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

**Conference Call
November 4, 2014
11:00 a.m.**

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I. Approve October 15, 2014 Minutes [Attachment 1]

II. Agenda Planning

1. Consent Agenda

a. Act on Requests for Additional Degree Granting Authority for the following institutions:

- Columbia College
- Sanford-Brown College - Online
- Grand Canyon University
- University of Maryland University College
- Excelsior College
- American Public University
- Maryville University
- Western Governors University
- Full Sail University
- Ashford University [Attachment 2]

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b. Act on Request to Approve a Master of Science in Personal Financial Planning - KSU [Attachment 3]

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2. Discussion Agenda

a. Act on Request for New Degree Granting Authority for Concordia University [Attachment 4]

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b. Act on Request to Approve the Request to Establish the PSU Kansas Center for Career and Technical Education [Attachment 5]

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c. Act on Request to Approve a Statement of Intent for a New Doctoral Program – Doctor of Nursing Practice – FHSU [Attachment 6]

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III. Other Business

**Board Academic Affairs Standing Committee
Conference Call Schedule - September 2014 to June 2015**

BAASC Conf Call – 11:00 a.m.	Board of Regents Meeting Dates
Tues, September 2, 2014 BAASC Conf Call	September Board – September 17-18, 2014
Tues, September 30, 2014 BAASC Conf Call	October Board – October 15-16, 2014
Tues, November 4, 2014 BAASC Conf Call	November Board – November 19-20, 2014
Tues, December 2, 2014 BAASC Conf Call	December Board – December 17-18, 2014
Thurs, December 30, 2015 BAASC Conf Call	January Board – January 14-15, 2015
Tues, January 27, 2015 BAASC Conf Call	February Board – February 11-12, 2015
Tues, February 24, 2015 BAASC Conf Call	March Board – March 11-12, 2015
Tues, March 31, 2015 BAASC Conf Call	April Board – April 15-16, 2015
Tues, May 5, 2015 BAASC Conf Call	May Board – May 20-21, 2015
Tues, June 2, 2015 BAASC Conf Call	June Board – June 17-18, 2015

**Board Academic Affairs Standing Committee
Minutes**

**Wednesday, October 15, 2014
10:30 a.m.**

**Kathy Rupp Conference Room
Kansas Board of Regents
Topeka, Kansas**

The Board Academic Affairs Standing Committee met in the Kathy Rupp Conference Room of the Kansas Board of Regents, Topeka, Kansas, at 10:30 a.m. on Wednesday, October 15, 2014.

Members Present: Robba Moran, Chair
Joseph Bain
Zoe Newton
Helen Van Etten

Board Staff: Gary Alexander, Jean Redeker, Karla Wiscombe, Jacqueline Johnson,

Others Present: Sara Rosen, University of Kansas; Rick Muma, Wichita State University; April Mason, Kansas State University; Louise Benjamin, Kansas State University; Ruth Dyer, Kansas State University; Penny Quinn, Barton Community College; Brian Inbody, Neosho County Community College; Linnea Glenmayer, Wichita State University; Lynette Olson, Pittsburg State University; Cindy Hoss, Hutchinson Community College; Alysia Johnston, Coffeyville Community College; Andy Anderson, Johnson County Community College; and Jon Marshall, Allen Community College

Approve September 30, 2014 Minutes

The September 30, 2014 Board Academic Affairs Standing Committee Meeting minutes stand approved as written.

Discussion Agenda

Transfer and Articulation Council (TAAC) – Karla Wiscombe

BAASC received background information on the work of the Transfer and Articulation Council.

Linnea Glenmayer and Brian Inbody, co-chairs of TAAC, provided information on the Council's work with core outcomes and quality assurance. TAAC is in the process of finalizing the revisions of the operating procedures and the policy for transfer and articulation.

Linnea Glenmayer indicated the Council has two major goals: 1) Review the process used to select courses for review and articulation at the annual Kansas Core Outcomes Group (KCOG) meeting and 2) Improve communication about TAAC and its work with the higher education institutions and the public.

In the past courses selected for review by KCOG have been recommended by the discipline groups. TAAC is working on a more structured process such as a rubric approach using parameters to more strategically select courses for review.

TAAC is also working on how to better communicate the transfer and articulation process and the Board of Regents purpose. The Council worked with Breeze Richardson who developed logos for promoting the transfer and articulation courses, one logo for systemwide transfer and another logo for the reverse transfer, to increase/improve communication of the transfer and articulation processes.

The Council will also be reviewing this year's courses and determining courses for next year's review.

Brian Inbody provided information about TAAC's work on quality assurance. The Council is working on a system to measure whether or not students are effectively moving on to the next level of course work. The KBOR database is tracking how transfer students are succeeding in follow up course work at different institutions.

