

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

**Conference Call  
Tuesday, November 2, 2010  
11:00 a.m.**

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**Tentative Board Academic Affairs Standing Committee Conference Call Schedule  
September 2010 to June 2011**

<b>BAASC Conf Call – 11:00 a.m.</b>	<b>Board of Regents Meeting Dates</b>
Tues, August 31, 2010 <b>BAASC Conf Call</b>	September Board - <b>September 15-16, 2010</b>
Tues, October 5, 2010 <b>BAASC Conf Call</b>	October Board - <b>October 20-21, 2010</b>
Tues, November 2, 2010 <b>BAASC Conf Call</b>	November Board - <b>November 17-18, 2010</b>
Tues, November 30, 2010 <b>BAASC Conf Call</b>	December Board - <b>December 15-16, 2010</b>
Tues, January 4, 2011 <b>BAASC Conf Call</b>	January Board - <b>January 19-20, 2011</b>
Tues, February 1, 2011 <b>BAASC Conf Call</b>	February Board - <b>February 16-17, 2011</b>
Tues, March 1, 2011 <b>BAASC Conf Call</b>	March Board - <b>March 16-17, 2011</b>
Tues, April 5, 2011 <b>BAASC Conf Call</b>	April Board - <b>April 20-21, 2011</b>
Tues, May 3, 2011 <b>BAASC Conf Call</b>	May Board - <b>May 18-19, 2011</b>
Tues, May 31, 2011 <b>BAASC Conf Call</b>	June Board - <b>June 15-16, 2011</b>

**Kansas Board of Regents  
Academic Affairs Standing Committee**

**Tuesday, October 5, 2010  
Conference Call  
MINUTES**

The Academic Affairs Standing Committee of the Kansas Board of Regents met by Conference Call in Conference Room B of the Kansas Board of Regents, 1000 S.W. Jackson, Suite 520, Topeka, Kansas, at 11:00 a.m. on Tuesday, October 5, 2010. This meeting had been properly noticed pursuant to the Kansas Open Meetings Law on September 30, 2010.

**Members present:** Regent Dick Hedges, Chair  
Regent Janie Perkins  
Regent Mildred Edwards  
Regent Ed McKechnie

**Staff present:** Gary Alexander, Jean Redeker, Jacqueline Johnson, Crystal Puderbaugh, Dianne Glass, Blake Flanders, Don Richards, Dennis Riddle, Julene Miller, and Terry Schwartz

**Present:** Gayle Shaw, Kansas Association of Community College Trustees and Scott Rothschild, Lawrence Journal World

**Others present by phone:** Barbara Romzek, University of Kansas; Willie Dunlap, Washburn University; Doug Jones, Washburn University; Jim Williams, Emporia State University; and Joe Burke, Labette Community College

Meeting opened at 11:00 a.m.

**Approve Minutes**

**August 31, 2010 Minutes**

Regent McKechnie moved and Regent Perkins seconded the motion to approve the August 31, 2010 Minutes. Motion passed.

**Agenda Planning**

**Wednesday, 10/20/2010 Consent Agenda**

**Act on Requests for Additional Degree Granting Authority**

Jacqueline Johnson introduced the requests for additional degree granting authority for:

- Western Governors University
  - Bachelor of Science in Nursing
  - Bachelor of Science in Health Informatics
  - Bachelor of Science, Sales and Sales Management

- ITT Technical Institute
  - Associate of Applied Science in Nursing
  
- University of Southern California
  - Master of Social Work
  
- University of Phoenix
  - Bachelor of Science in Psychology
  - Bachelor of Science in Organizational Security and Management
  - Bachelor of Science in Human Services/Management
  - Bachelor of Science in Communications
  - Master of Information Systems

The above institutions and programs have been reviewed by Board staff according to a process and set of standards required by the Postsecondary Education Institution Act and have accreditation by agencies recognized by the federal government. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Act, may be accepted as evidence of compliance with statutory standards for degree granting approval.

There was no discussion.

Regent Edwards moved and Regent Perkins seconded the motion to recommend placing agenda item 1 a. Act on Requests for Additional Degree Granting Authority on the Wednesday, October 20, 2010 Consent Agenda of the Board of Regents October 2010 agenda. Motion carried.

**Act on Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges**

Chuck Kater introduced Labette Community College’s request for a new program Diagnostic Medical Sonography (51.0910) with three areas of emphasis: General Sonography, Vascular Sonography, and Cardiac Sonography. The program has been subject to the 14 day comment period required by policy and has been reviewed by Board staff, the Technical Program and Curriculum Committee and the Postsecondary Technical Education Authority recommended approval.

Washburn University sent a letter of objection to the proposed program with three issues:

- Existing programs in the four state area meet or exceed the job market needs
- Current job market is saturated for graduates
- All clinical sites in the area are under contract with existing programs

Discussion followed:

- Number of students in the program to be capped at 10
- Number of clinical sites to be capped at 7
- Increasing the number of students or clinical sites requires Board action
- Fort Hays State University and Newman University did not object to the proposed program

Regent McKechnie moved and Regent Edwards seconded the motion to recommend placing Board Academic Affairs Standing Committee Wednesday, October 20, 2010 Consent Agenda item II. 1. b. Act on Requests for Degree and Certificate programs Submitted from Community Colleges and Technical Colleges on the October 2010 Board Agenda with the following stipulations: that the program be capped at 10 students and 7 sites, and any increase in the number of students or sites requires Kansas Board of Regents approval. Motion carried.

### **Wednesday, 10/20/2010 Discussion Agenda**

#### **Act on Request to Approve the Machine Technology Alignment**

Dennis Riddle introduced the proposed Machine Technology Alignment which has been endorsed by the Technical Education Authority as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility. The alignment map was subjected to a 14-day Presidential comment period, and two comments were received.

An institution raised concern about the cost of the National Institute for Metalworking Skills (NIMS) testing for the students (\$110). This was resolved.

Regent McKechnie moved and Regent Perkins seconded the motion to recommend placing agenda item II. 2. a. Act on Request to Approve the Machine Technology Alignment on the Wednesday, October 20, 2010 Discussion Agenda of the Kansas Board of Regents October agenda. Motion carried.

#### **Act on Request to Approve the Physical Therapist Assistant Alignment**

Don Richards introduced the Physical Therapist Assistant Alignment, which has been endorsed by the Technical Education Authority as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility.

The Letter of Guidance, which provides a credit hour ceiling for state funding of the Associate Degree for Physical Therapist Assistant, was subjected to a 14-day Presidential comment period. No comments were received.

No discussion.

Regent Perkins moved, and Regent Edwards seconded the motion, to recommend placing agenda item II. 2. b. on the Wednesday, October 20, 2010 Discussion Agenda of the Kansas Board of Regents October agenda. Motion carried.

### **Thursday, 10/21/2010 Discussion Agenda**

#### **Act on Request for Extension Program in KC Metro Area – Emporia State University**

Jean Redeker introduced Emporia State University's request for an extension program in the KC Metro Area (Johnson County Community College) in Education. The proposal has been reviewed and approval is recommended.

Regent Perkins moved, and Regent Edwards seconded the motion, to recommend placing agenda item II. 3. a. Act on Request for Extension Program in KC Metro Area – Emporia State

University on the Thursday, October 21, 2010 Discussion Agenda of the Kansas Board of Regents October agenda.

Discussion followed:

- The University of Kansas raised the following concerns:
  - Teacher placement when market is saturated
  - Population is not growing
  - Placement for students teachers can be a problem with elementary schools in particular
- Provide opportunity for place bound students
- Institutions need to provide input
- ESU works with school districts for placement

After discussion, Regent McKechnie moved, and Regent Edwards seconded the motion, to refer agenda item II. 3. a. Act on Request for Extension Program in KC Metro Area – Emporia State University to the November 2010 Board Academic Affairs Standing Committee. Staff are requested to provide further input from institutions affected by the proposal, including additional data on demand and placement. Motion carried.

### **Act on Request to Modify Regents Policy on Minimum Requirements for a Baccalaureate Degree**

Gary Alexander introduced the request to modify the minimum requirements for a baccalaureate degree. Board policy currently has designated the current minimum semester credit hours in the liberal arts, sciences or professional fields as 124. This modification would set the minimum number of credit hours required for baccalaureate degree completion at 120.

This request may potentially:

- Assist with transfers across the sectors
- Shorten time to degree
- Save students tuition money
- Encourage students to get their degrees in Kansas

Regent Edwards moved, and Regent Perkins seconded the motion, to approve placing agenda item II. 3. b. Act on Request to Modify Regents policy on Minimum Requirements for a Baccalaureate Degree on the Thursday, October 21, 2010 Kansas Board of Regents October agenda. Motion carried.

### **Other Business**

#### **BAASC Update Private Postsecondary Education - October 2010**

Jacqueline Johnson presented an update on the activities of the Private Postsecondary Education as follows: New programs received for review – 19; New programs pending further review – 55; Applications requested by and sent to prospective schools – 11; New School Applications received – 0; Renewal applications received – 8; and Renewal files expected by October 20, 2010 – 20.

Meeting adjourned at 11:45 a.m.

**Act on Requests for Additional Degree Granting Authority for the Following:**

- **Capella University**

**Staff Recommendation**

*Capella University request approval of degree granting authority for a Master of Science in Studies in Human Behavior. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms and/or campuses, staff recommends approval of this request.*

10/13/10

**Background**

The Kansas Private and Out-of-State Postsecondary Educational Institution Act (hereinafter “the Postsecondary Educational Institution Act”) gives the Board of Regents responsibility for authorizing schools to deliver instruction in Kansas. The scope of this responsibility includes most private institutions located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas.

Institutions that apply for degree and non-degree granting status are reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include reviewing items such as:

- Courses, curriculum and instruction to ensure quality, content and length are reasonable and adequately achieve the stated objective(s).
- Proper maintenance of student transcripts, attendance records, and proper use of students’ achievement records and/or entrance tests.

Each institution is required to submit a catalog including descriptions of the programs and courses offered, and may review class syllabi, along with contracts for clinicals, and other documents as needed. The catalog also contains a listing of instructors and their credentials, and a statement of the objectives of the program(s). Staff reviews these materials, along with resumes of administrators and instructors.

**Institution Requests:****Capella University:**

- Master of Science in Studies in Human Behavior

Capella University attained its first Certificate of Approval to operate in Kansas in December 2009. Capella University is an online university with established schools in Health Care, Education, Business and Technology, Human Services, and Psychology. The University, founded in 1991, is owned by Capella Education Company, a publicly traded company. Capella University offers more than 1,250 [online courses](#) and 43 undergraduate and graduate degree programs in 137 specialized areas of study. It offers bachelor, master, specialist, and doctoral

degrees. It employs 1,100 administrative staff at its Minneapolis, Minnesota, headquarters and more than 1,100 faculty members across the country that serve more than 38,000 learners throughout all 50 states and 52 countries.

The Master of Science in Studies in Human Behavior will provide learners with valuable skills and knowledge that will help them develop, evaluate and manage social service programs at local, state and national levels. The program will expose learners to a wide array of behavioral topics including social service program development and evaluation, leadership and advocacy, coaching and communication in the field of social services, disaster response and collaboration.

Capella University is accredited by The Higher Learning Commission of North Central Association of Colleges and Schools (HLC). This accrediting agency is recognized and approved by the United States Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

## Approve Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges

### Summary and Staff Recommendation

*Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received one program request to be implemented in 2011. The program submitted addressed all criteria requested and has been subject to the 14 day comment period required by policy. The program has been reviewed by the Technical Program and Curriculum Committee and the Postsecondary Technical Education Authority recommends approval.*

11/02/10

### Background

Community colleges and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria addressed during the application process include, but are not limited to, the following:

- Student and employer demand for the program
- Current and projected job openings and anticipated wages
- Level of program duplication across institutions, based on Classification of Instructional Program (CIP) code, and any efforts to collaborate to provide the needed program
- Rationale for why collaboration is not a viable option and/or need for a duplicative program
- Program description and designation of required and elective courses
- Measurable program outcomes and course competencies
- Process and frequency for review of program content, level of program success, and process for addressing any areas of concern
- Any specialized accreditation required and/or available for the proposed program
- Faculty qualifications and proposed student to faculty ratio
- Description of facilities and equipment needed and available
- Projected program costs and designation of adequate resources
- Membership of a steering/advisory committee for the program
- Approval by institutional academic committee and local governing board

### Description of Proposed Programs

*Highland Community College/ Atchison Campus* requests approval for the following new program: Medical Coding (51.0713). This request is for a program of 36 credit hours that culminates at a Certificate B, with a 64 credit hour AAS option.

