

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

**VIRTUAL MEETING AGENDA
Monday, November 29, 2021
9:00 – 10:30 a.m.**

The Board Academic Affairs Standing Committee (BAASC) 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 | Regent Kiblinger, Chair | |
| A. Roll Call and Introductions | | |
| B. Approve minutes from November 17, 2021 meeting | | p. 3 |
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| II. Consent Items | | |
| A. MS in Aeronautics – K-State | Chuck Taber | p. 5 |
| B. Revisions to Spoken English Language Policy – KU | Daniel Archer &
Barbara Bichelmeyer | p. 16 |
|
 | | |
| III. Discussion Items | | |
| A. Approve New Systemwide Transfer Courses | Karla Wiscombe | p. 20 |
|
 | | |
| IV. Suggested Agenda Items for December 15th Meeting | | |
| A. Kansas State College Advising Corp | | |
| B. Receive Qualified Admissions Report | | |
| C. Advantage Kansas Coordinating Council (AKCC) Update | | |
| D. Direct Support Professionals (DSP) Update | | |
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| V. Adjournment | | |

Board Academic Affairs Standing Committee

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

Shelly Kiblinger, Chair

Jon Rolph

Allen Schmidt

Wint Winter

Board Academic Affairs Standing Committee

AY 2022 Meeting Schedule

<i>BAASC Academic Year 2021- 2022 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
August 31, 2021	Virtual Meeting	9:00 a.m.	August 10, 2021
September 15, 2021	Hybrid Meeting	1:30 p.m.	August 25, 2021
	*No Meetings in October		
November 2, 2021	Virtual Meeting	9:00 a.m.	October 12, 2021
November 17, 2021	Hybrid Meeting	10:30 a.m.	October 27, 2021
November 29, 2021 *previously scheduled for 11/30	Virtual Meeting	9:00 a.m.	November 9, 2021
December 15, 2021	Hybrid Meeting	11:00 a.m.	November 24, 2021
January 4, 2022	Virtual Meeting	9:00 a.m.	December 14, 2021
January 19, 2022	Topeka	11:00 a.m.	December 29, 2021
February 1, 2022	Virtual Meeting	9:00 a.m.	January 11, 2022
February 16, 2022	Topeka	11:00 a.m.	January 26, 2022
March 1, 2022	Virtual Meeting	9:00 a.m.	February 8, 2022
March 16, 2022	Topeka	11:00 a.m.	February 23, 2022
April 5, 2022	Virtual Meeting	9:00 a.m.	March 15, 2022
April 20, 2022	FHSU	11:00 a.m.	March 30, 2022
May 3, 2022	Virtual Meeting	9:00 a.m.	April 12, 2022
May 18, 2022	Topeka	11:00 a.m.	April 27, 2022
May 31, 2022	Virtual Meeting	9:00 a.m.	May 10, 2022
June 15, 2022	Topeka	11:00 a.m.	May 25, 2022

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

**Board Academic Affairs Standing Committee
MINUTES**

Wednesday, November 17, 2021

The November 17, 2021 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents (KBOR) was called to order by Regent Kiblinger at 10:35 a.m. The meeting was held in person and through Zoom.

In Attendance:

Members:	Regent Kiblinger Regent Winter	Regent Rolph	Regent Schmidt
Staff:	Daniel Archer Amy Robinson April Henry Judd McCormack	Sam Christy-Dangermond Tara Lebar Crystal Puderbaugh Lisa Beck	Travis White Natalie Yoza Hector Martinez
Others:	Aron Potter, Coffeyville CC Barbara Bichelmeyer, KU Greg Nichols, SATC Janet Stramel, FHSU Jean Redeker, KU Jennifer Roberts, KU Elaine Simmons, Barton CC Kim Morse, Washburn Luke Dowell, SCCC Monette DePew, Pratt CC Sharon Kibbe, Highland CC Tanya Gonzalez, KU Tom Nevill, Butler CC	Brenda Koerner, ESU Cindy Hoss, Hutchinson CC Gary Wyatt, ESU Jane Holwerda, Dodge City CC James Genandt, MATC Jerry Pope, KCKCC JoLanna Kord, ESU Kay Monk-Morgan Linnea GlenMaye, WSU Mary Carol Pomatto, PSU Remy Lequesne, KU Shawnee Hendershot, PSU Hunter Minette, WSU	Amber Knoettgen, Cloud County CC Chuck Taber, KSU Heather Morgan, KACCT Jason Sharp, Labette CC Jean Redeker, KU Jill Arensdorf, FHSU JuliAnn Mazachek, Washburn Kim Zant, Cloud County CC Lucy Steyer, ESU Michelle Schoon, Cowley CC Sarah Robb, Neosho County CC Shirley Lefever, WSU