TAAC is compiling information on how to identify the next level course work. For example, Composition 1 to the next level Composition 2 is easily identified. Some courses do not have a logical next level.

KCOG will discuss how to determine quality assurance through reporting on students' work at the next course level. In the past institutions have shared program information, not course information, on transfer student performance. It was noted most institutions provide information about the transfer of concurrent enrollment courses.

It is important for all the institutions to post links to the transfer information on their websites.

TAAC has researched other state transfer and articulation processes in response to the second Board Goal 2014-2015 which expects the Transfer and Articulation Council to recommend at least two degree programs for its approval by the end of October. TAAC likes the Colorado process, which has some degree pathways declared for their community colleges' associate degrees that transfer to the 4-year institutions' degrees, such as a business degree. The Council found Kansas institutions have numerous 2+2 programs which address some of the transfer and articulation issues. The objective is for students to have an efficient way to obtain a 4-year degree without wasting time and money.

April Mason was present representing the 4-year institutions to provide BAASC with input from the chief academic officers. She advocated for continuing with 2+2 agreements instead of determining a program that transfers across the system. These programs are specific and students who know what degree they want and which institution they will attend are able to receive the appropriate counseling for 2+2 programs.

BAASC thanked those present for contributing to the discussion. It was helpful. The Board wants to show how it is moving toward an efficient degree process that is student and parent friendly.

State Authorization Reciprocity Agreement (SARA) – Gary Alexander

The Kansas Board of Regents' revised SARA agreement will be submitted by Friday. The SARA Regional Committee meets October 27th when the Kansas SARA agreement will be reviewed for approval. Once the Committee gives approval, it will be reviewed for approval in November by MHEC. Regent VanEtten will be at the meeting scheduled for November 16-18. BAASC thanked Jennifer Armour, Jacqueline Johnson, Julene Miller and Terry Schwartz for the tremendous amount of work they did developing the agreement.

Developmental Education – Gary Alexander

Gary Alexander reported for Susan Fish who was away at an A-OK meeting. Susan Fish is convening a group to develop processes for referring developmental students to Adult Basic Education programs. Faculty groups are beginning work on a math course and an English course. They are also working with campuses on where emphasis should be placed and on potential training.

Other Business

There was no other business.

The meeting adjourned at 11:30 a.m.

Act on Requests for Additional Degree Granting Authority for the following institutions:

- Columbia College
- Sanford-Brown College - Online
- Grand Canyon University
- University of Maryland University College
- Excelsior College
- American Public University
- Maryville University
- Western Governors University
- Full Sail University
- Ashford University

Staff Recommendation

The following institutions request approval for additional degree granting authority: (1) Columbia College, (2) Sanford-Brown College –Online, (3) Grand Canyon University, (4) University of Maryland University College, (5) Excelsior College, (6) American Public University (7) Maryville University, (8) Western Governors University, (9) Full Sail University and (10) Ashford University. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms, extended studies and campuses, the institution demonstrates it meets and maintains compliance with all of the statutorily imposed requirements. Staff recommends approval for additional degree granting authority.

November 2014

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) in order to lawfully “operate” in Kansas. This Act not only covers “brick and mortar” schools having a physical presence within Kansas, but also schools offering or providing on-line distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval an institution operating in Kansas, subject to the Act, must meet the standards established by the Act. In reviewing schools to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuitions and fees, and refund policies are reviewed by KBOR staff. Schools are also required to provide descriptions of their programs and courses, including class syllabi, clinical or externship contracts, instructor credentials, a statement of the objectives of the programs, and qualifications of administrators and owner information.

Institution Requests:**Columbia College**

The Kansas Board of Regents first approved Columbia College in September of 2011. Founded in Columbia, MO in 1851 as a Christian Female College, the college was the first women’s college west of the Mississippi River to be chartered by a state legislature. The college changed its name to Columbia College in 1970 when it changed from a two-year women’s college to a four-year co-educational college. Today Columbia College serves over 29,000 students annually at 37 nationwide campus location and online. Columbia College is currently approved by the Board of Regents to offer 44 programs at the associate, bachelor and master degree levels.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 25% of entering students at Columbia College were counted as “full-time, first-time” in 2013 and a graduation rate of 41% for students who began their studies in fall of 2007. The fiscal year 2010 three year cohort default rate is 11.6%.

Columbia College is accredited by The Higher Learning Commission and has been a member of the North Central Association since 1918. The Higher Learning Commission is an institutional accrediting agency recognized by the U.S. 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 approval.

