

KANSAS BOARD OF REGENTS

May 14-15, 2008

2007-2008

Christine Downey-Schmidt, Chair
Donna Shank, Vice Chair

STANDING COMMITTEES

Academic Affairs

Donna Shank, Chair
Dick Hedges
Gary Sherrer

Fiscal Affairs and Audit Committee

Janie Perkins, Chair
Jerry Boettcher
Jill Docking
Dan Lykins

CEO Assessment

Bill Thornton, Chair
Christine Downey-Schmidt
Janie Perkins

Regents Retirement Plan

Dan Lykins, Chair

The Kansas Board of Regents shall pursue measurable continuous improvement in the quality and effectiveness of the public postsecondary educational system in Kansas, while expanding participation for all qualified Kansans. To achieve that mission, the Board will demand accountability, focus resources, and advocate powerfully.

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**KANSAS BOARD OF REGENTS
MEETING SCHEDULE**

May 14-15, 2008
Curtis State Office Building
1000 S.W. Jackson, Suite 520
Topeka, KS

Wednesday, May 14, 2008

9:30 – 10:00 a.m. System Council of Chief Academic Officers – *Suite 530*

10:00 – 10:30 a.m. Council of Chief Academic Officers – *Suite 530*

10:30 – 11:00 a.m. System Council of Presidents – *Suite 530*

11:00 – 12:00 noon Council of Presidents – *Suite 530*

11:00 – 12:00 noon Board Academic Affairs Standing Committee – *Kathy Rupp Conference Room*

11:00 – 12:00 noon Board Fiscal Affairs and Audit Standing Committee – *Board Room*

11:00 – 12:00 noon 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 Adjnmt Council of Faculty Senate Presidents – *Conference Room B*

4:00 p.m. or Adjnmt Students' Advisory Committee – *Kathy Rupp Conference Room*

6:00 p.m. **Dinner – Board of Regents and President Robinson, and State University Presidents** – *RowHouse, 515 Van Buren, Topeka, KS*

Thursday, May 15, 2008

8:00 – 9:15 a.m. Board Academic Affairs Standing Committee - *Kathy Rupp Conference Room*

9:30 a.m. **Board of Regents** – *Board Room*

12:0 noon. **Lunch – Board of Regents and President Robinson** – *Conference Room B*

KANSAS BOARD OF REGENTS
AGENDA
 May 14-15, 2008
 1000 S.W. Jackson, Suite 520
 Topeka, KS

WEDNESDAY, MAY 14, 2008

I. CALL TO ORDER **Chairman Christine Downey-Schmidt**

- A. Approve Minutes/Board Meeting on April 16-17, 2008 *Page 8*

II. REPORTS

- A. Introductions
- B. Report from the Chair **Chairman Christine Downey-Schmidt**
- C. Report from Other Regents
- D. Report from the President and CEO **President Reggie Robinson**

III. APPROVAL OF CONSENT AGENDA

- A. *Academic Affairs* **Gary Alexander**
Regent Donna Shank **Vice President for Academic Affairs**

- 1. Approve Request for Additional Degree Granting Authority for (1) an AAS in Medical Assisting, (2) an AAS in Medical Insurance Coding, and (3) an AAS in Health Care Administration for Wright Business School *Page 23*
- 2. Approve Community College, Technical College, and Technical School Request for Approval of Certificate in Electrical Technology for Kansas City Area Technical School and for Two Certificate Programs (1) Floriculture and (2) Sustainable Agriculture Entrepreneurship for Johnson County Community College *Page 25*

IV. CONSIDERATION OF DISCUSSION AGENDA

- A. *Academic Affairs* **Gary Alexander**
Regent Donna Shank **Vice President for Academic Affairs**

- 1. Approve Request for Degree Granting Authority for (1) AAS in Culinary Arts, (2) AAS in Graphic Design, (3) BA in Advertising, (4) BA in Culinary Arts, (5) BA in Digital Filmmaking and Video Production, (6) BA in Fashion Marketing, (7) BA in Graphic Design, (8) BA in Interior Design, and (9) BA in Web Design and Interactive Media for the Art Institutes International Kansas City *Page 27*

- 2. Approve Request for Degree Granting Authority for (1) AAS in Oriental Bodywork and (2) MS in Oriental Medicine for the Kansas City College of Chinese Medicine

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Blake Flanders
Vice President for Workforce Development

- 3. Approve Affiliation/Merger for Kaw Area Technical School/Washburn University and Kansas City Area Technical School/Kansas City Kansas Community College

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B. *Fiscal Affairs and Audit*
Regent Janie Perkins

Diane Duffy
Vice President for Finance and Administration

- 1. Discuss Board's FY 2010 Unified Budget Development and Receive Report on FY 2009 State Budget

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Eric King
Director of Facilities

- 2. Receive Status Report on the Development of a Board Sustainability Policy

C. *Other Matters*

Blake Flanders
Vice President for Workforce Development

- 1. Receive Report from Kansas Postsecondary Technical Education Authority

Julene Miller
General Counsel

- 2. Adopt Policy Amendment Regarding Possession of Weapons on State University Campuses

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- 3. Adopt Policy Amendment Regarding Background Checks on State University Campuses

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Kip Peterson
Director of Governmental Relations and Communications

- 4. Receive Legislative Update

Christine Downey-Schmidt

- 5. Receive Report on Kansas Corps (Dr. Curt Brungardt, Center for Civic Leadership, FHSU, and Allie Crouse, WSU Student Body President)

President Jon Wefald

- 6. Receive Annual Campus Report – Kansas State University

V. EXECUTIVE SESSION – Board of Regents – Personnel Matters Related to Non-Elected Personnel (CEO Assessment) – President Jon Wefald

THURSDAY, MAY 15, 2008

VI. REPORTS

- A. Introductions
- B. Report from Council of Presidents **President Michael Lane**
- C. Report from Council of Faculty Senate Presidents **Dr. Harvey Foyle**
- D. Report from Students' Advisory Committee **Courtney George**

VII. APPROVAL OF CONSENT AGENDA

- A. *Fiscal Affairs and Audit* **Diane Duffy**
Regent Janie Perkins **Vice President for Finance and Administration**
Eric King
Director of Facilities

- 1. Request Authorization to Amend Rehabilitation and Repair List for FY 2008 to Include Replacing Building Electrical Service Entrance Equipment at Corbin Residence Hall – KU *Page 45*
- 2. Amend FY 2009 Repair & Rehabilitation List to Include Construction of an Equine Performance Testing Arena for the College of Veterinary Medicine – KSU *Page 45*
- 3. Approve Final Plans & Specifications for the McCray Hall Renovation – Deferred Maintenance Project – PSU *Page 46*
- 4. Approve Fundraising and Installation of new Audio/Visual Communications System for the Carnie Smith Stadium – PSU *Page 46*

VIII. CONSIDERATION OF DISCUSSION AGENDA

A.	<i>Academic Affairs</i> Regent Donna Shank	Gary Alexander Vice President for Academic Affairs
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1.	Receive 2007 Program Review Report	<i>Page 47</i>
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B.	<i>Fiscal Affairs and Audit</i> Regent Janie Perkins	Diane Duffy Vice President for Finance and Administration
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1.	Receive FY 2009 State University Tuition Rates and Required Academic Fee Proposals (FIRST READING)
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Emporia State University
Fort Hays State University
Kansas State University
Pittsburg State University
Wichita State University
University of Kansas

Eric King
Director of Facilities

2.	Amend Program Statement for Allen Fieldhouse Improvements and Authorize Kansas Athletics Incorporated to Issue Bonds for the Project	<i>Page 99</i>
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3.	Approve Capital Improvement Requests for FY 2010 – Systemwide	<i>Page 101</i>
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C.	<i>Other Matters</i>	Julene Miller General Counsel
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1.	Adopt Policy Amendment to Increase Annual Leave Accrual for State University Classified Employees	<i>Page 108</i>
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Chancellor Robert Hemenway

2.	Receive Annual Campus Report – University of Kansas
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IX. EXECUTIVE SESSION – Board of Regents – Personnel Matters Related to Non-Elected Personnel (CEO Assessment) – Chancellor Robert Hemenway

X. ADJOURNMENT

WEDNESDAY, MAY 14, 2008

I. CALL TO ORDER

Chairman Christine Downey-Schmidt

- A. Approve Minutes/Board Meeting on April 16-17, 2008

KANSAS BOARD OF REGENTS
MINUTES
 April 16-17, 2009

The April 16, 2008, meeting of the Kansas Board of Regents was called to order by Chairman Christine Downey-Schmidt 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 PRESENT: Christine Downey-Schmidt, Chairman
 Donna Shank, Vice Chairman
 Jerry Boettcher
 Dick Hedges
 Dan Lykins
 Janie Perkins
 Gary Sherrer
 Bill Thornton

MEMBERS ABSENT: Jill Docking

APPROVAL OF MINUTES

Regent Perkins moved that the minutes of the March 12-13, 2008, meeting be approved. Following the second of Regent Thornton, the motion carried. Regent Boettcher moved, with the second of Regent Perkins, that the minutes of the March 25, 2008, special conference call meeting be approved. The motion carried.

INTRODUCTIONS

President Wefald introduced Lydia Peele, who has been chosen to serve as Kansas State University's student body president for the upcoming year.

REPORTS

REPORT FROM CHAIR

Chairman Downey-Schmidt reported that she was not able to participate in some recent events due to family health issues. However, she plans to attend the investiture ceremony and reception for Dr. Thomas K. Schulz on April 22 at Wichita. She also will be attending the final meeting of the Kansas Educational Leadership Commission on April 28.

The Chairman reported that Regent Docking was absent from the meeting because she accepted an invitation to speak to Congress regarding financial literacy.

REPORT FROM OTHER REGENTS

Regent Shank thanked President Beggs and Wichita State University, as well as Dean Dismuke, and the KU School of Medicine-Wichita, for hosting the Board for campus visits the previous day. She also congratulated the University of Kansas and its basketball team for its recent victory in the final four championship game and noted that the experience of attending the event was memorable.

Regent Lykins attended the University of Kansas basketball competition and enjoyed the occasion. He was pleased to see a billboard poster of the 95-year old Fort Hays State University graduate, Nola Ochs, in San Antonio. Regent Lykins also reported on a recent breakfast meeting of representatives from governing boards of the institutions represented by the Big 12 Conference. The meeting was beneficial and plans are underway to meet again next year in Oklahoma. Regent Lykins just returned from a meeting of the Association of Governing Boards in Boston where he represented the Washburn Board of Regents.

Regent Sherrer reported that he and the Admissions Task Force members recently met for its first meeting. The group plans to meet each month between now and October. Plans are to invite people to speak to the Task Force about what aspects of state university admissions are working and areas that need improvement.

REPORT FROM PRESIDENT AND CEO

Since the last Board meeting, President Robinson spent some time addressing legislative topics. He recently participated in an all faculty gathering at Butler County Community College. He thanked Drs. Jackie Vietti and Leann Ellis for the invitation to spend time with faculty members to reflect on the Five Strategic Questions and respond to related questions. President Robinson spoke to a group of students at Fort Hays State University who participated in an American Democracy project. The project encourages students to engage in community activities. Mr. Robinson also attended the SHEEO executive committee meeting where the group discussed higher education policy issues that could be shared with the presidential candidates. The committee drafted a white paper outlining areas identified as critical to higher education policy.

Mr. Robinson called attention to a recent Executive Order from Governor Sebelius establishing a P-20 Council. Both the Board of Regents and the State Board of Education have endorsed such a council to encourage educational alignment and seamlessness.

President Robinson thanked Don Beggs and Ed Dismuke, as well as their staffs, for coordinating the recent campus visits.

APPROVAL OF CONSENT AGENDA

Regent Shank moved, with the second of Regent Perkins, that the Consent Agenda be approved. The motion carried. The following requests were approved:

Academic AffairsREQUEST OF VATTEROTT COLLEGE FOR AN INFORMATION SYSTEMS SECURITY PROGRAM

Vatterott College was authorized to add Information Systems Security to its program offerings. The program is sixty weeks in length for a total of 72 quarter credit hours and will be awarded at Vatterott's Wichita campus. Any reference in the Vatterott College publications or communication to the Kansas Board of Regents should refer to the Board's approval of degree-granting authority. Additionally, Vatterott College must apply annually for its Certificate of Approval to operate a school and grant degrees in Kansas. Vatterott College will comply with new regulations, which may include regional accreditation, when those regulations are in place.

REQUEST OF BELLEVUE UNIVERSITY FOR ADDITIONAL DEGREE-GRANTING AUTHORITY FOR A MASTER OF BUSINESS ADMINISTRATION

Degree-granting authority was authorized for Bellevue University for a Master of Business Administration. The degree will be awarded on the University's Johnson County campus. Any reference in the institution's publications or communications to the Kansas Board of Regents should refer to the Board's approval of degree-granting authority. Bellevue must apply annually for its Certificate of Approval to operate a school and grant degrees in Kansas.

REQUEST OF BELLEVUE UNIVERSITY FOR ADDITIONAL DEGREE-GRANTING AUTHORITY FOR A BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT

Bellevue University received approval to offer a Bachelor of Science in Healthcare Management with the degree being awarded at its Johnson County campus. Any reference in the institution's publications or communications to the Kansas Board of Regents should refer to the Board's approval of degree granting authority. Bellevue must apply annually for its Certificate of Approval to operate a school and grant degrees in Kansas.

REQUESTS OF COMMUNITY COLLEGES, TECHNICAL COLLEGES, AND TECHNICAL SCHOOLS FOR APPROVAL OF CERTIFICATE AND DEGREE PROGRAMS

Butler County Community College received approval to offer the following two new programs:

- A. Accounting Assistant (CIP 52.0302) at the certificate and Associate of Applied Science degree (A.A.S.) levels. The certificate consists of 33 credit hours and the degree consists of 68 credits with a budget of \$1567.50 funded through tuition and fees.
- B. Surveying Technology (CIP 15.1102) at the certificate and Associate of Applied Science degree (A.A.S.) levels. The certificate consists of 39 credit hours and the degree consists of 64 credits with a budget of \$16,270 funded through tuition and fees.

CONSIDERATION OF DISCUSSION AGENDA*Academic Affairs***REQUEST OF WRIGHT BUSINESS SCHOOL FOR DEGREE-GRANTING AUTHORITY FOR AN ASSOCIATE OF APPLIED SCIENCE DEGREE IN SURGICAL TECHNOLOGY**

Vice President Gary Alexander presented the request from Wright Business School, indicating that this is the School's first request for degree-granting authority, which is why the topic appears on the Discussion (rather than Consent) Agenda. He confirmed that Board staff conducted a thorough site review of the school and its proposal. Regent Perkins moved that the Board authorize degree-granting authority to Wright Business School to offer an Associate of Applied Science Degree in Surgical Technology. Following the second of Regent Hedges, the motion carried.

REQUEST FOR MERGER AGREEMENTS FOR SOUTHWEST KANSAS TECHNICAL SCHOOL/SEWARD COUNTY COMMUNITY COLLEGE AND NORTHEAST KANSAS TECHNICAL COLLEGE/HIGHLAND COMMUNITY COLLEGE

Vice President Blake Flanders introduced the topic of merger arrangements for both Southwest Kansas Technical School and Northeast Kansas Technical College. He reported that the 2007 Legislature adopted Senate Substitute for House Bill 2556, which required that governing bodies for both institutions submit a plan to merge or affiliate with a postsecondary education institution or become an accredited technical college with an independent governing board by July 1, 2008. Northeast Kansas Technical College chose not to pursue a plan to seek independent governance, and in February 2008 submitted a preliminary plan to merge with Highland Community College. Also in February 2008, the governing boards of Southwest Kansas Technical School and Seward County Community College submitted an agreement for consolidation.

President Robinson acknowledged the institutional efforts involved in reaching agreement and noted that student opportunities will be greatly enhanced through these agreements. Regent Downey-Schmidt moved, with the second of Regent Thornton, that the Board approve the merger plans submitted by Northeast Kansas Technical College and Southwest Kansas Technical School for implementation by July 1, 2008.

REQUEST FOR APPLICATION FROM SALINA AREA TECHNICAL SCHOOL TO BECOME A TECHNICAL COLLEGE

Salina Area Technical School (SATS) is another institution impacted by Senate Substitute for House Bill 2556. Vice President Flanders reported that in January 2008, SATS communicated its decision to seek independent technical college status and an application to pursue that status was submitted in February 2008. Questions followed regarding the need to monitor the institutional progress and Dr. Flanders reported that Board staff will identify appropriate timeline, noting that it could take 2-3 years to attain the status.

Regent Sherrer moved that the application from Salina Area Technical School to become a technical college be approved. Following the second of Regent Boettcher, the motion carried.

The following representatives from SATS and the Salina community were introduced: Duane Custer, SATS Director, Dr. Rob Winter, Superintendent of Schools, and Gary Denning and Phil Black, school board members.

Other Matters

REPORT FROM KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY

Vice President Flanders reported that Kathy Hund has been hired to serve as the liaison between the Board of Regents and the Department of Commerce.

At its recent meeting, the Technical Authority discussed program standards and the alignment framework. That topic will be referred to the Board's Academic Affairs Standing Committee to review alignment of technical programs and tying those to industry-based certification. The Authority discussed financing technical education in Kansas and will be looking at how Kansas compares to other states. Marketing was also discussed.

Discussion followed. Responding to a question regarding differences between standardizing and centralizing, and respect for past efforts while working to raise the quality, Dr. Flanders noted that the Authority has discussed those issues. While the initial thought was to standardize all courses within the programs, Authority members are seeing the wisdom of maintaining some amount of flexibility at the regional level. It may work to add standardization to the short-term certificate programs. There has been discussion about standardization of prerequisites and institutional faculty has interacted to establish a core standardized curriculum, yet maintain appropriate institutional flexibility in the full program. Dr. Flanders indicated that this will take time to work with both faculty and industry committees. Another question related to establishment of Centers of Excellence that would limit specified training to geographical areas of the state. Dr. Flanders stated that place is important to some industries; however, it is important to be sensitive to student access. If an institution was designated as a Center of Excellence for Workforce Development, the institution could have a lead, coordinating role for a specified field, but the program would also be available at other sites. It might mean that the first year of an equipment-intensive program could be delivered in regional areas, followed by the second year being offered in a common location.

VENDOR SELECTION FOR RFP #11124 MARKETING RESEARCH, TECHNICAL EDUCATION

Dr. Flanders provided background information on the recommendation from the Technical Authority to award a contract to Corporate Communications Group, Inc. at a cost of \$75,000. The feedback from the vendor is expected to address the Authority's goal to establish a robust technical education system that would bring greater awareness and an enhanced image to young people and individuals who have been displaced. The Authority's Marketing Committee reviewed the vendor proposals, selected three companies for interview, and forwarded its recommendation to the Authority for consideration at its April 2 meeting. Plans call for the vendor to share its marketing approach with the Authority's Marketing Committee in July, with a final recommendation to the Authority at its meeting on August 5-6.

Responding to a question regarding anticipated outcome, Dr. Flanders reported that the goal is to have more qualified employees for Kansas businesses and more enrollees for technical education.

Regent Boettcher moved that Corporate Communications Group, Inc. be awarded the contract for marketing research for technical education. Following the second of Regent Shank, the motion carried.

LEGISLATIVE REPORT

Kip Peterson, Director of Government Relations and Communications, provided a legislative update. He congratulated Regents Boettcher, Docking, Hedges, Sherrer and Thornton for the April 1 confirmation of their respective appointments to the Board.

In terms of budgetary measures, the House and Senate approved the "mega" appropriations bill with provisions for the postsecondary operating grant (\$10 million), Kan-ed funding (\$7.5 million), KU School of Pharmacy (\$6 million SGF-FY09; \$22.5 million ELARF-FY10; and \$11.5 million ELARF-FY11), and WCGME (\$1 million). Appropriations pending are the State employee pay plan, KAMS funding, additional funding for the postsecondary operating grant and Kan-ed, technical education technology and equipment grants, the comprehensive grant program, STEM teachers scholarship, and state university deferred maintenance.

Mr. Peterson provided a status report on the following initiatives. Senate Bill 404-Implementation of the Kansas Academy of Mathematics and Science and SB 384-Investment of state university idle funds are awaiting the Governor's approval. The conference committee recommendation of raising the cap by \$1 million each year over the next three fiscal years for House Bill 2343-Adjustment to the Partnership for Faculty of Distinction Program cap has received Senate approval. Senate Bill 415-Deferred maintenance program amendments, and House Bill 2611-University support staff and classified staff benefits clarification were both eliminated in the conference committee, following approval by the Senate. Senate Bill 436-Local option sales tax to reduce property taxes and House Bill 2610-SGF payments to eliminate crumbling classrooms debt received no action. Senate Bill 391-Kan-ed connectivity is in conference committee.

Discussion followed. Reference was made to the legislative measure that passed both houses, which permits high school sophomores to take classes for college credit. It was not known whether that measure will impact the Board's concurrent enrollment policy.

(PowerPoint Filed with Official Minutes)

CEO Assessment

ANNUAL CAMPUS REPORT – FORT HAYS STATE UNIVERSITY

President Hammond identified the FHSU theme for the year as "Dare to Dream." He reported that the University focused on high tech/high touch issues from 1990 to 2000, but has now moved its focus during 2000 to 2010 to affordable success. The University looked at enrollment growth vs. tuition increases with emphasis on efficiency as it worked to maintain accessibility. Another component has been to change the employee mix by decreasing non-teaching positions and increasing teaching faculty.

In the past ten years, the University has experienced increased enrollment for Kansas students. President Hammond called attention to student success in undergraduate writing skills and improved learner outcomes in computing. Students have been exposed to a mobile learning environment and

increased international experiences. In closing, President Hammond identified FHSU goals, as aligned to the Board's Five Strategic Questions.

(PowerPoint Filed with Official Minutes)

EXECUTIVE SESSION

At 3:30 p.m., Regent Shank moved that the meeting recess into executive session for one hour for the discussion of personnel matters of non-elected personnel, annual assessment of President Ed Hammond. Following the second of Regent Downey-Schmidt, the motion carried. Participating in the closed session were members of the Board, President Robinson, and President Hammond. At 4:30 p.m., Regent Shank moved, with the second of Regent Thornton, that the meeting return to open session.

At 4:31 p.m., Regent Shank moved that the Board continue its executive session regarding CEO assessment for 45 minutes. Following the second of Regent Thornton, the motion carried. At 5:15 p.m., Regent Shank moved, with the second of Regent Thornton, that the meeting return to open session. The motion carried.

RECESS

Chairman Downey-Schmidt recessed the meeting at 5:15 p.m., to resume the following morning at 9:30 a.m.

RECONVENE

Chairman Downey-Schmidt reconvened the meeting at 9:35 a.m. on Thursday, April 17.

MEMBERS PRESENT:	Christine Downey-Schmidt, Chair
	Donna Shank, Vice Chair
	Jerry Boettcher
	Jill Docking
	Dick Hedges
	Dan Lykins
	Janie Perkins
	Gary Sherrer
	Bill Thornton

INTRODUCTIONS

Several students from Kansas State University and the University of Kansas were recognized for academic accomplishments. President Wefald introduced Will Carlson and Scott McCall, who have been awarded Goldwater scholarships. Also awarded a Goldwater scholarship, but not in attendance was Michelle Higgins. Nick Long was congratulated for winning a Udall scholarship. Iris Wilson also won the Udall scholarship but was not able to be present. Jessy Ohl was recognized as the Speech Squad National Champion by winning in the categories of Extemporaneous Speaking, Informative Speaking, Communications Analysis, and Sweepstakes winner for all categories. Craig Brown, Head Coach, and Bobby Imbody, Assistant Coach, were introduced on behalf of the Forensics Team.

Chancellor Hemenway recognized Rebecca Lynn Totten for winning a Goldwater scholarship. Rachel Debes was also acknowledged for winning a Goldwater scholarship, but was unable to be present. Agata Karolina Kaminska was congratulated for winning a Fulbright fellowship. The Chancellor acknowledged Sue Lorenz, associate director of the Honors Program. The KU Debate Team completed its season ranked #1 in the Country in the National Debate Tournament Varsity debate rankings. Four members of the team were introduced: Brett Bricker, Andrew Jennings, Nathaniel Johnson, and Christopher Stone. Scott Harris, KU Debate Coach, was also introduced.

REPORTS

REPORT FROM COUNCIL OF PRESIDENTS

President Lane, Chair of the Council of Presidents, briefed the Board on the council meeting held the previous day. COPs received a report from the System Council of Chief Academic Officers that the review of general education outcomes and related definitions is continuing. The Council of Chief Academic Officers reported approval on several academic programs, which will be forwarded to COPs in May. COCAO discussed a Test of Spoken English, particularly for graduate teaching assistants who will be teaching classes, to more effectively assess qualifications and remediate when there are issues.

The Council of Business Officers reported that its May meeting will be dedicated to insurance-related issues with a review of the quotes that will be available at that time. COBO will consider the feasibility of purchasing insurance on behalf of the universities. At its recent meeting, COBO discussed adjustments to the capital plans due to changes in the expected interest earnings. The use of a 3 percent adjustment appears unlikely so the estimates are being revised to reflect more of a flat rate over the next few years. COBO members expressed concern regarding FY 2009 and implementation of the Hay Group study because there will be little lead time between an ultimate legislative decision and the beginning of the fiscal year on June 16. Vice President Duffy visited with COBO regarding format and background information related to the upcoming tuition proposals. Since there is no legislative budget decision as yet, most universities are using the Governor's recommendation as the basis on which to build a tuition increase. President Lane noted that COPs is looking to the Board for confirmation of that strategy or whether there should be an alternative strategy. COPs plans to forward the classified annual leave proposal to the Board in May. The Council briefly discussed budget issues and strategies and President Robinson will provide a summary of the legislative overview presented to the Board the previous day.

The Board briefly discussed the issue related to tuition proposals and consensus was that the university tuition proposals should be based on the Governor's budget recommendation since legislative appropriations will not be resolved by the time universities need to submit tuition proposals to the Board office for inclusion in the May agenda.

REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Dr. Harvey Foyle, Chair of the Council of Faculty Senate Presidents, started his report with a preamble statement from the Council congratulating the University of Kansas for its Final Four basketball victory.

The Council shared information about the make-up of each faculty senate group. Another discussion topic related to the Five Strategic Questions. The Council is looking forward to the clarification of goals and university implementation of those goals.

REPORT FROM STUDENTS' ADVISORY COMMITTEE

Courtney George, Chair of SAC, reported that institutional representatives are currently engaged in discussions related to tuition and fees for the next year. New student leaders are being elected at each campus and those new members will be attending the May meeting. She reported that student leaders from four universities submitted written testimony opposing the legislative initiative related to student textbooks.

SAC will be finalizing Kansas Corps proposals next month. The Committee is working on a transition packet for next year's student representatives. SAC voted to forward discussion of electronic transcripts to next year's student leaders due to lack of time to adequately address this year.

Brief discussion followed. Chairman Downey-Schmidt proposed that Board members meet with newly elected SAC members to brief them on the process for initiating legislative initiatives. President Robinson suggested that the Board might want to consider whether there is an appropriate and meaningful role for the Board related to textbook pricing, either through Board policy or legislation.

APPROVAL OF CONSENT AGENDA

Regent Docking moved that the Consent Agenda be adopted. Following the second of Regent Lykins, the motion carried. The following requests were approved:

Academic Affairs

REQUEST FOR A SECONDARY MAJOR IN BIOLOGICAL ENGINEERING (14.9999) – KSU

Kansas State University was authorized to offer a Secondary Major in Biological Engineering. The program will be funded through internal reallocation.

Fiscal Affairs and Audit

PROGRAM STATEMENT FOR THE REPLACEMENT OF HVAC SYSTEM AT THE ENGINEERING BUILDING – WSU

Wichita State received approval of its program statement for the replacement of HVAC systems at the Engineering Building. This is an approved Deferred Maintenance Project and initial funding for the engineering design and preparation of construction documents was approved for FY 2008 by the Joint Committee for State Building Construction on August 22, 2007. The latest cost estimate for system replacement is \$2,098,718.

PROGRAM STATEMENT FOR THE REPLACEMENT OF HVAC SYSTEM AT GRACE WILKIE HALL AND GRACE WILKIE ANNEX – WSU

Approval was given to Wichita State University for the program statement to replace the HVAC systems at Grace Wilkie Hall and Grace Wilkie Annex. This is an approved

Deferred Maintenance project, and the initial funding for engineering design and preparation of construction documents was approved for FY 2008 by the Joint Committee for State Building Construction on August 22, 2007. The latest cost estimate for system replacement is \$2,527,534.

AMENDMENT OF REHABILITATION & REPAIR LIST FOR FY 2008 TO REPLACE SYNTHETIC FLOOR IN AHEARN FIELDHOUSE – KSU

Kansas State University received approval to amend its FY 2008 Rehabilitation and Repair plan to include replacement of the synthetic floor surface in Ahearn Fieldhouse at an estimated cost of \$350,000. Funding for the project will be provided by Athletic Department funds on deposit at the KSU Foundation.

AMENDMENT OF PICKEN HALL RENOVATION PROJECT BUDGET – FHSU

Fort Hays State University was authorized to increase its project budget for the Picken Hall Renovation project from \$4.8 million to \$5.39 million. The proposed increase will fund a 1,600 S.F. building addition, which will provide a new, singular main entrance to the east elevation. This is an approved Deferred Maintenance project, with deferred maintenance allocations accounting for \$3,845,000 of the required funding. FHSU will be responsible for the remaining finish upgrades and building addition cost, which is estimated to be \$1,545,000. FHSU will also advise the Joint Committee on State Building Construction of the increased cost.

AMENDMENT OF REHABILITATION AND REPAIR LIST FOR FY 2008 TO INCLUDE REMODLING OF SEVERAL LABS IN SMISSMAN HALL – KU

Approval was given to the University of Kansas to remodel lab rooms 158, 159, and 164 in Smissman Hall. The estimated cost of the project is \$373,200. KUEA gift funds of \$186,600 and Educational Building Funds of \$186,600 will fund the project.

PURCHASE OF REAL PROPERTY/1604 S. JOPLIN STREET – PSU

Pittsburg State University was authorized to proceed with requisite procedures provided by K.S.A. 76-147 relative to the purchase of real property located adjacent to the main campus. The house on the property will be razed and the land converted to campus parking. The purchase will initially be made from existing University funds with reimbursement from parking bond proceeds, which will be issued in FY 2009. The purchase price is to be negotiated at no more than \$62,000, as supported by two separate appraisals. Final acquisition is contingent on Board staff approval and is expected to occur during July, 2008. Listed below is a more specific description of the land:

Kenneth and Cheryl Giefer – 1604 South Joplin Street, Pittsburg, KS.

Legal Description: The South 50.5 feet of the East 60 feet of Lot One (1), Block Seven (7) in Broadway Park Addition to the City of Pittsburg, Crawford County, Kansas.

PURCHASE OF REAL PROPERTY/214 EAST WILLIAMS – PSU

Pittsburg State University received authorization to proceed with requisite procedures provided by K.S.A. 76-147 relative to the purchase of real property located adjacent to the main campus. The house on the property will be razed and the land converted to campus parking. The purchase will initially be made from existing University funds with reimbursement from parking bond proceeds, which will be issued in FY 2009. Purchase price is to be negotiated at no more than \$91,350, as supported by two separate appraisals. Final acquisition is contingent on Board staff approval and is expected to occur during July, 2008. The specific description of the land is as follows:

Jim and Nancy Bishop – 214 East Williams, Pittsburg, KS.

Legal Description: The West 10 feet of Lot One (1), and the East 40 feet of Lot Three (3), Block Seven (7) in Broadway Park Addition to the City of Pittsburg, Crawford County, Kansas.

Regent Sherrer mentioned his continuing interest in university efforts related to sustainability. President Robinson noted that Facilities Director Eric King provided a sustainability report to the Board. Chairman Downey-Schmidt proposed that Mr. King work with the Council of Business Officers and Council of Presidents to establish a timeline for development of Board policy related to "sustainability."

CONSIDERATION OF DISCUSSION AGENDA**Academic Affairs****REQUEST FOR EXTENSION PROGRAMS IN KC METRO - ESU**

Vice President Alexander introduced the request for extension programs in the Kansas City metro area. He noted that following Board policy regarding off-campus, face-to-face academic extension courses offered in that area, Emporia State University submitted three program proposals for Board consideration. Regent Docking moved, with the second of Regent Boettcher, that Emporia State be authorized to offer face-to-face programs at its Johnson County metro center including a Master of Science in Curriculum and Instruction, a Master of Science in Educational Administration, and a Master of Science in Special Education with Adaptive Concentration. The motion carried.

REAPPOINTMENT OF RETIREMENT PLAN COMMITTEE MEMBERS

Madi Vannaman, Staff Affiliate to the Board, provided an overview regarding the work of the Retirement Plan Committee (RPC). She reported that the nine voting members serving on the RPC have staggered three-year terms. In April 2007, the Board voted to extend each member's appointment by an additional year to enable the RPC to utilize the knowledge it had gained to better address the final 403(b) regulations that are expected to be issued in the fall of 2007.

Regent Lykins moved that the Board appoint President Ed Hammond, Lindy Eakin, Gary Leitnaker, and Rick Robards to serve out the remaining two years of the three-year terms associated with the positions to which they are currently appointed. Following the second of Regent Perkins, the motion carried.

ADOPTION OF RETIREMENT PLAN COMMITTEE CHARTER

Ms. Vannaman presented a Charter drafted by Deloitte Consulting, which responds to the RPC inquiry about documentation of best practices for retirement plan committee activities. Regent Lykins moved, with the second of Regent Boettcher, that the Board approve the draft Charter. The motion carried.