Medical Coding is a one-year program of study that prepares individuals to perform specialized data entry, classification, and record-keeping procedures related to medical diagnostic, treatment, billing, and insurance documentation. Educational programs include instruction in medical records and insurance software applications, basic anatomy and physiology, medical terminology, fundamentals of medical science and treatment procedures, data classification and coding, data entry skills, and regulations pertaining to Medicare and insurance documentation.

The proposed program will meet the necessary American Health Information Management Association (AHIMA) and American Academy of Professional Coders (AAPC) standards which

will allow students to be eligible to sit for the Certified Coding Associate (CCA) and the Certified Professional Coder (CPC) examinations. These are the necessary credentials identified by industry for medical coders and are consistent with the credentials identified with statewide alignment of the medical coding programs. There is no regulatory oversight of medical coders in the state.

The program of study/degree plan shows 36 medical coding specific credits for a Certificate B, with an AAS option at 64 credit hours. Upon reviewing the submitted syllabus, and after subsequent conversations with the allied health coordinator, the college was brought up-to-date on the status of the medical coding alignment process. It was felt that given the proposed curriculum, it would be fairly easy for the institution to convert to the CPC/CCA Certificate C track of the two proposed medical coding alignment tracks.

The proposed Medical Coding program will be presented in an on-line format. The existing facilities and equipment at Highland Community College will be utilized to provide the instruction for this program. The existing allied health coordinator, who also has a Registered Health Information Technologist (RHIT) credential, will oversee implementation of the program. The medical coding program implementation budget is as follows:

- \$23,000 for one .5 FTE faculty position beginning fall semester 2010.
- \$2,000 for one part time clerical position to support program activities.
- \$1,250 for AHIMA accreditation related activities.
- Projected income for the program, based on 20 students (10 full time and 10 part time) is: \$49,050 from tuition, \$2,000 from other college resources and \$5,000 from the Carl D. Perkins program improvement grant (implementation) for a total projected income of \$56,050. Projected annual expenses will be \$26,250, with projected net revenue of \$29,800.

There are currently seven Medical Coding programs in public institutions in Kansas which are located at:

Washburn, Hutchinson, Neosho, Barton, Seward, Cowley and Butler. Neosho is working with Dodge City to deliver a program in Dodge City.

Clinical access for students in nursing and allied health education programs has always been a challenge due to competition from other institutions for a limited number of clinical slots in hospitals, combined with the added stress more students place on staff. However, Highland's proposed medical coding program is an on-line program, and students will secure a clinical training site at their respective location. A contract between the site, the student and the educational institution will be established, with Highland giving final approval of a specific site, based on the site meeting specific requirements.

Employment is expected to grow significantly, especially as the health care system progresses toward increased utilization of electronic health records. Based on U.S. Bureau of Labor Statistics projections, demand will increase by 20 percent through 2018. The Kansas Occupational Outlook (2006-2016) projects an increase of 319 coders. The Missouri Hospital Association Workforce Survey of 2005 has performed health care projections for the greater Kansas City area and they project a growth of 540 additional health information technicians, which would include coders. The median Kansas annual wage for a medical coder is \$27,500 per the Kansas Occupational Outlook. Letters attesting to a need for medical coders and supporting

this program have been received from: Atchison Hospital, Atchison Family Medicine PA, and Apostolic Christian Home.

One letter indicating no opposition to the proposed program was submitted by Hutchinson Community College.

**Recommendation**

This program was reviewed by the Technical Program and Curriculum Committee and approved during the October 13, 2010 meeting of the Postsecondary Technical Education Authority (TEA). The TEA recommends approval of this program.

## Act on Request to Approve the Corrections Alignment

*The TEA endorsed the proposed Corrections Alignment as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility. The TEA recommends approval of the Corrections Alignment.*

### **Background**

#### **Program Alignment Process**

##### **Phase I**

- Survey local college advisory committees
- Complete research on current programs at colleges and industry based credential options
- State business and industry recommendation
- 14 day formal comment period for college presidents

##### **Phase II**

- Curriculum meeting #1
- Administrative review #1
- 14 day formal comment period for college presidents
- Curriculum meeting #2
- Administrative review #2
- 14 day formal comment period for college presidents
- Business and industry review and endorsement
- 14 day formal comment period for college presidents

##### **Phase III**

- TEA Program/Curriculum Committee recommendation
- TEA recommendation

#### **Board Academic Affairs Standing Committee approval**

- Kansas Board of Regents approval
- Implementation

#### **Executive Summary**

Five community colleges offer a “corrections” program: Barton, Hutchinson, Kansas City Kansas, Labette, and Seward. The competencies and skills contained within the common courses have been reviewed and approved by the Kansas Department of Corrections.

The alignment map dated 7/9/10 was subjected to a 14-day Presidential comment period from 7/9/10 to 7/22/10. The colleges received a companion document with the proposed alignment map which addressed common questions and concerns regarding the proposed alignment. Two colleges offered comment. The comments and a staff response are detailed below.

During the alignment process, it became apparent that the state had two distinctively different types of corrections programs. Some programs prepared individuals to become correctional officers for prisons, while other programs prepared people to work in the field of community-based corrections. The proposed alignment is targeted at those institutions preparing individuals

to serve as correctional officers. One outcome of this alignment project will be greater clarity within the state's data system regarding the type of corrections program housed at each college.

Three minor modifications were made to the 7/9/10 alignment map. First, the CIP code in the notes section was corrected to 43.0199. Secondly, two abbreviated common course names were spelled out. Finally, the notation reflecting the 15 credit hour general education requirement was added to the AAS credential.

Staff recommends the adoption of the proposed program alignment map dated 7/9/10. Concerns or comments expressed for which we have no resolution are categorized as "unresolved" with an accompanying rationale.

### **Appeal Process**

During the alignment process, a proposed program alignment will be adjusted to accommodate the needs of colleges based on presidential comments to the extent that such adjustments do not in turn create a greater amount of disagreement from other colleges in terms of the number of colleges commenting and the number of comments received. While it is our hope that we can resolve all concerns, the reality is that we may have several documented "unresolved" concerns as the proposed program alignment enters *Phase III* (formal approval). Colleges are encouraged to voice their support or objection to a proposed alignment during the TEA Program/Curriculum Committee conference call when the proposed alignment is presented. Colleges may also voice their support or objection to a proposed alignment during the TEA meeting. ***Proposed Program Alignments will be on the discussion agenda of the TEA meetings.*** In the event a college wishes to "contest" a proposed alignment after adoption by the TEA, the college may submit a letter of objection to the proposed alignment to the Director of Technical Programs and Curriculum at the Kansas Board of Regents stating the rationale for the objection and the suggested action to resolve the objection. Colleges must submit the letter of objection no later than the day of the TEA meeting either in hardcopy or via e-mail to ensure that their objection will be included in the Board Academic Affairs Standing Committee planning process for the subsequent KBOR meeting.

### **Presidential Comments:**

#### ***Barton Community College***

The decision to separate the Corrections programs (CIP Code 43.0102) and Community Corrections (CIP Code 43.0199) from Police Science/Criminal Justice programs is a positive step in serving the Kansas Department of Corrections (KDOC). The KDOC has waited for an extended period of time for the approval of a Corrections program to serve both incumbent and emergent workers within the institutional corrections setting. KDOC's desire for a separate and distinct program stems from their goals to reduce turnover rates at facilities, to improve recruitment efforts into this career field, and to match education and training for current and future corrections officers to the mission and environment of their facilities.

Certificate A – 17 credit hours as outlined in the alignment map was recommended and developed by the Kansas Department of the Secretary of Corrections with input from his facility Wardens. This certificate aligns with the mission of the Technical Education Authority to have multiple exit points within programs.

The proposed alignment serves the needs of the Kansas Department of Corrections as well as the Community and Technical Colleges of the state of Kansas who have correctional facilities within their service areas.

Barton highly recommends the approval of this alignment project.

**Staff Comment:** We appreciate the leadership role assumed by Barton in this project.

### ***Hutchinson Community College***

Hutchinson Community College and Area Vocational School (HCC) is an interested workforce development partner committed to students, employers, and stakeholders. HCC is prepared to respond to the workforce development issues identified by the Kansas Department of Corrections (KDOC), and we are committed to prepare this agency's current and future workforce with effective employment skills. HCC is appreciative of the efforts made by KDOC to partner with Kansas community colleges in the development of a core curriculum that aids entry-level personnel desiring to work in institutional corrections.

The skills that KDOC identified as essential are similar to those identified by many employers, and consistent with HCC's goal of graduating well-rounded prospective employees. Employers appreciate having qualified applicants who possess excellent interpersonal and communication skills, integrity, and the ability to critically analyze situations and make sound decisions.

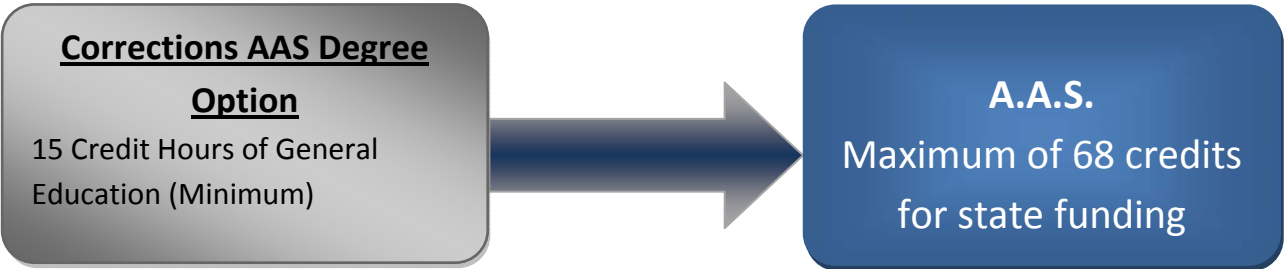
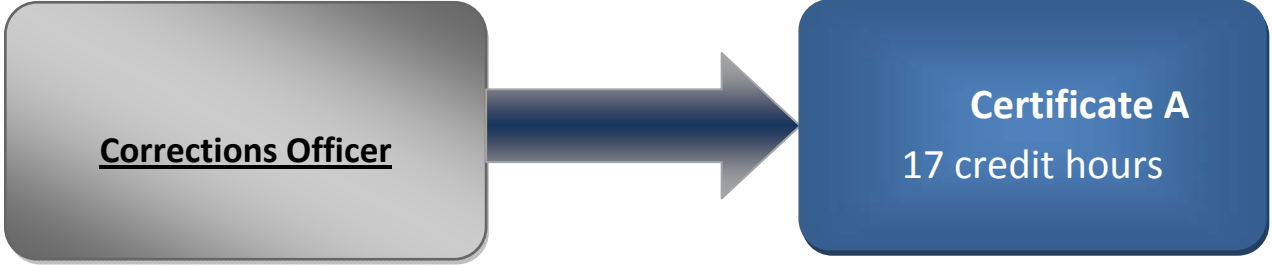
The HCC Criminal Justice program is willing to provide instruction for the proposed "Certificate A", but voiced the following concerns about the proposed alignment:

- 1) Report Writing, Ethical Decision Making, and Oral Communications skills are universal and transferrable to a corrections setting, and other similar employment situations. The department recommends teaching these skills to a broader audience, but stands ready to support Certificate A per any student and/or employer demand.
- 2) A second concern is the ability for students to transfer their course work to 4-year institutions, so they are in a position to apply for and accept future job advancement opportunities.
- 3)

It is HCC's intent to be very clear that our institution is supportive of offering the training and educational credentials that support KDOC's employment needs. HCC is supportive of offering the proposed Certificate A as a workforce training program to current and future KDOC employees. Our institution has flexible curriculum delivery methods that provide positive access to students while they learn on-campus, online, and at employer on-site locations.