Degree Requested by Columbia College for Approval:

- Bachelor of Science in Nursing (RN-BSN)

Sanford-Brown College - Online

Sanford-Brown College and International Academy of Design and Technology merged in 2014. The Kansas Board of Regents first approved International Academy of Design and Technology in May of 2012. Through the merger, Sanford-Brown College now oversees all International Academy of Design and Technology’s programs and campus locations previously approved. Sanford-Brown College was founded in 1866 when Rufus C. Crampton, an Illinois College professor, established the school to meet educational needs after the Civil War. Currently, Sanford-Brown College is approved by the Kansas Board of Regents to offer 16 programs at the associate and bachelor level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 43% of entering students at Sanford-Brown College – Online were counted as “full-time, first-time” in 2013 and a graduation rate of 12% for students who began their studies in fall of 2007. The fiscal year 2010 three year cohort default rate is 26.8%

Sanford-Brown College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). ACICS is an institutional accrediting agency recognized by the U.S. 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 approval.

Degree Requested by Sanford-Brown College - Online for Approval:

- Bachelor of Science in Fashion Merchandising

Grand Canyon University

Grand Canyon University was first approved by the Kansas Board of Regents in September of 2010. Founded in 1949, Grand Canyon University is a private Christian university located in Phoenix, Arizona. The university offers online and campus-based bachelor, master and doctoral degree programs through the Ken Blanchard College of Business, College of Education, College of Nursing, and College of Liberal Arts and Sciences and supports both traditional undergraduate students and working professionals. Grand Canyon University is currently approved by the Kansas Board of Regents to offer 101 programs at the bachelor, master and doctoral level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 11 percent of entering students at Grand Canyon University were counted as “full-time, first-time” in 2012. The U.S. Department of Education reports a graduation rate of 31% for students who began their studies in fall 2006 and a 19.5% cohort default rate for fiscal year 2010.

Grand Canyon University is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools, and the school obtained its most recent ten-year reaccreditation in 2007. 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.

Degree requested by Grand Canyon University:

- Bachelor of Arts in Government
- Master of Arts in Autism Spectrum Disorders
- Master of Arts in Reading
- Master of Science in Organizational Growth and Sales

University of Maryland University College

The Kansas Board of Regents first approved University of Maryland University College (UMUC) in September of 2012. UMUC was founded in 1947. Its name designates the affiliation within the University System of Maryland and the University College denotes emphasis on serving the academic needs of working professionals. In 1949, at the request of the U.S. Department of Defense, the University became the first institution to send a team overseas to teach college classes to active-duty service members. Today, UMUC remains a leading higher education provider to the U.S. military, enrolling 55,000 military service members and their family. In addition to serving the military, UMUC offers certificate, associate, bachelor, master and doctoral programs online and at more than 150 locations to students in every state in the U.S. and 28 countries. UMUC is currently approved to offer 52 programs at the bachelor, master, and doctorate levels.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 2% of entering students at University of Maryland University College were counted as “full-time, first-time” in 2012. The U.S. Department of Education also reports a 3% graduation rate for students who began their studies in the fall of 2007 and a 10.6% cohort default rate for fiscal year 2010.

University of Maryland University College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission on Higher Education of the Middle States Association of Colleges and Schools is recognized 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.

Degrees Requested by University of Maryland University College for Approval:

- Bachelor of Science in Software Development and Security

Excelsior College

The Kansas Board of Regents first approved Excelsior College in November of 2013. Excelsior College, located in Albany, New York was founded in 1971 by the New York State Board of Regents and was originally known as Regents College. Initial development of the College was funded by major grants from the Ford Foundation and the Carnegie Corporation. From 1971 until 1998, Regents College operated as a program of the Board of Regents and under the authority of The University of the State of New York by which degrees and diplomas were awarded during that period. In April 1998, the Board of Regents granted the College a charter to operate as a private, non-profit, independent institution and on January 1, 2001 Regents College changed its name to Excelsior College. Today, an independent board of trustees governs Excelsior College. The college offers distance education in the fields of education, business, and professions across the United States. Excelsior College is currently approved to offer 47 programs at the associate, bachelor, and master levels.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. Excelsior College did not admit full-time, first-time undergraduate students in the cohort year

reported to the U.S. Department of Education; therefore graduation rate information is not available. The U.S. Department of Education reports a 7.2% cohort default rate for fiscal year 2010.

Excelsior College is accredited by the Middle States Commission on Higher Education, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. 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 approval.

