Cloud County Community College.

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to advanced use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, students will have a strong foundation on all aspects of small and large UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation. The curricular differences required to prepare students for the demand of the aviation sector do not align with Cloud's program and it would be a disservice to both institutions and the industries we serve to try and make it fit.

We were very impressed with your knowledge and expertise in small UAS applications in renewable and wind energy. KSU is sincere in our desire to leverage the strengths of both institutions to expand opportunities for students at both institutions and bring industry prominence to central Kansas. The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens Kansas higher education's ability to support the workforce development needs within the state.

Kansas State University does not intend to request SB155/Excel in CTE funds. State statute prevents this from occurring.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Cloud County Community College. We were excited by the innovative activity at your institution and regardless of the decision on this proposal, we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

CLOUD COUNTY COMMUNITY COLLEGE



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www.cloud.edu

September 29, 2021

Dr. Blake Flanders, President & CEO Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear President Flanders:

Please accept this letter as continued opposition from Cloud County Community College (CCCC) despite Kansas State University Aerospace and Technology's (KSU Polytechnic) response to concerns regarding their proposed Associate of Applied Science in Unmanned Aircraft Systems. Although KSU Polytechnic asserts there is differentiation in their proposed degree, they have yet to thoroughly explore curriculum with this same degree currently offered by both Wichita State University Tech (WSU Tech) and CCCC. From CCCC's perspective, KSU Polytechnic has not done their due diligence to ensure a viable partnership with either institution. CCCC students are prepared for the FAA Part 107 test for a Remote Pilot Certificate in Unmanned Aircraft Systems just as KSU Polytechnic students.

KSU Polytechnic shared that their program is much "more in depth" than CCCC's at the Technical Education Authority Curriculum Committee meeting on September 10th as a reason a partnership would not be viable. However, KSU Polytechnic has yet to thoroughly examine our courses. Furthermore, their assertion raises the question of how an Associate of Applied Science in Unmanned Aircraft Systems at KSU Polytechnic can be labeled as the same degree as the one Cloud currently offers, yet be so different. Students are earning the same credential, so program alignment then becomes an issue. Additionally, KSU Polytechnic includes 13 hours of 300 and 400 (junior and senior) level courses in their proposal for the Associate of Applied Science in Unmanned Aircraft Systems. Why are their junior and senior level courses in an associate of applied science degree? WSU Tech's Associate of Applied Science in Unmanned Aircraft Systems degree does not include any 300 or 400 level courses.

Lastly, if this is truly a local need for Salina high schools, it would be in the best interest of the students to have access to the courses through CCCC as they would be eligible for SB155/Excel in CTE funding and be offered at a lower tuition rate. The best use of state resources must be a consideration, but so must the best interest of the students. A partnership between KSU Polytechnic and CCCC would serve both those purposes. If there are needed adjustments to CCCC's courses, it would benefit all parties involved to work on program alignment and partnership. CCCC worked with KSU Polytechnic to create a partnership for our Associate of Applied Science in Wind Energy students to transfer to KSU Polytechnic to complete their bachelor's degree. If KSU Polytechnic's request is allowed, should the Regents then consider allowing community colleges to offer bachelor's degrees for our specialized programs, such as wind energy, rather than partner with the universities as other states have begun?

KSU mentions in their request they are members of the FAA's Collegiate Unmanned Aircraft Systems Collegiate Training Initiative. CCCC's program has also been selected as a member. Our program is not a niche program for wind energy as suggested by KSU Polytechnic. We offer the exact degree they are proposing with students earning the same credential. Rather than create a duplicated program where the demand does not exist, KSU Polytechnic should utilize a partnership with CCCC or another institution for transfer and articulation as a better use of state resources to meet the education needs of students in UAS.

Sincerely,


Amber Knoettgen
President

cc: Scott Smathers, Daniel Archer

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

October 29, 2021

Amber Knoettgen, President
Cloud County Community College
2221 Campus Drive
Concordia, KS 66901

Dear President Knoettgen and Chairman Pounds:

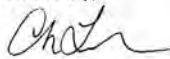
Thank you again for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

During the last 45 days, for due diligence K-State Salina has engaged with the local community leaders, industry partners, and our program and campus advisory boards on this topic. The City of Salina, Salina Chamber of Commerce, Salina Community Economic Development Organization, and the Salina Airport Authority have reiterated to us that their preference and priority is fulfill this community workforce development need with the expertise available in our local community. The public and private secondary school leaders have communicated their preference that this need be fulfilled by an educational provider within the local community. Industry partners that are familiar with both KSU and CCCC's capabilities have provided commentary on the workforce need for the difference in preparation and skillset graduates from both programs bring to this growing industry sector. In addition, the other institutions of higher education in Saline County have provided communication that they would not approve CCCC authority to offer their program in this service area.

We understand that program duplication in central Kansas is a consistent concern due to the congestion of institutions serving this portion of the state. However, the fact remains that K-State Salina has multiple FAA approvals for advanced UAS operations that no other educational institution in the state has the capabilities or the authority to possess. As we gain approvals for advanced authorizations, we work with faculty to quickly incorporate these into the appropriate degree courses. An example of these are routine operations within controlled/restricted airspace with the Salina Airport's Class D airspace and at night--KSU prepares students to plan, coordinate, and operate within more complex environments than standard FAA provisions allow. Two other points of distinction include authorizations to conduct BVLOS (Beyond Visual Line of Sight) operational missions and flight instructor development. No other associate degree program in Kansas includes these elements, yet they are highly acclaimed by our industry partners.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Cloud County Community College, and we look forward to future collaborations with the institution.

Sincerely,



Charles Taber, Ph.D.
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



September 8, 2021

Kansas Board of Regents
ATTN: Scott Smathers
Vice President of Workforce Development
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

RE: Kansas State University's Request for AAS in Unmanned Air Systems Program

Dear Mr. Smathers:

I recently received notice from the KBOR staff that Kansas State University (KSU) is requesting authorization to add an Associate in Applied Science (AAS) degree in Unmanned Aircraft Systems at the KSU Polytechnic Campus in Salina. I'm concerned about the TEA or KBOR granting authorization for a university with a bachelor and graduate mission to venture into the offering of Associate degrees for the following reasons:

- Duplication of Existing Programs in the Region. Cloud County Community College is already equipped and prepared to offer this certificate and associate degree program in the region. As KSU provided in their application packet, they have already announced a partnership with USD 305 Salina to provide the Associate degree program to high school students prior to approval of the degree by the TEA and/or KBOR. KSU is already approved and offering a bachelor degree in this area.
- Mission Creep. Each of the educational entities in the State of Kansas have clearly defined missions to support their communities, counties, and regions in the state. The mission of community colleges is to provide certificate and associate degrees to our communities and region as needed to prepare students for the workforce or for transfer to a university. Providing associate degree programming for area high schools does not appear to be a part of KSU's stated mission

Again, I am concerned about the request for a university to offer associate degrees in Kansas. As noted an associate degree option at a community college is already available in the region.

Sincerely,

Marlon Thornburg

Marlon Thornburg, Ed.D
President
Coffeyville Community College

September 10, 2021

Marlon Thornburg
President
Coffeyville Community College
400 West 11th Street
Coffeyville, KS 67337

Dear President Thornburg:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Coffeyville Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



September 8, 2021

Vice President Smathers
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Vice President Smathers,

I am writing on behalf of Colby Community College to express my concern regarding the proposed Unmanned Aircraft Systems Associate Degree program from Kansas State University. In my opinion, this program is duplicative, as a variation of the program is currently being offered at Butler Community College and Cloud County Community College. Is there current evidence that supports that these institutions are not meeting the needs of the industry or has the need/demand exceeded their current enrollment capacity?

Kansas State University is a baccalaureate, master, and doctoral degree offering Regent University. To introduce an associate degree in this field would seemingly stray from their mission of serving students who seek to obtain one of the aforementioned types of degrees. Ultimately, the continual pursuit of offering associate degrees from Regent Universities will hurt the community and technical colleges, as it would hurt Regent Universities if the two-year sector were to pursue baccalaureate offerings.

Thank you for your time and attention to this matter. Your considerations are greatly appreciated. Please contact me if you have any questions or concerns.

Respectfully,

A handwritten signature in blue ink, appearing to read "Seth Macon Carter".

Seth Macon Carter
President, Colby Community College

cc: Dr. Daniel Archer, Vice President for Academic Affairs
Dr. Blake Flanders, President

September 10, 2021

Seth Macon Carter
President
Colby Community College
1255 S. Range Ave
Colby, KS 67701

Dear President Carter:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Colby Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

108 Anderson Hall, Manhattan, KS 66506-0113 | (785) 532-6224 | fax: (785) 532-6507 | k-state.edu/provost



OFFICE OF THE PRESIDENT
DR. DENNIS C. RITTLE

September 8, 2021

Dr. Blake Flanders, President and CEO Kansas Board of Regents

1000 SW Jackson Street, Suite 520

Topeka, KS 66612

Dear President Flanders,

In response to the proposed Associate Degree in Unmanned Aircraft Systems (UAS) proposed by Kansas State University (KSU) Polytechnic in Salina, Cowley College firmly opposes the approval of this new program. This proposal appears to be a clear example of mission creep as one or more public two-year colleges in the state of Kansas could readily offer such a program and keep with the mission of two-year colleges. Additional concerns and nuances to this particular proposal are well articulated in a joint letter from the Kansas Association of Community Colleges Trustees (KACCT) dated September 7, 2021 and signed by President Nancy Ingram and Executive Director Heather Morgan. Cowley College supports the aforementioned KACCT correspondence.