Our college also solicited opinion and feedback from the Warden's Office at the Hutchinson Correctional Facility regarding the aligned "Certificate A" proposal. The leadership at the Hutchinson Correctional Facility expressed favorable comment about the progress that has been made towards the alignment of the Corrections curriculum.

**Staff Comment:** We agree with the assertion that the referenced skills are universal and valuable in a variety of corrections settings. The transferability of individual courses to 4-year institutions is subject to local agreements between the institutions involved. We appreciate the supportive nature of the comments and the extra effort exerted to solicit commentary from the Hutchinson Correctional Facility.



**Notes**

Specifics pertaining to the Corrections Program:

1. An agreed upon third party nationally recognized credential does not exist for correctional officers.
2. The Kansas Department of Corrections has endorsed the common courses and requested that colleges offer the designated exit point in addition to the AAS credential.

**Community Corrections CIP 43.0199**

Colleges with programs preparing students for positions as parole officers or in other community-based corrections professions will utilize 43.0199 to identify their program for reporting purposes to the state (i.e. KSPSD system).

Institutions with Police Science and Criminal Justice programs are “encouraged” to evaluate the identified common courses for potential inclusion in their programs.

***Common Courses within Program***

<i>Common Courses</i>	<i>17</i>
<i>credits:</i>	
<i>Oral Communications in the Correctional Environment</i>	<i>3 credits</i>
<i>Corrections Report Writing</i>	<i>3 credits</i>
<i>Introduction to Corrections</i>	<i>3 credits</i>
<i>Ethical Decision Making in Corrections</i>	<i>3 credits</i>
<i>Special Populations in Corrections</i>	<i>3 credits</i>
<i>Spanish for the Workplace</i>	<i>2 credits</i>

*Course list sequence has no implication on course scheduling by colleges.*

*Institutions may add additional competencies based on local demand.*

**Act on Request to Approve the Welding Alignment**

*The TEA endorsed the proposed Welding Alignment as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility. The TEA recommends approval of the Welding Alignment.* *11/2/10*

**Background****Program Alignment Process****Phase I**

- Survey local college advisory committees
- Complete research on current programs at colleges and industry based credential options
- State business and industry recommendation
- 14 day formal comment period for college presidents

**Phase II**

- Curriculum meeting #1
- Administrative review #1
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- Curriculum meeting #2
- Administrative review #2
- 14 day formal comment period for college presidents
- Business and industry review and endorsement
- 14 day formal comment period for college presidents

**Phase III**

- TEA Program/Curriculum Committee recommendation
- TEA recommendation

**Board Academic Affairs Standing Committee approval**

- Kansas Board of Regents approval
- Implementation

**Executive Summary**

Nineteen technical and community colleges offer a “welding” program: Barton, Butler, Coffeyville, Cowley, Dodge City, Garden City, Highland, Hutchinson, Independence, Johnson, Kansas City Kansas, Manhattan, Neosho, North Central, Northwest Kansas, Salina, Seward, Washburn Institute of Technology, and Wichita. The credentials listed on the alignment map have received support from the State Business and Industry Welding Committee.

The alignment map dated 8/25/10 was subjected to a 14-day Presidential comment period from 8/25/10 to 9/7/10. The colleges received a companion document with the proposed alignment map which addressed common questions and concerns regarding the proposed alignment. Three colleges offered comment. The comments and a staff response are detailed below.

Because the welding alignment process has extended for more than two years, reconvening all of the members of the original State Business and Industry Welding Committee was challenging. As a result, the final endorsement of the credentials on the welding alignment map reflects the

views of business and industry professionals through the use of a conference call and a survey so that a larger and broader group of experts could share their thoughts concerning the proposed alignment, thus, resulting in a data-driven decision. The collection of required and encouraged (i.e., optional) credentials are cited on the alignment map and these credentials reflect the wishes of welding professionals across the state of Kansas.

Staff recommends the adoption of the proposed program alignment map dated 8/25/10. Any concerns or comments expressed for which we have no resolution are categorized as “unresolved” with an accompanying rationale.

### **Appeal Process**

During the alignment process, a proposed program alignment will be adjusted to accommodate the needs of colleges based on presidential comments to the extent that such adjustments do not in turn create a greater amount of disagreement from other colleges in terms of the number of colleges commenting and the number of comments received. While it is our hope that we can resolve all concerns, the reality is that we may have several documented “unresolved” concerns as the proposed program alignment enters **Phase III** (formal approval). Colleges are encouraged to voice their support or objection to a proposed alignment during the TEA Program/Curriculum Committee conference call when the proposed alignment is presented. Colleges may also voice their support or objection to a proposed alignment during the TEA meeting. ***Proposed Program Alignments will be on the discussion agenda of the TEA meetings.*** In the event a college wishes to “contest” a proposed alignment after adoption by the TEA, the college may submit a letter of objection to the proposed alignment to the Director of Technical Programs and Curriculum at the Kansas Board of Regents stating the rationale for the objection and the suggested action to resolve the objection. Colleges must submit the letter of objection no later than the day of the TEA meeting either in hardcopy or via e-mail to ensure that their objection will be included in the Board Academic Affairs Standing Committee planning process for the subsequent KBOR meeting.

### **Presidential Comments:**

#### ***Washburn Institute of Technology***

I have heard from my Welding instructor and he supports the 8-25-10 approach.  
Thanks.

**Staff Comment:** Thank you.

#### ***Barton Community College***

At this time, I have but only one comment and it concerns the requirement specific to the Kansas WorkReady Certificate. The WorkReady Certificate is an excellent tool for students; however, as mentioned in my prior comments earlier this year – to make it required for the Welding alignment project and not for any others is inconsistent and there is also a cost factor associated with the certificate for this or any other alignment project.

**Staff Comment:** The Kansas WORKReady! Certificate is an encouraged rather than a required credential within the welding program alignment.

***Cloud County Community College***

Cloud County Community College is supportive of both documents. We appreciate the opportunity for input!

**Staff Comment:** Thank you.

**Welding Technology Level 1**

- 3 Position qualification credentials: 1F, 2F, and 1G (AWS)

Level 1

Certificate A

**Welding Technology Level 2**

- Level 1 Requirements
- 1 Additional position qualification credential (AWS)
- Welding proficiency equal to or exceeding (AWS) standard D1.1

Level 2

Certificate B  
or  
Certificate C

**Welding Technology Degree**

- Requirements for levels one and two
- 15 credit hours of General Education (minimum)

Degree

A.A.S.  
Maximum of 64 credits  
for state funding

Notes

6G Position on Pipe (with 2 of 4 GTAW, SMAW, GMAW, and FCAW on carbon steel) and ASME Section 9 qualifications are optional competencies; but, colleges are strongly encouraged to pursue these credentials based on regional employer needs and students' career direction.

Colleges are encouraged, not required, to offer the following supplementary credentials: Kansas **WORKReady!** Certificate-Silver Level and SENSE Level 1 exam (AWS).

Competencies identified within the 10-12 credit hours of common courses represent opportunities for articulation with K-12.

Colleges desiring to teach additional courses in their AAS (in excess of 64 credits) will need to identify those courses for KBOR.

*Common Courses within the Program*

<u>Common Courses</u>	<u>10-12 credits:</u>
SMAW	3 credits
GMAW	3 credits
GTAW	3 credits
Welding Safety/OSHA 10	1-3 credit(s)
Or OSHA 30	

*Course list sequence has no implication on course scheduling by colleges.  
Institutions may add additional competencies based on local demand.*

**APPROVE EXTENSION PROGRAM IN KC METRO AREA – ESU****Summary and Recommendations**

*Emporia State University requests approval to offer a Bachelor of Science in Education with an elementary education major in the Kansas City metropolitan area. Staff has reviewed the proposal and recommends approval.*

*10/20/10*

**Background**

Board policy requires that, with the exception of Pittsburg State University and the University of Kansas, all “off-campus face-to-face academic extension courses and programs which are not part of an approved academic extension specialty program and offered outside an institution’s geographic service area in the Kansas City metropolitan area must be approved by the Board and require additional documentation concerning need/demand and a justification for any duplication.” Pittsburg State University and the University of Kansas are assigned the Kansas City metropolitan area as part of their geographic service area.

**Request**

At its October 5, 2010 meeting, BAASC discussed Emporia State University’s (ESU) request to offer its existing Bachelor of Science in Education with an elementary education major in the Kansas City metropolitan area. ESU made the request in response to an invitation from Johnson County Community College (JCCC). Letters of support from three JCCC administrators are attached. Offering the program at JCCC allows candidates to complete their general education coursework at the JCCC campus and also take the required ESU education coursework, which will be taught by ESU faculty on the JCCC campus. The required clinical experiences will be completed in the Olathe and Kansas City, Kansas school districts.

Emporia State University has similar programs with Kansas City Kansas Community College and Butler Community College. No other state universities offer a similar program in the Kansas City metropolitan area.

BAASC asked for further input from institutions affected by the proposal, including additional data on demand and placement. Staff consulted with all parties involved and neither Pittsburg State University nor the University of Kansas opposes the proposed program. In response to concerns raised about the oversaturation of the market, Emporia State University consulted with school district HR directors and superintendents in the Kansas City area. The latter project a significant need for elementary and secondary teachers in the near future. Board staff consulted the Kansas Occupational Outlook, which indicates approximately 2400 openings for elementary teachers (excluding special education) in the Kansas City region from 2006 through 2016.

Concerns were also raised about a shortage of sites for clinical placements. Given the large number of elementary education classrooms available in the Kansas City metropolitan area for clinical experiences, ESU believes that adding additional students through the ESU/JCCC partnership will not significantly impact the clinical placements of other institutions.

In order to ensure full discussion on future requests to extend programs to the Kansas City metropolitan area, staff will institute a comment period. State universities will be notified of proposals to extend degree programs to the Kansas City metropolitan area and will have 14 calendar days to provide feedback. The state university proposing to extend programs to the

Kansas City metropolitan area will be asked to respond to feedback received. The feedback and response will be submitted to BAASC as an addendum to the proposal to extend programs to the Kansas City metropolitan area.

**Staff Recommendation**

Staff recommends approval of the program.



**Department of Early Childhood/Elementary Teacher Education  
Elementary Education Degree Completion with Johnson County Community College**

**Name and CIP code of proposed program**

Elementary Education – 13.1202

**Degree that may be awarded through the program**

Bachelor of Science in Education-Elementary Education Major

**History and Development of the Program and Statement of Need**

Emporia State University and Kansas City Kansas Community College have had a long standing program similar to the program being proposed with Johnson County Community College. Over the past three years a significant number of students from the JCCC campus have tried to take advantage of the KCKCC program. These students have pursued this option as a means of meeting their continued educational needs based on their inability to attend the main Emporia State University campus. In the fall of 2006 Emporia State began a similar program with Butler Community College.

Key to the success of our nationally recognized teacher preparation program has been the component of face-to-face instruction, an aspect that the KCKCC and BCC programs offer the learner. The proposed program mirrors the success of the KCKCC and BCC programs providing a student with the opportunity for face-to-face instruction on the campus of the JCCC campus, thus creating a bridge between the two-year program and the ESU teacher education program. This connectivity strengthens the success of the student.