Roll call was taken for members and presenters.

Approval of Minutes

Regent Schmidt moved to approve the November 2, 2021 meeting minutes, and Regent Rolph seconded the motion. With no corrections, the motion passed.

Other Matters

- Sam Christy-Dangermond introduced a request from Cloud County CC to change its AY 2020–AY 2022 Performance Agreement. Cloud County CC President, Amber Knoettgen, and Vice President for Academic Affairs, Kim Zant, presented information from page 5 of the agenda and answered clarifying questions. Cloud County CC would like to change Indicator #3 and replace Indicator #6.

Regent Rolph moved to approve Cloud County CCs request to change its AY 2020-AY 2022 Performance Agreement as presented, and Regent Schmidt seconded. The motion passed unanimously.

- Crystal Puderbaugh presented rule and regulation amendments for the Private and Out-of-State Postsecondary Educational Institution Act. During the past legislative session in Kansas, statutory amendments were proposed to the Act and became effective July 1, 2021. The Committee will vote to authorize the process to begin, which includes reviewing the regulations, holding a public hearing, and

presenting a draft to the Board for review. Crystal provided an overview of the proposed changes, which are found on page 9 of the agenda. These changes will align with the statute amendments, strengthen and clarify the Board's authority, increase consumer protection, and add institutional accountability. Regent Schmidt noted on page 15 of the agenda we may want to clarify that the "State Board" means Kansas Board of Regents.

Regent Rolph moved to authorize starting the rules and regulations process for Private and Post-Secondary regulation changes, and Regent Schmidt seconded. The motion passed unanimously.

- University CAOs provided a Program Review Presentation. Jill Arensdorf presented on behalf of the group, and individual institutional CAO's provided input and answered Regent questions. There have been conversations about program review over the last few years, and BAASC had asked for clarity and a better understanding of the review processes used on campuses in addition to the KBOR mandated review process. Jill provided an overview and chart which shows similarities and differences between the public institutions. The information was compiled into six themes:
 1. The centrality of the program to fulfilling the mission and role of the institution;
 2. The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty;
 3. The quality of the program as assessed by its curriculum and impact on students;
 4. Demonstrated student need and employer demand for the program;
 5. The service the program provides to the discipline, university, and beyond; and
 6. The program's cost-effectiveness
- Regent Kiblinger provided an Advantage KS Coordinating Council (AKCC) update. The Council is continuing to move forward with their strategic plan and getting ready to share draft recommendations with the Governor. She stated they are getting close to having public recommendations within the next 30 or so days.

Adjournment

The next BAASC meeting is scheduled virtually for November 29, 2021, at 9:00 a.m.

Regent Schmidt moved to adjourn the meeting, and Regent Rolph seconded. With no further discussion, the meeting adjourned at 12:00 p.m.

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, are included in Appendix A, and the issue has been resolved. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

