

KANSAS BOARD OF REGENTS

January 17-18, 2007

2006-2007

Nelson D. Galle, Chair
Christine Downey-Schmidt, Vice Chair

STANDING COMMITTEES

Academic Affairs

Donna Shank, Chair
Janice DeBauge
Christine Downey-Schmidt

Fiscal Affairs and Audit Committee

Jim Grier, Chair
Frank Gaines
Dan Lykins
Janie Perkins

CEO Assessment

Dick Bond, Chair
Christine Downey-Schmidt

Retirement Plan

Janie Perkins, Chair

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**KANSAS BOARD OF REGENTS
MEETING SCHEDULE**

January 17-18, 2007
Curtis State Office Building
1000 S.W. Jackson, Suite 520
Topeka, KS

Wednesday, January 17, 2007

- 9:00 – 10:00 a.m. System Council of Chief Academic Officers – *Suite 530*
- 10:00 – 11:00 a.m. Council of Chief Academic Officers – *Suite 530*
- 10:30 – 11:45 a.m. Board Fiscal Affairs and Audit Standing Committee – *Kathy Rupp Conf Rm.*
- 11:00 – 12:00 noon Council of Presidents – *Suite 530*
- 11:00 – 11:45 a.m. Council of Faculty Senate Presidents – *Conference Room A*
- 12:00 – 1:15 p.m. **Lunch – Board of Regents and President Robinson** – *Conference Room B*
- 12:00 – 1:15 p.m. Lunch – Council of Chief Academic Officers – *Kathy Rupp Conference Room*
- 1:30 p.m. **Board of Regents** – *Board Room*
- 4:00 p.m. or Adjmnt Council of Faculty Senate Presidents – *Conference Room B*
- 4:00 p.m. or Adjmnt Students' Advisory Committee – *Kathy Rupp Conference Room*
- 6:30 p.m. **Dinner – Board of Regents and President Robinson** – *Chez Yasu,
2701 S.W. 17th, Topeka, KS*

Thursday, January 18, 2007

- 8:00 a.m. **Breakfast – Board of Regents, President Robinson, and Students Advisory
Committee** – *Kathy Rupp Conference Room*
- 9:15 a.m. **Board of Regents** – *Board Room*
- 11:30 a.m. **Lunch – Board of Regents, President Robinson, and Legislative Liaisons** –
Kathy Rupp Conference Room

**KANSAS BOARD OF REGENTS
AGENDA**

January 17-18, 2007
1000 S.W. Jackson, Suite 520
Topeka, KS

WEDNESDAY, JANUARY 17, 2007

I. CALL TO ORDER

Chairman Nelson D. Galle

- A. Approve Minutes/Board Meeting on December 13-14, 2006

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II. REPORTS

- A. Introductions
- B. Report from the Chair
- C. Report from the President and CEO

**Chairman Nelson D. Galle
President Reggie Robinson**

III. APPROVAL OF CONSENT AGENDA

- A. *Academic Affairs*
Regent Janice DeBauge

**Dr. Robert Masters
Vice President for Academic Affairs**

- 1. Approve Additional Degree-Granting for National American University

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IV. CONSIDERATION OF DISCUSSION AGENDA

- A. *Academic Affairs*
Regent Janice DeBauge

**Dr. Robert Masters
Vice President for Academic Affairs**

- 1. Receive 2006 Adult Education Report

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- 2. Approve Modifications to KBOR Transfer and Articulation Policy

Page 29

- B. *Fiscal Affairs and Audit*
Regent Jim Grier

**Diane Duffy
Vice President for Finance and Administration**

- 1. Receive Report on Governor's Budget Recommendations

THURSDAY, JANUARY 18, 2007

V. REPORTS

- A. Introductions
- B. Report from Council of Presidents **President Tom Bryant**
- C. Report from Council of Faculty Senate Presidents **Dr. Tim Bailey**
- D. Report from Students' Advisory Committee **Ginger Niemann**

VI. CONSIDERATION OF DISCUSSION AGENDA

- A. *Academic Affairs* **Dr. Robert Masters**
Regent Janice DeBauge **Vice President for Academic Affairs**

- 1. Adopt Regulations Fully Implementing the Kansas Qualified Admission Statute (**ROLL CALL VOTE REQUIRED**) *Page 36*

- B. *Fiscal Affairs and Audit* **Diane Duffy**
Regent Jim Grier **Vice President for Finance and Administration**

- 1. Adopt Policy for Pilot Project on Purchasing *Page 64*

Eric King
Director of Facilities

- 2. Receive Update on Deferred Maintenance

- C. *Other Matters* **Reggie Robinson**
President and CEO

- 1. Receive Report on University Efficiency Measures - ESU

- 2. Receive Report on University Efficiency Measures - FHSU

VII. ADJOURNMENT

WEDNESDAY, JANUARY 17, 2007

I. CALL TO ORDER

- A. Approve Minutes of December 13-14, 2006

**KANSAS BOARD OF REGENTS
MINUTES
December 13-14, 2006**

The December 13, 2006, meeting of the Kansas Board of Regents was called to order by Chairman Nelson D. Galle at 1:35 p.m. The meeting was held in Board offices located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka. Proper notice was given according to law.

MEMBERS PARTICIPATING: Nelson D. Galle, Chairperson
Christine Downey-Schmidt, Vice Chairperson
Dick Bond
Janice DeBauge
Frank Gaines
Jim Grier
Dan Lykins
Donna Shank

MEMBERS ABSENT: Janie Perkins

APPROVAL OF MINUTES

Regent Gaines moved that the minutes of the November 15-16, 2006, meeting be approved. Following the second of Regent DeBauge, the motion carried.

AMEND AGENDA

Chairman Galle announced that the Thursday, December 14, 2006, meeting of the Board would begin at 8:30 a.m., rather than 9:30 a.m. as noted in the agenda. Also, the efficiency reports scheduled to be presented by Emporia State University and Fort Hays State University representatives were rescheduled for the January Board meeting. The changes were made to accommodate an 11:00 a.m. meeting between Governor Sebelius, Board Chair and Vice-Chair, President Robinson, and the state university presidents.

REPORTS

REPORT FROM CHAIR

Chairman Galle reported that he has been busy speaking with citizens around the state and news media about the deferred maintenance issue.

REPORT FROM PRESIDENT AND CEO

Mr. Robinson recently attended the Southeast Kansas Higher Education Consortium legislative dinner held in Chanute. Included in the event was an opportunity to hear from students about their community college experience and their preparedness to seamlessly transition into a university setting.

Mr. Robinson also reported that he had just returned from a workshop held by the State Higher Education Executive Officers that related to the assessment of college learning. This topic is receiving both national and institutional attention, as efforts are made to identify how to assess the skills and knowledge acquired by students. The workshop included speakers involved in assessment and various state representatives grappling with the task. Dr. Shulenburg, former KU Provost, was one of the presenters.

President Robinson also reported that the Technical Education Commission has held four days of meetings since the October Board meeting. Two additional meetings are planned for early January and the Commission anticipates developing an interim report to the Legislature, but expects to continue its discussions through early spring. In addition to the recommendation on technical education governance changes, approved by the Board of Regents earlier, the technical education leaders have submitted a proposal, as have community college leaders. The Commission plans to study all possibilities but has an interest in exploring a centralized system. There is an assignment to Board staff to develop a rational proposal to increase technical education funding. The draft interim report will be shared with the Board when it is available.

REPORT FROM SYSTEM COUNCIL OF PRESIDENTS

System Council of Presidents Co-Chair David Reist reported on the meeting of the Council held earlier in the morning. The Council reviewed the Transfer and Articulation policy, which is scheduled for review every three years. Following the recommendation of the System Council of Chief Academic Officers, SCOPs approved an amended policy. SCOPs received an update from Interim General Counsel Robin Kempf on negotiations with Social and Rehabilitation Services on the vocational education costs. Those negotiations are on-going. SCOPs also discussed and endorsed the transfer of the unearned performance funding to scholarship programs.

CONSIDERATION OF DISCUSSION AGENDA**Academic Affairs****PRESENTATION FROM NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)**

President Robinson introduced Dr. Jillian Kinzie, Associate Director of the National Survey of Student Engagement (NSSE) Institute for Effective Educational Practice and the Indiana University Center for Postsecondary Research. Dr. Kinzie was invited to familiarize the Board with the NSSE Survey designed to evaluate and assess student learner achievement and outcomes.

Dr. Kinzie began by noting the importance of addressing the total student learning environment, both in and out of the classroom, and measuring whether an institution is effective in implementing strategies for the desired outcomes. According to Dr. Kinzie, national research indicates that too few students are getting the most out of their college education. NSSE is designed to help institutions assess and then act on the assessment data and know where to make improvements in the educational program. A community college survey (CCSSE) is also available. Over 1100 colleges and universities are using NSSE, and there is good usage of the surveys in Kansas at the undergraduate level.

The survey instrument is based on empirically confirmed good practices. The resulting data belongs to the institution, and there are lots of opportunities for comparison and benchmarking. The survey provides estimated information about the time and energy that a student devotes to educational activities and provides institutions important information about specific student learner elements.

NSSE is organized around the following benchmarks: academic challenge, collaboration with peers, student and faculty interaction, enriching education experiences, and activities outside of the classroom. The results are diagnostic in nature. Dr. Kinzie indicated that the results provide an institution an opportunity to have focused conversations to consider areas for change and improvement. She noted that KU is a long-time user of NSSE and has been able to use it for faculty development. FHSU has also benefited from usage. Several state systems have experienced effective use of NSSE, and states participating as a system have the opportunity to add 20 extra questions to the survey tool.

Questions followed. Dr. Kinzie indicated that NSSE tends to lean toward being considered an indirect measurement tool, but it has a strong research base. She noted that it is difficult to measure outcomes because of not knowing what knowledge a student brought to an institution. NSSE measures student behavior, which may reflect need for change. She also stated that it is difficult to use direct measures and there are more opportunities for action from indirect measurement. The instrument focuses on behavior by asking students about the frequency they perform a specific task. The survey is administered to a random group of students by a third party administrator. At small institutions, it might be administered to all freshmen and seniors. The survey return rate varies, but many state campuses are getting a return of about 55 percent, with an average of approximately 40%. Institutions are advised by NSSE how to proceed when there is a poor participation rate. Responding to a question about analysis of off-campus experiences such as work study programs, international programs, and internships, Dr. Kinzie noted that students benefit from those additions to their educational program. Those experiences also tend to contribute to greater engagement by students in other areas, thus enhancing the educational experience.

President Hammond and Chancellor Hemenway commented on NSSE and the benefit to their respective universities.

(PowerPoint Presentation Filed with Official Minutes)

REPORT ON UNIVERSITY PRESS

Fred Woodward, Director of the University Press of Kansas, familiarized the Board with the University Press and its function. Established by the Board of Regents about 40 years ago, the University Press is the publishing arm for the six state universities in Kansas. The Press publishes approximately 50 to 55 new books per year and would like to expand publication to 60-65. Most of the books are about politics, law, and war.

The Press is a non-profit organization, and it typically generates book sales amounting to around 91 percent of the annual operating expenses. That return is complemented with funding from the sponsoring universities. The publication lists for the American presidency and military studies are nonpareil among university presses, and constitutional and legal studies, the American West, urban politics, and American political thought rank among the best. Additionally, the Press has an excellent collection of Kansas-related books. To confirm the success of the Press, Mr. Woodward reported that it was honored with six prizes in FY 2006. The Press is expanding its readership by selling foreign language rights for publication in Polish, Chinese, Vietnamese, Czech, and Turkish languages.

The Press currently has 150 projects under contract with seasonal list-planning extending into the fall of 2010.

RECESS

Chairman Galle announced a recess at 2:55 p.m. The meeting resumed at 3:10 p.m.

Fiscal Affairs and Audit

TRANSFER OF UNEARNED PERFORMANCE FUNDING TO SCHOLARSHIP PROGRAM

Vice President Diane Duffy briefed the Board on a proposal to transfer unearned performance funding to scholarship programs to be utilized by students attending public postsecondary institutions. She noted that the FY 2007 new funding appropriation totaled \$30.6 million, which was subject to the institutions performance agreement process. Due to the various levels of non-compliance with performance agreements, \$480,999 was withheld from institutions.

In FY 2006, the unearned funding of \$167,345 was lapsed back to the State General Fund. Board staff considered three options for the unallocated, one-time funding to avoid this lapse. Of those, staff recommended that the amount of \$480,999 be transferred to undergraduate scholarship programs for students attending public postsecondary institutions, with funds distributed under the direction of the Board President and CEO, in consultation with the Director of Financial Aid, in order to provide awards to individuals on waiting lists in the current year.

Regent Grier reported that the Fiscal Affairs and Audit Committee concurred with the staff recommendation, and he moved that the FY 2007 unearned performance funding be transferred for use by the following scholarship programs: Kansas Comprehensive Grant, Kansas State Scholarship, Kansas Ethnic Minority Scholarship, Vocational-Technical Scholarship, Kansas Teacher Service Scholarship, Kansas Math and Science Teacher Service Scholarship Program, Kansas Nursing Service Scholarship, and National Guard Tuition Assistance. The motion was seconded by Regent Gaines. Discussion followed. It was noted that the money will be awarded

to students, not a particular institution. Vice President Duffy confirmed that the scholarship funds would be awarded to students in all three sectors. It was also clarified that even though an institution was not allocated the performance funding in a given year, the dollar amount was added to the institutional base budget to protect the institution from punitive damage. The motion carried.

Other Matters

AMENDMENT TO WICHITA AREA TECHNICAL COLLEGE TRANSITION PLAN

Interim General Counsel Robin Kempf presented a request to amend the Wichita Area Technical College Transition Plan, due to the restructuring of the Sedgwick County Technical Education and Training Authority (SCTETA). She reported that the WATC governing board, SCTETA and the Sedgwick Board of County Commissioners unanimously approved the restructuring.

Regent Grier moved that the amendment to the WATC Transition Plan be approved. Following the second of Regent Lykins, the motion carried. The restructuring of SCTETA will be implemented January 1, 2007, with the following amendments:

The following changes to SCTETA were approved:

- Revise the membership of SCTETA to include nine members representing private sector employers of Sedgwick County to be appointed by the Sedgwick County Manager; one member to be appointed by the BOCC; and one member to be appointed by the City Council of the City of Wichita. This change eliminates two non-voting ex officio members, one representing the Regional Economic Area Partnership (REAP) and one representing Unified School District 259.
- Set an implementation date of January 1, 2007.

The amendments to the Transition Plan are found below in paragraphs (1), (3) and (7).

**USD 259 Board of Education – Wichita Public Schools
Plan for Transition Wichita Area Technical College to an
Independent Governing Board
(as amended 11-12-04)**

This plan, presented to the Board of Education of the Wichita Public Schools (hereinafter designated “USD 259”) addresses the requirements of Senate Bill 7 which mandates the transition of Wichita Area Technical College (hereinafter designated “WATC”) to a separate and independent board of governance. This plan for transition of WATC to a separate and independent board of governance must be approved by USD 259, and then presented and approved by the Kansas Board of Regents for implementation.

This plan for transition addresses only those issues requiring immediate resolution to implement the transition of WATC to a new and independent board of governance. It is anticipated that additional issues will need to be addressed prior to transition, and will require revisions and amendments to this Plan for Transition. USD 259 and the Board of Regents reserve the right to revise and amend this **Plan for Transition any time prior to the transition subject to the approval of both the Kansas Board of Regents and USD 259.**

• **Preface**

Technical education has been an integral part of Wichita Public Schools for many years, whether it was for our secondary students in our comprehensive high schools or for post-secondary students at one of the seven adult education campuses of Wichita Area Technical College. USD 259 and WATC have stood together to provide quality vocational/technical training for Wichita students, businesses, and community.

With the passage of SB 7, the role of USD 259 will change. The USD 259 Board wants to encourage the Kansas Board of Regents (KBOR) and the new Board of WATC to be good stewards of the staff, facilities and finances of WATC. As of July 1, 2004, USD 259 resources will no longer be available for WATC.

Even though the USD 259 Board of Education will no longer govern WATC, USD 259 will remain committed to vocational/technical education for all ages. USD 259 will encourage all those involved in WATC's future to cooperate and collaborate. USD 259 pledges to keep barriers between the organizations to a minimum, to create a seamless system between K-12 and WATC, and to remain focused on providing educational programs that will benefit students, employers, and the community.

(1) Independent governing board composition, method of appointment, and terms of service.

(a) ~~The new independent governing board shall be named Sedgwick County Technical and Training Authority ("SCTETA") and shall consist of eleven members, as described below. The newly constituted independent governing board shall continue using the name Sedgwick County Technical Education and Training Authority ("SCTETA"), but shall be newly constituted to consist of eleven members, as described below:~~

- (i) ~~Seven members with at least six representing private sector employers in Sedgwick County, to be appointed by the Sedgwick County Manager; Nine members representing private-sector employers in Sedgwick County, to be appointed by the Sedgwick County Manager;~~
- (ii) One member to be appointed by the Board of County Commissioners of Sedgwick County, Kansas;
- (iii) One member to be appointed by the City Council of the City of Wichita, Kansas;
- (iv) ~~Two *ex officio* members, one representing the Regional Economic Area Partnership (REAP) and one representing USD 259, to be appointed by the County Manager.~~

(b) ~~*Ex officio* members shall serve at the pleasure of the County Manager. The remaining nine members shall serve staggered terms according to a position number assigned by the County Manager. Positions 1, 2 & 3 shall serve initial terms of one year; positions 4, 5 & 6 shall serve initial terms of two years; and positions 7, 8 & 9 shall serve initial terms of three years. All terms shall run from the date of appointment, and, at the expiration of an initial term, each succeeding term shall be three years. Vacancies shall be filled by the County Manager only for the remainder of an unexpired term; however, a member may continue to serve until a successor is appointed, in which case the successor shall serve only for the remainder of the unexpired term. The nine members appointed by the Sedgwick County Manager shall serve an initial staggered term as follows:~~

- (i) Appointments 1, 2 & 3 shall serve an initial term until July 1, 2008;
- (ii) Appointments 4, 5 & 6 shall serve an initial term until July 1, 2009;
- (iii) Appointments 7, 8 & 9 shall serve an initial term until July 1, 2010.

Following the initial term, each succeeding term shall be for a period of three years. Vacancies shall be filled by the County Manager only for the remainder of the unexpired

term; however, a member may continue to serve until a successor is appointed, in which case the successor shall serve only for the remainder of the unexpired term. Appointments by the Board of County Commissioners and the Wichita City Council shall be effective until July 1, 2008 and shall be reappointed for a one year period starting on July 1 of each year.

(c) No current employee of WATC shall serve as a member of SCTETA.

(d) All references to SCTETA in paragraph 7 of the Plan shall mean the newly constituted board created by this Second Amendment to Plan for Transition of Wichita Area Technical College.

(2) The territory of the technical college.

The territory of WATC will be Sedgwick County.

(3) The date upon which the independent governing board shall assume management and control of the technical college.

The date upon which the newly constituted SCTETA board shall assume management and control of WATC shall be no ~~later~~ earlier than January 1, ~~2005~~ 2007.

(4) The manner, and terms upon which facilities will be transferred to the independent governing board, and the division of other assets and indebtedness and other liabilities.

(a) WATC will enter into agreements with USD 259 that provide for the following:

ii. Facilities transfer to WATC effective July 1, 2004.

1. Purchase for the nominal sum of \$1.00 Central, Seneca and Schweiter Campuses.

2. Lease for the nominal sum of \$1.00 Grove and Dunbar (66% occupied by ABE) Campuses for an initial term of one year, which may be extended for nine subsequent one-year terms. Either party will have the option to terminate the lease upon ninety days notice before the annual renewal date.

3. The lease for Airport Campus will be renegotiated with the Wichita Airport Authority to allow WATC's aviation programs to remain at that campus.

iii. USD 259 will allow WATC to use its facilities without charging fees when such are available for meetings, graduation ceremonies and other similar activities for a two-year period from the date of separation. In exchange for allowing WATC to use USD 259 facilities, WATC will allow USD 259 to use Central Campus for Board meetings and negotiation meetings on the same basis that is occurring at present for a period of two years after separation. In addition, when such are available, USD 259 can hold other meetings at WATC facilities for no charge for a period of two years after separation. Each organization is responsible to schedule their respective buildings and each organization will follow each other's guidelines.

iv. Equipment and furnishings purchased with funds through WATC postsecondary programs and/or purchased on behalf of WATC postsecondary programs will become property of WATC upon transfer from USD 259 on July 1, 2004. WATC staff and USD 259 staff will work together to prepare an inventory of equipment and furnishings for approval by the Board of Education before June 30, 2004.