(Charter Filed with Official Minutes)

RECOMMENDATIONS FOR ING'S FUND INVESTMENT OPTION LINE-UP IN THE BOARD'S MANDATORY RETIREMENT PLAN

Ms. Vannaman noted that the Board approved an RPC Vendor Management Document that establishes the protocol for any proposed fund changes by ING and TIAA-CREF and an Investment Policy Statement to be used in assessing fund changes proposed for the Board's Mandatory Retirement Plan. ING submitted a request for consideration of five new fund options. A Deloitte consultant reviewed each proposed option against the Board's Investment Policy Statement. Based on the Deloitte recommendation, the RPC recommended to the Board that three fund proposals, which would have replaced existing funds, not be accepted, and that two fund proposals, which would add new funds to the lineup, be accepted for inclusion in the Board's mandatory program, and that ING be permitted to resubmit the unsuccessful proposed changes for consideration during the next annual cycle.

Regent Lykins moved that ING be authorized to add PIMCO Real Return-A fund and PAX World Balanced fund to the Board's mandatory fund offerings. Following the second of Regent Downey-Schmidt, the motion carried.

RECOMMENDATIONS FOR THIRD PARTY ADMINISTRATION OF THE BOARD'S 403(b)

Recent 403(b) regulations issued by the Internal Revenue Service impact the Board's oversight of its mandatory and voluntary retirement plans. The RPC sought input from its two mandatory plan providers, ING and TIAA-CREF, regarding third party compliance solutions. Both companies offered solutions and Ms. Vannaman presented highlights from both options. The RPC recommended that the Board approve ING's Planwithease.com option because it will best address the regulation compliance requirements, it is presently being utilized by other Plan Sponsors and vendors, it will handle all transactions, including transfers and distributions, it offers on-line educational opportunities for plan participants, and it provides proactive, tailored reporting to assist KBOR with oversight of the retirement plan.

Regent Lykins moved that the Board enter into an agreement with Planwithease.com to address the Board's compliance requirements for its 403(b) plans. Following the second of Regent Thornton, the motion carried.

Staff will work with Planwithease.com to secure service agreements that stipulate that the data can only be used to respond to participant initiated distribution requests, annual limit monitoring, or other reporting requested by KBOR, and will not be used in any other way or by any other vendor, including ING. Additionally, KBOR staff will work with ING to include language in the contract that no fees for this third party service will ever be assessed to plan participants, to KBOR, or to the state universities, either now or in the future. Appropriate liability or indemnification information will be contained in the contract with the third party administrator to address non-compliance with the KBOR plan document and/or IRS regulations and limitations.

RECESS

Chairman Downey-Schmidt announced a recess at 11:00 a.m. The meeting resumed at 11:15 a.m.

Fiscal Affairs and AuditRECEIVE INFORMATION REGARDING STATE UNIVERSITY SECURITY ISSUES—WEAPONS POLICIES, EMPLOYEE BACKGROUND CHECKS, SECURITY CONSULTANT RFP

President Robinson briefed the Board on the topics regarding security-related issues on the university campuses. Supporting his remarks was background information compiled by General Counsel Julene Miller related to concealed carry statutes, a summary of concealed carry posting policies at state universities, a summary of state university practices regarding background checks for university employees and the RFP specifications to seek expert review of the current state university policies and procedures related to security issues.

According to Mr. Robinson, there were significant changes to the concealed carry statutes in 2007. Among those is the provision that sites such as community colleges, colleges, or university facilities must now be posted according to rules and regulations adopted by the Kansas Attorney General in order to reflect that a concealed weapon is prohibited within buildings and facilities on the premises. While the statutes permit public and private employers to restrict or prohibit their employees from carrying a concealed weapon while on the premises of the employer's business, the new language specifically precludes employers from prohibiting an employee's possession of a firearm in a private vehicle, even if parked on the employer's premises. Cities, counties and political subdivisions may restrict or prohibit licensees from carrying concealed weapons in a building of the entity.

Mr. Robinson reported that universities have responded to the 2007 laws based on legal interpretation of the law, in conjunction with the local area laws. Thus, there are varying practices. Mr. Robinson asked if Board members were comfortable with the level of consistency among the universities' practices.

Discussion followed. While there was acceptance of the posting policies, concern was expressed about substantive efforts to protect students. University personnel confirmed that security provisions are addressed in student orientation programs, handbooks, and in residence hall information. Responding to a question of whether the regulations of the Attorney General adequately cover all bases, General Counsel Miller stated that the guidance from the Attorney General only determines what the sign looks like and designates that the sign be in a conspicuous location. Ms. Miller noted that the statute is susceptible to varying interpretations and thus there are variances among the universities with regard to treatment of parking lots, entrances, and campus perimeters. Responding to whether there was an argument against establishing a uniform policy, Ms. Miller noted that it is a complicated legal issue and difficult to address in one or two sentences.

Regent Boettcher moved that the Board adopt a policy that the six state university campuses be weapon-free and that Board staff be directed to develop policy language to delineate that broad policy statement. The motion was seconded by Regent Sherrer. Discussion followed with University CEOs indicating that the campuses already have related policies and it is difficult to have a uniform, specific policy due to the uniqueness of each campus. Some Regents also expressed interest in enacting Board policy after more specifics are available. A vote was taken and the motion carried.

The topic then moved to the issue of background checks. Attention was called to the table containing background information included in the Board agenda and setting out the current state university practices. Some university representatives expressed concern about the cost of requiring background checks for every position. Vice Chancellor Barbara Atkinson reported that the Medical Center conducts a background check for both faculty and students to protect students and patients.

Regent Sherrer moved that it be the policy of the Board of Regents that the six state universities conduct criminal background checks on all new hires, excluding student employees, with staff developing implementation language to further detail coverage. Following the second of Regent Shank, the motion carried. President Robinson indicated that a number of other states have a similar policy and the need for such investigations is receiving national attention.

Continuing with discussion related to security issues, President Robinson briefed the Board on the Request for Proposals (RFP) that was posted March 21. University CEO's reviewed their respective campus security procedures and following a review of the various practices, a Checklist for Crisis Management was developed by Board and university legal staff. The RFP seeks to have a professional review of the Checklist and each state university's security plan with additional opportunities to seek feedback on the weapons issue and security background checks. Responses to the RFP are due by April 30.

Other Matters

ANNUAL CAMPUS REPORT – EMPORIA STATE UNIVERSITY

In his annual report to the Board, President Michael Lane called attention to the ESU goals for the past year. The goal of completing a new strategic plan is underway and following Steering Committee efforts over the summer, the President will present a draft to the ESU General Assembly in August. A comprehensive fundraising campaign has begun and will continue until 2013, the year the University will celebrate its 150th birthday. The President reported that ESU has been successful in its goal to establish new and significantly improved student learning outcomes in math and literacy skills. Reorganization of administrative units has been addressed and economic development work continues with the Emporia and Lyon County communities. President Lane closed his report by highlighting the goals for the coming year.

(PowerPoint Filed with Official Minutes)

RECESS

Chairman Downey-Schmidt announced a recess at 12:45 p.m. The meeting resumed at 1:00 p.m.

EXECUTIVE SESSION

At 1:00 p.m., Regent Shank moved, with the second of Regent Thornton, that the meeting of the Board recess into executive session for approximately one hour to discuss personnel matters of non-elected personnel and the annual assessment of President Lane. The motion carried. Participating in the executive session were members of the Board, President Robinson, and President Lane. At 2:00 p.m. Regent Shank moved that the meeting return to open session. Following the second of Regent Thornton, the motion carried.

At 2:01 p.m., Regent Shank moved that the executive session be resumed. Regent Thornton seconded the motion and the motion carried. At 2:30 p.m., Regent Shank moved, with the second of Regent Thornton, that the Board return to an open meeting. The motion carried.

ADJOURNMENT

Chairman Downey-Schmidt adjourned the April meeting at 2:30 p.m.

Reginald L. Robinson, President and CEO

Christine Downey-Schmidt, Chair

II. REPORTS

- A. Introductions
- B. Report from the Chair **Chairman Christine Downey-Schmidt**
- C. Report from Other Regents
- D. Report from the President and CEO **President Reggie Robinson**
- E. Report from System Council of Presidents **President Lane/President Dunn**

III. APPROVAL OF CONSENT AGENDA

- A. *Academic Affairs* **Gary Alexander**
Regent Donna Shank **Vice President for Academic Affairs**

1. APPROVE REQUEST FOR ADDITIONAL DEGREE GRANTING AUTHORITY FOR (1) AN AAS IN MEDICAL ASSISTING, (2) AN AAS IN MEDICAL INSURANCE CODING, AND (3) AN AAS IN HEALTH CARE ADMINISTRATION FOR WRIGHT BUSINESS SCHOOL

Summary and Staff Recommendation

KBOR Staff recommends that Wright Business School be given degree-granting authority for an Associate of Applied Science in Medical Assisting, Associate of Applied Science in Medical Insurance Coding, and an Associate of Applied Science in Health Care Administration. A thorough site review and examination of its curriculum and outcomes shows that Wright Business School has qualified staff, state of the art facilities, equipment, materials, record keeping systems, and adequate space to meet the needs of students enrolled in the proposed degree programs. All findings indicate Wright Business School’s proposed degree programs meet KBOR standards. If approved, these degrees will be awarded at the school’s Overland Park campus.

4/14/2008

Background

Wright Business School’s main campus is located in Overland Park with branch campuses in Oklahoma City, OK and Tulsa, OK. The two branch campuses recently underwent on-site reviews by a team from the Accrediting Council for Independent Colleges and Schools (ACICS) in March. Both received outstanding recommendations and approval from ACICS and the state of Oklahoma to continue offering Associate degrees in Insurance Coding, Medical Assistance, Medical Office Administration, Medical Office Administration, Surgical Technology, Accounting, Software Administration, Business Administration, and Information Technology Systems.

Wright Business School has been accredited since 1982 by ACICS, a United States Department of Education approved accrediting agency. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval. Wright Business School has been granted degree granting authority by KBOR.

KBOR Response

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 to private 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. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include items such as:

- Courses, curriculum and instruction that 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.
- 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 the program (s). Staff reviews the catalog along with resumes of administrators and instructors.

Comments

Any reference in the institution's publications or communications to the Kansas Board of Regents should refer to the Board's approval of degree granting authority. This institution must apply annually for its Certificate of Approval to operate a school and grant degrees in the state of Kansas.

2. APPROVE COMMUNITY COLLEGE, TECHNICAL COLLEGE, AND TECHNICAL SCHOOL REQUEST FOR APPROVAL OF CERTIFICATE IN ELECTRICAL TECHNOLOGY FOR KANSAS CITY AREA TECHNICAL SCHOOL AND FOR TWO CERTIFICATE PROGRAMS (1) FLORICULTURE AND (2) SUSTAINABLE AGRICULTURAL ENTREPRENEURSHIP FOR JOHNSON COUNTY COMMUNITY COLLEGE

Summary and Staff Recommendation

Community Colleges, Technical Colleges and Technical Schools request approval for new certificate and degree programs each month. Board office received requests for three new programs to be implemented in Fall 2008 that have met all the criteria and have been subject to the 45 day comment period required by policy. Pending Authority approval, staff recommends approval.

04/24/2008

Background

Community colleges, technical colleges and technical schools submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria for new programs include the following:

- Current and projected job openings
- Employer demand for the program
- Student demand for the program
- Analysis of potential impact on enrollment in any similar programs in the region or state
- Description of facilities and equipment available
- Projected program costs
- Membership of a steering/advisory committee for the program
- Measurable program outcomes
- Identification of workplace basic skills and competency profiles for technical courses
- Efforts to collaborate to provide the needed program
- Level of program duplication across institutions, based on Classification of Instructional Program Code (CIP).

In addition, the local governing board has approved the program application and the programs have undergone the 45 day comment period.

Description of Proposed Programs by Community Colleges/Technical Colleges/Technical Schools

1. Kansas City Kansas Area Technical School requests approval for a new certificate program— Electrical Technology (CIP 46.0302). The certificate consists of 57 credit hours with a budget of \$65,000 (\$55,000 for salaries and \$10,000 for equipment) funded through tuition and fees. Seven other institutions (Coffeyville Community College, Independence Community College, Johnson County Community College, North Central Kansas Technical College, Northeast Kansas Technical College, Northwest Kansas Technical College and Wichita Area Technical College) also have certificate programs under this CIP code. No comments were received concerning this program.

2. Johnson County Community College requests the following new certificate programs:

- C.** Floriculture (CIP 01.0608) The certificate consists of 28-30 credit hours with a budget of \$23,000 (\$16,182 for salary and \$7,200 for equipment) funded through tuition and fees. No other colleges have programs under this CIP code. No comments were received concerning this program. There were letters of support from KSU and four businesses that hire florists for weddings, funerals, etc.
- D.** Sustainable Agriculture Entrepreneurship (CIP 01.0601) This certification consists of 28 credit hours. There is a USDA grant fund of \$49,900 (\$19,000 to JCCC and \$39,900 to KSU) Total budget will be \$81,450, with remaining \$36, 550 coming from tuition and fees. No other colleges have a program under this CIP code. The program, in partnership with KSU, will focus on sustainable agriculture, market farming, organic food co-op marketing and entrepreneurship. No comments were received.

The above new certificate and degree programs have been carefully reviewed by staff utilizing the above stated standards and criteria. Copies of the detailed program proposals are available for inspection. Staff recommends approval.

IV. CONSIDERATION OF DISCUSSION AGENDA

A. *Academic Affairs*
Regent Donna Shank

Gary Alexander
Vice President for Academic Affairs

1. **APPROVE REQUEST FOR DEGREE GRANTING AUTHORITY FOR (1) AAS IN CULINARY ARTS, (2) AAS IN GRAPHIC DESIGN, (3) BA IN ADVERTISING, (4) BA IN CULINARY ARTS, (5) BA IN DIGITAL FILMMAKING AND VIDEO PRODUCTION, (6) BA IN FASHION MARKETING, (7) BA IN GRAPHIC DESIGN, (8) BA IN INTERIOR DESIGN, AND (9) BA IN WEB DESIGN AND INTERACTIVE MEDIA FOR THE ART INSTITUTES INTERNATIONAL KANSAS CITY**

Summary and Staff Recommendation

In accordance with KBOR policy, Art Institutes International Kansas City has requested a Certificate of Approval for its school, opening August 2008. It is also requesting approval of two Associate of Applied Science degrees and seven Bachelor of Art degree programs to be offered at the Overland Park, Kansas campus. Staff met with several senior national personnel to discuss the proposal of the new school. After a thorough review of the school, staff, facilities, record keeping systems, programs, outcomes and its new campus, staff recommends approval.

4/21/2008

EDMC and Art Institutes Background

The Art Institutes International Kansas City (AI-KC) is a new school in Kansas and one of a system of over 40 Art Institutes located throughout North America. They provide a major source of design, media arts, fashion and culinary arts professionals to this country. The Art Institutes are wholly owned by Education Management Corporation (EDMC).

The Art Institutes (www.artinstitutes.edu) schools offer a broad range of programs including: Audio Production, Computer Animation, Culinary Arts, Culinary Management, Fashion Design, Fashion Marketing, Graphic Design, Industrial Design Technology, Web Design & Interactive Media, Interior Design, Media Arts & Animation, Photography, Restaurant Management, and Video Production.

EDMC (www.edmc.com) is among the largest providers of private post-secondary education in North America, based on student enrollment and revenue, with 83 locations in 26 states and in Canada. Headquartered in Pittsburgh, Pennsylvania, EDMC employs more than 14,480 faculty and staff and had a fall 2007 enrollment of 96,000 students. EDMC has provided career-oriented education for over 40 years and graduated over 160,000 alumni. Through its relationship with EDMC, AI-KC will draw upon a long history of success in the organization and operation of educational institutions. The postsecondary institutions owned by EDMC are organized in four separate education systems, namely, The Art Institutes, Argosy University, South University, and Brown Mackie Colleges.

The Art Institutes are accredited by the Accrediting Council for Independent Colleges and Schools (ACICS), a United States Department of Education approved accrediting agency. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

The Art Institutes International Kansas City has submitted the following programs to be offered face-to-face at its Overland Park campus. Staff has been in conversation with representatives from The Art Institutes International Kansas City and has reviewed the final documentation. Staff recommends approval of the following programs:

Program Title	Projected Enrollment	Degree
Culinary Arts	40	AAS
Graphic Design	50	AAS
Advertising	15	BA
Culinary Arts	40	BA
Digital Filmmaking & Video Production	20	BA
Fashion Marketing	20	BA
Graphic Design	50	BA
Interior Design	40	BA
Web Design & Interactive Media	30	BA

AI-KC will receive support from both The Art Institute system of schools and the parent company, EDMC. The latter has organized its corporate services, planning and support services around each of its four education systems. This structure makes the schools or campuses the focal point of all programs and services within EDMC. At the EDMC corporate level, EDMC's functional departments include Academic and Students Services, Marketing, Finance & Accounting, Student Financial Services, Career Services, Law, Human Resources, Technology Services, and Regulatory Affairs and Compliance. These functional departments provide company-wide support services to all EDMC education systems and their individual institutions.

Within the Art Institutes system, three Group Vice Presidents, as well as Finance, Admissions, Human Resources, and Academic Affairs Specialists support only the schools within the Art Institute system. In addition, a System Coordinating Board (SCB) that has in place a set of system-wide standards for planning, coordination, oversight and support services for all of the Art Institutes. The Art Institutes also have a Council of Presidents, consisting of the Presidents of each of the Art Institutes schools, assists the SCB in evaluating existing policies and initiating new ones at the system level.

In addition to the EDMC and Art Institutes support structures described above, there exists within EDMC a core group of specialists known internally as the “Greenhouse Team.” The Greenhouse Team has dedicated personnel in the areas of Academic Affairs, Admissions, Corporate Real Estate, Finance, Human Resources, Institutional Effectiveness, IT, Public Relations, Regulatory Affairs, Student Financial Services/Business Office, and Communications. These individuals, working in conjunction with corporate personnel from each functional area and the main campus personnel, focus exclusively on providing logistic and strategic support for opening new branch campuses. This additional support allows the main and branch campus personnel to attend to training and establishing an infrastructure in the branch campus, while at the same time lessening the administrative burden on the main campus. EDMC and the Art Institutes have a proven track record in opening new campuses, having used this organizational structure to open 35 new campuses since 1996.

KBOR Response

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 to private 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. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include items such as:

- Courses, curriculum and instruction that 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.
- 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 the program (s). Staff reviews the catalog along with resumes of administrators and instructors.

Comments

Any reference in the institution's publications or communications to the Kansas Board of Regents should refer to the Board's approval of degree granting authority. This institution must apply annually for its Certificate of Approval to operate a school and grant degrees in the state of Kansas.

2. APPROVE REQUEST FOR DEGREE GRANTING AUTHORITY FOR (1) AAS IN ORIENTAL BODYWORK AND (2) MS IN ORIENTAL MEDICINE FOR THE KANSAS CITY COLLEGE OF CHINESE MEDICINE

Summary and Staff Recommendation

In accordance with KBOR policy, The Kansas College of Chinese Medicine (KCCM) is requesting authority to grant an Associate of Applied Science in Oriental Bodywork and a Master of Science in Oriental Medicine. If approved, these degrees will be awarded at their Wichita campus. KBOR staff has reviewed the coursework and course outcomes submitted and finds they meet KBOR's standards. KCCM also demonstrates they have qualified staff and proper facilities, equipment, materials, record keeping systems, and adequate space to meet the needs of students enrolled in the proposed degree programs. After a thorough review and site visit to the school, KBOR Staff recommends approval. 4/22/08

Background:

The Kansas College of Chinese Medicine (KCCM) was formed in 1996 to bring Acupuncture and Herbal Medicine education to the Midwest. It was approved by KBOR at that time and has served more than 200 students. The mission of the college is to provide quality education in the art, science and professional practice of Traditional Chinese Medicine (TCM) while preparing students for national certification in their respective field of study. To date, KCCM graduates have demonstrated a 100% pass rate on the National Certification Commission for Acupuncture and Oriental Medicine and the National Certification Board for Therapeutic Massage and Bodywork national examinations. Both agencies are the recognized national examination authorities for the professional field of Oriental Medicine and Oriental Bodywork.

The Accreditation Commission for Acupuncture & Oriental Medicine (ACAOM) is recognized by the US Department of Education as an accrediting body for the field of Oriental Medicine. The Kansas College of Chinese Medicine has been accepted as a candidate school and is in the process of a self-study with the ACAOM. All ACAOM accredited and candidate programs are required to meet ACAOM's rigorous graduate-level professional standards for quality education and training. It is essentially ACAOM's position that the KBOR approved Master Diploma of Oriental Medicine is equal to a Master of Science in Oriental Medicine.

KBOR Response

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 and non-degree granting authority on postsecondary educational institutions. 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 certificate, diploma, or degree granting status are reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include items such as:

- Courses, curriculum and instruction that 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 that maintain written records of the previous education and training of students and applicant students, and training periods that 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.

Comments

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 approval of the school and its course work. This institution must apply annually for its Certificate of Approval to operate a school and grant this certificate in the state of Kansas.

Blake Flanders
Vice President for Workforce Development

3. APPROVE AFFILIATION/MERGER FOR KAW AREA TECHNICAL SCHOOL/WASHBURN UNIVERSITY AND KANSAS CITY AREA TECHNICAL SCHOOL/KANSAS CITY KANSAS COMMUNITY COLLEGE

Summary and Recommendations

The 2007 Kansas Legislature passed Senate Substitute for HB 2556, which requires the governing bodies of postsecondary technical schools and Northeast Kansas Technical College to submit a plan to merge or affiliate with a postsecondary educational institution, or become an accredited technical college with an independent governing board by July 1, 2008. Final affiliation/merger plans were received and reviewed by Board staff. Staff recommends Board approval of the final affiliation/merger plans submitted by the governing boards of Kaw Area Technical School and Washburn University, and Kansas City Area Technical School and Kansas City Kansas Community College, which are to be implemented by July 1, 2008.

04/25/08

Background

2007 Senate Substitute for House Bill No. 2556 established the Postsecondary Technical Authority and required the governing bodies of the following institutions to submit a plan to merge or affiliate with a postsecondary educational institution or become an accredited technical college with an independent governing board by July 1, 2008.

- Northeast Kansas Technical College
- Kansas City Kansas Area Technical School
- Kaw Area Technical School
- Salina Area Technical School
- Southwest Kansas Technical School

In 2004, K.S.A. 72-4470a required all technical college boards to develop and present a plan to the Board of Regents, on or before July 1, 2005, replacing the existing governing body of each technical college with a new governing board, which shall be separate and independent of any board of education of any school district. Five technical colleges submitted transition plans under this provision. Northeast Kansas Technical College chose not to submit a transition plan and, consequently, was the only technical college required to merge or affiliate or become an accredited technical college, under 2007 Senate Substitute for House Bill No. 2556.

K.S.A. 71-1701 et seq. (originally enacted in 1992) established the authorization for consolidation of vocational schools and community colleges and set forth statutory criteria to be addressed in the consolidation agreements between the governing boards of the two institutions.

Board policy states that any public postsecondary institution that has not achieved accredited status with the Higher Learning Commission of the North Central Association (HLC/NCA) by July 1, 2009, may be subject to loss of degree-granting authority.

The Board requested the institutions submit preliminary plans of action and implementation timelines by January 2008. These institutions complied with the January 2008 reporting deadline and the preliminary plans were discussed during the January 16 Board meeting.

The status of Kaw Area Technical School and Kansas City Area Technical School is as follows:

1. In January 2008, Kaw Area Technical School submitted a preliminary plan for affiliation with Washburn University. A final plan was submitted to KBOR in April, 2008 and has been reviewed by Board staff. Governance and operational oversight are to be assumed by the Washburn Board of Regents with an effective merger date of July 1, 2008.
2. In January 2008, Kansas City Area Technical School submitted a preliminary plan for merger with Kansas City Kansas Community College. A final consolidation plan, outlining the agreements reached for each of the elements required of consolidation agreements in K.S.A. 71-1702(b), was submitted to KBOR in April, 2008 and has been reviewed by Board staff. Governance and operational oversight are to be assumed by the Board of Trustees of Kansas City Kansas Community College with an effective merger date of July 1, 2008.

Additional Considerations

Legal staff has reviewed the documents submitted for compliance with all applicable statutory requirements.

Staff Recommendation

Staff recommends Board approval of the final affiliation/merger plans submitted by Kaw Area Technical School and Kansas City Area Technical School, which are to be implemented by July 1, 2008.

B. *Fiscal Affairs and Audit*
Regent Janie Perkins

Diane Duffy
Vice President for Finance and Administration

**1. DISCUSS BOARD'S FY 2010 UNIFIED BUDGET DEVELOPMENT AND
 RECEIVE REPORT ON FY 2009 STATE BUDGET**

Summary

The Kansas Higher Education Coordination Act requires the Board of Regents to develop and present to the Governor and Legislature, a unified budget for state funding of postsecondary education. At the May meeting the Board will conduct a preliminary discussion of the budget framework and staff will familiarize the Board with the activities to date related to the development of the FY 2010 request. The Board typically takes final action in June.

Key Concepts

The Higher Education Coordination Act provides that the Kansas Board of Regents shall “serve as the representative of the public postsecondary educational system before the Governor and the Kansas Legislature.” K.S.A. 74-3202c (b)(2). This provision provides the foundation for an approach to state funding that reflects the recurring theme of maintaining a unified state budget request and a system wide focus on requesting and advocating for increases in State General Fund appropriations for public postsecondary education.

- In order to carry out its statutory responsibilities of governance and coordination, the Board will continue to request and advocate for the Governor and Legislature to appropriate increased state funding for institutions as a lump sum to the Board – Postsecondary Education Institutions Operating Grant – which the Board then will allocate to sectors and distribute to institutions based on the Board’s determination of needs and priorities and institutional accountability and performance.
- The Board’s statutory performance agreement process continues whereby an institution must have an approved performance agreement and must demonstrate directional improvement in reaching those goals within the performance agreement. If an institution fails to submit a performance report or approved performance agreement, or if an institution fails to provide a reasonable explanation for the lack of directional improvement in a majority of goals, no new state funding from the block grant is allocated to the institution. This state funding is restored to the institution’s base in the next fiscal year.
- The public postsecondary education system will report uniform financial and educational data in order to provide the basis for demonstrating accountability and measuring the adequacy of funding. Funding statements will be developed to portray the financial condition of each sector and each institution within the respective sectors in a relevant manner so as to inform allocation methodologies used to distribute new state funds to individual institutions within a sector.

- The Board will advocate for the system before the Governor and Legislature emphasizing that, Kansas institutions of higher education represent over a \$3 billion dollar enterprise and are a major engine of economic growth. Failure to provide adequate state funding to maintain spending power will limit the economic potential of Kansas. Increasing state investment in higher education will increase the economic growth of Kansas in the new global economy. While State General Fund moneys only represent a third of total revenues, nevertheless maintaining and increasing the state funding is critical and along with institutional efforts to spend money more efficiently directly impacts student tuition rates.

Summary of Unified Budget Request Process and Calendar

January. System Council of Business Officers (SCOBO) works with KBOR staff to update and refine the funding model for the Postsecondary Educational Institution Operating Grant for FY 2010 using HEPI, IPEDS and other data as the foundation for the request gathering data and support for four components of an institutional request:

- “Keeping Up” – component of the request related to inflation and maintaining the purchasing power of institutions based on some index (e.g. Higher Education Price Index or some variation).
- “Catching Up” – component of the request based upon closing the gap in areas under-funded compared to other states i.e. faculty salaries -- based upon analysis of information from IPEDs. Determine some portion of the amount needed to “catch up” based upon state appropriations per FTE student compared to other states to determine a rational amount to be requested for closing the gap.
- “Stepping Up” – component of the request based upon specific state priorities whereby increased state investment could be targeted for enhancing programs (i.e. workforce development). Board’s judgment drives the component of the request related to addressing specific state priorities. The Board determines the specific priorities and the overall size of this component in June and at its annual retreat in August continue discussion of strategic state priorities.
- “Building Up” – component of the request related to facilities. Determine the budget request for deferred and annual maintenance of buildings and infrastructure based upon the building condition report and semi-annual deferred maintenance report. Also similar reports by the coordinated institutions.

February. System Council of Business Officers briefs groups about the approach to the development of the FY 2010 budget framework and gathers input and feedback i.e. System Council of Presidents, Finance & Budget Committee of the Technical Education Authority, Fiscal Affairs and Audit Committee of the Board.

March. System Council of Business Officers discusses preliminary recommendations with System Council of Presidents.

April. System Council of Business Officers presents preliminary direction to Fiscal Affairs and Audit Committee of the Board and Budget/Finance Committee of the Technical Education Authority

Note: Feedback from the Governor and 2008 Legislature about the approach to the FY 2009 request along with the economic outlook for the state will continue to inform the Board and the higher education community as the FY 2010 request is developed and refined.

May. Board discussion of framework for FY 2010 Unified Budget Request. SCOBO discusses preliminary recommendations with SCOPs.

June. Board finalizes the framework for the FY 2010 Unified Budget Request, including the overall size of the Postsecondary Education Institutions Operating Grant request.

Summer. Board consults with Governor, Legislators, other state policymakers about state needs and state priorities.

August. At its annual retreat, the Board continues its discussion of strategic state priorities (“stepping up”).

September. Board staff submits the Board’s Postsecondary Education Institution Operating Grant as part of the Board’s Unified Budget request September 15.

October. With regard to the “stepping up” conceptual proposals, Board staff develops a summary report of the “stepping up” priorities to be reviewed and approved by the Board. The Board also approves its substantive legislative package for the upcoming session.

November – April. The Board, its staff, and its institutions actively seek maximum funding for the Postsecondary Education Institution Operating grant. The summary report of potential “stepping up” initiatives will serve as the focal point for discussing/defending the “stepping up” portion of the request.

May. The Board allocates any new funding appropriated by the Legislature to the four sectors. In the instances of the state universities, community colleges, and technical institutions, the Board also makes distributions to individual institutions within a sector. The Board makes allocations to the sectors and distributions to individual institutions using methodology developed by staff, councils, and sectors. With regard to the allocation of any “stepping up” initiatives, the Board will ask for competitive proposals from the institutions to make decisions about the allocation of funds to address state priorities.

June. The Board continues to finalize allocations and distributions and approves specific proposals to be funded from any funding appropriated to address state priorities.

Eric King
Director of Facilities

- 2. RECEIVE STATUS REPORT ON THE DEVELOPMENT OF A BOARD SUSTAINABILITY POLICY**

C. *Other Matters*

Blake Flanders
Vice President for Workforce Development

- 1. RECEIVE REPORT FROM KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY**

Julene Miller
General Counsel

2. ADOPT POLICY AMENDMENT REGARDING POSSESSION OF WEAPONS ON STATE UNIVERSITY CAMPUSES

Summary and Staff Recommendation

At its April, 2008 meeting, subsequent to receipt and discussion of information regarding how each of the state universities is currently posting no-weapons signs on their campuses, this Board adopted a policy that the six state universities' campuses be weapon-free and directed Board staff to develop language to implement this policy. Staff now brings a proposed policy provision to the Board and recommends adoption.

Background

In 2006, the Kansas Legislature enacted the Personal and Family Protection Act (Act).¹ This Act deals with the authority to carry *concealed firearms* (handguns, pistols and revolvers²) by those licensed under the Act to do so for self-defense purposes. The Act does not directly address other types of weapons, possession of a firearm other than in a concealed manner, or possession or use of firearms by someone not licensed under the Act.³

Originally, the law provided that licensees were not authorized to carry a concealed firearm “into” certain listed places, including “any community college, college or university facility,” and no posting was required for these listed places. Violation of that provision constituted a class A misdemeanor. Additionally, both public and private employers were authorized to restrict or prohibit licensees from carrying concealed firearms while on the premises of the employer’s business,⁴ and any entity owning or operating a business premises open to the public could restrict or prohibit licensees from carrying a concealed firearm while on such premises.⁵ In both these latter instances, the premises had to be clearly posted and violation constituted a class B misdemeanor.

The 2007 Kansas Legislature made several significant changes to these provisions. First, the places specifically listed in the Act, including “any community college, college or university facility,” must now be “posted in accordance with rules and regulations adopted by the attorney general as premises where carrying a concealed weapon is prohibited” before any criminal penalty for carrying a concealed firearm on such premises can attach. Second, while public and private employers may still restrict or prohibit their employees from carrying a concealed weapon while on the premises of the employer’s business, it does not appear that the provision dealing specifically with employers⁶ allows them to restrict or prohibit

¹ K.S.A. 2007 Supp. 75-7c01 through 75-7c18.

² K.S.A. 2007 Supp. 75-7c02(b).

³ *See, e.g.*, K.S.A. 2007 Supp. 21-4204, K.S.A. 21-4204a, K.S.A. 2007 Supp. 21-4218, K.S.A. 2007 Supp. 12-16,124, K.S.A. 72-89a01.

⁴ L.2006, Ch. 32, §11(a)(1).

⁵ L.2006, Ch. 32, §11(a)(2).

⁶ K.S.A. 2007 Supp. 75-7c11(a)(1).

the carrying of such firearms by non-employees;⁷ moreover, the new language specifically precludes employers from prohibiting “possession of a firearm in a private means of conveyance, even if parked on the employer’s premises.”⁸ Third, now only private businesses, cities, counties and “political subdivisions”⁹ may restrict or prohibit licensees from carrying concealed weapons “within a building or buildings of such entity.”

The intent of the 2007 amendments was to prohibit cities¹⁰ from further restricting the places within which people licensed by the State to carry a concealed weapon could do so, and to clarify that the Legislature intended to preempt the field in this area to ensure uniformity of the rules across the State. Senator Journey, the author of 2007 House Bill No. 2528 as introduced, testified that “House Bill 2528 was drafted in response to circumstances in which the legislature clearly expressed its intent to prohibit municipalities and counties from regulating individuals licensed under Kansas statutes to possess a firearm on their person when away from their home or fixed place of business.”¹¹ However, the actual language of the amendments is not limited to cities, and at least one conferee understood the 2007 amendments, as introduced, to prohibit “cities and even private entities . . . from posting their property against the carrying of weapons. . . . Amendments in the House committee returned some authority to public and private employers for posting their properties [, but t]his allowance extended only to buildings, not any other property owned by an employer, including parking lots.”¹²

The one very clear result of the 2007 amendments was the requirement that, in order to prohibit licensees from carrying concealed firearms into any community college, college or university facility, the premises must be conspicuously posted in accordance with the regulations (signage) promulgated by the Attorney General.¹³ Thus, the six state universities began revising their policies regarding placement of signs and Board staff began collecting this information from the campuses.