November 29, 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

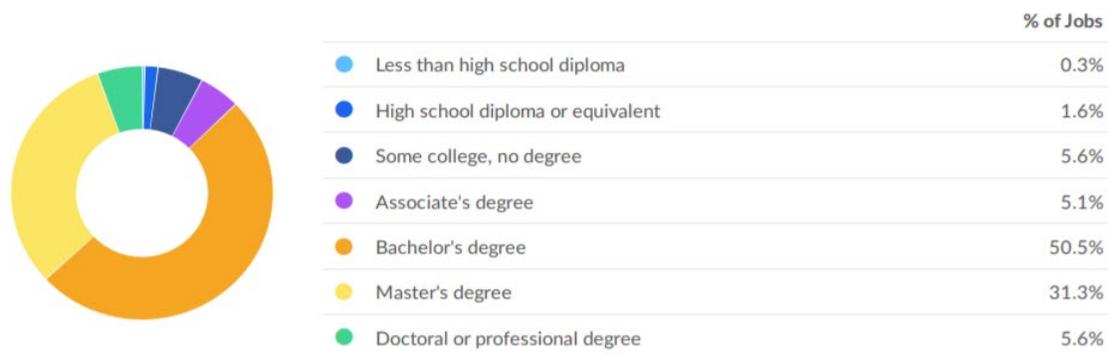
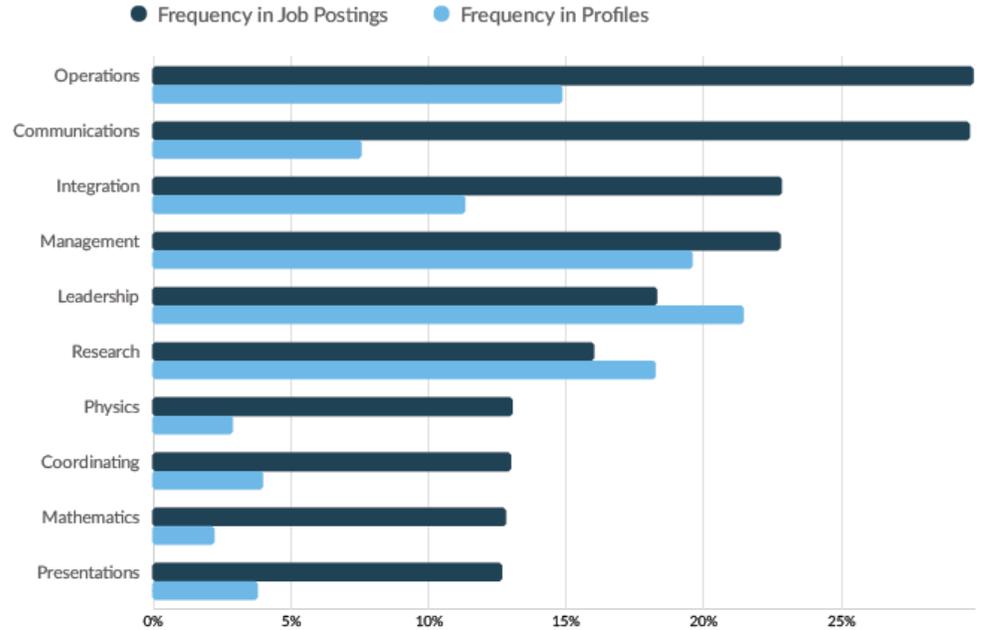


Fig. 1. Comparison of workforce needs by educational training- note that nearly 37% of jobs specified post-baccalaureate education (EMSI, 2020).

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
AVT 841	OR 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
AVT 836	OR 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. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval. Provided that BAASC approves, this item will be placed on the December 15, 2021 Board agenda for discussion.

November 29, 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.

Act on Request for Approval of Courses for Systemwide Transfer

Summary and Staff Recommendation

The Transfer and Articulation Council (TAAC) reviewed reports from the October 8, 2021, Kansas Core Outcomes Groups (KCOG) Conference. Faculty wrote outcomes for six new courses and updated outcomes for 13 previously approved Systemwide Transfer (SWT) courses. TAAC recommends six additional courses to be recognized for transfer across the Kansas Board of Regent System. Staff recommends approving the six new courses recommended by TAAC for inclusion in systemwide transfer, effective summer 2022.

November 29, 2021

Background

To facilitate the ongoing process of seamless transfer among public postsecondary institutions, the Kansas Board of Regents (KBOR) established the Transfer and Articulation Council (TAAC) to provide oversight and implementation of the Board's transfer and articulation policy. TAAC members consist of 10 representatives from the universities and 10 representatives from the two-year colleges. Current TAAC members are listed below.

