

Council of Chief Academic Officers

Wednesday, June 15, 2011
9:30 a.m.
or upon adjournment of SCOCAO
Kathy Rupp Conference Room
Reconvene Noon to 1:15 p.m.
Kathy Rupp Conference Room
1000 SW Jackson Street Suite 520
Kansas Board of Regents

A G E N D A

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5. KSDE Implementation of Common Core Standards	

6. Other Business

COCAO Fall 2011 – Spring 2012

AGENDA MATERIALS DUE	MEETING DATES
August 24, 2011	September 14, 2011
September 28, 2011	October 19, 2011
October 26, 2011	November 16, 2011
November 23, 2011	December 14, 2011
December 21, 2011	January 18, 2012
January 25, 2012	February 15, 2012
February 22, 2012	March 14, 2012
March 28, 2012	April 18, 2012
April 25, 2012	May 16, 2012
May 30, 2012	June 27, 2012

Council of Chief Academic Officers

**Wednesday, May 18, 2011
8:30 a.m. – 9:00 a.m.
Kathy Rupp Conference Room
Curtis State Office Building
Reconvene at
12:00 p.m. – 1:15 p.m.
Kathy Rupp Conference Room
Curtis State Office Building
1000 SW Jackson Street Suite 520
Kansas Board of Regents**

MINUTES

The Council of Chief Academic Officers met on Wednesday, May 18, 2011 in the Kathy Rupp Conference Room, Curtis State Office Building in Topeka, Kansas at 8:30 a.m. and reconvened in the Kathy Rupp Conference Room at 12:00 p.m.

Members Present:

Larry Gould, Provost, FHSU

Jeffrey S. Vitter, Provost and EVC, KU

April Mason, Provost, KSU

Lynette Olson, Provost, PSU

Allen Rawitch, VCAA, KU Med Center

Tes Mehring, Provost, ESU

Gary Miller, Provost, WSU

Nancy Tate for Randy Pembroke, VPAA, WU

Gary Alexander, KBOR

Others Present:

Brian Niehoff, KSU; Barbara Romzek, KU; Rick Muma, WSU; and Keith Pickus, WSU

Staff Present:

Jean Redeker, KBOR, Jacqueline Johnson, KBOR, Crystal Puderbaugh, KBOR, Joan Warren, KBOR, and Julene Miller, KBOR

Approve Minutes of April 20, 2011

Allen Rawitch moved, and Lynette Olson seconded the motion, to approve the Minutes of April 20, 2011, as submitted. No discussion followed. Motion carried.

Program Requests

**WSU Request Approval for a Bachelor of Science in Engineering Technology (CIP 15.0000)
(SECOND READING)**

Responses were received from Kansas State University and Pittsburg State University. Wichita State University responded, and these documents were included in the agenda.

Tes Mehring moved, and Allen Rawitch seconded the motion, to recommend approval of WSU's BS in Engineering Technology and placing it on the Council of President's June agenda. Motion carried.

ESU Request Approval to Reorganize the Teachers College and Rename Three Departments in the Teachers College: The current Department of Special Education and School Counseling is being renamed the Department of Counselor Education; the current Department of Psychology,

Art Therapy, Rehabilitation, and Mental Health Counseling is being renamed the Department of Psychology; and the current Department of Early Childhood/Elementary Teacher Education is being renamed the Department of Elementary Education, Early Childhood, and Special Education
It was noted in the agenda materials the Department of Education should be Department of Elementary Education.

Larry Gould moved and Lynette Olson seconded the motion to approve Emporia State University's request to reorganize the Teachers College and rename three departments. Motion carried.

Informational Items

- a. ESU - *Environmental Biology* concentration within the B.S., M.S., and M.A. Biology degrees renamed Ecology and Biodiversity**
- b. KU - Graduate concentrations available for the *Masters of Business Administration* from the School of Business: (1) Entrepreneurship and Innovation Concentration; (2) Finance Concentration; (3) Human Resources Concentration; (4) Information Systems Concentration; (5) International Business Concentration; (6) Management; (7) Marketing; and (8) Strategic Management**

Emporia State University and the University of Kansas provided informational items regarding concentrations which are for informational purposes and do not require action.

Meeting recessed at 8:46 a.m.

Meeting reconvened at noon in the Kathy Rupp Conference Room.

Other Business

Gary Miller, Wichita State University

The Council congratulated Gary Miller on his new position as Chancellor at the University of North Carolina, Wilmington.

Libraries

A recommendation from the Council of Deans and Directors of Libraries will be placed on the June 2011 Council of Chief Academic Officers agenda.

Transfer and Articulation

The Council discussed various aspects of the transfer and articulation recommendations:

- Data will be important to collect
- The Core Competency Project will meet in October using the current model,
- and the next meeting will presumably function in relation to the Advisory Council
- Expect follow-up at the system level
- Membership of the Advisory Council

There being no further business, meeting adjourned at 1:15 p.m.

Sincerely,

Jeffrey S. Vitter
Provost and Executive Vice Chancellor
University of Kansas

Kansas State University

College of Human Ecology – Approved March 23, 2011 Gerontology

Change From:

Change To:

<p>Gerontology: Secondary Major/Long-Term Care Administration Emphasis</p> <p>The emphasis in long-term care administration requires courses that cover the Social Security Title XIX Core of Knowledge recommendations for administrator licensure as determined by state regulation. Requirements for the emphasis include completion of the secondary major in gerontology with courses taken from each of the 10 Core of Knowledge recommendations. Courses may count for more than one area. The ten core areas include:</p> <ol style="list-style-type: none"> 1. Applicable standards of environmental health and safety 2. Local health and safety regulations 3. General administration 4. Psychology of resident care 5. Principles of medical care 6. Personal and social care 7. Therapeutic and supportive care/services in long-term care 8. Departmental organization and management 9. Community interrelationships 10. Electives <p>Students must also complete a semester long, 480 hour internship in a Kansas-licensed adult care home, a long-term care unit of a Kansas-licensed hospital, or a combination of the two. Assisted living and residential health care facilities do not qualify for this internship. Enrollment in the internship is by permission only, please contact Pam Evans at (785) 532-5945 or pevans@ksu.edu. Students must maintain an overall GPA of 2.5, and a GPA of 3.0 in gerontology courses to qualify for the internship program.</p> <p>Students who complete the long term care administration emphasis along with a Bachelors degree of their choice are eligible to take the <u>Kansas Adult Care Home Administrator licensing exam</u>. Students interested in this program must meet with an advisor in the <u>Center on Aging</u> to determine which elective courses they should take to cover the core of knowledge requirements.</p> <p>Required courses</p>	<p>Secondary Major in Long-Term Care Administration (30 credit hours)</p> <p><u>A student completing this secondary major will be eligible to take the licensing exams that are required for Adult Care Home Administrators in Kansas.</u> The emphasis in long-term care administration requires courses that cover the Social Security Title XIX Core of Knowledge recommendations for administrator licensure as determined by state regulation. Courses may count for more than one area. The ten core areas include:</p> <ol style="list-style-type: none"> 1. Applicable standards of environmental health and safety 2. Local health and safety regulations 3. General administration 4. Psychology of resident care 5. Principles of medical care 6. Personal and social care 7. Therapeutic and supportive care/services in long-term care 8. Departmental organization and management 9. Community interrelationships 10. Electives <p>Students must also complete a semester long, 600 hour internship in a Kansas-licensed adult care home, a long-term care unit of a Kansas-licensed hospital, or a combination of the two. Assisted living and residential health care facilities do not qualify. Enrollment in the internship is by permission only. Students must maintain an overall GPA of 2.5, and a GPA of 3.0 in gerontology courses to qualify for <u>enrollment in GERON 615 Long-Term Care Administration Internship.</u></p> <p>Students who complete the <u>Secondary Major in Long-Term Care Administration</u> along with a Bachelors degree of their choice are eligible to take the <u>Kansas Adult Care Home Administrator licensing exam</u>. Students interested in this program must meet with an advisor in the <u>Center on Aging.</u></p> <p><u>Students enrolled in the internship will complete an on-line module that corresponds with the internship. This module will include additional information from required knowledge areas for the licensing exam.</u></p> <p><u>Note: Individuals who have already completed a</u></p>
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<p> <u>ACCTG 231 - Accounting for Business Operations</u> <u>GERON 315 - Introduction to Gerontology</u> <u>GERON 600 - Seminar in Gerontology</u> <u>GERON 610 - Seminar in Long-Term Care Administration</u> <u>GERON 615 - Long-Term Care Administration Internship</u> <u>MANGT 420 - Management Concepts</u> Electives See the Center on Aging advisor for a list of courses which may be used to complete the elective requirements for this emphasis. </p>	<p> bachelor's degree may be enrolled in <u>GERON 615 Long Term Care Administration</u> internship without completing the secondary major if they meet the following requirements: </p> <ul style="list-style-type: none"> • <u>Demonstration of proficiency in management and accounting as gauged by career path</u> • <u>Review of resume and transcripts by Center on Aging staff</u> • <u>Interview with Center on Aging committee</u> • <u>Concurrent enrollment or enrollment prior to the internship in GERON 610, Seminar in Long-Term Care Administration is strongly encouraged.</u> <p> <u>*Requirements</u> ACCTG 231- Accounting for Business Operations GERON 315- Introduction to Gerontology GERON 600 - Seminar in Gerontology GERON 610, Seminar in Long-Term Care Administration (taken prior to or concurrently with GERON 615) GERON 615 Long-Term Care Administration Internship MANGT 420, Management for Business Operations <u>Six hours of electives from the following list:</u> </p> <ul style="list-style-type: none"> • <u>GERON 501 Culture Change in Long-Term Care</u> • <u>GERON 502 Measuring Change in Long-Term Care</u> • <u>GERON 503 Creating Home in Long-Term Care</u> • <u>GERON 504 Strengthening Staff in Long-Term Care</u> • <u>GERON 505 Dining in Long-Term Care</u> • <u>GERON 506 Activities in Long-Term Care</u> • <u>GERON 630 Mental Health and Aging</u> • <u>BIOL 404 Biology of Aging</u> • <u>GERON 710 Creativity and Aging</u> • <u>ARCH 730 Environment and Aging</u> • <u>FSHS 510 Human Development and Aging</u> • <u>A leadership course approved by the Gerontology Advisor</u> • <u>Additional courses developed or approved by the Center on Aging director</u> <p> <u>*This program covers required content from the Core of Knowledge for Nursing Home Administrators as defined in K.A.R. 28-38-29, or the "domains of practice," as defined in K.A.R. 28-38-29.</u> </p>
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Rationale: Many significant changes have occurred in the long-term care industry since this program was created. Traditional nursing homes are becoming a thing of the past. The trend is to create a more homelike atmosphere where residents can make their own decisions about their schedule and their care. Additionally assisted living residences are becoming much more commonplace in Kansas and the US. These changes require that our program be updated to reflect the focus on resident-directed care and the preservation of the dignity of the older population. We have requested comments about our proposed program from current students, administrators of long-term care organizations with whom we partner, alumni of our program, and a staff member in the Kansas Dept. of Health and Environment, Bureau of Adult and Child Care, Health Occupations Credentialing. Their suggestions were taken into consideration when planning changes to this program.

PROPOSED EFFECTIVE DATE: Fall 2011

BOARD OF REGENTS, STATE OF KANSAS

**APPLICATION FOR APPROVAL
OF MINOR/CONCENTRATION**

Fort Hays State University

(Name of Institution)

600 Park Street; Hays, KS 67601

(Address)

(785) 628-4241

(Telephone)

Concentration or Major:

English for Speakers of Other Languages (ESOL)

- X New
- Derived from Existing Program

6/1/2011

(Date Submitted)

Larry Gould

(Signature of Provost)

PROPOSAL FOR MINOR
Kansas Board of Regents
Submitted by Fort Hays State University
College of Education and Technology
Division of Academic Affairs

I. **Major in which minor located:** Initial preparation program PK-12 (elementary/secondary)

II. Name and purpose of the proposed minor:

Name: English for Speakers of Other Languages (ESOL)

Purpose: To enable students to be better prepared in their initial teacher careers to develop quality instructional strategies for English for speakers of other languages.

III. Curriculum and courses required for proposed minor:

English for Speakers of Other Languages

(Name of Minor)

Course Name & Number

Credit Hours

Required Courses: (List Courses)
(See attachment)

Research: (List Requirements and Hours involved, if applicable)
(Not Applicable)

Practica: (List Requirements, if applicable)

(Not Applicable) Student Teaching will serve as the Practica experience for students.

NOTE:

The following attachment lists courses, course numbers, and hours. It also explains the various routes that students can accomplish getting this minor through their initial teacher preparation program.

Attachment

The English for Speakers of Other Languages (ESOL) minor is an initial preparation program PK-12. The program is entirely online. Candidates may add the endorsement through four tracks:

Elementary Education majors desiring to complete a minor in ESOL will follow the same curriculum as the TEAM K-6 program with a few additions: four courses will be added to the regular elementary education curriculum (TEOL 366 ESOL Methods and Materials, TEOL 377 ESOL Assessments, TEOL 482 ESOL Linguistics, and TEOL 465 ESOL Student Teaching. The total credit hours required for the TEAM Elementary Education program with a minor in ESOL is 139 credit hours.

Elementary Education majors desiring to complete a minor in both adaptive special education and ESOL will follow the same curriculum as the TEAM program with the special education minor with a few additions: four courses will be added to the curriculum (TEOL 366 ESOL Methods and Materials, TEOL 377 ESOL Assessments, TEOL 482 ESOL Linguistics, and TEOL 465 ESOL Student Teaching. The total credit hours required for the TEAM Elementary Education program with a minor in special education and ESOL is 148 credit hours.