Based on continued student requests as well as the associated conversations with the JCCC education faculty and advisors, conversations between JCCC and ESU on the ability for ESU and JCCC to partner in the development the Bachelor of Science in Elementary Education program on the JCCC campus began in the fall of 2009. Throughout the course of the fall 2009 and spring 2010 semesters, conversations, curricular exchange and reviews, and the identification of facilities for the purpose of instruction as well as the continued development of Professional Development School sites (student teaching locations) have been explored and agreed upon. Both JCCC and ESU are now ready to formalize this agreement to meet the needs of the placed bound students in Johnson County.

In our current affiliation with Kansas City Kansas Community College we have averaged approximately 12 students in each cohort (20 to 25 students) each year who are from Johnson County. In addition, an average of 36 students per year who complete the year long Professional Development School experience (this is a yearlong vs. semester student teaching experience) in the Olathe School District have been from Johnson County during the past 15 years. Johnson County Community College has assured ESU that there will be a minimum of 45 to 50 students each fall and spring who will meet the teacher education entry requirements for admission into the program. Each cohort (one beginning each fall and one beginning each spring) will admit 20 to 25 students. Given this demand, even with admitting 50 students a year, there will likely be a waiting list of students who would like to matriculate into the program but who will not be admitted.

The proposed program does not duplicate any program offered by KU or PSU in Johnson County or the greater Kansas City area.

### **Description and Purpose of the Program**

The Johnson County Community College (JCCC)/Emporia State University (ESU) Elementary 2+1+1 Program will provide a quality elementary preparation program to individuals residing in the Johnson County Kansas area who wish to complete the Emporia State Elementary Teacher Education program and KSDE licensure recommendation through continued engagement with JCCC.

The program will allow candidates the ability to complete two years of general education coursework at the JCCC campus. In addition, the candidate would be able to complete the required ESU education course work taught by ESU faculty on the JCCC campus, meeting the needs of the placed bound candidate. The required professional field experiences and student teaching requirement will be completed at elementary schools participating in the Professional Development School (PDS) agreement established by ESU.

### **Students likely to Enroll in the Program**

Based on a spring 2011 start date, ESU and JCCC believe there are a minimum of 20 program candidates per student cohort. Thus, by fall 2013, there is the potential for a consistent enrollment of 80 students a semester. Again, the potential enrollment numbers are reflective of students seeking face-to-face instruction and place bound in the Johnson County Kansas vicinity and are considered on the minimum end of the potential student learner.

## **Unique and Distinguishing Features of the Program**

The JCCC/ESU Elementary Program is a partnership between the two institutions. The program offers students a Bachelor of Science degree in Elementary Education from Emporia State University on the JCCC campus. The program allows students who are place-bound the opportunity to earn a degree from a distant university without leaving their local community.

JCCC students will take all of their general education and some pre-requisite courses at JCCC for the first two years of the program. JCCC awards successful students an Associate degree in Elementary Education after completion of the first two years. During the remaining two years, students continue on the JCCC campus to complete the upper-level courses for their Bachelor of Science in Education degree through ESU. Not only will ESU provide faculty to teach on the JCCC campus, thus continuing the face-to-face instruction a student receives, ESU will also employ a full-time liaison for the program to provide students with a seamless transition.

The JCCC/ESU Elementary Education Program is characteristic of a program born of student needs. The program removes access barriers to ESU's recognized premier teacher preparation program by not only providing on-site instruction but also coordinating a Professional Development School program (student teaching experience) in the vicinity of Johnson County, Kansas. Through this program place bound students can balance both the associated family and financial obligations. Further, the JCCC/ESU program brings together two recognized leaders in Kansas higher education, JCCC as an outstanding two year institution and ESU, a nationally recognized elementary teacher education program.

## **Curriculum**

The following page illustrates the 2+1+1 curriculum plan as it relates to the JCCC/ESU Elementary Education Program.

**ELEMENTARY EDUCATION REQUIRED COURSES**
**Basic Degree** – Johnson County Community College

Note: Courses before Block 1 do not necessarily have to be taken in the order listed.

<b>Freshman - 1<sup>st</sup> Semester</b>		<b>JCCC</b>	<b>Hours</b>	<b>Grade</b>
<b>EG 101</b>	<b>Composition I</b>	ENGL121	3	+ #
<b>MA 110</b>	<b>College Algebra</b>	MATH 171/241	3	+ #
<b>SP 101</b>	<b>Public Speaking</b>	SPD121	3	+ #
<b>PY 100</b>	<b>Introductory Psychology</b>	PSYC130	3	#
<b>GB 100</b>	<b>General Biology</b> (GB100, GB102, GB103)	BIOL122, 130	3	#
MU/TH	<b>Creative Arts:</b> Choose one: MU226 or TH105		2	
			<b>17</b>	
<b>Freshman - 2<sup>nd</sup> Semester</b>			<b>Hours</b>	<b>Grade</b>
<b>EG 102</b>	<b>Composition II</b> (EG 101 prereq.)	ENGL122	3	+ #
GE/PO/ Lang	Multicultural Perspectives: (AN210, CW301, GE101, GE354, PO330 or a 5 hr. Foreign Language course)	GEOS145POL51 35 FL 5HRS	3-5	
<b>AR 105</b>	<b>Art Appreciation</b>	ARTH180 ARTH182	2	#
HL 150	Health for Human Wholeness	HPER202	3	
PO	Social & Behavioral Science (PO100, PO121, or PO322)	POLS122, 124, 126	3	
MU 124	Basic Music	MUS123	2	
PE/BU/ CE/SO	Personal Social Well-Being (PE100, BU241, BU293, CE170, or SO261)	HPER192/240, BUS123 SOC131	1-3	
			<b>17-21</b>	
<b>Sophomore - 1<sup>st</sup> Semester</b>			<b>Hours</b>	<b>Grade</b>
<b>EG/JO/ PI</b>	<b>Literature/Mass Media or Philosophy</b> (EG207, JO200, PI225, PI255, or PI325)	ENGL130/230/2 31/236/237/250 JOUR120 PHIL121/143	3	#
<i>EL 220</i>	<i>Intro to Teaching (also ED 220)</i> (Soph. Standing)	EDUC121	2	+ #
<b>HI</b>	<b>History</b> (HI111, HI112, HI101, HI102, or HI302)		3	#
PY 211	Developmental Psychology (PY 100 prereq.)		3	#
<b>AN/CW</b>	<b>Anthropology/Ethnic &amp; Gender Studies</b> (AN210 or CW301)	ANTH125	3	#
<i>MA 307</i>	<i>Elementary Math I</i> (MA110 Prereq.)		3	+ #
			<b>17</b>	
<b>Sophomore - 2<sup>nd</sup> Semester</b>			<b>Hours</b>	<b>Grade</b>
<i>EL 230</i>	<i>Children's Literature</i>	EDUC232	3	+ #
<i>PE 381</i>	<i>Elementary PE &amp; Health</i>	HPER245	2	
<b>PS 115</b>	<b>Our Physical World</b>	PSCI120	4	#
<i>EL 310</i>	<i>Adapting Curriculum for Diverse Learners*</i>		2	+
<i>MA 308</i>	<i>Elementary Math II</i> (MA307 prereq.)		3	
	Electives/Licensure (hours as needed)		3	
			<b>18</b>	

<b>Junior - 1<sup>st</sup> Semester</b>		<b>JCCC</b>	<b>Hours</b>	<b>Grade</b>
<i>SD 550</i>	<i>Survey of Exceptionality (PY 100 prereq.)</i>	EDUC220	3	+ #
<i>EL 312</i>	<i>Reading/Writing Connections (EL 230 prereq.)</i>		3	+ #
GB 303	Field & Lab Biology (GB 100 prereq.)		3	+
IT 325	Instructional Tech for Educ.		3	+
<i>MU 344</i>	<i>Music for Elementary Teachers (MU 124 prereq.)</i>		2	
<i>AR 324</i>	<i>Elementary Art Education (AR 105 prereq.)</i>		2	
	Electives/Licensure (hours as needed)		2	
			<b>18</b>	

**Note: Classes in Blocks 1, 2 and 3 must be taken in order indicated.**

<b>Junior - 2<sup>nd</sup> Semester</b>		<b>Hours</b>	<b>Grade</b>
<i>IT 371</i>	<i>Advance Instruct. Tech for Educ. (IT 325 prereq.)</i>	3	+
<i>SD 560</i>	<i>Collaboration &amp; Strategies (SD 550 prereq.)</i>	3	+
	Electives/ Licensure (hours as needed)	3	
<b>Block 1</b>			
EE 311	Planning & Assessment	1	+
EE 313	Reading for the Elementary Teacher I	3	+
EE 314	Social Studies Methods	2	+
EE 316	Elementary Science Methods	2	+
		<b>17</b>	

Courses in Blocks 2 and 3 must be taken as a block while completing the year-long assignment in a Professional Development School (PDS). PDS schedule is 8:00-5:00, Monday-Friday. Additional time is required to complete class assignments.

<b>Senior - 1<sup>st</sup> Semester</b>		<b>Hours</b>	<b>Grade</b>
<b>Block 2</b>			
EE 315	Language Arts Methods	3	+
EE 317	Math Methods	3	+
EE 318	Classroom Management	2	+
EE 320	Teaching/Learning Models	4	+
EE 413	Reading for the Elementary Teacher II	3	+
EE 414	Reading Practicum	1	+
		<b>16</b>	
<b>Senior - 2<sup>nd</sup> Semester</b>		<b>Hours</b>	<b>Grade</b>
<b>Block 3</b>			
EL 466	Student Teaching	12	+
EE 431	Professional Competencies	2	+
EE 415	Foundations of Curriculum Development	2	+
		<b>16</b>	

**Total hours: 136**

+ Must have grade of C or better

# Must be taken before Block 1.

**Important note:** Students should know degree requirements and remain informed about progress toward these requirements. Use this sheet to record grades as classes are completed.

**PPST or CAAP** should be taken after EG 101, EG 102, and MA 110.



# EMPORIA STATE UNIVERSITY™

1200 Commercial St.  
Emporia, KS 66801-5087

620-341-5171  
620-341-5686 fax  
www.emporia.edu

OFFICE OF THE PROVOST/VICE PRESIDENT FOR  
ACADEMIC AFFAIRS AND STUDENT LIFE  
Campus Box 4045

October 15, 2010

Dr. Jean Redeker  
Director of Academic Affairs  
Kansas Board of Regents  
1000 SW Jackson, Suite 520  
Topeka, KS 66612-1321

Dear Dr. Redeker:

This letter is in response to the October 8, 2010 concerns raised by The University of Kansas (KU) related to the Emporia State University (ESU) request to initiate a 2+1+1 program in elementary education in collaboration with Johnson County Community College (JCCC). Before responding to the concerns raised by KU, I would like to reiterate two points. First of all, the elementary education program is not a 'new' program. Only the location for where the junior year courses will be offered is new. ESU is seeking to offer the junior year courses on the JCCC campus. Second, JCCC invited ESU to develop and offer this program in collaboration with them for their place bound students.

One concern raised by KU is that the job market related to new teacher employment is limited. While that was a true statement this past year, it was only a year ago that the state was asserting a severe teacher shortage. Conversations we have had with superintendents and HR directors from throughout the state have indicated that the current situation is short term. A significant percentage of current Kansas teachers are of retirement age. In addition, many teachers do not remain in the profession (approximately 50%) beyond five years. District personnel believe there will be significant options for employment in the near future – both at the elementary and secondary levels. Kansas State Department of Education personnel also confirm the forecast for districts to hire significant numbers of teachers in the near future. Discussions with superintendents and HR directors in Blue Valley, Kansas City Kansas, Olathe, and Shawnee Mission in particular indicated that there will be a significant need for elementary and secondary teachers in the near future – perhaps as soon as the school year beginning fall 2011. As indicated in the ESU proposal, the initial cohort (20 to 24 students) admitted to the JCCC/ESU program will not graduate until December 2013, thus eliminating any significant oversaturation on the market in the immediate future. Because of our high standards to progress from Block 1 (second semester junior year) to Block 2 (first semester senior year) to Block 3 (second semester senior year) to graduation, it is likely that even if a full cohort of 24 students are admitted to the program, approximately five of those students will not complete the program, further reducing the oversaturation concern. ESU teacher education graduates tend to be in high demand. Even

An Equal Opportunity Employer

during the spring of 2010, we had few elementary education majors (approximately 15 out of 149 program completers) who did not obtain teaching positions for the fall 2010.