Respectfully,

Dennis C. Rittle, Ph.D.

COWLEY COLLEGE

125 S. Second | PO Box 1147 | Arkansas City, KS 67005

800.593.CCCC | cowley.edu

September 10, 2021

Dr. Dennis C. Rittle, Ph.D.
President
Cowley College
125 S. Second
Arkansas City, KS 67005

Dear Dr. Rittle:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 2 note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the Board of Regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Cowley College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



September 8, 2021

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

Dear Dr. Flanders:

I am writing on behalf of Dodge City Community College to express my concern regarding Kansas State University's proposed Unmanned Aircraft Systems Associate Degree program. I feel this is a duplicate program that is currently being offered at Butler Community College and Cloud County Community College. Do you have documentation that shows these colleges are not meeting their goals and needs of the industry? I feel it would be more beneficial to increase capacity through the use of the institutions already producing graduates who earn associate degrees and/or certificates.

Kansas State University is a baccalaureate, master, and doctoral offering university. To offer this program from a Regent University would hurt technical and community colleges. For those who are interested in earning a bachelor's degree, strong transfer and articulation pathways can, and should, be established so that the needs of students and employers are met in the most efficient, cost-effective manner.

Thank you for your considering Dodge City Community College's thoughts in this matter and I urge you to please decline Kansas State University's proposal to offer an Associate degree program for Unmanned Aircraft Systems. Thank you for your consideration in this matter and please let me know if you have any questions.

Sincerely,

Dr. Harold E. Nolte
President, Dodge City Community College

cc: Dr. Daniel Archer, Vice President for Academic Affairs
Mr. Scott Smathers, Vice President for Workforce Development

September 10, 2021

Dr. Harold E. Nolte
President
Dodge City Community College
2501 N. 14th Ave
Dodge City, KS 67801

Dear Dr. Nolte:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 8 note, including program duplication and mission differentiation.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors. The program at Butler Community College does not appear to be active.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Dodge City Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



Samantha Christy-Dangermond
Director, Academic Affairs
Kansas Board of Regents
1000 SW Jackson, Ste. 520
Topeka, KS 66612



Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

Dear KBOR Staff,

Please accept this letter as formal opposition from Fort Scott Community College regarding Kansas State University Aerospace and Technology (KSU Polytechnic) offering an Associate of Applied Science in Unmanned Aircraft Systems. The reason for the opposition is multifaceted and is outlined throughout this letter. FSCC believes that should this program be approved and offered by KSU Polytechnic, it sets an unwanted precedent for higher education in the state of Kansas.

KSU Polytechnic outlined three items in the vision for the degree. The first one is a two year option or additional exit point for students within the pipeline for the bachelor's degree. The KBOR Policy Manual (2021) addresses this type of proposal directly, "The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, the Board of Regents discourages the state universities from offering associate degrees in academic or technical programs where the baccalaureate is available" (p. 29).

The exception to this item is typically when industry demand necessitates it. However, with the location of this program, another community college (Cloud County Community College) and a technical college (WSU Tech) in the region already offer similar programs - including all of the general education which is directly transferable. The third item outlined in the vision of the proposed program involves 2+2 programs. FSCC believes KSU Polytechnic has the opportunity to collaborate and have serious alignment discussions with those institutions, who already have the expertise involved with teaching this specific program meant for entry into industry.

FSCC strongly believes in partnerships with the university sector in the state of Kansas. We believe the KBOR policy ensures offering the best opportunity for educating students and supporting the balance of institutions throughout the state. This helps the community colleges remain truly affordable and accessible to students throughout the state. FSCC believes the approval of this program is program duplication, lacks demonstrated industry need, lacks adequate student population at this time, lacks genuine effort at program alignment, and does not meet the mission focus in the KBOR policy for new associate's degrees. For those reasons, FSCC opposes this proposal.

Sincerely,

Adam Borth and Alysia Johnston
Fort Scott Community College

Cc: Scott Smathers, Vice President of Workforce Development



620-223-2700 • 800-874-3722
www.fortscott.edu

September 27, 2021

Adam Borth and Alysia Johnston
Fort Scott Community College
2108 South Horton
Fort Scott, KS 66701

Dear Adam Borth and Alysia Johnston:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Kansas Community Colleges, and we look forward to future collaborations to strengthen educational offerings throughout the state.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents




Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders,

This letter is submitted in opposition to the application of Kansas State University – Polytechnical Institution to offer an Associate of Applied Science in Unmanned Aircraft Systems. As a two-year institution in the state of Kansas, Garden City Community College views this application as an entry point for the four-year sector to offer associate degree options. Community colleges are designed for access and affordability, but this application serves as a platform for mission creep for KSU to offer the Associate of Arts, Associate of Science, Associate of General Studies, and the Associate of Applied Science degrees. If the Kansas Board of Regents allows the regent universities to award Associate degrees, there is a cultivation of duplicative services. There currently exists community colleges who offer this program, with Cloud County Community College being in the same service region of KSU. It would be better use of state resources to develop partnerships or bridge agreements between the 2-year and 4-year sector. There has been strong collaboration and partnership on articulation and transfer agreements between the 2-year and 4-year sector in Kansas and those partnerships need to continue to develop and be accentuated. Rather than convoluting the system with the approval of this application, the Kansas higher education system should be looking at measures to incentivize and encourage collaboration and partnerships, not creating divisiveness.

The majority of technical and career training and workforce development is already occurring at Kansas community colleges. If this program is approved, it will create an undesirable impact on the Kansas higher education system. Will community colleges be allowed to offer baccalaureate degrees in Kansas next? Several states have laid the groundwork for bachelor's degrees to be offered at community colleges. The most efficient use of state resources is to align existing programs with transfer options. Community colleges are created on the premise of access and affordability. Garden City Community College does not support the approval of this application. We need to return to a practice of collaboration and partnership among the 2-year and 4-year sector and keep the mission of each sector aligned with the sector. Together, we will build a stronger Kansas through collaboration and partnership among the higher education system.

Sincerely,


Ryan J. Ruda Ed.D.
President Garden City Community College

September 10, 2021

Dr. Ryan J. Ruda, Ed.D.
President
Garden City Community College
801 Campus Dr.
Garden City, KS 67846

Dear Dr. Ruda:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Garden City Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



HIGHLAND COMMUNITY COLLEGE

September 8, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

Highland Community College is onboard with collaboration efforts among four-year universities, technical colleges and other Kansas community colleges. We have heard over and over again the message of not duplicating programs. Upon appearance, the message does not seem as strongly heard among Kansas Regent universities.

Kansas State University is seeking to offer an Associate degree in Unmanned Aircraft Systems. Can they not partner with Cloud County Community College to offer this degree in their area? If the demand is so great, wouldn't Cloud County Community College be poised in meeting the demand with an already approved program?

Highland Community College's Board of Trustees and Administration are concerned with the message being one-sided and the Regent's institutions not being held to the same standard of working with other Kansas institutions. We have students tell us frequently they wish Highland was again, a four-year institution. Is this something we should be considering as four-year institutions begin moving towards offering two-year degrees?

Kansas State University has always been friend to Highland Community College. We send many of our students there to complete a Bachelor's degree. We would also hate to find ourselves in a similar situation as Cloud County Community College when another four-year university decides they want to offer an Associate's degree that is readily available.

We urge the Kansas Board Regents to deny Kansas State University's request to offer an Associate degree program in Unmanned Aircraft Systems. Thank you for allowing us to present our concerns.

Sincerely,

Deborah Fox
President, Highland Community College

September 10, 2021

Deborah Fox
President
Highland Community College
606 W. Main
Highland, KS 66035

Dear President Fox:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Highland Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



September 8th, 2021

Blake Flanders Ph.D., President and CEO Kansas Board of Regents
1000 SW Jackson St Ste 520
Topeka, KS 66612

Dear President Flanders

Thank you for your consideration of this matter. This letter is submitted in opposition to the application of Kansas State University – Polytechnical Institution to offer an Associate of Applied Science in Unmanned Aircraft Systems. As a two-year institution Hutchinson Community College has a concern if this application is allowed to advance. Specifically, they two-year mission for the community colleges in Kansas has historically been to offer the Associate of Arts, Associate of Science, Associate of General Studies, and the Associate of Applied Science (AAS). This is the Mission area assumed by the two-year sector of higher education in Kansas. If the Kansas Board of Regents allow the Kansas universities to grant additional AAS degrees the mission creep begins to accelerate, and the possibility of unfettered duplication of programs and services becomes even more of a possibility. There is currently a community college in close proximity to the KSU – Polytechnical campus that offers a similar program and is willing to provide the program in Saline County. Rather than create an additional AAS degree at a university it would seem a much better use of state resources to create a partnership whereby the community college and KSU Polytechnical can fulfill the educational need of students in Kansas interested in this program. It is my understanding that such a partnership has been discussed and there was no agreement reached to allow the community college to offer the degree.

The Kansas Universities and the Kansas two-year sector have a tradition of strong partnerships especially through the transfer function of the system. KSU – Polytechnical Institute currently has a Bachelor’s Degree in this program area. It would stand to reason that a seamless transfer between the two outstanding institutions could be achieved by a focused effort by both institutions.