Early Childhood Unified (ECU) candidates desiring to complete a minor in ESOL will follow the approved curriculum for the Early Childhood Unified program with a few additions: six courses will be added to the ECU curriculum (TEEL 480 Corrections of Reading Disabilities Internship, TEEL 481 Corrections of Reading Disabilities, TEOL 366 ESOL Methods and Materials, TEOL 377 ESOL Assessments, TEOL 482 ESOL Linguistics, and TEOL 465 ESOL Student Teaching. The total credit hours required for the ECU program with a minor in ESOL is 143 credits.

Candidates desiring to teach at the secondary level earn a dual degree in a content field and secondary education. The number of hours required for the content degree varies with the content area. Thirty-one hours are required for a degree in Secondary Education. Secondary Education majors desiring to complete a minor in ESOL will follow the same curriculum as the regular secondary education with the following additional courses: TEEL 230 Diverse Learners, TEEL 365 Reading and Language Arts, TEEL 378 Internship 2, TEEL 480 Corrections of Reading Disabilities Internship, TEEL 481 Corrections of Reading Disabilities, TEOL 366 ESOL Methods and Materials, TEOL 377 ESOL Assessments, TEOL 482 ESOL Linguistics, and TEOL 465 ESOL Student Teaching. The total credit hours required for the Secondary Education major with the minor in ESOL will be those hours required for the content area which will vary per major; the 31 credit hour Secondary Education major and an additional 23 credit hours for the ESOL minor.

IV. Faculty resources:

A. Number of FTE faculty who will teach in the proposed minor/concentration: 2

B. Rank of faculty:

Department: Instr. X ; Asst. Prof. _____ ; Assoc. Prof. _____ ; Prof. _____

C. Other instructional responsibilities of faculty of the major. (e.g., service courses in school or for other schools/majors):

The professional load for instructors in this program is 60% instruction, 20% Research and 20% Service. Instructors are primarily assigned to the ESOL minor courses, but can be assigned to other initial program courses as needed.

Kansas Board of Regents

**APPLICATION FOR APPROVAL OF
NEW PROGRAM NAME**

**PITTSBURG STATE UNIVERSITY
(NAME OF INSTITUTION)**

1701 South Broadway – Pittsburg, KS 66762
(ADDRESS)

620-235-4113 (Office of the Provost – PSU)
(TELEPHONE)

NEW Program/Major Name:

From: Bachelor of Science in Education with a Major in Technology

**To: Bachelor of Science in Education with a Major in Technology and Engineering
Education**

CIP: 13.1309

New

Derived from Existing Program

Submitted by: PITTSBURG STATE UNIVERSITY

College of Technology

Division of: Office of the Provost - PSU

I. Indicate major in which concentration is located:

Bachelor of Science in Education with a Major in Technology Education

II. Give the name and describe the purpose of the existing concentration/minor/emphasis:

III.

Current Name:

Bachelor of Science in Education with a Major in Technology Education

New Name (if applicable):

Bachelor of Science in Education with a Major in Technology and Engineering Education

Description of Purpose/Rationale for Change:

The name of the major is being changed and some of its courses to reflect changes in the academic discipline at the national level. The professional association associated with the old discipline name (technology education) has been changed from the *International Technology Education Association* (ITEA) to the *International Technology and Engineering Educators Association* (ITEEA). The new name of the organization, the discipline, and the degree program at PSU reflects a national trend to address STEM (Science, Technology, Engineering, & Math) in the context of real-world technology and engineering problems. The course titles and changes in PSU's *Technology and Engineering Education* curriculum reflect these changes. The program is still based on national standards for technological literacy with a greater emphasis on design and engineering and the related math and science.

IV. Provide curriculum for the current AND the new emphasis and indicate courses required for each concentration/emphasis:

Existing Program and Proposed Program

Current Program	Proposed Program																																																																																																																																																																														
<p>Students in this program will also complete 47-53 hours of general education course work, including a minimum of 8 hours of science and 6 hours of mathematics.</p> <p>EDUCATION AND PSYCHOLOGY REQUIREMENTS*</p> <table border="0"> <tr><td>PSYCH 263</td><td>Developmental Psychology.....</td><td>3</td></tr> <tr><td>CURIN 261</td><td>Explorations in Education.....</td><td>3</td></tr> <tr><td>PSYCH 357</td><td>Educational Psychology+.....</td><td>3</td></tr> <tr><td>SSLS 510</td><td>Overview of Education for Exceptional Students.....</td><td>3</td></tr> <tr><td>CURIN 520</td><td>Middle and Secondary Reading+.....</td><td>3</td></tr> <tr><td colspan="2">Professional Semester (including TE 579 Supervised Student Teaching and Follow-Up of Teachers).....</td><td>17</td></tr> <tr><td colspan="2"></td><td style="border-top: 1px solid black;">32</td></tr> </table> <p>*See page 215 for professional education grade point requirements for admission to the professional semester. +Must be admitted to Teacher Education to enroll in these classes.</p> <p>TECHNOLOGY EDUCATION CORE</p> <table border="0"> <tr><td colspan="3" style="text-align: right;"><i>Hours</i></td></tr> <tr><td>GT 130</td><td>Applications in STEM.....</td><td>3</td></tr> <tr><td>GT 191</td><td>Experiences in Technology.....</td><td>2</td></tr> <tr><td>GT 300</td><td>Design and Problem Solving in Technology.....</td><td>3</td></tr> <tr><td>GT 310</td><td>Contextual Topics in Technology.....</td><td>3</td></tr> <tr><td>GT 320</td><td>Communications Systems in Technology.....</td><td>3</td></tr> <tr><td>GT 330</td><td>Materials and Processes.....</td><td>3</td></tr> <tr><td>GT 340</td><td>Power/Energy/Transportation Systems.....</td><td>3</td></tr> <tr><td>GT 360</td><td>Computer Aided Drafting.....</td><td>3</td></tr> <tr><td>GT 370</td><td>Construction Systems Technology.....</td><td>3</td></tr> <tr><td>GT 380</td><td>Manufacturing Enterprise.....</td><td>3</td></tr> <tr><td>GT 390</td><td>Automated Systems.....</td><td>3</td></tr> <tr><td colspan="2"></td><td style="border-top: 1px solid black;">32</td></tr> </table> <p>TECHNOLOGY EDUCATION PROFESSIONAL</p> <table border="0"> <tr><td colspan="3" style="text-align: right;"><i>Hours</i></td></tr> <tr><td>TE 420</td><td>Professional Development I.....</td><td>2</td></tr> <tr><td>TE 421</td><td>Professional Development II.....</td><td>2</td></tr> <tr><td>TE 479</td><td>Teaching Techniques for Technology Education.....</td><td>3</td></tr> <tr><td>TE 496</td><td>Organization and Management for Technology Education.....</td><td>3</td></tr> <tr><td>TE 551</td><td>Integrated Technology for Educators#.....</td><td>(3)</td></tr> <tr><td>TE 679</td><td>Senior Assessment in Technology Education.....</td><td>1</td></tr> <tr><td colspan="2"></td><td style="border-top: 1px solid black;">11</td></tr> <tr><td colspan="2">Total Hours Required for Degree.....</td><td>*124</td></tr> </table> <p>#Not included in core total; hours calculated in general education total. *Electives may be needed to meet 124 hour requirement.</p>	PSYCH 263	Developmental Psychology.....	3	CURIN 261	Explorations in Education.....	3	PSYCH 357	Educational Psychology+.....	3	SSLS 510	Overview of Education for Exceptional Students.....	3	CURIN 520	Middle and Secondary Reading+.....	3	Professional Semester (including TE 579 Supervised Student Teaching and Follow-Up of Teachers).....		17			32	<i>Hours</i>			GT 130	Applications in STEM.....	3	GT 191	Experiences in Technology.....	2	GT 300	Design and Problem Solving in Technology.....	3	GT 310	Contextual Topics in Technology.....	3	GT 320	Communications Systems in Technology.....	3	GT 330	Materials and Processes.....	3	GT 340	Power/Energy/Transportation Systems.....	3	GT 360	Computer Aided Drafting.....	3	GT 370	Construction Systems Technology.....	3	GT 380	Manufacturing Enterprise.....	3	GT 390	Automated Systems.....	3			32	<i>Hours</i>			TE 420	Professional Development I.....	2	TE 421	Professional Development II.....	2	TE 479	Teaching Techniques for Technology Education.....	3	TE 496	Organization and Management for Technology Education.....	3	TE 551	Integrated Technology for Educators#.....	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GT 130	Applications in STEM.....	3																																																																																																																																																																													
GT 191	Experiences in Technology.....	2																																																																																																																																																																													
GT 300	Design and Problem Solving in Technology.....	3																																																																																																																																																																													
GT 310	Contextual Topics in Technology.....	3																																																																																																																																																																													
GT 320	Communications Systems in Technology.....	3																																																																																																																																																																													
GT 330	Materials and Processes.....	3																																																																																																																																																																													
GT 340	Power/Energy/Transportation Systems.....	3																																																																																																																																																																													
GT 360	Computer Aided Drafting.....	3																																																																																																																																																																													
GT 370	Construction Systems Technology.....	3																																																																																																																																																																													
GT 380	Manufacturing Enterprise.....	3																																																																																																																																																																													
GT 390	Automated Systems.....	3																																																																																																																																																																													
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TE 421	Professional Development II.....	2																																																																																																																																																																													
TE 479	Teaching Techniques for Technology Education.....	3																																																																																																																																																																													
TE 496	Organization and Management for Technology Education.....	3																																																																																																																																																																													
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TE 679	Senior Assessment in Technology Education.....	1																																																																																																																																																																													
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Total Hours Required for Degree.....		*124																																																																																																																																																																													
PSYCH 263	Developmental Psychology.....	3																																																																																																																																																																													
CURIN 261	Explorations in Education.....	3																																																																																																																																																																													
PSYCH 357	Educational Psychology+.....	3																																																																																																																																																																													
SSLS 510	Overview of Education for Exceptional Students.....	3																																																																																																																																																																													
CURIN 520	Middle and Secondary Reading+.....	3																																																																																																																																																																													
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GT 310	Contextual Topics in Technology and Engineering.....	3																																																																																																																																																																													
GT 320	Communications Systems in Engineering and Technology.....	3																																																																																																																																																																													
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TE 479	Teaching Techniques for Technology and Engineering Education.....	3																																																																																																																																																																													
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TE 679	Senior Assessment in Technology and Engineering Education.....	1																																																																																																																																																																													
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Total Hours Required for Degree.....		*124																																																																																																																																																																													

IV. Faculty resources:

- A. Number of FTE faculty who teach in the major, including all emphasis: 3
- B. Rank of faculty: Instructors: 0.50 Assistant Professors: 0
Associate Professors: 2.0 Professors: 0.50 GTAs: 0
- C. Preparation of faculty (indicate level of degrees): Bachelors: 0 Masters:
2.75 Doctors: 1.25
- D. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors):

The two (2.0) primary Technology Education faculty members teach Technology and Engineering Education classes exclusively. Another faculty member (0.25) teaches CAD for Technology Education and CAD service courses for other programs and Technology Management classes. Another faculty instructor (0.50) teaches the general education technology courses associated with the program and general education service courses. The TWL chair teaches (0.25) in Technology and Engineering Education.

Kansas Board of Regents

**APPLICATION FOR APPROVAL OF
NEW EMPHASIS**

PITTSBURG STATE UNIVERSITY
1701 South Broadway – Pittsburg, KS 66762
620-235-4113 (Office of the Provost – PSU)

NEW Emphasis:

**Bachelor of Applied Science Degree with a Major in Technology –
Technical Teacher Education Emphasis**

CIP: 15.0612

New

Derived from Existing Program

PROPOSAL FOR NEW EMPHASIS
Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY
College of Technology

Division of: Office of the Provost

V. Indicate major in which concentration will be located:

Bachelor of Applied Science Degree with a Major in Technology
(housed in Department of Technology & Workforce Learning)

VI. Give the name and describe the purpose of the proposed emphasis:

Name **Technical Teacher Education Emphasis**

Description of Purpose/Rationale:

The Bachelor of Applied Science with a Major in Technology (Technical Teacher Education Emphasis) degree provides a student, who has completed an AAS degree and attending on-campus at PSU to enroll in this completion degree that provides the course work required for technical teacher education certification (Note: Student must still complete 4000 hours of work experience in the technical field and/or pass the NOCTI Exam for the technical field. Three additional courses—*PSYCH 357 Educational Psychology*, *TTED 694 Principles of Vocational Education*, and *TTED 697 Identification of Students with Special Needs*, are also required for certification in Kansas). This completion degree provides the student with general education courses that are more closely aligned with the students' career development, as well as business courses that provide greater insight into the business and corporate world. Both these degree components should prove beneficial to the candidate in preparing future technical graduates.

Currently, PSU has the opportunity to prepare international students (e.g., Saudi Arabian students as part of the King Abdullah Scholarship for Technical trainers [KASPTT] program) to be technical trainers as part of the 2+2 transfer program. The proposed emphasis area provides these students, as well as domestic students, a streamlined degree option to become technical teacher educators that are sorely needed to prepare today's workforce.