KU also raises a question about clinical placements in the Kansas City area. Currently there are 153 elementary education buildings in the greater Kansas City area (Kansas City, Kansas (KCK), Olathe, Shawnee Mission, Blue Valley, Gardner-Edgerton, Desoto, and Lawrence). If one considers the numerous classrooms within each building, there are literally thousands of elementary classrooms available for clinical placements. ESU only places elementary education students in classrooms in districts where we have developed Professional Development School (PDS) agreements, and in Kansas City, only in Title I classrooms. Current PDS involve only two school districts - KCK and Olathe. Within these two districts, ESU currently uses seven KCK elementary schools and nine in Olathe. Our arrangements with KCK and Olathe provide ample numbers of schools to absorb the additional cohorts that will need yearlong placements during the senior year of preparation. It should be stated, however, that both Shawnee Mission and Blue Valley contact us regularly about establishing PDS schools within their districts. Blue Valley does not have Title I schools, so it is unlikely that we will pursue any PDS agreement with this school district. Over the past couple of years, we have had brief conversations with Shawnee Mission, but do not currently have an agreement to initiate any new PDS sites within this district. KCK and Olathe do not restrict other universities from placing students for clinical experiences within the district.

The final concern raised by KU is whether or not approval of the ESU proposal in collaboration with JCCC would preclude KU developing future programs with JCCC. As indicated in the ESU proposal, the elementary education 2+1+1 program was developed after a request and invitation from JCCC to do so. Future development of KU programs with JCCC is an option that KU will have to explore with JCCC.

While KU did not raise this question, it is my understanding that BAASC and the Board may raise a question about why there is a need for an additional collaboration with another community college in the greater Kansas City metro area. ESU has offered a 2+1+1 elementary education program in collaboration with (and at the invitation of KCKCC) since 2003. The KCKCC program was developed to meet the needs of Kansas students who are place bound and have families/work situations that prevent them from traveling to other institutions in the state to complete a baccalaureate degree after attending the community college. The intent of the KCKCC/ESU program is to primarily meet the needs of students in Wyandotte County (although students from JCCC have been admitted to this program over the years since its inception). As mentioned in the JCCC/ESU proposal our research and that of JCCC has documented that similar needs exist with Johnson County students. The proposed program is intended to meet the needs of place bound students who complete an Associate degree at JCCC and wish to complete a baccalaureate degree that will allow them to be eligible for Kansas teacher licensure.

Sincerely,



Tes Mehring Ph.D.  
Provost/VPAA and Student Life

**From:** Jeffrey S. Vitter [<mailto:jsv@ku.edu>]  
**Sent:** Friday, October 08, 2010 11:20 PM  
**To:** Redeker, Jean  
**Cc:** Olson Lynette; Romzek Barbara  
**Subject:** Re: ESU program proposal Elementary Education 2+ 2 + 1

Dear Jean:

Following up on the discussion in the Academic Affairs Committee, I am writing to outline the University of Kansas's concerns regarding the expansion of Emporia State University's elementary education program to Johnson County Community College.

First, let me state at the outset that – contrary to what has been portrayed in the media – KU does not oppose this expansion. But we do have two concerns that we ask the Board of Regents to take into account when making its decision.

One concern stems from the significant budget cuts in K-12 schools that have resulted in the elimination of teaching positions. When we talk about an oversaturation of the market, we are referring to college graduates seeking elementary teaching jobs, not potential undergraduates seeking elementary education degrees.

An informal survey of K-12 human resources directors shows that very few elementary teachers are being hired. In the Blue Valley, Shawnee Mission, and De Soto School districts, there were 68 elementary teachers hired last year, with more than 12,000 applications filed for these openings – an average of about 175 applications for every elementary position hired! Those few teachers that are hired are often successful because they have additional training and endorsements such as in English as a Second Language or Special Education.

Additionally, the reduction in K-12 budgets has put clinical placements at a premium, with many of those placements being in Johnson County. It is not just Emporia State and KU that already place pre-service elementary students into Johnson County schools, but Kansas State, Pittsburg State, and many private institutions in the region do as well. Adding significant numbers of students needing clinical experiences to an already saturated market will make it extremely difficult to place existing students into their required field placements.

When making decisions about whether to permit expansion of an academic program, the Board routinely looks at whether graduates will be successful in finding employment in that field. Given current economic conditions, we believe that scrutiny is particularly appropriate here.

Our second area of concern is that we want to be sure that the establishment of this program by Emporia State will not preclude or disfavor KU from establishing additional partnerships with JCCC in the future, either in this field or others. We currently have students who enter KU in education after training at JCCC. We have not pursued a formal program in elementary education with JCCC as a possible next step because of the tough conditions in the job market; training more students for nonexistent jobs would not serve students' interests. There is a need for STEM teachers in high schools, but there is not currently demand in elementary education.

However, if conditions change in the future, we want to receive assurances from the Board that we would not be precluded or disadvantaged from doing so because of an ESU program, especially given that JCCC is in KU's natural geographic region.

We appreciate this opportunity to participate in the discussion over this proposal and would welcome any questions you or the Board might have.

Sincerely,  
Jeffrey S. Vitter  
Provost and Executive Vice Chancellor



# Pittsburg State University

OFFICE OF THE PROVOST

October 15, 2010

Dr. Gary Alexander  
Vice President for Academic Affairs  
Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368

Dear Dr. Alexander:

Pittsburg State University does not oppose Emporia State University's proposal to offer an elementary education degree in partnership with Johnson County Community College. At the present time, Pittsburg State does not offer a baccalaureate elementary education degree in the Kansas City service area nor do we have plans to do so in the near future.

Pittsburg State is interested in meeting the demands of segments of the workforce where there is great need or potential demand in the state, metro area, and beyond. Therefore, we continue to investigate program areas and partnerships with the metro area community colleges in the development of undergraduate programs which address these areas of demand.

Sincerely,

A handwritten signature in black ink, appearing to read "Lynette J. Olson".

Lynette J. Olson  
Provost and Vice President for Academic Affairs

cc: Dr. Peggy Snyder  
Dr. Howard Smith



Johnson County Community College  
12345 College Blvd.  
Overland Park, Kansas 66210-1299  
913-469-8500      www.jccc.edu

August 19, 2010

Dr. James E. Williams  
202D Plumb Hall - Campus Box 4045  
Emporia, KS 66801

Dear Dr. Williams:

I am writing to support the Associate of Arts and Bachelor of Science Elementary Education Program between Emporia State University (ESU) and Johnson County Community College (JCCC). During the nine years I have supervised JCCC's education department, I have talked with many students that are interested in teaching degrees. Each semester we fill three sections, 105 seats, of Introduction to Teaching. More could be offered with a partnership with ESU. We also have an excellent accredited Early Childhood Education Program with students wanting to complete their Bachelors degree upon receiving their A. S. degree. Students often ask us how to get a teacher education degree.

The Bachelor of Science in Elementary Education program will enable our students to obtain an affordable and quality degree. I look forward to working with the ESU and JCCC faculty to accomplish this educational goal.

Sincerely,

Dr. Elizabeth R. Furtwengler  
Dean, Arts, Humanities & Social Sciences

**Learning**  
comes **first** at JCCC



# JCCC

Johnson County Community College  
12345 College Blvd.  
Overland Park, Kansas 66210-1299  
913-469-8500 www.jccc.edu

August 18, 2010

Dr. James E. Williams  
202D Plumb Hall - Campus Box 4045  
Emporia, KS 66801

Dear Dr. Williams:

It is indeed an honor to support an educational partnership with Emporia State University. As the current Dean of Curriculum and Academic Quality at Johnson County Community College, I am always concerned about the need for programs and the quality of programs. Johnson County Community College (JCCC) and Emporia State University (ESU) have had a long, working relationship. In 1989, JCCC and ESU offered a 2+2 program of study in accounting, business administration, and business management. In that first year of the partnership, 208 students enrolled. We have many students at JCCC who state their career choice is education, but we have never had the opportunity to offer the program on this campus.

The median age of students at JCCC is 27 years. This means that the majority of our students are established in Johnson County and to drive to another city for their education would be a hardship. The JCCC and ESU Elementary 2+1+1 Program will not only provide students a quality teaching preparation program, but it will provide them the convenience of a local site for that education.

If the national prediction of a teacher and administrator shortage in the next five years is true in Johnson County, this Associate of Arts and Bachelor of Science partnership could greatly reduce the expected shortfall.

I am truly excited and pleased that ESU would like to partner with JCCC College to ensure that the county will have well-qualified elementary teachers.

Sincerely,



Ruth Randall  
Dean, Curriculum & Academic Quality

Learning  
comes first at JCCC





Johnson County Community College  
12345 College Blvd.  
Overland Park, Kansas 66210-1299  
913-469-8500 www.jccc.edu

August 16, 2010

Kansas State Board of Regents  
1000 SW Jackson St., Suite 520  
Topeka, KS 66612

Dear KSBOR members and staff:

Johnson County Community College could not be more supportive of the proposed 2 + 1 + 1 agreement between JCCC and Emporia State University. Only this morning our transfer specialist told me that many students already have expressed a strong interest in such a program.

I have followed the successes of the agreements ESU already has established with Butler Community College and Kansas City Kansas Community College. Correspondingly, I have hoped for some time that individuals who live in Johnson County and who are place bound would have the opportunity to earn their associate's degree at JCCC and continue on to complete Emporia State's nationally-recognized Bachelor of Science in Education—Elementary Education degree on the JCCC campus. Further, ESU's assignment of these students to Kansas City area elementary schools to fulfill required professional field experiences and student teaching will make it possible for many talented individuals to fulfill a dream to complete a teaching degree and enter the teaching profession —something they may not have thought possible previously.

The collaboration between JCCC and ESU in developing this agreement has been smooth and accompanied with much enthusiasm. JCCC will provide the support to ESU outlined in the agreement to ensure success. Both institutions are committed to access AND excellence, something that this type of partnership and this particular proposal fully reflect. I hope you will give every consideration to the proposed agreement and the potential it represents.

Sincerely,

Marilyn D. Rhinehart, Ph.D.  
Executive Vice-President for Academic Affairs/Chief Academic Officer

**Learning**  
comes first at JCCC



**Request Approval for a Master of Art and Ph.D. in Women, Gender and Sexuality Studies (CIP 05.0207) – University of Kansas**

**Summary and Recommendation**

*Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. The University of Kansas has submitted an application for approval of a Master of Art and Doctor of Philosophy in Women, Gender and Sexuality Studies (CIP 05.0207). The proposing academic unit has responded to all of the requirements of the program approval process. Kansas State University and Wichita State University have undergraduate degrees utilizing this Classification of Instructional Program (CIP) code, but do not have graduate degrees. The program will be funded through internal reallocation. The program has been evaluated by a team of three external reviewers. The reviewers' report and the University of Kansas' response are attached. Staff has received no comments on this program proposal. Board staff concur with the Council of Presidents and Council of Chief Academic Officers in recommending approval.*

*10/26/10*

**Background**

The Women, Gender and Sexuality Studies Program (WGSS) at the University of Kansas proposes to establish a MA/PhD degree program (MA/PhD) in Women, Gender and Sexuality Studies beginning in Fall 2011 on the Lawrence campus. The CIP code for this program would be 05.0207 (Women's Studies).