In April of 2007, campus security, and particularly the issue of weapons on campus, was thrust into the spotlight with the shootings at Virginia Tech. Consideration of how the state universities were exercising their authority to prohibit concealed carry licensees from carrying firearms on campus, as well as a myriad of other weapons and security related issues, was informed by that tragedy and others like it across the country. By March of 2008, all six state universities and the Medical Center campus had either already posted, with the Attorney General mandated sign specifically directed at concealed carry licensees, all entrances to all buildings and facilities on their campuses or were in the process of doing so. All six also felt that they had posted signage sufficient to implement the provisions of K.S.A. 21-4218 which allows prohibition of other firearms, concealed or not, whether possessed by licensed individuals or non-licensed individuals. Some, but not all, were also posting vehicular entrances to campus and parking facilities on campus. All six expressed the belief that their weapons policies can be enforced as to students through the student code of conduct; most believe such policies can be enforced as to employees

⁷ However, entities that are employers may still use the provisions of K.S.A. 2007 Supp. 75-7c10 and 75-7c11(a)(2), both as amended, to reach non-employees.

⁸ We note that no posting is required under this provision; rather, employers are to convey the restriction or prohibition by means of personnel policies.

⁹ This term is not defined for purposes of this Act.

¹⁰ See K.S.A. 2006 Supp. 12-16,124 and 75-7c17.

¹¹ Minutes, Senate Committee on Federal and State Affairs, March 22, 2007, Attachment 3.

¹² Minutes, Senate Committee on Federal and State Affairs, March 22, 2007, Attachment 9.

¹³ K.A.R. 16-11-7. See <http://www.ksag.org/files/shared/conceal.carry.signage.pdf>.

via employment policies and that trespass statutes can be used to enforce the provisions as to the general public.

This information was presented to the Board at its April meeting and led to the Board's decision to formulate a policy that would bring more uniformity to the issue as well as express the Board's position that the state university campuses should be weapon-free. At the Board's direction, staff has drafted a proposed policy.¹⁴ Staff recommends its adoption.

Proposal

New Section II.G.30.

POLICY ON WEAPONS POSSESSION

- a. To the extent allowed by law and except as otherwise provided herein, the campus of each state university shall be weapons-free. Each entrance to each building and facility on each campus shall be posted in accordance with K.S.A. 2007 Supp. 75-7c10, 75-7c11, K.A.R. 16-11-7, K.S.A. 21-4218 and K.A.R. 1-49-11, and amendments thereto. Additional signs may be posted as appropriate. Notice of this policy shall also be given in each state university's student code of conduct, housing contracts and employee policies.
- b. Nothing in this section shall be read to prohibit possession of weapons on campus (1) as necessary for the conduct of Board approved academic programs or university approved activities or practices, or (2) by university police or security officers while acting within the scope of their employment. Each university shall develop and follow procedures for the safe possession, use and storage of such weapons and shall notify the Board in writing of any activities or practices involving weapons that are approved by the university under paragraph (1) of this subsection b.
- c. For the purpose of this policy, "weapons" means:
 1. Any object or device which will, is designed to, or may be readily converted to expel bullet, shot or shell by the action of an explosive or other propellant;
 2. any handgun, pistol, revolver, rifle, shotgun or other firearm of any nature, including concealed weapons licensed pursuant to the Personal and Family Protection Act, and amendments thereto;
 3. any BB gun, pellet gun, air/C'O2 gun, stun gun or blow gun;
 4. any explosive, incendiary or poison gas (A) bomb, (B) mine, (C) grenade, (D) rocket having a propellant charge of more than four ounces, or (E) missile having an explosive or incendiary charge of more than ¼ ounce;
 5. any incendiary or explosive material, liquid, solid or mixture equipped with a fuse, wick or other detonating device;
 6. any tear gas bomb or smoke bomb; however, personal self-defense items containing mace or pepper spray shall not be deemed to be a weapon for the purposes of this policy;
 7. any knife, commonly referred to as a switch-blade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife, or any knife

¹⁴ To facilitate the development of this policy, staff collected the weapons policies of each university from their websites.

- having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward or centrifugal thrust or movement;
8. any straight-blade knife of four inches or more such as a dagger, dirk, dangerous knife or stiletto; except that an ordinary pocket knife or culinary knife used solely in kitchens and dining rooms in the preparation of meals, with a blade no more than four inches in length, shall not be construed to be a weapon for the purposes of this policy;
 9. any martial arts weapon such as nunchucks or throwing stars; or
 10. any longbow, crossbow and arrows.

3. **ADOPT POLICY AMENDMENT REGARDING BACKGROUND CHECKS ON STATE UNIVERSITY CAMPUSES**

Summary and Staff Recommendation

At its April, 2008 meeting, subsequent to receipt and discussion of information regarding current employee background checking practices of each of the state universities, this Board adopted a policy that the six state universities conduct criminal background checks on all new hires, excluding certain student employees, and directed Board staff to develop language to implement this policy. Staff now brings a proposed policy provision to the Board and recommends adoption.

Background

Several months ago, President and CEO Robinson began having conversations with the Council of Presidents regarding their policies and practices for conducting background checks on university employees. In February of this year, he sent a survey out to the Presidents in an effort to collect specific information from each of the universities. All six universities responded to the survey, Board staff compiled the information and the compilation was submitted to the Board at its April, 2008 meeting. The surveys made clear that the nature and extent of background checks being conducted differs in significant ways from university to university.

After discussion of the issue, the Board adopted a policy that the six state universities conduct criminal background checks on all new hires, excluding certain student employees. As per the Board's direction, staff has drafted a proposal to implement this policy. Staff recommends its adoption.

Proposal

Amend Section II.F.2. by adding a new subsection f:

f. Criminal Background Checks

- (1) In addition to verifications required by law and except as otherwise provided in this policy or under the approved implementation plan of a state university, each state university shall provide for the performance of a criminal background check on each person hired for a regular state university position, other than student hourly employees. Criminal background checks shall be conducted either prior to the extension of an offer for employment, or as part of an offer of employment that is made contingent upon a successful criminal background check.
- (2) For purposes of this policy, a criminal background check shall include:
 - (a) Criminal history record searches for felony and misdemeanor convictions at the county, federal and international levels in every jurisdiction where the candidate currently resides or has resided or has been employed. Such searches should cover a minimum of the last seven years.

- (b) Sex offender registry searches at the county, federal and international levels in every jurisdiction where the candidate currently resides or has resided or has been employed.
 - (c) Other verifications as required by law for specified positions.
- (3) Each state university shall develop a plan for implementing this policy and submit it to the Board for approval no later than January 1, 2009. Each university's plan shall address the following:
- (a) Optional Positions Covered. Unless otherwise required by law to perform a background check for specified positions, state universities have the option to include the following categories, or defined subsets of these categories, in their implementation plans: (i) Temporary or limited term employees (six months or less); (ii) positions to be filled by a vendor or contractor; (iii) hourly student employees; (iv) interns; (v) unpaid volunteers; and (vi) positions filled by persons who have, within the last 12 months, been subjected to and can supply a certified copy of a criminal background check that includes the searches and verifications listed in paragraph (2) of this policy. In making this determination, state universities shall consider the level of direct supervision and guidance provided to individuals in these categories and the nature of the duties of the job.
 - (b) Procedures for Implementation. Each state university shall establish procedures for (i) obtaining a release from the prospective employee allowing the university to access their criminal history record information, as authorized by K.S.A. 22-4710; (ii) determining the relevance of information obtained through a background check to the prospective employee's trustworthiness or the safety or well-being of the university's students and other employees, as required by K.S.A. 22-4710; (iii) how records gathered and documents prepared in furtherance of a criminal background check will be maintained confidentially and securely and identification of university officials who will serve as custodian of criminal background check record files; and (iv) compliance with the Fair Credit Reporting Act.
- (4) Subsections (1) and (2) of this policy shall take effect July 1, 2009.

Kip Peterson
Director of Governmental Relations and Communications

4. RECEIVE LEGISLATIVE UPDATE

Christine Downey-Schmidt

5. RECEIVE REPORT ON KANSAS CORPS (Dr. Curt Brungardt, Center for Civil Leadership, FHSU, and Allie Crouse, WSU Student Body President)

President Jon Wefald

6. RECEIVE ANNUAL CAMPUS REPORT – KANSAS STATE UNIVERSITY

V. EXECUTIVE SESSION – Board of Regents – Personnel Matters Related to Non-Elected Personnel (CEO Assessment) – President Jon Wefald

THURSDAY, MAY 15, 2008

VI. REPORTS

- | | |
|---|-------------------------------|
| A. Introductions | |
| B. Report from Council of Presidents | President Michael Lane |
| C. Report from Council of Faculty Senate Presidents | Dr. Harvey Foyle |
| D. Report from Students' Advisory Committee | Courtney George |

VII. APPROVAL OF CONSENT AGENDA

- | | |
|------------------------------------|--|
| A. <i>Fiscal Affairs and Audit</i> | Diane Duffy |
| Regent Janie Perkins | Vice President for Finance and Administration |
| | Eric King |
| | Director of Facilities |

1. **REQUEST AUTHORIZATION TO AMEND REHABILITATION AND REPAIR LIST FOR FY 2008 TO INCLUDE REPLACING - KU**
 Request approval to design and install a new building primary electrical service entrance equipment and all associated wiring at Corbin Residence Hall. The work will not require any major modifications to the building. The work is limited to primary electrical service entry to the facility and primary distribution panel. The estimated cost of this project is \$292,400.00 and will be funded with Housing System Repair, Equipment and Improvement Funds.

2. **AMEND FY 2009 REPAIR & REHABILITATION LIST TO INCLUDE CONSTRUCTION OF AN EQUINE PERFORMANCE TESTING ARENA FOR THE COLLEGE OF VETERINARY MEDICINE – KSU**
 Kansas State University asks Board of Regents approval to amend its Fiscal Year 2009 repair and rehabilitation plan to include construction of an Equine Performance Testing Arena for the College of Veterinary Medicine. The facility will provide appropriate space for evaluating and diagnosing equine performance deficiencies during motion and gait analysis (these evaluations are now being conducted in corridors and parking lots). The 13,560 square foot metal shell facility will include an arena with a sand/gravel floor and stalls for four or five horses. It will be located on vacant ground immediately east of the equine clinic in Mosier Hall. The facility will not have conditioned air but will have power ventilation for cooling and air quality control. The total project cost of approximately \$610,000 will be funded by private gifts on deposit at the KSU Foundation and Veterinary Medicine Teaching Hospital Revenue. All utilities and maintenance costs for the Equine Performance Testing Arena will be paid by Veterinary Medicine Teaching Hospital revenue.

- 3. APPROVE FINAL PLANS & SPECIFICATIONS FOR THE MCCRAY HALL RENOVATION – DEFERRED MAINTENANCE PROJECT – PSU**
Pittsburg State University requests approval for the Final Plans and Specifications for the McCray Hall Renovation. The project is a Deferred Maintenance project and the scope of work includes new windows, new heating and air conditioning systems, brick tuck pointing and restoration, foundation/settlement correction, and roof repairs. The estimated cost of the project is approximately \$2.3 million, funded from FY08 & FY09 allocations. The project is expected to bid in late May with construction commencing in June.

- 4. APPROVE FUNDRAISING AND INSTALLATION OF NEW AUDIO/VISUAL COMMUNICATIONS SYSTEM FOR THE CARNIE SMITH STADIUM – PSU**
Pittsburg State University requests approval to raise private funds for the installation of a new audio/visual communications system to replace the existing score board at the Carnie Smith Stadium. The new board will be digital with LED lights capable of being programmed to accommodate all sporting events and include the clock display. Additionally, the installation will enhance existing uses of the stadium for ceremonies and performances while allowing new opportunities for events. The project estimated to cost \$1.7 million, will be funded entirely from private gifts.

VIII. CONSIDERATION OF DISCUSSION AGENDA

A. *Academic Affairs*
Regent Donna Shank

Gary Alexander
Vice President for Academic Affairs

1. RECEIVE 2007 PROGRAM REVIEW REPORT

Summary and Staff Recommendation

In 1997 the Board adopted a state university-wide plan for program review that required each university to develop its own process for review of academic programs on an eight-year cycle. In 2005, the final year of the initial 8-year program review cycle, the Board approved a moratorium on the program review process to evaluate the process and the connection with the Kansas Postsecondary Database (KSPSD). The evaluation has been completed and the following reports reflect data generated from the KSPSD as well as program review, accreditation reports and the advising report from each institution. Staff has reviewed the reports and compiled the information for Board consideration. Staff recommends acceptance of the reports.

04/22/08

In 2005 and 2006 board staff, in collaboration with state university staff, evaluated the process of program review and determined the connections between the elements of program review and the KSPSD. Beginning in 2007 the data reflected on the minima tables, a primary driver of program review, has been obtained from the KSPSD. As part of the overarching program review process, institutions also review and report on the following: status of accreditation both institution and program level, program review processes and outcomes of that review, and advising processes in relation to the Board policy.

The Review Process

Background

Program reviews are initiated by the institution, which assesses programs relative to the following criteria:

1. Centrality of the program to the mission and role of the institution;
2. The quality of the program as assessed by the strengths, productivity, and qualifications of faculty;
3. The quality of the program as assessed by its curriculum and impact on students;
4. Demonstrated student need and employer demand for the program;
5. The service the program provides to the discipline, the university, and beyond; and
6. Cost-effectiveness of the program.

Institutions determine their own schedules for program review and previously submitted those to the Board through the KSPSD. Institutional strategies for selecting programs for review are shaped by school and college activities, external accreditation cycles, and other factors. Therefore, there is significant variability among universities in the number of programs reviewed in any given year. Specific review procedures also vary across institutions, but all reviews begin with a departmental self-study that relies on a variety of data sources, including: student learning assessment data, accreditation reports, data on student post-collegiate experiences, data on core and institution-specific performance indicators, and national or disciplinary rankings of program quality. The minima tables provide comprehensive data

concerning the performance of each program in relation to a number of elements including student enrollment, number of faculty and the number of degrees conferred in a specific area.

Institutional reports are comprised of:

1. An institutional overview describing the program review process, how data sources were used to shape program recommendations, and the most significant program changes or recommendations resulting from the program review;
2. A one-page summary assessment and institutional recommendation for each program identified for a focused review;
3. A completed summary table depicting each program reviewed and program recommendation;
4. An executive summary of the institution's department-level assessment of academic advising; and
5. A one-page institutional estimate of the fiscal implications of the recommended program changes for each fiscal year from FY 2003 – FY 2008.

The 2007 Accreditation Report

Beginning with Program Review 2003, the universities submitted their annual accreditation report to the Regents with their annual program review report.

Background

Accreditation is a process that certifies that institutions and programs have met a specified set of minimum standards. The Board of Regents receives an annual report on the accreditation status of the state universities and of the various programs within each state university.

Two broad types of accreditation are common in postsecondary education: institutional accreditation and specialized accreditation of academic units or programs. The most common institutional accreditation in Kansas is the Higher Learning Commission (HLC) of North Central Association.

Institutional Accreditation. All State universities are fully accredited by the Higher Learning Commission. In July 1999, the HLC began an alternative accreditation process known as AQIP (Academic Quality Improvement Project). This project emphasizes continuous quality improvement and the characteristics of high performance organizations. “What most distinguishes AQIP from traditional reaccreditation is its concentration on *systems and processes* both as the basis for quality assurance and as the lever enabling institutional improvement” (from Principles and Criteria for Improving Academic Quality, AQIP, HLC, 2002). Currently, Fort Hays State University is the only state University with AQIP accreditation.

Specialized Accreditation. Specialized accreditation of programs/units is most prevalent in professional programs such as architecture, engineering, nursing, law, and teacher education. Specialized accreditation of academic units or programs is usually awarded by nationally recognized discipline-based organizations. In some instances, state regulatory agencies may also accredit academic programs/units. For example, teacher education programs are accredited by both the Kansas State Board of Education and the National Council on the Accreditation of Teacher Education (NCATE).

In some academic areas (nursing and education, for example), specialized accreditation is critical for a graduate's success in the workforce. At the other end of the spectrum, specialized accreditation is unavailable for some programs (undergraduate programs in history, for example).

The 2007 Advising Report

Background

Historically institutions have provided the report on academic advising in narrative form. In response to increasing interest in student advising by members of the board and in order to insure all elements of the board policy are addressed in the reports a common document was created by staff that reflects the items listed in the policy. The Kansas Board of Regents Academic Advising policy is found in the Policy Manual under D. Academics:

12. ACADEMIC ADVISING

- a. Effective academic advising is central to the educational mission of the Board of Regents. To ensure that all students have access to high quality advising, each Regents [state] university shall establish an Academic Advising System which shall provide the following:
 - (1) Goal Setting: Each Academic Advising System should help students to set both short-term and long-term educational goals.
 - (2) Information: Each Academic Advising System should be able to accurately inform students of graduation requirements of their department. It should be sensitive to the importance of strategic course selections so as to minimize the number of semesters required for graduation. Additionally, the System should be able to inform students of career opportunities in their field of study.
 - (3) Transitions: Each Academic Advising System should inform students how to change colleges and/or departments. Furthermore, the System should provide information to explain the process students follow to enroll in their curriculum and to drop or add courses during the semester.
 - (4) Accessibility: Each Academic Advising System should have reasonable hours and methods of availability for students. Additionally, students should be able to set up appointments within the System for an adequate amount of time to make curricular selections and career choices.
 - (5) Referral to Campus Resources: Each Academic Advising System should be able to refer students to various campus resources including, but not limited to: university counseling services, student activities, and career and employment services.
- b. Each Academic Advising System shall provide information to students to inform them of their responsibilities in the Academic Advising process.

- c. Each Academic Advising System shall be responsible for the necessary training of academic advisors to assist them in meeting the responsibilities of this policy.
- d. Each Academic Advising System shall have a mechanism to assess academic advising at the department level, relative to this policy, on a yearly basis and shall report the results of said assessment as part of Program Review to the Board of Regents. (5-20-99)

Comments

This is the first year of implementation of a revised comprehensive and complex process for review of academic programs. For the process to succeed, all institutions must be earnest in their attempt to objectively review their academic programs, resources and advising processes. It would appear that this is the case for all state universities. The care taken in conducting the reviews is evident in both the self-studies and the resultant recommendation. Feedback received from the institutions, reflect positive attitudes toward the process of reviewing academic programs, resources, and advisement. Review of academic programs and resources is an instrumental function of the program accreditation process.

The minima tables, program review narrative, and accreditation and advising reports are submitted for Board consideration. Staff has reviewed the documents and recommends acceptance of the reports.

Program Review Summary Tables 2007
Emporia State University

College / Program	CIP Code	Degree Level	Explanatory Category	Recommendation*	1 sentence explanation of recommendation**
Liberal Arts and Sciences					
Art	50.0701	B		Continue	Review postponed until 2009
Communication	09.0101	B		Continue	Review postponed until 2008
Theatre	50.0501	B		Continue	Review postponed until 2008

***Options are:** Continue, Additional Review, Enhance, Discontinue

** Only required for programs that have a “recommendation” other than “continue”

Program Review Summary Table 2007
Fort Hays State University

College/Program	Degree Level	Explanatory Category	Recommendation*	Explanation of Recommendation**
College of Arts and Sciences				
General Studies (240101)	Bachelor's	ICP	Continue	
Liberal Studies (240101)	Master's	ICP	Continue	
* Options are Continue, Additional Review, Enhance, Discontinue				
** Only required for programs that have a recommendation other than "Continue"				

***Options are:** Continue, Additional Review, Enhance, Discontinue

** Only required for programs that have a "recommendation" other than "continue"

**Program Review Summary Tables 2007
Kansas State University**

CIP Code	Program	Degree Level	Explanatory Category¹	Recommendation²	One Sentence Explanation of Recommendation³
040201	Architecture	B		Discontinued	KBOR Approved for discontinuance - September 2007
		M		Discontinued	Changed to a Professional Masters - KBOR approved April 2006
040301	Regional & Community Planning	M		Discontinued	Changed to a Professional Masters - KBOR approved June 2006
049999	Environmental Planning and Management	M		Discontinued	KBOR Approved for discontinuance - September 2007
040501	Interior Architecture	B		Discontinued	KBOR Approved for discontinuance - September 2007
040601	Landscape Architecture	B		Discontinued	KBOR Approved for discontinuance - September 2007
		M		Discontinued	Changed to a Professional Masters - KBOR approved June 2006
260305	Plant Pathology	M		Continue	
		D		Continue	
270101	Mathematics	B		Continue	
		M		Continue	
		D		Continue	
270501	Statistics	B		Continue	
		M		Continue	
		D		Continue	
400501	Chemistry	B		Continue	

		M		Continue	
		D		Continue	
400601	Geology	B	MPI	Enhance	Review in three years
		M	MPI	Enhance	Review in three years
400801	Physics	B	MPI	Enhance	Review in three years
		M		Continue	
		D		Continue	

***Options are:** Continue, Additional Review, Enhance, Discontinue

** Only required for programs that have a “recommendation” other than “continue”

Program Review Summary Tables 2008
Pittsburg State University

College / Program	CIP Code	Degree Level	Explanatory Category	Recommendation*	1 sentence explanation of recommendation**
Arts and Sciences					
Biology	26.0101	B, M	C	Continue	Due to low enrollments, the department was asked to consider closing the BA and the BMT.
Chemistry	13.1323 40.0501	B, M	AR	Additional review in three years	Due to low enrollments, insufficient assessment activity and planning these programs will be reviewed again in three years.
Chemistry Option I	40.0501	B	AR	Additional review in three years	Due to low enrollments, insufficient assessment activity and planning this program will be reviewed again in three years.
Chemistry Option II	40.0501	B	AR	Additional review in three years	Due to low enrollments, insufficient assessment activity and planning this program will be reviewed again in three years.
Family and Consumer Sciences	19.0101	B	C	Continue	
Family and Consumer Sciences Education	13.1308	B	C	Continue	
Civil Pre-engineering	14.0801	B	AR	Additional review in three years	Due to low enrollments, insufficient assessment activity and planning this program will be reviewed again in three years.
Mathematics	13.1311 27.0101	B, M	C	Continue	Due to low enrollments, the department was asked to consider closing the BA program.
Nursing	51.1601 51.1608	B, M	C	Continue	
Physical Science	13.1316	B	AR	Additional review in three years	Due to low enrollments, insufficient assessment activity and planning this program will be reviewed again in three years.
Physics	13.1329 40.0801	B, M	AR	Additional review in three years	Due to low enrollments, insufficient assessment activity and planning this program will be reviewed again in three years.

*Options are: Continue, Additional Review, Enhance, Discontinue

** Only required for programs that have a "recommendation" other than "continue"

University of Kansas

Regarding program review, KU is adopting a new approach on reviewing programs. All programs in the schools will be reviewed in 2011 and the programs in the College of Liberal Arts and Sciences will be reviewed in 2012. This approach not only provides a review of programs on their individual merits but also in concert with other academic programs as well.

The University of Kansas schedule of dates to review programs is available on the KSPSD website.

Program Review Summary Tables 2008
University of Kansas- Medical Center

College / Program	CIP Code	Degree Level	Explanatory Category	Recommendation*	1 sentence explanation of recommendation**
Allied Health					
Clinical Laboratory Sciences	51.1005	B		Continue	
Molecular Biotechnology	26.0204	M		Continue	New program. First student will graduate this year; review will be scheduled when more data are available.
Health Information Management	51.0706	B		Continue	

***Options are:** Continue, Additional Review, Enhance, Discontinue

** Only required for programs that have a “recommendation” other than “continue”

Program Review Summary Tables 2008
Wichita State University

College / Program	CIP Code	Degree Level	Explanatory Category	Recommendation*	1 sentence explanation of recommendation**
Health Professions					
Dental Hygiene	51.0602	A, B		Maintain	
Liberal Arts and Sciences					
Biological Sciences	26.0101	B	ASP,	Maintain both B, M	
Chemistry	40.0501	B, M, D	ASP; RSP	Maintain B,M; Enhance D	Graduate stipends will be enhanced to maintain quality enrollments
Earth-Environmental and Physical Science	40.0101	M	NP	Review again in 2011-2012	New combined program will need time to build enrollments.
Geology	40.0601	B	ASP	Maintain	
Mathematics and Statistics	27.0101 27.0301	B, M, D	ASP;RSP	Maintain B,M; Enhance Ph.D	Graduate stipends will be enhanced to maintain quality enrollments

*Options are: Continue, Additional Review, Enhance, Discontinue

** Only required for programs that have a “recommendation” other than “continue”

Accreditation Reports 2007

University Name: *Emporia State University*

Accreditation Report: *2008*

Accreditations current as of January 1, 2008

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Institutional		UG/GR	Higher Learning Commission of North Central Association	full	2004	10 years	2014	1
Liberal Arts and Sciences	Art	UG	National Association of Schools of Art & Design	full	2004	5 years	2009	
The Teachers College	Art Therapy	GR	American Art Therapy Association	full	2003	7 years	2010	
The Teachers College	Athletic Training	UG	Commission on Accreditation of Allied Health Education Programs	full	2007	2 years	2009	
Business	Business	UG/GR	AACSB International-The Association to Advance Collegiate Schools of Business	full	2007	5 years	2012	
Liberal Arts and Sciences	Chemistry	UG	American Chemical Society	full	2003	5 years	2008	2
The Teachers College	Mental Health Counseling	GR	Council for Accreditation of Counseling & Related Educational Programs	full	2007	5 years	2012	
The Teachers College	School Counseling	GR	Council for Accreditation of Counseling & Related Educational Programs	full	2007	5 years	2012	
The Teachers College	Education	UG/GR	National Council for Accreditation of Teacher Education	full	2003	7 years	2010	
The Teachers College	Education	UG/GR	Kansas State Department of Education	full	2003	7 years	2010	
The Teachers College	Rehabilitation Counseling Education	GR	Council on Rehabilitation Education	full	2005	8 years	2013	
Library and Information Management	Library Science	GR	American Library Association	full	2005	3 years	2008	3
Liberal Arts and Sciences	Nursing	UG	National League for Nursing Accrediting Commission	full	2000	8 years	2008	4
The Teachers College	Psychology	GR	National Association of School Psychologists	full	2006	5 years	2011	
Liberal Arts and Sciences	Visual and Performing Arts: Music	UG/GR	National Association of Schools of Music	full	2000	10 years	2010	

Notes:

1 Date of next review may be estimated and depend upon the schedule of the accrediting agency.

2 Accreditation review deferred until new guidelines are established during spring 2008. Institutions will then be notified of date, but review has been deferred at least until 2009 and possibly longer.

3 Site visit was March 1-4, 2008; ALA Committee on Accreditation will meet with Dean the end of June and make their decision.

4 NLNAC site visit if scheduled for October 28-30, 2008. Final decision will be made in early/mid-spring 2009.

University Name: Fort Hays State University

Accreditation Report: 2007

Accreditations current as of January 1, 2007

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Education and Technology	Teacher Education	UG/GR	National Council for Accreditation of Teacher Education	full	2005	5 years	2010	
Education and Technology	Teacher Education	UG/GR	Kansas State Board of Education	full	2005	5 years	2010	
Health and Life Sciences	Communication Disorders	GR	American Speech-Language Hearing Association	full	2005	8 years	2013	
Health and Life Sciences	Athletic Training	UG	Joint Review Committee on Education in Athletic Training	full	2003	5 years	2009	1
Health and Life Sciences	Nursing	UG/GR	Kansas State Board of Nursing	full	1999	10 years	2009	
Health and Life Sciences	Nursing	UG/GR	Commission on Collegiate Nursing Education	full	1999	10 years	2009	
Health and Life Sciences	Radiologic Technology	UG	Joint Review Committee on Education in Radiologic Technology	full	2006	8 years	2014	
Arts and Sciences	Music	UG	National Association of Schools of Music	full	2002	10 years	2012	
Arts and Sciences	Social Work	UG	Council on Social Work Education	full	2003	8 years	2011	
Business and Leadership	Business and Leadership	UG/GR	Association to Advance Collegiate Schools of Business	In candidacy		In candidacy		
INSTITUTIONAL		UG/GR	Higher Learning Commission of the North Central Association of Colleges and Universities	full	2001	7 years	2008	

Notes:

1. This program received a one-year extension to submit the self-study report due to personnel change.

University Name: *Kansas State University*

Accreditation Report: *2008*

Accreditations current as of January 1, 2008

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Kansas State University	Institutional	UG/GR	North Central Association (NCA)	full	2002	10 years	2012	
Agriculture / Education	Agricultural Education	UG	National Council for Accreditation of Teacher Education (NCATE) & Kansas State Board of Education	full	2002	5 years	2009	7
Agriculture	Food Science & Industry	UG	Institute of Food Technologists (IFT) Certified	full	2005	5 years	2010	
Agriculture	Park Management and Conservation (a.k.a Recreation and Park Administration Program)	UG	National Recreation and Parks Association / American Association for Leisure and Recreation Council on Accreditation (NRPA /AALR)	full	2003	5 years	2008	1
Architecture, Planning & Design	Architecture	GR	National Architectural Accrediting Board (NAAB)	full	2005	6 years	2011	
Architecture, Planning & Design	Interior Architecture	UG	Council for Interior Design Accreditation (CIDA)	full	2006	6 years	2012	
Architecture, Planning & Design	Interior Architecture	UG	National Association of Schools of Art & Design (NASAD)	full	2005	10 years	2015	
Architecture, Planning & Design	Landscape Architecture	UG	Landscape Architecture Accrediting Board (LAAB)	full	2002	6 years	2008	18
Architecture, Planning & Design	Landscape Architecture	GR	Landscape Architecture Accrediting Board (LAAB)	full	2003	6 years	2009	
Architecture, Planning & Design	Regional and Community Planning	GR	Planning Accreditation Board (PAB) of the American Planning Association (APA) and the Association of Collegiate Schools of Planning (ACSP)	full	2005	3 years	2008	18
Arts & Sciences	Art	UG	National Association of Schools of Art & Design (NASAD)	full	2005	10 years	2015	
Arts & Sciences	Fine Arts	UG/GR	National Association of Schools of Art & Design (NASAD)	full	2005	10 years	2015	
Arts & Sciences	Chemistry	UG	American Chemical Society (ACS)	full	2007	5 years	2012	11

Arts & Sciences	School of Journalism & Mass Communications	UG	Accrediting Council on Education in Journalism & Mass Communication (ACEJMC)	full	2001	6 years	2007	2
Arts & Sciences	Music	UG/GR	National Association of Schools & Music (NASM)	full	2002	10 years	2012	3
Arts & Sciences	Public Administration (Political Science)	GR	National Association of Schools of Public Affairs and Administration (NASPAA)	full	2005	6 years	2011	
Arts & Sciences	Social Work (Dept. of Sociology, Anthropology and Social Work)	UG	Council on Social Work Education (CSWE)	full	2002	8 years	2010	
Arts & Sciences	Theatre (Dept. of Speech Communication, Theatre and Dance)	UG/GR	National Association of Schools of Theatre (NAST)	full	1996	10 years	2008	4
Business Administration	College of Business Administration	UG/GR	Association to Advance Collegiate Schools of Business (AACSB) - The International Association for Management Education	full	1998	10 years	2008	13
Business Administration	Accounting	UG/GR	Association to Advance Collegiate Schools of Business (AACSB)	full	1998	10 years	2008	13
Education	College of Education	UG/GR	National Council for Accreditation of Teacher Education (NCATE)	full	2002	7 years	2009	
Education	Counseling and Educational Psychology (Training Program)	GR	American Psychological Association (APA) - Committee on Accreditation (CoA)	full	2006	6 years	2012	
Education	Counselor Education & Supervision	GR	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	full	2001	7 years	2008	17
Education	Secondary Education (Art emphasis)	UG	National Association of Schools of Art & Design (NASAD)	full	2005	10 years	2015	
Education	School Counseling	GR	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	full	2001	7 years	2008	16
Engineering	Architectural Engineering	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Engineering Accreditation Commission (EAC)	full	2006	2 years	2008	19
Engineering	Biological & Agricultural Engineering	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Engineering Accreditation Commission (EAC)	full	2006	6 years	2012	
Engineering	Chemical Engineering	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Engineering Accreditation Commission (EAC)	full	2006	6 years	2012	

Engineering	Civil Engineering	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Engineering Accreditation Commission (EAC)	full	2006	6 years	2012	
Engineering	Computer Engineering	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Engineering Accreditation Commission (EAC)	full	2006	6 years	2012	
Engineering	Computer Science	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Computing Accreditation Commission (CAC)	full	2006	6 years	2012	
Engineering	Construction Science & Management	UG	American Council for Construction Education (ACCE)	full	2004	6 years	2010	
Engineering	Electrical Engineering	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Engineering Accreditation Commission (EAC)	full	2006	6 years	2012	
Engineering	Industrial Engineering	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Engineering Accreditation Commission (EAC)	full	2006	6 years	2012	
Engineering	Manufacturing Systems Engineering	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Engineering Accreditation Commission (EAC)	full	1999	6 years	2007	5
Engineering	Mechanical Engineering	UG	Accreditation Board for Engineering and Technology (ABET), Inc. - Engineering Accreditation Commission (EAC)	full	2006	6 years	2012	
Engineering	Mechanical & Nuclear Engineering		U.S. Nuclear Regulatory Commission (NRC)	licensed	2002	20 years	2022	20
Human Ecology	Apparel and Textiles (Apparel Design and Production)	UG	National Association of Schools of Art & Design (NASAD)	full	2005	10 years	2015	
Human Ecology	Athletic Training Education Program (HN)	UG	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	probation	2006	5 years	2011	6*
Human Ecology	Communication Science & Disorders (FSHS)	UG/GR	Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA)	full	2002	7 years	2009	
Human Ecology	Coordinated Program in Dietetics (HN) in HRIMD	UG	Commission on Accreditation for Dietetics Education (CADE)	full	1999	10 years	2009	
Human Ecology	Didactic Program in Dietetics in HRIMD	UG	Commission on Accreditation for Dietetics Education (CADE)	full	1999	10 years	2009	
Human Ecology	Early Childhood Education (FSHS)	UG	National Council for Accreditation of Teacher Education (NCATE) and Kansas State Board of Education	full	2002	5 years	2009	7

Human Ecology	Family & Consumer Economics (FSHS)	UG	Certified Financial Planner (CFP) Board of Standards	full	2004	5 years	2009	
Human Ecology	Hotel & Restaurant Management (HRIMD)	UG	Accreditation Commission for Programs in Hospitality Administration (ACPHA)	full	2003	7 years	2010	
Human Ecology	Interior Design (ATID)	UG	Foundation for Interior Design Education Research (FIDER)	full	2003	6 years	2009	
Human Ecology	Interior Design (ATID)	UG	National Association of Schools of Art & Design (NASAD)	full	2005	10 years	2015	
Human Ecology	Marriage & Family Therapy (FSHS)	GR	Commission on Accreditation for Marriage & Family Therapy Education (COAMFT)	full	2002	6 years	2008	14
Technology & Aviation	Aviation Maintenance	UG	Federal Aviation Administration (FAA)	FAA approved #	2007	As needed &	2008	10
Technology & Aviation	Professional Pilot	UG	Aviation Accreditation Board International (AABI)	full	2006	5 years	2011	
Technology & Aviation	Professional Pilot School	UG	Federal Aviation Administration (FAA) - Certificate for Pilot School	FAA approved	2006	2 years	2008	12
Technology & Aviation	Construction Engineering Technology	UG	Technology Accreditation Commission (TAC) of Accreditation Board for Engineering and Technology (ABET), Inc.	full	2004	6 years	2011	8
Technology & Aviation	Electronic & Computer Engineering Technology	UG	Technology Accreditation Commission (TAC) of Accreditation Board for Engineering and Technology (ABET), Inc.	full	2004	6 years	2011	8
Technology & Aviation	Mechanical Engineering Technology	UG	Technology Accreditation Commission (TAC) of Accreditation Board for Engineering and Technology (ABET), Inc.	full	2004	6 years	2011	8
Veterinary Medicine	College of Veterinary Medicine	GR	American Veterinary Medicine Association (AVMA) Council on Education	full	2003	7 years	2010	
Veterinary Medicine / Human Ecology	Animal Resource (Lab) Facility	UG/GR	Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC)	full	2005	3 years	2008	15
Veterinary Medicine	Veterinary Diagnostic Laboratory (Dept. of Diagnostic Med/ Pathobiology)	GR	American Association of Veterinary Laboratory Diagnosticians (AAVLD)	full	2006	5 years	2011	9
Veterinary Medicine	Veterinary Teaching Hospital	GR	American Veterinary Medicine Association (AVMA) Council on Education	full	2003	7 years	2010	

Notes:

1 Date of next review may be estimated and depend upon the schedule of the accrediting agency.

1 - Accreditation visit occurred December 2 - 5, 2007. A progress report was due by 1/31/08 addressing "partially met" outcomes; this was submitted to the NRPA on 1/14/08. Final decision is expected in April 2008.