- v. Vehicles purchased with/through WATC postsecondary funding sources will become the property of WATC upon transfer from USD 259 on July 1, 2004. WATC staff and USD 259 staff will work together to prepare an inventory of vehicles for Board approval before June 30, 2004.
 - vi. Liability for employees, directors, officers, property, structures, equipment, and furnishings will become the responsibility of WATC on July 1, 2004.
 - vii. All revenue, expenses, liabilities, receivables, and fund balances associated with WATC on June 30, 2004, will become the responsibility of WATC, except the 2000 Bond Election payments.
 - viii. USD 259 will contract with WATC for the provision of adult basic education services in an amount equal to the maximum adult education levy allowed by statute. This agreement will have an initial term of one year, which may be extended for nine subsequent one-year terms. Either party will have the option to terminate the agreement upon ninety days notice before the annual renewal date.
 - ix. USD 259 shall be responsible for all legal claims occurring before July 1, 2004. WATC will provide certain administrative support services it requires and contract for other administrative support services required for operational functions. WATC staff and
 - (b) USD 259 staff will provide a report regarding administrative support services for Board approval prior to June 30, 2004.
- (5) **The manner and terms upon which faculty, employees, and students will be transferred to the independent governing board. Subject to the provision of Section 4 of SB 7, and amendments thereto, such provisions shall specify terms of employment and address other personnel matters.**
- (a) WATC will fully implement mandated provisions that permit current employees to transfer as employees of WATC while retaining the following, as if no transfer had occurred:
 - i. All accrued sick, vacation, and personal leave at the time of separation
 - ii. Eligibility for early retirement incentives to be paid by WATC
 - iii. Current salary amounts, including longevity. For classified employees this would also include extra pay for licenses and certifications, and shift differential, if applicable
 - iv. Earned due process protections
 - (b) Employees of WATC remain KPERs eligible.
 - (c) Employees of WATC will continue to be subject to the Professional Negotiations Act (PNA) or Public Employer Employees Relations Act (PEERA) regarding collective bargaining.
 - (d) WATC administration will support the continued right of WATC employees to engage in collective bargaining after separation.
 - (e) The governance of WATC students and their records will be transferred to the independent governing board upon separation.
 - (f) The operational policies identified in Appendix A will be the policies of WATC until such time as they are modified or repealed by the WATC governing board. In the event that any of the policies identified in Appendix A are modified by USD 259 before June 30, 2004, WATC will use the modified policies. In the event that WATC staff determines additional U.S.D. 259 policies would be applicable, a revised Appendix A will be provided for Board approval.
 - (g) The personnel policies identified in Appendix B will be reviewed by a study committee established through a memorandum of understanding, negotiated in the 2003-04

agreement between USD 259 and the United Teachers of Wichita. After such review, the committee will recommend modifications and additions to such policies to the Board of Education of USD 259 to make such policies applicable to WATC employees only. At separation, such policies will be the policies of WATC without modification until such time as WATC enters into a negotiated agreement with the employees that are subject to the PNA Act and the PEERA Act. Once an agreement has been reached with employees subject to the PNA Act, the policies applicable to such employees may be modified by WATC accordingly. Once an agreement has been reached with the employees that are subject to the PEERA Act, the policies applicable to such employees may be modified by WATC accordingly. Personnel policies that are applicable only to administrators may be modified by WATC at any time.

(h) Copies of all WATC employee records will be provided to the WATC governing board upon separation. The original employee records will be maintained by USD 259.

(6) The payment schedule of amounts owed to the school district pursuant to Section 3 of SB7, and amendments thereto.

Not applicable to WATC as bond proceeds will not be used on any facility intended for purchase by WATC.

(7) Other Matters.

- (i) All references in the Plan to an independent governing board shall mean SCTETA so long as not inconsistent with this Amendment.
- (ii) Effective upon the first meeting of the newly constituted SCTETA, SCTETA shall assume all legal duties of the BOT of WATC, and the BOT shall be dissolved. the sole purpose of the SCTETA is to be the official governing body of the Wichita Area Technical College and to assume all legal and fiduciary responsibilities thereto.
- (iii) SCTETA shall not be subject to the control of the Sedgwick County Board of Commissioners and will function as an autonomous governing board.
- (iv) All assets and liabilities of WATC shall become the responsibility of SCTETA and all rights and obligations of the BOT of WATC shall be transferred and assigned to, and assumed by SCTETA.
- (iv) The Sedgwick County Board of Commissioners has adopted a Resolution (attached hereto), whereby the Board of Commissioners have committed to provide access to property tax revenue for capital and operating expenses of WATC through SCTETA.
- (v) No further changes in governance structure shall occur without prior approval of KBOR, SCTETA and Board of County Commissioners of Sedgwick County.
- (vi) All other provisions of the Plan remain unamended. In the event of any inconsistencies between the Plan and this Amendment, the terms of this Amendment shall govern.

Appendix A: Current USD 259 Operational Policies to Transfer to New WATC Entity [omitted]

Appendix B: Current USD 259 Personnel Policies to Transfer to New WATC Entity [omitted]

Appendix C: Sedgwick County Board of Commissioners Resolutions [omitted]

RECESS

Chairman Galle recessed the meeting at 3:30 p.m., to resume the following morning at 8:30 a.m.

RECONVENE

The December meeting of the Kansas Board of Regents was reconvened at 8:35 a.m. on Thursday, December 14.

MEMBERS PARTICIPATING: Nelson D. Galle, Chairperson
Christine Downey-Schmidt, Vice Chairperson
Janice DeBauge
Frank Gaines
Jim Grier
Dan Lykins
Donna Shank

MEMBERS ABSENT: Dick Bond
Janie Perkins

REPORTS

REPORT FROM COUNCIL OF PRESIDENTS

Dr. Tom Bryant, Chair of the Council of Presidents, briefed the Board on the meeting of the Council of Presidents held the previous day. The Council discussed the deferred maintenance issue.

The Council also received the following report from the Council of Chief Academic Officers. COCAO heard a report from Fred Woodward on the University Press and an update on proposed Qualified Admission regulations. COCAO approved a second reading proposal from Pittsburg State University for a Master of Arts in Teaching and received a first reading on two degree proposals from PSU, a Bachelor of Integrated Studies and a Bachelor of Science in Education-Early Childhood Unified. COCAO also endorsed the following program requests: Addition of an Information Systems Concentration within the Masters of Business Administration program at Emporia State University, a Minor in Operations Management at Wichita State University, a name change of the academic program located in the Fort Hays State University College of Business and Leadership from Computer Information Systems to a Bachelor of Business Management in Management Information Systems, and a name change of the University of Kansas Architecture and Urban Design program to Architecture and Urban Planning. The Council received an update from Dr. Roxanne Kelly on the program review process. Program review narratives are due by February 16, 2007. COCAO also discussed E-Transcripts and Docufide. The Council supports the electronic transfer from high school to universities, but does not support adopting the system to send transcripts from university to university or university to employer. COCAO also reported that the Council of Education Deans will look at the recommendation coming from the 2010 Commission on requiring the English Language Learners (ELL) for students.

The Council of Business Officers' report to COPs included information on a meeting with George Vega, Director of Personnel Services, about the classified employee pay study underway by Legislative Research, and results of the Fair Labor Standards Act audit undergone by the

State Department of Revenue. There is concern about overtime pay, particularly for individuals in Information Systems who work at home and after hours, and the universities will be reviewing that matter. COBO also met with Carol Foreman, Deputy Secretary of Administration, regarding the statewide insurance program for campus buildings. There is currently a maximum of \$100 million of coverage with \$5 million deductible. COBO is reviewing three three provisions and the buildings included on the list as covered. Ed Phillips, KUMC, briefed COBO on progress related to procuring student health insurance. A report on this item will also be given to the Council of Presidents and the Board's Fiscal Affairs and Audit Standing Committee. COBO also recommended policies for the State University Purchasing pilot program, which will be utilized initially by the University of Kansas and Fort Hays State University. The Council of Presidents endorsed the policies and will be forwarding it to the Board for action.

Regent Grier noted that the Task Force working on the student health insurance plan presented information to the Board's Fiscal Affairs and Audit Standing Committee, and a report will be forthcoming to the Board in February.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Dr. Brenda Frieden, Pittsburg State University's Faculty Senate President-Elect, reported to the Board, on behalf of Dr. Tim Bailey, on the COFSP meeting held the previous day. She reported that the Council discussed academic issues related to faculty and governance at each campus. The Council also shared anecdotal examples of deferred maintenance problems on the campuses and plans to compile a list to share with the campus administrators early in 2007.

REPORT FROM STUDENTS' ADVISORY COMMITTEE

SAC Chair, Ginger Niemann reported that the Committee coordinated its efforts on deferred maintenance at its meeting the previous day. As a result, 5,500 postcards will be hand-delivered to the Governor's office in the afternoon, following a press conference on the topic. The previous week, students directed phone calls related to deferred maintenance to the Governor's office. SAC discussed Higher Education Day and will be finalizing plans in January.

APPROVAL OF CONSENT AGENDA

Fiscal Affairs

Regent Grier moved, followed by the second of Regent Gaines, that the Fiscal Affairs and Audit Consent Agenda be approved. The motion carried, and the following measures were authorized:

FY 2008 HOUSING AND FOOD SERVICE RATE ADJUSTMENTS SUBMITTED BY STATE UNIVERSITIES (FINAL READING)

The institutional increases reflected in the chart below provide a comparison of current rates and rates approved for FY 2008, except for Kansas State University. Housing rates at KSU will actually increase by 5%, but the University has incorporated a separate fee charged for network and computer lab into the housing fee that is reflected in the chart. It was noted that housing and food service rates are determined by each institution and reflect outstanding bond debt, occupancy rates, age of facilities, and economies of scale related to the capacity of the

housing operation. The comparison rates are based on a typical double occupancy room and board contract.

	Current Rate FY 2007	Proposed Rate FY 2008	\$ Increase	% Increase
KU	\$5,817	\$6,144	\$327	5.6%
KSU	\$5,712	\$6,084	\$372 ^a	6.5%
WSU	\$5,276	\$5,580	\$304	5.8%
ESU	\$5,170	\$5,581	\$411	7.9%
PSU	\$4,844	\$5,088	\$244	5.0%
FHSU	\$5,553	\$6,011	\$458	8.2%

(Complete Listing Filed with Official Minutes)

AMEND FY 2007 REHABILITATION & REPAIRS/REMODEL LEARNED HALL – KU

The University of Kansas was authorized to amend its rehabilitation and repair project list for FY 2007 to include remodeling in Learned Hall for the School of Engineering. The project will help meet the need for state-of-the art laboratory space for engineering research and is planned in two phases for minimal disruption to research projects. The estimated cost of Phase One is \$580,000 and will be funded with private funds on deposit with the Kansas University Endowment Association. The estimated cost of Phase Two is \$740,000 and will be funded with General Fees funds.

AMEND FY 2007 REHABILITATION & REPAIRS/PRESIDENT'S RESIDENCE – WSU

Approval was given to Wichita State University to amend its FY 2007 rehabilitation and repair project list to include an addition and remodeling of the President's residence. The project involves the addition of 2,000 square feet of new space and remodeling on the main level of the home. The estimated cost of \$525,000 will be totally funded from private gifts administered through the WSU Foundation.

AMEND FY 2007 CAPITAL IMPROVEMENT REQUEST – WSU

Wichita State University received approval to amend the budget for the Engineering Research Laboratory Building from \$10,000,000 to \$12,058,924. Funding for the increase will be provided from mill levy funds accumulated for such overrun and from existing Sponsored Research Overhead funds.

CONSIDERATION OF DISCUSSION AGENDA*Academic Affairs***CONTINUATION OF REGENTS DISTINGUISHED PROFESSORS**

Vice President Bob Masters briefed the Board on the Regents Distinguished Professors program. The program began in 1963, and there are currently two individuals serving in that capacity, with three vacancies, one at KSU, and two at KU. Dr. James Marsden is serving as a Regents Distinguished Professor of Meat Science at KSU, and Dr. Bart Hildreth is serving at WSU as a Regents Distinguished Professor of Public Finance.

Board policy provides that the program will be reviewed and the professors evaluated every four years in October by a Subcommittee of three Board members. Chairman Galle named the members of the Academic Affairs Committee, Regents Shank, DeBauge, and Downey-Schmidt, to the Subcommittee. In its review, the Subcommittee had some questions about the program, and Dr. Masters reported that Board staff will be providing additional information to the Board at a later date. In the meantime, Dr. Masters noted that the Subcommittee and Board staff recommended that Dr. Marsden and Dr. Hildreth be continued as Regents Distinguished Professors.

Regent DeBauge noted that since the origination of the Regents Distinguished Professors program, legislation has been passed that creates new opportunities for faculty positions with endowment funding. Thus, the Regents Distinguished Professors program has lost some of its luster because of the lack of remuneration. The Subcommittee is interested in whether or not the Distinguished Professors program can be combined with the Faculty of Distinction program to provide more appropriate remuneration.

Regent Galle moved that Dr. Marsden and Dr. Hildreth be continued as Regents Distinguished Professors. Following the second of Regent Lykins, the motion carried.

*Fiscal Affairs and Audit***COMMENTS RE APARTMENT CONTRACTS**

Regent Downey reported on feedback she has received related to student apartment contracts that contain a hidden clause requiring a student to be committed for the following year, unless the landlord is notified by a certain date. She expressed concern about whether the Regents had any responsibility to the student and whether university administrators should assist by contacting city councils.

Students were encouraged to call attention to the matter through community contacts and students newspapers. SAC Chair Ginger Niemann reported that legislation was introduced during the 2006 Session, and the students plan to raise the matter again this year.

ALLOCATION OF FY 2008 REHABILITATION AND REPAIR APPROPRIATION – SYSTEMWIDE

Mr. Eric King, Director of Facilities, outlined the recommended allocation of the FY 2008 rehabilitation and repair appropriation. Working with the Budget Division, it appears that there will be \$30 million available through the Educational Building Fund. Fifteen million will be used as repayment of the crumbling classrooms revenue bonds, leaving \$15 million for rehabilitation and repair projects.

Regent Grier moved that the recommendations for the FY 2008 Rehabilitation and Repair appropriations, as amended, be adopted. Following the second of Regent Lykins, the motion carried. The following allocation was approved:

Allocation of Funds for Rehabilitation and Repair Projects for Institutions of Higher Education as Appropriated to the Kansas Board of Regents

FY 2008 - \$15,000,000 (EBF)

Gross square feet (not including residence halls, student unions & parking garages):

	<u>GSF</u>	<u>% of Total</u>
The University of Kansas	6,088,322	29.69
The University of Kansas Medical Center	2,291,329	11.17
Kansas State University	5,644,225	27.53
Kansas State University-Salina	258,824	1.26
Wichita State University	2,312,668	11.28
Emporia State University	1,127,312	5.50
Pittsburg State University	1,365,285	6.66
Fort Hays State University	<u>1,417,072</u>	<u>6.91</u>
	20,505,037	100.00

Priority Listing of Projects

Allocation

The University of Kansas

1. Campus Fire Code Improvements	\$ 550,000
2. Campus Tuckpointing	270,000
3. Campus Roof Repair/Replacement	284,000
4. Campus Elevator Improvements	54,000
5. Campus Mechanical Improvements	1,270,000
6. Campus Electrical Service Improvements	766,000
7. Campus Lighting Improvements	100,000
8. Research & Lab Improvements	300,000
9. ADA Improvements	50,000
10. Site & Utility Infrastructure Improvements	150,000
11. Raze Military Science Annex	50,000
12. Tunnel Improvements	<u>610,000</u>
	\$4,454,000

The University of Kansas Medical Center

1.	Campus Fire Code Improvements	\$ 90,000
2.	Campus Exterior Maintenance	91,500
3.	Campus Carpet/Tile Replacement	100,000
4.	Delp ADA Compliance/HVAC Replacement	360,000
5.	Campus Fire Alarm Replacements	57,000
6.	Campus Interior Maintenance	90,000
7.	Applegate Energy Center Improvements	50,000
8.	Campus Utility Infrastructure Improvements	405,000
9.	Campus Roof Replacements	100,000
10.	Campus Building Automated Control Upgrades	60,000
11.	Sudler Computer Room HVAC	150,000
12.	Campus Interior Maintenance (Wichita)	20,000
13.	Campus Infrastructure Improvements (Wichita)	40,000
14.	Campus Exterior Maintenance (Wichita)	<u>62,500</u>
		\$1,676,000

Kansas State University

1.	Campus Infrastructure Improvements - Phase 2	800,000
2.	Campus Fire Code Improvements	388,126
3.	Campus Electrical Distribution & Power Plant Improvements	750,000
4.	English Counseling HVAC Replacement - Phase 2	1,400,000
5.	Campus Hazardous Material Abatement	100,000
6.	Vet. Med. Infrastructure Improvements	85,000
7.	Vet. Med. Fire Code Improvements	24,000
8.	Campus Cyclic Painting, Window & Door Maintenance	200,000
9.	Campus Sidewalk, Curb & ADA Repairs	50,000
10.	Vet. Med. Door/Window Replacement	35,000
11.	ESARP Infrastructure Improvements & Maintenance - Phase IV	100,000
12.	Vet. Med. Sidewalk, Curb & ADA Repairs	37,740
13.	Campus Exterior Stone Repairs	50,000
14.	Campus Elevator Maintenance & Repairs	43,134
15.	Vet. Med. Cooling Tower Repairs/Replacement	<u>66,000</u>
		\$4,129,000

Kansas State University-Salina

1.	Campus Roof Repair/Replacement	\$ 75,000
2.	Campus Stone Repairs	20,000
3.	Campus Utility & Infrastructure Repair & Improvements	74,650
4.	Campus Fire Code Improvements	<u>19,350</u>
		\$ 189,000

Wichita State University

1.	Campus Floor Covering Replacement	\$ 75,000
2.	Campus Interior & Exterior Doors Replacements	50,000
3.	Campus Sidewalk Repairs	60,000
4.	Campus Streets & Drives Repairs	50,000
5.	Campus Exterior Lighting Upgrades	70,000
6.	Campus Elevator Upgrades	250,000
7.	Ablah Library Carpet Replacement	50,000
8.	Campus Fire Code Improvements	295,000

9.	Metropolitan Complex Roof Replacement	225,000
10.	Campus Automated Systems Control Upgrades	50,000
11.	Campus Tuckpointing	255,000
12.	Henrion Hall Electrical Distribution Improvements	75,000
13.	Morrison Hall Attic Insulation	33,000
14.	Campus Emergency Phone Upgrades & Expansion	80,000
15.	Refurbish and Update Exterior Building Signs	<u>74,000</u>
		\$1,692,000

Emporia State University

1.	Campus Teaching Laboratory Improvements	\$ 100,000
2.	Campus Elevator Repairs & Maintenance	30,000
3.	Kellogg Circle Drive Improvements - Phase I	225,000
4.	HPERA Natatorium Code Improvements	25,000
5.	Police & Safety Evidence Room Renovations	15,000
6.	Campus Infrastructure Master Plan	50,000
7.	Roosevelt Hall Foundation Engineering Analysis	25,000
8.	Campus Sidewalk Repairs & Replacement	50,000
9.	Campus HVAC Repairs & Replacement	100,000
10.	Campus Utility Tunnel Re-Insulation & Repairs	175,000
11.	Campus Fire Alarm Maintenance/Service	<u>30,000</u>
		\$ 825,000

Pittsburg State University

1.	Porter Hall Fire Alarm Upgrades	\$ 150,000
2.	McPherson Hall Fire Alarm Upgrades	150,000
3.	Campus Storefront/Door Replacements	300,000
4.	Heckert Wells Hall Roof Replacement	<u>399,000</u>
		\$ 999,000

Fort Hays State University

1.	Campus Sidewalk Replacements	\$ 20,000
2.	Campus HVAC Repair/Replacement	61,000
3.	Campus Elevator Repairs	5,000
4.	Campus Asbestos Abatement	5,000
5.	Campus Steam Generation and Distribution Upgrades	5,000
6.	Campus Exterior Utility Repair/Replacement	10,000
7.	Campus Miscellaneous Roof Repairs	5,000
8.	Campus Carpet Replacement	55,000
9.	Heather Hall Studio Light Replacement	40,000
10.	Akers Energy Center Condensate Tank Replacement	25,000
11.	Akers Energy Center Overhead Door Installation	40,000
12.	Custer Hall Partial Roof Replacement	45,000
13.	Custer Hall Second Floor Improvements	90,000
14.	Cunningham Hall Sewage Lift System Replacement	65,000
15.	Campus Electrical System Improvement Study	50,000
16.	Cunningham Hall Under-Slab Sewer Improvements	485,000
17.	Tunnel Lid Repairs	<u>30,000</u>
		\$1,036,000

SUMMARY

	<u>Allocation</u>
The University of Kansas	\$4,454,000
The University of Kansas Medical Center	1,676,000
Kansas State University	4,129,000
Kansas State University-Salina	189,000
Wichita State University	1,692,000
Emporia State University	825,000
Pittsburg State University	999,000
Fort Hays State University	<u>1,036,000</u>
TOTAL	\$15,000,000

APPROVAL OF PROJECTS FROM FY 2008 TUITION INTEREST EARNING FUNDS – SYSTEMWIDE

Mr. King presented the project and allocation recommendations to be completed with funds anticipated to become available from the FY 2008 tuition interest earnings. The allocation dollars were based on anticipated tuition interest earnings at each university. Regent Grier moved, followed by the second of Regent Lykins, that the recommendations for expenditures from the FY 2008 tuition interest earning funds be approved. The motion carried. The following was adopted:

Allocation of Funds for Rehabilitation and Repair Projects for Institutions of Higher Education

FY 2008 - \$8,355,000 (PROJECTS FINANCED WITH TUITION INTEREST)

<u>Priority Listing of Projects</u>	<u>Allocation</u>
The University of Kansas	
1. Wescoe Hall HVAC Improvements	<u>\$1,350,000</u>
	\$1,350,000
The University of Kansas Medical Center	
1. Applegate Motor Control Center	\$ 100,000
2. Campus Exterior Maintenance	100,000
3. Campus Infrastructure Improvements	45,000
4. Wahl Hall East Basement AHU Replacement	80,000
5. Mechanical Infrastructure - Wichita	<u>25,500</u>
	\$349,500
Kansas State University	
1. Campus Roof Repair/Replacement	\$ 1,000,000
2. Campus Classroom Improvements	600,000
3. Renovate Academic & Academic Support Space Located in Old Memorial Stadium - Phase I	<u>1,740,000</u>
	\$3,340,000

Kansas State University-Salina

1. Campus Roof Repair/Replacement	\$ 50,000
2. Campus Stone Repairs	15,000
3. Campus Utility & Infrastructure Repair & Improvements	<u>95,500</u>
	\$ 160,500

Wichita State University

1. Duerksen Fine Arts Center Improvements - Phase 1 (Elec./HVAC)	\$ 1,161,000
	<u>\$1,161,000</u>

Emporia State University

1. HPERA Roof Replacement	<u>\$649,000</u>
	\$649,000

Pittsburg State University

1. Russ Hall Masonry Repairs - Phase 2	\$150,000
2. Axe Library Masonry Restoration	250,000
3. Campus Electrical Switchgear Replacements	150,000
4. Campus Partial Steam Line Replacement	<u>200,000</u>
	\$750,000

Fort Hays State University

1. Felten-Start Theatre Seating	\$90,000
2. Cunningham Hall Paint Gym Wall Surfaces	35,000
3. Utility Tunnel Replacement	260,000
4. Campus Exterior Graphics - Phase 2	50,000
5. Sheridan Hall Roof Repairs	70,000
6. Service Buildings Masonry Cleaning & Sealing	<u>90,000</u>
	\$595,000

SUMMARY

	<u>Amount</u>
The University of Kansas	\$1,350,000
The University of Kansas Medical Center	349,500
Kansas State University	3,340,000
Kansas State University-Salina	160,500
Wichita State University	1,161,000
Emporia State University	649,000
Pittsburg State University	750,000
Fort Hays State University	<u>595,000</u>
TOTAL	\$8,355,000

Other Matters

UPDATE ON STATE UNIVERSITY DEFERRED MAINTENANCE EFFORTS

President Robinson reported that since the last Board meeting, University CEO's have been communicating with key off-campus constituencies about the severity of the deferred maintenance problem. Each University CEO was given an opportunity to advise the Board on their contacts.