Degrees Requested by Excelsior College:

- Bachelor of Science in Cyber Operations
- Master of Science in Management

American Public University

The Kansas Board of Regents first approved American Public University in September of 2008. The school traces its history to 1991 with the establishment of the American Military University in Virginia. It was founded for the purpose of providing military officers an opportunity to earn advanced degrees through distance education and has extended offerings to the public. The main campus is located in Charles Town, West Virginia. The university serves more than 30,000 military and public service professionals with relevant distance learning programs in all 50 states and territories and in more than 125 foreign countries. Currently, American Public University is approved to offer 98 programs at the associate, bachelor and master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate for American Public University of 42% for full-time, first-time students who began their studies in the 2007-2008 school year and a fiscal year 2010 three year cohort default rate of 11.9%.

The American Public University System is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Distance Education and Training Council (DETC). Both are recognized by the U.S. 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.

Degrees Requested by American Public University for Approval:

- Associate of Applied Science in Health Science
- Bachelor of Science in Cybersecurity
- Bachelor of Science in Electrical Engineering
- Master of Arts in Public Policy
- Master of Science in Cybersecurity
- Master of Education in Teaching

Maryville University

The Kansas Board of Regents first approved Maryville University in June of 2014. Founded in 1872, Maryville University is located in St. Louis, MO. Maryville University is a private, non-profit institution offering programs at the undergraduate and graduate level. Today, Maryville University serves over 5,000 students on campus and online from 49 states and 28 countries. Currently, Maryville University is approved to offer 8 programs at the bachelor, master, and doctorate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports that 44% of entering students at Maryville University were counted as full-time, first-time in 2012, and a graduation rate of 70% for students who began their studies in fall of 2006. The reported cohort default rate for fiscal year 2010 was 5.6%.

Maryville University is accredited by the North Central Association of Colleges and Schools of the Higher Learning Commission, an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. 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 approval.

Degrees Requested by Maryville University for Approval:

- Master of Occupational Therapy
- Doctor of Physical Therapy

Western Governors University

Western Governors University (WGU) was first approved for degree granting authority by the Kansas Board of Regents in November of 2009. WGU is a non-profit private university founded by 19 U.S. governors in 1995 as a result of wanting to reach more non-traditional students, lesser populated areas, and/or difficult to reach areas. WGU is an on-line university operating with its own governance structure and receives no state funding. The university serves students in all 50 states and military installations abroad. Currently WGU is currently approved by the Kansas Board of Regents to offer 24 programs at the bachelor and master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate of 24% for students who began their studies in fall of 2007-08. The reported cohort default rate for fiscal year 2010 was 7.7%.

Western Governors University is nationally accredited by the Distance Education and Training Council (DETC). WGU is also regionally accredited by the Northwest Commission on Colleges and Universities. The Northwest Commission is considered WGU's "home" accrediting body because the university's main offices are located in Utah. These accrediting agencies are recognized by the United States Department of Education as approved accrediting agencies. 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.

Degree requested by Western Governors University:

- Bachelor of Science in Software Development
- Master of Accounting
- Master of Science in Management and Leadership

Full Sail University

Full Sail University was first approved by the Kansas Board of Regents for degree granting authority in December of 2011. Full Sail University is a for-profit institution originally established in Ohio in 1979 with a branch campus in Orlando, FL. The University permanently moved to Orlando, FL in 1980. The curriculum used for Full Sail University Online is generated utilizing the same educators and advisory boards as campus-based programs. Online students at Full Sail utilize much of the same software and creative tools students use in campus-based programs. Full Sail University is currently approved by the Kansas Board of Regents to offer 27 programs at the bachelor and master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate of 78% for students who began their studies in 2007-2008. The reported fiscal year 2010 three year cohort default rate is 13.4%

Full Sail University is accredited by the Accrediting Commission of Career Schools and Colleges. The Accrediting Commission of Career Schools and Colleges is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. 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 approval.

Degrees Requested by Full Sail University for Approval:

- Associate of Science in Audio Production
- Bachelor of Science in Audio Production

Ashford University

Ashford University was approved to operate as a school by the Kansas Board of Regents in November 2009. The school was founded in 1918 as Mount St. Clare College by the Sisters of St. Francis in Clinton, IA, as a junior college for women. In 1967, the college became coeducational. Baccalaureate degree programs began in 1979 and graduate degrees in 2003, coinciding with the name change to the Franciscan University. In 2005, the university was acquired by Bridgepoint Education and renamed Ashford University. Currently, Ashford University is approved by the Board of Regents to offers 88 programs at the associate, bachelor and master level. The program request will be offered online.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 16% of entering students at Ashford University were counted as “full-time, first-time” in 2012, and a graduation rate of 21% for students who began their studies in fall 2006. The reported cohort default rate for fiscal year 2010 was 16.3%.

Ashford University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, a United States Department of Education approved accrediting agency. 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 approval.