2 - Accreditation visit occurred October 29-31, 2007. Final decision is expected in early summer, 2008.

3 - The NASM took action in November 2007 regarding the submitted action report; it was accepted.

4 - On-site review moved to the 2008-2009 academic year (third and final postponement).

5 - Accreditation status extended and ends in 2007. Program will no longer be offered. I will remove the program for the 2008 accreditation report.

6 - First, CAATE has removed the recommendation of withdrawal of accreditation. Secondly, a progress report is due on April 15, 2008; it is completed but awaiting signatures for it to be sent. Finally, there will be a comprehensive review including a self-study report and an on-site visit during the academic year of 2009-2010. The status will remain probationary until the comprehensive review is conducted.

* - An annual progress report is submitted each year with a full site visit review every 5 years.

7 - NCATE extended the period from 2007 to 2009 for the College of Education.

8 - Site visit occurred November 2004, and an interim report was due in 2006; accreditation is good through 2011.

9 - The AAVLD issued the accreditation in 2006 for the K-State Veterinary Diagnostic Laboratory with the understanding that a progress report addressing deficiencies would be submitted in July 2007. The accreditation is for five years, 2006 – 2011.

10 - Certificate in effect indefinitely until revoked, suspended, or cancelled.

FAA approved FAR 147 school. The program is working towards being accredited through the Aviation Accrediting Board International

& FAA requires that we accommodate their requests for a visit at any time and that we provide appropriate student documentation, but they are not reviewed on a regularly scheduled cycle.

11 - A five-year report was submitted to the ACS in January 2007. A decision has not yet been reached regarding the reaccreditation.

12 - T & A will reapply for this certificate this fall. The Principal Operating Inspector (POI) makes frequent visits, but not always before reapplying for a new certificate.

13 - Accreditation site visit scheduled September 28-30, 2008.

14 - Accreditation site visit scheduled June 16-17, 2008.

15 - A tentative site visit is scheduled between May and July 2008.

16 - A site visit will occur sometime in fall 2008.

17 - A site visit has not yet been scheduled for 2008.

18 - Program has submitted dates to the accrediting bodies, but nothing has been scheduled. The department specified the month of October.

19 - ABET committee meets in July, and will not report until August. The department is hoping ABET will extend the accreditation to 2012 to match all other ABET accredited programs within the College of Engineering.

20 - The U.S. Nuclear Regulatory Commission (NRC) has renewed Facility License No. R-88 for K-State's TRIGA Research Reactor in response to the application dated September 12, 2002. The operating license is for twenty years.

University Name: *Pittsburg State University*

Accreditation Report: *2008*

Accreditations current as of February 15, 2008 (revised 4/9/08)

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Education, Arts & Sciences, and	Elementary and Secondary	UG/GR	National Council for Accreditation of Teacher Education	Full	2004	7 Yrs	2010	Please see note 1.
Technology	Elementary and Secondary	UG/GR	Kansas State Department of Education	Full	2004	7 Yrs	2010	Please see note 1.
Psychology and Counseling	Counseling: Community Emphasis	GR	Council for Accreditation of Counseling and Related Educational Programs	Full	2003	8 Yrs	2011	
Psychology and Counseling	Psychology: Clinical Emphasis	GR	Masters of Psychology Accreditation Council	Full	2007	10 Yrs	2017	
Engineering Technology	Construction Engineering Technology, Electronics Engineering	UG	TAC Accreditation Board for Engineering and Technology	Full	2002	6 Yrs	2007/2008	Please see note 2.
	Technology, Manufacturing Engineering Technology,		(TAC - Technology Accreditation Commission)					
	Mechanical Engineering Technology, and Plastics Engineering							
	Technology							
Health, Human Performance, and	Recreation	UG	National Recreation & Park Association	Full	2003	5 Yrs	Fall 2008	
Recreation	Therapeutic Recreation							
Nursing	Nursing	UG/GR	Kansas State Board of Nursing	Full	2000	10 Yrs	2010	
		UG/GR	Commission on Collegiate Nursing Education Accreditation	Full	2005	5 Yrs	2010	
Social Sciences	Social Work	UG	Council on Social Work Education	Full	2005	8 Yrs	2012/2013	

Music	Music	UG/GR	National Association of Schools of Music	Full	2000	10 Yrs	2010	
INSTITUTIONAL	All Programs	UG/GR	North Central Association of Colleges and Schools	Full	2003	10 Yrs	2013	
Business	Accounting, Marketing, Management, Finance, Economics,	UG/GR	Association to Advance Collegiate Schools of Business International	Full	1999	10 Yrs	Fall 2008	Please see note 3.
	International Business, Info Systems, and General Administration							
Technology	Manufacturing Engineering Technology	UG/GR	The Foundry Education Foundation	Full	2004	5 Yrs	2009-2010	
Technology	Human Resource Development	GR	Human Resource Development Accreditation Association	Full	2004	7 Yrs	2011	
Chemistry	Chemistry	UG	American Chemical Society	Full	2003	5 Yrs	2008	Please see note 4.

Notes:

Note 1: Our accreditation with both NCATE and KSDE is through 2010. PSU delayed their review/visit for one year, from WF03 to WF04. The next site visit will take place WF10.

Note 2: Currently under review. Continuation of accredited status will be determined in July 2008. Self-study and on-site visitation completed summer/fall 2007.

Note 3: On-campus review scheduled for October 2008.

Note 4: Review to begin summer 2008.

University Name: *University of Kansas – Lawrence*

Accreditation Report: *2008*

Accreditations current as of January 1, 2008 *Programs due for accreditation in 2008 updated April 18, 2008*

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Architecture & Urban Planning		UG/GR	National Architectural Accrediting Board	full	2004	6 years	2010	
Architecture & Urban Planning	Urban Planning	GR	Planning Accreditation Board	full	2004	5 years	2009	
Business	Accounting	UG/GR	Assn to Advance Collegiate Schools of Business - International	full	2007	5 years	2012	
Business	Business	UG/GR	Assn to Advance Collegiate Schools of Business - International	full	2007	5 years	2012	
Education		UG/GR	Kansas State Board of Education/National Council on Accreditation of	full	2007	6 years	2013	
			Teacher Education					
Education	Athletic Training	UG/GR	Commission on Accreditation of Athletic Training Education	full	2003	5 years	2008	1
Education	Counseling Psychology	GR	American Psychological Association	full	2006	3 years	2009	
Education	Music Education	UG/GR	National Association of Schools of Music	full	2000	10 years	2010	
Education	School Psychology	GR	American Psychological Association; Natl Assn of School Psychologists	full	2001	7 years	2008	2
Education	Teacher Education	UG/GR	Kansas State Board of Education/National Council on Accreditation of	full	2007	6 years	2013	
			Teacher Education					
Engineering		UG						
Engineering	Aerospace	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Architectural	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Chemical	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Civil	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3

Engineering	Computer	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Computer Science	UG	Accreditation Board for Engineering and Technology	full	2004	6 years	2010	3,4
Engineering	Electrical	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Engineering Physics	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Mechanical	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Petroleum	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Fine Arts	Music Therapy	UG/GR	National Association of Schools of Music	full	2000	10 years	2010	
Fine Arts	Music	UG/GR	National Association of Schools of Music	full	2000	10 years	2010	
Fine Arts	Visual Arts	UG/GR	National Association of Schools of Art and Design	full	1999	10 years	2009	
Law		GR	American Bar Association/Association of American Law Schools	full	2006	pending		5
Liberal Arts & Sciences	Clinical Child Psychology	GR	American Psychological Association	full	2001	7 years	2008	6
Liberal Arts & Sciences	Clinical Psychology	GR	American Psychological Association	full	2007	pending		7
Liberal Arts & Sciences	Public Administration	GR	Natl. Assn. of Schools of Public Affairs and Administration	full	2001	7 years	2008	8
Journalism	Journalism	UG/GR	Accrediting Council on Education in Journalism and Mass Communications	full	2004	6 years	2010	
Pharmacy								
Pharmacy	Pharmacy Practice (PharmD)	UG	American Council on Pharmaceutical Education	full	2001	7 years	2008	9
Pharmacy	Hospital Pharmacy	GR	American Society of Hospital Pharmacists	full	2004	6 years	2010	
Social Welfare	Social Welfare	UG/GR	Council on Social Work Education	full	2002	8 years	2010	
University of Kansas - institutional	University of Kansas - institutional	UG/GR	North Central Association of Colleges and Schools	full	2005	10 years	2015	

Notes:

1 Commission on Accreditation of Athletic Training Education site visit occurred October 21-23, 2007. Final report completed, with no non-compliance issues. Next visit in 7 years.
2 American Psychological Association site visit scheduled for Fall 2008 (specific date not set). Currently completing self study.
3 The accreditation Board for Engineering and Technology, Inc., notes: "The various periods or terms of accreditation do not represent a relative ranking of programs in terms of quality. At no point is an institution allowed to publish or imply the term or period of accreditation. Public announcement of the accreditation should only relate to the attainment of accredited status."
4 Because this is the second accreditation of KU's computer science, the programs are on a different cycle than other engineering programs.
5 An accreditation committee comprised of representatives from the American Bar Association and the Association of American Law Schools conducted a review in March 2006 and directed the Chancellor and Dean of the School of Law to submit a report by September 15, 2007, regarding the school's compliance with noted standards. In response to this request, the Dean submitted a report on September 25, 2007. The Committee responded on November 13, 2007, with a request for further information to be received by September 15, 2008. Accreditation is continued pending final report.
6 American Psychological Association site visit occurred March 10-11, 2008. Draft report for KU's comments and corrections expected by mid-May. Final decision from the Commission on Accreditation expected by July 1, 2008.
7 American Psychological Association site visit occurred November 29-30, 2007. A site visit report was received on December 21, 2007. Final report expected in May 2008.
8 National Association of Schools of Public Affairs and Administration site visit occurred March 23-25, 2008. Favorable report received from site team. Reaccreditation is expected when the group meets in October 2008.
9 American Council on Pharmaceutical Education site visit occurred February 19-21, 2008. Preliminary impressions positive. Council meeting for official action scheduled for June 2008.

University Name: *Univ. of KS- Med Center*

Accreditation Report: *2008*

Accreditations current as of January 1, 2008

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
School of Allied Health	Clinical Laboratory Sciences	UG	National Accrediting Agency for Clinical Laboratory Sciences	Full	2006	4 years	2010	1,2
	Molecular Biotechnology	GR	National Accrediting Agency for Clinical Laboratory Sciences	Full	2005	3 years	2008	1,2
	Cytotechnology	UG	American Society for Cytopathology; Commission on Accreditation of	Full	2003	7 years	2010	1,2
			Allied Health Education Programs					
	Diagnostic Cardiac Sonography	Certificate	Commission on Accreditation of Allied Health Education Programs	Full	2006	5 years	2011	1,2,7
	Diagnostic Ultrasound Technology	Certificate	Commission on Accreditation of Allied Health Education Programs	Full	2007	3 years	2011	1,2,
	Dietetics and Nutrition	GR	American Dietetic Association, Commission on Accreditation/	Full	2001	10 years	2011	1,2
			Approved for Dietetics Education					
	Health Information Management (Medical Records Administration)	UG	Commission on Accreditation of Allied Health Education Programs	Full	2007	Annual Program	2008	1,2,3
	Hearing and Speech	GR	American Speech, Language and Hearing Association, Council on Academic	Full	2000	8 years	2008	1,2
			Accreditation					
	Nuclear Medicine Technology	Certificate	Joint Review Committee on Educational Programs in Nuclear	Full	2004	5 years	2009	1,2
			Medicine Technology (JRCNMT)					
	Nurse Anesthesia	GR	American Association of Nurse Anesthetists, Council on Accreditation	Full	1999	10 years	2009	1,2
			of Nurse Anesthesia Educational Programs/Schools					

	Occupational Therapy	UG/GR	American Occupational Therapy Association, Accreditation Council for Occupational Therapy Education	Full	2004	10 years	2014	1,2
	Physical Therapy and Rehabilitation Sciences	GR	American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education - Master's Program	Full	2000	8 years	2008	1,2
	Respiratory Care Education	UG	Commission on Accreditation of Allied Health Education Programs	Full	2002	10 years	2012	1,2,4
School of Medicine								
	Health Policy and Management/Health Services Administration	GR	Accrediting Commission on Education for Health Services Administration	Full	2007	6 years	2013	1,2
	M.D. Program	GR	Liaison Committee on Medical Education	Full	2006	8 years	2014	1
	Preventive Medicine/Public Health	GR	Council on Education for Public Health, Division of Community Health/Preventive Medicine	Full	2003	7 years	2010	1,5
School of Nursing								
	Nursing	UG/GR	Kansas State Board of Nursing	Approved	2002	10 years	2012	1
		GR	American College of Nurse-Midwives	Full	2007	5 years	2012	1,2
		UG/GR	American Association of Colleges of Nursing, Commission on Collegiate Nursing Education	Full	2003	10 years	2013	1
School of Medicine Residency Programs								
Kansas City	Allergy and Immunology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	3 years	2009	1,2
	Anesthesiology	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2003	5 years	2008	1,2
	Cardiovascular Disease	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2005	2 years	2008	1,2

	Clinical Cardiac Electrophysiology	GR	Accreditation Council for Graduate Medical Education	Accred.	2005	2.5 years	2008	1,2
	Clinical Neurophysiology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	4 years	2010	1,2
	Cytopathology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	5 years	2011	1,2
	Dermatology	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2006	3 years	2010	1,2
	Developmental Behavioral Pediatrics	GR	Accreditation Council for Graduate Medical Education	Accred.	2004	4.5	2009	1,2
	Endocrinology, Diabetes, Metabolism	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	5 years	2012	1,2
	Family Medicine	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2003	5 years	2009	1,2
	Family Medicine - Junction City (Rural)	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2004	4 years	2008	1,2
	Gastroenterology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	3 years	2010	1,2,6
	Geriatric Medicine	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	3 years	2010	1,2
	Hematology/Oncology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	3 years	2010	1,2,6
	Infectious Diseases	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	3 years	2010	1,2,6
	Internal Medicine	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	3 years	2010	1,2
	Interventional Cardiology	GR	Accreditation Council for Graduate Medical Education	Accred.	2005	2.5 years	2008	1,2
	Nephrology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	3 years	2010	1,2,6
	Neurology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	4 years	2010	1,2
	Obstetrics and Gynecology	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2007			8
	Ophthalmology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2005	3 years	2008	1,2
	Otolaryngology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2005	5 years	2011	1,2
	Pathology/Laboratory Medicine	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2004	4 years	2009	1,2

	Pediatrics	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2003	5 years	2009	1,2
	Physical and Rehabilitation Medicine	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	2 years	2009	1,2
	Psychiatry	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2005	5 years	2011	1,2
	Psychiatry, Addiction	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2005	5 years	2011	1,2
	Psychiatry, Child and Adolescent	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2005	5 years	2011	1,2
	Pulmonary/Critical Care Medicine	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	3 years	2011	1,2,6
	Radiation Oncology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2005	2 years	2008	1,2
	Radiology, Diagnostic	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	4 years	2010	1,2
	Radiology, Vascular Interventional	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	4 years	2010	1,2
Kansas City (continued)	Rheumatology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	3 years	2010	1,2,6
	Surgery, General	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	4 years	2010	1,2
	Surgery, Neurological	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	3 years	2010	1,2
	Surgery, Orthopedic	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2005	3 years	2009	1,2
	Surgery, Plastic	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2004	3 years	2008	1,2
	Surgery, Vascular	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2003	4 years	2008	1,2
	Surgery, Urological	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	5 years	2012	1,2
Residency Programs - Wichita	Anesthesiology	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	4 years	2011	2
	Diagnostic Radiology	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2003	5 years	2008	2
	Family Medicine - Salina	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	3 years	2009	2
	Family Medicine - Via Christi	GR	Accreditation Council for Graduate Medical Education	Full Accreditation	2004	3 years	2007	2,3

	Family Medicine - Wesley	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2003	5 years	2008	2
	Internal Medicine	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	5 years	2012	2
	Obstetrics and Gynecology	GR	Accreditation Council for Graduate Medical Education	Probation	2007	2 years	2009	2,3
	Orthopedic Surgery	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2004	5 years	2009	2
	Pediatrics	GR	Accreditation Council for Graduate Medical Education	Cont. Full Accred.	2003	4 years	2007	2,3
	Psychiatry	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	5 years	2011	2
	Surgery	GR	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	4 years	2010	2

Notes:

- | |
|---|
| 1. Date of next review may be estimated and depend upon the schedule of the accrediting agency. |
| 2. Maximum accreditation possible is five years but is often granted for lesser periods. |
| 3. Awaiting ACGME letter. |
| 4. These programs have been visited and their accreditation and/or final status is pending. |
| 5. Maximum accreditation possible is seven years but is often granted for lesser periods. |
| 6. Subspecialties of Internal Medicine reviewed several years ago. Accreditation status and date of next review were awaiting results of IM site visit that occurred in 2007. |
| 7. Program was reviewed in 2007. Report from JRC-DMS as to number of years accredited has not been sent. |
| 8. 2-year probation to address non-compliant areas cited by ACGME Residency Review Committee. |

The Obstetrics and Gynecology Residency Program at KUMC was visited by a Residency Review Committee (RRC) from the Accreditation Council for Graduate Medical Education (ACGME) in the spring of 2007. Following the visit of the evaluation team and review by the Residency Review Committee, the ACGME issued a letter on June 19, 2007 citing a number of issues or matters that they deemed as non-compliant with their standards. While the majority of these citations addressed issues of non-compliant training record keeping and not de-facto lack of resident training experience and two of the citations were subsequently modified or dropped, the Residency Review Committee recommended a 2-year probation period for the program. This action has been carefully reviewed and corrective action has been initiated in each of the areas of concern. It is anticipated that a request for early review will be submitted within a year as each of the concerns has been addressed and the standards achieved. Our Graduate Medical Education Office is closely monitoring this program and assisting the department in developing their solutions.

University Name: *Wichita State University*

Accreditation Report: *2008*

Accreditations current as of January 1, 2008

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Barton School of Business								
	Business	UG/GR	AACSB - International: International Association for Management Education	Accredited	1997	10 yrs	2007-08	1
	Accountancy	UG/GR	AACSB - International: International Association for Management Education	Accredited	2000	10 Yrs	2007-08	1 & 2
Education								
	Teacher Education	UG/GR	National Council for Accreditation of Teacher Education	Accredited	2004	5 Yrs	Fall 2009	
	Teacher Education	UG/GR	Kansas State Department of Education	Accredited	2004	5 yrs	Fall2009	
	Athletic Training	UG	Commission on Accreditation of Athletic Training Education (CAATE).	In Process	NA	NA	Spring, 2008	3
	School Psychology	GR	National Association of School Psychologists	Full Approval	2006	5 Yrs	2011	4
Engineering								5
	Aerospace	UG	Accreditation Board of Engineering & Technology	Accredited	2001	6 yrs	Fall, 2007	
	Electrical	UG	Accreditation Board of Engineering & Technology	Accredited	Spring, 2004	4 yrs	Fall, 2007	6
	Industrial	UG	Accreditation Board of Engineering & Technology	Accredited	2001	6 yrs	Fall, 2007	
	Mechanical	UG	Accreditation Board of Engineering & Technology	Accredited	2001	6 yrs	Fall, 2007	
	Computer	UG	Accreditation Board of Engineering & Technology	Accredited	Spring, 2004	4 yrs	Fall, 2007	7
	Manufacturing	UG	Accreditation Board of Engineering & Technology	Accredited	2001	6 yrs	Fall, 2007	8

May 14-15, 2008

				DISCUSSION				
Fine Arts								
	School of Music	UG/GR	National Association of Schools of Music	Accredited	2005	5 Yrs	AY2011-2012	9
	Dance Emphasis	UG	National Association Schools of Dance	Accredited	2004	8	2012-2013	10
Health Professions								
	Communication Sciences & Disorders Speech Language/ pathology (Master's Degree)	GR	American Speech-Language & Hearing Association	Accredited	2001	7 Yrs	2008	11
	Communication Sciences & Disorders-Audiology (Clinical Doctorate)	GR	American Speech-Language & Hearing Association	Accredited	2004	5 Yrs	2009	11
	Dental Hygiene	UG	Commission on Dental Accreditation –American Dental Association	Approved	2006	7 Yrs	2016	12
	Medical Technology	UG	National Accrediting Agency for Clinical Laboratory Sciences	Accredited	2000	7 Yrs	2007	13
	Nursing	UG/GR	Kansas State Board of Nursing	Approval	2003	10 Yrs	2013	14
		UG/GR	Commission Collegiate Nursing Education (CCNE)	Accredited	2003	10 yrs	2013	15
	Physical Therapy	GR	Commission on Accreditation for Physical Therapy Education	Accredited	2001	10 Yrs	2011	
	Physician Assistant	GR	Accreditation Review Commission on Education for the Physician Assistant	Accredited	2004	6 Yrs	2010	
Liberal Arts & Sciences								
	Social Work	UG	Council on Social Work Education	Accredited	2003	8 Yrs	2011	
	Social Work	GR	Council on Social Work Education	Accredited	2007	8 yrs	2015	16
	Public Administration	GR	National Association of Schools of Public Affairs & Administration	Accredited	2002	7 Yrs	2009	
	Human Factors	GR	Human Factors & Ergonomics Society	Accredited	2006	6 yrs	2012	17
	Clinical Psychology	GR	American Psychological Association	Accredited	2005	5 Yrs	2010	
Institutional								
		UG/GR	Higher Learning Commission of the Central Association of Colleges and Schools	Full	2007	10 Yrs	2017	18

Notes:

1. Visit scheduled for February 17-19, 2008. Policy for AACSB -International changed from a 10 to 5 year accreditation cycle effective in 2008.
2. Date for site visit changed to synchronize accounting and business site visits as stipulated by standards from the AACSB.
3. New program with implementation plan for accreditation in place. Self study submitted in September 2007 with visit in Spring 2008.
4 Full Approval January 1, 2007 - December 31, 2011
5. Site visit held in September 2007 for all undergraduate programs in the College of Engineering. Results pending.
6. Accreditation effective October 1, 2002. (Site visit Fall, 2001 with report completed September, 2002) Interim report submitted January, 2004 and accreditation extended to September 30, 2008.
7 Initial accreditation retroactive to October 1, 2001. Interim report submitted January, 2004 and accreditation extended to September 30, 2008.
8. Initial accreditation based on site visit in Fall, 2001 with report in September 2002. Accreditation retroactive to October 1, 2000
9. Reviewed July, 2005 and continued in 'good standing'.
10. Commission accepted progress report September 2007 and request additional progress reports in August 2008.
11. Initial accreditation. Program will be reviewed with master's degree program in 2008 to synchronize self-studies and site visits.
12. Site visit December 2006. While original approval included reporting requirements, all requirements have now been met. Full approval February 1, 2008.
13. Accreditation extended one year due to illness of the director. Self-study submitted May 2007 with site visit in the Fall 2007. Decision pending.
14.. Next KSNB review of both the graduate and undergraduate nursing programs will be held concurrently with CCNE review in 2013, but earlier reviews may be held if necessary.
15. Routine interim report, June 2008
16. Official letter June 16, 2007
17. Continuing accreditation confirmed by letter (March 2007) effective January 2007.
19. Site visit held March, 26-28, 2007

Academic Advising Report 2007

Academic Advising Report (Reported February 2008) Emporia State University	
The following comes directly from the Kansas Board of Regents Policy Manual - D. Academic Affairs, 11. Academic Advising. Please refer to the policy for complete description of each item. Total report should not exceed three pages.	
a. Effective academic advising is central to the educational mission of the Board of Regents. To ensure that all students have access to high quality advising, each Regents university shall establish an Academic Advising System which shall provide the following:	
(1) Goal Setting	There are various types of goals students need to set. Students report they received help setting goals: 73% short term goals; 63% long term goals; 48% career goals.
(2) Information.	88% of students agree they get good information.
(3) Transitions	88% of students agree they receive good information on transferring from the Student Advising Center to other departments and programs.
(4) Accessibility:	89% of students report advisors are available and accessible.
(5) Referral to Campus Resources	79% of students report advisors refer them to appropriate resources.
b. Each Academic Advising System shall provide information to students to inform them of their responsibilities in the Academic Advising process.	Students are provided this.
c. Each Academic Advising System shall be responsible for the necessary training of academic advisors to assist them in meeting the responsibilities of this policy.	The Student Advising Center provides training. Information is also available online.
d. Each Academic Advising System shall have a mechanism to assess academic advising at the department level, relative to this policy, on a yearly basis and shall report the results of said assessment as part of Program Review to the Board of Regents.	This is part of program review and will be reported as programs are reviewed.

Academic Advising Report (Reported February 2008) Fort Hays State University	
<p>The following comes directly from the Kansas Board of Regents Policy Manual - D. Academic Affairs, 11. Academic Advising. Please refer to the policy for complete description of each item. Total report should not exceed three pages.</p>	
<p>a. Effective academic advising is central to the educational mission of the Board of Regents. To ensure that all students have access to high quality advising, each Regents university shall establish an Academic Advising System which shall provide the following:</p>	
<p>(1) Goal Setting</p>	<p>FHSU has explicitly committed to two goals related to student goal setting: to help students clarify individual values, career goals and the challenges of life in the 21st century, and to develop suitable educational plans and programs of study for each student.</p> <p>Our student evaluation of academic advising results shows us that of the 731 students who responded to career advisement, "My advisor discussed career opportunities in my field of study," 55.6% students strongly agree or agree that this was happening during their advising experience.</p> <p>In regard to educational goals, FHSU asks "I have discussed my educational goals with my advisor," 69.7% students strongly agree or agree that this too was occurring. Establishing an educational plan that is reflective of the student's goals, aids in the retention of students.</p>
<p>(2) Information.</p>	<p>FHSU has two goals establishing the importance of informing students during advisement: to help students review and evaluate progress toward established educational goals and completion of requirements within individual programs of study and to clarify and improve the student's knowledge of career options and potential for career change in the workplace of the 21st century.</p> <p>Responses to "My advisor provides accurate information concerning course selection" show that 79.6% students strongly agree or agree. Relatedly, we ask "My advisor provides information concerning graduation requirements," these results indicate that 68.8% students strongly agree or agree. Results from both items supported the FHSU philosophy of total access to informed choice approach.</p>
<p>(3) Transitions</p>	<p>FHSU students had 8,090 adds and drops processed during AY 2006-2007. These figures reflect that FHSU students are aware of how to make schedule changes through add/drop/withdrawal. We had 6,689 major changes during the 2006-2007 Academic Year. Students at FHSU are well aware of the process to change their major.</p> <p>Assessment of effective educational transitions was provided in various items within our Academic Advising Satisfaction Survey. Students were asked to respond to "My advisor provides information regarding the add/drop process". Results show 69% either strongly agree or agree with the statement. In addition, students were asked to respond to "I understand the process to change my major". Results indicated that 49.3% strongly agree or agree. Finally, in response to "I understand the process to change my advisor" results indicate 42% strongly agree or agree. These results are consistent with previous data which means we still have some work do to in educating our students in these areas.</p>

<p>(4) Accessibility:</p>	<p>Through the following two goals FHSU has established our commitment to accessible advising: to help students clarify individual values, career goals and the challenges of life in the 21st century, and to clarify and improve the student's knowledge of career options and potential for career change in the workplace of the 21st century.</p> <p>Students were asked to respond to "Adequate time is available to meet my advising needs". Results showed that 74.2% either strongly agree or agree.</p>
<p>(5) Referral to Campus Resources</p>	<p>The ability to refer students to campus resources is critically important for student success. FHSU maintains a strong commitment to this KBOR outcome through the following goal: to encourage students to utilize University support services and related resources as needed (Kelly Center, Career Services, Public Safety, International Student Services, etc.).</p> <p>Our student evaluation of advising looks at this issue in item 7: "My advisor makes referrals to appropriate campus resources/services." Students responded 60.5% of the time that they strongly agree or agree while 15.6% responded neutral and 14.4% stating that this item does not apply to them.</p>
<p>b. Each Academic Advising System shall provide information to students to inform them of their responsibilities in the Academic Advising process.</p>	<p>FHSU provides information to students through the Academic Advising and Career Exploration Center and Registrar websites (www.fhsu.edu/aace), the Student Academic Planner (hard copy and www.fhsu.edu/aace/academicplanner.shtml), University Catalog (hard copy and www.fhsu.edu/universitycatalog/), Parent Handbook (hard copy and www.fhsu.edu/parents/) and resources within each department (www.fhsu.edu/parents/handbook/contact.php).</p>
<p>c. Each Academic Advising System shall be responsible for the necessary training of academic advisors to assist them in meeting the responsibilities of this policy.</p>	<p>The Academic Advising and Career Exploration Center (AACE) is the administrative office of our advising system, reporting to the office of the Vice President for Student Affairs. AACE works with the Academic Advising Committee and Provost's Council to establish, manage, monitor, and improve the advising system and initiate campus discussion of advising issues. AACE oversees design and implementation of professional development sessions; responding to students' and advisors' questions; and creating, updating, and distributing of appropriate advising materials (Student Academic Planner, Tiger Exchange Newsletter for Faculty and Staff, Faculty and Staff training workshops, website, etc). In addition, all new Faculty to FHSU are required to go through the New Faculty program which includes academic advising training (http://www.fhsu.edu/provost/Faculty_Development/facultydevelopment.shtml).</p>
<p>d. Each Academic Advising System shall have a mechanism to assess academic advising at the department level, relative to this policy, on a yearly basis and shall report the results of said assessment as part of Program Review to the Board of Regents.</p>	<p>FHSU provides an electronic Academic Advising survey to students available through their student account to assess their advisor throughout the year. This is done from March to February each year. Data is collected from the survey and sent to the departments in March. Some academic departments that have accreditation standards beyond those of the North Central Association, do additional assessment specific to those standards.</p>

Academic Advising Report (Reported February 2008) Kansas State University	
<p>The following comes directly from the Kansas Board of Regents Policy Manual - D. Academic Affairs, 11. Academic Advising. Please refer to the policy for complete description of each item. Total report should not exceed three pages.</p>	
<p>a. Effective academic advising is central to the educational mission of the Board of Regents. To ensure that all students have access to high quality advising, each Regents university shall establish an Academic Advising System which shall provide the following:</p>	
<p>(1) Goal Setting</p>	<p>Each student is asked to respond to the statement “My advisor discusses my long-term academic and career plans.” The median departmental average was 3.57 on the 4-point response scale. The range of departmental/unit responses was from a perfect 4.00 to a low of 3.23. Related to this is the item “My advisor helps me include educational experiences which develop the skills necessary to live and work in a diverse world.” On this item the median departmental response was 3.58 on the four-point scale with a range of 3.88 to 3.32.</p>
<p>(2) Information.</p>	<p>Two of the questionnaire items pertain to the “information” criterion. “My advisor has a good knowledge of my academic degree or program requirements” received a median departmental rating of 3.72 and a range of 4.00 thru 3.44. The second item, “When helping me select courses, my advisor considers past courses in which I have done well or poorly” received a median rating of 3.55 on a range of 4.00 to a departmental low of 3.23.</p>
<p>(3) Transitions</p>	<p>One questionnaire item deals with the advisors’ knowledge of policies and procedures. Advisees’ responses to the item “My advisor has a good knowledge of university/college policies and procedures or knows where to find them” had a median rating of 3.70 on a range of 4.00 thru 3.41. In addition to the student’s academic advisor, instructions of how to or who to see for such activities as dropping or adding a course, changing curricula, etc. are printed in the University Catalog and can also be obtained on the Academic Advising Website.</p>
<p>(4) Accessibility:</p>	<p>Two questionnaire items inquire about the advisees’ opinions as to their advisor’s accessibility. “I can contact my advisor when I need to” had a median departmental rating of 3.74 on the four-point scale with a range of 3.91 to 3.29. In rating the statement “My advisor takes enough time to answer all of my questions,” the range was from 4.00 to 3.50 with a median departmental rating of 3.78.</p>
<p>(5) Referral to Campus Resources</p>	<p>“If I have a problem (financial aid, study skills, emotional/physical health, etc.), my advisor helps me or knows where to send me to get help” was the item which assessed the advisors’ knowledge of and ability to refer advisees to campus resources. The departmental median response was 3.59 with a range of 3.88 to 2.98.</p>
<p>b. Each Academic Advising System shall provide information to students to inform them of their responsibilities in the Academic Advising process.</p>	<p>Advisee responsibilities are published in the University Catalog and listed on the university’s Academic Advising Website. On the questionnaire, advisees are asked to respond to the item “I</p>

	<p>go to my advising sessions well prepared. I arrive on time, have my questions in mind, have identified courses I would like to take plus alternative courses, etc.” to assess how well they feel they are prepared for their advising appointments. The median department response was 3.70, the range was from 4.00 to 3.41.</p>
<p>c. Each Academic Advising System shall be responsible for the necessary training of academic advisors to assist them in meeting the responsibilities of this policy.</p>	<p>Each department handles its own training on issues specific to their department. Much of the information that all advisors need is provided on the Academic Advising Website. Educational and Personal Development provides workshops on utilizing the ACT Student Profile in advising and hosts the National Academic Advising Association (NACADA) webinars and selected sessions of the CSRDE webinar series. Periodically, a session of the Provost’s Lecture Series will feature a speaker on Academic Advising.</p>
<p>d. Each Academic Advising System shall have a mechanism to assess academic advising at the department level, relative to this policy, on a yearly basis and shall report the results of said assessment as part of Program Review to the Board of Regents.</p>	<p>The results of each fall’s Advising Questionnaire are compiled for individual departments or advising units with the results being reported to the Department Head or the Assistant/Associate Dean responsible for the advising unit.</p>

**Academic Advising Report
Pittsburg State University
February 7, 2008 (revised April 9, 2008)**

Student advisement has always been an important component of the overall responsibility of a Pittsburg State University faculty member. From new faculty orientation to ongoing faculty development offerings, faculty members are trained on how to best support student success through advisement activities.