TAAC hosts an annual conference for faculty representatives to meet within discipline-based Kansas Core Outcomes Groups (KCOG) and articulate core outcomes for specified courses recommended for systemwide transfer. Since 2012, faculty have articulated outcomes to 108 selected courses that transfer seamlessly among any public university or college in Kansas offering an equivalent course.

KBOR policy states:

b. Systemwide Transfer and Articulation

To facilitate transfer and articulation across the Kansas public postsecondary education system, the Board shall provide for a Transfer and Articulation Council with oversight responsibility for implementing the Board's systemwide transfer and articulation policy. The Council's mission is to create structures and processes that facilitate student transfer and degree completion within Kansas higher education. The Council provides status reports, as appropriate, to the System Council of Chief Academic Officers.

i. The Transfer and Articulation Council shall:

- (1) Charge the Kansas Core Outcomes Groups with developing specific course articulations;*
- (2) Adjudicate disagreement from the Kansas Core Outcomes Groups;*
- (3) Provide final recommendation on systemwide transfer of specific courses;*

(The Board of Regents approves specific courses to be accepted for systemwide transfer from any public postsecondary educational institution in Kansas. Each course approved and accepted for systemwide transfer by the Board is identified by a shared course number that supports a student-first philosophy, and is designed to enhance educational planning and effortless course transfer. A Kansas Regents Shared Number (KRSN) uses a 3-letter prefix and a 4-digit course number to differentiate the KRSN number from individual institution course prefixes and numbers. Each institution retains its own unique course prefix and course number.)

- (4) Assure quality and adherence to the agreed-upon learning outcomes of courses articulated across the institutions; and*
- (5) Review proposed revisions to Board policies and bring forward issues and trends that affect transfer and articulation.*

ii. In addition, the Transfer and Articulation Council shall:

(1) Identify courses acceptable for systemwide articulation and transfer with a focus on lower division general education courses and introductory courses to majors;

(2) Create an effective, faculty-led structure for discipline level course articulations based on learning outcomes;

(3) Ensure that appeals processes exist: (a) for individual students at the institutional level; and (b) at the system level to ensure equitable resolution of transfer concerns between institutions;

(4) Address barriers to inter-institutional cooperation as they arise;

(5) Use learning outcomes to determine course equivalency; and

(6) Implement a clear and ongoing transfer structure.

TAAC reviewed reports submitted by the KCOG Chairs and approved outcomes for six new transfer courses recommended for Board approval for systemwide articulation.

Courses Presented for Approval

TAAC presents the following courses to the Board as recommended for systemwide transfer effective summer 2022:

- ✓ BIO2040 Microbiology and Lab
- ✓ BUS2030 Business Law
- ✓ EDU2020 Educating Exceptional Students
- ✓ HSC2010 Prevention and Care of Athletic Injuries
- ✓ POL2020 State and Local Government
- ✓ SOC2030 Cultural Diversity and Ethnicity

Staff Recommendation

Staff recommends approval of Microbiology and Lab, Business Law, Educating Exceptional Children, Prevention and Care of Athletic Injuries, State and Local Government, and Cultural Diversity and Ethnicity courses for systemwide transfer. If approved, the number of courses that transfer seamlessly among any university or college in the Kansas Board of Regents System offering an equivalent course would increase from 108 to 114.

TAAC Membership 2021-22:

Core Outcomes Subcommittee

Tiffany Bohm, Co-Chair, KCKCC
Jon Brumberg, KU
Peter Chung, PSU
Kent Eaton, WSU Tech
Shelly Gehrke, ESU
Linnea GlenMaye, WSU
Jane Holwerda, Dodge City CC
Marc Malone, GCCC
Tricia Parks, FHTC
Scott Tanona, K-State

Quality Assurance Subcommittee

Casey Fraites-Chapes, Co-Chair, KU
Jennifer Ball, Washburn
Eric Ketchum, Highland CC
Jon Marshall, Allen CC
Tricia Paramore, Hutchinson CC
Anne Phillips, K-State
Marcus Porter, FHSU
Melinda Roelfs, PSU
Sarah Robb, Neosho County CC
Phil Speary, Butler CC