President Hammond reported that on behalf of Fort Hays State University, he had 30 editorial interviews for radio, television, and newspapers during visits to fifteen cities in five days. He also attended two board meetings, the Kansas Board of Excellence meeting held in Wichita, Kansas, and the meeting of the Kansas Chamber of Commerce. President Hammond noted that he was asked often about what the appropriate level of state support should be, considering that when he came to Kansas the funding was approximately 49 percent and has dropped to approximately 29 percent. He recommended that the Board attempt to determine the appropriate support level.

Wichita State University's efforts were highlighted by President Beggs. The WSU Board of Trustees, the Foundation Board, and the Alumni Board have all met and communicated to the Governor. Dr. Beggs and Regent Grier met with the Executive Director and President of the Chamber of Commerce, and the deferred maintenance problem was placed on the Chamber's meeting agenda. The Chamber unanimously support the University's need. Dr. Beggs has spoken to legislators in his area and was able to educate them about the problem. He believes there is support for the down payment concept.

President Bryant reported on Pittsburg State University's efforts. Vice President Scott has spoken to Rotary groups. Ginger Niemann spoke to the Kiwanis Club. Dr. Bryant spoke to the Foundation's Board of Trustees and alumni groups in three Kansas communities. Also, President and Mrs. Bryant have hosted four student groups and talked with them about how their parents and people in their communities could support deferred maintenance. Letters were sent to 300 PSU alumni seeking support, and many have shared copies of the letters they subsequently sent to the Governor. PSU also received support from the Chair of the Pittsburg Chamber of Commerce. Media efforts have included an SGA editorial in The Collegio, and area newspapers, television and radio have been supportive. PSU faculty are involved, and President Bryant believes that the majority of the legislators in Southeast Kansas will be supportive.

The efforts at Emporia State University were reported on by President Lane. He, along with Regent DeBauge and Vice President Hauke, hosted a luncheon for local business and economic development professionals. He noted that Senator Barnett sent a letter of support to the Governor and made reference to a down payment to address the problem. In the public forum setting, Senator Barnett asked about the percentage of budget that should be allocated annually to maintenance and facilities, and President Lane indicated that the amount is currently less than one percent, but the goal of businesses is four to five percent. Individuals have written to the Governor and shared copies with President Lane, and others have reported on telephone calls made to the Governor. Dr. Lane participated in several radio and newspaper interviews. The business community is supportive but not ready to support a tax increase. President Lane called special attention to the efforts of the students in that they used their efforts as an educational opportunity for other students and emphasized the continuing deterioration of the buildings.

Chancellor Hemenway reported that he, Regent Galle, and Presidents Wefald and Beggs joined forces in Wichita and then in Kansas City to speak to media and chamber of commerce representatives. The University of Kansas sent approximately 3,000 letters about the deferred maintenance needs and copies of some of the letters sent to the Governor have been shared with the University. Discussions have been held with opinion leaders and the Greater Kansas City

Chamber of Commerce. The Chancellor also credited the students for their efforts. He pointed out that in the deferred maintenance discussions, he was often asked about the Regents system plan to address the matter, and he encouraged establishing public policy that would adequately address the deferred maintenance needs, perhaps being able to capitalize on the ending balance of the state or recurring funds.

At Kansas State University, President Wefald reported that they, too, sent letters to individuals soliciting contacts with the Governor. The University has been provided copies of letters sent to the Governor, and individuals have been very supportive of the need. Presentations have been made to chambers of commerce, and there have been articles and editorials in newspapers, in addition to the cards collected by students at KSU and KSU-Salina. Student Body President Lucas Maddy reported that over the Christmas break, approximately 30 students will be holding face-to-face meetings with alumni and legislators to garner support for the deferred maintenance problem.

RECESS

Chairman Galle announced a ten minute recess at 9:45 a.m. The meeting resumed at 9:55 a.m.

REPORT ON UNIVERSITY INTERNATIONAL PROGRAMS – KSU

Provost Duane Nellis presented a report on the international efforts underway at Kansas State University. The University has a long-standing commitment to internationalization and was recognized by the American Council on Education in 2003 for its international profile. Additionally, in 2005, the University developed a strategic plan for internationalization.

Academic programs are in place for study abroad opportunities and on-campus education of international students. Dr. Nellis reported that 18 percent of KSU students have an international experience before graduating. Of those, the University has been honored with 31 Fulbright student scholars since 1986. Summer programs offering academic credit have been held in Brazil, Mexico, Guatemala, Turkey and Russia. Faculty-led international programs have doubled since 2003. KSU has 60 reciprocal exchange agreements in 21 countries. International education is available in the KSU curriculum with extensive foreign language offerings, distance education options, and the face-to-face contact with international students and faculty members. The University has almost 1100 international students currently. KSU also has an active International Activities Council and International Student Center, as well as many community outreach programs.

Faculty have international exposure through research, service on boards of international research groups, international lecture presentations, leading student groups, and academic teaching and service in foreign areas. K-State assisted in the agricultural development in African and Asian universities in the 1970s and 80s, and currently offers technical assistance in the disciplines of education, family services, engineering, architecture, business and veterinary medicine. The University has a strong Peace Corp base and currently 34 KSU graduates are serving as volunteers.

Dr. Nellis concluded by noting that the KSU international student body is growing and becoming more diverse, domestic students are seeking international experience and knowledge, and the international outreach to local communities and developing countries is expanding.

(PowerPoint Presentation Filed with Official Minutes)

REPORT ON UNIVERSITY INTERNATIONAL PROGRAMS – KU

The report on the international focus at the University of Kansas was presented by Provost Richard Lariviere. KU, too, has a long-standing commitment to internationalization. Currently, the University offers foreign language instruction in over 30 languages and has 112 international partnerships and exchange agreements. The University's commitment to internationalization is spelled out in an international mission statement.

Dr. Lariviere reported that 26 percent of the University's graduating seniors studied abroad and the University has over 1,300 students in over 60 countries. Likewise, KUMC reported 29 percent of its senior medical students have studied in hospitals and clinics in 26 countries. As part of its plan for increased international focus, the University plans to integrate study abroad into the undergraduate curriculum, encourage broader participation in historical non-traditional foreign destinations, and address the financial barriers that prevent greater participation in such programs. KU reported 1,579 international students enrolled on the Lawrence campus in the Fall 2006 semester, with 58 percent of those being graduate students. The international student enrollment at KUMC has almost doubled in the last four years, and approximately 225 students from more than 30 countries have studied in a health science program since 1994. KU presently has six student Fulbright Scholars in six countries.

International opportunities are available for faculty. Among those is the Fulbright Scholars program, in which 277 KU faculty have studied since 1946. Currently, KU has 103 international visiting faculty and research scholars, two international faculty Fulbright Scholars, 37 international student Fulbright Scholars and four Ford International Fellows. Faculty members have international research opportunities and invitations to present papers and lectures in international settings.

Dr. Lariviere reported on the international curricular activities, noting that there is a 16-hour language requirement for a Bachelor of Arts degree. The University also reaches out to the Kansas community with K-12 activities such as learning Chinese via distance education through the KU Confucius Center, the International Expo for Kansas elementary school students, After-School Programs in a foreign language by international student volunteers and international education workshops for Kansas K-12 teachers through KU's Area Studies Centers.

(PowerPoint Presentation Filed with Official Minutes)

ADJOURNMENT

Chairman Galle adjourned the meeting at 10:35 a.m.

Reginald L. Robinson, President and CEO

Nelson D. Galle, Chairperson

II. REPORTS

- A. Introductions
- B. Report from the Chair
- C. Report from the President and CEO

Chairman Nelson D. Galle
President Reggie Robinson

III. APPROVAL OF CONSENT AGENDA

- A. *Academic Affairs*
Regent Janice DeBauge

Dr. Robert Masters
Vice President for Academic Affairs

1. APPROVE ADDITIONAL DEGREE-GRANTING FOR NATIONAL AMERICAN UNIVERSITY

Summary and Staff Recommendation

Staff recommends that National American University (NAU) be given degree-granting authority for the Associate of Science in Nursing. This degree will be awarded on its Overland Park campus. 12/14/06

Background

The Kansas Private and Out-of-State Postsecondary Educational Institution Act (hereinafter “the Postsecondary Educational Institution Act”) gives the Board of Regents responsibility for conferring degree-granting authority on postsecondary educational institutions with physical presence in Kansas. The scope of this responsibility includes most private institutions located in the state of Kansas and extends to all private and public colleges and universities located outside of Kansas that seek to deliver instruction within the state.

Institutions that apply for degree-granting status are reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. These standards include items such as:

- Courses, curriculum and instruction are of such quality, content and length as may reasonably and adequately ensure achievement of the stated objective for which the courses, curriculum or instruction are Offered
- Institutions maintain written records of the previous education and training of students and applicant students, and that training periods are shortened when warranted by such previous education and training or by skill or achievement tests

Each institution is required to submit a catalog including descriptions of the programs and courses offered. The catalog also contains a listing of instructors and their credentials and a statement of the objectives of this program. Staff reviews the catalog along with resumes of administrators and instructors.

Another standard item is the record of previous training or education. Schools must publish in their catalog the policy that will apply to previous training, methods of testing previous knowledge, or the transfer of credits from another institution.

NAU meets the standards of the Kansas Board of Regents and holds accreditation from HLC, an accreditation body 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 approval.

The Kansas Board of Nursing approved this program at its meeting on December 12-13, 2006.

Recommendations

Staff recommends approval of the National American University request for degree-granting authority for the Associate of Science in Nursing to be awarded on its Overland Park campus. Continued approval is contingent upon a favorable review and action by the Kansas Board of Regents. Any reference in the institution's publications or communication to the Kansas Board of Regents should refer only to the Board's conferral of degree-granting authority for the approved degrees and this institution must apply annually for its certificate of approval to operate a school and grant these degrees in the state of Kansas.

IV. CONSIDERATION OF DISCUSSION AGENDA

A. *Academic Affairs*
Regent Janice DeBauge

Dr. Robert Masters
Vice President for Academic Affairs

1. RECEIVE 2006 ADULT EDUCATION REPORT

Staff recommends that the board accept the fiscal year 2006 report on the programs funded under the federal Workforce Investment Act, Title II: Adult Education and Family Literacy Act. 01/05/07

Background

In fiscal year 2006 thirty-one adult education programs provided adult education and family literacy services to more than 11,000 Kansans. This report provides information on the demographics of the adult learners served as well as the effectiveness and efficiency of the services provided. The report also compares Kansas Adult Education's outcomes with its FY03, FY04 and FY05 outcomes and with the negotiated outcomes approved by the United States Department of Education as required under the Workforce Investment Act of 1998. A full copy of the report is available upon request.

Recommendation

Staff recommends that the FY06 Adult Education Report be accepted.

2. APPROVE MODIFICATIONS TO KBOR TRANSFER AND ARTICULATION POLICY**Summary and Recommendations**

The Transfer and Articulation Policy was adopted in 2004. The current policy stipulates that a review of the policy be undertaken 3 years after the date of implementation. Board staff concurs with the System Council of Chief Academic Officers and the System Council of Presidents in recommending approval.

1/08/07

Background

The original statewide transfer and articulation agreements were drafted prior to the integration of public postsecondary education into a single system. With SB345, the Board has the ability to establish transfer policy that applies to all Kansas public postsecondary institutions. The existing policy was adopted in 2004 and stipulates review of the policy three years after the date of implementation.

The policy presented below was designed to:

- Fulfill statutory requirements (K.S.A.72-4453, K.S.A.72-4454, and K.S.A.74-3202c(b)(4))
 Note: the full statutes are included at the end of this document
- Establish a direct transfer path to at least some universities for completed technical programs
- Address multidirectional transfer
- Ensure institutional autonomy
- Recognize student responsibility
- Formally encourage development of program-to-program articulation agreements

After review by SCOCAO and SCOPs modifications to the existing policy are recommended.

Modification of Chapter IV, Number 22 of the KBOR Policy Manual

22. Transfer and Articulation Policy

- a. Transfer is recognized as a crucial element within a seamless educational system. The purpose of this policy is to promote seamlessness. A seamless educational system offers the best resources to provide a high quality education for every citizen, and empowers and encourages each citizen to reach maximum potential by engaging in life-long learning. This includes:
 - Aligning high school and college expectations and standards to improve access and success;
 - Providing access to higher education;
 - Providing high quality advising and information at every point of the journey to insure that students understand the preparation required to succeed at the next level;
 - Building connections and strengthening communications within and between the parts of the system; and
 - Providing a smooth transition from one level of learning to the next level, including graduate and professional education.

- b. In accordance with K.S.A.72-4453, the governing boards of every Kansas community college and every ~~area vocational school or area vocational technical school~~ technical school must establish transfer and articulation agreements providing for the transferability of substantially equivalent courses of study and programs in order to facilitate the articulation of students to and among institutions.
 - (1) The state board of regents shall be notified of the agreement at the time the agreement is executed; and
 - (2) The agreement shall be effective only after approval by the state board of regents. (K.S.A.72-4453)

- c. In accordance with K.S.A. 72-4454, articulation agreements are required among ~~area vocational schools, area vocational technical schools, community colleges, technical colleges and state educational institutions~~ technical schools, technical colleges, community colleges and public universities providing for the transferability of substantially equivalent courses of study and programs which are offered at ~~area vocational schools, area vocational technical schools, community colleges, technical colleges and state educational institutions~~ technical schools, technical colleges, community colleges and public universities in order to facilitate articulation of students in technical programs to and among ~~area vocational schools, area vocational technical schools, community colleges, technical colleges and state educational institutions~~ technical schools, technical colleges, community colleges and public universities.

- d. To promote seamlessness, each public postsecondary educational institution shall develop and publicize its transfer policy.
 - (1) ~~An institutional transfer policy may~~ shall not conflict with KBOR's transfer policy.
 - (2) ~~An institutional transfer policy must~~ shall include an appeal process.
 - (3) ~~An institutional transfer policy must~~ shall treat transfer students the same way academically as non-transfer students.

- (4) An institutional transfer policy ~~must~~ shall ensure transfer of substantially equivalent courses from any Kansas public postsecondary institution.
 - (5) An institutional transfer policy ~~must~~ shall ensure transfer of general education courses from any HLC accredited Kansas public postsecondary institution subject to conditions in sections h and i below.
 - (6) Courses not substantially equivalent to a course offered by the receiving institution may be transferred at the discretion of the receiving institution.
- e. Each Kansas public postsecondary educational institution shall establish its residency requirements, graduation requirements, and any admission requirements to professional or specific programs.
- (1) Admission to an institution will not constitute admission to a professional school or a specific program.
 - (2) Except as provided in section h, students must complete all graduation requirements of the receiving institution.
 - (3) Students with a completed associates degree who transfer into professional school or specialty programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
- f. Institutions are strongly encouraged to develop program-to-program articulation agreements. Such agreements may provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.
- g. General requirements for transfer of credits between and among Kansas public postsecondary educational institutions include the following:
- (1) Effective July 2006 and thereafter, transfer coursework must be transcribed in credit hours.
 - (2) Students transferring to Kansas public universities with a completed AA or AS degree will be given junior standing.
- h. Transfer of general education to and among Kansas Public Universities, including state universities and Washburn University, must follow the requirements below.

Although the following distribution of courses does not correspond to the general education requirements for the bachelor degree at any Kansas Public University, it will be accepted as having satisfied the general education requirements for the bachelor degree of all Kansas Public Universities.

A minimum of 45 credit hours of general education with distribution in the following fields will be required. General education hours totaling less than 45 will be accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

12 hours of Basic Skills courses, including:

- 6 hours of English Composition
- 3 hours of Public Speaking or Speech Communication
- 3 hours of college level Mathematics; college Algebra and/or Statistics will be required of transfer students where the curriculum of the receiving institution requires it

12 hours of Humanities courses from at least three of the following disciplines:

- Art*
- Theater*
- Philosophy
- Music*
- History
- Literature
- Modern Languages

*Performance courses are excluded.

12 hours of Social and Behavioral Science courses from at least three of the following disciplines:

- Sociology
- Psychology
- Political Science
- Economics
- Geography
- Anthropology

9 hours of Natural and Physical Science courses from at least two disciplines (lecture with lab).

Transcripts of students fulfilling the requirement of this agreement will be appropriately coded by the sending institution.

- i. Although a transfer general education curriculum has not been established for associate degrees, the transfer curriculum is assumed to be a subset of the curriculum in section h above.
- j. Universities may develop program-to-program articulation agreements for the AAS degree; Fort Hays State University and Washburn University have these agreements in place.
- k. Completed technical programs (non-degree) and completed AAS degrees shall transfer according to option (1) or (2) below:
 - (1) As a block to articulated programs at community colleges, technical colleges, and to those universities that have program to program articulation agreements.
 - (2) On a course-by-course basis
 - (a) General education courses may be transferred according to sections d(5), h and i above.

- (b) Substantially equivalent courses may be transferred on a course-by-course basis according to section d(4) above.
 - (c) Other courses may be transferred as electives according to section d(6) above.
1. Students who intend to transfer are responsible for becoming acquainted with the program and degree requirements of the institution to which they expect to transfer.
 - m. This policy shall be reviewed three years after the date of implementation. Interim reports may be requested by the Board.

Staff Recommendation

Staff recommends approval of modified policy.

* * * * *

The following statutes are included for information only:

74-3202c

Chapter 74.--STATE BOARDS, COMMISSIONS AND AUTHORITIES

Article 32.--HIGHER EDUCATION COORDINATION; STATE BOARD OF REGENTS

74-3202c. Same; powers, duties and functions; preservation of certain powers, duties and functions of community college boards of trustees. (a) In the exercise of its leadership role, the state board of regents shall be an advocate for the provision of adequate resources and sufficient authority for all postsecondary educational institutions so that each postsecondary educational institution can realize, within its prescribed mission, role and scope, its full potential to the benefit of the students who attend such postsecondary educational institution and to the benefit of all Kansas residents in terms of receiving the benefits of a highly educated and vocationally trained populace.

(b) In addition to other duties and functions prescribed by law, the state board of regents shall:

- (1) Serve as the representative of the public postsecondary educational system before the governor and the Kansas legislature;
- (2) provide statewide planning for higher education and adopt, from time to time amend, revise or modify, and administer a comprehensive plan for coordination of higher education within this state;
- (3) determine institutional roles and review institutional missions and goals for each postsecondary educational institution taking into account both institutional needs and the needs of the state's system of higher education as a whole;
- (4) develop articulation procedures so that maximum freedom of transfer among and between postsecondary educational institutions is ensured;

etc.