A. Elements of Effective Advising System

1. Goal Setting – An important element of the goal setting process for college students is choice of major. PSU students have the option to declare a major upon entering the university or entering as an “undeclared” major. Students who have declared a major are advised by a faculty member in their academic department. Undeclared students are advised by their Freshman Experience (FE) or Transfer Transitions course instructor. These courses address orientation and academic survival topics and complement the advising system.

Undeclared students are assisted in goal setting through the FE course, which has a component on career and major exploration or validation. Certified career counselors are also available to work one on one with students. They can also use the University’s degree audit system to track their progress toward meeting general education requirements or match their completed courses to any PSU degree plan.

Declared majors can track progress using the degree audit system, and in many departments where course sequencing may be important, they can use semester-by-semester, four-year plans to track progress and set short-term goals.

Regarding longer term goal setting, advisers assist students in planning for activities such as study abroad, internships and career search preparation on a regular basis.

2. Information – University catalogs, which include a detailed listing of requirements for all degrees as well as course descriptions and prerequisites, are available free of charge to all PSU students. Students and advisers also have access to the degree audit system, which matches their course work (completed and enrolled) to the requirements for their degree. Course sequencing information is communicated through adviser training in the academic departments and through development of four-year plans.

3. Transitions – Students may change majors at any time using the on line student information system. They receive training in using the system in their FE class or from staff in the Office of Admission or the Registrar’s Office. Training also includes registration and drop/add functions and a review of timelines for using these functions. When students change majors, internal communications systems are in place to inform the former and receiving department so that files can be exchanged and a new adviser can be quickly assigned.

4. Accessibility – Designated enrollment periods are established by the Registrar for each upcoming semester. During the first week of this period, after consulting with an adviser and receiving clearance, students may register on a designated day based on classification (i.e., senior, junior, etc.). After the first week, enrollment is open until the end of the course add period for the semester. Faculty advisers are available during their university mandated office hours, and many extend those hours during the registration period. Trained staff members in the Office of Admission serve as back up advisers when faculty members are unavailable. Advising through email is often used to assist distance learning students.

5. Referral to campus resources – The FE and transfer transitions courses acquaint students with campus resources and support services. These campus offices also send information to advisers each semester so that they can disseminate the information to students and make appropriate referrals.

B. Student Responsibility

The reciprocal responsibilities of students and advisers are addressed in new faculty orientation so that advisers can assist in communicating these to their advisees. Magnets that summarize these are distributed to advisers for display in their offices.

Students are first presented information on their responsibility in the advising process through a presentation on advising and curriculum planning during the summer orientation and enrollment program for new students.

C. Adviser Training

An overview of the advising system and the faculty role in advising is presented during new faculty orientation in August. A follow up session in October, before the enrollment period, focuses on specialized university academic requirements, common advising mistakes and advising tools within the student information system. Ongoing training for new faculty is provided by an assigned faculty mentor within the academic department, and the Registrar sends periodic updates to all advisers regarding changes and updates to the online system used by student and advisers in planning for degree completion.

D. Assessment of Academic Advisement

In fall 2002, an online student survey that asks all currently enrolled students to reflect on their advisement experiences was implemented. The survey is conducted each semester as students complete their online enrollment. Since its inception, over 51,000 individual students have responded to this survey. All currently enrolled students are required to complete the survey each semester utilizing a survey methodology that is tied to the student web portal.

Also, in 2007, Pittsburg State University started using the National Survey of Student Engagement (NSSE) which asks the following question: “Overall, how would you evaluate the quality of academic advising you have received at your institution?” In 2007, 610 institutions utilized the NSSE with a total of 316,000 students responding. The NSSE is primarily an electronic survey that is open to graduating seniors and new freshmen. For Pittsburg State University, 1,154 seniors and 991 new freshmen were asked to respond to the survey. Of those contacted, 260 freshmen and 242 seniors completed the survey.

PSU Assessment Instrument

The online assessment instrument consists of seven statements to which the student responds with one of the following: Strongly Agree, Agree, No Opinion, Disagree, and Strongly Disagree

The seven statements in the survey are:

1. I was able to meet with my advisor when I needed to.
2. When I met with my advisor, the amount of time allowed for our meeting was ample.
3. My advisor is knowledgeable about university and departmental requirements for my degree program.
4. My advisor is knowledgeable about the requirements and opportunities for careers in my area of study.
5. I felt comfortable discussing my academic needs with my advisor.
6. I found the GUS system easy to use.
7. I was able to complete my on-line enrollment with little difficulty.

Distribution and Use of Data

Following the administration of the survey, aggregated summaries are made available through the GUS system (campus secure intranet), as are disaggregated reports based on various demographic variables. Individual advisors access a summary of their advisees, while department chairs can view individual faculty and department summaries. Deans can access online reports that summarize department and college results, and the Vice President for Academic Affairs can access similar reports, as well as institution-wide totals.

According to the PSU-KNEA/PSU-KBOR contract, faculty members are required to include the results of the advisement survey in their annual report. These results are an important element in the faculty performance appraisal system that defines merit salary increases. In addition, advisement survey results are used in planning for faculty development activities.

Fall 2007 Results

The results of the fall 2007 advising survey are as follows:

- 81% agreed or strongly agreed that they could meet with their advisor when they wanted to.
- 80% agreed or strongly agreed that the amount of time allowed for their meeting with their advisor was ample.
- 81% agreed or strongly agreed that their advisor was knowledgeable about university and departmental degree requirements.

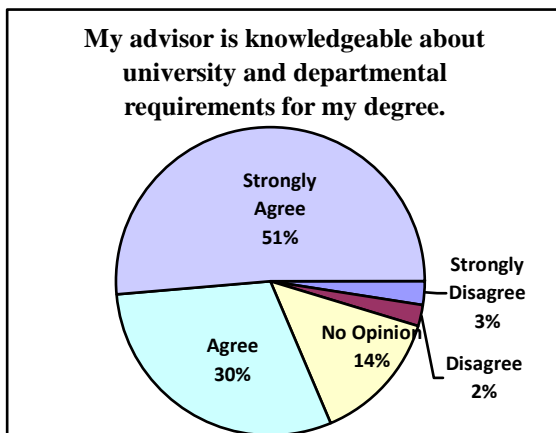
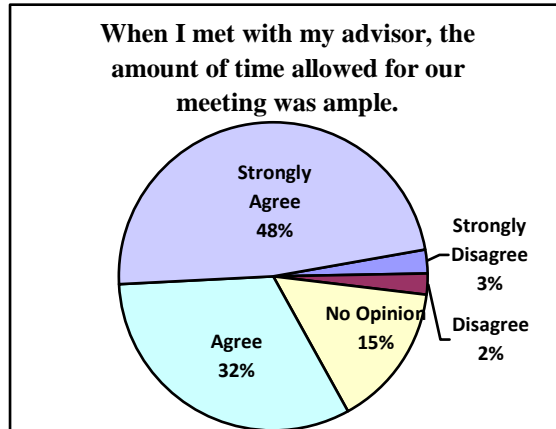
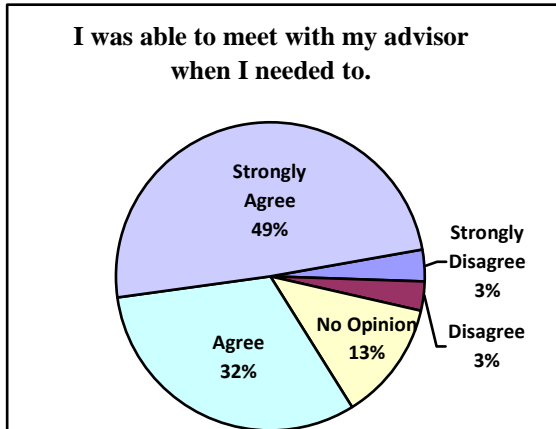
- 79% agreed or strongly agreed that their advisor was knowledgeable about the requirements and career opportunities.
- 81% agreed or strongly agreed that they felt comfortable discussing their academic needs with their advisor.
- 81% said they found GUS easy to use.
- 75% said they were able to complete their on-line enrollment with little difficulty.

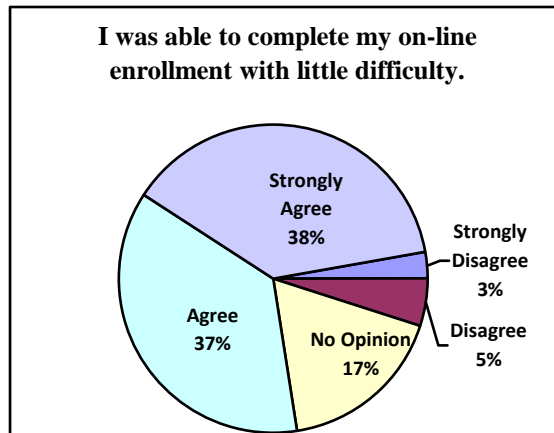
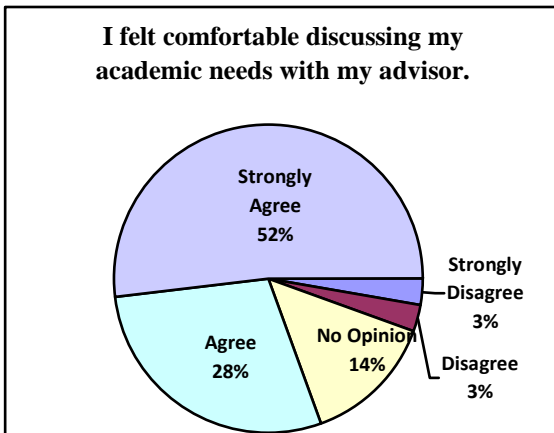
NSSE Results

- 77% of freshmen respondents rated the quality of academic advising as good or excellent.
- 80% of graduating senior respondents rated the quality of academic advising as good or excellent.
- On average, graduating seniors at Pittsburg State University were significantly more satisfied with their advising than were seniors at other institutions.

Conclusions

As the data above demonstrates, Pittsburg State University students continue to be mostly positive about the advisement experience.





**Academic Advising Report
(Reported February 2008)
University of Kansas, Lawrence Campus**

A. Effective academic advising is central to the educational mission of the Board of Regents. To ensure that all students have access to high quality advising, each Regents university shall establish an Academic Advising System which shall provide the following:

(1) Goal Setting: The University of Kansas has established campus-wide learning outcomes for academic advising, each requiring students to set short- and long-term goals available at:

http://www.collegesas.ku.edu/student_learning_objectives.shtml

In addition, each academic unit has further determined milestones for student success. These milestones include GPA goals/minimums, selection of a major, concentration, or emphasis, and planning toward an anticipated graduation date.

Advisors have made a concentrated effort to expand students' goal setting from "next semester" planning to long-term planning. For example, in the last three years, seven Advising Specialists (funded by enhancement funds) assist students as they declare their major with plans for completion of their degree.

Individual advisors across campus engage in one-on-one conversations prompted by a variety of online tools to assist the student in purposeful goal setting. These include:

- Graduate in Four Workbook: <http://www.advising.ku.edu/pdf/GradIn4.pdf>
- College Advising Session Planner: <http://www.collegesas.ku.edu/forms/FACULTY%20ADVISING%20PREPARATION.pdf>
- Student Advising Guide: <http://www.advising.ku.edu/SAG.shtml>

Program initiatives include:

- Graduation in four years is more likely when declaration of a major occurs by the completion of 60 credits. The 2007-08 CLA&S Declaration of Major policy was amended to advance the deadline for declaration from the completion of 90 to 60 credits.
- Consistent advising regarding goals of a minimum of 31 hours per academic year have been established and utilized. The average academic load has increased from 13.4 (Fall 2004) to 13.8 (Fall 2007).
- Academic advising continues to prompt students' planning beyond graduation. Tuition enhancement funds provided waived fees for registration for Career Services.
- Curricular offerings provide additional structure for goal setting: PRE 210 Career and Life Planning, and LA&S 492 College of Liberal Arts & Sciences Job Search Strategies.

(2) Information: Information is provided to KU students, faculty and advisors in a variety of formats including: extensive online resources, individual advising sessions, developmental programs, and electronic communications.

Examples of University-wide information resources for graduation requirements and course planning include:

- Academic Requirements Tracking System (ARTS) provides students with an online evaluation of their current, or potential, degree and major requirements completion.
- Online system (interest codes) allows students to choose areas of academic interest. This code allows academic units to target communication of upcoming programs, advising scheduling, academic deadlines, career/internship opportunities, etc.
- Searchable Online Catalog: <http://www.catalogs.ku.edu/undergraduate/>
- Online sites for all individual academic units provide information regarding requirements.

Information on career planning is provided University-wide. These include:

- University-wide majors fairs.
- University Career Services: <http://www2.ku.edu/~ucc/cgi-bin/index.php>
- Career Days sponsored by many academic units including: Schools of Business, Engineering, Nursing, Pharmacy, Social Work, Education, and Journalism.
- The College of Liberal Arts and Sciences departments host Distinguished Alumni Panels representing the breadth of CLA&S career options.
- Pre-Med information: <http://www.medadvising.ku.edu/medicine/medapp.shtml>
- Pre-Law information : <http://www.advising.ku.edu/~advising/prelaw/>
- Curricular offerings that allow students to explore future careers. These include: ART 540, C&T 100, HEIM 210, JOUR 505, LA&S 301, NURS 490, PHAR 507, PSYC 102, and SW 220.
- Initiatives regarding student portfolios have begun in the Schools of Pharmacy, Education, Fine Arts, Nursing, and Departments of Public Administration and Health Services. Initiatives regarding resumé development have begun in the School of Business.

Program initiatives include:

During the 2006-07 academic year, feedback was gathered across the KU advising community. A comprehensive Online Advising Tool is currently in development:

<http://www.informationsservices.ku.edu/documents/Online%20Advising%20Tool%20Working%20Group%20Report%20June%202007.pdf>

(3) Transitions: Advising efforts focus on four key transitions: acclimation to the University of Kansas, selection/admission into appropriate programs, changes due to academic difficulty, and graduation/career planning (previously outlined). Programming includes:

- New Student Orientations for freshmen, transfer students, conditionally admitted students, and international students.
- Success Week designed to link students with key academic resources: <http://www.academicssuccess.ku.edu/>
- Curricular offerings to assist students' transition into academic units: PRE 101, ENGR 108, BUS 101 and pre-professional co-advising coordinated between current and prospective academic units.
- Professional School Orientations (Allied Health, Business, Journalism, Nursing, Pharmacy, and Social Work).
- LA&S 292 Student Success Seminar is designed to address the needs of students placed on academic probation in the College.

Communications regarding all enrollment procedures (including drop and add) are coordinated between academic advising offices and the University Registrar. Online information is available at:

<http://www.registrar.ku.edu/>

(4) Accessibility: Accessibility to advising information is provided to KU students, faculty and advisors in a variety of formats including: extensive online resources, individual advising sessions, developmental programs, and electronic communications.

Additional efforts for outreach include:

- Extended hours in advising offices and student services during the first week of each term.
- Satellite advising at: Kansas City Community College by School of Social Welfare and CLA&S; Johnson County Community College by University Advising Center; Ellsworth Residence Hall by University Advising Center.
- Edwards Campus evening orientation and extended office hours to meet the needs of its non-traditional students.

Program initiatives include:

- CLA&S "Take Your Professor/Faculty Advisor to Lunch" initiative.
- Online scheduler (in development) will allow students to set up appointments with academic advisors across campus.
- Advising Specialists (CLA&S) have been placed in academic units to link students with Faculty Mentors with similar interests and research areas.

(5) Referral to Campus Resources: Each Academic Advising System should be able to refer students to various campus resources including, but not limited to: university counseling services, student activities, and career and employment services.

A summary of student referral resources on the KU Campus is available in brochure and electronic format:
<http://www.vpss.ku.edu/referralguide.pdf>

B. Each Academic Advising System shall provide information to students to inform them of their responsibilities in the Academic Advising process.

Information to students (and parents) is provided through online information regarding policies and procedures for each academic unit and University-wide student responsibilities

http://www.collegesas.ku.edu/student_learning_objectives.shtml

- Enrollment holds inform students of their responsibility to act regarding an unmet academic milestone.
- Email notifications of upcoming academic deadlines (i.e. enrollment, drop/add, graduation application) and student responsibilities.
- Individual and group advising sessions including: New Student Orientation,
- UAC Advising Tutorial <http://www.advising.ku.edu/tutorial/>
- CLA&S advising preparation: <http://www.collegesas.ku.edu/advising/Handbook/index.shtml?Tools>

C. Each Academic Advising System shall be responsible for the necessary training of academic advisors to assist them in meeting the responsibilities of this policy. (Rev. 4-03 35)

Each academic unit determines the training needs of its advising staff. The delivery of that training is based on the number and turn-over of staff involved. Smaller units provide individual orientations, whereas larger units incorporate online training models (i.e. UAC Blackboard module). Advising staff performance is annually evaluated and goals are established for the upcoming year. Advising staff are encouraged to participate in a variety of professional development opportunities ranging from:

- The KU Advising Network which provides monthly campus-wide sessions on a variety of topics.
- Academic unit advising staff development (i.e. CLA&S Strengths Quest Training and Student Success resource presentations).
- Active participation in Kansas Academic Advising Network (KAAN), regional, and National Academic Advising Association (NACADA) meetings.

Faculty advisor training is provided in academic units (i.e. CLA&S faculty advisors are provided training through group sessions, the Advisor Hotline, and online advising tools/handbooks:

<http://www.collegesas.ku.edu/advising/Handbook/index.shtml>).

D. Each Academic Advising System shall have a mechanism to assess academic advising at the department level, relative to this policy, on a yearly basis and shall report the results of said assessment as part of Program Review to the Board of Regents. (5-20-99)

- Current in-depth evaluation of the University-wide system to be completed Spring 2008. A team will participate in NACADA Assessment Institute in February 2008.
- Over 50 departmental assessments of individual programs are completed and are used to implement improvements in unit advising.
- The Student Perceptions Survey, conducted every two years, asks about academic advising. Available at: http://www2.ku.edu/~oirp/StudentPerception/StudentPerceptionsReport2006FINAL_042106.pdf .
- The Senior Survey, conducted every 4-5 years, asks graduating seniors to rate the helpfulness of their advisor on both academic and career issues. Available at: <http://www2.ku.edu/~oirp/SeniorSurvey/ss2005/index.shtml>
- Regents Student Academic Advising Survey results have been previously reported.

Academic Advising Report (Reported February 2008) University of Kansas Medical Center	
<p>The following comes directly from the Kansas Board of Regents Policy Manual - D. Academic Affairs, 11. <u>Academic Advising</u>. Please refer to the policy for complete description of each item. Total report should not exceed three pages.</p>	
<p>a. Effective academic advising is central to the educational mission of the Board of Regents. To ensure that all students have access to high quality advising, each Regents university shall establish an Academic Advising System which shall provide the following:</p>	
<p>(1) Goal Setting</p>	<p>"All advising of undergraduate students for enrollment purposes or program planning purposes will be done with an advisor in the Office of Student Affairs." Every graduate student is assigned to a faculty member/advisor upon enrollment. NOTE: The School of Nursing is used throughout this document as an example of the academic advising process at KUMC.</p>
<p>(2) Information.</p>	<p>Dissemination of information occurs from the student's moment of first contact with KUMC or the School of Nursing from: the KUMC web site: http://www.kumc.edu/, the KUMC SON web site: http://www2.kumc.edu/son/, staff in the Office of the Registrar, the KUMC Student Handbook, and academic advisors.</p>
<p>(3) Transitions</p>	<p>SON staff communicate information about job fairs (local and those at a distance) and employment opportunities via e-mail and postings on bulletin boards. The SON section of the KUMC Student Handbook states the following: "For career planning or other kinds of professional growth activities, the student may seek out their faculty mentor, a faculty member with whom they have developed rapport, or the student may contact Rita Clifford, Associate Dean, Student Affairs."</p>
<p>(4) Accessibility:</p>	<p>The KUMC Student Handbook contains the following statement regarding access to individuals with disabilities: It is the policy of the University of Kansas Medical Center to provide reasonable accommodation to qualified individuals with known impairments that meet the statutory definition of a covered disability except where such accommodation would impose an undue hardship or present the threat of harm. This policy governs all KUMC affiliated sites, including the School of Medicine-Wichita campus.</p>
<p>(5) Referral to Campus Resources</p>	<p>Academic advisors are aware of the myriad of KUMC campus resources available and refer students when deemed appropriate. The KUMC Student Handbook remains a ready source of information about campus resources. For example, "Frequently Used Phone Numbers and Web Sites" includes a huge list of resources, from "Student Financial Accounting" to "Lost and Found." Plus, student inquiries may result in referrals to campus resources.</p>
<p>b. Each Academic Advising System shall provide</p>	<p>Information is provided to students via e-mail from the</p>

information to students to inform them of their responsibilities in the Academic Advising process.	Student Affairs Office in addition to information e-mailed from the Office of the KUMC Registrar.
c. Each Academic Advising System shall be responsible for the necessary training of academic advisors to assist them in meeting the responsibilities of this policy.	The Associate Dean meets each semester with faculty advisors (primarily for graduate students) and with the professional recruiter/advisor of undergraduate students to review and discuss academic advising policies and practices.
d. Each Academic Advising System shall have a mechanism to assess academic advising at the department level, relative to this policy, on a yearly basis and shall report the results of said assessment as part of Program Review to the Board of Regents.	The School of Nursing administers an on-line survey that offers students and prospective students the opportunity to evaluate the SON's academic advising efforts. This survey can be reviewed at the following url: http://www2.kumc.edu/son/advisingsurvey.html .

Academic Advising

As a part of each program review, the responsible department is being asked to document how they provide student guidance and academic advising in the areas listed on page 34 of the Kansas Board of Regents Policy and Procedures Manual. While in some programs this advising is provided in large part by a thesis or dissertation advisor, initial academic advising is provided in all programs by a director of graduate studies or student services. Details of the advising process vary from program to program, while incorporating basic elements required by Board of Regents Policy. An example of such a system is described in the attached narrative for School of Nursing Programs (both undergraduate and graduate student advising).

Undergraduate Nursing

All students in the undergraduate nursing curriculum are advised by a full time staff member who assists them in enrollment, scheduling, etc. Since the undergraduate program is pretty much defined with few options, most of this advising is related to the operational aspects of the curriculum. Students who experience difficulty are referred to an appropriate faculty member for counseling or to student services for help with other issues. Student services provides both psychological counseling and assistance with study and test taking skills when required.

- a. Student Responsibilities: Students are advised of their responsibilities in the academic advising process during appropriate class sessions.
- b. Training of Academic Advisors: Training is available on an individual basis from the Graduate Office and Student Services.
- c. Assessment by Department: Assessment of academic advisement, as a part of a comprehensive self-study, is required by the appropriate professional accrediting organization and by the Graduate Program Review annually.

MS Degree and Advanced Practice Nursing at the Masters Level

All certificate and advanced practice (Masters Level) students are assigned a specific faculty advisor who is a member of the graduate faculty. These advisors are responsible for guiding the students through their respective curricula as well as any required projects. Again, Students who experience difficulty are referred to student services for help with other issues. Student services provides both psychological counseling and assistance with study and test taking skills when required.

PhD Students

PhD students in nursing are assigned an academic faculty advisor immediately upon matriculation. The student is then assigned to another advisor for guidance as they prepare for their comprehensive exam and dissertation research. All advisors for PhD students are members of the graduate faculty. Once the student's dissertation committee is formed, advising comes from both the dissertation director and the dissertation committee. As in the other cases, students who experience difficulty are referred to student services for help with other issues. Student services provides both psychological counseling and assistance with study and test taking skills when required.

Academic Advising Report (Reported February 2008) Wichita State University	
<p>The following comes directly from the Kansas Board of Regents Policy Manual - D. Academic Affairs, 11. Academic Advising. Please refer to the policy for complete description of each item. Total report should not exceed three pages.</p>	
<p>a. Effective academic advising is central to the educational mission of the Board of Regents. To ensure that all students have access to high quality advising, each Regents university shall establish an Academic Advising System which shall provide the following:</p>	
<p>(1) Goal Setting</p>	<p>Undergraduate Advising Survey (UAS): Of the 575 respondents, 71% said they had serious discussions with their advisor about short-term and long-term goals. KBOR student survey (SAC) 49.5% said they were assisted with short-term goals, 31.2% with long term goals, and 19% with career oriented goals. The Advisor Council is concerned about the responses to the career oriented goals and is exploring this further with students. It is unclear what students' expectations might be in this area.</p>
<p>(2) Information.</p>	<p>UAS: 62% /30% thought advisors were very/somewhat knowledgeable. 89% said advisors were interested in assisting them with appropriate course selection while 67% were interested in their progress toward the graduation. 77% said the advisor DID explain college policies/procedures, degree and graduation requirements and academic progress either very clearly or somewhat clearly. Was the information that was explained accurate? 42%/34%/18% said “always”/“usually,”/ sometimes.” Career planning items: 74 % reported that the advisor did not assist them in career planning, but only 31% said they “never” discussed career plans with their advisor. It is difficult to know if this means the advisor discussed careers with them but did not assist them in any way. Responses related to information were slightly better on the KBOR survey but we are convinced that one of our weaknesses is in career advising. We are about half way through the process of full implementation of CAAP, the Banner based degree audit system. With the full implementation of this system we believe advising toward degree requirements will improve. .</p>
<p>(3) Transitions</p>	<p>More than half of the WSU undergraduate student population has transferred from another school. This fact places a considerable onus on the advisors to evaluate transcripts from a wide range of community colleges as well as four year schools. While we have developed standard transfer equivalency guides for courses from Kansas 2 and 4 year schools, this does not include nearly all the student transcripts. These surveys reflect about 46 % and 48% transfer students. We encourage students in community colleges who think they might be transferring to WSU to participate in our Dual Advising System, believing this will</p>

	<p>make for a more seamless experience.</p> <p>UAS. 43% had changed their majors at least once. 61% have had more than one advisor while they have been at WSU. The general questions about knowledge of the advisor and reliability of the information shows that 77% of the respondents thought advisors explained information about policies and processes clearly .</p> <p>KBOR Study. Of the 648 respondents, 41% said their advisor is knowledgeable about how to change from one college or department to another, but only 37% said this kind of information is reliable. About 48% of the respondents in this survey were transfer students.</p>
<p>(4) Accessibility:</p>	<p>Given the increased ability to register on- line, making the advisor accessible does not necessarily mean the student will take advantage of that opportunity. Many students will self-advise if their college does not require them to see an advisor.</p> <p>UAS: 15% of the respondents reported they did not see an academic advisor in the past semester. The majority (85%) was able to meet with their advisor within the same day to within the same week of wanting to do so. Advisors appear to keep appointments with students. 60% of the respondents had seen more than one advisor while at WSU. It is sometimes difficult for students to know who their advisor is in the college. Some colleges assign advisors and post these on-line. Others expect the student to come to a central advising office or their departmental office for advising. 47% of the respondents said they learned where to go for advising from a friend or figured it out on their own. 53% of the respondents rated their advising experience as good/very good while 22 % rated it as average.</p> <p>KBOR Study: On items such as being able to meet with advisors when they needed to, did they allow enough time, 82-85% reported they agreed or strongly agreed. More than half (60%) said they could contact advisors by phone, 66% by email, and 73% face to face. The majority (57%) preferred face to face communication. Most of the students rated themselves highly on questions such as coming to advising sessions well prepared, on time, having questions in mind and having possible a set of courses and possible alternatives. 75% of the respondents agreed or strongly agreed that they were overall satisfied with their advising experience. We believe this is generally a strength at WSU.</p>
<p>(5) Referral to Campus Resources</p>	<p>UAS: 82% of the respondents believed their advisor referred them to appropriate campus resources</p> <p>KBOR Study: 46% respondents indicated that that the advisor discussed campus resources with them when they had problems such as financial, emotional, or study skills concerns. It is difficult to assess this discrepancy. Students</p>

	<p>seem to pay attention to the referral if they believe they need it. We believe generally that students are referred appropriately, Referrals to Career Services may be of concern but these are on-going discussions we are having with our advisors .</p>
<p>b. Each Academic Advising System shall provide information to students to inform them of their responsibilities in the Academic Advising process.</p>	<p>Each college has information on their website but we are recommending that the Advisor Council develop a University advising syllabus for students outlining expectations for the scope of advising available, expectations, and assessment expectations.</p>
<p>c. Each Academic Advising System shall be responsible for the necessary training of academic advisors to assist them in meeting the responsibilities of this policy.</p>	<p>This year we have offered a series of at least five webinars. Additionally, some colleges have training for advisors within their own settings. We believe the training and development is a weak area on our campus and are taking steps to improve it.</p>
<p>d. Each Academic Advising System shall have a mechanism to assess academic advising at the department level, relative to this policy, on a yearly basis and shall report the results of said assessment as part of Program Review to the Board of Regents.</p>	<p>Each Academic College is being asked to submit an advising assessment plan that defines the student outcomes for advising, results of the assessment and a description of changes that have been made as a result of the assessment results. This assessment will also include the needs of staff for training in various areas of advising. Initial plans are to be submitted by May 1, 2008, with assessment results and improvement plans submitted by January 15 of each year.</p>

B. *Fiscal Affairs and Audit*
Regent Janie Perkins

Diane Duffy
Vice President for Finance and Administration

1. RECEIVE FY 2009 STATE UNIVERSITY TUITION RATES AND REQUIRED ACADEMIC FEE PROPOSALS (FIRST READING)

Emporia State University
Fort Hays State University
Kansas State University
Pittsburg State University
University of Kansas
Wichita State University

Eric King
Director of Facilities

2. AMEND PROGRAM STATEMENT FOR ALLEN FIELDHOUSE IMPROVEMENTS AND AUTHORIZE KANSAS ATHLETICS INCORPORATED TO ISSUE BONDS FOR THE PROJECT – KU

In October 2007, the Regents authorized the Kansas University Endowment Association to make improvements to Allen Fieldhouse for Kansas Athletics, Inc. (KAI). The project cost was estimated at \$15 million and included improvements in the student athlete locker rooms, existing restrooms not improved in previous projects, reorganization of the concessions and improved finishes on the concourses. The project also included associated mechanical, electrical and life safety improvements.

KAI has recently undergone a master planning exercise, taking into account the space released in Allen Fieldhouse and adjacent facilities as a result of the completion of the football complex, the baseball clubhouse and the new boathouse, and now wishes to add to the scope of the \$15 million project. Space is needed for all of the Olympic sports. Currently volleyball and men’s and women’s basketball programs share the Horesji Family Athletic Center for practice and for volleyball competition.