Degrees Requested by Ashford University for Approval:

- Master of Accountancy
- Master of Arts in Psychology

Request Approval of Master of Science in Personal Financial Planning – KSU

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval of a Master of Science in Personal Financial Planning. The proposing academic unit has responded to all of the requirements of the program approval process. No universities have programs utilizing this Classification of Instructional Program (CIP) code.

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification & CIP	Master of Science in Personal Financial Planning, CIP Code 52.0804
2. Academic Unit	College of Human Ecology, School of Family Studies & Human Services
3. Program Description	Currently, Personal Financial Planning is a sub-plan within the Family Studies and Human Services degree. The proposal is for a stand-alone M.S. in Personal Financial Planning to meet the professional demands of solidifying Personal Financial Planning as an independent and growing program, and to provide the opportunity for M.S. thesis completion to prepare for doctoral programs in Personal Financial Planning. Graduates find placement in comprehensive or small financial planning practices, insurance, investments, retirement planning, as well as in banks, trust departments, and Cooperative Extension. There is a real need for financial planners in our society as people strive to manage their money and reach their financial goals, providing tremendous growth projections for the field.
4. Demand/Need for the Program	Due to our aging population and growing demand for financial planners, the U.S. Bureau of Labor Statistics projected 32% job growth for financial planners between 2010 and 2020. The Kansas Department of Labor projected even greater growth, at 43% for the same period. Enrollment in the Family Studies and Human Services M.S. specialization in Personal Financial Planning has exceeded 50 students per year for the past five years. Greater visibility as a stand-alone program will contribute to demand. Additionally, the program has added an M.S. thesis option to attract students who want to prepare for doctoral education in Personal Financial Planning.
5. Comparative/Locational Advantage	The M.S. in Personal Financial Planning will be offered online, by an inter-institutional Great Plains Interactive Distance Education Alliance (GPIDEA) team of faculty from Kansas State University, Iowa State University, University of Missouri, University of Nebraska, North Dakota State University, Oklahoma State University, and South Dakota State University. This GPIDEA program has already been approved. We maintain our accreditation with the Certified Financial Planning Board of Standards and a memorandum of understanding with the Association for Financial Counseling and Planning Education so that our students may take the rigorous exams of both associations. No other public institution in Kansas offers a master's degree in this area.
6. Curriculum	The primary academic objectives are to provide students with the opportunity to: Solve real world problems; Apply their creativity in helping others meet challenges; Develop and refine communication skills; Work in multidisciplinary and diverse teams; Obtain an understanding of 21st century technologies; Learn through instruction by faculty committed to both teaching and research; Participate in professional groups and activities; Assume professional leadership positions; Understand and conduct scholarly research in personal financial planning; Be part of a growing program that is devoted to building the finest personal financial planning program in the nation while meeting the growing need for well-trained graduates.

	<p>Other academic program objectives include: Providing courses that meet the criteria to maintain the program's registered status with the Certified Financial Planning Board of Standards, Inc. Students will be able to comprehensively integrate financial planning content areas into the development of financial plans and targeted financial planning recommendations that meet specific individual and family need sets; Providing opportunities for students to demonstrate the ability to apply verbal, written, and graphic communication and presentation skills to client presentations; Providing students with opportunities to integrate knowledge about family finance, relationships, and management issues in families that are experiencing financial distress through the development of a comprehensive assessment and plan of action based on possible alternatives; Encouraging students to participate in scholarly research; Encouraging student participation in professional publishing activities; Encouraging students to take and pass the national CFP Certification Examination.</p> <p>To meet program objectives, students complete 27 hours of core coursework and then complete either 9 hours of applied practica electives or 9 hours of research electives for a total of 36 hours. The core course work covers the six steps of the financial planning process and the 78 learning objectives set forth by the accrediting body—The Certified Financial Planner of Standards. Students interested in applied financial planning will take nine hours of practica elective. Students interested in pursuing a research-oriented career or a doctoral degree will take nine hours of research electives. Successful completion of the coursework will result in a Master of Science Degree in Personal Financial Planning.</p>
7. Faculty Profile	The Personal Financial Planning unit in the School has six faculty members involved with the M.S. degree program (four holding the CFP® designation): an Instructor, two Assistant Professors, and three Associate Professors.
8. Student Profile	Currently, there are over 50 M.S. students enrolled in the Personal Financial Planning sub-plan within the Family Studies and Human Services degree. About half of the students are women. Their ages range from 23 to 61 years of age. Most are non-Hispanic White, but seven percent are Asian, and eleven percent are African-American. Nearly a quarter of the most recent cohort entering the program were changing careers (e.g. leaving military service, lost jobs, or retired). Most of the students hold a full-time job in addition to taking classes part-time.
9. Academic Support	The personal financial planning master's degree development and growth will be supported by six faculty members, all with terminal degrees in the field; four of them are Certified Financial Planners. Additionally, the unit employs a full-time unclassified staff person to provide support services and recruit new students.
10. Facilities & Equipment	No additional space requirements, facilities, renovations will be needed.
11. Program Review, Assessment, Accreditation	In FY 2019, the degree programs in the College of Human Ecology will go through a formal review process by the Kansas Board of Regents. In the last review of the program as contained within the School of Family Studies and Human Services master's degree, there were no issues identified with the Personal Financial Planning unit. An internal review occurs on an annual basis as required by the CFP Board, since we maintain registration with the CFP Board to allow students to take the CFP Exam upon graduation.
12. Costs, Financing	All salaries and OOE have been and will continue to be supported through state allocations and student tuition dollars. The program is self-sustaining without the need for additional funding or reallocation from other units.