If this program is allowed to be approved it could also lead to community and technical colleges being less comfortable innovating and investing in new program start-up if universities could simply start programs in direct competition with the community or technical college program. Community colleges are the value provider for many Kansans who are seeking a two-year degree or short-term certificate they can use to enter the workforce. If community and technical colleges are no longer developing the programs that business and industry demand--

who will? HutchCC believes very strongly in the mission assignments that the Regents have given to each sector and we believe that the system is stronger if we each focus and concentrate on the areas where we each have particular strengths and can help Kansas business and industries grow and thrive. If state universities are allowed to expand their offering of associates degrees what is next, mission creep by community colleges into the baccalaureate area?

Sincerely,

A handwritten signature in blue ink, appearing to read "Carter L. File". The signature is fluid and cursive, with the first name "Carter" being the most prominent part.

Carter L. File Ph. D.
President, Hutchinson Community College

September 10, 2021

Carter File
President
Hutchinson Community College
1800 N. Plum St
Hutchinson, KS 67501-5894

Dear President File:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Hutchinson Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

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Independence Community College
1057 W. College Ave. Independence, KS 67301
www.indycc.edu

Office of the President

September 8, 2021

President Flanders
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders,

I am writing on behalf of Independence Community College to express our concerns regarding the Unmanned Aircraft Systems Associate Degree program being proposed by Kansas State University.

Similar programs are already offered by Cloud County Community College and Butler Community College. Cloud County Community College is less than 60 miles away from Kansas State University Polytechnic in Salina. I believe Cloud County Community College is both willing to provide this program to Salina-area schools and partner with KSU Polytechnic to create a transfer pathway. The expansion of this program into areas already offered by community and technical colleges is a cause for concerns related to mission creep. Is there evidence to support community colleges cannot meet the needs of Kansas industry leaders in this sector?

Kansas State University is an innovative and dynamic provider of a quality education. The institution has a long history of providing exceptional baccalaureate, master, and doctoral degrees. I am proud to have such a fine institution as a Regent University in our state. In this situation, I believe that the proposed Unmanned Aircraft Systems Associate Degree program is duplicative.

I urge the Kansas Board of Regents to decline the proposal to launch an Unmanned Aircraft Systems Associate degree program at Kansas State University. Thank you for thoughtful consideration of our concerns. Please contact me if you have any questions or concerns.

Sincerely,

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

Vincent Bowhay, Ed.D.
President
Independence Community College

cc: Dr. Daniel Archer, Vice President, Academic Affairs
Dr. Scott Smathers, Vice President, Workforce Development
Heather Morgan, Kansas Association of Community College Trustees

September 10, 2021

Vincent Bowhay, Ed.D.
President
Independence Community College
1057 W. College Ave
Independence, KS 67301

Dear Dr. Bowhay:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors. The program at Butler Community College does not appear to be active.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Independence Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



12345 College Blvd. • Overland Park, KS • 66210-1299

September 2, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

Earlier this year I sent a letter to you outlining the initial concerns about Kansas State University's desire to expand its offerings to include an Associate degree in Unmanned Aircraft Systems. The concerns I shared, mission creep and competition with existing associate degree programs, have not changed.

My primary concern with the proposed UAS associate degree program at Kansas State is that this is an example of mission creep. As a Regent University, Kansas State University is charged with serving students seeking a bachelor's, master's, or doctoral degree. They are an exemplary university, serving well the students within their current programs. That said, offering a new associate degree program expands their work into areas that are clearly within the role of community and technical colleges. This offering opens a door that has been hotly debated in recent months by the Board of Regents, resulting in a procedural step to include the community and technical colleges in the approval process through BAASC should such offerings be brought forward in the future.

The second concern is that we have community colleges in the state of Kansas, such as Cloud County Community College, that already offer comparable programs. Does employment demand exceed the capacity of our Community and Technical College system? Would it not make more sense to increase capacity through use of the institutions already charged with producing graduates who earn associate degrees and/or certificates? For those who are interested in earning a bachelor's degree, strong transfer and articulation pathways can, and should, be established so that the needs of students and employers are met in the most efficient, cost-effective manner.

When considering these two concerns in tandem, I strongly urge the Kansas Board of Regents to decline Kansas State University's proposal to offer an Associate degree program in Unmanned Aircraft Systems. Please let me know if you have any questions. Thank you for considering this feedback.

Sincerely,

Andy Bowne, Ed.D.
President

cc: Dr. Daniel Archer, Vice President for Academic Affairs
Dr. Scott Smathers, Vice President for Workforce Development
Mike Johnson, Kansas Postsecondary Technical Education Authority
Heather Morgan, Kansas Association of Community College Trustees

September 10, 2021

Dr. Andy Bowne, Ed.D.
President
Johnson County Community College
12345 College Blvd.
Overland Park, KS 66210-1299

Dear Dr. Bowne:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Johnson County Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

September 13, 2021

Dr. Blake Flanders, President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

I write to let you know I find it concerning that discussions regarding Kansas State University (KSU) offering a new associate degree in Unmanned Aircraft Systems are still taking place at the Board of Regents level, since communication began this last spring that Kansas Community Colleges, such as Cloud Country Community College, already offer such a degree.

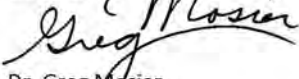
Should KSU be granted authority to offer this degree, it seems to go against the Board of Regents' desire to not allow unnecessary duplication and proliferation of the same degrees in similar regions and across the state. It also appears to go against providing high-quality educational programs to students at the best economical value for them and their families. I understand that high school students are a planned target audience for this proposed KSU degree. High school students taking this degree from Cloud Country Community College would be able to access Excel in CTE/SB 155 funds which would allow them to complete the program with little to no cost. Students taking the same program at KSU would not have access to these funds, would have to pay the much higher tuition and fee rates, and/or obtain other access to grant funds or even student loans.

Lastly, and what appears to be becoming more critical is the continued mission creep that is being demonstrated by Kansas State University. As a Regent University, KSU is charged with serving students seeking bachelor's, master's or doctoral degrees, not associate degrees. Their continued requests to add associate degrees clearly crosses into the realm of the mission of Kansas' Community and Technical Colleges.

Should these requests continue to be approved, and the mission lines continued to be blurred, it only opens the door for what many states across the country have already approved; community colleges offering bachelor's degrees. Community colleges can offer the same high-quality degree at a significantly reduced cost than state four-year institutions, while being increasingly responsive to community needs.

While articulation agreements currently exist to get students from associate degrees to bachelor's degrees, albeit also in need of additional work, I contend this is a better route than what is currently proposed by Kansas State University. Please feel free to reach out with any questions. Thank you for your consideration.

Sincerely,



Dr. Greg Mosier
President

cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development
Ray Daniels, KCKCC Board of Trustees, Chair



"We Create Our Future"

September 27, 2021

Dr. Greg Mosier
President
Kansas City Kansas Community College
7250 State Avenue
Kansas City, KS 66112

Dear President Mosier,

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 13 note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus since 1991, and stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered at KSU Salina since that time. The campus currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with our colleagues across the Kansas Community Colleges, and we look forward to our continued collaborations to offer accessible quality education across the state.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents
Ray Daniels, KCKCC Board of Trustees, Chair



OFFICE OF THE PRESIDENT
Mark Watkins, Ed.D.

200 S. 14th Street
Parsons, KS 67357
P. 620.820.1223
F. 620.421.0921
markw@labette.edu

www.labette.edu

Friday, September 3, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

Dear Dr. Flanders,

Recently, K-State pulled their request to offer a two-year degree in Unmanned Aircraft Systems (UAS). However, we've been recently informed of K-State's proposal to move forward on the AAS degree in UAS which is a concern. I am concerned with future Kansas universities who pursue two-year degrees as part of their offerings.

Please know, I fully support Kansas universities. My family has earned multiple undergraduate and graduate degrees from every public Kansas university. We happily support Kansas universities with our tax dollars.

Common understanding indicates when revenues decrease, competition for students becomes more aggressive. Fortunately, our Kansas institutions of higher learning have been working through KCOG to make transfers from community colleges to universities seamless. While this has not always been easy, this does demonstrate the willingness to work together in support of our students and taxpayers. We also work together to establish articulation agreements to provide students with several viable options.

However, allowing universities to cross the line into the two-year sector becomes problematic. I am aware of previous two-year degrees made available by our universities and am concerned about further exploitation for additional offerings when attempting to shore up revenues during these difficult times.

Labette Community College does not support K-State's proposal for the AAS in Unmanned Aircraft Systems. The Regents have voiced concern regarding the propagation of additional associate degrees at universities, and I believe this policy position makes sense.

Contact me if you have any questions or concerns.

Sincerely,

Mark Watkins
President
Labette Community College

Cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development

September 10, 2021

Dr. Mark Watkins, Ed.D.
President
Labette Community College
200 S. 14th Street
Parsons, KS 67357

Dear Dr. Watkins:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Labette Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

Neosho County Community College

September 7, 2021

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

It is my understanding that Kansas State University is hoping to expand its offerings to include an Associate degree in Unmanned Aircraft Systems. Neosho County Community College is asking that this request by Kansas State University be denied.


It has been NCCC's practice to not stand against new programs offered by other institutions and for the last 10 years or longer we have filed no letters of concern on any programs, even when neighboring institutions have offered similar programs to ours. We have felt that the market should decide what programs succeed and which ones fail, and that efforts to control the free market of programs have resulted in fewer opportunities for Kansans. Any effort to address non-duplication with State control has ended poorly, taking away local control and holding back the mission of individual colleges.