Provide curriculum for the major and indicate courses required for each emphasis:

BAS with a Major in Technology-Technical Teacher Education emphasis

Name of Major

	Course Name & Number	Credit Hours
General Education:	ENGL 101 English Composition	3
	ENGL 299 Intro to Research Writing Writing (or approved English substitute) or ENGL 301 Technical Writing	3
	COMM 207 Speech	3
	GT 350 or TM 350 Technology & Civilization (or approved social science or history substitute)	3
	PSYCH 155 General Psychology	3
	PSYCH 263 Developmental Psychology	3
	MATH 113 College Algebra (or approved math substitute)	3
	MATH 143 Elementary Statistics (or approved math substitute)	3
	ACCT 201 Financial Accounting (or approved business substitute)	3
	BIOL 113 Environmental Life Science w/ Lab (or life science sub.)	4
	PHYS 171 Physical Science w/ Lab (or physical science sub)	4
	Art, Music, or Theater (Humanities) Elective	3
	Geography or Foreign Language Elective	3
Business Courses:	MGMKT 327 Organization Theory and Behavior	3
	MGMKT 444 Legal & Social Issues in Business	3
	MGMKT 330 Marketing or approved substitution.	3
Core Courses:	TTED 606 Industrial Supervision or approved substitution	3
	TTED 308 Laboratory and Shop Safety (recommended substitution for EST 393 Ind. Safety)	3
	TTED 619 Planning Shop Layout for Voc'l Ed (recommended substitution for TM 503)	3
	Technical Courses (from 2-Year tech program)	40
Practica:	TTED 483 Teaching Internship (recommended substitution for TM 300 Internship)	5
SUB-TOTAL		104

Name of Emphasis: Technical Teacher Education

New Emphasis Courses	TTED 193 Workshop for Beginning Teachers*	3
	TTED 395 Task Analysis for Technical Teachers*	1
	TTED 396 Curriculum Usage in Technical Education*	2
	TTED 479 Techniques for Teaching Voc-Tech*	3
	TTED 608 Components of Work-based Learning in Technical Education*	3
	TTED 695 Using Technology as an Instructional Tool*	2
	TTED 780 Classroom Management in CTE*	3
	TTED 391 Student Assessment Development in Voc/Tech Ed.*	3
	* = or TTED/COT elective(s) approved and assigned by advisor (e.g., This allows flexibility if students have completed similar course elsewhere).	
EMPHASIS TOTAL		20
DEGREE TOTAL		124

Note: By Board of Regents definition, concentrations are established within existing programs and are:

1. 24 hours or less at the undergraduate level
2. 12 hours or less at the master's level
3. 18 hours or less at the doctoral level

VII. Faculty resources:

E. Number of FTE faculty who teach in the major, including all concentrations/emphasis:

Technical Teacher Education Emphasis

F. Rank of faculty: Instructors: .5; Assistant Professors: .5
Associate Professors: 0; Professors: .5; GTAs: .5 [*per academic year*]

G. Preparation of faculty (indicate level of degrees): Bachelors. _____;
Masters 2; Doctors 2

H. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors):

Note: Faculty also teach the off-campus Bachelor of Science in Vocational Technical Education (Option II Public Sector) degree, which is offered off-campus throughout the state. The Technical Teacher Education courses, which also support the proposed degree, are taught in Salina, KS and Pittsburg, KS on a rotating schedule. Many students are working, while pursuing this degree. The exception would be international students associated with a special program, such as KASPTT.

Kansas Board of Regents

**APPLICATION FOR APPROVAL
OF MINOR/CONCENTRATION**

Emporia State University

(NAME OF INSTITUTION)

1200 Commercial Street, Emporia KS 66801

(ADDRESS)

620-341-5203

(TELEPHONE)

Concentration or Major:

Archive Studies

(Title and CIP)

New
 Derived from Existing Program

(DATE SUBMITTED)

**(Signature of Vice-President
/or Provost)**

**PROPOSAL FOR MINOR/CONCENTRATION
Kansas Board of Regents**

Submitted by Gwen Alexander, Dean

School of Library and Information Management

VIII. Indicate major in which concentration will be located:

Library Science (master's program)

IX. Give the name and describe the purpose of the proposed concentration:

Name: Archive Studies

Description and Purpose:

To respond to requests from students, alumni, and employers
To develop an archive studies concentration within the Library Science major.

(Use other sheets as needed)

X. Provide curriculum for the major and indicate courses required for each concentration:

Library Science

Name of Major

	Course Name & Number	Credit Hours
Core Courses:	LI 801 Foundations of Library and Information Science	3
	LI802 Theoretical Foundations of Service: Diagnosis and Customization	3
	LI804 Organization of Information	3
	LI805 Leadership and Administration of Information Organizations	3
	LI813 Reference and User Services	3
	LI815 Information Technology	3
	LI855 Collection Development and Management	3
	LI880 Capstone Course: Assessing the MLS Experience	1
Electives:	LI809 Introduction to Archives	3
	LI810 Research in Library and Information Science	3
	LI811 Community Needs Analysis	3
	LI814 Cataloging and Classification	2
	LI816 Legal Information Research and Retrieval	3
	LI818 Archival Arrangement and Description	3
	LI819 Information Retrieval and Customization	3

LI827	Preservation Strategies	3
LI829	Resources and Services for Young Learners	2
LI831	Resources and Services for Children	3
LI832	Resources and Services for Young Adults	3
LI833	Resources and Services for Diverse Populations	2
LI834	Information Transfer in Information Centers	3
LI835	Information Services for Academic Libraries	2
LI837	Teaching in the Information Professions	2
LI838	Government Resources	2
LI839	History of Libraries	2
LI840	Structure and Organization of Information Technology	2
LI842	Indexing and Abstracting	2
LI843	Web Design and Development	3
LI844	Database Design	2
LI846	Computer Networking for Libraries and Information Organizations	2
LI848	Issues in Preservation, Access, and Digitization	2
LI849	Records and Information Management	2
LI850	Management of Information Agencies	2
LI851	Managing the School Library Media Center	3
LI853	Technology Institutions, Policies, and Operations	2
LI857	Designing and Implementing Programs for Children and Young Adults	1
LI860	Current Issues in Global Information Infrastructure	1-3
LI861	Current Issues in Information Transfer	1-3
LI862	Current Issues in Technology	1-3
LI863	Current Issues in Management of Information Organizations	1-3
LI865	Independent Study	1-2
LI866	Introduction to Copyright and Licensing	3
LI890	Advanced Research Strategies	3

Research:

Practica:	LI870	Practicum	1-3
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Total:	36
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Concentration: Archive Studies

Course Name & Number	Credit Hours
LI809 Introduction to Archives	3
LI818 Archival Arrangement and Description	3
LI827 Preservation Strategies	3
Total:	9

Note: By Board of Regents definition concentrations are established within existing programs and are:

4. 24 hours or less at the undergraduate level
5. 12 hours or less at the master's level
6. 18 hours or less at the doctoral level

XI. Faculty resources:

- I. Number of FTE faculty who teach in the major, including all concentrations:
#: 9 effective AY 2012
- J. Rank of faculty:
Instr. _____; Asst. Prof. ___4___; Assoc. Prof. ___3___; Prof. ___2___;
GTAs _____.
- K. Preparation of faculty;
Indicate level of degrees: Bach. _____; Masters ___1 (ABD)___; Doctors ___8___.
- L. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): None