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS**

Kansas Board of Regents

I Identify the new degree: M.S. Personal Financial Planning

II. Provide courses required for each student in the major:

	Course Name & Number	Credit Hours
Core Courses:		
	FSHS 624 Fundamentals of Family Financial Planning	3
	FSHS 702 Financial Theory and Research I	3
	FSHS 756 Financial Counseling	3
	FSHS 760 Family, Employment Benefits and Retirement	3
	FSHS 762 Investment Planning	3
	FSHS 766 Insurance Planning	3
	FSHS 764 Estate Planning	3
	FSHS 772 Personal Income Taxation	3
	FSHS 836 Case Studies	3
Electives:		
	<u>Option A (9 credits)</u>	
Practica:	FSHS 675 Field Study in Family Economics	3
	FSHS 704 Seminar in FSHS	3
	FSHS 835 Professional Practice	3
	OR	
	<u>Option B (9 credits)</u>	
Research:	FSHS 899 MS Research in FSHS	6
	FSHS 802 Financial Theory and Research II	3
	Or	
	FSHS 806 Statistical Methods in FSHS	3
	Or	
	STAT 703 – Introduction to Statistical Methods for the Sciences	3
	TOTAL	36

Fiscal Summary for Proposed Academic Program

IMPLEMENTATION YEAR FY 2015

Institution: Kansas State University

Proposed Program: M.S. Personal Financial Planning

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:		70		75		75
B. Total SCH taken by all students in program		980		1,050		1,040
Part II. Program Cost Projection						
A. In implementation 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.						
	Fall, Implementation		Year 2		Year 3	
Costs: Salaries	\$493,000		0		0	
OOE	\$25,000		0		0	
Total	\$518,000		0		0	

All salaries and OOE have been and will continue to be supported through state allocations and student tuition dollars. The program is self-sustaining without the need for additional funding or reallocation from other units.

Act on Request for New Degree Granting Authority for Concordia University

Staff Recommendation

Concordia University requests approval for new degree granting authority. After a thorough review of staff qualifications, record keeping systems, coursework, materials, extended studies delivery, and online platforms, the institution demonstrates it meets and complies with all statutorily imposed requirements. Staff recommends approval for new degree granting authority.

November 2014

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) in order to lawfully “operate” in Kansas. This Act not only covers “brick and mortar” schools having a physical presence within Kansas but also schools that offer or provide on-line distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing schools to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuitions and fees, and refund policies are reviewed by KBOR staff. Schools are also required to provide descriptions of their programs and courses, including class syllabi, clinical or externship contracts, instructor credentials; a statement of the objectives of the programs; and qualifications of administrators and owner information.

Institution Request

Concordia University – Portland, OR

Concordia University was founded in 1905 in Portland, Oregon as a private, Christian university. The University began as a four year academy to meet the needs of regional pastors and school teachers for the Lutheran Church – Missouri Synod. Today, Concordia University serves approximately 7,000 students on ground campus located in Michigan, Illinois, California, Nebraska, Oregon, Minnesota, Texas, and Wisconsin and online. The programs in this request will be offered online through the Portland, Oregon campus location.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports that 43% of entering students at Concordia University were counted as full-time, first-time students in 2013, and a graduation rate of 55% for students who began their studies in fall of 2007. The reported cohort default rate for fiscal year 2010 was 5.6%.

Concordia University is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. 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 approval.