Kansas State University is a fine institution of higher education and a point of pride for the State of Kansas. My daughter is a student at KSU currently, so you can see that I believe this statement beyond just words to the point that I am trusting K-State with the education of my daughter. It is not a matter of quality or capacity to offer said degree which gives me pause. The issue, of course, is mission creep.

I join my fellow two-year sector institutions to raise our concerns about any four-year institution adding any associate's degree beyond those legacy associates degrees approved in the distant past. Speaking as a community college president with five other community colleges within easy driving distance I know how important it is to stick to my mission and respect the boundaries with my neighboring colleges in order for us all to meet the needs of the region. Any public four-year institution should respect the boundaries in the form of educational offerings that exist between different classifications of institutions.

I strongly urge the Kansas Board of Regents to decline Kansas State University's proposal to offer an Associate degree program in Unmanned Aircraft Systems. Please let me know if you have any questions. Thank you for considering this feedback.

Sincerely,



Brian Inbody, Ed.D.
President

cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development

800 West 14th Street
Chanute, KS 66720
620.431.2820

Online Campus
www.neosho.edu
800.729.6222

900 East Logan Street
Ottawa, KS 66067
785.242.2067

The Mission of Neosho County Community College is to Enrich Our Communities and Students' Lives

September 10, 2021

Dr. Brian Inbody, Ed.D.
President
Neosho County Community College
800 West 14th Street
Chanute, KS 66720

Dear Dr. Inbody:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Neosho County Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



348 NE SR 61 Pratt, KS 67124 www.prattcc.edu 620-672-5641

September 7, 2020

Dr. Blake Flanders
President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

Dear Dr. Flanders:

It is my understanding that Kansas State University is seeking approval for an Associate degree in Unmanned Aircraft Systems (UAS). I strongly oppose this request for the following reasons. Cloud County Community College already offers this program and they are geographically close. This request makes little sense to duplicate a program that is located nearby. Another concern with the proposed UAS associate degree program at Kansas State is that this is a strong example of mission creep. As a Regent University, Kansas State's mission is serving students seeking a bachelor's, master's, or doctoral degree. Offering a new associate degree program expands their work into areas that are clearly within the role of community and technical colleges, which is opens a door that has been hotly debated in recent months by the Board of Regents, including a determination being made this past month for a procedural step to include the community and technical colleges in the approval process through BAASC should such offerings be brought forward in the future.

I strongly urge the Kansas Board of Regents to decline Kansas State University's proposal to offer an Associate degree program in Unmanned Aircraft Systems. Please let me know if you have any questions. Thank you for considering this feedback.

Sincerely,

A handwritten signature in black ink that reads "Michael D. Calvert". The signature is written in a cursive style.

Michael Calvert
President

cc: Daniel Archer, Vice President for Academic Affairs
Scott Smathers, Vice President for Workforce Development

September 10, 2021

Michael Calvert
President
Pratt Community College
348 NE SR 61
Pratt, KS 67124

Dear President Calvert:

Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your note.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Pratt Community College, and we look forward to future collaborations with the institution.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents



SEWARD COUNTY COMMUNITY COLLEGE

1801 N. Kansas Ave, P.O. Box 1137, Liberal, KS 67905-1137 620-624-1951 or 1-800-373-9951

September 10, 2021

Dear Ms. Christ-Dangermond:

This letter is in response to the application of Kansas State University - Polytechnical Institution to offer an Associate of Applied Science Degree in Unmanned Aircraft Systems. While the need for programs like this exist in the state, we have a concern with allowing this proposal to pass. There is already an AAS program available at a nearby community college and this seems to violate the missions of the different higher education institutions in the state.

While each institution has the ability and responsibility to offer programs that meets the needs of their students and community, we also abide by the expectations of the state concerning the level and types of degrees offered. Community colleges and technical colleges offer certificates and associates degrees. Universities offer bachelors, masters, and doctorate degrees. Blurring these lines results in duplication of services and resources in a time when there is already not enough to go around.

With the existence of an identical program nearby, a question arises, from where does the need for the duplicate program come? Since Kansas State University Polytechnic already offers a bachelor's degree it appears that a partnership of collaboration with the community college would be a better solution to the need. Institutions in the state of Kansas have a long history of working together for provide better opportunities than we could provide working alone. This appears to be another opportunity to continue that spirit of collaborative partnership.

We strongly urge the Kansas Board of Regents to decline Kansas State University's proposal to offer an Associate degree program in Unmanned Aircraft Systems. Please let me know if you have any questions. Thank you for considering this feedback.

Sincerely,

Dennis M. Sander
Interim President
Seward County Community College

September 27, 2021

Dennis M. Sander
Interim President
Seward County Community College
1801 N. Kansas Ave.
P.O. Box 1137
Liberal, KS 67905-1137

Dear President Sander:

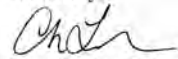
Thank you for sharing your concerns about Kansas State University's (KSU) proposed Unmanned Aircraft System program. Below you will find the response to the points of concern contained in your September 10 note, including mission differentiation and program duplication.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants that the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college. This allows us to comprehensively serve the workforce needs of our industry focus.

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development, public safety, and maintenance. This requires a different preparatory requirement than Cloud CC's focus on small UAS and application to support energy and wind technology. Market demand for UAS operators is significant and industry partners have indicated they need as many training providers as possible to fill the upcoming demand in a variety of market sectors.

Again, we thank you for communicating your concerns with the proposed program and providing us with an opportunity to respond. Kansas State University appreciates our partnership with Kansas Community Colleges, and we look forward to future collaborations.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President and CEO, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President for Workforce Development
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents

August 30, 2021

Samantha Christy-Dangermond
Director, Academic Affairs Kansas
Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

Re: Kansas State University August 18, 2021 Proposal
Unmanned Aircraft System program

Dear Director Christy-Dangermond,

As a new president with the Kansas Technical Colleges, I stand firm with the stance of The Kansas Technical Colleges in opposing the request from Kansas State University for the AAS degree in Unmanned Aircraft Systems (UAS). Upon a review and understanding of existing KBOR policy guiding new programs, this proposal appears to lack evidence the institution has completed its due diligence in proposing the program.

In reviewing KBOR policy, I would ask KBOR to reflect on these perspectives:

- *The proposal shall discuss and compare similar programs in other institutions in the Regents system and related programs in the same institution.* While the proposal reflects on the alignment of the requested program to its existing parent program, a bachelor's degree, it does not discuss and compare similar programs in other institutions in the Regents system.
- *The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.* The program being proposed duplicates current programs being offered by other colleges, yet those programs have no mention or acknowledgement within the proposal that was presented. Both Cloud County Community College and WSU-Tech offer programs in UAS. In an era of tightened budgets, we are all encouraged to pursue, support, and navigate partnerships and collaborations between 2-year colleges and the university system. This proposal lacks evidence of such conversations.

Other evidence acknowledging KBOR policy requirements for new programs has been submitted through a statement as submitted by the Kansas Technical Colleges representative. In support of that statement and to encourage collaboration and conversation, I support the KTC request that K-State

collaborate with Kansas two-year colleges with existing UAS technical programs and UAS AAS degrees to develop appropriate 2+2 programs. Alternatively, it is incumbent on K-State to provide rationale why such partnerships and collaborations are not feasible or reasonable.

To their credit, the K-State proposal offers support of a public-school district partnership and indicates such conversations have transpired with that stakeholder. However, I find it disheartening that the proposal delivers such a glaring omission of engaging the local technical college in the discussion. Such collaboration would support the KBOR policy that the roles of the universities and community colleges and technical colleges are clearly differentiated, which preserves the two-year mission of associate degrees while strengthening partnerships and collaboration essential to higher education attainment.

In my role as a new president of one of the Kansas Technical Colleges, I am reviewing the processes and operations that distinguish KBOR and the TEA. I am observing the contribution of TEA to this technical program process. For instance, the purpose of the TEA is to make “recommendations to the Regents regarding the coordination, statewide planning and improvements/enhancements to the postsecondary technical education system.” The Vision, Mission, and Strategic Priorities of the TEA suggest the TEA serves in the capacity to “review and recommend approval of new and existing technical programs.” As I look to review the programs with FHTC and research opportunities for programs to support the economic development of the FHTC service area, these actions shall set precedent and expectations for those of us new to the Kansas state higher education system.

I appreciate the opportunity to voice process inquiry and program opposition during the public comment period. I look forward to learning the outcome of this decision by KBOR.

With respect,



Caron Daugherty

September 10, 2021

Dr. Caron L. Daugherty
President, Flint Hills Technical College
Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

RE: Response to concerns about Kansas State University's proposed Unmanned Aircraft System program.

Dear President Daugherty,

Thank you for sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. Below you will find the response to the points of opposition contained in your note, including claims of program duplication, the need to identify similar programs, and lack of collaboration. Since you reference and support the recent letter from the Kansas Technical Colleges, I address additional points from that letter as well.

1. The proposal represents program duplication. Cloud & WSU Tech have been approved to offer UAS programs. Per KBOR policy (Ch. II. A.7.d.i.(a): *When the Board considers the establishment of a new degree program or major, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents.*

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC or WSU Tech and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development and maintenance.

2. The proposal did not identify similar programs as required by KBOR policy (Ch. II. A.7.e.iii.(1)(a)(iii)): *The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.*

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to many use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, they will have a strong foundation on all aspects of UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation.