In addition to the work previously mentioned, the expanded project would include enlarging the Horesji Family Athletic Center (the volleyball facility) to meet NCAA standards for volleyball tournaments, constructing a new Horesji structure for basketball practice, remodeling the men’s and women’s basketball locker rooms, constructing a new connecting structure between Allen Fieldhouse and Wagnon Student Athlete Center, providing new fire stair exit structures on the perimeter of the fieldhouse and a two-level bridge to the parking garage on the north.

Other work will include remodeling all of the areas vacated by football, primarily all of the offices and locker rooms, for other sports such as softball, soccer, and track. It may include a new second floor area over the one story northern portion of Anschutz Pavilion that can be used for a center for student study, office and student academic support.

The total estimated cost of the project is \$55 million. Athletics has several pledges and continues to raise funds for this project – no state funds will be spent on this project. However, since the pledges will be fulfilled over several years, KAI wishes to sell bonds through the Kansas Development Finance Authority so that the work can begin this summer. The bonds will be secured with a pledge of the revenues of KAI.

Board of Regents policy states “Before endowment associations or other affiliated corporations issue bonds, when the proceeds will be used to fund construction or improvement upon Board owned property, the institution having possession of the property shall obtain Board approval before the bond issuance process is initiated.”

The University seeks Board approval of the expanded project scope, the construction of the project by the Kansas University Endowment Association under K.S.A. 76-756 and the issuance of bonds by Kansas Athletics, Incorporated for this project.

3. APPROVE CAPITAL IMPROVEMENT REQUESTS FOR FY 2010 – SYSTEMWIDE

Summary and Staff Recommendation

As required by Kansas Statutes and in accordance with the format prescribed by the Division of the Budget, the campuses have submitted their FY 2010 capital improvement requests and 5-year plans. Included, as attachments are the universities’ requests and staff recommendations for the Board’s review and action.

Background

The requests from each institution for FY 2010 through FY 2014 are attached (Table 1). A summary of state tax funds requested follows:

FY 2010	\$121,365,946
FY 2011	154,350,946
FY 2012	169,269,946
FY 2013	104,552,610
FY 2014	<u>90,873,144</u>
TOTAL	\$640,412,592

Recommendations

Staff recommends the following (Table 2):

1. Request funding for deferred maintenance on each campus consistent with information provided throughout the 2007 legislative session. Specifically, the state universities currently have a \$663 million backlog, and the universities can reasonably spend \$100 million per year to address that backlog. The breakdown of state tax funds by fiscal year follows:

FY 2010	\$131,568,946
FY 2011	98,695,946
FY 2012	93,443,946
FY 2013	101,868,930
FY 2014	<u>99,214,544</u>
TOTAL	\$524,793,312

2. Approve projects funded by non-state tax funds (e.g. housing, parking, private gifts, restricted fees, etc.).
3. Approve the on-going State General Funds request for the KSU-Salina bond payment on the Aeronautical Laboratory (\$189,446 per year for twenty years). The last bond payment will be in FY 2012.

Attachments:

1. Table 1 - FY 2010 Capital Improvement Requests - Summary of Institution Submittals
2. Table 2 - FY 2010 Capital Improvement Requests - Staff Recommendation

INSERT TABLE 1 – FY2010 CAPITAL IMPROVEMENT REQUESTS – SUMMARY OF
INSTITUTION SUBMITTALS – *Page 1*

INSERT TABLE 1 – FY2010 CAPITAL IMPROVEMENT REQUESTS – SUMMARY OF
INSTITUTION SUBMITTALS – *Page 2*

INSERT TABLE 1 – FY 2010 CAPITAL IMPROVEMENT REQUESTS – SUMMARY OF INSTITUTION SUBMITTALS – *Page 3*

INSERT TABLE 2 – FY2010 CAPITAL IMPROVEMENT REQUESTS – SUMMARY OF STAFF RECOMMENDATIONS – *Page 1*

INSERT TABLE 2 – FY 2010 CAPITAL IMPROVEMENT REQUESTS – SUMMARY OF STAFF RECOMMENDATIONS – *Page 2*

INSERT TABLE 2 – FY 2010 CAPITAL IMPROVEMENT REQUESTS – SUMMARY OF STAFF RECOMMENDATIONS – *Page 3*

C. *Other Matters*

Julene Miller
General Counsel

**1. ADOPT POLICY AMENDMENT TO INCREASE ANNUAL LEAVE
ACCRUAL FOR STATE UNIVERSITY CLASSIFIED EMPLOYEES**

Summary and Staff Recommendation

*K.S.A. 76-715b, enacted in 2006, authorizes the Board to adopt a policy allowing state universities to provide leave time to classified employees in an amount that can differ from what other State classified employees earn but that can not exceed that which is provided to unclassified employees of the state universities. The Advisory Committee on Retirement and Benefits, having been asked to review a draft proposal provided by the Council of Business Officers regarding a potential increase in annual leave time for classified state university staff, recommended increased annual leave benefits for classified staff on a tiered basis, with those who have less than five years of State service continuing to earn 3.7 hours per pay period (12.025 days annually) and those who have 10 years or more of State service receiving 6.7 hours per pay period (21.775 days annually). ACORB further recommended a 304 hour cumulative cap on annual leave accrual with no opportunity to convert excess annual leave to sick leave, and a payout cap of 176 hours upon termination of employment and 240 hours upon termination if the employee is retirement eligible to mirror the payouts currently in place for unclassified employees in the Regents system who accrue annual leave. Finally, ACORB recommended that legislative amendment to the USS statute be pursued to give the Board authority to offer these same enhanced benefits to USS staff. COBO adopted ACORB's recommendations, but recommended phasing in the additional hours for classified staff over a two year period. COPS has accepted ACORB's recommendations, as amended by COBO, and requests that they be forwarded to the Board for favorable action. **Responses to questions raised by the Board at the March meeting are included on pages 111-115 of this issue paper.***

Background

The 2005 Legislature passed a bill authorizing the Board of Regents to allow any state university to convert classified staff employee positions to unclassified university support staff (USS) positions. A provision of this bill specified that those classified employees whose positions were so converted would retain all leave benefits that had been provided to them under the State of Kansas civil service system. A year later, in 2006, the Legislature passed a bill authorizing the Board of Regents to adopt a policy to provide annual leave¹⁵ to classified employees in the Regents system different than what other State classified employees receive, but not greater than the amount of leave unclassified, non-faculty employees of the institution receive. This 2006 legislation did not amend the 2005 USS conversion legislation or make provision for enhancing USS leave benefits commensurate with state university classified staff leave benefits. During the 2007 legislative session, the Board of Regents sought an amendment to the USS conversion statute to place USS on the same footing as state university classified staff with regard to

¹⁵ The bill also authorized the Board to increase discretionary day leave up to the amount received by unclassified non-faculty institution employees, but since discretionary leave time is already the same for everyone, this was not included in the recommendations.

these leave benefits. The 2007 proposed legislation did not pass, was reintroduced this year as part of the Board's legislative package, and again did not pass.

Notwithstanding the fact that the 2007 legislation did not pass, the Council of Presidents (COPS), acting through the Council of Business Officers (COBO), directed the Advisory Committee on Retirement and Benefits (ACORB) to develop recommendations regarding a potential increase in leave for classified staff. ACORB took the proposal developed by COBO, studied the current annual leave accruals and payouts, for classified employees in the State system and unclassified, non-faculty employees in the Regents system, as well as the Fair Labor Standards Act requirements for non-exempt personnel, and made the following recommendations:

(Note: These examples address non-exempt employees reporting 80 hours in pay status per pay period and exempt employees reporting any hours in pay status per pay period.)

1. Employees with less than five years of State service would accrue 3.7 vacation leave hours each pay period (the same accrual schedule currently provided to classified staff and University Support Staff (USS)).
2. Employees who have been in the state service over 5 years but not more than 10 years would earn annual leave at the rate of 5.5 hours per pay period (18 [17.875] days annually, the rate which is now earned by those having more than 15 years of service). [This information reflects the year 2 proposal.]
3. Employees who have been in state service more than 10 years would earn annual leave at the rate of 6.7 hours per pay period. (Note: This would replace the current schedule in which those having over 10 years of service earn leave at the rate of 18 [17.875] days per year and those having over 15 years of service earn leave at the rate of 21 [21.775] days per year.)

ACORB recommends the following additional parameters that mirror the [KBOR] unclassified [, non-faculty] annual leave policy:

1. Cap the annual leave accumulation at 304 hours per pay period with no opportunity to convert excess annual leave [over their maximum accumulation] to sick leave. (Currently, under State regs, at the end of the fiscal year, classified staff can convert up to 40 hours of any excess accrued annual leave to sick leave.)
2. Payout of annual leave will be 176 hours at termination of employment and 240 hours at termination of employment when retirement eligible. (Currently, under State regs, classified staff receive payout of annual leave based on number of years of service:
 - a. 0 to < 5 years, 144 hours
 - b. 5 to < 10 years, 176 hours
 - c. 10 to < 15 years, 208 hours
 - d. 15 or more years, 240 hours.)

ACORB recommends, consistent with COPs' discussion, that the classified [annual] leave policy be implemented *and* that the Board again pursue changing the USS statute during the 2008 session to allow such benefits to USS, e.g. reintroduce the concepts originally found in 2007's SB 21. ACORB deems this approach imperative; otherwise, if another state university elects to convert classified staff to USS, those classified staff would have to

revert back to the [annual] leave benefits provided under the state classified employee system under K.S.A. 76-715a.

ACORB notes that the impact of the State’s “pay and compensation” studies on the Board’s benefits policies is uncertain. It appears the studies may encompass both classified and unclassified employees, as well as “compensation” which may include leave and other benefits. What direction or change the State will make to the vacation [annual] leave benefits is unknown.

Furthermore, some ACORB members note that if the Board implements this unilateral change, which is authorized but not mandated by state statute, there may be ramifications for employees covered by Memorandums of Agreement. State law prohibits employers from unilaterally changing terms and conditions of employment without negotiation. ACORB recommends that such legal issues be further explored.¹⁶

The vote on ACORB’s recommendations was not unanimous: The representative from KU abstained because the policy, as written and without amendment of the USS conversion statute, would not apply to KU employees because they are USS; another representative voted no, believing that the better course of action would be to amend the USS statute before implementing a different leave policy for classified employees. Several representatives indicated that they would have preferred to gather data first from which to develop recommendations for changing annual leave benefits and that they would support a benefits survey to determine what the market place provides in this arena, taking into account the other organizations with whom we compete for employees.

The COBO received ACORB’s recommendations, amended them so that the increase in hours would be phased in over a two year period, and voted to forward them to COPS with a favorable recommendation, with KU abstaining. The following chart captures COBO’s amendment:

1. Provisions of K.S.A. 2006 Supp 76-715b (popularly known as Section 6 of S.B. 375) be recommended for implementation beginning in FY 2009 to increase annual leave accrual among classified employees as follows:

Years of Employee Service	Present	Proposed Year 1	Proposed Year 2
Less Than 5 Years	3.7	3.7	3.7
5 but less than 10 Years	4.7	4.7	5.5
10 but less than 15 Years	5.6	6.7	6.7
15 or more Years	6.5	6.7	6.7

¹⁶ Legal reviewed this issue and concluded that, while KBOR policy could not unilaterally amend existing MOAs, there were a number of alternatives for offering all classified employees an opportunity to benefit from the increases. However, it is possible that the policy would not be uniformly applied, at least initially, should employee representatives choose to not agree to such a change. It should be noted here that the Kansas Council of Classified Senates has indicated that they are not fully supportive of the proposal as it does nothing for employees with less than five years of State service. It should also be noted that while the recommendations generally increase annual leave benefits for classified employees, the recommendations also place additional caps on accrual and payout amounts on classified employee leave benefits (less favorable than the caps and payout amounts they currently enjoy) in order to maintain consistency with current policy for unclassified employees.

COPS adopted ACORB's recommendations, as amended by COBO, at its November 14, 2007 meeting and reported the recommendations to the Board that same day.

Questions Raised by the Board at the March Meeting

Subsequent to the March meeting, Board staff sent the following list of questions to the state university business officers:

- What is the fiscal note attached to the proposal for each of the universities that have classified staff?
- What is the university's perceived need/desire for this enhanced leave proposal?
- Has a market analysis been done?
- In the context of managing the present day university workforce, does it make sense to further blur the distinctions between classified and unclassified staff? In other words, is there an impact on the bigger picture in terms of benefits and other distinctions and, if so, what factors lead to your justification/comfort in supporting the policy change? With regard to this, you may want to provide some examples of the types of positions that are currently classified as compared to the types of positions that are currently unclassified.

The following responses were received:

FHSU

1. The "estimated" cost to the university to implement the change is approximately \$48,000. This is an accrued expense meaning unless someone leaves the institution with accrued annual leave on the books no cash is paid out. We do not hire temporaries or part time staff to fill in while a staff member takes annual leave. The true cost is lost productivity.
2. For Fort Hays the reason for being in favor of the change has always been an equity issue. We believe the classified staff should be treated in much the same fashion as the unclassified staff. Given the change in statute annual leave is one area we can move closer to parity. We have not completed any market comparisons.
3. At Fort Hays passage and funding of the Hay study has no bearing on our decision. Annual leave is a part of benefits, which adds nothing directly to the pay check.

WSU

Fiscal Note: WSU estimates around \$15,000 for temporary employees to replace regular employees for the additional vacation time. There could also be additional salary requirements for "payouts" of vacation leave at an employee's termination. This last item would be difficult to estimate.

WSU has not done any market comparisons. The additional vacation leave is supported as an enhancement to classified employee benefits. We have not been comparing classified employees with unclassified professionals in terms of salary and benefits due to the difference between State of Kansas and KBOR policies and the [in]ability to make changes--until now.

KSU

The fiscal note is \$129,500 in opportunity cost and \$12,500 in required funding. This includes the Manhattan and Salina campuses as well as Veterinary Medicine and ESARP.

The increase in a classified employee's annual leave accrual is desired so that the accrual more closely matches that of BOR unclassified employees. The requested classified employee leave plan differs from that of BOR unclassified employees primarily in the earlier years of an employee's tenure; it nearly matches BOR unclassified accruals only after 10 years of service. It's important to note that the universities are geographically located across the state and not clustered in Shawnee County, as are most other state agencies. Because of that, classified employees generally feel they are more like university employees than state employees. Narrowing the gap on annual leave accrual will improve employee relations for minimal cost.

We do not believe this leave plan alteration further blurs the distinctions between classified and unclassified staff.

Examples of Classified employees are: Custodians, Electricians, Veterinary Technicians, and Administrative Assistants. Examples of Unclassified employees are: President, Deans, Vice-Presidents, Directors and faculty.

KU

As you are aware, this leave enhancement proposal will not impact the Lawrence campus since the Lawrence campus converted all of its 1,441 Classified staff positions to University Support Staff (USS) on July 3, 2005. The legislation that authorized USS required that the benefits remain the same as the benefits under the State's Civil Service system.

The legislation that authorizes USS also allows the Regents to approve policies and procedures that are unique to each university because each university has its own set of unique personnel issues. If the legislation is passed that authorizes the Regents to change benefits for USS, and if a market study determines a need, the University may propose a leave proposal that would be unique to needs of KU. We would hope that the leave enhancement proposal being considered for Classified staff would not automatically apply to USS.

KUMC

1. The majority of "costs" associated with this proposal on our campus are "opportunity costs" since only about 25% of employees will have to be replaced while on vacation. The opportunity cost is

estimated at \$50,570 for Phase 1 and \$21,034 for Phase 2. The estimated cost of replacing workers while they are taking the additional vacation is \$26,852.

2. The State of Kansas commissioned the Hay Group, Inc. to do a Benefits Survey in 2007. Attached is a copy of the page showing the results of the “holidays and vacations” page. Based on this information, the current accumulations and accruals for classified staff seem to be very competitive.
3. KUMC has long been an advocate of eliminating the burdensome, bureaucratic and centralized oversight that accompanies “classified” staff. The current “civil service” model is outdated and does not serve state agencies well, especially the universities. The creation of the University Support Staff model offered a useful tool that could address the issue under consideration. We would much prefer all our staff to be unclassified university support staff but the requirement to conduct a “vote” of classified staff coupled with the costs associated with this change make this management model unlikely on our campus. Classified and Unclassified staff are placed into positions as governed by K.S.A. 75-2935. While this statute affords some flexibility in interpreting where a job falls, largely our 400 Classified staff perform work associated with maintenance, clerical and business office functions, public safety, and the first line supervisors of those groups. In contrast, the Unclassified staff support the teaching, research, and administration functions of the university. Aside from the faculty, the bulk of Unclassified staff are “executive”, “managerial”, or “professional” in nature.

ESU

Background

During the most recent several years, resignation rates at ESU have been relatively high. Coincidentally, the resignation rates for both classified and unclassified faculty have averaged an identical 6.3 percent, during the most recent four years (fiscal year 2004-2007), a rate which seems particularly high since it does not include retirements. Further among classified employees it is noteworthy that over 40 percent of the resignations are from individuals having more than 5 years of service, emphasizing retention as a problem.

The Regents and ESU have engaged in various efforts to increase salaries for faculty and unclassified staff during the most recent five years, as a method of improving the standing of our salaries in comparison to comparable entities. However, the state has not engaged in a similar initiative for its classified employees. In fact during the most recent five years, salary increases for classified employees have lagged the increases granted unclassified non-faculty by 5.2 percent and the increases granted to unclassified faculty by 6.7 percent. A major factor in this difference has been the state electing to not finance pay plan matrix movement for its classified employees. The impact of this non-action has been more profound than a simple imbalance in pay increases. It has also resulted in considerable salary compression and employees having up to five years experience earning the same wage as newly hired personnel.

Options Available

Unclassified Support Staff. One institution developed and adopted the Unclassified Support Staff remedy to its circumstances regarding classified employees, an option which decouples support staff from the state’s classified pay plan. Emporia State has not pursued this option and its reasons are twofold. First, financial circumstances would not permit large-scale adjustments to the salaries of the classified staff.

Secondly, the University has a relatively small H.R. operation. The legal responsibilities associated with the U.S.S. option could not be sustained without a significant and costly increase to the H.R. operation. Accordingly, the University began exploration of other options which could be accommodated within the present classified structure.

Enhancing Annual Leave. One option available to the Universities is implementation of statutory authority granted to the Regents by the 2006 Legislature. This option provides the Regents permissive authority to increase the leave of classified employees up to the level of unclassified employees. ESU began analysis of this option as a possible method to improve the total compensation package for its classified employees. Applying the unclassified annual leave plan to all classified employees was discarded as being too expensive. However, a graduated approach, which phased additional days of annual leave by years of service, was viewed as a possible alternative that might improve retention. As a part of the analysis, ACORB was requested to examine options for implementing the additional statutory authority, granted by the 2006 Legislature. A beginning point for analysis was the annual leave enhancement included on the Board’s May agenda. While certain inadequacies regarding the proposal were observed by ACORB and that Committee forwarded it to COBO on a split vote, no additional options to address the issue were returned by ACORB. The Council of Business Officers analyzed the proposal and provided a fiscal note. Once implemented over a two year period, it would have a total annual “opportunity lost” expenditure of approximately \$489,000 for the state university system. The phasing of costs would allow its impact to be spread across 24 months. At ESU, the total cost would be approximately \$44,000 in opportunity lost and would require cash financing of approximately \$3,000. The ESU Classified Senate has endorsed the proposal and ESU recommends it for favorable Board action.

Attachment 5

System Summary of Sept 5 survey - Expenditures Associated with Expanded Annual Leave Proposal

	KU- Med Ctr	KSU	WSU	ESU	PSU	FHSU	Total
Phase 1							
# > 15 years svc		630	169	117	101	104	1,121
Cost for > 15 years svc	\$ 25,140	\$ 53,905	\$ 14,545	\$ 9,654	\$ 8,851	\$ 8,226	\$ 120,321
# > 10 but < 15 years svc		188	69	47	48	52	404
Cost for > 10 but < 15 years svc	\$ 25,430	\$ 75,603	\$ 28,278	\$ 19,490	\$ 20,745	\$ 20,434	\$ 189,980
Total Phase 1 Cost	\$ 50,570	\$ 129,508	\$ 42,823	\$ 29,144	\$ 29,596	\$ 28,660	\$ 310,301
Phase 2							
# > 5 but < 10 years svc		300	89	55	67	66	577
Cost >5 but < 10 years svc	\$ 21,034	\$ 83,911	\$ 23,177	\$ 15,021	\$ 18,031	\$ 17,421	\$ 178,595
Total Phase 1 and 2	\$ 71,604	\$ 213,419	\$ 66,000	\$ 44,165	\$ 47,627	\$ 46,081	\$ 488,896
Amount requiring funding	\$ 26,852	\$ 8,250	\$ 15,000	\$ 3,000	\$ 2,319	\$ 1,385	\$ 56,806

PSU

- 1) Pittsburg State University supports the proposed expansion of annual leave for classified employees. The estimated annual cost in potential lost productivity has been calculated to be \$44,000. We will not have any additional expenditures as we will not be hiring any replacement staff.
- 2) We believe PSU is best served by having similar leave policies whenever possible. The results of a recent survey of the largest employers in the immediate vicinity shows that our classified employee leave benefits are very competitive.
- 3) It is important to acknowledge the difference in the recruitment and retention of classified staff as compared to unclassified staff/faculty. For the most part, the recruitment of classified staff involves a local search (most classified staff already reside within a relatively short distance to the campus). The recruitment of unclassified staff/faculty always involves a regional and most likely a national search process. Both groups of employees are essential to the well being of PSU and we support any efforts to ensure the competitiveness of the total compensation package for all PSU employees.

Proposed Amendment

Amend Chapter II, Section F.13. to add a new paragraph g. as follows (and to renumber paragraphs g. through i. accordingly):

g. Annual Leave for Classified Employees

- (1) In accordance with K.S.A. 2007 Supp. 76-715b, and amendments thereto, classified employees of the state universities, in regular positions, shall earn and accumulate annual leave in accordance with this policy. Except to the extent specifically set forth in this section F.13.g., all provisions in the Kansas statutes and Department of Administration's rules and regulations will continue to apply to university classified employees. Nonexempt classified employees and exempt classified employees who report any hours in pay status per pay period shall earn paid annual leave not to exceed 176 hours per fiscal year. Nonexempt classified employees who report less than 80 hours in pay status per pay period shall earn annual leave on a pro-rated basis.

(a) Each nonexempt classified employee in a regular position shall accrue annual leave in accordance with the following tables.

In FY 09				
Nonexempt Employees				
Hours Earned Per Pay Period Based on Length of Service				
Hours in Pay Status Per Pay Period	Less Than 5 Years	5 Years & Less Than 10 Years	10 Years & Less Than 15 Years	15 Years & Over
0-7	0	0	0	0
8-15	0.4	0.5	0.7	0.7
16-23	0.8	1	1.4	1.4
24-31	1.2	1.5	2.2	2.2
32-39	1.6	2	2.9	2.9
40-47	2	2.5	3.6	3.6
48-55	2.4	3	4.3	4.3
56-63	2.8	3.5	5.0	5.0
64-71	3.2	4	5.7	5.7
72-79	3.6	4.5	6.5	6.5
80-	3.7	4.7	6.7	6.7
Maximum Accumulation of Hours	304	304	304	304

In FY 10 and Beyond				
Nonexempt Employees				
Hours Earned Per Pay Period Based on Length of Service				
Hours in Pay Status Per Pay Period	Less Than 5 Years	5 Years & Less Than 10 Years	10 Years & Less Than 15 Years	15 Years & Over
0-7	0	0	0	0
8-15	0.4	0.6	0.7	0.7
16-23	0.8	1.2	1.4	1.4
24-31	1.2	1.8	2.2	2.2
32-39	1.6	2.3	2.9	2.9
40-47	2	2.9	3.6	3.6
48-55	2.4	3.5	4.3	4.3
56-63	2.8	4.1	5.0	5.0
64-71	3.2	4.7	5.7	5.7
72-79	3.6	5.3	6.5	6.5
80-	3.7	5.5	6.7	6.7
Maximum Accumulation of Hours	304	304	304	304

(b) Each exempt classified employee in a regular position shall accrue annual leave in accordance with the following tables.

In FY 09				
Exempt Employees				
Hours Earned Per Pay Period Based on Length of Service				
Hours in Pay Status Per Pay Period	Less Than 5 Years	5 Years & Less Than 10 Years	10 Years & Less Than 15 Years	15 Years & Over
0	0.0	0.0	0.0	0.0
>0	3.7	4.7	6.7	6.7
Maximum Accumulation of Hours	304	304	304	304

In FY 10 and Beyond				
Exempt Employees				
Hours Earned Per Pay Period Based on Length of Service				
Hours in Pay Status Per Pay Period	Less Than 5 Years	5 Years & Less Than 10 Years	10 Years & Less Than 15 Years	15 Years & Over
0	0.0	0.0	0.0	0.0
>0	3.7	5.5	6.7	6.7
Maximum Accumulation of Hours	304	304	304	304

(2) Classified employees who are eligible to earn annual leave may accumulate a maximum of 304 hours of annual leave; provided, however, that an employee may receive, upon termination from employment or upon moving from a position earning annual leave to a faculty position for less than twelve months, payment for no more than 176 hours of annual leave, and, at retirement or at termination of employment when retirement eligible, an employee may receive payment for up to 240 hours of annual leave. Excess accrued annual leave may not be converted to sick leave.

Chancellor Robert Hemenway

2. RECEIVE ANNUAL CAMPUS REPORT – UNIVERSITY OF KANSAS

IX. EXECUTIVE SESSION – Board of Regents – Personnel Matters Related to Non-Elected Personnel (CEO Assessment) – Chancellor Robert Hemenway

X. ADJOURNMENT

SYSTEM COUNCIL OF PRESIDENTS

Kansas Board of Regents Offices

1000 .W. Jackson

Suite 520

Topeka, Kansas

10:30 a.m.

Suite 530

1. Approve Minutes of Meeting Held March 12, 2008
2. Report from System Council of Chief Academic Officers
3. Report from System Council of Business Officers
4. FY 2009 Sector Allocation
5. SCOBO Recommendation for FY 2010 Unified Budget Request

SYSTEM COUNCIL OF PRESIDENTS

March 12, 2008

Topeka, KS

Meeting convened at 11:05 a.m. Co-chaired by Mike Lane, Emporia State University and Duane Dunn, Seward County Community College.

Attendees: Duane Dunn, Seward Co. CC; David Reist, Highland CC; Tom Burke, Kansas City CC; Don Beggs, Wichita State University; Duane Nellis, Kansas State University; Bob Hemmenway, University of Kansas; Ed Hammond, Fort Hays State University; Rob Edleston, Manhattan Area Technical College; Jerry Farley, Washburn University; Tom Bryant, Pittsburgh State University; Mike Lane, Emporia State University; Reggie Robinson, Kansas Board of Regents

Approval of minutes from February 13, 2008. Motion by Lane, Second by Bryant. No opposition and minutes approved.

Report of Systems Council of Chief Academic Officers: Sherry Utash, Cowley College:

- Planning for summer retreat. Focus will be on learning space for millennial students
- Common reports from universities on success of students transferring from community and technical colleges including common data elements. Previous questions regarding the impact of FERPA regulations would be addressed through the use of composite data. Gary Miller, WSU, will be developing a working document for review by SCOCAO.

Report from System Council of Business Officers: Ray Hauke, Emporia State University reviewed discussion from the SCOBO meeting held on March 5.

- Draft of 2010 budget was revised with focus on “keeping up”, “catching up”, “stepping up”, and “building up”.
- Keeping up with use of the HEPI mechanism for justification of request using a 3-year rolling average. The three most recent years of information is available and can be updated each summer.
- Catching up and keeping up with an estimated \$147.5M deficit in 2008 and \$125M deficit in 2007. Understanding that the amounts are a volatile base which impacts any analysis of the data. Utilizing information for tracking of faculty salaries indicate a \$67.6M deficit in salaries and benefits and \$47.8M deficit in salaries only.
- Building Up discussion related to the deferred maintenance issues. Discussion addressed that the 5-year plan has not been fully addressed. This will likely be addressed in the 2009 legislative session.

Discussion of utilizing the sector differentials in the HEPI analysis (research, regional, community and technical colleges) while maintaining the unified budget request. Encourage Regent staff to establish rules for allocation at the onset of budget development.

Recommendation for additional programs offered through the Midwest Student Exchange program included: Kansas State University – Bachelor in agronomy; Master in regional and community planning; Master in architecture; Master in interior architecture and product design; and Master of landscape

architecture. Wichita State University – Bachelor of music, special music education; Bachelor of Education, exercise science; Bachelor of Science, forensic science; and Bachelor of Science, geology. Motion to approve by Bryant, second by Lane. Approved unanimously.

Brief discussion on the status of legislation regarding allowing 10th grade students to enroll in concurrent courses. President Robinson provided a status report indicating that it had passed the Senate and also House Education committees. Discussion on this included that the student would still need authorization from the high school principal and meet the admissions requirement of the community college or whatever college is providing the concurrent enrollment.

Meeting adjourned at 11:45 a.m.

COUNCIL OF PRESIDENTS

Kansas Board of Regents Offices

1000 S.W. Jackson

Suite 520

Topeka, Kansas

11:00 a.m.

Suite 530

1. Approve Minutes of Meeting Held April 16, 2008
2. Report from Council of Chief Academic Officers
3. Report from Council of Business Officers
4. ESU – Request Approval of a Masters of Accounting and Information Systems (52.0301) [Attachment]
5. WSU – Request Approval of a Bachelor of Science in Bioengineering (14.0501) [Attachment]
6. FHSU – Request Approval of a Bachelor of Business Administration in International Business and Economics (45.0605) [Attachment]
7. FHSU – Request Approval of a Bachelor of Business Administration – Tourism and Hospitality Management (52.0901) [Attachment]
8. KSU – Request Approval of a Master of Arts in Theatre (50.0501) [Attachment]
9. KSU – Request Approval of a Master of Science in Dietetics (19.0501) [Attachment]
10. KSU – Request Approval of a Master of Science in Gerontology (30.1101) [Attachment]
11. WSU – Request Approval of a Bachelor of Science in Dental Hygiene (51.0602) [Attachment]

COUNCIL OF PRESIDENTS

Kansas Board of Regents Offices

11:00 a.m.

Minutes of Meeting

April 16, 2008

Members in Attendance:

President Don Beggs, Wichita State University
President Tom Bryant, Pittsburg State University
President Ed Hammond, Fort Hays State University
Chancellor Robert Hemmenway, University of Kansas
President Mike Lane, Emporia State University
President Jon Wefald, Kansas State University

1. Meeting convened at 11:04 p.m.
2. Approve March 12, 2008, minutes **approval moved by President Beggs , seconded by President Bryant, Approved**
3. Report from Council of Chief Academic Officers – Dr. Rod Sobieski
 - a. SCOCAO – Report from Regents’ Staff on Gen Ed outcomes. Report on expectations of employers. SCOCAO will continue to consider Gen Ed outcomes. Expect to receive a request from Staff for a summary of how campuses are assessing Gen Ed outcomes.
 - b. COCAO All new program requests were approved.
 - c. Looking at a test of spoken English for international students. Would need to set a cut-off score for acceptability. Further assessment will continue and a recommendation may come forward at a future date.
4. Report from Council of Business Officers – Ray Hauke
 - a. COBO will continue work on insurance in May – Quotes from brokers due back soon. Review in May will examine the opportunity for Regents to get insurance on our behalf.
 - b. Adjustments to Capital plans due to changes in interest rates. (Revising down to a flat rate rather than the current estimated 3% annual increase) will be provided to Eric King.
 - c. FY 2009 - No information on Hay Group study regarding specific implementation – specifically which classes and the phase in period is not yet available.
 - d. Diane Duffy will follow up on format issues for Tuition/Fee submission requests from campuses due on May 6, 2008. CEO’s discussed the basis for tuition requests. Currently it appears all are using the Governor’s recommendation as the basis for our requests for FY 2009 tuition and fee increases. **The CEO’s would like the Board’s guidance regarding this strategy or any other to be used as we prepare our requests.**
 - e. Discussion of Classified Annual Leave proposal. Lateness of legislative action may indicate a possible need to delay COPS’/Regents’ action until June. It might be helpful to provide information to the Board regarding the blurred line between duties and responsibilities of Classified and unclassified (IT, accounting, etc.). No step movement during the past five years has caused significant compression in pay rates. Presidents prefer the discussion occur in May due to implementation timing issues.
5. Discussion of Budget Issues – COP’s held a brief discussion on issues related to pending legislative requests. President Robinson agreed to share the summary of pending issues prepared by Board Staff.
6. Adjourned 11:52.

Request for Approval of a Masters of Accounting and Information Systems (52.0301) – Emporia 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. Emporia State University has submitted an application for approval of a Masters of Accounting and Information Systems (52.0301). The proposing academic unit has responded to all of the requirements of the program approval process. One university has programs utilizing this Classification of Instructional Program (CIP) code in the state universities. The program will be funded through internal reallocation. The Council of Chief Academic Officers recommends approval.