Degrees Requested by Concordia University for Approval:

- Master of Business Administration
- Master of Education in Administration
- Master of Education in Career and Technical Education
- Master of Education in Curriculum and Instruction
- Master of Education in Educational Leadership
- Master of Education in Special Education
- Doctor of Education in Teacher Leadership
- Doctor of Education in Educational Administration
- Doctor of Education in Higher Education
- Doctor of Education in Transformational Leadership

Request Approval to Establish the Kansas Center for Career and Technical Education – PSU

Summary

Pittsburg State University requests approval to establish the Kansas Center for Career and Technical Education (KCCTE) to be housed in the Department of Technology and Workforce Learning within the College of Technology. The Kansas Board of Regents policy Chapter II: A. 7. states the establishment of centers requiring new state funding must have approval by the Council of Chief Academic Officers, the Council of Presidents, and the Board of Regents.

Background

Pittsburg State University requests approval to create the Kansas Center for Career and Technical Education (KCCTE), which will be housed in the College of Technology. The Board requested \$1 million for the Center as part of its FY 2014 and FY 2015 Unified Budget Request and the Legislature appropriated \$1,011,858 for the Center for this fiscal year.

PSU is creating the Center to enhance career and technical education (CTE) programs across the state. KCCTE will support the Excel in Career and Technical Education initiative that incentivizes pathway alignment with K-12 and postsecondary education. Since FY 2013 the state has continuously invested new funds for career and technical education to encourage high school students to enroll in college-level CTE courses and earn an industry-recognized credential.

The success of the Excel in Career and Technical Education initiative (as of 2014, 112% increase in headcount and 159% increase in industry credentials since the base line year of 2011-2012) has increased demand for new CTE educators as well as continuing education for current educators. In addition, unemployment in Kansas in many cases is not due to a lack of jobs but due to a lack of qualified personnel to fill technical-based positions. A contributing factor to this problem is a lack of qualified CTE teachers available to prepare individuals for qualified jobs.

Identification, recruitment, preparation, and support of new CTE instructors are paramount for developing and maintaining the Kansas workforce and supporting the Excel initiative, all of which are critical to future economic growth. The objectives of the Center include:

1. Develop a center to expand the number of high quality CTE teachers to meet educational needs throughout Kansas (i.e. Kansas Center for Career and Technical Education – KCCTE).
2. Provide state-of-the-art CTE instructional practices throughout the entire state in the most cost effective manner possible, including use of mobile training systems, face-to-face, and online instruction.
3. Create and maintain a web-based CTE idea sharing and innovation site for promoting best practices accessible to all.
4. Develop a replicable model for a national technically specific teacher training center (i.e. NCATT- *National Center for Automotive Teacher Training*).
5. Develop a Kansas workforce for greater future economic development.

Staff Recommendation

Staff recommends approval.

Statement of Intent for New Doctoral Program
Doctor of Nursing Practice - Department of Nursing, Fort Hays State University

Objective

Fort Hays State University proposes to develop a doctoral program that would convert its existing Master of Science in Nursing - Family Nurse Practitioner program to the Doctorate of Nursing Practice (DNP). This program is designed to serve as a professional doctorate that will better prepare Advanced Practice Registered Nurses for roles in an increasingly complex healthcare environment and to meet the emerging advanced practice professional workforce needs throughout the State of Kansas, the region, and the nation.

Background & Rationale

The DNP program at FHSU is being proposed as a response to 1) the national advancing recommendations, such as the Institute of Medicine (2010) appeal that by 2020 the profession of nursing double current doctoral graduates in order to build a primary care workforce capable of meeting healthcare demands in rural areas; 2) the growing demand of applications in the FHSU Master of Science in Nursing (MSN) program and increasing interest in DNP education; 3) changes in healthcare as a response to the Affordable Care Act; 4) the American Association of Colleges of Nursing's (AACN) recommendation that all entry-level nurse practitioner educational programs be transitioned from the MSN degree to the DNP degree by the year 2015 (AACN, 2014); and 5) the Kansas collegiate responses to the AACN's recommendation that by 2015 all MSN advance practice programs transition to doctoral prepared programs.

Rural Healthcare Needs

Rural nurse practitioners practice in unique settings, often serving patients in the clinic, emergency room, hospital, and long-term care facilities. At times, they may be the only healthcare provider in a rural community or county. Recently, the Kansas Department of Health and Environment (2014) stated that 44 counties west of highway 281 qualified as a Healthcare Professional Shortage Area with either a whole county designation or a low income population designation. As the only four year institution in western Kansas, it is imperative that students can attain the most current level of training aligned with national standards and professional expectations, and communities are provided access to healthcare services provided by healthcare professionals with the most advanced training and credentials available.