Cloud County Community College (CCCC) offers an AAS in small UAS and does require FAA certification. Their degree offering is focused on developing graduates with a master of using UAS for wind turbine inspections. It is a solid program for UAS applications in renewable and wind energy. The KSU UAS program is broader in scope.

WSU Tech also offers a strong program and will be a good source of industry talent once fully established. WSU Tech provides students various levels of flight training experience, but again, our graduates will be qualified for different career segments upon graduation. Again, based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. Ours is the only program that emphasizes flight instructor development and maintenance.

While Northwest Technical College does not have a formal degree program in UAS, they do have a recognized skillset in UAS applications in precision agriculture. Our program does not specifically address this industry segment, which is a beneficial specialized application to the Kansas workforce.

The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens Kansas higher education's ability to support the workforce development needs within the state.

3. The proposal includes no mention of ability/inability of the institution to offer the program collaboratively as required by KBOR policy (Ch. II. A.7.e.iii.(1)(a)(v): *The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options.*

Multiple conversations have occurred with various institutions about the possibility of developing joint programs in this area. While formal collaborations have not surfaced from these conversations, it is KSU's sincere hope that as an educational community we can work together to leverage the strengths of the individual institutions and create a network that enhances Kansas' assets in UAS rather than diverting resources. Our UAS expertise is not in applications related to wind energy or precision agriculture. But by blending the application strengths that Cloud Community College, WSU Tech, NW Tech, and KSU bring, we could support educational and industry workforce needs across the state.

4. State universities are discouraged from offering associate degrees per KBOR policy (Ch. II. A.7.i.):

Associate Degree Programs: The roles of the state universities and the State's community colleges and technical colleges should be clearly differentiated. Therefore, the Board of Regents discourages the state universities from offering associate degrees in academic or technical programs where the baccalaureate is available; provided, however, that the Board acknowledges that student demand and community needs may engender requests for associate degree programs, particularly in areas of technology education.

Since its inception in 1967, the core mission of the KSU Salina campus has been to support technical aviation education in the state of KS. This mission was carried over and detailed in state statutes outlining the merger agreement and continuous mission of the campus. As we indicated in the proposal KS 76-213 (a) and (b) grants the board of regents oversees Kansas State University polytechnic campus technical education, which "means vocational or technical education and training or retraining." Stackable certificates, associate, and bachelor's degrees in each of our degree areas have been offered on this campus since 1991. The campus has consistently offered associate degrees since the merger and currently has six associate degree options available to students. Due to our history and degree portfolio, the campus is a unique blend of a two-year technical and four-year college with no

clear delineation in either segment. This allows us to comprehensively serve the workforce needs of our niche industry focus.

We appreciate the Board's acknowledgement that "*student demand and community needs may engender requests for associate degree programs.*" This need is a key element in this proposal. KSU Salina's work with local school districts to offer a pathway for secondary students to earn associate degrees while in high school addresses many of the goals for families and businesses as outlined in KBOR's *Build the Future* strategic plan.

Again, we thank you for communicating your concerns to Kansas State University. We expect this response addresses the issues raised and we look forward to our continued collaborations to make Kansas an aviation education center.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice
President Kansas State University

Cc: Blake Flanders, President, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President of Workforce Development, Kansas Board of Regents



August 24, 2021

Dr. Blake Flanders, President & CEO
Kansas Board of Regents
1000 SW Jackson St., #520
Topeka, KS 66612

Dear Blake:

Wichita State University Campus of Applied Sciences and Technology (WSU Tech) opposes the Associate of Applied Science degree in Unmanned Aircraft Systems (UAS) from Kansas State University Technology and Aviation (K-State Polytechnic).

The mission of WSU Tech and other two-year colleges in the realm of technical education is to provide workforce opportunities to support our students, community, and business and industry. The application indicates that the AAS program would "feed" into the BATN degree, this does not meet the intended purpose of an AAS. Creating workforce ready students is the intended purpose of AAS degrees and linking those to local industry. No linkage to local industry is provided and the only employment information provided quotes international figures.

There is no doubt that in UAS research, K-State Polytechnic is a great choice to consider for education. AAS degrees are meant to provide access to employment for local students. With that being stated, no courses or curriculum on fixed-wing aircraft is included. Fixed-wing aircraft make up a large amount of the industry especially in Kansas when a large portion of the UAS industry is in agriculture and land surveying. By not providing students with this knowledge, students will graduate without vital tools to help them succeed in the Kansas workforce and surrounding areas. Moreover, there is a strong indication that if colleges do not sign-up and utilize K-state's "licensed" curriculum, this would limit other two-year college students' opportunities to transfer to earn a BATN.

Finally, K-State Polytechnic touts a partnership with USD 305-Salina Public Schools. The essence of career and technical education and this work focusing on dual-credit partnerships is governed by the Technical Education Authority (TEA) and there has been an immense amount of work that has been done to create pathways and opportunities for students via the Excel in CTE program. By allowing universities options into this arena, it is unfair for institutions following TEA guidelines and the subsequent usage and application of state funds specific to two-year college education.

Allowing universities to offer AAS degrees is not at the heart of this argument, we feel the opportunities that could be provided for students to complete degrees is beneficial, but only if the mission of those degrees and the rules that need to be followed and remain consistent across all state institutions.

Best regards,

A handwritten signature in black ink that reads "Sheree Utash".

Dr. Sheree Utash
President



September 27, 2021

Dr. Sheree Utash,
President of Wichita State University Campus of Applied Sciences and Technology
VP of Workforce Development for Wichita State University
1845 Fairmount St.
Wichita, KS 67260

Dear President Utash,

Thank you for your August 24, 2021 letter sharing your concerns about Kansas State University's proposed Unmanned Aircraft System program. We agree that students benefit from excellent AAS degrees offered throughout the state of KS and, as the below list indicates, we have addressed any rules required to remain consistent with our state requirements.

1. Per KBOR policy (Ch. II. A.7.d.i.(a): *When the Board considers the establishment of a new degree program or major, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents.*

When reviewing Kansas State University's proposal within the context of degree title, program duplication appears to exist. However, from a curricular and career preparatory standpoint, the program proposed by KSU is significantly different than Cloud CC or WSU Tech and supports a separate market need. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an important market gap to address as UAS applications become more prominent. KSU's program has a unique emphasis on flight instructor development and maintenance.

2. Per KBOR policy (Ch. II. A.7.e.iii.(1)(a)(iii)): *The proposal shall discuss and compare similar programs in the region and compare their quality with the program under consideration.*

The focus of our program is on developing professional aviators. As such, our AAS creates a well-rounded UAS professional pilot capable of using their degree to apply to many use cases involving UAS. With foundation courses in UAS flight operations, maintenance, design and construction, and processing remotely sensed data, they will have a strong foundation on all aspects of UAS operations. Additionally, we leverage some of our other aviation courses to help develop aviation professionals, not just drone operators, such as Introduction to Aviation and Human Factors in Aviation.

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Your program at WSU Tech also offers a strong program and will be a good source of industry talent. WSU Tech provides students various levels of flight training experience, but again, our graduates will be qualified for different career segments upon graduation. Based upon our industry advisory board feedback, a focus on human factors, safety, maintenance, and flight instructor development is an

important market gap to address as UAS applications become more prominent. Ours is the only program that emphasizes flight instructor development and maintenance.

While Northwest Technical College does not have a formal degree program in UAS, they do have a recognized skillset in UAS applications in precision agriculture. Our program does not specifically address this industry segment, which is a beneficial specialized application to the Kansas workforce.

The variation in UAS degrees is a good thing for this growing industry in Kansas. No one educational provider will be able to offer a comprehensive program in this area. Having institutions that support industry application needs in wind technology, precision agriculture, general UAS safety, and professional aviation talent development strengthens Kansas higher education's ability to support the workforce development needs within the state.

3. KBOR policy (Ch. II, A.7.e.iii.(1)(a)(v): *The proposal shall consider and demonstrate the advantages and disadvantages of the program being a freestanding, cooperative or joint program including collaborative degree options.*

Multiple conversations have occurred with various institutions about the possibility of developing joint programs in this area. It is KSU's sincere hope that as an educational community we can work together to leverage the strengths of the individual institutions and create a network that enhances Kansas' assets in UAS rather than diverting resources. Our UAS expertise is not in applications related to wind energy or precision agriculture. But by blending the application strengths that Cloud Community College, WSU Tech, NW Tech, and KSU bring, we could support educational and industry workforce needs across the state.

We appreciate the Board's acknowledgement that "*student demand and community needs may engender requests for associate degree programs.*" This need is a key element in this proposal. KSU Salina's work with local school districts to offer a pathway for secondary students to earn associate degrees while in high school addresses many of the goals for families and businesses as outlined in KBOR's *Build the Future* strategic plan.

Again, we thank you for communicating these concerns. We expect this response addresses the issues raised and we look forward to our continued collaborations to make Kansas an aviation education center.