WGSS intends to recruit graduate students for the PhD, not for a terminal MA; it will, however, award the MA to students who pass the MA oral exam at the end of 30 hours of coursework (21 in WGSS and 9 in a concentration). At that point, students who are not permitted to continue beyond the MA will leave the program; students who are permitted to proceed to the PhD will complete the PhD program with an additional 31 hours (22 in WGSS and 9 in a concentration), including passing the comprehensive oral examination and writing a PhD dissertation.

The MA/PhD program in Women, Gender and Sexuality Studies is an interdisciplinary graduate program spanning the humanities and social sciences and will contribute to the mission of the University of Kansas as the flagship in the university system for research and graduate teaching in the humanities and social sciences. This program will be staffed by nationally and internationally recognized scholars in the fields of women's studies, gender studies, and sexuality studies. Student and employer demand for this degree has grown sharply over the past decade, and our program is well positioned to quickly become one of the major players in the field.

In the 2007 strategic plan of the College of Liberal Arts and Sciences (CLAS Planning for Excellence), the second "core goal" of the College is to "*enhance graduate studies at KU through strategic program development, especially in interdisciplinary areas of study, and through increased support for graduate students.*" Listed among the study programs under consideration is the MA/PhD in Women's Studies. The fourth goal of the Strategic Plan is to "*promote and enhance innovative research, scholarship and teaching, especially in interdisciplinary and multidisciplinary areas.*" Our proposed interdisciplinary MA/PhD program would further each of these goals.

<b><u>Criteria</u></b>	<b><u>Program Summary</u></b>
1. Program Identification	MA in Women, Gender, and Sexuality Studies CIP – 05.0207
2. Academic Unit	Women, Gender, and Sexuality Studies Program
3. Program Description	<p>This new MA program responds to growing national demand for interdisciplinary scholars who use women, gender, and sexuality as analytic tools for understanding human behavior, society, literature, and the arts, globally, internationally, and cross-culturally.</p> <p>Students trained in this program will be employed in academic and governmental settings, in a growing non-governmental, non-profit sector that serves global and international human rights needs, and in an emerging area in the corporate world that needs facilitators to improve the workforce climate.</p>
4. Demand/Need for the Program	<p>Students in our six year old Graduate Certificate program have expressed interest in this PhD program.</p> <p>There were 56 advertised academic jobs in Fall 2007 for PhDs in Women's or Gender Studies.</p> <p>Both governmental and non-governmental organizations demand the skills that this program will produce. There were 51 jobs for MAs or PhDs in Women's or Gender Studies advertised in Spring 2008 and an additional 10 academic positions in the Fall 2009.</p>
5. Comparative /Locational Advantage	<p>There are no comparable MA programs in Kansas; among the Big XII universities only the University of Texas has a MA program in Women and Gender Studies.</p> <p>There are many MA programs across the country; the nearest are those at Northern Iowa, three programs in Chicago, two programs in Texas, and at Ohio State.</p>
6. Curriculum	For the MA: 30 hours of coursework, including 21 hours in WGSS and 9 hours in a concentration. At the end of the second year, the student will take an oral examination that will determine whether they may take the MA and proceed to the PhD.
7. Faculty Profile	There are currently 9 PhD (FTE 5) core faculty and over 40 PhD affiliated graduate faculty, most of whom, teach courses that benefit WGSS.
8. Student Profile	<p>Students will be enrolled in a MA to PhD program; they must meet the Graduate School's requirements for admission to KU, including a minimum GPA of 3.00. They must submit a statement of intent detailing academic interests and career goals, examples of research work, as well as transcripts of college credits and three letters of recommendation. Graduate Record Exam (GRE) scores, and, as appropriate, TOEFL scores, will be required. Admission to the graduate program is dependent on matching student objectives with faculty research interests.</p> <p>The graduate program in WGSS will accept excellent candidates who intend to pursue an academic career in Women, Gender, or Sexuality Studies or a related discipline, or those wishing to pursue research on governmental policy-</p>

	making and implementation, or in non-governmental service and activism.
9. Academic Support	Advising of students will be provided by the core and affiliated graduate faculty of the WGSS Program and by at least one member of the student's concentration. The University Libraries possess outstanding collections related to Women, Gender, and Sexuality Studies. Currently existing computer and audio-visual equipment are adequate for the Program's needs.
10. Facilities and Equipment	Present facilities and equipment are sufficient for this Program
11. Program Review, Assessment, Accreditation	<p>Program review will take place annually along with graduate student reviews, and a more comprehensive review will take place every five years to assess the program at large in comparison with similar graduate programs at KU and in the US.</p> <p>There is no special accrediting body for Women, Gender, and Sexuality Studies.</p>
12. Costs, Financing	<p>No extra costs or financing is necessary for this Program.</p> <p>Financing will be within the College of Liberal Arts and Sciences.</p>

## Curriculum Outline MA in Women, Gender and Sexuality Studies

Course Name & Number	Credit Hours	<b>Total</b>
<p>Core courses: Students must complete a minimum of 13 credit hours of core coursework in WGSS at the graduate level. The student's Graduate Committee and Advisor may recommend additional required coursework and may waive any requirements based on student's academic coursework.</p>		
WGSS 800: Intellectual History of WGSS	<u>3</u>	
WGSS 803: Feminist Epistemology	<u>3</u>	
<b>or</b> WGSS 804: Comparative Sexualities		
WGSS 805: Feminist Pedagogy (0.5 hours, taken twice)	<u>1</u>	
WGSS 801: Feminist Theory	<u>3</u>	
WGSS 802: Feminist Methodology	<u>3</u>	<b><u>13</u></b>

Electives: Students must complete a minimum of 6 credit hours of elective coursework in WGSS at the graduate level. Other courses than the suggested presently listed courses below may be used to substitute these requirements.

WGSS 510: History of American Women: to 1870	<u>3</u>	
WGSS 511: History of American Women: 1870 to Present	<u>3</u>	
WGSS 512: History of Women & Work	<u>3</u>	
WGSS 513: Modern American Women in Film and Literature	<u>3</u>	
WGSS 520: Women and Violence	<u>3</u>	
WGSS 549: History of Feminist Theory	<u>3</u>	
WGSS 560: Race, Gender, and Post-Colonial Discourses	<u>3</u>	
WGSS 562: Women and Politics	<u>3</u>	
WGSS 565: Gender, Culture, and Migration	<u>3</u>	
WGSS 580: Feminism and Anthropology	<u>3</u>	
WGSS 583: Love, Sex, and Globalization	<u>3</u>	
WGSS 600: Contemporary Feminist Political Theory	<u>3</u>	
WGSS 601: Seminar in Women's Studies	<u>3</u>	
WGSS 646: Witches in European History and Historiography	<u>3</u>	
WGSS 650: Service Learning	<u>3</u>	
WGSS 651: Women and Politics in Latin America	<u>3</u>	
WGSS 653: Gender, War, and Peace	<u>3</u>	
WGSS 660: Human Reproduction: Culture, Power, Politics	<u>3</u>	
WGSS 662: Gender and Politics in Africa	<u>3</u>	
WGSS 665: Women, Health, and Healing in Latin America	<u>3</u>	
WGSS 689: Conceptual Issues in Human Sexuality	<u>3</u>	
WGSS 789: Anthropology of Gender	<u>3</u>	
WGSS 835: Colloquium in the History of Gender	<u>3</u>	
WGSS 836: Colloquium in United States Women's History	<u>3</u>	
WGSS 837: Comparative Colloquium in Women's History	<u>3</u>	
WGSS 873: Seminar in United States Women's History	<u>3</u>	
WGSS 880: Advanced Feminist Anthropology	<u>3-6</u>	

**15**

## Concentration courses

Students must complete a minimum of 6 credit hours of coursework (3 in theory, 3 in methods, and 3 in a field or an elective) in a concentration (WGSS has approved concentrations in African and African-American Studies, American Studies, Anthropology, Film & Media Studies, History, History of Art, Political Science, Psychology, Sociology, and Theatre).

	Concentration course in theory	<u>3</u>	
	Concentration course in methods	<u>3</u>	
	Concentration course in theory, methods, field/elective	<u>9</u>	<b><u>15</u></b>
Practica:	WGSS 806: Professional Development (1 hour, taken thrice)	<u>3</u>	<b><u>3</u></b>
<b>Total</b> (Total degree hours required):			<b>30</b>

Oral exam: Students must take an oral examination at the end of 30 hours of coursework.

IMPLEMENTATION YEAR FY 2012

Institution: University of Kansas Proposed Program: MA in Women, Gender, and Sexuality Studies

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount:	4	0	4+3	0	3+3	2
B. Total SCH taken by all students in program	<b>76</b>		<b>113</b>		<b>99</b>	
<b>Part II. Program Cost Projection</b>						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>	0		0		0	
OOE	0		0		0	

Indicate source and amount of funds if other than internal reallocation:  
All funds are from internal reallocation within the College of Liberal Arts and Science.

<b><u>Criteria</u></b>	<b><u>Program Summary</u></b>
1. Program Identification	PhD in Women, Gender, and Sexuality Studies CIP – 05.0207
2. Academic Unit	Women, Gender, and Sexuality Studies Program
3. Program Description	<p>This new PhD program responds to growing national demand for interdisciplinary scholars who use women, gender, and sexuality as analytic tools for understanding human behavior, society, literature, and the arts, globally, internationally, and cross-culturally.</p> <p>Students trained in this program will be employed in academic and governmental settings, in a growing non-governmental, non-profit sector that serves global and international human rights needs, and in an emerging area in the corporate world that needs facilitators to improve the workforce climate.</p>
4. Demand/Need for the Program	<p>Students in our six year old Graduate Certificate program have expressed interest in this PhD program.</p> <p>There were 56 advertised academic jobs in Fall 2007 for PhDs in Women's or Gender Studies.</p> <p>Both governmental and non-governmental organizations demand the skills that this program will produce. There were 51 jobs for MAs or PhDs in Women's or Gender Studies advertised in Spring 2008 and an additional 10 academic positions in the Fall 2009.</p>
5. Comparative /Locational Advantage	<p>There are no comparable PhD or MA programs in Kansas, or any comparable PhD programs in the Big XII universities.</p> <p>The nearest comparable PhD programs are at the Universities of Minnesota, Indiana, and Ohio State.</p>
6. Curriculum	<p>We propose a five year to degree program; 61 credit hours of coursework, including 9 dissertation hours, 34 in specific WGSS courses, and 18 hours of graduate courses in a concentration. At the end of their second year (24 hours of WGSS coursework and 6 in a concentration), students will take an oral examination to determine whether the MA will be a terminal degree or whether they may take a MA degree and proceed to the PhD. Students will take their comprehensive PhD oral exam as they near completion of their coursework (probably in the last semester of their fourth year); part of this oral exam will include an examination of their PhD proposal; the dissertation defense may occur in the tenth semester.</p>
7. Faculty Profile	<p>There are currently 9 PhD (FTE 5) core faculty and over 40 PhD affiliated graduate faculty, most of whom teach courses that benefit WGSS.</p>
8. Student Profile	<p>Students wishing to enroll in the PhD Program in WGSS must meet the Graduate School's requirements for admission to KU, including a minimum GPA of 3.00. They must submit a statement of intent detailing academic interests and career goals, examples of research work, as well as transcripts of college credits and three letters of recommendation. Graduate Record Exam (GRE) scores, and, as</p>

	<p>appropriate, TOEFL scores, will be required. Admission to the PhD is dependent on matching student objectives with faculty research interests.</p> <p>The PhD in WGSS will accept excellent candidates who intend to pursue an academic career in Women, Gender, or Sexuality Studies or a related discipline, or those wishing to pursue research on governmental policy-making and implementation, or in non-governmental service and activism.</p>
9. Academic Support	<p>Advising of students will be provided by the core and affiliated graduate faculty of the Women, Gender, and Sexuality Studies Program. The University Libraries possess outstanding collections related to Women, Gender, and Sexuality Studies. Currently existing computer and audio-visual equipment are adequate for the Program's needs.</p>
10. Facilities and Equipment	<p>Present facilities and equipment are sufficient for this Program</p>
11. Program Review, Assessment, Accreditation	<p>Program review will take place annually along with graduate student reviews, and a more comprehensive review will take place every five years to assess the program at large in comparison with similar graduate programs at KU and in the US.</p> <p>There is no special accrediting body for Women, Gender, and Sexuality Studies.</p>
12. Costs, Financing	<p>No extra costs or financing is necessary for this Program. Financing will be within the College of Liberal Arts and Sciences.</p>

## Curriculum Outline PhD in Women, Gender and Sexuality Studies

Course Name & Number	Credit Hours
	<b>Total</b>

**Core courses:** Students must complete a minimum of 13 credit hours of core coursework in WGSS at the graduate level. The student's Graduate Committee and Advisor may recommend additional required coursework and may waive any requirements based on student's academic coursework.