January 4, 2007

Kansas Board of Regents

**APPLICATION FOR APPROVAL
OF MINOR/CONCENTRATION**

Emporia State University

(NAME OF INSTITUTION)

1200 Commercial Street, Emporia KS 66801

(ADDRESS)

620-341-5203

(TELEPHONE)

Concentration or Major:

Librarianship for Children and Young Adults

(Title and CIP)

New
 Derived from Existing Program

(DATE SUBMITTED)

**(Signature of Vice-President
/or Provost)**

**PROPOSAL FOR MINOR/CONCENTRATION
Kansas Board of Regents**

**Submitted by Gwen Alexander, Dean
School of Library and Information Management**

XII. Indicate major in which concentration will be located:
Library Science (master's program)

XIII. Give the name and describe the purpose of the proposed concentration:

Name: Librarianship for Children and Young Adults

Description of Purpose:

To respond to Information Science students' interest in pursuing children and young adult librarianship and to the needs within the our constituencies, including the Kansas library community,

XIV. Provide curriculum for the major and indicate courses required for each concentration:

Library Science
Name of Major

	Course Name & Number	Credit Hours
Core Courses:	LI 801 Foundations of Library and Information Science	3
	LI802 Theoretical Foundations of Service: Diagnosis and Customization	3
	LI804 Organization of Information	3
	LI805 Leadership and Administration of Information Organizations	3
	LI810 Research in Library and Information Science	3
	LI813 Reference and User Services	3
	LI815 Information Technology	3
	LI855 Collection Development and Management	3
	LI880 Capstone Course: Assessing the MLS Experience	1
	Electives:	LI809 Introduction to Archives
LI811 Community Needs Analysis		3
LI814 Cataloging and Classification		2
LI816 Legal Information Research and Retrieval		3
LI818 Archival Arrangement and Description		3
LI819 Information Retrieval and Customization		3
LI827 Preservation Strategies		3
LI829 Resources and Services for Young Learners		2
LI831 Resources and Services for Children		3
LI832 Resources and Services for Young Adults		3
LI833 Resources and Services for Diverse Populations		2
LI834 Information Transfer in Information Centers		3
LI835 Information Services for Academic Libraries		2
LI837 Teaching in the Information Professions	2	
LI838 Government Resources	2	

LI839	History of Libraries	2
LI840	Structure and Organization of Information Technology	2
LI842	Indexing and Abstracting	2
LI843	Web Design and Development	3
LI844	Database Design	2
LI846	Computer Networking for Libraries and Information Organizations	2
LI848	Issues in Preservation, Access, and Digitization	2
LI849	Records and Information Management	2
LI850	Management of Information Agencies	2
LI851	Managing the School Library Media Center	3
LI853	Technology Institutions, Policies, and Operations	2
LI857	Designing and Implementing Programs for Children and Young Adults	1
LI860	Current Issues in Global Information Infrastructure	1-3
LI861	Current Issues in Information Transfer	1-3
LI862	Current Issues in Technology	1-3
LI863	Current Issues in Management of Information Organizations	1-3
LI865	Independent Study	1-2
LI866	Introduction to Copyright and Licensing	3
LI890	Advanced Research Strategies	3

Practica: LI870 Practicum 1
Total: 36

Concentration:	Librarianship for Children and Young Adults	Credit Hours
	Course Name & Number	
	LI829 Resources and Services for Young Learners	2
	LI831 Resources and Services for Children	3
	LI832 Resources and Services for Young Adults	3
	LI857 Designing and Implementing Programs For Children and Young Adults	1
	Total	9

Note: By Board of Regents definition concentrations are established within existing programs and are:

7. 24 hours or less at the undergraduate level
8. 12 hours or less at the master's level
9. 18 hours or less at the doctoral level

XV. Faculty resources:

M. Number of FTE faculty who teach in the major, including all concentrations:
#: 9 effective AY 2012

N. Rank of faculty:
Instr. _____; Asst. Prof. ___4___; Assoc. Prof. ___3___; Prof. ___2___;
GTAs _____.

- O. Preparation of faculty;
Indicate level of degrees: Bach. _____; Masters __1 (ABD)__; Doctors __8__.
- P. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors): None

Kansas Board of Regents

**APPLICATION FOR APPROVAL OF
NEW EMPHASIS**

PITTSBURG STATE UNIVERSITY

1701 South Broadway – Pittsburg, KS 66762

620-235-4113 (Office of the Provost – PSU)

NEW Emphasis:

Bachelor of Science with a Major in Family & Consumer Sciences
New Emphasis: Interior Merchandising

CIP: 19.0101

New

Derived from Existing Program

**PROPOSAL NEW EMPHASIS
Kansas Board of Regents**

Submitted by: PITTSBURG STATE UNIVERSITY

College of Arts & Sciences

Division of: Office of the Provost

XVI. Indicate major in which emphasis will be located:

Bachelor of Science with a Major in Family and Consumer Sciences

XVII. Give the name and describe the purpose of the proposed new emphasis:

New Emphasis Name: Interior Merchandising

Description of Purpose/Rationale:

One of the Family & Consumer Sciences Bachelor of Science Degree options is Interior Design. Through the years the fields associated with Family & Consumer Sciences continue to change. One area that is growing is the merchandising aspect of home and business interiors. Interior Merchandising is based on the retail/sales/operations/promotion component of merchandising interior products used in interior spaces.

An interior merchandiser must understand all facets of the interiors industry from furniture, textiles, lighting, accessories used, plus the merchandising of all products. In the field of interior merchandising, promoting and displaying products plus the understanding of retailing of the interior industry are key components of the field. Family & Consumer Sciences at PSU has a unique niche in our programming having both an interior design and a fashion merchandising program where we could create an interior merchandising emphasis using only existing resources and personnel.

There is room in the current courses to take on additional students and this program area is one that has been sought by both students and employers. The expectation is that this would add on 10 to 15 new students in the coming two years and allow the major to grow from 120 + student to approximately 135 – 140 students.