Sincerely,



Dr. Charles Taber
Provost and Executive Vice President
Kansas State University

Cc: Blake Flanders, President, Kansas Board of Regents
Daniel Archer, Vice President for Academic Affairs, Kansas Board of Regents
Samantha Christy-Dangermond, Director, Academic Affairs, Kansas Board of Regents
Scott Smathers, Vice President of Workforce Development, Kansas Board of Regents
Ray Frederick, Chair, Kansas Technical Education Authority

Program Approval

In accordance with Board policy, Kansas State University has submitted a proposal for Master of Science in Aeronautics to be offered at the Polytechnic Campus in Salina. Per Board policy, after submission of a new program proposal, other institutions have 45 days to communicate any concerns or objections to Board staff. Board staff compiles them and sends them to the proposing institution, who is expected to communicate with the other institutions to address the identified issues. A letter of concern regarding the name of the program, as well as K-State's response, is included in Appendix A.

November 17, 2021

Summary

I. General Information

A. Institution

Kansas State University Polytechnic Campus

B. Program Identification

Degree Level: Master's
Program Title: Aeronautics
Degree to be Offered: Master of Science
Responsible Department or Unit: College of Technology and Aviation/Aviation Department
CIP Code: 49.0101
Modality: Hybrid
Proposed Implementation Date: Spring 2022

Total Number of Semester Credit Hours for the Degree: 30 total credits

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

III. Justification

The Master of Science in Aeronautics with options in leadership/policy and Aerospace Certification, is a unique program well connected to emerging industry trends in an industry which is dramatically shifting and has been disproportionately affected by the current global pandemic. These factors present unique challenges in the areas of leadership and policy implementation.

Further, due to industry events in recent years, the aerospace manufacturing sector is calling for a new set of skills to emerge from academia to better support current and forecast workforce needs. The sector most impacted by this recent development is aerospace manufacturing where recent high-profile failures have highlighted a skills gap in the technical area of airworthiness certification. Recently, two major industry standards groups have developed both knowledge/skill standards in airworthiness certification, as well as recommended career pathway guidance. Both standards groups are currently collaborating through a reconciliation effort and KSU is one of several institutions actively engaged in that process.

Both needs point to a necessity for a Master of Science degree in aeronautics with options to support these two industry demands. This program will prepare graduates for leadership and advanced technical positions in the Aviation/Aerospace industry. Students will be prepared to be thought leaders within their spheres of influence proffering unique, resilient solutions aimed at assisting U.S. Aviation/Aerospace industries to maintain their position of global competitiveness.

The M.S.in Aeronautics (M.S.A.) will further the Polytechnic campus mission to bring Kansas State

University's high-quality academic programs, research, and public service to the greater global community to serve workforce, economic, and community development needs. This program is central to the recent campus strategic initiative in aviation.

The M.S. in Aeronautics is also closely aligned with the mission of the refreshed K-State 2025 plan: "By 2025, Kansas State University will be a premier, student-centered, public research university serving communities at home and across the globe through our land-grant mission." It also supports the following two of seven thematic goals and common elements of K-State 2025:

1. RSCAD- Create a culture of excellence that results in flourishing, sustainable, and widely recognized **research, scholarly and creative activities, and discovery** in a variety of disciplines and endeavors that benefit society as a whole.
2. Graduate Scholarly Experience- Advance a culture of excellence that attracts highly talented, diverse graduate students and produces graduates recognized as outstanding in their respective professions.

Given its close alliance with national industry needs, the program will promote entrepreneurship and vibrant external partnerships in the Aviation/Aerospace industry critical to the economic growth of the state and region.

The KSU Polytechnic campus is currently the only institution in the Kansas Board of Regents System that will offer a Master of Science in Aeronautics. Currently airworthiness certification is an emerging discipline in the field of engineering. The M.S.A. program will focus specifically on airworthiness certification and not aeronautical engineering/aerospace engineering which are different disciplines. Thus, this degree is not duplicated anywhere else in the KBOR system.

This graduate program has been created in direct response to the campus Global Aviation Initiative strategic planning process which aims to raise our competitiveness in the aviation sphere to international prominence. One main element lacking in the establishment of this vision is a research-based graduate program in aeronautics. This program will be aimed at the establishment of thought leadership in the aviation/aerospace industry and will provide the needed expertise, incentive, and opportunity for this campus to be industry influencers across multiple segments of aeronautics.

IV. Program Demand:

A. Student demand for the program

This is the only program of its kind in the central U.S., in addition to the fact that central Kansas is a recognized aerospace sector manufacturing node. Students in the B.S. program in Aeronautical Technology at the Polytechnic campus (by far the largest program) will be able to transition into the M.S.A. following graduation. Another characteristic that will drive enrollments nationally and globally is the online availability of the program.

B. Market Analysis

Demand for graduates with skill sets in both leadership/policy and Aerospace Certification engineering has been strongly indicated by industry feedback through industry interviews and the results of a survey with over 60 industry respondents. Moving forward beyond the traumatic events of 2020, this industry has a strong need of talented leadership and thought leaders who can help ensure the safety of our National Airspace System in an era of diminished resourcing, environmental sensitivities, disease mitigation and a host of other increasing existential threats.

Our survey of just over 60 industry respondents included alumni, advisory board members, and industry representatives. The survey closed in late May of 2020. Industries represented in these groups ranged from aircraft manufacturers, airlines, and other aviation service industries. Over 85% of those respondents indicated that they either agreed (27%) or strongly agreed (58%) with the intended direction of this degree. Positive respondents commented that this degree would fulfill a large current gap in industry and would provide an increased level of competitiveness for our graduates in the workforce. Companies represented and job titles of respondents (in their own words) in this survey are available on request.

Regarding the second track or option of the M.S. in Aerospace Certification, we in Kansas are uniquely positioned to offer this program with our proximity to Wichita, the Air Capital, being home to a variety of tier 1, 2 and 3 aviation manufacturers (OEMs- Original Equipment Manufacturers). Tier 1 companies are the largest manufacturers while tiers 2 and 3 are progressively smaller supporting companies. This industry is an enormous contributor to the economy of Kansas and has a global impact. It was in a Polytechnic aviation advisory board meeting that the idea for academic involvement in airworthiness skill set was first requested to help fill the skill gap in view of a large wave of looming retirements. This situation has only been worsened by the pandemic, as often the most experienced employees are best-positioned to accept buy-out packages which lower overall payroll obligations and thereby make more room for younger workers.

A survey of aerospace industry data obtained from the Kansas Department of Commerce (EMSI, 2020) indicates the following:

1. Over 87% of the jobs advertised in this sector required at least a B.S. with 37% requiring an M.S. or Ph.D.
2. Kansas is listed in the top 12 states for aerospace manufacturing jobs
3. The average number of nationwide job postings at any one time is approximately 2,500 with an average salary of over \$116,000/year.
4. Over 56% of current employees in this sector are over age 45.
5. Average number of job postings in the sector for the year ending in July 2020 was 6,451 with only 1,479 of those being filled.
6. Of the ten top common job skills listed by employers in these advertisements, the M.S.A program, between both options, as it stands now covers nine of ten of those solidly, with ten of ten, given the right electives.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	4	7	72	63
Year 2	8	12	120	108
Year 3	14	18	228	162

FT Student = 18 hours/year 1 (includes summer), 12 hours/year 2

PT students = 9 hours/year (includes summer)

VI. Employment

A trend that is well-established in the aviation sector which is related to higher education in general is the fact that as the general economy declines, enrollments in institutions of higher education, specifically aviation programs in this case, most always increase as people return to gain a new and more current arsenal of skills. It is therefore incumbent on academic programs to more competitively leverage their programs to provide unique value during periods of economic growth to sustain enrollments.

The hybrid delivery format will allow maximum flexibility that compliments a trend toward going directly into the workforce as soon as possible after high school (perhaps with a certificate of skills from a technical school etc.). Those who need, and have become accustomed to, flexible degree offerings may find the online option more appealing as they continue their education into graduate school.

The following figures, taken from state economic modeling data illustrate a high level of demand in the employment market for graduate degree options in the aerospace sector. For example, figure 1 shows that nearly 37% of the position openings in the aerospace industry in 2020 specified the requirement for a graduate degree.