04/23/08

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification CIP	Masters of Accounting and Information Systems 52.0301
2. Academic Unit	Department of Accounting & Information Systems, School of Business
3. Program Description	The Masters of Accounting and Information Systems (MAIS) is designed to prepare students for careers in professional accounting in the areas of government, management and public accounting. The Masters Degree is 30 credits or 10 classes and is available on-line so that students can continue working or do an internship while continuing their education.
4. Demand/Need for the Program	We administered a questionnaire to junior and senior Accounting Majors at Emporia State campuses in Emporia and Overland Park. 63 students responded. 54 students or 86% responded that they would probably or possibly enroll in the program if offered. 9 students (14%) indicated that they had no interest in graduate programs at this time. No students said they would enroll in a graduate program at another institution.
5. Comparative/Locational Advantage	We are aware of no other on-line Masters of Accounting & Information Systems at AACSB accredited institutions. Live programs include University of Kansas: 30-35 Students, 40-45 capacity Kansas State University: 35-40 Students, 45-50 capacity Wichita State University: 50—55 Students, 55-65 capacity (many students in this program are part-time). Other Regents institutions including Fort Hays State, Washburn and Pittsburg State offer the MBA with a Concentration in Accounting as their Graduate Degree as does Emporia State University
6. Curriculum	The Masters of Accounting and Information Systems is designed to prepare students for careers in professional accounting in the areas of government, management and public accounting. The Masters Degree is 30 credits or 10 classes and is available on-line so that students can continue working or do an internship while continuing their education. The program will prepare students for the 150 hour requirement to sit for the CPA exam in Kansas as well as other states. Program Description (See Appendix A for program Detail)

7. Faculty Profile	<p>No new faculty need to be hired. These are existing courses that currently are taught in the MBA – Accounting Concentration Program and will be repackaged as part of the Masters of Accounting & Information Systems Program. The Faculty that would be involved with the program are the following:</p> <p style="padding-left: 40px;">Khaled Alshare, Ph.D. – University of Texas Arlington Kalyan Chakraborty, Ph.D. – Utah State University Alexis Downs, Ph.D. – St. Louis University George Durler, Ph.D. – Louisiana State University Dan Kennett, Ph.D. – Mississippi State University Zane Swanson, Ph.D. – University of Oklahoma James Waegelein, Ph.D. – Penn State University</p>
8. Student Profile	<p>We administered a questionnaire to junior and senior Accounting Majors at Emporia State campuses in Emporia and Overland Park. 63 students responded. 54 students or 86% responded that they would probably or possibly enroll in the program if offered. 9 students (14%) indicated that they had no interest in graduate programs at this time. No students said they would enroll in a graduate program at another institution. We have found that approximately 90% of students continuing their graduate accounting education prefer to do it at the institution where they received their undergraduate degree. Currently we have 20-25 graduates of the MBA – Accounting Concentration Program each year and we expect 18-20 of those students would do the Masters of Accounting & Information Systems. Since the program would be available on-line, our market would be students across the world.</p>
9. Academic Support	<p>No new resources will be required.</p>
10. Facilities & Equipment	<p>No new Facilities & Equipment or resources will be required.</p>
11. Program Review, Assessment, Accreditation	<p>The School of Business is accredited by the American Assembly of Collegiate Schools of Business (AACSB). The proposed program would be part of that accreditation process.</p>
12. Costs, Financing	<p>No new resources will be required. These are existing courses that currently are taught in the MBA – Accounting Concentration Program and will be repackaged as part of the Masters of Accounting & Information Systems Program. Since the program will be on-line, library resources would be available by the Internet.</p>
13. Anticipated Date of Implementation	<p>August 20, 2008</p>

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree:
Masters of Accounting and Information Systems

	Course Name & Number	Credit Hours
Core Courses	AC 853 Accounting Theory	___3___
	Students are required to take at least one Information Systems course from the following:	___3___
	IS 823 Systems Analysis & Design	
	IS 503 Telecommunications and Networking	
	IS 543 Advanced Microcomputer Applications	
	IS 805 Special Topics in Information Systems	
	IS 813 Information Technology Project Management	
	IS 843 Electronic Commerce	
Electives		___24___
	BC 820 International Economics	
	Plus at least 3 additional courses from the following:	
	AC 503 Managerial Accounting II	
	AC 523 Federal Income Tax Accounting II	
	AC 563 Advanced Financial Accounting	
	AC 830 Fraud Examination	
	AC 850 International Accounting	
	AC 820 Federal Income Taxation of Corporation & Shareholders	
	AC 821 Federal Tax Research	
	AC 840 Advanced Management Accounting	
	AC 860 Advanced Accounting Systems	
	AC 833 Advanced Auditing	
Research	AC 853 Accounting Theory (Core Course)	
Practica		
	Total	___30___

IMPLEMENTATION YEAR FY 2008

Fiscal Summary for Proposed Academic Programs

Institution: Emporia State University

Proposed Program: Masters of Accounting and Information Systems

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 Headcount:	20	5	25	7	27	7
B. Total SCH taken by all students in program	675		855		915	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	No Additional Cost		No Additional Cost		No Additional Cost	
OOE	No Additional Cost		No Additional Cost		No Additional Cost	
Total	0		0		0	

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

Revised: September, 2003

Approved: _____

Request for Approval of a Bachelor of Science in Bioengineering (14.0501) – Wichita 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. Wichita State University has submitted an application for approval of a Bachelor of Science in Bioengineering (14.0501). The proposing academic unit has responded to all of the requirements of the program approval process. One university has programs utilizing this Classification of Instructional Program (CIP) code in the state universities. The program will be funded through internal reallocation. The Council of Chief Academic Officers recommends approval.

04/23/08

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification CIP	<u>14.0501</u> <u>Biomedical/Medical Engineering</u> . A program that prepares individuals to apply mathematical and scientific principles to the design, development, and operational evaluation of biological and health systems and products such as integrated biological systems, instrumentation, medical information systems, artificial organs and prostheses, and health management and care delivery systems.
2. Academic Unit	College of Engineering (CoE)
3. Program Description	The undergraduate program in Bioengineering is based upon engineering fundamentals, mathematics, physics, chemistry, and biology. Students in the program will have the choice of graduating with a degree in general bioengineering or with a concentration in one of three areas: Device/Instrumentation Engineering, Lifestyle Engineering or Bioenergy. The proposed academic program will contribute directly to the fulfillment of WSU’s mission by providing educational opportunities in an area of need in the urban setting it serves. In addition, this program will equip students with the “tools they need to thrive in a complex world.”
4. Demand/Need for the Program	The U.S. Department of Labor, Labor Statistics Bureau (http://www.bls.gov/oco/ocos027.htm) predicts a growth in employment of 27%, or more through 2,014, in only two fields of engineering at the bachelor’s level of education: Biomedical Engineering and Environmental Engineering. The State of Kansas anticipates an increase in demand for a workforce of bioengineering trained professionals at all levels of education. This will be the result of the Kansas Economic Growth Act, approved in 2004, to fund enhancements to university research and business development in the biosciences.
5. Comparative/Locational Advantage	Undergraduate programs in bioengineering are critical for training the workforce needed to sustain the healthcare and bioenergy industries. In Kansas, Bioengineering is offered only as an area of concentration at the University of Kansas. Kansas has not been a part of this trend since no B.S. degrees in Bioengineering are offered in this state. The College of Engineering (CoE) at Wichita State University is well positioned to create such a program because of its composition, size, and location in Kansas. The Bioengineering Program, will be an interdisciplinary program that integrates engineering with the departments of Biological Sciences, Chemistry, Communication Sciences and Disorders, and Physical Therapy. The CoE has several faculty who are actively pursuing

	<p>bioengineering research. They have developed collaborations with local and regional medical community and biofuels industries. To support their research the Mechanical Engineering Department has offered bioengineering related courses over the last two years. The CoE has identified a strategic research thrust in sustainability which includes research in bioenergy. The departments of Chemistry and Biological Sciences have ongoing research programs in areas such as bioinformatics, reproductive endocrinology, cancer biology, the development of new pharmaceuticals, and solar energy conversion. The Departments of Communication Sciences and Disorders and Physical Therapy have strong working relationships with the medical community in Wichita and throughout the state of Kansas through alumnae and clinical facilities which participate in the clinical education experiences of its students.</p> <p>Wichita State University is a relatively small research intensive university. One advantage associated with small organizations is flexibility. This flexibility will help insure the success of the interdisciplinary approach to the development of the curriculum, development of course and laboratory materials, team teaching of courses, and administration of the program.</p> <p>Wichita State University’s metropolitan location provides many opportunities for interaction with health and bioenergy related industries. Wichita State University has strong and long-standing contacts with the major Wichita hospitals, the University of Kansas School of Medicine-Wichita, and Via Christi Regional Medical Center-Research, Inc, Heartspring, and WSU’s own Regional Institute for Aging Studies. Wichita and the surrounding region have a growing biofuels and biomass industry that includes refineries, distribution and marketing companies, and one of the most prominent companies in the industry that constructs biofuels refineries (ICM, icminc.com).</p>
<p>6. Curriculum</p>	<p>The goal of the program is to ensure that students have sufficient breadth in their studies to be able to adapt and develop new opportunities and areas of application during their professional careers. As an interdisciplinary field, the program will seek to provide substantial depth in one area of Bioengineering so that students can develop particular expertise in a field of their choosing. The program is designed to give graduates the widest possible options and will provide most of the necessary pre-med courses to enable a student to enter medical school.</p> <p>Main Features of the 137-Credit, Four-Year Undergraduate Program Curriculum</p> <ol style="list-style-type: none"> 1. 18 credits of General Education courses 2. 9 credits of English Composition and Public Speaking 3. 37 credits of Math, Physics, Chemistry and Biology courses (same requirement as other CoE programs) 4. 13 credits of Engineering core courses 5. 18 credits of Biology, Biochemistry, and Physiology coursework embedded within the curriculum (meets most of the pre-med requirements) 6. 59 credits of major requirements, including four core Bioengineering courses, two Bioengineering laboratory-based courses, and an industry-based practicum 7. 12 credits of Bioengineering elective courses that enable a student to graduate with a broad background in bioengineering or focus in one of three areas of emphasis: Biomedical Devices/Instrumentation, Lifestyle Engineering, or Bioenergy 8. 3 credits of a senior-design capstone course where students are advised by

	<p>practitioners</p> <p>All Bioengineering students are required to take 18 credits of General Education courses. Faculty program advisors will advise students to take those credits in courses that will enhance their education as bioengineers.</p>
<p>7. Faculty Profile</p>	<p>Wichita State University currently has faculty with teaching and research capabilities in subjects related to the Bioengineering curriculum including rehabilitating biorobotic design and controls; biothermal/fluid and bioenergy; advanced design and development of biomaterials; bioelectronics-imaging technology/biological and chemical sensors; communication sciences and disorders; and physical therapy. The expertise of faculty from the colleges of Engineering, Liberal Arts and Sciences, and Health Professions will be synergized to develop and offer interdisciplinary courses in the basic and core courses, and technical electives. The current number of faculty committed to the Bioengineering Program, however, is limited, and new faculty positions are requested in order to meet all requirements for a viable Bioengineering Program.</p>
<p>8. Student Profile</p>	<p>The Bioengineering Program is intended for students with a high school degree who want to pursue careers where engineering interfaces with the physical and biological sciences. The composition of students with respect to gender and race will be more diverse than the current composition of the College of Engineering. Although efforts will be made to recruit students from throughout the state and nation, it is anticipated that applicants, too, will come from south central Kansas. It is anticipated that Wichita's Northeast Magnet School, which has a nationally funded Biotechnology program that averages a total enrollment of 60 students, will provide a steady stream of students.</p>
<p>9. Academic Support</p>	<p>The existing academic support, facilities, personnel, and infrastructure within the College of Engineering will be used to establish the new Bioengineering Program. The Student Records Office under the supervision of the College of Engineering dean's office will coordinate student advising in cooperation with the Program Coordinator and faculty of the new program.</p> <p>New facilities and support personnel will be needed to support the new program: Technician and secretary. Office space and office equipment are needed to centralize program activities and administration.</p>
<p>10. Facilities and Equipment</p>	<p>Besides the existing facilities in the College of Engineering, a senior design laboratory will be required. The total cost of establishing this laboratory is expected to be approximately \$300K for equipment, including \$150K for an Atomic Force Microscope (AFM) and \$150K for other experimental equipment.</p>
<p>11. Program Review, Assessment, Accreditation</p>	<p>Once established, the Bioengineering Program will follow the accreditation procedures and guidelines established by the Accreditation Board of Engineering and Technology (ABET) and the other six CoE-accredited programs to receive accreditation in the year 2013.</p> <p>Program faculty will be responsible for the continued development of the program with the goal of a full six-year ABET accreditation. Prior to accreditation, the Bioengineering faculty will develop and implement an assessment process that will meet ABET requirements.</p> <p>An Industrial Advisory Board will provide advice in the refinement, further development, and evaluation of program objectives, and to provide information</p>

	<p>regarding contemporary issues that graduates will be facing and other relevant issues that will impact the program.</p>						
<p>12. Costs, Financing</p>	<p>The program will require a secretary and technician. Six new faculty positions are required, two of these should join the program during its first year and the other four should be hired for the second year. Operating Expenses for the program are estimated around \$21,000 plus equipment at \$300,000. The total cost per year for the first three years of the operation of the program are as follows:</p> <table data-bbox="535 451 1307 535"> <thead> <tr> <th data-bbox="535 451 673 493"><u>Year 1</u></th> <th data-bbox="852 451 990 493"><u>Year 2</u></th> <th data-bbox="1193 451 1307 493"><u>Year 3</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="535 493 673 535">\$ 435,895</td> <td data-bbox="852 493 990 535">\$ 425,875</td> <td data-bbox="1193 493 1307 535">\$ 94,717</td> </tr> </tbody> </table> <p>The cost for year 1 includes \$150K for the development and implementation of a new senior design laboratory.</p>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	\$ 435,895	\$ 425,875	\$ 94,717
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>					
\$ 435,895	\$ 425,875	\$ 94,717					

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

I. Identify the new degree:

BioEnergy

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

	Course Name & Number	Credit Hours
Core Courses:	Math 242Q Calculus I	5
	English 100/101 College Eng II	3
	Chem 211 General Chemistry	5
	GEP Fine Arts	3
	Math 243Q Calculus II	5
	English 102 College Eng II	3
	Phys 313Q University Physics I	4
	Chem 212 Chemistry 2	5
	IME 254 Stat & Prob I	3
	Phys 314Q University Physic	4
	Biol 210 Gen Biology	4
	AE 223 Statics	3
	GEP Intro Course #1	3
	COMM 111 Public Speaking	3
	Math 555 Diff Eqns I	3
	BioE XX4/ME 325 Com appl	3
	BioE XX3 Biomaterial	3
	CHEM 533 Org Chem	3
	BioE XX5/ME251 Mat Eng Lab	1
	Biol 223 Human Anat & Phys	5
	Biol 211 Gen Biology II	4
	BioE XX2 Intro to BioFluids	3
	CHEM 661 Bio Chem	4
	Bio XX1 Bio Mechanics	3
	ME 398 Thermodynamics	3
	BioE XX6 Biotransport	3
	Phil 385 Engineering Ethics	3
	BioE XX8/ME 533 Meas Lab	3
	BioE XX7 Dsgn BioDevices	3
	ECE 282 Electrical Circuits	4
	GEP Core Intro Course	3
	BioE XX20 Chem & MicroBio Proc	3
BioE XX21 Bio Process Eng	3	
IME 255 Eng Econ	3	
GEP Further Studies Course	3	

	BioE XX9 BioE Sr. Lab	3
	BioE XX11 Capstone Design	3
	BioE XX19 Process Opt & Ctrl	3
	GEP Humanities Intro Course	3
Electives:	BioE Elective	3
Research:	Some students will select undergraduate research as part of the Engineer 2020 program.	
Practica:	BioE XX10 BioEngr Practicum	3

Total: 137

Attachment I

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

I. Identify the new degree:

Lifestyle Engineering

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

	Course Name & Number	Credit Hours
Core Courses:	Math 242Q Calculus I	5
	English 100/101 College Eng II	3
	Chem 211 General Chemistry	5
	GEP Fine Arts	3
	Math 243Q Calculus II	5
	English 102 College Eng II	3
	Phys 313Q University Physics I	4
	Chem 212 Chemistry 2	5
	IME 254 Stat & Prob I	3
	Phys 314Q University Physic	4
	Biol 210 Gen Biology	4
	AE 223 Statics	3
	GEP Intro Course #1	3
	COMM 111 Public Speaking	3
	Math 555 Diff Eqns I	3
	BioE XX4/ME 325 Com appl	3
	BioE XX3 Biomaterial	3
	CHEM 533 Org Chem	3
	BioE XX5/ME251 Mat Eng Lab	1

	Biol 223 Human Anat & Phys	5
	Biol 211 Gen Biology II	4
	BioE XX2 Intro to BioFluids	3
	CHEM 661 Bio Chem	4
	Bio XX1 Bio Mechanics	3
	ME 398 Thermodynamics	3
	BioE XX23 CSD Physics of Sound	3
	Phil 385 Engineering Ethics	3
	BioE XX8/ME 533 Meas Lab	3
	BioE XX7 Dsgn BioDevices	3
	ECE 282 Electrical Circuits	4
	GEP Core Intro Course	3
	BioE XX19 Industrial Ergo	3
	BioE XX17 Eng Hum Sen Sys I	3
	IME 255 Eng Econ	3
	GEP Further Studies Course	3
	BioE9 XX9 BioE Sr. Lab	3
	BioE XX11 Capstone Design	3
	BioE XX18 Eng Hum Sen Sys II	3
	GEP Further Studies Course	3
Electives:	BioE Elective	3
Research:	Some students will select undergraduate research as part of the Engineer 2020 program.	
Practica:	BioE XX10 BioEngr Practicum	3

Total: 137

Attachment I

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

I. Identify the new degree:

Bio Dev/Instrumentation Concentration

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

	Course Name & Number	Credit Hours
Core Courses:	Math 242Q Calculus I	5
	English 100/101 College Eng II	3
	Chem 211 General Chemistry	5
	GEP Fine Arts	3
	Math 243Q Calculus II	5
	English 102 College Eng II	3
	Phys 313Q University Physics I	4
	Chem 212 Chemistry 2	5
	IME 254 Stat & Prob I	3
	Phys 314Q University Physic	4
	Biol 210 Gen Biology	4
	AE 223 Statics	3
	GEP Intro Course #1	3
	COMM 111 Public Speaking	3
	Math 555 Diff Eqns I	3
	BioE XX4/ME 325 Com appl	3
	BioE XX3 Biomaterial	3
	CHEM 533 Org Chem	3
	BioE XX5/ME251 Mat Eng Lab	1
	Biol 223 Human Anat & Phys	5
	Biol 211 Gen Biology II	4
	BioE XX2 Intro to BioFluids	3
	CHEM 661 Bio Chem	4
	Bio XX1 Bio Mechanics	3
	ME 398 Thermodynamics	3
	BioE XX6 Biotransport	3
	Phil 385 Engineering Ethics	3
	BioE XX8/ME 533 Meas Lab	3
	BioE XX7 Dsgn BioDevices	3
	ECE 282 Electrical Circuits	4
	GEP Core Intro Course	3
	BioE XX13 Tissue Eng & Lab	3
	BioE XX16 Ortho Bio Mech	3

	IME 255 Eng Econ	3
	GEP Further Studies Course	3
	BioE9 XX9 BioE Sr. Lab	3
	BioE XX11 Capstone Design	3
	BioE XX15 Dsgn of Med Sys	3
	GEP Further Studies Course	3
Electives:	BioE Elective	3
Research:	Some students will select undergraduate research as part of the Engineer 2020 program.	
Practica:	BioE XX10 BioEngr Practicum	3

Total: 137

**IMPLEMENTATION YEAR FY 2009
Fiscal Summary for Proposed Academic Programs**

Institution: Wichita State University

Proposed Program: S in Bioengineering

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 Headcount:	20	5	45	10	70	15
B. Total SCH taken by all students in program	700		1550		2370	
Part II. Program Cost Projection						
In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Fall, Implementation Year		Year 2		Year 3	
<u>Costs:</u> Salaries	\$ 264,895		\$ 275,875		\$ 94,717	
OOE	\$ 21,000					
Equipment	\$ 150,000		\$ 150,000		\$0	
Total	\$ 435,895		\$ 425,875		\$ 94,717	

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

_____The funds for the program will be obtained through internal reallocation.

Revised: September 2003

Approved: _____

Request for Approval of a Bachelor of Business Administration in International Business and Economics (45.0605) – Fort Hays 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. Fort Hays State University has submitted an application for approval of a Bachelor of Business Administration in International Business and Economics (45.0605). The proposing academic unit has responded to all of the requirements of the program approval process. One university has programs utilizing this Classification of Instructional Program (CIP) code in the state universities. The program will be funded through internal reallocation. The Council of Chief Academic Officers recommends approval.

04/23/08

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification CIP	45.0605 International Economics
2. Academic Unit	Department of Economics and Finance
3. Program Description	The “International Business and Economics” major is designed to prepare undergraduate students for careers in organizations having a global perspective. Students will acquire a set of core business skills associated with the College of Business and Leadership core of courses required of all students pursuing a B.B.A. degree.
4. Demand/Need for the Program	<p>Due to the growing interdependence of countries around the world as a result of globalization, it is essential to engage business schools, language and area study programs, public and private sector organizations and businesses in mutually productive relationships that benefit future economic interests. Business schools should be able to respond to the changing needs of the global market to produce comprehensive and competitive business professionals with the capacity to succeed in an international setting. To be effective players in the international area, business students must be globally competent and have comprehensive knowledge and an understanding of global economic integration and international trade, which should be reflected in the curriculum. In the same manner, local businesses and private sector organizations must also be made aware of opportunities arising from the internationalization of the U.S. economy. This is particularly true in western Kansas.</p> <p>Internationalization is a goal of FHSU administration as well as the Kansas Board of Regents. Internationalization of FHSU is included as an AQIP goal, one of five strategic priorities for the next three to four years. Internationalization is also a new Performance Agreement goal with the Kansas Board of Regents. FHSU has international partners in China and Turkey, and is committed to internationalization. With this new major, FHSU will internationalize business education at its College of Business and Leadership. In addition to the traditional on-campus course delivery, students will be able to</p>

	<p>obtain the entire BBA degree in the new international major through “on-line” courses delivered over the Internet. Sufficient course availability to offer the Internet option is expected to be available within about two years. Having the option of earning the degree on-line is of particular benefit to individuals who are employed but need to advance their knowledge, and is also an important resource for students who are non-traditional, mid-career, or part-time, and for those who do not live in close proximity to FHSU.</p>
<p>5. Comparative/ Locational Advantage</p>	<p>Fort Hays State University and the College of Business and Leadership (COBL) have been leaders in the State with the internet delivery of academic programs and courses. The COBL currently offers all of the Business Core courses, required for the B.B.A., on-line. All of the courses associated with the major are offered at FHSU and many of the courses are also currently available on-line.</p> <p>In addition, established relationships with various universities in China afford the opportunity to expand this major in the China program.</p>
<p>6. Curriculum</p>	<p>The curriculum in the new major will develop competencies in economics and business disciplines and draw from courses fostering international skill sets from such departments as Political Science, Sociology, Geosciences, Communication Studies, Modern Languages, and Agriculture.</p> <p>Requirements for a B.B.A. in International Business and Economics include: 55 hours of University General Education courses 27 hours of business core courses 15 hours of major core courses: ECFI 665 Seminar ECFI 644 International Economics ECFI 645 International Finance MGT 606 International Business MKT 606 International Marketing 27 hours of major elective courses including: 12 hours of economics/finance directed electives 15 hours of non-business directed electives</p>
<p>7. Faculty Profile</p>	<p>The faculty teaching in this program will be existing faculty teaching the courses identified in the curriculum. All of the faculty currently identified have their doctorate degrees. Significant future expansion of the program due to internet delivery or due to international partnerships will require hiring additional faculty with appropriate academic and professional expertise.</p>
<p>8. Student Profile</p>	<p>Students in this major will have a similar profile as other students who earn the current B.B.A. degrees in Finance, Accounting, Management, and Marketing. Majors in this program will have an interest in acquiring a skill set focusing on areas of international business.</p>

<p>9. Academic Support</p>	<p>This major will be fully supported by the Department of Economics and Finance and the College of Business and Leadership.</p> <p>Fort Hays State University is strongly committed to providing an environment where learning flourishes. To maintain that commitment, FHSU continues to offer outstanding student, administrative, and academic support in a technologically rich environment.</p> <p><u>Academic Support Services:</u></p> <p>Each of the following services is more completely described in the full narrative.</p> <p>Advising Students in the major will be advised by faculty in the department. As the number of on-line students increases, support staff will be needed for assistance.</p> <p>Kelly Center The Kelly Center, on the FHSU campus, is committed to helping Fort Hays State University students, faculty, and staff be successful in their personal development. The center provides personal counseling services for guiding personal growth, academic success programs for enhancing academic skills, and career counseling services to assist students and alumni with career assistance.</p> <p>Disability Student Services (DSS) The Disability Student Services office is dedicated to ensuring equal access to the educational opportunities at Fort Hays State University for persons with disabilities.</p> <p>Library Forsyth Library is the information/research center for the university. The library provides access a full range of reference, interlibrary loan, circulation/reserve, government documents and special collection services. The online catalog is accessible on and off campus. Current holdings in Forsyth Library and departmental student resource centers meet the needs of the proposed program. There is no need for additional library resources.</p> <p>The Learning Commons The Learning Commons is located in Forsyth Library and includes the reference desk, a technology assistance center, a presentation area, a dimensional mediated instruction area, distributed learning spaces, and smart study rooms.</p> <p>Center for Teaching Excellence and Learning Technology (CTELT) assists faculty with the convergence of information technologies into digital formats. Numerous workshops are offered throughout the year to provide faculty/staff with opportunities to develop skills and enhance instruction.</p> <p>Virtual College The Virtual College delivers distance learning coursework through asynchronous and synchronous modes. The Virtual College serves over 4,500 students in any one semester, including students from every state, and over 27 countries.</p>
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	<p>Academic Computing All faculty have tablet/laptop computers and students are required to own a tablet/laptop computer as well. The entire FHSU campus has wireless Internet access. All general use classrooms are fully mediated to allow for utilization of varied teaching/learning technologies.</p> <p>International Student Services The office provides a detailed orientation for all incoming international students. Topics include immigration, maintaining status, services provided, culture shock, medical needs, academics, and programming and events offered by the university.</p> <p>New Supporting Staff Due to the near capacity course enrollments, additional staff will be required beyond the first year of implementation. During the third year, larger enrollments will require hiring a full-time academically qualified faculty member. See Fiscal Summary for Proposed Academic Programs form.</p>
<p>10. Facilities and Equipment</p>	<p>Facilities and equipment needed to deliver this major and the associated courses are in place.</p>
<p>11. Program Review, Assessment, Accreditation</p>	<p>ASSURANCE OF LEARNING Program Review The faculty of the International Economics and Business teaching the core classes will perform a program review of the International Economics and Business at least every five years beginning in the year 2008. The program review will be submitted to the Dean of the College of Business and Leadership and the Provost of Fort Hays State University.</p> <p>Outcomes Assessment Upon graduation, each student will be asked to complete a survey of student attitudes, experiences and perceptions, and to provide a permanent address. An alumni survey will be taken of graduates one and five years after graduation.</p> <p>Teaching Effectiveness</p> <ol style="list-style-type: none"> 1. Each International Economics and Business core faculty will conduct a pre- and post-test of no less than ten questions in each section taught each semester. 2. Each faculty member will present an analysis of this data to the International Economics and Business core faculty the following semester. 3. The analysis of the pre- and post-tests will be retained by the College of Business and Leadership for five years. <p>Student Evaluation of Instruction Student evaluation of instruction will be administered in each section offered each semester.</p>
<p>12. Costs, Financing</p>	<p>Additional cost of \$9,000 for the first year for adjunct salaries and internet course development. For the second year, the additional costs are \$19,000. For the third year, the additional costs are \$107,000 (includes a full-time faculty position).</p>

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree:

B.B.A. in International Business and Economics (new major within an existing degree)

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

	Course Name & Number	Credit Hours
Core Courses:	ECFI 665 Seminar	3
	ECFI 644 International Economics	3
	ECFI 645 International Finance	3
	MGT 606 International Business	3
	MKT 606 International Marketing	3
Electives:	27 hours from the following, with a minimum of 12 hours with ECFI designation:	27
	ECFI 321 Quantitative Methods (3 cr hr)	
	ECFI 467 Internship (3-6 cr hr)	
	ECFI 605 Advanced Corporate Finance (3 cr hr)	
	ECFI 607 Options and Futures Markets (3 cr hr)	
	ECFI 631 Risk Management (3 cr hr)	
	ECFI 640 Money, Banking, and the Macroeconomy (3 cr hr)	
	ECFI 641 Financial Institutions (3 cr hr)	
	ECFI 642 Bank Management (3 cr hr)	
	ECFI 651 Managerial Economics (3 cr hr)	
	ECFI 682 Labor Economics (3 cr hr)	
	BCOM 400 Global Business Communication (3 cr hr)	
	GSCI 105 Cultural Geography (3 cr hr)	
	GSCI 240 Introduction to Geographic Info. Systems (3 cr hr)	
	LDRS 480 Leadership and Team Dynamics (3 cr hr)	
MGT 407 Project/Program Management (3 cr hr)		
POLS 230 Intro to International Relations (3 cr hr)		
SOC 460 Comparative Cultures & Societies (3 cr hr)		
	Total	42

The 124-hour major is made up of the following:

- 55 hours of General Education courses
- 27 hours of Business Core courses
- 15 hours of Major Core courses
- 27 hours of Major Elective courses

IMPLEMENTATION YEAR FY 2009

Fiscal Summary for Proposed Academic Programs

Institution: Fort Hays State University

Proposed Program: New Major in BBA Degree: International Business and Economics

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 Headcount:	10	0	15	100	50	200
B. Total SCH taken by all students in program	300		1950		4500	
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	
<u>Costs:</u>						
Salaries	\$9,000 (overload course development)		\$18,500 (adjunct /overload)		\$9,000 (adjunct/overload) \$7,000 (student/grad. asst.) \$90,000 (full-time faculty)	
OOE	0		\$500		\$1,000	
Total	\$9,000		\$19,000		\$107,000	

Indicate source and amount of funds if other than internal reallocation: Year 1, course development funding from Virtual College Funds.

Revised: September 2003

Approved: _____

Request for Approval of a Bachelor of Business Administration in Tourism and Hospitality Management (52.0901) – Fort Hays 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. Fort Hays State University has submitted an application for approval of a Bachelor of Business Administration in Tourism and Hospitality Management (52.0901). The proposing academic unit has responded to all of the requirements of the program approval process. One university has programs utilizing this Classification of Instructional Program (CIP) code in the state universities. The program will be funded through internal reallocation. The Council of Chief Academic Officers recommends approval.