XVIII. Provide curriculum for the major and indicate courses required for each emphasis:

B.S. Family & Consumer Sciences - Interior Design

Name of Major

	Course Name & Number	Credit Hours
Core Courses:	<u>FCS 100: Career Management in FCS</u>	<u>1-2</u>
	<u>FCS 203: Nutrition & Health</u>	<u>3 *</u>
	<u>FCS 230: Consumer Ed & Personal Finance</u>	<u>3 *</u>
	<u>FCS 470: Professional & Social Skills</u>	<u>3</u>
	<u>FCS 480: Dynamics of Family Relationship</u>	<u>3</u>
	<u>FCS 570: Internship in FCS</u>	<u>2-4</u>
	<u>FCS 572: Senior Seminar</u>	<u>1</u>
		<u>16 - 19</u>
Existing Option and courses		
Interior Design		
	<u>FCS 285: Lifespan Human Development</u>	<u>3</u>
	<u>FCS 110: Intro to Interior Design</u>	<u>3</u>
	<u>FCS 120: Communication Graphics</u>	<u>3</u>
	<u>FCS 312: History of Design II</u>	<u>3</u>
	<u>FCS 313: History of Design II</u>	<u>3</u>
	<u>FCS 315: Interior Design Studio I</u>	<u>3</u>
	<u>FCS 323: Materials and Resources</u>	<u>3</u>
	<u>FCS 325: Interior Design Studio II</u>	<u>3</u>
	<u>FCS 326: CADD for Interior Design</u>	<u>3</u>
	<u>FCS 356: Textiles</u>	<u>3</u>
	<u>FCS 411: Professional Practices/ Interior Des</u>	<u>3</u>
	<u>FCS 420: Interior Design Studio III</u>	<u>3</u>
	<u>FCS 422: Interior Design Studio IV</u>	<u>3</u>
Electives:	<u>FCS 214 Space Planning</u>	<u>3</u>
	<u>FCS 316 Lighting</u>	<u>3</u>
Practica:	<u>FCS 570: Professional Internship (reflected above)</u>	<u>(2-4)</u>
	Option Total:	<u>44 - 46</u>
	Total:	<u>58 -61</u>

XIX. Provide curriculum for the major and indicate courses required for each emphasis:

New Emphasis within the current option:

B.S. Family & Consumer Sciences – Interior Merchandising
(Name of Concentration/Minor/Emphasis)

* Courses in italics represent the same courses students in this emphasis would take as are taken in the design emphasis

	<i>Course Name & Number</i>	<i>Credit Hours</i>
<i>Core Courses:</i>	* <i>FCS 100: Career Management in FCS</i> _____	<u>1-2</u>
	* <i>FCS 203: Nutrition & Health</i> _____	<u>3</u> *
	* <i>FCS 230: Consumer Ed & Personal Finan</i> _____	<u>3</u> *
	* <i>FCS 470: Professional & Social Skills</i> _____	<u>3</u>
	* <i>FCS 480: Dynamics of Family Relationsh</i> _____	<u>3</u>
	* <i>FCS 570: Internship in FCS</i> _____	<u>2-4</u>
	* <i>FCS 572: Senior Seminar</i> _____	<u>1</u>
	<hr/>	<u>16-19</u>

	Course Name & Number	Credit Hours
New Concentration or Emphasis:	* <i>FCS 285: Lifespan Human Development</i> _____	<u>3</u>
	* <i>FCS 110: Intro to Interior Design</i> _____	<u>3</u>
	* <i>FCS 120: Communication graphics</i> _____	<u>3</u>
	* <i>FCS 313 History of Design II</i> _____	<u>3</u>
	* <i>FCS 315 Interior Design Studio II</i> _____	<u>3</u>
	* <i>FCS 323 Materials and Resources</i> _____	<u>3</u>
	* <i>FCS 325 Interior Design Studio II</i> _____	<u>3</u>
	* <i>FCS 356 Textiles</i> _____	<u>3</u>
	* <i>FCS 214 Space Planning</i> _____	<u>3</u>

This emphasis would replace the upper level studio courses with additional content focusing on merchandising and business. See courses below.

<u>FCS 440 Visual Merchandising</u> _____	<u>3</u>
<u>FCS 352 The Fashion Industry</u> _____	<u>3</u>
<u>MGMKT 327 Org Theory & Behavior</u> _____	<u>3</u>
<u>MGMKT 330 Basic Marketing</u> _____	<u>3</u>
<u>MGMKT 430 Consumer Behavior</u> _____	<u>3</u>
<hr/>	<u>42</u>

Total: **58 - 61**

Note: By Board of Regents definition, concentrations are established within existing programs and are:

10. 24 hours or less at the undergraduate level
11. 12 hours or less at the master's level
12. 18 hours or less at the doctoral level

XX. Faculty resources:

- Q. Number of FTE faculty who teach in the major, including all concentrations/emphasis: 8
- R. Rank of faculty: Instructors: 4; Assistant Professors: 2; Associate Professors: 2; Professors: 0; GTAs: 0
- S. Preparation of faculty (indicate level of degrees): Bachelors. 2; Masters 2; MFA (terminal Degree) 2; Doctors 2.
- T. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors):

Faculty members of in the department teach within two majors: Family & Consumer Sciences Teacher Education and Family & Consumer Sciences. There are four options within the Family & Consumer Sciences degree. The department teaches two service courses for General Education which are also departmental requirement.

Kansas Board of Regents

**APPLICATION FOR CHANGES TO AN EXISTING
MINOR/CONCENTRATION/EMPHASIS**

**PITTSBURG STATE UNIVERSITY
1701 South Broadway – Pittsburg, KS 66762
620-235-4113 (Office of the Provost – PSU)**

New Minor: Commercial Art

CIP: N/A

New

Derived from Existing Program

NEW MINOR

Kansas Board of Regents

Submitted by: PITTSBURG STATE UNIVERSITY

College of: Arts and Sciences

Division of: Office of the Provost

XXI. Indicate major in which concentration is located: Art Department

XXII. Give the name and describe the purpose of the new minor:

New Name (if applicable): Minor in Commercial Art

Description of Purpose/Rationale for Change: The creation of a commercial art minor is to address the demands of students in media related fields located outside the department.

XXIII. Provide curriculum for the new minor:

PROPOSED

New Minor in Commercial Art
(Name of Concentration/Minor/Emphasis)

	Course Name & Number	Credit Hours
Concentration/Emphasis:	Art 100: Design I	___3___
	Art 233: Drawing I	___3___
	Art 250: Design III	___3___
	Art. 236: Drawing II	___3___
	Art 205: Commercial Art I	___3___
	Art 689: Issues in Contemporary Art	___3___
	One Elective selected from the following:	
	Art 220: Art of Photography I	
	Art 320: Art of Photography II	
	Art 420: Art of Photography III	
Art 305: Commercial Art II		
Art 433: Life Drawing I		
Art 688: Modern Art	___3___	
	Total:	___21___

IV Faculty resources:

U. Number of FTE faculty who teach in the major, including all concentrations/emphasis:
7

V. Rank of faculty: Instructors: 1 Assistant Professors: 1
Associate Professors: 4 Professors: 1 GTAs: 0

W. Preparation of faculty (indicate level of degrees): Bachelors:0 Masters: 5 Doctors: 2

X. Explain other instructional responsibilities of faculty. (e.g. list service courses in school or for other schools/majors):

Our Art Ed faculty member teaches a methods course for elementary education majors and one of our faculty members teaches a section of a general education offering in art.