National Educational Attainment

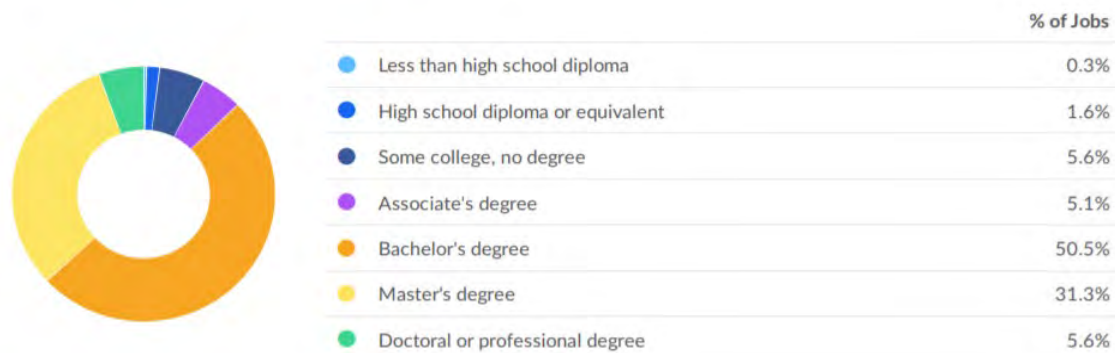
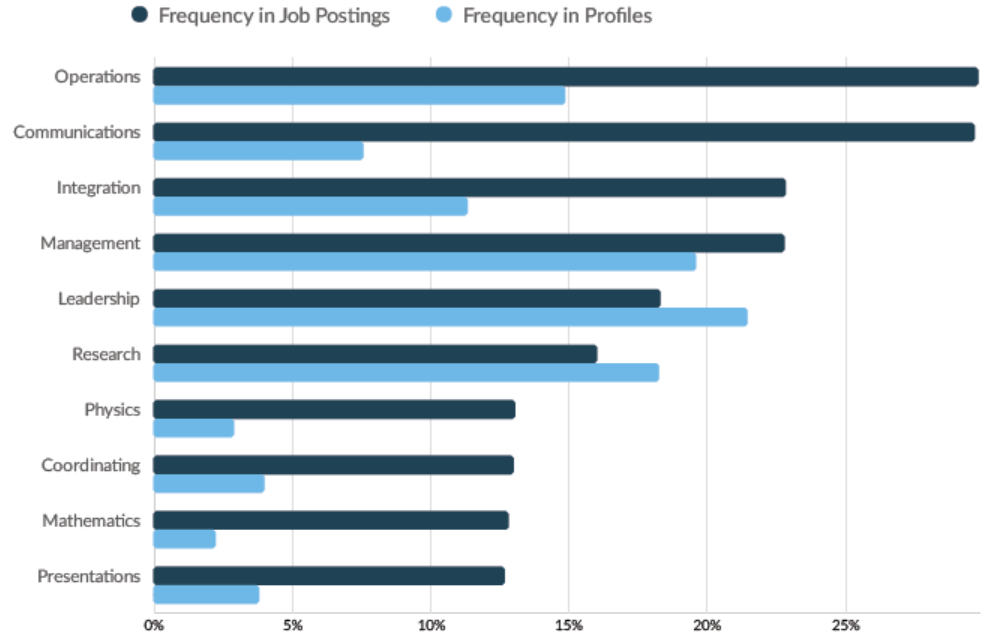


Fig. 1. Comparison of workforce needs by educational training- note that nearly 37% of jobs specified post-baccalaureate education (EMSI, 2020).

A 2020 scan of Aerospace Industry job postings indicated the top ten common skills mentioned in those postings included those listed in Figure 2. With reference to this proposal, the coursework included in the Master of Science in Aeronautics covers nine of those ten subject areas with the exception being physics.

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Operations	27,107	30%	8,048	15%
Communications	26,998	30%	4,086	8%
Integration	20,785	23%	6,137	11%
Management	20,736	23%	10,585	20%
Leadership	16,642	18%	11,607	21%
Research	14,578	16%	9,884	18%
Physics	11,879	13%	1,564	3%
Coordinating	11,829	13%	2,154	4%
Mathematics	11,661	13%	1,208	2%
Presentations	11,552	13%	2,058	4%

*Fig. 2. Top common skills mentioned in aerospace job postings (EMSI, 2020).
Note the M.S.A. curriculum covers all of these topics with the exception of Physics.*

VII. Admission and Curriculum

A. Admission Criteria

Admission criteria and entrance requirements will follow the standard requirements outlined in the Kansas State University Graduate Handbook:

- a. A bachelor's degree from a college or university accredited by the cognizant regional accrediting agency,

b. Undergraduate preparation in the proposed major field equivalent to that acquired by a graduate of Kansas State University, or evidence of an appropriate background for undertaking an advanced degree program, and

c. Cumulative grade point average (GPA) of 3.0 or higher on a 4.0 scale or GPA of 3.0 in the last 60 hours of coursework. This GPA is based only on courses graded on a multi-level scale, usually A, B, C, D, F.

Students with undergraduate backgrounds other than aviation or engineering will be admitted conditionally at the discretion of the admissions committee. A 3.0 undergraduate G.P.A. on a 4.0 scale during the last 60 hours of coursework is required for admission. Other material required for admission: Official undergraduate transcripts, two letters of recommendation and a letter expressing personal goals in the completion of this program.

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
AVT 611	Aviation Regulation & Certification	3
COT 701	Advanced Technical Writing	3

Year 1: Spring

Course #	Course Name	SCH....
AVT 707	Research Methods	3
AVT 771	Leadership in the Aerospace Sector	3
	OR	
AVT 841	Management of Aerospace Safety	3

Year 1: Summer

Course #	Course Name	SCH....
AVT 722	Aircraft Type Certification	3
AVT 734	Aircraft Production Certification	3
	OR (Above is for Aerospace certification, below is for Leadership option)	
AVT 704	Managerial Finances, Metrics, and Analytics	3
AVT 751	Aerospace Policy	3

Year 2: Fall

Course #	Course Name	SCH....
AVT 744	Aviation Human Factors Analysis and Design	3
AVT 841	Management of Aerospace Safety	3
	OR (Above is for Aerospace certification, below is for Leadership option)	
AVT 771	Leadership in the Aerospace Sector	3
AVT	One restricted technical elective from designated list	3

Year 2: Spring

Course #	Course Name	SCH....
AVT 838	M.S. Aeronautics Thesis	6
	OR	
AVT 836	M.S. Aeronautics Capstone Project	3
	and elective	3

Total Number of Semester Credit Hours **30**

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
1. Kurt Barnhart	Professor	Ph.D.	tenured	Aviation	0.5
2. Austin Walden	Assistant Professor	Ph.D.	Y	Aviation	0.5
3. New Hire	Assistant Professor	M.S./Ph.D.	Y	Aviation/Aerospace	1.0
4. New Part-time Hire	Professor of Practice	M.S./Ph.D.	N	Aviation/Aerospace	0.5
Various	PT Adjunct	M.S.	N	Aviation/Aerospace	

Number of graduate assistants assigned to this program **0**

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$65,000	\$160,000	\$160,000
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)	\$2,500	\$5,000	\$5,000
Fringe Benefits (total for all groups)	\$21,600	\$52,800	\$52,800
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$89,100	\$217,800	\$217,800
Personnel – New Positions			
Faculty	\$50,000	\$200,000	\$200,000
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)	\$2,500	\$5,000	\$5,000
Fringe Benefits (total for all groups)	\$16,800	\$65,600	\$65,000
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	\$69,300	\$270,600	\$270,600

Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology	\$2,000	\$2,000	\$4,000
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	\$2,000	\$2,000	\$4,000
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$100	\$200	\$200
Library/learning resources			
Equipment/Technology	\$100	\$200	\$200
Travel	\$180	\$360	\$360
Other			
Total Operating Costs	\$380	\$760	\$760
GRAND TOTAL COSTS	\$160,780	\$491,160	\$493,160

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$56,943	\$96,170.40	\$164,502
Student Fees		\$0	\$0	\$0
Other Sources		\$50,000	\$50,000	\$50,000
GRAND TOTAL FUNDING		\$106,943	\$146,170	\$214,502
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		(\$53,837)	(\$344,990)	(\$278,658)

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions: A combined 1.0 FTE will come from faculty members 1 and 2 in section VIII of this document. Faculty will be reassigned in the second half of the 2022-23 Academic Year.

Personnel – New Positions: 2 New faculty positions are anticipated by year 2, The first at 1.0 FTE assigned to MSA and the second at .5 FTE assigned to MSA. A varying number of adjunct instructors will be critical to the success of this program from the standpoint of content currency and relevancy and will share the teaching load.

Start-up Costs – One-Time Expenses: Limited to computer and office equipment.

Operating Costs – Recurring Expenses: Limited to office costs and travel

B. Revenue: Funding Sources

A combination of Tuition/State Funding + \$50,000 in annual program startup funding from central administration in Manhattan. Using SCH at \$421.80/credit hour at in state tuition:

Year 1 = $\$421.80 \times 135$ full and part time students = \$56,943,

Year 2 = $\$421.80 \times 228$ full- and part-time students = \$96,170.40

Year 3 = $\$421.80 \times 390$ full- and part-time students = \$164,502.

C. Projected Surplus/Deficit

Program enrollments are expected to increase significantly after year three as reputation builds. Break-even and surplus revenue should occur in year four or five.

XI. References

Economic Modeling Specialists International (EMSI). (2020). Third Quarter 2020 Report for Aerospace Engineers. (Provided by Kansas Department of Commerce.)

Appendix A

From: [Glenmaye, Linnea](#)
To: [Christy-Dangermond, Samantha](#)
Cc: [Archer, Daniel](#)
Subject: FW: KBOR New Program Alert: AERONAUTICS
Date: Tuesday, September 7, 2021 8:27:27 AM

Hi Sam-

WSU has feedback below on the KSU Aeronautics program. Thanks!

Linnea GlenMaye, PhD, MSW

*Associate Vice President for Academic Affairs Wichita
State University
(316) 978-5054*

Although the proposed KSU Master of Science in Aeronautics program's curriculum looks like a great addition to the state's educational offerings, the program title is not accurate and potentially very misleading.

The proposed program addresses aviation industry related management and certification aspects. However, given the word "Aeronautics" in its title, there is concern for confusion with other aeronautical and aerospace engineering programs.

Indeed, there are still universities offering engineering science degrees in aeronautics. The California Institute of Technology (Caltech) comes to mind immediately, with a MS in Aeronautics. Furthermore, aerospace engineering programs are fundamentally a fusion of aeronautics and astronautics content.

The proposed curriculum is fine, but a more accurate and less conflicting program name is needed. For example, A Master of Science in Aircraft Technology Management & Certification or Aviation Technology Management & Certification seem more accurate and less confusing. Please feel free to follow up with me if you have any questions, concerns, or suggestions.