Kansas Advanced Practice Collaborative

FHSU has participated in the Kansas Advanced Practice Collaborative (KAPC), a statewide collaborative to deliver advanced practice nurse education, since 1995. The current partnership between the University of Kansas, Pittsburg State University and Fort Hays State University allows faculty from each university to share expertise and deliver coordinated content to students throughout the State. To date, FHSU remains the sole advanced practice nursing program without a DNP among public institutions in Kansas. As a KAPC member, FHSU desires to maintain consortium courses and stay equivalent with peers in the Collaborative. Student learning outcomes have been superb and have played a significant role in meeting the healthcare needs of Kansans. FHSU will continue to participate in this collaboration with a DNP program.

The Fort Hays State University Department of Nursing

Fort Hays State University has over 800 undergraduate and graduate nursing majors. Enrollment in the MSN program has increased 48% in over the past five years to a current total of 120 graduate students served through the FHSU Virtual College. The department consists of 20.5 FTE faculty, serving traditional on-campus BSN, RN-BSN, and MSN students. The program also utilizes adjunct faculty as necessary. The FHSU graduate program is served by one PhD, one MD, three DNP, and three MSN-FNP faculty members. One MSN-FNP faculty is pursuing a DNP, and one MSN faculty is pursuing a PhD. In addition, a doctoral line is currently vacant. Graduate faculty are expected to participate in scholarly activities that include research, writing, and publication appropriate to Nursing.

Needs Assessment and Cost of Implementation

It is essential that FHSU meet the needs of its service area and the state of Kansas. Changes in healthcare due to the Affordable Care Act require advanced practice nurses to provide quality cost effective healthcare as vital extensions of the rural physician workforce. Advanced practice nurses with a DNP degree will be an essential part of future healthcare in rural Kansas. Initial canvassing indicates support for such a program from current students, potential students, as well as healthcare providers. In addition, this transition is essential for FHSU to remain in the Kansas Advanced Practice Collaborative. The superb level of content and peer evaluation available to students is a result of the collaborative efforts of graduate faculty at each school. It is vital that students from FHSU are educated to meet the demands of rural Kansas. The primary cost of implementation for this program will be creating two new doctoral faculty lines. Over time, two additional DNP or PhD faculty members will be required to meet program demand, as well as additional adjunct demands and professional advising needs. Offering a doctoral program will also require some additional costs related to library resources. Estimated expense increase will be approximately \$250,000 per year. A differential tuition strategy will help offset expenses by generating program-specific revenue per credit hour.

Fort Hays State University Research Infrastructure and Capacity

The Doctor of Nursing Practice is designed to create nursing leaders in interdisciplinary health care teams by providing students with the tools and skills necessary to translate evidence gained through nursing research into practice, improve systems of care, and measure outcomes of patient groups, populations and communities. Research requirements for this degree are envisioned to be applied and interdisciplinary. Fort Hays State University has a long history of supporting a wide range of scholarly pursuits and recognizes: (1) scholarship of discovery, (2) scholarship of pedagogy, (3) scholarship of engagement, (4) scholarship of integration, and (5) the scholarship of application. Fort Hays State University currently has infrastructure in place to support graduate education in the form of the following units:

1. The Graduate School – enrollment management, record-keeping, clearing degrees, assistantships, and maintenance of high academic standards
2. Office of Scholarship and Sponsored Projects – internal grant programs, Institutional Review Board (IRB), Institutional Animal Use and Care Committee (IACUC), external grant facilitation, responsible conduct of research
3. Forsyth Library – large scale collections, significant digital collections, connections to significant library networks and museums
4. Virtual College – enrollment management, distance education support
5. Center for Teaching Excellence & Learning Technology – instructional design, technology support

Fort Hays State's Distinct Opportunity to Serve

Fort Hays State University serves largely rural communities in central and western Kansas. Family Nurse Practitioner graduates are often employed in rural counties where healthcare providers are sparse. A Doctor of Nursing Practice program in western Kansas is essential to serve the region by providing our students the training and credentials to compete for leadership positions assuring access to enhanced primary health care in our rural, often underserved, communities. According to the Bureau of Labor Statistics, 270 nurse practitioners are presently employed in the non-metropolitan area of Kansas compared to a total of 1,350 nurse practitioners in metropolitan areas of Kansas (Kansas City, Wichita, Topeka, and Lawrence). The mean ratio of nurse practitioners per 1000 people in non-metropolitan Kansas is .70 compared to a mean ratio of 1.00 per 1000 in the metropolitan areas of Kansas. These data indicate a workforce growth need in the non-metropolitan area of Kansas for this occupation. The annual mean wage for non-metropolitan Kansas nurse practitioners is \$87,560, which is comparable to annual mean wages in metropolitan Kansas. Fort Hays State University is positioned well to address this rural workforce development need with high-paying jobs that will assist in the growth of the Kansas economy.