WGSS 800: Intellectual History of WGSS	3	
WGSS 803: Feminist Epistemology	3	
or WGSS 804: Comparative Sexualities		
WGSS 805: Feminist Pedagogy (0.5 hours, taken twice)	1	
WGSS 801: Feminist Theory	3	
WGSS 802: Feminist Methodology	3	<b><u>13</u></b>

**Electives:** Students must complete a minimum of 15 credit hours of elective coursework in WGSS at the graduate level. Other courses than the suggested presently listed courses below may be used to substitute these requirements.

WGSS 510: History of American Women: to 1870	3	
WGSS 511: History of American Women: 1870 to Present	3	
WGSS 512: History of Women & Work	3	
WGSS 513: Modern American Women in Film and Literature	3	
WGSS 520: Women and Violence	3	
WGSS 549: History of Feminist Theory	3	
WGSS 560: Race, Gender, and Post-Colonial Discourses	3	
WGSS 562: Women and Politics	3	
WGSS 565: Gender, Culture, and Migration	3	
WGSS 580: Feminism and Anthropology	3	
WGSS 583: Love, Sex, and Globalization	3	
WGSS 600: Contemporary Feminist Political Theory	3	
WGSS 601: Seminar in Women's Studies	3	
WGSS 646: Witches in European History and Historiography	3	
WGSS 650: Service Learning	3	
WGSS 651: Women and Politics in Latin America	3	
WGSS 653: Gender, War, and Peace	3	
WGSS 660: Human Reproduction: Culture, Power, Politics	3	
WGSS 662: Gender and Politics in Africa	3	
WGSS 665: Women, Health, and Healing in Latin America	3	
WGSS 689: Conceptual Issues in Human Sexuality	3	
WGSS 789: Anthropology of Gender	3	
WGSS 835: Colloquium in the History of Gender	3	
WGSS 836: Colloquium in United States Women's History	3	
WGSS 837: Comparative Colloquium in Women's History	3	
WGSS 873: Seminar in United States Women's History	3	
WGSS 880: Advanced Feminist Anthropology	3-6	

WGSS 898: Research Colloquium	3	<b><u>15</u></b>
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Concentration courses

Students must complete a minimum of 15 credit hours of coursework (at least 3 in theory, 3 in methods, and 3 in a field or an elective) in a concentration (WGSS has approved concentrations in African and African-American Studies, American Studies, Anthropology, Film & Media Studies, History, History of Art, Political Science, Psychology, Sociology, and Theatre).

Concentration course in theory	3	
Concentration course in methods	3	
Concentration course in theory, methods, field/elective	9	<b><u>15</u></b>

Practica:	WGSS 806: Professional Development (1 hour, taken thrice)	3	<b><u>3</u></b>
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**FLORS (Foreign Language or Research Skills):** students will satisfy the FLORS requirement either by acquiring proficiency in a foreign language (up through second or third year) or by completing three courses in relevant methodology and research both in WGSS and in the area of their concentration.

**Research:** Students must complete and submit a research proposal for the comprehensive oral examination (preparation for this may take the form of taking WGSS 999, 5-6 hours). Upon successful completion of formal coursework and comprehensive oral exam, candidates must complete and present a dissertation based on original research (WGSS 999, 9 hours).

Comprehensive Exam Preparation (WGSS, 5-6 hours)	5-6	
Dissertation Research (WGSS, minimum 9 hours)	9	<b><u>14-15</u></b>

<b>Total (Total degree hours required):</b>			<b><u>60-61</u></b>
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IMPLEMENTATION YEAR FY 2012

Institution: University of Kansas Proposed Program: PhD in Women, Gender, and Sexuality Studies

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount:	4	0	4+3	0	4+3+3	2
B. Total SCH taken by all students in program	<b>76</b>		<b>113</b>		<b>99</b>	
<b>Part II. Program Cost Projection</b>						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>	0		0		0	
OOE	0		0		0	

Indicate source and amount of funds if other than internal reallocation:  
All funds are from internal reallocation within the College of Liberal Arts and Science.



DEPARTMENT OF WOMEN'S

STUDIES

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June 10, 2010

To: Jean Marie Redeker, Ph.D.  
Director of Academic Affairs  
Kansas Board of Regents  
1000 SW Jackson  
Suite 520  
Topeka, KS 66612-1368

From: Claire G. Moses, Professor  
Department of Women's Studies  
University of Maryland

Lynne Huffer, Professor and Chair  
Department of Women's Studies  
Emory University

Deborah Keller-Cohen, Professor  
Department of Women's Studies  
University of Michigan

We are pleased to send on to you this report concerning our Review of the Proposed Ph.D. in Women, Gender and Sexuality Studies (WGSS), University of Kansas.

This report is based on a Site Visit, May 2-May 4, 2010, and consultations with Administrators, WGSS Faculty, and Students at KU. Together we met with close to 30 individuals, including: Acting Provost Anderson and Interim Vice Provost Romzek; Acting Dean Greg Simpson (College of Liberal Arts and Sciences), Ann Cudd (Humanities), and Sara Rosen (Graduate School); and all 9 members of the WGSS core faculty (Assistant Professors Tanya Hart, Ayu Saraswati, Akiko Takeyana; Associate Professors Hannah Britton, Marta Vicente, and Omofolabo Ayaji-Soyinka; and Professors Charlene Muehlenhard, Ann Schofield, and Program Director John Younger). We were also able to meet with separate groups of undergraduate students and graduate certificate students. Important to this report as well is that we were able to view the space that the WGSS Program uses for meetings and offices.

Although this report addresses only the Proposed Ph.D., the opportunity to review and evaluate all aspects of the Program--undergraduate and current graduate offerings, faculty, governance, and space issues--makes it possible to come to a more complete understanding of the Program's potential to offer graduate degrees.

Our final recommendation to the Board of Regents is that the Proposed M.A./Ph.D. in Women, Gender, and Sexuality Studies be approved as the Program itself has requested.

In what follows, we address the feasibility and long-term sustainability for a high quality Program.

## **PROGRAM MISSION**

The members of the external review committee read the 2007 KU College of Liberal Arts and Sciences Planning for Excellence document in advance of our Site Visit. Recognizing that a successful program requires the support of the university administration, it was important not only to meet with and hear from administrators, but also to examine their views for the future of the College and consider the extent to which the Ph.D. in Women, Gender, and Sexuality Studies aligns with the documented Mission Statement. Four points in Planning for Excellence stood out: (1) "the College will enhance graduate studies...through strategic program development, especially in interdisciplinary areas of study" and, again, "the College will enhance interdisciplinary programs, create new programs, and encourage research and teaching at the intersection of disciplines"; (2) the College "will enhance coverage of key world regions and cultures and international themes"; (3) "the College is committed to increasing the diversity of our faculty, students, and staff"; and (4) Planning for Excellence explicitly names the Ph.D. in Women, Gender, and Sexuality studies among the new graduate programs it intends to initiate.

We elaborate on the importance of each of these four points below:

(1) The strength of KU's Women, Gender, and Sexuality Studies Program is its interdisciplinary structure and curriculum. From its founding in the late 1960s and early '70s, the field of women's studies has been an interdisciplinary endeavor. Although in U.S. colleges and universities some interdisciplinary programs already existed (Area Studies, including American Studies; Afro-American Studies) to serve as models, at the time of its founding this aspect of women's studies was still considered exceptional and therefore risky. Advocates for women's studies, however, believed that an interdisciplinary structure was necessary to understand the roles, status, culture, and creativity of women and their experiences, in all of the complexity of the subject matter. Today, this structure has become commonplace as even the most traditional disciplines find the boundaries of their disciplinary methods confining and look to other modes of inquiry to enhance their work. Women's studies as a field may have pioneered a trend that influenced all other forms of scholarship or it may simply have reflected changes that were already underway, but whatever the case, it is clear today that interdisciplinarity is neither exceptional nor risky, but rather has proven its strength.

Moreover, interdisciplinary structures are resource efficient--a fact that might also explain their current popularity among university administrators. For example, to some, it will appear that KU's WGSS has a faculty of a mere 5.5, but this number of "lines" belies the true strength of the faculty. A core faculty of 9 individuals (7 of whom are jointly appointed) plus an additional 40

individual courtesy faculty members compose the interdisciplinary program. Few departments can boast of such a large faculty. And it is, of course, this College-wide structure of WGSS that makes it possible, at this stage of development, for the program to add graduate degree education without needing to request additional budgetary resources.

(2) The particular strengths of WGSS lend themselves to the College goals of “enhanc[ing] coverage of key world regions and cultures and international themes.” Fully 6 of the 9 core faculty focus on areas outside the United States. Moreover, that 2 of these faculty focus on Asia and another 2 on Africa will add to the luster of KU’s program nationally, since these areas are often neglected at other institutions.

(3) The commitment of WGSS to diversity is already evidenced by its core faculty: 4 of the 9 are women of color. Of the most recently hired, all 3 are women of color. A graduate degree program in WGSS can be expected to enhance the University of Kansas’s ability to attract women faculty and graduate students of diverse background—indeed, even those who will not be housed in, or take a degree in, WGSS. The diversity of WGSS faculty not only highlights that KU is a welcoming institution, but also WGSS faculty become a resource to which other faculty and students may turn. It is important to also keep in mind that the WGSS Program supports not only the diversity—in numbers—of faculty and students of typically underrepresented groups, but also the development of intellectual inquiry that facilitates such inclusiveness and development; in their specializations, KU’s WGSS faculty make central their consideration of diversity among women, particularly at the nexus of gender, race, ethnicity, and nationality.

(4) That the Planning for Excellence document identifies the WGSS Ph.D. among the new programs it intends to initiate is indication of the trust the College of Liberal Arts and Sciences places in this faculty and the developing field of women’s, gender, and sexuality studies. Scholars in women’s, gender, and sexuality studies, nationally and internationally, agree that the field has reached a stage of development for which focused graduate programs culminating in the Ph.D. is the next step. Establishing a program at the University of Kansas is crucial at this moment if KU is to maintain its leadership in the field and fulfill its commitment as a center for graduate study and research, committed to the advancement of knowledge in critical areas of inquiry.

## **STUDENT DEMAND**

Fifteen Research I universities offer the Ph.D. in women’s studies at this time. The number is not large; furthermore, all of these programs are small. It is not surprising, then, that student demand for places in these programs is much greater than is being met. At the three universities represented among the external reviewers of this program—Emory, Maryland, and Michigan—applications number from 60-100 for the 3-6 admissions each year. Especially given that KU’s WGSS doctoral program will be the only such program among all of the Big XII universities, it can certainly expect to receive a similar number of applications from which it will be possible to select excellent students of proven merit.

The WGSS Program already offers a Graduate Certificate for students with interest in women’s, gender, and sexuality studies who are getting degrees in other departments. The external review team had the opportunity to meet with some of these students, many of whom stated that had a doctoral degree program existed when they began their graduate education, they would have

hoped to have been part of it. Some students will continue to want a degree from a more traditional department while also desiring an accompanying WGSS graduate certificate. These students will be well served by WGSS, which intends to continue offering the certificate. Their presence will enhance the numbers of students in WGSS courses, to the benefit of all. Given the popularity of the graduate certificate program, WGSS can accept a small number of Ph.D. students and still offer well-populated courses.