Thanks, Scott

October 11, 2021

Linnea GlenMaye, Ph.D., MSW
Associate Vice President for Academic Affairs
Wichita State University
linnea.glenmaye@wichita.edu

Dear Associate Vice President GlenMaye,

Thank you for the feedback on KSU Salina's M.S. in Aeronautics program from the 7 September 2021 note in which your AE department faculty expressed that our "program's curriculum looks like a great addition to the state's educational offerings."

The concern that your faculty raised was about the title of our M.S. in Aeronautics program, which they believe could be mistaken for an aeronautical and aerospace engineering program, such as that offered by the California Institute of Technology.

While we appreciate the observation, we have found a variety of degree programs comparable to ours that are titled "Aeronautics" but are not engineering programs. [Embry-Riddle Aeronautical University's](#) Master of Science in Aeronautics and Florida Tech's [Aeronautical Science](#) degree are two examples.

We believe that using the term Aeronautics without attaching engineering to the degree meets the broader industry definitions of the term, which include technology management and certifications and the other components of our degree program.

Again, we thank you for the support of KSU's M.S. in Aeronautics program and curriculum and for your suggestions.

Sincerely,



Charles Taber, Ph.D.
Provost and Executive Vice President Kansas
State University

cc: Daniel Archer, Vice President for Academic Affairs, KBOR
Samantha Christy-Dangermond, Director for Academic Affairs, KBOR
Alysia Starkey, Dean and CEO, Kansas State University Salina
Linda Cook, Chief of Staff and Director for Community Relations, Kansas State University

Summary

Faculty and graduate teaching assistants are required to meet certain English proficiency speaking requirements detailed in policy II.C.2.b.iii. A summary of two substantive proposed changes to this policy is detailed below. The first proposed change adds specific English proficiency exams and details requisite scores for such exams. The second proposed change aligns requirements for faculty and graduate teaching assistants.
November 17, 2021

Background

First, the proposed changes include new English proficiency exams and requisite scores for prospective faculty and graduate teaching assistants (GTA). The existing policy includes an explicit score for the Speaking Proficiency English Assessment Kit (SPEAK) test and provides an avenue to utilize a Test of English as a Foreign Language internet Based Test (TOEFL iBT) speak section score that is set by Board staff in consultation with the Council of Chief Academic Officers (COCAO) and with the approval of the Board of Academic Affairs Standing Committee (BAASC). Although the TOEFL iBT speak section score was not codified in policy, it was noted in 2008 that a TOEFL iBT speak section score of 22 was an appropriate threshold to substantiate English speaking proficiency. As such, a TOEFL iBT speak section score of 22 is included in the proposed policy amendments. Additionally, a request was recently made from K-State to identify an acceptable International English Language Testing System (IELTS) speak section score to apply within this policy. A review of the TOEFL iBT to IELTS score equivalency table revealed that an IELTS speak section score of seven meets or exceeds the equivalent of a TOEFL iBT speak section score of 22; thus, an IELTS speak section score of seven is included in the proposed amendments. Lastly, BAASC will continue to have an option to approve a requisite score on an additional English speaking proficiency instrument that is comparable to a score on an instrument listed in policy. Any such proposed exam and the requisite score will be vetted and approved by COCAO before BAASC reviews it.

Second, KBOR’s [Spoken English Language Policy](#) has differing standards for exclusion based on appointment type (GTA vs. tenure-track/tenured faculty, lecturers, adjuncts, etc.), as noted below. Given this policy is applicable to all state universities this matter is being brought to the state university provosts for discussion.

Current Policy Excludes Those:	T/TT Faculty, Lecturers, Adjuncts, etc.	Graduate Teaching Assistants
-whose first language is English	No	Yes
- who teach courses or sessions primarily conducted in a foreign language	Yes	No
-who teach courses conducted in sign language	No	Yes

KU would like to pursue aligning the standards so that all instructional personnel, regardless of appointment type, have the same exclusionary standards. In addition, KU is suggesting using the term “native language” instead of “first language” to recognize those who grew up speaking English in addition to another language. The rationale for seeking a change in policy is that anyone that is in front of students should be held to the same standards and that exclusions should be consistent across appointment types. By excluding native English language speakers from the policy, the change allows institutions to use their limited resources to focus on policy compliance for

those whose native language is not English. However, the policy changes are broad enough so that institutions could continue to assess the spoken English language competency of all tenure/tenure track faculty, lecturers and adjuncts should it so choose.

Research from other states does indicate that some apply consistent standards and exclusions across appointment types, as noted below.

OKLAHOMA

Oklahoma: [State statute](#) requires all instructors regardless of appointment type to be proficient in speaking English. Foreign language instruction is exempted. The statute excludes those whose first language is English.

TEXAS

Texas: Texas Education Code, section [51.917](#) applies the same standards to all instructors whose primary language is not English regardless of appointment type, though does exclude courses taught in a foreign language.

LOUISIANA

Louisiana Board of Regents applies a [policy](#) to all instructional personnel (faculty, GTAs, adjuncts, etc.) but does exclude visiting faculty. Foreign language instruction is excluded.

NORTH DAKOTA

North Dakota [state statute](#) (15-10-13) requires all instructional personnel to exhibit written and verbal proficiency in the English language.

The proposed policy revisions are detailed in the next two pages.

iii. Spoken English Language Competency

(1) Faculty

(a) All prospective faculty members of state universities, except visiting professors for one year or less 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, other than for courses or sessions conducted primarily in a foreign language. 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 a minimum score of 50 on the Speaking Proficiency English Assessment Kit (SPEAK), or equivalent, or a minimum score, set by Board staff in consultation with the Council of Chief Academic Officers and with the approval of the Board Academic Affairs Standing Committee, on the Speaking section of the Test of English as a Foreign Language internet Based Test (TOEFL iBT);

(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);

(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.

(ed) A report detailing the process for interviewing prospective faculty, including the composition of the interview team and scores from ~~SPEAK or the Speaking section of the iBT~~ 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 ~~first~~ 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 first native language is not English, shall be required to achieve a ~~minimum score of or equivalent, or a minimum score, set by Board staff in consultation with the Council of Chief Academic Officers and with the approval of the Board Academic Affairs Standing Committee, on the Speaking section of the Test of English as a Foreign Language internet Based Test (TOEFL iBT);~~

(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);

(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 shall be made for courses taught in sign language~~ 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 first native language is not English, including the composition of the interview team and scores from ~~the SPEAK or the Speaking section of the iBT~~ 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.

(3) General

State universities shall develop implementing policies and procedures for the administration of this policy and shall report to the Board as to the effectiveness of such policy; and may adopt standards that exceed or are additional to those contained herein.



TO: Dr. Daniel Archer, Vice President for Academic Affairs
Kansas Board of Regents

FROM: Dr. Shirley Lefever, Interim Executive Vice President and Provost *SL*

DATE: November 4, 2021

SUBJECT: Change of major name: BBA in Business Administration

This is a request from the faculty in the Barton School of Business at Wichita State University to approve the change of an undergraduate major from Bachelor of Business Administration in General Business to *Bachelor of Business Administration in Business Administration*. The new name will better align with employer preferences and industry standards. The Barton School faculty voted unanimously to approve this name change. This title change will require no additional state funding.

Rationale: The rationale for this request is a need to improve the image of the major in the minds of employers who consider Barton School graduates for post-graduation employment. The Barton School recently surveyed individuals who represent organizations that recruit Barton School graduates about several curriculum items. These individuals included human resource administrators, hiring managers, and company owners. One of the results of the survey was that employers consider the interdisciplinary General Business major a weak major based on the name. They view the major as less valuable than other business majors (e.g., Accounting, International Business, Marketing) based on the major's name.

Following this feedback, the Barton School Undergraduate Programs Committee reviewed the names of similar business majors in 36 peer, competitor, and aspirant business schools. The committee found most schools used the name "Business Administration" for their interdisciplinary business major. These included the business schools of the following universities.

Emporia State University
University of Kansas
Friends University
University of Nebraska - Omaha

Many business schools also used *Business Administration* for their interdisciplinary master's degree – the Master of Business Administration degree. This observation aligned with a question some of the employers who were surveyed had asked. They had asked why the interdisciplinary undergraduate major was named General Business, but the interdisciplinary graduate program was named Business Administration. They suggested the undergraduate

major would be better perceived if it shared a name with the Master of Business Administration degree.

Currently 334 undergraduate Barton School students have declared a major in General Business. Because potential employers view the General Business name as less valuable than other majors, changing the major's name to Business Administration would help these students, and future students, when they seek employment after graduation.

Note: This request is to change the name of a major, not the name of a degree. Currently, the Barton School offers one degree – a Bachelor of Business Administration (BBA) degree. But, there are ten majors.

- Bachelor of Business Administration in Accounting
- Bachelor of Business Administration in Economics
- Bachelor of Business Administration in Entrepreneurship
- Bachelor of Business Administration in Finance
- Bachelor of Business Administration in General Business
- Bachelor of Business Administration in Human Resource Management
- Bachelor of Business Administration in Information Technology and Management Information Systems
- Bachelor of Business Administration in International Business
- Bachelor of Business Administration in Management
- Bachelor of Business Administration in Marketing

If the General Business major name change is approved, the:

- degree would continue to be a Bachelor of Business Administration (BBA) degree
- General Business major would become a Business Administration major
- Bachelor of Business Administration in General Business major would become a Bachelor of Business Administration in Business Administration