History: L. 1999, ch. 147, § 6; L. 2000, ch. 86, § 5; L. 2001, ch. 94, § 2; L. 2002, ch. 188, § 2; July 1.

72-4453
Chapter 72.--SCHOOLS
Article 44.--VOCATIONAL EDUCATION

72-4453. Agreements for transferability of courses and programs required; purpose; conditions; criteria and guidelines. (a) The board of trustees of every community college and the governing board of every area vocational school or area vocational-technical school shall make and enter into agreements providing the transferability of substantially equivalent courses of study and programs which are offered at such educational institutions in order to facilitate the articulation of students to and among such educational institutions.

(b) The following conditions shall apply to the agreements required under subsection (a):

(1) The state board of regents shall be notified of the agreement at the time the agreement is executed; and

(2) the agreement shall be effective only after approval by the state board of regents.

(c) The state board of regents shall prescribe criteria or guidelines for the purpose of determining which courses of study and programs offered in the area vocational schools and area vocational-technical schools are: (1) Substantially equivalent to courses of study and programs offered in the community colleges; and (2) transferable to the community colleges. A current, complete list of such courses of study and programs shall be maintained on file in the office of the state board of regents and shall be open for public inspection at any reasonable time.

72-4454
Chapter 72.--SCHOOLS
Article 44.--VOCATIONAL EDUCATION

72-4454. Policy requiring agreements; adoption by state board of regents. The state board of regents shall adopt a policy requiring articulation agreements among area vocational schools, area vocational-technical schools, community colleges, technical colleges and state educational institutions providing for the transferability of substantially equivalent courses of study and programs which are offered at area vocational schools, area vocational-technical schools, community colleges, technical colleges and state educational institutions in order to facilitate articulation of students in technical programs to and among area vocational schools, area vocational-technical schools, community colleges, technical colleges and state educational institutions.

History: L. 1991, ch. 212, § 2; L. 1999, ch. 147, § 110; July 1.

B. *Fiscal Affairs and Audit*
Regent Jim Grier

Diane Duffy
Vice President for Finance and Administration

1. RECEIVE REPORT ON GOVERNOR'S BUDGET RECOMMENDATIONS

THURSDAY, JANUARY 17, 2007**V. REPORTS**

- A. Introductions
- B. Report from Council of Presidents
- C. Report from Council of Faculty Senate Presidents
- D. Report from Students' Advisory Committee

President Tom Bryant
Dr. Tim Bailey
Ginger Niemann

VI. CONSIDERATION OF DISCUSSION AGENDA

- A. *Academic Affairs*
Regent Janice DeBauge

Dr. Robert Masters
Vice President for Academic Affairs

**1. ADOPT REGULATIONS FULLY IMPLEMENTING THE KANSAS
 QUALIFIED ADMISSION STATUTE (ROLL CALL VOTE REQUIRED)**

Summary and Recommendation

In 1996 the Kansas Legislature amended the state university admissions statute, K.S.A. 76-717, to establish minimum admission requirements for students applying to state universities. Minimum requirements had not existed before. These standards are known collectively as Qualified Admission (QA). The Board is authorized to adopt rules and regulations to administer QA. Working closely with admission representatives and chief academic officers, staff drafted a set of 19 regulations that are now presented to the Board for adoption. The regulations set admission requirements for Kansas residents, nonresidents, and transfer students; describe requirements for state universities' admission policies and procedures; and prescribe a precollege curriculum that may be completed by applicants during high school to meet minimum standards. Staff recommends approval. The Board's vote on whether to adopt these regulations must be made by a roll call vote.

(12/19/06)

Background

Legislative amendments to K.S.A. 76-717 in 1996 established minimum standards for admission to state universities, commonly known as Qualified Admission (QA). Prior to that time, admission had been "open" to all Kansas high school graduates; however, after QA passed, applicants were required to show they had either scored a minimum score on the ACT, achieved a specific ranking in their high school class, or completed a college preparatory curriculum in high school with a specified minimum GPA, known as the "QA precollege curriculum."

Although K.S.A. 76-717 authorizes adoption of rules and regulations to facilitate implementation of QA, a "common procedures" document, drafted by state university representatives and board staff, has been used to implement QA. The "common procedures" were approved by the Board in 1997 and have been amended by the Council of Chief Academic Officers (COCAO) as necessary. The last revision was made in 2002.

After 10 years of QA, staff realized that there were some reasons why the adoption of procedures and standards through rules and regulations has merit. These reasons include the following:

1. To clarify requirements for the QA precollege curriculum. Under K.S.A. 76-717, the Board has authority to prescribe this curriculum and did so in 1997 when it approved a set of recommendations regarding the content of QA courses. The intent of these recommendations was to ensure that rigorous college preparatory courses would comprise the QA precollege curriculum. Board staff has come to realize, however, that these recommendations often fail to provide enough information to high schools about what is expected of a QA course. For example, high schools may not understand that “Food Science” cannot fulfill a QA chemistry requirement or that a QA physics course is expected to include solving physics problems that require mastery of algebra. The regulations attempt to provide more specific requirements for QA courses without being overly directive as to content of the course.
2. To clearly delineate the authority for Board staff to review and approve/disapprove courses for the QA precollege curriculum. In the past, high school administrators have at times resisted the authority of the Board of Regents to establish curriculum requirements when their governing board is the Kansas State Board of Education. Establishing these requirements in rules and regulations, which have the force of law, will clarify the authority of the Board of Regents in this area.
3. To establish functional equivalents of the QA precollege curriculum. The QA statute allows students to be admitted if they achieve functional equivalents of the QA precollege curriculum, which shall be established by the Board. In the “common procedures” document, such equivalents were not spelled out. Rules and regulations will provide guidance to all state universities about this area of QA.
4. To establish admission requirements for categories of students not addressed in the QA statute. Several types of students, such as nonresidents graduating from Kansas high schools, residents graduating from out-of-state high schools, and home-schooled individuals, are not addressed in the QA statute. Questions about how state universities should treat such students arise regularly. Rules and regulations would clarify standards and insure uniform treatment of these categories of students at each state university.
5. To establish categories of admission, which may include a provisional category for at-risk students. The proposed regulations establish several new categories of students that allow a state university to manage its enrollment in new ways, consistent with QA. These categories are:
 - Regular admission. This category of admission would be for the majority of students who would be enrolled without any extra requirements.
 - Temporary admission. This category of admission would apply to students who fail to provide all information required for a complete application file. It would allow a university to admit the student but give them a year’s grace period to complete their application file. Failure to do so would result in dis-enrollment.
 - Provisional admission. This category of admission would allow a state university to admit an at-risk student for a limited period of time (or a limited number of credit hours) during which the student must meet specific stipulations required by the university. For example, past research by a university may show that students who have an ACT reading score of 19 or less have a 15% chance of completing a degree. The state university could require the student to participate in a mandatory advising program, take no more than 12 hours per semester, or achieve a particular minimum GPA. The state university would delineate in its admission policies which requirements it places on students who are

provisionally admitted, which would be approved by the Board. Failure to complete the requirements could result in dis-enrollment of the student.

- Conditional admission. This category of admission would allow admission of a small number of at-risk out-of-state students who would be required to complete 24 credit hours with at least a 2.0 GPA within a calendar year or risk dis-enrollment.

6. To fulfill statutory requirements for implementation of the 10% exception window. K.S.A. 76-717 requires that the Board adopt rules and regulations prescribing criteria and guidelines to be applied on a system-wide basis to state university policies that permit students to be admitted as exceptions to the QA standards. The method of accepting exceptions is known as the 10% exception window. These regulations would indicate compliance with this requirement.

Input on the Proposed Regulations

The proposed regulations have been discussed in COCAO on several occasions. In addition, in November, 2006 an “open meeting” was held so that any interested party from the state universities could provide input. Staff also informed the Kansas State Department of Education of the proposed regulations and emphasized the importance of feedback from the secondary sector.

The current version of the regulations has been reviewed and approved by the Department of Administration and the Attorney General, and has been reviewed by the Joint Legislative Committee on Administrative Rules and Regulations. In addition, staff has held a public comment period followed by a public hearing.

The regulations are ready for the Board’s adoption. The vote whether or not to adopt the regulations must be made by a roll call vote. Following formal adoption, the regulations will be published in the *Kansas Register* and will become effective on August 1, 2007, allowing a grace period for the state universities and Kansas high schools to come into compliance with the new requirements. Students applying for the summer semester of 2008 will be subject to these regulations.

Kansas Administrative Regulations Article 88-29

The regulations to be adopted follow. In summary, the regulations address four primary issues. The regulations set admission requirements for all Kansas residents, nonresidents, and transfer students; describe requirements for state universities’ admission policies and procedures; prescribe a precollege curriculum that may be completed by applicants during high school to meet minimum standards; establish functional equivalents to the QA precollege curriculum.

Article 29 Qualified Admission

88-29-1. Definitions. The following terms, wherever used in this article, shall have the meanings specified in this regulation: (a) “Accelerated course” means a course that meets all of the following criteria:

- (1) Is designed for students performing above their grade level as determined by standardized testing;
- (2) if the course is designed to be a 1/2-unit course, is completed in less than 40 clock-hours;
- (3) if the course is designed to be a one-unit course, is completed in less than 80 clock-hours; and
- (4) has been determined by the board of regents to include similar or greater content, depth, and complexity as a one-unit course completed in 120 clock-hours or a 1/2-unit course completed in 60 clock-hours.

(b) “Accredited high school” means one or more educational institutions that provide secondary instruction to students in grades 9, 10, 11, and 12 and that are designated accredited by a regional accrediting agency recognized by the United States department of education, by the Kansas state board of education, or by an agency with standards equivalent to those of the United States department of education or the Kansas state board of education.

(c) “Admission” means the permission given by the admission officer of a state educational institution to an applicant to enroll as a degree-seeking student in a state educational institution.

(d) “Complete application file” means the entire set of the following student records that have been received in the admission office of a state educational institution:

- (1) A completed application to the state educational institution;
- (2) verification that all applicable application fees have been paid;
- (3) an official copy of the final transcript from each high school attended, including a transcript documenting graduation from high school, or a GED certificate; and
- (4) any other materials required by the state educational institution for advising or placement purposes.

(e) “Degree-seeking student” means a student who has been accepted for enrollment at a state educational institution and who has formally indicated to the state educational institution the intent to complete a program of study that is designated by the United States department of education as a program that is eligible for federal financial aid.

(f) “Earned the general educational development (GED) certificate with an overall score of not less than 50 points” means one of the following:

- (1) Took the GED test on or after January 1, 2002, with an overall score of at least 2,550 points and a minimum score of 510 points on each subtest; or
- (2) took the GED test before January 1, 2002, with an overall score of at least 250 points and a minimum score of 50 points on each subtest.

(g) “Institution of higher education” means an educational institution in any state, territory or country that meets all of the following criteria:

- (1) Meets one of the following requirements:
 - (A) Offers a course of instruction designated by the United States department of education as a program that is eligible for federal financial aid; or
 - (B) offers a course of instruction that is equivalent to a program designated by the United States department of education as a program that is eligible for federal financial aid;
- (2) is legally authorized within the state, territory, or country that appears on the transcript to provide a program of education beyond secondary education; and
- (3) meets one of the following requirements:
 - (A) Is accredited by an accrediting agency or association that is recognized by the United States department of education or an international accrediting agency; or
 - (B) has been granted preaccreditation status by an accrediting agency or association that is recognized by either the United States department of education or an international accrediting agency.

(h) “Integrated course” means a course that redistributes the content of two or more qualified admission precollege curriculum courses into a nontraditional combination. A nontraditional combination may combine the content of qualified admission algebra I and qualified admission geometry over a period of four semesters in a sequence of courses titled integrated math I and II.

(i) “Kansas resident” means a person determined to be a resident for fee purposes pursuant to K.S.A. 76-729 and amendments thereto.

(j) “Non-degree-seeking student” means a student who has been accepted for enrollment in a state educational institution and who has formally indicated to the state educational institution the intent to enroll for self-enrichment or other reasons, excluding the intent to complete a course of study that is designated by the United States department of education as a program that is eligible for federal financial aid.

(k) “Precollege,” when used to describe a course or curriculum, means a type of course or curriculum offered at an accredited high school that meets each of the following criteria:

(1) The course or curriculum is designed for a student performing at or above the student’s grade level as determined by standardized testing.

(2) The content and requirements of the course or curriculum have been determined by the board of regents or the board’s designee to reflect a pace of instruction, intensity and depth of material, level of abstraction, and application of critical thinking necessary to prepare students for study at state educational institutions.

(l) “State educational institution” has the meaning specified in K.S.A. 76-711 and amendments thereto.

(m) “Ten percent exception window” means a method by which a Kansas resident may be admitted to a state educational institution pursuant to K.A.R. 88-29-8.

(n) “Unit” means a measure of secondary credit that may be awarded to a student for satisfactory completion of a particular course or subject. One unit of credit is credit that is awarded for satisfactory completion of a course or subject that is offered for and generally requires 120 clock-hours to complete. Credit may be awarded in increments based upon the amount of time a course or subject is offered and the requirements for completion.

This regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-2. Scope. Unless expressly stated as applicable to non-degree-seeking students, this article shall apply only to undergraduate degree-seeking students at any state educational institution.

This regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-3. Categories of admission. This regulation shall be applicable to each state educational institution’s review of applicants beginning with the 2008 summer session.

(a) In the admission policies of each state educational institution, which are required by K.A.R. 88-29-9, each state educational institution shall adopt the regular admission category, which shall include any applicant who is given permission from the state educational institution to enroll as a degree-seeking student at the state educational institution without any conditions or restrictions other than that the student will be subject to all policies of the state educational institution.

(b) In the admission policies of each state educational institution, which are required by K.A.R. 88-29-9, any state educational institution may adopt one or more admission categories in addition to the

regular admission category specified in subsection (a). These additional categories shall be limited to the following:

(1) The temporary admission category, which shall include any applicant who is given permission from the state educational institution to enroll as a degree-seeking student at the state educational institution for a specified period of time not to exceed one calendar year, during which period the student shall be required to provide the state educational institution with the student's complete application file;

(2) the provisional admission category, which shall include any applicant who is given permission from the state educational institution to enroll as a degree-seeking student at the state educational institution for a probationary period of time, subject to restrictions that may include any of the following requirements:

(A) The applicant shall enroll only in a limited number of credit hours each semester as specified by the state educational institution;

(B) the applicant shall enroll in the developmental or college preparatory courses specified by the state educational institution;

(C) the applicant shall participate in an advising program specified by the state educational institution;

(D) the applicant shall achieve a certain specified grade point average specified by the state educational institution at the end of a period of time specified by the state educational institution; and

(E) the applicant shall meet any other provisions established in the state educational institution's admission policy for provisional admission established in accordance with K.A.R. 88-29-9; and

(3) the conditional admission category, which shall include any applicant who is given permission from the state educational institution to conditionally enroll in a state educational institution as a non-resident degree-seeking student according to a state educational institution's admission policy for conditional admission established in accordance with K.A.R. 88-29-9.

(c) A student in the regular admission category shall not be in any other admission category.

(d) The temporary, provisional, and conditional admission categories shall not be mutually exclusive. Each student who is not in the regular admission category shall be admitted into any other category or categories of admission adopted by the state educational institution for which the student is eligible.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-4. Qualifications required for the admission of an applicant with 24 or more transferable credit hours. This regulation shall be applicable to each state educational institution's review of applicants beginning with the 2008 summer session.

(a) The requirements established in this regulation shall apply to any applicant who has earned 24 or more credit hours from an institution of higher education that are transferable to a state educational institution. If an applicant does not meet the requirements of this regulation, the applicant may be admitted by means of the ten percent exception window described in K.A.R. 88-29-8 or the conditional admission category adopted in the state educational institution's admission policy required by K.A.R. 88-29-9.

(b) Each state educational institution shall admit any Kansas resident who meets the following criteria:

(1) Has earned 24 or more credit hours from an institution of higher education that are transferable to a state educational institution; and

(2) has earned a cumulative grade point average of 2.0 or higher on a 4.0 scale in all postsecondary coursework.

(c) Any state educational institution may admit a nonresident who meets the following criteria:

(1) Has earned 24 or more credit hours from an institution of higher education that are transferable to a state educational institution; and

(2) has earned a cumulative grade point average of 2.0 or higher on a 4.0 scale in all postsecondary coursework.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-5. Qualifications required for the admission of a Kansas resident who is under the age of 21. This regulation shall be applicable to each state educational institution’s review of applicants beginning with the 2008 summer session.

(a) The requirements established in this regulation shall apply to any applicant who is a Kansas resident and is under the age of 21, except that the requirements shall not apply to any applicant who has earned 24 or more credit hours from an institution of higher education that are transferable to a state educational institution. If an applicant does not meet the requirements of this regulation, the applicant may be admitted by means of the ten percent exception window described in K.A.R. 88-29-8.

(b) Each state educational institution shall admit any Kansas resident under the age of 21 who meets each of the following requirements:

(1) Has graduated from an accredited high school in Kansas or, pursuant to K.S.A. 72-116 and amendments thereto, an accredited high school located out of state; and

(2) meets at least one of the following criteria:

(A) Achieved a composite score on the ACT of at least 21 points;

(B) ranked in the top third of the applicant’s high school class upon completion of seven or eight semesters; or

(C) completed the qualified admission precollege curriculum described in K.A.R. 88-29-11, or its functional equivalent described in K.A.R. 88-29-18, with a minimum grade point average of 2.0 on a 4.0 scale.

(c) Each state educational institution shall admit any Kansas resident who is under the age of 21 and who has earned the general educational development (GED) certificate with an overall score of not less than 50 points, as defined in K.A.R. 88-29-1.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-6. Qualifications required for the admission of a Kansas resident who is 21 or older. This regulation shall be applicable to each state educational institution’s review of applicants beginning with the 2008 summer session.

(a) The requirements established in this regulation shall apply to any applicant who is a Kansas resident and who will be 21 or older on the first day of classes at the state educational institution to which the student is applying, except that the requirements shall not apply to any applicant who has earned 24 or more credit hours from an institution of higher education that are transferable to a state educational institution. If an applicant does not meet the requirements of this regulation, the applicant may be admitted by means of the ten percent exception window described in K.A.R. 88-29-8.

(b) Each state educational institution shall admit any Kansas resident who is 21 or older and who meets one of the following criteria:

(1) Has graduated from an accredited high school in Kansas or, pursuant to K.S.A. 72-116 and amendments thereto, an accredited high school located out of state; or

(2) has earned the general educational development (GED) certificate with an overall score of not less than 50 points, as defined in K.A.R. 88-29-1.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-7. Qualifications required for the admission of a nonresident. This regulation shall be applicable to each state educational institution’s review of applicants beginning with the 2008 summer session.

(a) The requirements established in this regulation shall apply to any applicant who is a nonresident, except that the requirements shall not apply to any applicant who has earned 24 or more credit hours from an institution of higher education that are transferable to a state educational institution. If an applicant does not meet the requirements prescribed in this regulation, the applicant may be admitted into the conditional admission category adopted in the state educational institution’s admission policy for conditional admission established in accordance with K.A.R. 88-29-9.

(b) Any state educational institution may admit any nonresident who meets both of the following requirements:

(1) Has graduated from an accredited high school; and

(2) meets at least one of the following criteria:

(A) Achieved a composite score on the ACT of at least 21 points;

(B) ranked in the top third of the applicant’s high school class upon completion of seven or eight semesters; or

(C) completed the qualified admission precollege curriculum described in K.A.R. 88-29-11, or its functional equivalent described in K.A.R. 88-29-19, with a minimum grade point average of at least 2.5 on a 4.0 scale.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-8. The ten percent exception window. This regulation shall be applicable to each state educational institution’s review of applicants beginning with the 2008 summer session.

Any state educational institution may admit any Kansas resident who does not meet the applicable requirements specified in K.A.R. 88-29-4 through 88-29-6 by means of the ten percent exception window. The maximum number of students admitted by means of the ten percent exception window shall be calculated as follows:

(a) The total number of admitted new students who have earned fewer than 30 credit hours from an institution of higher education that are transferable to the state educational institution, regardless of admission category, shall be counted on each twentieth day of the fall, spring, and summer sessions of each academic year.

(b) The maximum number of admissions calculated using the ten percent exception window shall be equal to 10 percent of the sum of the three numbers counted in subsection (a).

(c) If the state educational institution exceeds the allotted number of admissions using the ten percent exception window, the excess over the allowable total number of exceptions shall be subtracted from the subsequent year’s allowable total number of exceptions.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-9. Admission policies for state educational institutions. This regulation shall be applicable to each state educational institution’s review of applicants beginning with the 2008 summer session.