The WGSS Program intends to admit 4 students in the first year and 3 students per year thereafter. Given student demand in the United States for doctoral education in women's, gender, and sexuality studies, the program can count not only on filling its program, but also on being highly selective and admitting only the very best students. Indeed, the question might be posed, "if student demand for the Ph.D. in women's, gender, and sexuality studies is so great, why not admit more?" Here, KU's WGSS Program has followed the lead of the other established graduate programs. By limiting its student body, programs and departments have been able to make do with somewhat limited resources and, especially, offer funding to all of its students. The small numbers of students in these programs may also play a role in the extraordinary success of recent women's studies Ph.D.s in obtaining positions. To date, all of the programs that have already graduated students have been able to report that its students have all found positions in colleges, universities, research and policy centers, or obtained prestigious post-doctoral fellowships. The intention to limit admissions, in spite of high student demand, is a responsible decision in a still-new and emerging field. It has not only been resource-efficient, but has proven highly beneficial for graduates.

#### **ADVISING AND SUPERVISING STUDENT PROGRESS**

The particular plan for advising and supervising students laid out in the proposal is carefully thought through. Adequate steps toward the completion of the Ph.D. have been identified and quality measures have been established.

#### **CURRICULUM**

It is here that the quality and efficiency of interdisciplinarity becomes most evident. WGSS doctoral students will be offered an exceptional selection of courses. A certain number (16 credits) of specific courses are required, and these will be offered by the core faculty. These courses will address the overarching questions and issues in the field—theory, modes of analysis, and modes of inquiry--as well as make students aware of the history and development of the field and feminist scholarship. Moreover, by requiring all of the students to take these specifically identified courses, a cohort will be melded into an intellectual community.

Students are also required to take a number of courses (18 credits) in another department in order to assure they obtain the kind of familiarity and methodological tools that would prepare them not only for positions in women's, gender, and sexuality studies but also in another field. The close ties that KU's WGSS Program has developed over three decades assure that courses in these departments will be accessible for their students.

Further, a long list of courses focusing on women's, gender, and sexuality topics offered by faculty in other departments is included in the proposal. Clearly, WGSS students will have many choices for elective courses that will enrich the design of their particular specializations.

Finally, the program includes a course that will introduce students to the scholarship of feminist pedagogy and supervise their teaching. Since Teaching Assistantships will be the major form of funding for doctoral students and, furthermore, since teaching at the college and university level is the goal of the greatest number of these students, this internship/practicum course is of significant benefit to the students.

### **PROGRAM FACULTY**

This is the aspect of the Ph.D. program that the external reviewers were able to evaluate in actuality, beyond the written proposal. The external reviewers met with all of the core faculty and many, if not all, of the courtesy faculty. We also met with undergraduate and graduate students, who commented on their experience with faculty in the classroom. We were also provided faculty curriculum vitae. In some cases, we knew the work of faculty persons from having read their articles and books and/or having heard their presentations at conferences.

That this faculty is highly qualified for implementing a doctoral program in women's, gender, and sexuality studies is beyond doubt. Senior faculty, although trained in single-discipline graduate programs when interdisciplinary degrees were non-existent, have been involved in the development of this emergent scholarship for most of their professional careers. The recently hired assistant professors have been specifically trained in their own graduate programs for the courses they'll teach in the WGSS doctoral program. All of the faculty are appropriate for teaching courses focused on feminist theory, methodologies, and pedagogies; four are specialists in sexuality, sexual orientation, and identity; three are historians of women and gender; another specializes in women in politics; several specialize in gender and body image. Thus, as a whole, there is depth and strength in all of the areas of student interest in women's studies. Moreover, the exceptional strength of the faculty in international/transnational studies, and in racial/ethnic studies in the United States, add to the attraction of this WGSS Program among students seeking training in what are generally agreed to be the most pressing issues in the field.

Not only is the faculty highly qualified to carry this program, but—as noted above—the unusual structure of the interdisciplinary program means that faculty resources are more than adequate to meet the curricular needs of the program.

### **OTHER REQUIRED RESOURCES**

The external reviewers believe that the staff, library, computing, audiovisual, and space resources required to support the doctoral program are adequate, based on the information provided in the proposal.

WGSS claims to have the resources already on hand to take a significant step forward by implementing a Ph.D. program with no additional resources. At this moment of fiscal crisis in state budgets across the nation, this is a necessity. The crucial question the external reviewers considered was: is this possible? And more: is the current level of funding adequate even over the long run to sustain such a program? We believe that the answer is yes. Of course, our answer does not preclude the possibility that an already strong program might desire increased resources to strengthen it further. But this obvious statement should not be interpreted as differentiating WGSS from any other department in the College of Liberal Arts and Sciences. Of course, it would be wonderful if the doctoral program had even more money to fund more of its graduate students for a longer number of years; but during our Site Visit, we ascertained that WGSS graduate student funding will be at the level or, in some cases, even greater than that of other

departments, and that there are opportunities for graduate student funding in other KU settings. It would be wonderful, as well, if the space available to the Program were greater—allowing for seminars and other group events in WGSS space. But all faculty do have their own offices and WGSS does have conference/seminar space shared with the American Studies Department. Could the curriculum be shaped differently? The three external reviewers compared the WGSS curriculum with our own—all of which differ one from the other—and shared stories about the kinds of adjustments to our curricula we all have made, over time, based on actual experience. KU's WGSS will undoubtedly do so as well. But while Ph.D. programs vary in some of the details of their curricula, they share basic assumptions about core components of the field. All of those components are well in place in the KU WGSS proposal.

## **IN SUMMARY**

The external reviewers have read and discussed the proposal prepared by WGSS faculty, examined and approved by College of Liberal Arts and Sciences (evidently involving revisions suggested by College faculty committees). We also relied on the findings of a Site Visit, during which time we met with faculty, students, and administrators. Reading the proposal, we were able to consider details, such as specific course offerings, measurements of student progress, and the quality of the faculty as evidenced in research and publications recorded on their curriculum vitae. With the Site Visit, we were able to question the faculty on the thinking that went into their decision to develop and offer a Ph.D. program and how it is that they constructed their curriculum; and—perhaps most important—we were able to gauge faculty support (including among courtesy faculty) and administrators' willingness to support the program at the level outlined in the proposal. We have no doubt that the time is right, the resources are adequate, and faculty and administrators' support for this program all promise a successful program.

Our enthusiasm for this program is based not only on this review, but also on our familiarity with the pace of development of the field of women's studies more generally at this moment. Given the soundness of the WGSS proposal, the final question for the Regents' consideration may well be about the field as a field, and not just at the University of Kansas. In concluding this report, therefore, we believe it useful for us to share some of our thinking about the state of the field, now and in the immediate future.

Women's Studies is one of the most swiftly growing fields of inquiry to emerge in the past forty years, generating one of the most significant and influential shifts in academic thought in recent memory. By making visible the experiences and contributions of women and the complex social arrangements dependent on assumptions about gender in a vast range of historical and social locations, women's studies has influenced the conceptual basis of virtually all of the "traditional" humanities and social science disciplines and ultimately has produced a transdisciplinary body of knowledge and theory exceeding old disciplinary boundaries.

Women's Studies now has the elements of an emerging discipline: (1) a unifying central subject (or object) of inquiry: women, gender, sexuality; (2) certain agreements about what constitute central questions (although not answers) in the field (e.g., causes of, and remedies for, gender inequalities; the intersections of gender with other categories of "difference" and hierarchy, like race and nation; the relations between the social and the symbolic dimensions of gender relations and representations); and (3) a set of transdisciplinary methodological principles (e.g., a concern for the ethical and social dimensions of the relationship between researcher and researched, with an emphasis on participatory, non-hierarchical relations; an emphasis on gender as a category of

analysis but an insistence on regarding gender so it is inflected across a range of “differences”; an attention to the social locations and contexts in which knowledge is produced).

Within the field of women’s studies, nationally and internationally, the Ph.D. is viewed as the next, and necessary, step in the development of the discipline. Mastery of the scholarship in the field today requires sustained inquiry that can best be achieved within programs that focus on the interdisciplinary body of knowledge. Already there are 15 such programs in the United States, at least 3 programs of which we are aware are in Canada, and there are multiple programs in the United Kingdom, each of the Scandinavian countries, the Netherlands, Hungary, Italy, Australia, South Africa, Korea, India, and Uganda, while the European Union is developing EU-wide guidelines for implementation at any EU institution. As at the University of Kansas, autonomous departments (or programs with “core” faculty) are being established to strengthen already existing programs, and these departments are seeking to hire Ph.D.s capable of providing leadership for the emerging discipline.

Leadership in women’s studies will obviously devolve to the Ph.D.-granting institutions in the future. With its strong Women’s, Gender, and Sexuality Program developed over the course of four decades, WGSS at KU is capable of maintaining its leadership in this field when it also takes this next step.



August 18, 2010

Barbara Romzek  
Interim Vice Provost for Academic Affairs  
University of Kansas

Dear Vice Provost Romzek:

This letter will serve as the official response by the College of Liberal Arts and Sciences to the External Review of the Proposed M.A./Ph.D. Program in Women, Gender, and Sexuality Studies conducted May 2-May 4, 2010. The College is pleased to endorse their strong recommendation to launch this program as proposed. We concur that this is the right time to begin in terms of student demand, faculty and institutional resources, and administrative support.

The College's 2007 strategic planning document set the course to begin working on this Ph.D. program proposal. Faculty in the unit and across the College have enthusiastically embraced and developed a detailed plan for implementation of a high quality, interdisciplinary program that would meet student needs and market demands. They have done so without requiring an infusion of new funding, a crucial consideration for us at this time.

The external review team was composed of three experts from the leading graduate programs in the emerging interdisciplinary field of Women, Gender, and Sexuality Studies. These experts evaluated the faculty, curriculum, student demand, library support, and administrative support. Their summary statement is enthusiastic about all aspects of the program as well as the continuing growth of the field itself.

We concur that the time is right to begin this program and, if given the approval of the Board of Regents, we intend to assist the program to recruit an initial class of 4 students for Fall 2011, as outlined in their proposal.

Respectfully submitted,

Danny Anderson  
Dean

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Dr Jean Marie Redeker  
Director of Academic Affairs  
Kansas Board of Regents

19 June 2010

Re: a response from Women, Gender and Sexuality Studies to the review of our proposed PhD program submitted by Claire Moses, Lynne Huffer, and Deborah Keller-Cohen

The faculty of WGSS has read the report to the Regents from our outside reviewers and feels honored by the committee's confidence in our ability to implement a PhD program in Women, Gender and Sexuality Studies.

We agree with the committee that our PhD proposal fills the goals of the University's strategic plan, that our faculty (both core and affiliate) is strong and diverse, and that we have tried to make adequate provisions for our graduate students to move through the program with adequate funding and in a timely fashion. We also agree with the committee that our PhD program, the first such in the Big 12 Universities, will make a strong statement about the importance of this academic discipline to the region and nation.

Since submitting our proposal to the College (November 2008), we have been continually engaged in the challenges of offering a PhD. The proposal itself has grown stronger with every stage in the review process, and we know that, if it is approved, it will grow stronger still — the reviewers speak of "adjustments" to their own curricula over time and we take heart that ours will also experience adjustments.

We are excited about the possibility of beginning such a challenging program and we hope we have the opportunity to rise to that challenge. A PhD in Women, Gender and Sexuality Studies will be a great addition to KU, to Kansas, and to the Midwest.

John G. Younger  
Director Women, Gender, and Sexuality Studies  
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**BAASC Update  
Private Postsecondary Education  
October 2010**

**Summary of Activity October 1 – 26, 2010**

- New programs received for review – 3
- New programs pending further review – 55
  
- Applications requested by and sent to prospective schools – 2
- New School Applications received - 0