Adopt Amendments to Board Policy Manual to Address Federal Program Integrity Rule Requirements for State Complaint Processes

Summary and Staff Recommendation

One piece of the new federal Program Integrity Rules stemming from the effort to crack down on misuse of federal financial aid is a requirement that States have “a process to review and appropriately act on complaints concerning the institution(s)” that are legally authorized by the State. The Board has a policy regarding the handling of “external complaints,” but staff believes that the policy needs to be expanded to fully address the requirements of the new regulation. The proposed amendments have been reviewed by university attorneys and the Council of Chief Academic Officers. Staff recommends adoption of the proposed policy amendments.

Background

On October 29, 2010, the United States Department of Education published final regulations on program integrity issues, thereby making a number of changes to the regulations governing programs authorized under Title IV of the Higher Education Act, and what institutions must do to be eligible under Title IV for their students to qualify for federal financial aid. Some of these changes attempt to clarify what is required for an institution of higher education, a proprietary institution of higher education, and a postsecondary vocational institution to be considered “legally authorized by the State,” which is one of the requirements for eligibility. The new regulations provide that in order for an institution to be deemed legally authorized by the State, the State must have “a process to review and appropriately act on complaints concerning the institution.”

Section 600.9 of the amended federal regulations provides in part as follows:

- (a)(1) An institution described under §§ 600.4, 600.5, and 600.6 is legally authorized by a State if the State has a process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws,

Additionally, section 668.43(b) provides:

- (b) . . . The institution must [] provide its students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student’s complaint.

In a Dear Colleague letter dated March 17, 2011, the Department provided guidance for the implementation of the Program Integrity Regulations, and with regard to the required complaint process, the Department states as follows:

As stated in the preamble to the final regulations . . . , “The State is not permitted to rely on institutional complaint and sanctioning processes in resolving complaints it receives as these do not provide the necessary independent process for reviewing a complaint. A State may, however, monitor an institution’s complaint resolution process to determine whether it is addressing the concerns that are raised within it.” A State may rely on a

governing board or central office of a State-wide system of public institutions if the State has made the determination the governing board or central office is sufficiently independent to provide successful oversight of complaints for the institutions in that system. It would not be acceptable for such a board or central office to handle complaints for other institutions in the State.

In Kansas, supervision and control of the state universities has been placed with the Board of Regents by Article 6, Section 2(b) of the Kansas Constitution and K.S.A. 76-712. The State has thus made the determination that the Board of Regents is the appropriate State entity to provide oversight of complaints for the state universities. While the Dear Colleague letter makes clear that the State may not rely solely on institutional complaint processes to satisfy the new requirements, it does allow for a process that involves the appropriate State entity to monitor the institution's complaint resolution process, and specifically recognizes the appropriateness of a board that governs multiple institutions within a system to "provide successful oversight of complaints for the institutions in that system."

Staff Recommendation

While the Board already has a policy dealing with the handling of "external grievances," staff believes that the policy needs to be amended to more clearly address and meet the requirements of the new federal regulations. Staff recommends adoption of the following amendments:

G. GENERAL POLICY

1. GENERAL POLICY

- a. The Board of Regents is a policy making and not an administrative body. It is bi-partisan by law and non-political by tradition. Just as the Kansas institutions of higher education should not be subjected to political pressures, so should the Board be protected against political pressures. (4-23-65)
- b. All policies and procedures adopted by any ~~Regents institution~~ state university, whether or not such policy or procedure requires Board approval, shall be in conformity with the policies and procedures of the Board and the laws of Kansas and the United States.

2. COMMUNICATIONS WITH THE BOARD

- a. Communications relating to policy and administrative matters are to be directed to the Board from each campus through the Chancellor or President. However, any group may petition the Board in writing through the President and Chief Executive Officer of the Board.
- b. All communications pertaining to institution or Board activities or responsibilities between campus officials and Board members shall be copied to the President and Chief Executive Officer of the Board. (9-18-70)

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10. EXTERNAL GRIEVANCE PROCEDURE COMPLAINT PROCESS

- a. Each state university shall establish and enforce explicit procedures to address student grievances and complaints alleging university activity, or a university employee act or omission, that is proscribed by Board or institutional policies. Each state university shall create, maintain, and advertise an office of ombudsman or similar single point of contact to assist students in determining the appropriate university procedure for initiating a particular complaint or grievance.
- b. To address complaints for which there is no other applicable institutional procedure, the chief executive officer of each ~~Regents institution~~ state university shall designate an office at the Vice Chancellor or Vice President level at ~~each institution~~ each campus for the purpose of receiving and evaluating complaints ~~or charges from nonemployees~~ alleging conduct by employees of the ~~institution~~ university that is proscribed by Board or institutional policies.
- b. (1) Upon receipt of a written, formal and signed complaint ~~or charge~~ pursuant to this subsection 10.b., the designated official shall notify the chief executive officer of the ~~institution~~ university and ~~of the Board~~ and the employee(s) ~~charged~~ complained about, and shall investigate the merits of the complaint. If the designated official determines that the complaint has merit, that official shall proceed to resolve it through administrative channels if possible.
- e. (2) If it is impossible for the complaint ~~or charge~~ to be resolved by the designated official through administrative channels, the issue shall be referred to the chief executive officer of the university for presentation to ~~the~~ an appropriate institutional committee for hearing.
- d. (3) The hearing committee shall forward its recommendation to the chief executive officer of the university for review. The chief executive officer shall accept, reject, or modify the recommendation of the hearing committee ~~and shall inform the Board of the recommendation of the hearing committee along with a statement of the action taken thereon by the chief executive officer.~~
- e. (4) This procedure shall not negate any other policy ~~or afford additional rights~~ relating to the processing of claims or charges of proscribed conduct which may be made by persons directly involved with or affected by the operation and management of the university. ~~This procedure is applicable only to any individual without current access to an established institutional grievance procedure.~~
- c. If after exhausting all available institutional grievance or complaint processes a student's complaint remains unresolved, the student may make a complaint to the Board office, in writing, by completing and submitting such forms as may be required by the Board.

(1)The Board will not accept the following types of complaints:

- (a) Complaints that are submitted anonymously;

(b) complaints related to matters that are the subject of pending or threatened litigation, or that have already been adjudicated by the courts;

(c) complaints that allege wrongful acts by a person or entity other than a state university or employee of a state university acting in their capacity as a university employee;

(d) complaints regarding actions or matters occurring more than 2 years prior to the submission of the complaint; and

(e) complaints concerning a student's grades or examination results.

(2) Upon receiving a written complaint containing all requisite information, the Board office will conduct the following review:

(a) Determine if the state university has a process for addressing the complaint;

(b) determine if the university process was followed;

(c) determine if the university resolution was reasonable.

d. Complaints alleging violation of laws that another state agency is charged with enforcing may be made directly to that other state or federal agency. Following the process outlined in paragraph c. shall not be considered a requirement for exhausting administrative procedures for such complaints. Making such a complaint to the Board shall be considered as the complainant's consent to authorize the Board to forward the complaint to the appropriate enforcing entity. (5-15-81)