The chancellor or president of each state educational institution or a designee shall establish admission policies that meet all of the following requirements:

- (a) The policies shall not conflict with the provisions of this article.
- (b) The policies shall specify the materials required for a complete application file.
- (c) The policies shall address the enrollment of both degree-seeking and non-degree-seeking students as well as each student’s transition from degree-seeking to non-degree-seeking status or from non-degree-seeking to degree-seeking status. Policies shall mandate that each non-degree-seeking student who applies to enroll as a degree-seeking student shall be admitted only if one of the following conditions is met:
 - (1) The student meets the applicable requirements specified in K.A.R. 88-29-4 through 88-29-7.
 - (2) The student is admitted by means of the ten percent exception window described in K.A.R. 88-29-8.
 - (3) The student is admitted into the conditional admission category adopted in the state educational institution’s admission policy for conditional admission established in accordance with this regulation.
 - (d) The policies shall include an explanation of the ten percent exception window and the state educational institution’s method to determine which applicants would be admitted if there were more applicants than the state educational institution is allowed under K.A.R. 88-29-8.
 - (e) The policies may include the establishment of subcategories of non-degree-seeking students.
 - (f) The policies shall include a statement indicating whether the state educational institution will consider, in the admission decision, any postsecondary credit from an institution that is not accredited and has not been granted preaccreditation status by an agency recognized by the United States department of education or by an equivalent international agency. If the state educational institution considers these credits, the admission decision shall be made in accordance with K.A.R. 88-29-4.
 - (g) The policies shall include a statement of whether the state educational institution enrolls students in the temporary, provisional, or conditional admission category.
 - (1) If the state educational institution enrolls any students in the temporary admission category, the policies shall include all of the following:
 - (A) A description of requirements for exiting the temporary admission category and entering another admission category;
 - (B) a statement that a temporarily admitted student may be denied admission to a specific degree program; and
 - (C) a statement that each student who fails to exit from the temporary admission category within the specified period of time shall be disenrolled.
 - (2) If the state educational institution enrolls any students in the provisional admission category, the policies shall include all of the following:
 - (A) A description of requirements for exiting the provisional admission category and entering another admission category;
 - (B) a statement that any student admitted in the provisional admission category may be denied admission to a specific degree program; and
 - (C) a statement that each student who fails to exit from the provisional admission category within the period of time specified by the state educational institution shall be disenrolled.

(3) If the state educational institution enrolls any students in the conditional admission category, the policies shall include all of the following:

(A) A statement that the maximum number of students admitted in the conditional admission category shall be equal to 50 students or 10 percent of the total number of new nonresident freshman class admissions, whichever is greater. This 10 percent shall be calculated as follows:

(i) Ten percent of the total number of nonresident freshman class admissions shall be calculated as follows: the total number of admitted new students who have earned fewer than 30 credit hours from an institution of higher education and who are nonresidents shall be counted on the twentieth day of the fall, spring, and summer sessions of each academic year. Ten percent of the sum of these counts shall be calculated; and

(ii) if the state educational institution exceeds the allotted number of admissions in the conditional admission category described in paragraph (g)(3)(A), the excess over the allowable total number of admissions shall be subtracted from the subsequent year's allowable total;

(B) a statement that a student enrolled in the conditional admission category shall not be admitted to a specific degree program until the student enters the regular admission category;

(C) a requirement that each student admitted in the conditional admission category shall complete 24 credit hours at the state educational institution with a cumulative grade point average of at least 2.0 on a 4.0 scale at the state educational institution within one calendar year of the first day of classes of the first term in which the student is enrolled, in order to exit the conditional admission category and enter the regular admission category; and

(D) a statement that each student who fails to exit the conditional admission category and enter the regular admission category at the end of one calendar year shall be disenrolled from the state educational institution and shall not be admitted again under the provisional or conditional admission category.

(4) The state educational institution's policy shall mandate that a student who meets the criteria for more than one of the temporary, provisional, and conditional admission categories shall not be granted regular admission until the student fulfils the requirements for exiting each of the categories in which the student is initially enrolled.

(h) The admission policy of each state educational institution shall be required to be approved in advance by the board of regents.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-10. Methods for state educational institutions to use when evaluating qualifications for admission. This regulation shall be applicable to each state educational institution's review of applicants beginning with the 2008 summer session.

(a) Each admission officer at a state educational institution shall consider an applicant's ACT or SAT scores as follows:

(1) A documented score of 980 on the SAT, excluding the writing portion of the SAT, shall be deemed the equivalent of a score of 21 on the ACT for purposes of this article.

(2) A documented composite score of 21 or above on the ACT may be used to admit an applicant in the temporary admission category after the applicant's completion of the sixth high school semester, without further review of the applicant's materials. If this type of applicant is admitted in the temporary admission category, the applicant shall be allowed to exit from the temporary admission category into the regular admission category only upon verification of high school graduation.

(3) The admission officer shall consider the applicant's best composite ACT score for admission decisions.

(4) The admission officer shall recognize the applicant's score from an ACT or SAT that has been taken residually.

(b) Each admission officer at a state educational institution shall consider class rank as follows:

(1) If class rank cannot be determined, the admission officer shall not admit an applicant under this criterion.

(2) If an applicant's documented class rank is in the top third of the applicant's class after the applicant's seventh semester of high school, the class rank may be used to admit an applicant into the temporary admission category without further review of the applicant's materials. If this type of applicant is admitted in the temporary admission category, the applicant shall be allowed to exit the temporary admission category and enter the regular admission category only upon verification of high school graduation.

(3) If an applicant's documented class rank is in the top third of the applicant's class after the applicant's sixth semester of high school, the class rank may be used to admit an applicant into the temporary admission category without further review of the applicant's materials. If this type of applicant is admitted into the temporary admission category, the applicant shall be allowed to exit the temporary admission category and enter the regular admission category only upon verification that the applicant meets both of the following requirements:

(A) Remained in the top third of the class after the applicant's seventh semester or returned to the top third of the applicant's class during the eighth semester; and

(B) graduated from high school.

(c) Each admission officer at a state educational institution shall calculate grade point average in the qualified admission precollege curriculum as follows:

(1) The admission officer shall ensure that the requirements of K.A.R. 88-29-11 are met before calculating grade point average.

(2) The admission officer shall calculate a grade point average only for approved qualified admission precollege curriculum courses appearing on the official high school transcript.

(3) The admission officer shall consider a course to be part of the approved qualified admission precollege curriculum only if the course was approved by the board of regents staff, in accordance with procedures established by the board of regents or the board's designee, for the semester and year in which the applicant completed the course and if the applicant earned a grade of D or better.

(4) The admission officer shall consider a course to be part of the approved qualified admission precollege curriculum only if the title of the course that appears on the official high school transcript is the same as the title of the approved course.

(5)(A) If the high school transcript reports grades on a four-point scale, the admission officer shall calculate grade point averages in the approved qualified admission precollege curriculum by assigning four points to a grade of A, three points to a grade of B, two points to a grade of C and one point to a grade of D. Pluses and minuses shall not be considered in the calculation.

(B) If the high school transcript reports grades on a scale other than a four-point scale, the admission officer shall mathematically convert the grades to a four-point scale and assign points as described in paragraph (b)(5)(A).

(6) The admission officer shall consider grades of P or pass as follows:

(A) If the high school transcript indicates that a P is equivalent to a grade of D or higher, the admission officer shall assign one grade point to each grade of P.

(B) If the high school transcript indicates that a P is equivalent to a grade of C or higher, the admission officer shall assign two grade points to each grade of P.

(C) If the high school transcript does not indicate the minimum letter grade corresponding to a P, the admission officer shall not include the course in the calculations for the grade point average in the qualified admission precollege curriculum.

(7) If an applicant has retaken an approved qualified admission precollege course, the admission officer shall use the highest grade when calculating the grade point average for the approved qualified admission precollege curriculum.

(8) If an applicant has taken a college course to meet the requirements for the approved qualified admission precollege curriculum and if this college course appears on the applicant’s official high school transcript, the admission officer shall include the college course in the grade point average as follows:

(A) Each college course with three or more credit hours, but no more than six credit hours, shall be treated as a one-unit high school course.

(B) Each college course with more than six credit hours shall be treated as a two-unit high school course.

(d) If functional equivalents are substituted for courses in the qualified admission precollege curriculum in one or more disciplines, the admission officer of a state educational institution shall not assign a grade point value to the functional equivalents when calculating the qualified admission precollege curriculum grade point average.

(e) At the time of admission of an applicant, the state educational institution shall notify the applicant of each of the following:

(1) The category or categories in which the applicant is admitted;

(2) any enrollment restrictions associated with the applicant’s category or categories of admission; and

(3) the requirements for removing any enrollment restrictions associated with the applicant’s category or categories of admission.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-11. Requirements for the qualified admission precollege curriculum. In order to admit any applicant under the qualified admission precollege curriculum criterion, each state educational institution shall require the applicant to provide an official high school transcript documenting completion of the approved qualified admission precollege curriculum that meets the following requirements:

(a) For each student graduating from high school before 2010, the transcript shall indicate the following distribution of courses:

(1) One unit of approved qualified admission computer technology courses, with the content described in K.A.R. 88-29-13;

(2) four units of approved qualified admission English courses, with the content described in K.A.R. 88-29-14;

(3) three units of approved qualified admission mathematics courses that have the content described in K.A.R. 88-29-15 and that meet the following requirements:

(A) Are at or above the level of qualified admission algebra I; and

(B) were taken during ninth through twelfth grades;

(4) three units of approved qualified admission natural science courses that have the content described in K.A.R. 88-29-16 and that meet the following requirements:

(A) The three units shall be selected from any of the following courses, with at least one unit in each selected course:

- (i) Qualified admission biology;
- (ii) qualified admission advanced biology;
- (iii) qualified admission chemistry;
- (iv) qualified admission physics;
- (v) qualified admission earth-space science; or
- (vi) qualified admission principles of technology; and

(B) at least one unit shall be selected from a qualified admission chemistry course or a qualified admission physics course; and

(5) three units of approved qualified admission social science courses that have the content described in K.A.R. 88-29-17 and that are distributed according to the following requirements:

(A) A minimum of ½ unit shall be a qualified admission United States government course;

(B) a minimum of ½ unit shall be selected from any of the following courses:

- (i) Qualified admission world history;
- (ii) qualified admission world geography; or
- (iii) qualified admission international relations;

(C) a minimum of one unit shall be a qualified admission United States history course;

(D) up to one unit shall be selected from any of the following courses:

- (i) A qualified admission anthropology course;
- (ii) a qualified admission current social issues course;
- (iii) a qualified admission economics course;
- (iv) a qualified admission race and ethnic group relations course;
- (v) a qualified admission sociology course;
- (vi) a qualified admission psychology course;
- (vii) a qualified admission United States history course; or
- (viii) a qualified admission United States government course;

(E) a 1/2-unit course shall not be used to fulfill more than one requirement of this regulation for more than one discipline in the qualified admissions precollege curriculum; and

(F) a one-unit course may be used to fulfill two 1/2-unit requirements of this regulation.

(b) For each student graduating from high school in 2010 and thereafter, the qualified admission precollege curriculum shall consist of the following distribution of courses:

(1) One unit of approved qualified admission computer technology courses with the content described in K.A.R. 88-29-13;

(2) four units of approved qualified admission English courses that have the content described in K.A.R. 88-29-14;

(3) three units of approved qualified admission mathematics courses that have the content described in K.A.R. 88-29-15 and that meet the following requirements:

(A) The course shall be completed in the ninth through twelfth grades; and

(B) the course shall be selected from any of the following courses:

- (i) Qualified admission algebra I;
- (ii) qualified admission geometry;
- (iii) qualified admission algebra II; or
- (iv) any mathematics course that has qualified admission algebra II as a prerequisite;

(4) three units of approved qualified admission natural science courses that have the content described in K.A.R. 88-29-16 and that meet the following requirements:

(A) The three units shall be selected from any of the following courses:

- (i) Qualified admission biology;
- (ii) qualified admission advanced biology;
- (iii) qualified admission chemistry;
- (iv) qualified admission physics;
- (v) qualified admission earth-space science; or
- (vi) qualified admission principles of technology; and

(B) at least one unit shall be selected from a qualified admission chemistry course or a qualified admission physics course; and

(5) three units of approved qualified admission social science courses that have the content described in K.A.R. 88-29-17 and that are distributed according to the following requirements:

(A) a minimum of ½ unit shall be a qualified admission United States government course;

(B) a minimum of ½ unit shall be selected from any of the following courses:

- (i) Qualified admission world history;
- (ii) qualified admission world geography; or
- (iii) qualified admission international relations;

(C) a minimum of one unit shall be a qualified admission United States history course;

(D) not more than one unit shall be selected from any of the following courses:

- (i) Qualified admission anthropology;
- (ii) qualified admission current social issues;
- (iii) qualified admission economics;
- (iv) qualified admission psychology;
- (v) qualified admission race and ethnic group relations;
- (vi) qualified admission sociology;
- (vii) qualified admission United States history; or
- (viii) qualified admission United States government;

(E) a 1/2-unit course shall not be used to fulfill more than one requirement of this regulation for more than one discipline in the qualified admissions precollege curriculum; and

(F) a one-unit course may be used to fulfill two 1/2-unit requirements of this regulation.

This regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-12. Establishment of a qualified admission precollege curriculum by an accredited high school in Kansas. (a) The administrator of any accredited high school in Kansas may establish a qualified admission precollege curriculum. Failure to establish a qualified admission precollege curriculum shall render the high school's graduates ineligible for admission to a state educational institution under the qualified admission precollege curriculum criterion specified in K.A.R. 88-29-5 and 88-29-7. If an administrator establishes a qualified admission precollege curriculum, the curriculum shall meet the requirements of this regulation. No exemption to these requirements shall be granted.

(b) Each course to be included in an accredited high school's qualified admission precollege curriculum shall be approved in advance by the chief executive officer of the board of regents or the chief executive officer's designee. The approval procedures shall be distributed to accredited high schools in Kansas and shall include the following:

(1) Each administrator of an accredited high school in Kansas who desires to establish and maintain a qualified admission precollege curriculum shall submit materials to the board of regents in accordance with procedures established by the board of regents or the board's designee. Failure to submit materials in a timely manner may disqualify the high school's students for admission to a state educational institution under the qualified admission precollege curriculum criterion specified in K.A.R. 88-29-5 and 88-29-7.

(2) Each administrator of an accredited high school in Kansas with an approved qualified admission precollege curriculum shall notify the board of regents about any changes in course titles, deletion of courses, changes in course content, and changes in contact information in a manner prescribed by the board of regents or the board's designee.

(c) Each course for inclusion in an accredited high school's qualified admission precollege curriculum shall be approved according to the following procedures:

(1) A course shall be approved only if the content of the course meets the applicable requirements of K.A.R. 88-29-13 through 88-29-17.

(2) Two ½-unit courses may be approved to fulfill one unit of the qualified admission precollege curriculum only if the content of the resultant combination meets the applicable requirements of K.A.R. 88-29-13 through 88-29-17 and is equally distributed between the two 1/2-unit courses.

(3) Any college course offered by an eligible institution of higher education may be approved for inclusion in an accredited high school's qualified admission precollege curriculum if the course meets all of the following conditions:

(A) The content of the college course meets the applicable requirements in K.A.R. 88-29-13 through 88-29-17.

(B) The number of credit hours for the college course is three or more.

(C) The college course appears on the official high school transcript.

(4) Any integrated course that is not also an accelerated course may be approved by the chief executive officer or the chief executive officer's designee if the integrated course meets at least one of the following conditions:

(A) If all requirements for qualified admission algebra I and qualified admission geometry, as described in K.A.R. 88-29-15, are covered in an integrated course over a period of time equivalent to the time for two one-unit courses, two units of integrated mathematics may be approved to substitute for qualified admission algebra I and qualified admission geometry.

(B) If all requirements for qualified admission algebra I and II and qualified admission geometry, as described in K.A.R. 88-29-15, are covered in an integrated course over a period of time equivalent to the time for three one-unit courses, three units of integrated mathematics may be approved to substitute for qualified admission algebra I and II and qualified admission geometry.

(C) If a course meets all requirements for both a qualified admission English course and a qualified admission social studies course, as described in K.A.R. 88-29-14 and 88-29-17, and meets for a length of time equivalent to the time for two one-unit courses, the integrated course may be approved to substitute for one unit of English and one unit of social studies in the qualified admission precollege curriculum.

(D) If the content of an integrated course meets all requirements for two qualified admission natural science courses, as described in K.A.R. 88-29-16, and covers the material over a period of time equivalent to the time for two one-unit courses, the integrated course may be substituted for two units of natural science in the qualified admission precollege curriculum.

(5)(A) A one-unit integrated science course shall not be approved unless the course is also an accelerated course.

(B) A qualified admission computer technology course that is integrated into any other course in the qualified admission precollege curriculum shall be approved if all content areas described in K.A.R. 88-29-13 are included and are distributed throughout the duration of the course.

(C) Any accelerated course may be approved for inclusion in the qualified admission precollege curriculum.

(d) The list of courses that have been approved to be included in the qualified admission precollege curriculum for each accredited high school in Kansas shall be available from the board.

(e) Upon receipt of information that an approved course in the qualified admission precollege curriculum does not meet the applicable content requirements specified in these regulations, the content of that approved course may be reviewed by the chief executive officer of the board of regents or the chief executive officer's designee to verify that the course continues to meet the applicable content requirements in K.A.R. 88-29-13 through 88-29-17.

This regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-13. Content requirements for qualified admission computer technology courses.

Each qualified admission computer technology course shall include instruction in each of the following:

- (a) The meaning of at least 90 of the terms in the following sets of terms:
 - (1) Disk operating system, MS-DOS, Mac OS, Microsoft Windows, operating system, OS/2, and UNIX;
 - (2) American standard code for information interchange (ASCII), binary, command, compression, directory or folder, file, format, menu, prompt, server, and utility programs;
 - (3) clipboard, graphical user interface (GUI), multiprocessing, multitasking, and root directory;
 - (4) central processing unit (CPU), computer hardware, keyboard, monitor, motherboard, mouse, printer, random-access memory (RAM), scanner, and video resolution color depth;
 - (5) bit, byte, compact disc read-only memory (CD-ROM), diskette, gigabyte, hard disk, kilobyte, magnetic storage media, megabyte, and optical storage;
 - (6) baud and modem;
 - (7) boldface, center, cut, edit, font, format, justify, paste, spell-check, type size, underline, and word processor;
 - (8) absolute reference, attributes of a cell, cell, chart, copy across, copy down, formula, relative reference, and spreadsheet;
 - (9) database, field, filter, record, report, and sort;
 - (10) presentation software and slides;
 - (11) client/server, ethernet, file transfer protocol, gopher, host, local area network, and network;
 - (12) bookmark, browser, bulletin board system (BBS), download and upload, hypertext, hypertext markup language (HTML), internet, uniform resource locator (URL), and world wide web;
 - (13) discussion list, e-mail, flame, frequently asked questions (FAQs), online telecommuting, teleconferencing, telnet, usenet, and virus; and
 - (14) computer crime, copyright, ethics, fraud, laws, legislation, and privacy;
- (b) each of the following hardware skills:
 - (1) Entering commands from the keyboard, mouse, or other input device;
 - (2) turning a machine on and off; and
 - (3) identifying the operating system type and version;
- (c) a minimum of three of the following file management skills:
 - (1) Creating a directory, subdirectory, and folder;

- (2) copying files from one directory to another directory;
- (3) finding a file located on a hard disk or other storage device;
- (4) renaming or deleting files and either directories or folders; or
- (5) decompressing a file using a given decompression program;
- (d) each of the following diskette skills:
 - (1) Copying files to and from a diskette;
 - (2) formatting a diskette; and
 - (3) checking a diskette for viruses using a virus check program;
- (e) each of the following word processing skills:
 - (1) Launching a word processor and creating documents;
 - (2) formatting a document according to certain specifications, including each of the following skills:
 - (A) Entering text and changing margins, paragraph format, and page numbering;
 - (B) changing text styles, including the font, type size, and other special characteristics; and
 - (C) entering a title and text; and
 - (D) centering the lines of text on the page, with the title in boldface and a larger type size than the body of the text;
 - (3) opening a saved document that is stored on a hard disk or floppy disk;
 - (4) checking for spelling and grammatical errors using the software;
 - (5) rearranging sentences and paragraphs using cut-and-paste methods; and
 - (6) saving and printing documents;
- (f) each of the following spreadsheet skills:
 - (1) Launching a spreadsheet program and saving and printing a spreadsheet in portrait or landscape;
 - (2) creating a spreadsheet using formulas;
 - (3) changing cell text and number attributes;
 - (4) inserting or deleting a row into or from a spreadsheet;
 - (5) copying a formula with both relative and absolute references down a column or across a row;
 - (6) copying a formula from one cell and pasting the formula into another cell; and
 - (7) creating a chart from a spreadsheet;
- (g) each of the following database software skills:
 - (1) Creating a database;
 - (2) sorting a database on any field in any order;
 - (3) creating a report that filters out some of the data; and
 - (4) printing a report;
- (h) presentation software skills, including creating and printing a presentation document that meets specified requirements;
 - (i) each of the following multitasking skills:
 - (1) Opening several programs at once; and
 - (2) inserting material from one program, including e-mail, spreadsheet, database, and presentation software, into another program;
 - (j) each of the following networking and internet skills:
 - (1) Transferring a file by connecting to another computer to upload and download files in any format, including ASCII, binary, and binary hexadecimal (binhex);
 - (2) receiving, saving, and decoding attachments;
 - (3) creating e-mail messages, with attachments;

- (4) accessing a site on the world wide web and copying a file from the site to disk; and
- (5) following hypertext links from that site to several others and bookmarking the path;
- (k) each of the following ethical standards:
 - (1) Making copies of copyrighted software without permission is software piracy;
 - (2) misusing passwords or otherwise using computers without permission is unethical; and
 - (3) interfering with the transmission, storage, or retrieval of data through deliberate virus infection, alteration of codes, or destruction or damage of operating systems is unethical; and
- (l) additional topics, upon prior approval of the chief executive officer of the board of regents or the chief executive officer's designee.

This regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-14. Content requirements for qualified admission English courses. Each qualified admission English course shall meet all of the following requirements:

(a) If the course is offered for high school credit only, the course shall be taught by an instructor who is licensed to teach English at the secondary level.

(b) The course shall include formal writing assignments, excluding answers to essay exams, that meet the following requirements for each grade level:

(1) Each ninth-grade course shall include a minimum of two graded assignments of 250 or more words each, two graded assignments of 350 or more words each, and two graded assignments of 500 or more words each.

(2) Each tenth-grade course shall include a minimum of three graded assignments of 500 or more words each and three graded assignments of 1,000 or more words each.

(3) Each eleventh-grade course shall include a minimum of three graded assignments of 500 or more words each, two graded assignments of 1,000 or more words each, and a research paper of 750 or more words.

(4) Each twelfth-grade course shall include a minimum of five graded assignments of 1,000 or more words each and a research paper of 1,500 or more words.

(c) The course shall include written assignments about the literature studied in class.

(d) The course shall include a minimum of two written assignments according to the following criteria:

(1) Writing about local, regional, national, or international events;

(2) creative writing; and

(3) writing associated with research projects.

(e) The course shall include study of the writing process using the six-trait model or another model.

(f) The course shall include the study of complete works of literature rather than excerpts or abridged versions.

(g) The course shall include a study of literature that shall not be limited to a single audience or content area. A single audience or content area may include children's literature, sports literature, science fiction or fantasy, and literature of the old American west.

(h) The course shall include a study of the literary elements and devices of plot, setting, character, theme, point of view, mood, tone, style, personification, alliteration, assonance, simile, metaphor, idiom, flashback, foreshadowing, analogy, and symbolism in written literature that meets the following criteria:

(1) Treats universal themes;
 (2) offers sufficient complexity for multiple interpretations; and
 (3) includes language that is demonstrative of the literary elements and devices specified in this subsection.

(i) The course shall include study of novels, plays, short stories, and poetry in the amount specified for each grade level as follows:

(1) Each ninth-grade course shall include at least 12 works distributed as follows:

(A) At least three works selected from novels and plays, with at least one work in each genre;

and

(B) at least five short stories; and

(C) at least four poems.

(2) Each tenth-grade course shall include at least 16 works distributed as follows:

(A) At least three works selected from novels and plays, with at least one work in each genre;

(B) at least eight short stories; and

(C) at least five poems.

(3) Each eleventh-grade course shall include at least 18 works distributed as follows:

(A) At least four works selected from novels and plays, with a minimum of one work in each genre;

(B) at least eight short stories; and

(C) at least six poems.

(4) Each twelfth-grade course shall include at least 19 works distributed as follows:

(A) At least four works selected from novels and plays, with at least one work in each genre;

(B) at least eight short stories; and

(C) at least seven poems.

(j) The course may include additional genres or excerpts of literary works, upon prior approval of the chief executive officer of the board of regents or the chief executive officer's designee.

(k) The course shall include experience in speaking and listening, including at least two oral presentations, with reasonable accommodations made for any student who has a visual, auditory, or speech impairment.

(l) The course shall include the use of audiovisual materials.

This regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-15. Content requirements for qualified admission mathematics courses. Each qualified admission mathematics course shall meet all of the following requirements:

(a) The course shall be classified as a mathematics course in the course description.

(b) If the course is offered for high school credit only, the course shall be taught by an instructor who is licensed to teach mathematics at the secondary level.

(c) The course shall emphasize each of the following skills:

(1) Algebraic and geometric thought;

(2) mathematical reasoning in the context of real-world problem solving;

(3) communicating about mathematics; and

(4) using technology in mathematical contexts.

(d) The course shall meet the criteria for one of the following:

(1) A qualified admission algebra I course, which shall include instruction in each of the following topics:

- (A) Linear equations and functions, including both symbolic and graphic representations;
 - (B) data analysis, including linear regression for a data set;
 - (C) solution of linear equations and inequalities, both singularly and in systems, with sufficient emphasis to produce proficiency;
 - (D) properties of positive and negative real numbers, with sufficient emphasis to produce proficiency;
 - (E) absolute value;
 - (F) exponents and radicals;
 - (G) factoring patterns;
 - (H) solutions of quadratic equations; and
 - (I) additional topics upon approval of the chief executive officer of the board of regents or the chief executive officer’s designee;
- (2) a qualified admission algebra II course, which shall meet the following requirements:
- (A) Enrollment in the course shall be limited to students who have successfully completed qualified admission algebra I and qualified admission geometry; and
 - (B) the course shall include instruction in each of the following topics:
 - (i) Linear functions and equations;
 - (ii) the solution of quadratic equations by a variety of methods with sufficient emphasis to produce proficiency;
 - (iii) exponential and logarithmic equations and functions;
 - (iv) manipulation of algebraic fractions;
 - (v) connections between symbolic, numeric, and graphical representations;
 - (vi) the use of matrices to solve systems of equations and to organize and analyze data;
 - (vii) fundamentals of probability and combinatorics; and
 - (viii) additional topics upon approval of the chief executive officer of the board of regents or the chief executive officer’s designee;
- (3) a qualified admission geometry course, which shall meet the following requirements:
- (A) Enrollment in the course shall be restricted to students who have successfully completed algebra I; and
 - (B) the course shall include instruction in each of the following topics:
 - (i) Euclidean, transformational, and coordinate geometry;
 - (ii) the Pythagorean theorem and distance formula, with sufficient emphasis to produce proficiency;
 - (iii) properties of polygons, circles, and three-dimensional figures, including prisms, cylinders, and cones;
 - (iv) measurement concepts related to perimeter, area, and volume;
 - (v) the use of similarity and congruence in solving problems and as tools in developing proofs and constructions;
 - (vi) development of mathematical reasoning, including several approaches to proof, with sufficient emphasis to produce proficiency; and
 - (vii) additional topics upon approval of the chief executive officer of the board of regents or the chief executive officer’s designee; or
- (4) any mathematics course for which enrollment is restricted to students who have successfully completed qualified admission algebra II.

This regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-16. Content requirements for qualified admission natural science courses. Each qualified admission natural science course shall meet all of the following requirements:

- (a) The course shall be classified as a science course in the course description.
- (b) The course shall include an average of at least one laboratory or field experience each week.

The laboratory or field experiences shall meet both of the following requirements:

(1) At least two-thirds of the laboratory or field experiences shall be conducted with face-to-face contact with an instructor and with direct exposure to the organisms or processes, or both, to be studied.

(2) The laboratory or field experiences shall include instruction in the following skills:

- (A) Designing and conducting scientific investigations;
- (B) using technology and mathematics in science;
- (C) formulating and revising scientific explanations and models using logic and evidence;
- (D) recognizing and analyzing alternative explanations and models; and
- (E) communicating and defending a scientific argument.

(c) The course shall meet one of the following requirements:

(1) Qualified admission advanced biology. This course shall meet all of the following requirements:

(A) If the course is offered for high school credit only, the course shall be taught by an instructor licensed to teach biology at the secondary level.

(B) Enrollment in the course shall be limited according to the following requirements:

- (i) Junior or senior standing or gifted status shall be required for enrollment in the course.
- (ii) A qualified admission biology course shall be a prerequisite for enrollment in the course.
- (iii) If successful completion of a course in addition to a qualified admission biology course is required before enrollment in the qualified admission advanced biology course, the prerequisite course shall meet the requirements of subsections (a) and (b) and the applicable requirements of subsection (c) of this regulation.

(C) The course shall be limited to instruction in one or more of the following topics:

- (i) The structure and function of the cell;
- (ii) chromosomes, genes, the molecular basis of heredity, and the major concepts of biological evolution;
- (iii) the interdependence of organisms and the interaction of organisms with the physical environment;
- (iv) the behavior of animals and the connection between their nervous systems and behavior; or
- (v) the structure, function, and diversity of organisms.

(2) Qualified admission biology. This course shall meet all of the following requirements:

(A) If the course is offered for high school credit only, the course shall be taught by an instructor who is licensed to teach biology at the secondary level.

(B) The course shall meet the requirements in “standard 3: life science” for grades eight through 12 established by the Kansas state board of education in the “Kansas curricular standards for science education,” as approved on November 8, 2005 and hereby adopted by reference.

(C) The course may include additional content upon approval of the chief executive officer of the board of regents or the chief executive officer’s designee.

(3) Qualified admission chemistry. This course shall meet all of the following requirements:

(A) If the course is offered for high school credit only, the course shall be taught by an instructor who is licensed to teach chemistry at the secondary level.

(B) The course shall meet the requirements in “standard 2A: chemistry” for grades eight through 12 established by the Kansas state board of education in the “Kansas curricular standards for science education,” as approved on November 8, 2005 and hereby adopted by reference.

(C) The course may include additional content upon approval of the chief executive officer of the board of regents or the chief executive officer’s designee.

(4) Qualified admission earth-space science. This course shall meet all of the following requirements:

(A) If the course is offered for high school credit only, the course shall be taught by an instructor who is licensed to teach earth-space science at the secondary level.

(B) The course shall meet the requirements in “standard 4: earth and space science” for grades eight through 12 established by the Kansas state board of education in the “Kansas curricular standards for science education,” as approved on November 8, 2005 and hereby adopted by reference.

(C) The course may include additional content upon approval of the chief executive officer of the board of regents or the chief executive officer’s designee.

(5) Qualified admission physics. This course shall meet all of the following requirements:

(A) If the course is offered for high school credit only, the course shall be taught by an instructor who is licensed to teach physics at the secondary level.

(B) The course shall meet the requirements in “standard 2B: physics” for grades eight through 12 established by the Kansas state board of education in the “Kansas curricular standards for science education,” as approved on November 8, 2005 and hereby adopted by reference.

(C) The course may include additional content upon approval of the chief executive officer of the board of regents or the chief executive officer’s designee.

(6) Principles of technology. This course shall include “principles of technology: unit and subunit objectives,” second edition, established by the center for occupation research and development (CORD), copyrighted 2005 and hereby adopted by reference.

This regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-17. Content requirements for qualified admission social science courses. Each qualified admission social science course shall meet all of the requirements specified for one of the following courses:

(a) Qualified admission anthropology course. This course shall include instruction in all of the following topics:

- (1) Different theoretical approaches to anthropology;
- (2) research methods in anthropology;
- (3) cross-cultural examination of marriage and family;
- (4) cross-cultural examination of politico-economic organizations;
- (5) cross-cultural examination of belief systems;
- (6) ethnocentrism compared to cultural relativity;
- (7) expressive culture;
- (8) cultural change; and
- (9) other related topics as approved in advance by the chief executive officer of the board of regents or the chief executive officer’s designee.

(b) Qualified admission current social issues course. This course shall include instruction in all of the following topics:

- (1) Theoretical perspectives on social problems;

(2) research methods in social problems;
(3) cross-cultural perspectives in politico-economic problems;
(4) social problems related to social inequities;
(5) social problems related to social institutions;
(6) social problems related to social change; and
(7) other related topics as approved in advance by the chief executive officer of the board of regents or the chief executive officer’s designee.

(c) Qualified admission economics course. This course shall meet the curricular standards for high school for economics established by the Kansas state board of education on pages 232 through 239 in the “Kansas curricular standards for history and government; economics and geography” as approved in December 2004, revised on August 22, 2005, and hereby adopted by reference.

(d) Qualified admission United States government course. This course shall meet the curricular standards for high school for civics-government established by the Kansas state board of education on pages 225 through 231 in the “Kansas curricular standards for history and government; economics and geography” as approved in December 2004, revised on August 22, 2005, and hereby adopted by reference.

(e) Qualified admission United States history course. This course shall meet the curricular standards for high school for United States history established by the Kansas state board of education on pages 255 through 262 in the “Kansas curricular standards for history and government; economics and geography” as approved in December 2004, revised on August 22, 2005, and hereby adopted by reference.

(f) Qualified admission international relations course. This course shall include instruction in all of the following topics:

(1) Theories of international relations;
(2) historical background, including the Cold War;
(3) international law;
(4) international organizations;
(5) armed conflict and its causes;
(6) balance of power, deterrence, and arms control;
(7) political and economic globalization;
(8) trade and politics, including economic sanctions;
(9) religious, ethnic, nationalistic, and humanitarian challenges to global order, including each of the following:

- (A) Poverty;
- (B) disease;
- (C) militant ideologies;
- (D) environmental issues;
- (E) human rights; and
- (F) terrorism; and

(10) other related topics as approved in advance by the chief executive officer of the board of regents or the chief executive officer’s designee.

(g) Qualified admission psychology course. This course shall include instruction in all of the following topics:

(1) Ways to access information on the principles and principal proponents of psychological theories, using accepted methods of scientific inquiry;
(2) the biological basis of behavior, including all of the following:

- (A) Physiology of the brain and nervous system;
 - (B) physiology of the sensory systems; and
 - (C) perceptual processes;
 - (3) learning theories and cognitive processes;
 - (4) theories of motivation and emotion;
 - (5) human life span development;
 - (6) major theories of personality;
 - (7) major disorders of abnormal psychology and their treatment;
 - (8) how the individual, group, and environment influence human interactions; and
 - (9) other related topics as approved in advance by the chief executive officer of the board of regents or the chief executive officer’s designee.
- (h) Qualified admission race and ethnic relations course. This course shall include instruction in all of the following topics:
- (1) Racism and prejudice in the United States;
 - (2) historical issues;
 - (3) similarities and differences in racial and ethnic group experiences;
 - (4) theoretical approaches to race and ethnicity;
 - (5) immigration, assimilation, and separatism;
 - (6) cultural, economic, and political implications of race and ethnicity;
 - (7) current debates related to cultural politics;
 - (8) legal issues including antidiscrimination laws, hate crimes, and affirmative action; and
 - (9) other related topics as approved in advance by the chief executive officer of the board of regents or the chief executive officer’s designee.
- (i) Qualified admission sociology course. This course shall include instruction in all of the following topics:
- (1) The foundations of sociology, including each of the following:
 - (A) The history and philosophy of sociology;
 - (B) applications of sociology;
 - (C) major sociological perspectives; and
 - (D) sociological research methods and related ethical issues;
 - (2) the foundations of society, including all of the following:
 - (A) Major components of culture;
 - (B) major types of societies;
 - (C) the process of socialization;
 - (D) the components of social structure;
 - (E) social interaction; and
 - (F) theories of deviance and types of social control;
 - (3) social inequality, including the following:
 - (A) Major theoretical explanations of social inequality;
 - (B) local, national, and global perspectives on social stratification; and
 - (C) inequalities associated with gender, sexual orientation, age, race, and ethnicity;
 - (4) social institutions, including the following:
 - (A) Economic institutions; and
 - (B) the interrelationships between major social institutions;
 - (5) social change, including dynamics of population change, environment, and urbanization;

(6) perspectives on collective behavior, social movements, and social change in local, national, and global contexts; and

(7) other related topics as approved in advance by the chief executive officer of the board of regents or the chief executive officer's designee.

(j) Qualified admission world geography course. This course shall meet the curricular standards for high school geography established by the Kansas state board of education on pages 240 through 249 in the "Kansas curricular standards for history and government; economics and geography" as approved in December 2004, revised on August 22, 2005, and hereby adopted by reference.

(k) Qualified admission world history course. This course shall meet the curricular standards for high school for world history established by the Kansas state board of education on pages 263 through 271 in the "Kansas curricular standards for history and government; economics and geography" as approved in December 2004, revised on August 22, 2005, and hereby adopted by reference.

This regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-18. Functional equivalents of the qualified admission precollege curriculum; residents. This regulation shall be applicable to each state educational institution's review of applicants beginning with the 2008 summer session.

In order to admit an applicant under the criterion of successful completion of the functional equivalent of the qualified admission precollege curriculum, the admission officer of each state educational institution shall require each applicant who is a Kansas resident to meet one or more of the sets of requirements specified in subsections (a) through (e). An admission officer of a state educational institution shall not grant any exception to this regulation.

(a) To demonstrate successful completion of the functional equivalent of a qualified admission precollege computer technology course described in K.A.R. 88-29-11, each applicant shall provide official documentation of a score of 60 percent or higher on a computer literacy exam covering the topics and skills specified in K.A.R. 88-29-13.

(b) To demonstrate successful completion of the functional equivalent of the qualified admission precollege English courses described in K.A.R. 88-29-11, each applicant shall provide both of the following:

(1) Documentation on the official high school transcript of completion of any three units of high school English with no grade lower than a C; and

(2) official documentation of achievement of at least one of the following:

(A) A score of three or higher in either of the following college board advanced placement (AP) courses:

(i) Language and composition; or

(ii) literature and composition; or

(B) a grade of B or higher in a general education English course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(c) To demonstrate successful completion of the functional equivalent of the qualified admission precollege mathematics courses as described in K.A.R. 88-29-11, each applicant shall provide both of the following:

(1) Documentation on the official high school transcript of completion of any two units of high school mathematics courses with no grade lower than a C; and

(2) official documentation of achievement of at least one of the following:

(A) A score of three or higher in any of the following college board advanced placement (AP) courses:

(i) Calculus AB; or

(ii) calculus BC; or

(B) a grade of C or higher in a general education mathematics course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(d) To demonstrate successful completion of the functional equivalent of the qualified admission precollege natural science courses described in K.A.R. 88-29-11, each applicant shall provide both of the following:

(1) Documentation on the official high school transcript of completion of any two units of high school science courses with no grade less than a C; and

(2) official documentation of achievement of at least one of the following:

(A) A score of three or higher in any of the following college board advanced placement (AP) courses:

(i) Biology;

(ii) chemistry; or

(iii) physics B; or

(B) a grade of C or higher in a general education natural science laboratory course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(e) To demonstrate successful completion of the functional equivalent of the qualified admission precollege social science courses described in K.A.R. 88-29-11, each applicant shall provide both of the following:

(1) Documentation on the official high school transcript of completion of any two units of high school social science courses with no grade lower than a C; and

(2) official documentation of achievement of at least one of the following:

(A) A score of three or higher in any of the following college board advanced placement (AP) courses:

(i) Microeconomics;

(ii) macroeconomics;

(iii) comparative government and policies;

(iv) United States government and policies;

(v) European history;

(vi) United States history; or

(vii) psychology; or

(B) a grade of B or higher in a general education social science course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

88-29-19. Functional equivalents of the qualified admission precollege curriculum; nonresidents. This regulation shall be applicable to each state educational institution's review of applicants beginning with the 2008 summer session.

In order to admit an applicant under the criterion of successful completion of the functional equivalent of the precollege curriculum, the admission officer of each state educational institution shall require each applicant who is not a resident of Kansas to meet one or more of the sets of requirements

specified in subsections (a) through (f). An admission officer of a state educational institution shall not grant any exception to this regulation.

(a) To demonstrate successful completion of the functional equivalent of the qualified admission precollege computer technology courses described in K.A.R. 88-29-11, each applicant shall provide official documentation of a score of 60 percent or higher on a computer literacy exam covering the topics and skills specified in K.A.R. 88-29-13.

(b) To demonstrate successful completion of the functional equivalent of the qualified admission precollege English courses described in K.A.R. 88-29-11, each applicant shall provide both of the following:

(1) Documentation on the official high school transcript of completion of any three units of high school English with no grade lower than a C and at least one grade of B or higher; and

(2) official documentation of achievement of at least one of the following:

(A) A score of three or higher in either of the following college board advanced placement (AP) courses:

(i) Language and composition; or

(ii) literature and composition; or

(B) a grade of B or higher in a general education English course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(c) To demonstrate successful completion of the functional equivalent of the qualified admission precollege mathematics courses described in K.A.R. 88-29-11, each applicant shall provide both of the following:

(1) Documentation on the official high school transcript of completion of any two units of high school mathematics courses with no grade lower than a C and at least one grade of B or higher; and

(2) official documentation of achievement of at least one of the following:

(A) A score of three or higher in either of the following college board advanced placement (AP) courses:

(i) Calculus AB; or

(ii) calculus BC; or

(B) a grade of C or better in a general education mathematics course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(d) To demonstrate successful completion of the functional equivalent of the qualified admission precollege natural science courses described in K.A.R. 88-29-11, each applicant shall provide both of the following:

(1) Documentation on the official high school transcript of completion of any two units of high school science courses with no grade less than a C and at least one grade of B or higher; and

(2) official documentation of achievement of at least one of the following:

(A) A score of three or higher in any of the following college board advanced placement (AP) courses:

(i) Biology;

(ii) chemistry; or

(iii) physics B; or

(B) a grade of C or higher in a general education natural science laboratory course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(e) To demonstrate successful completion of the functional equivalent of the qualified admission precollege social science courses described in K.A.R. 88-29-11, each applicant shall provide both of the following:

(1) Documentation on the official high school transcript of completion of any two units of high school social science course with no grade lower than a C and at least one grade of B or higher; and

(2) official documentation of achievement of at least one of the following:

(A) A score of three or higher in any of the following college board advanced placement (AP) courses:

(i) Microeconomics;

(ii) macroeconomics;

(iii) comparative government and policies;

(iv) United States government and policies;

(v) European history;

(vi) United States history; or

(vii) psychology; or

(B) a grade of B or higher in a general education social science course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(f) To demonstrate successful completion of the functional equivalent of all of the courses described in K.A.R. 88-29-11, each applicant who has attended an accredited high school located outside the United States shall provide official documentation of a study in mathematics, science, literature, and composition and completion of this study at a level that exceeds the minimum graduation standards of that accredited high school.

The regulation shall be effective on and after August 1, 2007. (Authorized by and implementing K.S.A. 76-717; effective P-_____.)

B. *Fiscal Affairs and Audit*
Regent Jim Grier

Diane Duffy
Vice President for Finance and Administration

1. **ADOPT POLICY FOR PILOT PROJECT ON PURCHASING**

Summary and Staff Recommendation

The Kansas Board of Regents has been authorized under 2006 Sess. Law Ch. 190 to select institutions to participate in a pilot project for purchasing. The statute requires the Board to adopt policy to guide the activities of the participating universities. KBOR staff worked with COBO to develop a policy, which was approved by COPs at its December meeting. The policy establishes guiding principles, lists specific requirements for policies and procedures established by the participating institutions, and describes requirements for reporting. Staff recommends the Board adopt this new policy, entitled “Policy for Pilot Project on Purchasing.”

Background

During the 2006 legislative session, S.B. 52 (2006 Sess. Law Ch. 190) was enacted authorizing a pilot project for state universities’ purchasing systems. The original bill, requested by the Board of Regents, was part of the legislative package directed at achieving “administrative relief.” The purpose of the pilot is to exempt participating state universities from certain state purchasing requirements (statewide purchasing contracts, state travel services, and the Prison Made Goods Act) to determine whether purchasing policies tailored to the university are more efficacious. The pilot project commences June 1, 2007 and will be in effect until June 30, 2010. The statute requires the Board of Regents to submit a report to the Legislature annually regarding the activities of the participating universities, including any new or amended Board policies; amounts and kinds of expenditures by the participating universities; and information regarding any savings experienced and any issues or problems encountered. Similarly, the State Director of Purchasing is required to make a report on the impact of the pilot on the Department of Administration’s system of purchasing.

The Board designated the University of Kansas and Fort Hays State University as the state universities participating in the pilot project at its June 21-22, 2006 meeting.

The policy requires each participating university to develop a plan for a system of administration for the acquisition of supplies, materials, equipment, goods, property, articles, products and services. Further, each university is to develop and maintain written policies and procedures to implement the plan, which are subject to approval by the Board upon confirmation that such policies and procedures are in accordance with the criteria identified in items one through nine below. Staff recommends adoption and placement in the Board’s Policy and Procedure Manual in Chapter II, Section B, “Fiscal Management,” Subsection (10).

Policy10. POLICY FOR PILOT PROJECT ON PURCHASING (2006 Sess. Law Ch. 190) (date adopted X-X-XXX)a. Participating State Universities

The University of Kansas and Fort Hays State University are hereby designated as universities participating in the pilot project on purchases authorized by 2006 Sess. Law Ch. 190.

b. Guiding Principles

(1) Each state university participating in the pilot project authorized by 2006 Sess. Law Ch. 190 shall be guided by procurement policies and procedures that:

- o Focus on the stewardship of public funds;
- o Advance and support the mission of the institution;
- o Promote a competitive and fair procurement environment;
- o Are open and transparent, including adherence to the Kansas Open Records Act.

(2) State universities participating in the pilot project are encouraged to engage in cooperative purchasing opportunities with other universities or other entities to achieve the lowest competitive price, including purchasing from current State central purchasing contracts, state travel services, and products pursuant to the Prison Made Goods Act, if it is in the best interest of the state university.

c. Requirements for Policies and Procedures

The policies and procedures developed by the state university participating in the pilot project shall address, at a minimum:

- (1) How the system of administration will advance and support the mission of the state university and provide increased levels of service to university students, faculty and staff as they work collectively to advance the university interest.
- (2) How the state university intends to promote a competitive procurement environment including a statement regarding what competitive bid limit thresholds will be utilized.
- (3) How notice of procurement opportunities will be provided to vendors and to the public in general.
- (4) The criteria to be utilized as contracts and purchase orders are awarded.
- (5) What process will be utilized to resolve vendor protests or requests for information, if any, that are submitted by vendors or the public in general.
- (6) How the state university intends to cooperate with the State and state universities as procurement decisions are made.

(7) How the state university intends to track and report cost savings, process efficiencies or issues identified as a result of this pilot project.

(8) How each state university intends to involve the university’s internal audit function in the review of purchasing activities.

(9) What steps are taken to ensure that all university procurement officials are guided by a purchasing code of ethics, such as the National Association of Educational Procurement Code of Ethics.

d. Requirements for Reporting

Each state university participating in the pilot project shall submit a report on an annual basis to the Board of Regents Office in October for approval by the Board in December that identifies:

- (1) The amounts and kinds of expenditures made by the state universities.
- (2) What savings were achieved or costs incurred and any issues or problems that were encountered as acquisitions were made by the state universities.
- (3) An overall evaluation of the efficacy of the pilot project on purchasing.

Eric King
Director of Facilities

2. RECEIVE UPDATE ON DEFERRED MAINTENANCE

C. *Other Matters*

Reggie Robinson
President and CEO

1. RECEIVE REPORT ON UNIVERSITY EFFICIENCY MEASURES – ESU

2. RECEIVE REPORT ON UNIVERSITY EFFICIENCY MEASURES – FHSU

VIII. ADJOURNMENT

January 17-18, 2007

COUNCIL OF PRESIDENTS

Kansas Board of Regents Offices
1000 S.W. Jackson Street
Suite 520
Topeka, Kansas

Wednesday, January 17, 2007
11:00 a.m.
Suite 530

1. Approval of December 13, 2006, Meeting Minutes (Attachment 1)
2. Report from Council of Chief Academic Officers – Steve Scott
3. Report from Council of Business Officers – John Patterson
4. Request Approval of a Master of Arts in Teaching (13.1202) – PSU (Attachment 2)
5. Other Matters

COUNCIL OF PRESIDENTS
December 13, 2006
Minutes

The Council of Presidents met on December 13, 2006, at 4:00 pm in the Kathy Rupp Conference Room at the Kansas Board of Regents Offices, Topeka, Kansas.

Members in attendance:

President Don Beggs, Wichita State University
President Tom Bryant, Pittsburg State University
President Ed Hammond, Fort Hays State University
Chancellor Robert Hemenway, University of Kansas
President Reggie Robinson, Kansas Board of Regents
President Michael Lane, Emporia State University
President Jon Wefald, Kansas State University

Approval of November 15, 2006 Meeting Minutes

It was moved and seconded that the minutes of the November 15, 2006 meeting be approved. Motion carried.

Report from Council of Chief Academic Officers

Dr. Steve Scott reported that COCOA discussed the following issues:

1. COCOA heard a report from Fred Woodward from the University of Kansas Press.
2. COCOA was updated on the status of the proposed Qualified Admissions Regulations by Dr. Mueller. In late November, a hearing was held on these regulations, and they are now being finalized for consideration by the Board in either January or February.
3. Several degree programs were considered:
 - a. Pittsburg State University's proposed MAT degree passed on second reading.
 - b. Pittsburg State University's proposed Bachelors of Integrated Studies and Bachelor of Education with a major in Early Childhood Unified were considered on first reading.
 - c. Two new programs not requiring Board approval were considered and endorsed and two program name changes were supported. These four items do not need Board approval and now go to President Robinson.
4. COCOA received an update from Roxanne Kelley on the Program Review process. The chief academic officers were reminded that the program inventory data base needs to be updated and program review information submitted by the February 16, 2007 deadline.
5. COCOA continued a discussion that was initiated earlier in the morning in SCOCOA regarding e-transcripts and Docufide, supporting the adoption of the system for transmittal of transcripts electronically from high schools to KBOR universities. The council did not support adopting this system for university to university or university to employer transfers.

6. A discussion was held on the recommendation of the 2010 Commission concerning the requirement of an ELL endorsement for all new teachers. The Council of Education Deans will be asked to review this recommendation and any fiscal implications it has for our campuses.

Report from Council of Business Officers

Mr. John Patterson reported that COBO discussed the following issues:

1. COBO met with George Vega, State Director of Personnel Services, to discuss the latest progress on two separate issues.
 - A. The classified employee pay study is being led by Legislative Research and should be completed in time for final recommendations to be made to the 2008 Legislature.
 - B. The results of the FLSA audit for the state Department of Revenue were shared. The latest FLSA interpretations regarding work conducted over lunch time and work being completed at home have potential to increase overtime pay (especially for information technology type employees).
2. COBO also met with Carol Foreman, Deputy Secretary of Administration, regarding property covered by the statewide insurance program. The statewide program provides for a maximum payout of \$100.0 million with a \$5.0 million deductible. COBO will continue to research and develop appropriate recommendations over the next few months.
3. The Procurement of Student Health Insurance continues to progress. The Task Force assigned to accomplish this responsibility held an introductory meeting with the Regents Fiscal Affairs and Audit Committee on December 13, 2006. The Task Force will continue to update both COPS and the Fiscal Affairs and Audit Committee as work continues.
4. COPS reviewed the draft document of the "State University Purchasing -- Pilot Purchasing Project" and is sending it forward to the Board for approval.

Other Business

President Robinson discussed the progress made on deferred maintenance and also announced that he, Regents Galle and Downey-Schmidt and the six CEOs will meet with Governor Sebelius at 11:00 am on Thursday, December 14, 2006.

The meeting adjourned at approximately 5:00 pm.

Request for Approval of a Master of Arts in Teaching (13.1202) – Pittsburg State University

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. Pittsburg State University has submitted an application for approval of a Master of Arts in Teaching (MAT). The proposing academic unit has responded to all of the requirements of the program approval process. The program will be funded by internal reallocation. Council of Chief Academic Officers recommends approval. 12/18/06

Background

Criteria	Program Summary
1. Program Identification	Master of Arts in Teaching 13.1202
2. Academic Unit	College of Education The Department of Curriculum and Instruction
3. Program Description	The Master of Arts in Teaching is a proposed program for holding a BS or BA degree in a non-teaching content area and who are seeking licensure to teach in a 6-12 school setting. The purpose of the program is to train teachers for positions in high need areas in both urban and rural schools. The new degree is based upon an alternative licensure program, approved in 2001, as an innovative program by the Kansas State Department of Education. This innovative program grew from a need to create a larger pool of qualified educators willing to teach in an urban setting. The admissions requirements for this proposed program are: (1) a review of transcripts verifying the applicant’s earned degree in a content area or completion of coursework equivalent to the requirements for PSU approved teacher education programs, (2) selection by a committee of PSU administrators/faculty and 6-12 school administrators, (3) passing scores on a basic skills test, (4) in -major GPA of 2.75 or higher and a cumulative GPA of 3.00 or higher, (5) recommendations from four instructors or supervisors.
4. Demand/Need for the Program	The proposed degree targets individuals who have earned – non teaching degrees in a content area and are seeking licensure to teach in 6-12 classrooms. Participants in the program will be individuals changing careers at middle age, those who had a desire to teach while in college but were discouraged from seeking an education degree for a variety of reasons, individuals who have experienced success in the business world but who want to share their expertise with middle level and secondary students. The need for this program is evident from The National Center for Education Information report stating that 40% of America’s public school teachers plan to leave the profession in the next five years. The National Center for Educational Statistics estimates that by 2015, 2.4 million new teachers will be needed throughout the country. Traditional training programs cannot graduate a sufficient number of teachers to fill the need for licensed teachers with expertise in their content area. The foundation for this proposed program has been established from a partnership program developed with the Kansas City, Kansas USD #500 School District in 2001. This program

	<p>is in its sixth year. The first four Cohorts had 109 program completers, Cohort5 has 23 people completing the program in May 2007, and Cohort6 started in June of 2006 with 32 participants. The total number of KCK Fellows completing the program, or currently enrolled, has provided the KCK district with 164 teachers. Of the 109 program completers from the first four cohorts, 89.2% are teaching in the KCK district or other school districts. The district’s need for teachers, especially — but not exclusively—in the high need areas of math, science, English, and Spanish remains urgent and recruiting activities for program participants continue to draw high numbers of inquiries and applications. On-campus participants in the alternative program include six program completers and 15 current participants. Thirteen of the on-campus individuals are teaching in area school districts. The MAT degree proposed here has proven potential for being an important avenue for recruiting and training highly qualified teachers for the state’s classrooms.</p>
<p>5. Comparative/Locational Advantage</p>	<p>With its well -established presence in the Kansas City metropolitan area, Pittsburg State University has the opportunity to provide access to an alternative route to high quality teacher education in a high-need urban area. At the same time, with its main campus located in the very rural area of Southeast Kansas, the university is prepared to be a key alternative licensure provider for those with appropriate content degrees who now wish to enter the field of teaching in this area, also. The College of Education is committed to a high quality alternative teacher education program, built upon its long history of positive experiences in teacher education and professional development. During its six years of providing an alternative licensure route for the KCK district, the university has continuously worked to refine and improve its model, which has proven beneficial for preparing and retaining teachers in the urban school district with which it has partnered. The lessons learned during those six years have resulted in a strong, supportive teacher licensure program that is attracting prospective participants from in and out of state, whose alternative teacher licensure needs can be met by the university on campus and in the KCK metro area.</p>
<p>6. Curriculum</p>	<p>The overall advanced-level program consists of 36 credit hours. Those accepted into the program must have previously attained an undergraduate degree with content coursework appropriate for teacher licensure in a specific secondary content area. The curriculum consists of: Core Curriculum of 24 credit hours that includes 6 credit hours of practica Graduate School Plan of Study Option III—Concentration Area of 12 hours.</p>
<p>7. Faculty Profile</p>	<p>The program faculty supporting this degree will be composed of graduate faculty from the Departments of Curriculum and Instruction, Special Services and Leadership Studies, and Psychology and Counseling. Faculty members currently involved with the Fellows program include: Dr. Kent Runyan, Professor in C & I Dr. Kenny McDougle, Professor in C & I Dr. Howard Smith, Professor in C & I</p>

	<p>Dr. Ray Willard, Professor in C & I Dr. Marilyn Dishman-Horst, Assistant Professor in C & I Dr. June Taylor, Chair of C & I Dr. Rozanne Sparks, Professor in Psychology & Counseling and Assistant Director of Teacher Education Mrs. Lindsey Cegelis, Director of Alternative Teacher Education, KC Metro Center Mrs. Bonnie McDougle, Licensure Officer, evaluates all transcripts prior to admission to the program. Additional faculty will hold, at a minimum, a MS degree in appropriate fields, with appropriate experience, especially within the KCK district.</p>
8. Student Profile	<p>Participants in the program must hold a bachelor’s degree in an area other than education/teaching. Course work within the degree must be appropriate for teacher licensure in a specific secondary content area. For the KCK urban area, recruitment of individuals from under-represented populations has been and will continue to be a high priority.</p>
9. Academic Support	<p>All academic support associated with College of Education Teacher Education programs is available for the proposed degree program. Specifically, the Department of Curriculum and Instruction, Teacher Education staff, and secondary techniques instructors, will provide mentoring and advising.</p>
10. Facilities and Equipment	<p>The proposed Master of Arts in Teaching degree will be housed primarily in Hughes Hall, the facility for the Department of Curriculum and Instruction and for the offices of the College of Education. In addition, the Kansas City Metro Center will provide classroom and office space, technology, and support equipment for coursework and services offered in the KC metro area.</p>
11. Program Review, Assessment, Accreditation	<p>This educational degree will utilize the same program review procedures and meet all accreditation standards as other College of Education programs. These include KSDE program review, NCATE accreditation, and NCA review. The program will be reviewed internally, for revision and enhancement, via participant and employer surveys at the end of one and three years after program completion. Participant scores on content and PLT tests and on the Kansas Performance Assessment will be studied for indications of any needed program revisions.</p>
12. Costs, Financing	<p>Costs associated with this program will be met, for the most part, by existing funding, including funding from the state legislature in FY04 for alternative licensure programs in the state. These additional funds have been used to provide additional staff, meet travel and material expenses and other costs incurred in order to coordinate the program, deliver the coursework, and support the participants.</p>

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS**

Kansas Board of Regents

Pittsburg State University

I. Identify the new degree: **Master of Arts in Teaching**

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

Course Name & Number	Credit Hours
Core Courses:	
<hr/>	
CURIN 720 Content Literacy for Middle & Secondary Reading	3
CURIN 840 Positive Classroom Management	3
CURIN 850 Current Teaching Practices*	3
CURIN 851 Multicultural Approaches to Diversity in the Classroom	3
CURIN 878 Assessment for Effective Teaching*	3
PSYCH 8 1 0 Advanced Educational Psychology*	3
Practica:	
<hr/>	
CURIN 825 The Professional Teacher: Initial Experience	3
CURIN 849 The Professional Teacher: Culminating Experience	3
Area of Concentration:	
<hr/>	
SSLS 8 1 5 Individuals with Exceptionalities	3
CURIN 840 Seminar: Techniques for Teaching Secondary	3
CURIN 843 Trends and Issues*	3
CURIN 879 Instructional Planning and Delivery*	3
TOTAL Hours:	36

*Option III – Coursework for these courses focus on research in teaching and learning, and best teaching practice literature. Two research-based projects, a Program Portfolio and a Teacher Work Sample, are required for program completion.

IMPLEMENTATION YEAR FY: WF07/SP08

Fiscal Summary for Proposed Academic Programs

Institution: Pittsburg State University Proposed Program: Master of Arts in Teaching

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-Time	4	35	6	85	10	100
B. Total SCH taken by all students in	497		1419		1740	
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.						
	Implementation Year		Year 2		Year 3	
Base Budget						
Salaries			-----			
OOE			-----			
Total	**		**		**	

Indicate source and amount of funds if other than internal reallocation:

**The Masters of Arts in Teaching will not require any new funds for operation since it is replacing the alternative licensure program that was offered through the Masters of Science in Teaching degree. Current faculty from the Departments of Curriculum & Instruction, Psychology & Counseling, and Special Services & Leadership Studies will provide instruction for the program.

Revised: September, 2003

Approved: _____

SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS

Wednesday, January, 17, 2007
9:00 - 10:00 a.m.
Room 530
Curtis State Office Building
1000 SW Jackson
Topeka, Kansas

A G E N D A

1. Approve Minutes of December 13, 2006
2. Performance Report Update – Dr. Kathyrne Mueller
3. Review Modifications to KBOR Policy Regarding New Program Submission –
Dr. Roxanne Kelly
4. Other Business

MEETING DATES (2007)	AGENDA MATERIALS DUE
February 14, 2007	January 24, 2007 at noon
March 14, 2007	February 21, 2007 at noon
April 18, 2007	March 28, 2007 at noon
May 16, 2007	April 25, 2007 at noon
June 27, 2007	June 6, 2007 at noon

**System Council of Chief Academic Officers
Draft Minutes**

Wednesday, December 13, 2006

9:00 a.m.

Kansas Board of Regents

Room 530

Topeka, KS

The System Council of Chief Academic Officers met in Room 530 of the Kansas Board of Regents Office, 1000 S. W. Jackson, Topeka, Kansas, at 9:00 a.m.

Members Present:

Kim Krull, Cloud Community College
Larry Gould, Fort Hays State University
Richard Lariviere, University of Kansas
Steve Loewen, Flint Hills Technical College
Robert Masters, KBOR
Tes Mehring, Emporia State University
Gary Miller, Wichita State University
Duane Nellis, Kansas State University
Cynthia Rapp, Seward County Community College
Steve Scott, Pittsburg State University
Mary Ann Childers, Fort Scott Community College
Marlon Thornburg, Coffeyville Community College
Ron Wasserstein, Washburn University

Guests:

Roxanne Kelly, KBOR
Kathyrne Mueller, KBOR
Dawn Ressel, KBOR
Kurt Gunnell, KBOR
Janice Haberman, KBOR

1. NSSE Presentation – Jillian Kinzie

Robert Masters introduced the speaker. Handouts were provided and are filed with official minutes.

A brief history of The National Survey of Student Engagement (NSSE) was presented by Jillian Kinzie, Associate Director of NSSE.

The two following Assertions were discussed:

Assertion 1 – To few students are getting the most out of their college education

Assertion 2 – Total learning evaluation must be examined to improve undergraduate education. We value what we measure.

The survey is designed to measure academic learning, reading & writing, homework and enriching education.

NSSE is administered annually (spring) to first year and senior students at a participating college/university.

NSSE and CCSSE are very similar.

One of the primary differences between NSSE and CCSSE is the way they are reported. NSSE is not publicly reported and CCSSE is publicly reported. NSSE can provide comparative data from several different groups. NSSE benchmarks the level of academic challenge enriching the education experience. Both NSSE and CCSSE offer web based and paper versions.

CCSSE is most often delivered in a classroom setting as part of a course, while NSSE is on a voluntary basis. The instrument is designed to be administered every two or three years. Typical response rates for web based surveys are 43% in comparison to paper surveys at 39%-40%. NSSE has experienced response rates of 25-80%.

The NSSE Institutional Report is delivered in August.

2. Approve Minutes of November 15, 2006

The minutes were approved as submitted.

3. KS Core Outcomes Report – Ron Wasserstein

Ron Wasserstein thanked all participants for their support of the project. The September meeting had 175 people. The KS Core Outcomes Report is in draft form. Two basic issues remain, dissemination and continuation. Is information getting back out to the field and is transfer facilitated by this project? Meetings have been the same time annually for the past 2 years. Ron asked the COFSP for advice on these two issues.

4. Discuss E-transcript and Docufide – Dawn Ressel

Clarification was made that the E-transcript project has two different parts. The state of Kansas can decide on using either one or both. 1) Electronically sending high school transcripts to colleges (85% of admission officers support this action and KSDE is 100% behind it). 2) Electronically sending college transcripts to other colleges and to employers. Docufide is not set up to do this yet, but is willing to work on it.

It was suggested to initially support the high school to college electronic transcript to continue to research the college to college options. During the continued research it is recommended we keep our options open for other available services. SCOCAO agreed.

KSDE and KBOR will make the presentation to their respective boards for funding.

5. Other Business

SCOCAO discussed the Board agenda item regarding the \$480, 999 withheld due to various levels of non-compliance with performance agreements. Suggestions were made to use the money for study abroad scholarships.

The annual summer retreat will be held at the Hotel at Old Town in Wichita, May 31, 2006 – June 1, 2006.

Meeting adjourned 10:05 A.M.

Council of Chief Academic Officers

**Wednesday, January 17, 2007
10:00 – 11:00 a.m.
Room 530
Curtis State Office Building
Reconvene Noon to 1 p.m.
Kathy Rupp Conference Room
1000 Jackson Street Suite 520
Kansas Board of Regents**

A G E N D A

- 1. Approve Minutes of December 13, 2006**
- 2. Act on New Degrees - Requires Approval of COCAO, COPs, & Board**
 - a. PSU - Requests approval of a Bachelor of Integrated Studies (30.9999) (SECOND READING)**
 - b. PSU - Requests approval of a Bachelor of Science in Education – Early Childhood Unified (13.1202) (SECOND READING)**
 - c. KU - Requests approval of a Master of Science in Bioengineering (BIOE) (14.0501)[SECOND READING]**
 - d. KU - Requests approval of a Doctor of Philosophy in Bioengineering (BIOE) (14.0501) [SECOND READING]**
- 3. Act on New Degrees - Requires Approval of COCAO, COPs, & Board**
 - a. KUMC - Request Approval of a Doctor of Nurse Practice (51.1699) [FIRST READING]**
 - b. WSU - Request Approval of a Doctor of Nursing Practice (51.1601) [FIRST READING]**
- 4. Act on Program Requests**
 - a. FHSU - Requests Approval of a New Concentration Early Childhood Unified within the Teacher Education program – Elementary Education program**
 - b. FHSU - Requests Approval of a New Concentration Middle School English Language Arts within the English program**
 - c. FHSU - Requests Approval of a New Concentration Middle School Science within a secondary education major with an emphasis in science teaching or elementary education major**
 - d. FHSU - Requests Approval of a New Concentration Agriculture Education within the Agricultural program**
 - e. FHSU - Requests Approval of a New Concentration Middle School Math within the Mathematics program**
 - f. FHSU - Requests Approval of a New Concentration History Comprehensive Middle School, Grades 5-8 within the History program**

- g. PSU - Requests Approval to Change the Name and Redesign an existing Degree Program from the Master of Science in Physical Education to the Master of Science in Health, Human Performance and Recreation (13.1314) to align with the current trend**
- h. PSU - Requests Approval for a New Interdisciplinary Gerontology Minor within Existing Programs (31.1101)**

5. Other Business

Revised December 6, 2006

MEETING DATES	AGENDA MATERIALS DUE	LUNCH ROTATION
February 14, 2007	January 24, 2007 at noon	PSU
March 14, 2007	February 21, 2007 at noon	ESU
April 18, 2007	March 28, 2007 at noon	WSU
May 16, 2007	April 25, 2007 at noon	KU
June 24 27, 2007	June 6, 2007 at noon	FHSU

COUNCIL OF CHIEF ACADEMIC OFFICERS

Wednesday, December 13, 2006
10:00 am – 11:00 am
Room 530
Curtis State Office Building
Reconvene Noon to 1:00 pm
Kathy Rupp Conference Room
1000 SW Jackson Street
Topeka, Kansas

MINUTES

The Council of Chief Academic Officers met in the Room 530 of the Curtis State Office Building on December 13, 2006 at 10:00 a.m. and reconvened in the Kathy Rupp Conference Room of the Kansas Board of Regents, 1000 SW Jackson, Topeka, Kansas, at noon.

Members Present:

Dr. Duane Nellis, Provost, KSU, Chair
Dr. Larry Gould, Provost, FHSU
Dr. Allen Rawitch, VCAA, KU Medical Center
Schwenn, VPAA, Dr. Gary Miller, VPAAR, WSU
Dr. Robert Masters, VPAA, KBOR

Dr. Richard Lariviere, Provost, KU
Dr. Steve Scott, VPAA, PSU
Dr. Tess Mehring for Dr. John
ESU
Dr. Ron Wasserstein, VPAA, WU

Others Present

Ms. Cynthia Rapp (KCIA)

Staff Present

Dr. Kathyrne Mueller, Dr. Roxanne Kelly, Ms. Robin Kempf, Ms. Dawn Ressel, and Dr. Kurt Gunnell.

University Press of Kansas Annual Report

Fred Woodward, Director of the University Press of Kansas, presented the University Press of Kansas Annual Report to the Council of Chief Academic Officers. He stated that...*"Five months into FY 2007 the outlook for the next seven is reassuring. Through the end of November sales are up 4%. But you'll note that I'm only projecting a conservative 2.2% sales increase for the entire year because of the 3.6% drop in annual new title output from 55 to 53. As noted a year ago, our continuing challenge is to grow revenues in a tight market, primarily by publishing 10-20% more titles of comparable distinction."* Mr. Woodward informed the Council of Chief Academic Officers that he would be making a presentation to the Board of Regents this afternoon. He last reported to the Board of Regents in May of 2001.

COCAO members expressed their appreciation for the University Press of Kansas and its work.

The full report is available on request.

Approved November 15, 2006 COCAO Minutes

Dr. Rawitch moved and Dr. Miller seconded the motion to approve the Minutes of November 15, 2006. The motion carried unanimously.

Update on Draft Qualified Admissions Regulations

The Public Hearing for Qualified Admissions on November 27, 2006 from 1:30 p.m. to 4:00 p.m. was sparsely attended. The only changes to the regulations are the ones discussed at the November 15, 2006 COCAO meeting as follows:

1. Effective Date;
 2. Complete Application File;
 3. Transfer students and the exception window;
 4. Conditional admission and removal of conditional status within one year of admission;
- and

Regents' universities will admit students under the new regulations effective with students applying to summer school in 2008.

The Qualified Admissions Regulations will be placed on either the January or February 2007 Board Agenda for action.

Act on New Degrees - Requires Approval of COCAO, COPs, & Board

PSU - Requests approval of a Master of Arts in Teaching (MAT) (13.1202) (SECOND READING)

Dr. Scott did not receive any comments from the other institutions regarding the Pittsburg State University Master of Arts in Teaching (MAT) (13.1202). Dr. Mehring moved and Dr. Nellis seconded the motion to recommend approval of the Master of Arts in Teaching (MAT) (13.1202) to be placed on the January 2007 Council of Presidents agenda . Motion carried unanimously.

Act on New Degrees - Requires Approval of COCAO, COPs, & Board

PSU - Requests approval of a Bachelor of Integrated Studies (30.9999) (FIRST READING)
PSU - Requests approval of a Bachelor of Science in Education – Early Childhood Unified (13.1202) (FIRST READING)

This is a first reading for two programs - Bachelor of Integrated Studies (30.9999) and Bachelor of Science in Education – Early Childhood Unified (13.1202) and is open for discussion. Dr. Scott asked that any comments be sent to him prior to the January 17, 2007 COCAO meeting. The Bachelor of Integrated Studies (30.9999) and the Bachelor of Science in Education – Early Childhood Unified (13.1202) – Pittsburg State University will be on the January 17, 2007 COCAO agenda for second reading.

Act on Program Requests

ESU - Informational Item: Addition of an Information Systems Concentration within the Masters of Business Administration (MBA).

The addition of an Information Systems Concentration within the Masters of Business Administration (MBA) at Emporia State University is an informational item and no action is required.

WSU - Request approval of a Minor in Operations Management

Dr. Nellis moved and Dr. Gould seconded the motion to approve Wichita State University's minor in Operations Management to be housed in Finance, Real Estate and Decision Sciences (FREDS) department. Motion carried unanimously.

FHSU -Requests approval to change the name of the academic program located in the College of Business and Leadership (COBL) from Computer Information Systems (CIS) to a Bachelor of Business in Management Information Systems (MIS)

Dr. Miller moved and Dr. Nellis seconded the motion to approve Fort Hays State University's changing the name of the academic program located in the College of Business and Leadership (COBL) from Computer Information Systems (CIS) to a Bachelor of Business in Management Information Systems (MIS). Motion carried unanimously.

KU - Requests approval to change the name of Architecture and Urban Design to Architecture and Urban Planning

Dr. Mehring moved and Dr. Miller seconded the motion to approve the University of Kansas' changing the name of Architecture and Urban Design to Architecture and Urban Planning. Motion carried unanimously.

Update on Program Review

Dr. Kelly reminded Council members that the Program Review request for each of their campuses was e-mailed on the first of December. The due date for reporting on the 2006 Program Review is February 16, 2007. Each university's program inventory information must be updated and complete before its program review data can be uploaded to the KBOR data base. Every university must submit (by February 16) the accreditation report and the student advising report even if it is not reviewing programs this year.

Discuss E-Transcript and Docufide

Dawn Ressel distributed copies of the "Kansas Board of Regents and Washburn Registrars Response to the MHEC/Docufide Proposal" to the COCAO members. Their recommendation is as follows: *"The offices providing transcripts at Kansas Colleges and Universities have for many years been interested in pursuing electronic ordering and delivery of official academic transcripts. Although we are very interested in this topic Docufide at this point does not have an operational product for transmission from post-secondary institutions. We are interested in researching all vendors, including our capability to use existing institutional software systems, to determine the best vehicle for us to achieve the goal of electronic transmission.*

Docufide may offer the potential for a viable solution for electronic delivery of high school transcripts, presuming that the high schools view this as viable given their existing informational systems, production structures, and technical staffing.

We believe that additional exploration of all solution providers is warranted to determine the best option for our institutions state-wide." Their response also lists items to be addressed in any additional explorations. A copy of this response is available on request.

Dr. Gould moved and Dr. Nellis seconded the motion to endorse the strategy and recommendation of the registrars. Motion carried unanimously.

Other Business

COCAO discussed the possibility of directing some of the transfer of unearned performance funding to scholarship programs to study abroad scholarships. It was noted that *"Any portion not allocated to an institution in the fiscal year shall not be reallocated to any other institution."* Interim General Counsel Robin Kempf informed COCAO that the funds may only be directed to line items that are already appropriated by the legislature and may not be directed to a new item (i.e. study abroad).

Meeting recessed until noon.

Meeting reconvened at noon in the Kathy Rupp Conference Room.

Other Business continued...

Dr. Jillian Kinzie had lunch with the COCAO members. Dr. Kinzie indicated that she was present to answer any question and/or concerns about her presentation to the Board. NSSE is based on research of best practices and how they can influence change at the institutions. NSSE assists with identifying problems. Emporia State University, Wichita State University and Fort Hays State University are participating in NSSE. NSSE assists institutions with future plans, high impact practices, greater gains in student learning; allows institutions to adopt similar models and additional comparison groups. It focuses on undergraduates.

Dr. Mehring pointed out that the 2010 Commission Report recommends requiring all education students seeking licensure be required to take English Language Learning (ELL) which would add an additional year to the student's degree. The report also mentions reducing the barriers for entering teaching careers.

Dr. Masters distributed two publications: "Turning the Tide" and "Transforming Higher Education."

Kansas Board of Regents is currently putting together a steering committee for the Kansas Academy of Mathematics and Science (KAMS) initiative. The first meeting will be in late January. KAMS is targeted to junior and senior high school students who will leave with an associate degree and a high school diploma. Currently no state funds are attached to this initiative. The task force is charged to develop a Request for Proposals.

There being no other business the meeting adjourned at 1:00 p.m.

Sincerely,
Steve Scott, Vice President for Academic Affairs
Pittsburg State University

January 17-18, 2007

COUNCIL OF FACULTY SENATE PRESIDENTS
January 17, 2007

11:00 am to 11:45 am
Conference Room A

4:00 pm or adjournment
Conference Room B

- 1 Call the meeting to order
- 2 Approval of Minutes of the Dec 13, 2007 meeting
- 3 University Reports:
 - A. Emporia State University
 - B. Fort Hays State University
 - C. Kansas University
 - D. Kansas University Medical Center
 - E. Kansas State University
 - F. Pittsburg State University
 - G. Wichita State University
- 4 Unfinished Business
- 5 New Business
- 6 Announcements
- 7 Adjournment

COUNCIL OF FACULTY SENATE PRESIDENTS

Minutes

December 13, 2006

Present:

Diane Miller, (FSP) Emporia State University
Rich Lisichenko, (FSP) Fort Hays State University
Roger Adams (FSP), Kansas State University
Brenda Frieden (FSVP), Pittsburg State University, COFSP Chair
Ruth Ann Atchley, (FSP) University of Kansas
Brigitte Roussel, (FSP) Wichita State University

Meeting called to order at 11:01 a.m. in the KanEd Confererence Room.

Approval of 15 November 2006 minutes: Minutes were approved as submitted.

University Reports:

Emporia State University:

At our last meeting, FS members had the opportunity to visit with our new university president, Dr. Michael Lane. The Senate passed a bill addressing a course grade repeat policy. The recruitment and retention survey provided by Council Chair, Tim Bailey was distributed to ESU faculty. The results will be sent to Tim to use in the development of the recruitment and retention report for the Regents.

Fort Hays State University:

The faculty recruitment/retention survey was distributed and the summary data is ready for Tim. At Fort Hays we're still looking into the issue of midterm grades and how they're used at the university and the other KBOR universities. This is a good academic exercise as faculty are asking, "What is the use of a midterm and what is in it?" FS will not have a Jan meeting, but may have an emergency meeting based on the SCOCAO meeting today.

University of Kansas:

Continuing with planning of the XX summit in January. KU's FS is declining to participate in the new faculty survey per their executive committee. They will participate in the survey regarding recruitment/retention to be distributed to department heads. KU FS is reluctant to send out the surveys because they have very low response rate at the university. As well, they're still in a transition period with their new provost and would rather wait to see what new initiatives are coming forward from his office. Additionally, many of the questions were seen as being negative and that new faculty may not have adequate information to respond in an informed manner. Senate is still working on collecting data from faculty about crumbling classrooms and deferred maintenance issues.

Kansas State University:

FS passed a resolution about deferred maintenance, which was sent to President Wefald for inclusion in the University's package to the KBOR. Tim's survey to department heads regarding recruitment and retention of faculty at K-State was distributed by FS President Adams and responses are coming in; the results will be forwarded to Tim in early January. The survey of newly hired faculty is not expected to be distributed in time for proper data collection in time for the meeting with the Regents in January and,

therefore, will not be conducted. IT units at K-State are undergoing a major reorganization to help eliminate redundancy in service points; the FS will hear a report on the reorganization in January. The FS Faculty Affairs Committee, at the request of Provost Nellis, has completed work on language to address affiliate faculty status within the university to officially recognize interdisciplinary work of the faculty.

Pittsburg State University:

We continue to collect and tally responses to our surveys concerning attraction/retention issues, possible new faculty inducements, and anecdotal evidence for deferred maintenance problems. Our Faculty Senate Executive committee is preparing to review and give input to our institution's strategic plan for 2006-2013.

Wichita State University:

Chronic Low Performance: FS President Roussel met with the university legal counsel and the VPAAR on November 30 to deal with the three points previously mentioned regarding the adoption of the draft voted on by the FS. They concerned: the place where the policy ought to be placed (under Faculty Evaluations or Dismissal for Cause); whether remediation should be emphasized and paid for by the university; and whether a new set of procedures should be put in place. Both the legal counsel and the VPAAR agreed to place the policy at the end of the chapter on Faculty Evaluations. They also agreed to provide remediation for up to three times, although insisting that each time more responsibility be placed on the faculty member. They agreed to pay for the first round of remediation. And they agreed to a new set of procedures since neither the pre-tenure or dismissal for cause procedures were adequate. The condition of agreeing to this last item was that a rewriting of the draft should make the language simpler and more transparent, so that Chronic Low Performance could be invoked if necessary. **Other items:** the executive committee met after the last senate meeting of the semester to review what had been accomplished this fall, and what needed to be addressed in the spring. Several issues are being brought forward and will be assigned to the relevant standing committees of the senate: clarification of the electorate in the Policies & Procedures, Faculty Handbook, and Senate Constitution; promote an X/F policy; study another version of +/- grading; generate an approved pool of lecturers in each department; study the pay and make recommendations for salaries of part-time instructors; review procedures and timelines for evaluation of Chairs; attempt to have the university hold finals BEFORE commencement exercises; tuition assistance program; make sure that the setting aside of \$1 per credit hour paid by student fees keeps going to the library each year; monitor the progress made by the General Education committee in regard to catching up with the backlog of cleaning up the course catalog; create an Academic Freedom committee of the Faculty Senate.

Old Business: none

New Business: none

Meeting adjourned at 12:02 p.m.

Respectfully submitted,

Roger Adams
Kansas State University, COFSP Recording Secretary

January 17-18, 2007

**Students' Advisory Committee to the Kansas Board of Regents
Meeting Agenda**

January 17, 2007

4:00 p.m. or Adjournment

**Kathy Rupp Conference Room, Suite 520, Curtis State Office Building
Topeka, KS**

SAC AGENDA NOT AVAILABLE

January 17-18, 2007

SAC MINUTES NOT AVAILABLE

**KANSAS BOARD OF REGENTS
MEETING DATES AND DEADLINES FOR SUBMISSION OF AGENDA ITEMS
FY2007 – 2008**

FY 2007

<u>Board of Regents Meeting Dates</u>	<u>Agenda Material Due to Board Office</u>
August 22-24, 2006 Retreat	
September 20-21, 2006 (Topeka)	August 30, 2006 at noon
October 18-19, 2006 (Topeka)	September 27, 2006 at noon
November 15-16, 2006 (Topeka)	October 25, 2006 at noon
December 13-14, 2006 (Topeka)	November 21, 2006 at noon
January 17-18, 2007 (Topeka)	December 20, 2006 at noon
February 14-15, 2007 (Topeka)	January 24, 2007 at noon
March 14-15, 2007 (Topeka)	February 21, 2007 at noon
April 18-19, 2007 (Topeka)	March 28, 2007 at noon
May 16-17, 2007 (Topeka)	April 25, 2007 at noon
June 27-28, 2007 (Topeka)	June 6, 2007 at noon

FY2008

<u>Board of Regents Meeting Dates</u>
August 21-23, 2007 Tentative Retreat
September 19-20, 2007 (Topeka)
October 17-18, 2007 (Topeka)
November 14-15, 2007 (Topeka)
December 19-20, 2007 (Topeka)
January 16-17, 2008 (Topeka)
February 20-21, 2008 (Topeka)
March 19-20, 2008 (Topeka) <i>Subject to change due to Spring Break</i>
April 16-17, 2008 (Topeka)
May 14-15, 2008 (Topeka)
June 25-26, 2008 (Topeka)

**KANSAS BOARD OF REGENTS COMMITTEES
2006-2007**

Nelson D. Galle, Chair
Christine Downey-Schmidt, Vice Chair

STANDING COMMITTEES – STATE UNIVERSITIES

Academic Affairs

Donna Shank, Chair
Janice DeBauge
Christine Downey-Schmidt

Fiscal Affairs and Audit

Jim Grier, Chair
Frank Gaines
Dan Lykins
Janie Perkins

CEO Assessment

Dick Bond, Chair
Christine Downey-Schmidt

Retirement Plan

Janie Perkins, Chair

BOARD REPRESENTATIVES AND LIAISONS

Education Commission of the States	Christine Downey-Schmidt
Kansas Technical College and Vocational School Commission	Jim Grier
KSU Research Foundation Board	Dan Lykins
KTEC Liaison	Dan Lykins
Midwest Higher Education Compact	Janice DeBauge
Research and Development Enhancement Corp	Jim Grier
Regents Retirement Plan Committee	Janie Perkins
Washburn Board of Regents	Frank Gaines