03/21/08

Background

Criteria	Program Summary
1. Program Identification CIP	CIP # 520901 Program # 401-0511 Tourism and Hospitality Management
2. Academic Unit	Department of Management and Marketing
3. Program Description	<p>The “Tourism and Hospitality Management” (THM) major is designed to prepare undergraduate students for management careers in the tourism and hospitality industries. Students will study the core courses required of all students pursuing a Bachelors of Business Administration degree. This core will provide a foundation of business skills critical for all business students in the College of Business and Leadership. Building on this core business foundation, THM students will take 21 required hours in coursework specific to THM including a required internship. Complementing these required courses will be 12 hours of electives taken from upper-division courses in Management and Marketing. Graduates from this major will be well prepared to assume managerial roles in these industries.</p> <p>The purpose of the THM program is to provide students with the knowledge, skills, values, and strategic perspectives essential to obtaining leadership roles in the hospitality service professions in western Kansas, the region, the domestic market, and throughout the world. Additionally, the THM program would foster research and scholarship that will translate to student excellence in the management of hospitality properties. Upon completion of the Bachelor of Business Administration (BBA) degree in Tourism and Hospitality Management, graduates would be able to pursue career paths in most segments of the THM industry, including:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%; vertical-align: top;"> <ul style="list-style-type: none"> - Hotel Operations - Front Office - Director of Sales - Property Management - Marketing Operations <li style="display: inline-block; width: 45%; vertical-align: top;"> <ul style="list-style-type: none"> - General Manager - Assistant Manager - Executive Housekeeper - Special Events Manager - Meetings Manager

	<ul style="list-style-type: none"> - Accounting and Finance - Human Resources - Healthcare and Tourism - Travel/Tourism Research - State Tourism Offices - Crisis Preparedness Manager - Convention Center Manager - Environmental Tourism Planner 	<ul style="list-style-type: none"> - Director of Leisure - Spa Manager - Parks Manager - Social Director - Resident Manager - Convention Sales
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<p>4. Demand/Need for the Program</p>	<p>The THM industry is one of the fastest growing industries in the world. The Bureau of Labor Statistics (BLS) reports that between 1997 and 2006 there was a 19.28% growth of jobs in this industry. Currently, over 13 million are employed in the THM industry. The BLS estimates that this industry will grow to employ over 15 million workers by 2014, an increase of 17.7%. Approximately 18% to 20% of this workforce is in managerial, professional, or marketing jobs. Internationally, THM provides approximately 10% of the total world employment. And in many countries, it is the number one industry. The World Tourism Organization estimates that global tourism visitation will grow from 770 million in 2006 to 1,561 million by 2020. China alone is expected to create 100 million international tourists by 2020 from less than 15 million currently. This rapid growth and future projection indicates a strong demand for educated and qualified managers in this industry.</p> <p>This program will meet the needs of both international students as well as domestic students within the state of Kansas. International students desiring an education in THM will have an opportunity to gain an American business degree with this major including practical work experience in an internship. The THM industry has a major presence along the I-70 corridor between the cities of Kansas City and Denver. This major will provide the needed managers in Kansas for this growing industry. The I-70 Association, a trade association of tourism and hospitality management from the I-70 corridor, upon hearing of our proposal has expressed interest in sponsoring a scholarship in support of the major. The THM industry employs a significant number of minority workers. This creates a special opportunity and need for minority managers in the THM industry. This need will align with the goal for FHSU to attract Hispanic students from southwest Kansas.</p> <p>Tourism ranks among the top three industries in all 50 states, including Kansas. According to the U.S. Travel Data Center in Washington, D.C., tourism generates over \$2 billion every year for the state of Kansas. Additionally, the U.S. Travel and Tourism Administration states that tourism greatly surpasses all other industries in generating foreign spending in the U.S; estimations are that this field generates over \$50 billion in foreign money annually.</p> <p>Given the recent dramatic increases in the need for hospitality and tourism</p>
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	<p>expertise, there is a strong and growing regional, national, and international demand for students with hospitality and tourism skills and knowledge. This proposed major would fill the expected regional demand required to meet state-mandated requirements (e.g., the Kansas Tourism Initiative), as well as anticipated strong demand from domestic and international markets.</p> <p>There are several reasons to believe a proposed major in hospitality and tourism management will serve the needs of students, employers, and the overall hospitality and tourism profession. First, the major and its courses conform to the standards recommended by the Kansas Tourism Initiative. Second, market demand and the growth of similar programs across the nation strongly support the proposed major – the proposed major is modeled after some of the most successful programs in the U.S. Finally, the major should serve the stated needs of students, regional and national employers, and the profession. This major will be offered by Department of Management and Marketing.</p> <p><u>Relationship with FHSU Performance Agreements</u> INSTITUTIONAL GOAL 3: Internationalize the campus and curriculum</p> <p>The tourism and hospitality major will consistently stress the importance of the global environment to the service industry.</p>
<p>5. Comparative/Locational Advantage</p>	<p>The THM major will be offered both on- and off-campus. It is expected that partnership programs that FHSU has with international schools will have an interest in this major. For example, as part of the American Association of State Colleges and Universities (AACSC), FHSU is in the process of developing 1 + 2 + 1 study abroad dual-degree programs with a large number of primarily Chinese universities. These potential partners have expressed a strong interest in a tourism and hospitality management degree program. Therefore, the competencies that FHSU has developed working with international partners in China and a vibrant virtual offering of business courses will provide a distinctive comparative advantage. These strengths position the College of Business and Leadership to be able to meet the needs of international students as well as domestic students.</p>
<p>6. Curriculum</p>	<p>Bachelor of Business Administration Business Core – 27 Hours ACCT 203 Financial Accounting ACCT 204 Managerial Accounting BCOM 301 Business Communication ECFI 305 Managerial Finance GBUS 204 Business Law I MGT 301 Management Principles MGT 402 Business Policy MGT 602 Production & Operations Management MKT 301 Marketing Principles</p>

	<p>Major Core for Tourism and Hospitality Management – 42 Hours Core Courses – 21 hours MGT 620 Principles and Practices in Hospitality/Tourism Management MGT 621 Hospitality and Tourism Marketing MGT 622 Service Operations MGT 623 Meetings, Conventions and Events Management MGT 624 Hotel and Resort Management MGT 625 International Hospitality Problems and Planning MGT 629 Industry Internship Major Electives – 15 hours (selected from the following) ECFI 682 Labor Economics BCOM 400 Global Business Communications LDRS 480 Leadership and Team Dynamics MGT 407 Project/Program Management MGT 410 Organizational Behavior MGT 403 Business, Society and Ethics MGT 611 Human Resource Management Other COBL upper division courses may be selected with faculty advisement. The following courses are mandatory and meet general education requirements:</p> <ul style="list-style-type: none"> • ECFI 201 Principles of Economics: Micro • ECFI 202 Principles of Economics: Macro • MATH 250 Elements of Statistics • MATH 331 Calculus Methods <u>OR</u> MATH 234 Analytic Geometry and Calculus
<p>7. Faculty Profile</p>	<p>The COBL core courses will be taught by the existing faculty. All of these faculty members are qualified in each of their teaching disciplines. One new faculty person will be required that will need to have a PH.D. in the field of Tourism/Hospitality Management or a closely related field.</p>
<p>8. Student Profile</p>	<p>Students in this major will have a similar profile as other students who earn the current BBA degrees in Finance, Accounting, Management, and Marketing. Majors in this program will have an interest in acquiring a skill set focusing on areas of tourism and hospitality management.</p>
<p>9. Academic Support</p>	<p><u>Support Services:</u> Each of the following services is more completely described in the full narrative. Advising Students in the major will be advised by faculty in the department. As the number of on-line students increases, support staff will be needed for assistance.</p>

	<p>Kelly Center The Kelly Center, on the FHSU campus, is committed to helping Fort Hays State University students, faculty, and staff be successful in their personal development. The center provides personal counseling services for guiding personal growth, academic success programs for enhancing academic skills, and career counseling services to assist students and alumni with career assistance.</p> <p>Disability Student Services (DSS) The Disability Student Services office is dedicated to ensuring equal access to the educational opportunities at Fort Hays State University for persons with disabilities.</p> <p>Library Forsyth Library is the information/research center for the university. The library provides access a full range of reference, interlibrary loan, circulation/reserve, government documents and special collection services. The online catalog is accessible on and off campus. Current holdings in Forsyth Library and departmental student resource centers meet the needs of the proposed program. There is no need for additional library resources.</p> <p>The Learning Commons The Learning Commons is located in Forsyth Library and includes the reference desk, a technology assistance center, a presentation area, a dimensional mediated instruction area, distributed learning spaces, and smart study rooms.</p> <p>Center for Teaching Excellence and Learning Technologies (CTELT) Assists faculty with the convergence of information technologies into digital formats. Numerous workshops are offered throughout the year to provide faculty/staff with opportunities to develop skills and enhance instruction.</p> <p>Virtual College The Virtual College delivers distance learning coursework through asynchronous and synchronous modes. The Virtual College serves over 4,500 students in any one semester, including students from every state, and over 27 countries.</p> <p>Academic Computing All faculty have tablet/laptop computers and students are required to own a tablet/laptop computer as well. The entire FHSU campus has wireless Internet access. All general use classrooms are fully mediated to allow for utilization of varied teaching/learning technologies.</p> <p>International Student Services The office provides a detailed orientation for all incoming international students. Topics include immigration, maintaining status, services provided, culture shock, medical needs, academics, and programming and events offered by the university.</p>
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	<p>New Staff Due to the near capacity course enrollments, additional staff will be required beyond the first year of implementation. During the third year, larger enrollments will require hiring a full-time academically qualified faculty member. See Fiscal Summary for Proposed Academic Programs form (Appendix C).</p>
<p>10. Facilities and Equipment</p>	<p>All facilities and equipment needed to deliver this major and the associated courses are in place and no new expenditures are expected.</p>
<p>11. Program Review, Assessment, Accreditation</p>	<p>ASSURANCE OF LEARNING The COBL is presently seeking AACSB accreditation. Included in the accreditation processes are requirements for assurance of learning. Each program will have student learning outcomes that be measured with both direct and indirect methods. Examples:</p> <ul style="list-style-type: none"> • Pre and post exams for individual classes • Portfolio development and analysis • Exit surveys of graduating seniors • National Standardized field knowledge exams • Writing across the curriculum program <p>The assessment data will be used to modify and improve the THM program. Annual reviews are conducted and reported at FHSU. Our assurance of learning assessments is reported in the annual review.</p>
<p>12. Costs, Financing</p>	<p>As part of AACSB accreditation guidelines, the College of Business and Leadership will need to hire one Ph.D.-qualified faculty member (\$75,000 salary + \$22,125 benefits = \$97,125) to develop and teach the core required courses for this program. Additional faculty may be required to meet program needs depending upon demand.</p> <p>Additionally, the Tourism and Hospitality major consists of six related courses which would need to be developed, primarily for online delivery, at an expected cost of \$3000 per course (\$3,000 development per course X 5 = \$18,000). The seventh course in the core, MGT 629 Internship, would not require course development.</p> <p>Another critical program resource would be promotional funding for advertising and related marketing materials such as program brochures and web development (estimated at \$10,000).</p> <p>Total Costs: \$97,125 + \$10,000 = \$107,125 to launch program.</p>

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree:

B.B.A. in Tourism and Hospitality Management (new major within an existing degree)

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

**Bachelor of Business Administration
Business Core – 27 Hours**

ACCT 203	Financial Accounting
ACCT 204	Managerial Accounting
BCOM 301	Business Communication
ECFI 305	Managerial Finance
GBUS 204	Business Law I
MGT 301	Management Principles
MGT 402	Business Policy
MGT 602	Production & Operations Management
MKT 301	Marketing Principles

Major Core for Tourism and Hospitality Management – 42 Hours

Core Courses – 21 hours

MGT 620	Principles and Practices in Hospitality/Tourism Management
MGT 621	Hospitality and Tourism Marketing
MGT 622	Service Operations
MGT 623	Meetings, Conventions and Events Management
MGT 624	Hotel and Resort Management
MGT 625	International Hospitality Problems and Planning
MGT 629	Industry Internship

Major Electives – 15 hours (selected from the following)

ECFI 682	Labor Economics
BCOM 400	Global Business Communications
LDRS 480	Leadership and Team Dynamics
MGT 407	Project/Program Management
MGT 410	Organizational Behavior
MGT 403	Business, Society and Ethics
MGT 611	Human Resource Management

Other COBL upper division courses may be selected with faculty advisement.

The following General Education courses are required and meet General Education Requirements:

- ECFI 201 Principles of Economics: Micro
- ECFI 202 Principles of Economics: Macro
- MATH 250 Elements of Statistics

MATH 331 Calculus Methods OR MATH 234 Analytic Geometry and Calculus

IMPLEMENTATION YEAR FY 2009, Fall Semester

Institution: Fort Hays State University

Proposed Program: New Major in BBA Degree: Tourism and Hospitality Management

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 Headcount:	10		20		50	
B. Total SCH taken by all students in program	300		600		1500	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	\$97,125		\$4,500 (adjunct /overload)		\$9,000 (adjunct/overload) \$7,000 (student/grad asst.)	
OOE	\$10,000		\$500			
Total	\$107,125		\$5,000		\$16,000	

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

Revised: September, 2003

Approved: _____

**Request for Approval of a Master of Arts in Theatre (50.0501) – Kansas 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. Kansas State University has submitted an application for approval of a Master of Arts in Theatre (50.0501). The proposing academic unit has responded to all of the requirements of the program approval process. One university has programs utilizing this Classification of Instructional Program (CIP) code in the state universities. The program will be funded through internal reallocation. The Council of Chief Academic Officers recommends approval.

04/23/08

Background

Criteria	Program Summary
1. Program Identification	Masters of Arts in Theatre with 2 options: 1 in general theatre studies and 1 in drama therapy. CIP: 50.0501
2. Academic Unit	Department of Speech Communication, Theatre and Dance/ Graduate Theatre Program
3. Program Description	Our 30 credit hour Master level degree emphasizes general education in theatre on an advanced level with the opportunity to specialize in a particular area or a specialization in the interdisciplinary field of drama therapy. In the first, students learn the discipline of theatre as an artistic form and as a social and cultural institution with focus on acquiring skills and knowledge through study and practice in the classroom, studio, and public performance. Historical, theoretical, critical and cultural studies provide perspective on the art of theatre in performance past and present. In the second drama therapy students develop clinical skills through course work in a variety of disciplines and through internship experiences.
4. Demand/Need for the Program	K-State has been offering an MA in Speech since 1962. This degree has been earned by students with concentrations in either speech or theatre; however, none of the courses that MA students in speech take are taken by MA students in theatre and vice versa: there is no overlap in the two curricula In essence, the SCTD Department has had two separate programs in two different disciplines getting a degree under the identical name: MA Speech. Originally this was done because of the small number of students in each program, but both programs have grown considerably over the years. This causes difficulty for students of theatre later, when they are applying for teaching positions in theatre or for MFA and Ph.D. programs in theatre elsewhere. It is also an issue for students of drama therapy when applying for drama therapy jobs. In all cases K-State graduates are told they don't have the "training" required because the name of their degree does not reflect the discipline they will be working in/studying. Creating a separate MA for theatre students with two distinct options to concentrate in, formally acknowledges what has been actually in existence for some time and will help our graduates get jobs and move on to Ph.D. and MFA programs.
5. Comparative/ Locational Advantage	K-State's program is the only NAST approved theatre program in the state of Kansas. There is only one other MA degree in theatre offered in another

	<p>state school in Kansas – at KU. KU’s MA program focuses on directing and scenography. About half of theatre MA students at K-State are theatre generalists who want to prepare for entry into teaching theatre at the high school or community college level or who are preparing to apply to MFA and Ph.D. theatre programs. They focus on areas of theatre not covered by KU’s program: in addition to directing and design, our students focus on acting, theatre management, stage management, playwriting, and/or technical theatre. The other half of students are training to become drama therapists and apply for registry with the National Association for Drama Therapy. K-State is the only school that has a drama therapy program in Kansas or in the Mid-West. In fact, the drama therapy curriculum makes K-State unique. There are currently only 2 other programs in the U.S. with degrees in drama therapy: New York University in NYC and California Institute of Integral Studies in San Francisco.</p>
<p>6. Curriculum</p>	<p>Our theatre program has been accredited by the National Association of Schools of Theatre (NAST) since 1984. For theatre generalists, requirements include 3 three credit courses in dramatic literature, 1 three credit course in advanced acting, directing or playwriting, 1 three credit course in technical theatre, design, or theatre management, and 5 other three credit courses in one or more areas of interest. 50% of the courses must be at the 800 level, and at least one course must be at the 700 level. Drama therapy students follow the alternative training guidelines set by the National Association for Drama Therapy (NADT) in order to complete all the requirements for registry (the national professional credential for drama therapists). There is overlap in requirements with the theatre generalists: 1 three credit course in dramatic literature, 1 three credit course in playwriting, and 1 additional three credit course in advanced theatre. Again, 50% of courses must be at the 800 level and at least one must be at the 700 level. All students complete a creative project (no credit) which demonstrates the integration and mastery of skills in a chosen area of specialization. This project includes a written paper and is followed by an oral examination by the student’s graduate committee.</p>
<p>7. Faculty Profile</p>	<p>A graduate faculty of 10 teaches acting, directing, playwriting, design, technical theatre, theatre management, and/or drama therapy courses. Faculty also direct and design productions and serve on graduate committees. All but one graduate faculty members have terminal degrees: currently 8 of them with MFAs, one with a Ph.D. Many have years of professional theatre experience and/or clinical drama therapy experience which they bring to their classrooms.</p>
<p>8. Student Profile</p>	<p>Typically each cohort of students is 50% theatre generalist with interests in acting, directing, design, management, or playwriting and 50% drama therapy. In the past several years each cohort has ranged in number between 8 and 10, giving us a combined graduate student body of about 20. Most students graduate in two years. Most applicants have a strong theatre background and undergraduate GPAs of over 3.3. Students without a theatre degree are required to make up delinquencies in acting, directing, theatre history, and design/tech before beginning graduate coursework. The drama therapy program brings in non-traditional students and international students, adding to the diversity of the program.</p>

<p>9. Academic Support</p>	<p>Currently have a director of graduate studies in theatre who oversees applications and advising of newly accepted students with a graduate faculty of 10 who serve as major professors and committee members. Currently 9 graduate teaching assistantships. Currently already have a library collection of plays, theatre books and drama therapy/creative arts therapy books.</p>
<p>10. Facilities and Equipment</p>	<p>Three production facilities: a 250 seat thrust/arena stage, a 1,800 seat proscenium theatre, and a 100 seat student theatre in thrust configuration. Classes are held in the theatre spaces, in 3 classroom spaces, and 2 acting studios. Other spaces include costume shop, scene shop, and box office space.</p>
<p>11. Program Review, Assessment, Accreditation</p>	<p>Our program has been accredited since 1984 by the National Association of Schools of Theatre (NAST). Next re-approval is scheduled for spring 2009, so the faculty is currently involved in a major review of all levels of teaching and production.</p> <p>Our program also has Student Learning Outcomes for the undergraduate and graduate programs for assessment purposes which are looked at every year by our faculty and by the K-State Office of Assessment. Basic competencies for the graduate program include</p> <ul style="list-style-type: none"> -- knowledge of the diverse areas of theatre art, --knowledge of the means through which a theatre concept is realized, -- knowledge of history of the theatre and the plays that represent it. -- skills in a chosen specialization, -- ability to think critically, listen effectively, and communicate clearly, -- ability to function safely using contemporary theatre technology, -- development of a professional attitude, -- development of a collaborative attitude, -- development of artistic standards and judgment, -- development of respect for the art form as it contributes to an understanding of human diversity. <p>Graduate students must complete an exit interview with the Graduate School before they can graduate.</p>
<p>12. Costs, Financing</p>	<p>No additional financing is required for this change. The change will acknowledge what we are already offering and have been offering for many years!</p>

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree: Master of Arts in Theatre

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

Course Name & Number	Credit Hours
Core Courses THTRE 870 Greek and Roman Theatre	3
THTRE 871 Medieval and Baroque Theatre	3
THTRE 879 Modern Theatre	3
An Advanced Acting, Directing, or Playwriting Course at the 700 level or above.	3
A Technical Theatre, Design or Theatre Management Course at the 600 level or above.	3

Electives	5 electives in area (s) of specialization at the 600 level or above	15
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Research

Practica

__30__

Total

* At least 15 credit hours or 50% of course work needs to be at the 800 level.

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree: (option under Master of Arts in Theatre)
Master of Arts in Theatre with concentration in drama therapy

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

Course Name & Number	Credit Hours
Core Courses THTRE 870 Greek and Roman Theatre THTRE 865	3
Ethics in Drama Therapy THTRE 862 Workshop in	3
Playwriting THTRE 760 Principles of Drama Therapy	3
THTRE 770 Creative Arts Therapies THTRE 664	3
Creative Drama	3
THTRE 665 Drama Therapy with Special Populations	3
One Acting, Directing, Technical Theatre, Design, or	3
<u>Theatre Management course at the 600 level or above.</u>	
Electives	
At least two electives in psychology or family 6	3
studies, as required by the National Association for	
Drama Therapy (areas include Developmental	
Psychology, Abnormal Psychology, Group	
Dynamics, Advanced Counseling, and/or	
Theories of Personality). *	

Research

Practica

Total 30

At least 15 credit hours or 50% of course work needs to be at the 800 level.

* Students are currently already electing at least two psychology or family studies courses for their NADT requirements. This would not add any additional stress onto either department.

IMPLEMENTATION YEAR FY 2008-2009

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University

Proposed Program: Master of Arts in Theatre

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-} (no time Headcount: change)	10		10 (no change)		10 (no change)	
B. Total SCH taken by all students in program	360 (no change)		360 (No change)		360 (No change)	
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	N/A		N/A		N/A	
Salaries	N/A		N/A		N/A	
OOE	N/A		N/A		N/A	
Total	No additional costs		No additional costs		No additional costs	

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

There are no additional costs to creating this program – the program is already in place.

Revised: September, 2003

Approved:

Request for Approval of a Master of Science in Dietetics (19.0501) – Kansas 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. Kansas State University has submitted an application for approval of a Master of Science in Dietetics (19.0501). The proposing academic unit has responded to all of the requirements of the program approval process. No other university has programs utilizing this Classification of Instructional Program (CIP) code in the state universities. The program will be funded through internal reallocation. The Council of Chief Academic Officers recommends approval.

04/23/08

Background

Criteria	Program Summary
1. Program Identification	CIP 19.0501
2. Academic Unit	Department of Hotel, Restaurant, Institution Management and Dietetics.
3. Program description	of graduate faculty and graduate courses from ten universities. The program is taught entirely via the Internet. Core courses are enhanced with an extensive selection of electives from which students may choose to round out their program of study. Because of the diversity of areas within dietetics practice (for example, there are 29 separate Dietetics Practice Groups within the American Dietetic Association), such diversity of course choices will make this program highly attractive to prospective students.
4. Demand/Need for the program	Graduate education has long been valued among dietetics professionals. Currently, 45% of all RDs hold a Master’s degree, indicating that members of the profession value advanced education. Anecdotal findings indicate that dietetics professionals continue to seek advanced degree opportunities in a distance education format. Many registered dietitians (RDs) and dietetic technicians, registered (DTRs) are not only employed but also have family responsibilities, thus making distance education delivery an attractive alternative for pursuit of graduate education. The Commission on Dietetic Registration (CDR) developed the Professional Development Portfolio as a continuing education scheme for credentialed dietetics professionals. Individual practitioners may design their own continuing education plan based on their professional goals. Because the portfolio approach requires practitioners to tailor a plan specific to their own needs and goals, dietetics professionals are ranging further a field to find appropriate continuing education opportunities. Having an MS degree available by distance could be an attractive alternative to more traditional forms of education. Also, a recent education task force report within the ADA has indicated that a MS degree will likely be a requirement for receiving an Advanced Practice credential from CDR. Thus we believe this program will meet a need for the MS credential in dietetics and the delivery mechanism by distance education will make the program accessible to dietetics professionals nationwide.
5. Comparative/ Locational Advantage	There are currently six master’s degree programs where the complete degree program is available by distance: The University of Alabama, The

	<p>Rosalind Franklin University of Medicine and Science (North Chicago), Eastern Michigan University, Central Michigan University, The University of Medicine and Dentistry of New Jersey, and East Carolina University. All of these programs are specifically designed for the clinically-oriented dietitian who works in an acute care setting. Distance education options for registered dietitians working in other areas of dietetics practice are non-existent. The Great Plains IDEA is unique in providing the structure to bring together the expertise and faculty of ten leading universities in the U.S. to provide dietetics practitioners with cutting-edge information to enhance professional practice.</p>
6. Curriculum	<p>Please see details in narrative.</p>
7. Faculty Profile	<p>This program is supported by current Ph.D. faculty in dietetics, human nutrition, business, and at Kansas State University and by 20 additional graduate faculty members from partner universities in the inter-institutional program.</p>
8. Student Profile	<p>The <i>2005 Dietetics Compensation and Benefits Survey</i> of the American Dietetic Association revealed that 97% of dietetics practitioners are female with a median age of 43 years. Currently, 45% of all RDs hold a Master's degree, indicating that members of the profession value advanced education. The target audience for this online Master's degree would be dietetics professionals from across the United States. Currently there are approximately 65,000 active members of the American Dietetic Association employed across a wide variety of work settings including clinical nutrition acute care (28%), clinical nutrition ambulatory care (14%), clinical nutrition long term care (12%), community nutrition (11%), food and nutrition management (13%), consultation and business (11%) and education/research 6%), other (5%). One of the advantages of the RD credential is that practitioners can move across these different areas of practice as job demands or personal circumstances warrant. However, such movement also mandates the availability of educational opportunities to help individuals as they transition across the field or seek advancement in their particular area of expertise. An online MS in this field would be in high demand to meet continuing education needs of these professionals.</p>
9. Academic Support	<p>The KSU faculty members who participate in this program are currently participating in the graduate programs of Hotel, Restaurant, Institution Management and Dietetics, Human Nutrition, and Business. No new positions are being added to support this specialization because the program will draw on faculty expertise from nine other universities.</p>
10. Facilities and Equipment	<p>No new facilities and equipment are sought other than the computers and network upgrades that are needed for faculty to maintain the best technology available for distance education.</p>
11. Program review, assessment, accreditation	<p>There is no programmatic accreditation in dietetics at the graduate level. Assessment of Student Learning Three-Year Plan 1. Student Learning Outcomes 1. Students completing the MS in Dietetics will articulate current issues facing the dietetics profession and practice.2. Students completing the MS in Dietetics will be able to apply cutting-edge research in their work</p>

	<p>settings to enhance dietetics practice.</p> <p>3. Students completing the MS in Dietetics will demonstrate the ability to design and implement a research project from inception of the idea to communication of the results.</p> <p>Students completing the MS in Dietetics will articulate current issues facing the dietetics profession and practice.</p> <p>The profession of dietetics is wide-ranging and constantly changing. Practitioners in the field work in areas ranging from acute care medical centers to school foodservice operations to the food industry. Within the professional association (The American Dietetic Association), there are 29 different practice groups representing subspecialty areas within the profession. Because of the diversity and complexity of practice, we believe that graduates of this MS program should be able to discuss the major issues facing various areas of dietetics practice, the commonalities between them and the implications for practice.</p> <p>Students completing the MS in Dietetics will be able to apply cutting-edge research in their work settings to enhance dietetics practice.</p> <p>The development of an evidence base for dietetics practice is a major emphasis for research within the profession. Because many dietitians work in healthcare settings, this emphasis mirrors the current trend within healthcare for evidence-based practice. While the demand for evidence-based practice is strongest in the healthcare arena, we believe all practice decisions, no matter what the practice area, should be grounded in solid research and analysis. Thus we believe that this is a worthy SLO for our program.</p> <p>Students completing the MS in Dietetics will demonstrate the ability to design and implement a research project from inception of the idea to communication of the results.</p> <p>There is a growing recognition of the importance of research at all levels within the profession of dietetics. The professional association is stressing to its members the need for research to happen in the practice setting, not just in medical centers or academic settings. The faculty of this program believe that every graduate should be able to demonstrate the design and implementation of a research project whether the student opts to do a thesis or not. This ability is a hallmark of an individual with a graduate degree.</p>
<p>12. Costs, Financing</p>	<p>The projected costs of the online MS in Dietetics are covered by tuition revenue. A fiscal summary is attached.</p>

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. **Identify the new degree:** Master of Science in Dietetics

II. **Provide courses required for each student in
the major: Course Name & Number**

	Credit Hours
Core Courses 15 Credits	
STAT 702 Statistical Methods for Social Sciences	3
HRIMD 810 Research Techniques for Foodservice and Hospitality Management	3
HRIMD 890 Administration of Foodservice and Hospitality Organizations	3
<u>Nutrition Track</u>	
HN 842 Advanced Nutrition: Nutrigenomics, Nutrigenetics, and Advanced Lipid Metabolism	3
and	3
HN 812 Advanced Micronutrient Metabolism	
Or	3
<u>Management Track</u>	
ACCTG 810 Accounting Concepts and Analysis	
and	3
HRIMD 640 Entrepreneurship in Hospitality Management and Dietetics	
Electives 15 Credits	
HN 635 Nutrition and Exercise	3
HN 702 Nutrition in Developing Countries	3
HN 718. Physical Health and Aging. HN 726. Nutrition and Wellness. HN 735.	3
Advanced Energy Balance	3
HN 800. Nutrition Education and Communication	3
HN 820. Functional Foods for Chronic Disease Prevention	3
HN 838. Advanced Clinical Dietetics HN 859. Nutrition: A Focus on Life Stages. HN 862. Maternal and Child	3
Nutrition. HN 875. Pediatric Clinical Nutrition.	3
HRIMD 705. Computer Implementation in Foodservice and Hospitality Operations.	3
HRIMD 720. Administration of Health Care Organizations.	3
HRIMD or HN 995. Grantsmanship and Publication.	3
MANGT 820. Behavioral Management Theory.	3
FINAN 815. Managerial Finance I.	3
MANGT 810. Operations Management and Analysis.	3
MKTG 810. Marketing Concepts and Research.	3
GRAD 801. Foundations of Leadership	3
GRAD 820. Leadership Practicum.	3
Research	
Thesis option plus oral defense	6
 OR Non-Thesis option plus comprehensive exam	

Total 36

**Implementation Year FY 2008
Fiscal Summary for Proposed Academic Programs**

Institution: Kansas State University

Proposed Program: Masters in Dietetics

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 Headcount	1	10	3	15	5	25
B. Total SCH taken by all students in program	21 KSU	120 KSU/ 300 GPIdea	63 KSU	180 KSU/ 600 GPIdea	105 KSU	300 KSU/ 900 GPIdea
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Fall, Implementation Year		Year 2		Year 3	
Costs:						
Salaries	46,664		2,333		2,450	
OOE	1,000		100		100	
Total	47,664		2,433		2,550	

No new funding required.

Request for Approval of a Master of Science in Gerontology (30.1101) – Kansas 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. Kansas State University has submitted an application for approval of a Master of Science in Gerontology (30.1101). The proposing academic unit has responded to all of the requirements of the program approval process. One university has programs utilizing this Classification of Instructional Program (CIP) code in the state universities. The program will be funded through internal reallocation. The Council of Chief Academic Officers recommends approval.

04/23/08

Background

Criteria	Program Summary
1. Program Identification	Master of Science program in Family Studies and Human Services added an area of specialization in Gerontology effective Fall 2003. The gerontology specialization is an inter-institutional program sponsored by the Great Plains IDEA. This program will be transferred to the College of Human Ecology/Center on Aging and will become a Master of Science in Gerontology. 30.1101
2. Academic Unit	Human Ecology/Center on Aging
3. Program description	The inter-institutional M.S. in Gerontology draws on the expertise of graduate faculty and graduate courses from six universities. The program is taught entirely via the Internet. Students are educated in various areas of gerontology, which include; health issues, public policy, environmental issues, and adult development.
4. Demand/Need for the program	As the population of older adults continues to increase both in numbers and in proportion, there will be increased need for highly educated professionals in a variety of disciplines. Many professionals currently working with the aged of our population and even many of those who are providing direct care do not have education specific to gerontology and the issues surrounding it. A number of students either currently in the program or who are considering the program have expressed the desire to have the degree in Gerontology rather than in Family Studies. This request is related to their credentials when applying for positions in the field where many positions require a degree in Gerontology rather than a specialization in Gerontology.
5. Comparative/ Locational Advantage	Currently there are no other comparable programs in the State of Kansas. There are no other programs in the United States comparable to the Great Plains IDEA degree. Its uniqueness comes from a design that draws from the expertise of faculty across six Midwest universities. In addition a program that is offered entirely online draws students from across the U.S. and the world. The majority of these students are non-traditional, bringing their own expertise into enriching the on-line classroom.
6. Curriculum	Please see details in narrative.

7. Faculty Profile	This program is supported by current Ph.D. faculty in family studies and human services, gerontology, architecture, social work and biology at Kansas State University and by ten additional Ph.D. faculty from partner universities in the inter-institutional program.
8. Student Profile	Many students are professionals currently working in aging related settings who are interested in extending their education and expertise. Full admission requires evidence of completion of a bachelor's degree from an accredited university with a grade point average above 3.0 on a 4.0 scale for their junior and senior years. Applicants should have proficiency in the computer operations necessary to complete web-based distance courses.
9. Academic Support	The K-State faculty who participate in this program are currently participating in the MS program in family studies and human services as well as gerontology, architecture, social work and biology. No new positions are being added to support this specialization because the program will draw on faculty expertise from six universities.
10. Facilities and Equipment	No new facilities and equipment are sought other than the computers and network upgrades that are needed for all programs in the department.
11. Program review, assessment, Accreditation	The program review plan is presented in the attached narrative. There are no specialized accrediting agencies for this specialization.
12. Costs, Financing	The projected costs of the specialization in gerontology are covered by tuition revenue. A fiscal summary is attached.

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board Of Regents**

- I. Identify the new degree: Master of Science in Gerontology
- II. Provide courses required for each student in the major:

Core courses:	24 credit hours	Credit Hours
GERON 775	Course Name & Number Perspectives in Gerontology	3
FSHS 845	Adult Development and Aging	3
HN 718	Physical Health and Nutrition in Aging	3
GERON 777	Public Policy: Economic & Social Impacts On Older Adults	3
ARCH 730	Environments and Aging	3
GERON 778	Aging in the Family	3
GERON 776	Program Evaluation and Research Methods	3
GERON 779	Professional Seminar in Gerontology	3

Electives: 12 credit hours

**Implementation Year FY 2008
Fiscal Summary for Proposed Academic Programs**

Institution: Kansas State University **Proposed Program:** Masters in Gerontology

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 Headcount		24		30		35
B. Total SCH taken by all students in program		216 KSU/ 499 GPIdea		238 KSU/ 548 GPIdea		275 KSU/ 657 GPIdea
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Fall, Implementation Year		Year 2		Year 3	
Costs:						
Salaries		25,000		1,250		1315
OOE		500		500		500
Total		25,500		1,750		1,815

No new funding required.

Request for Approval of a Bachelor of Science in Dental Hygiene (51.0602) – Wichita 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. Wichita State University has submitted an application for approval of a Bachelor of Science in Dental Hygiene (51.0602). The proposing academic unit has responded to all of the requirements of the program approval process. No university has programs utilizing this Classification of Instructional Program (CIP) code in the state universities. The program will be funded through internal reallocation. The Council of Chief Academic Officers recommends approval.

04/23/08

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification CIP	51.0602
2. Academic Unit	College of Health Professions
3. Program Description	The Bachelor of Science in Dental Hygiene is designed to prepare students for the practice of dental hygiene. The program provides students with knowledge of the social, dental, and clinical sciences and competencies needed by the dental hygienist in contributing to the attainment of optimum oral health for all people. The graduate is prepared for beginning positions in dental hygiene and for further study at the graduate level.
4. Demand/Need for the Program	The demand for the program and its graduates is very high. National and state data indicate dental hygiene is one of the fastest growing professions with excellent job prospects. Applications for the existing program have ranged from 125-176 applicants for 30-36 positions over the last ten years.
5. Comparative/Locational Advantage	WSU is the only four year institution in Kansas that offers a dental hygiene program. As such it is the only school that could offer a baccalaureate entry level dental hygiene program. The program draws students from the surrounding counties and provides dental hygiene practitioners for Kansas, particularly south central Kansas.
6. Curriculum	The curriculum is 124 credit hours. Students would complete 42 hours of prerequisite courses, enter the program in their junior year and have 57 hours in the major. The remaining hours are contained in the general education requirements. The program includes extensive laboratory and clinical education hours.
7. Faculty Profile	The program has 5.5 FTE. Full time and the half time faculty member have the terminal degree in the profession. Multiple part-time faculty members are utilized to provide clinical education. No new faculty positions are needed for the degree.

8. Student Profile	Students for the program are primarily drawn from Wichita and the surrounding counties. The students are evenly split between traditional and non-traditional ages, predominantly women and Caucasian.
9. Academic Support	Given the existing associate degree program, the academic support is sufficient to offer the baccalaureate entry level degree. The university and college offer support for student recruitment and advising, library resources, audio-visual and academic computing resources. The program has existing staff members and no new positions are required.
10. Facilities & Equipment	All necessary facilities and equipment exist to offer a baccalaureate entry level degree program. The program operates a dental hygiene clinic to support the clinical education required for the program. In 2005 the program renovated the clinic and increased the class size based on public and professional demand for the program.
11. Program Review, Assessment, Accreditation	The program is accredited by the Commission on Dental Accreditation. The program has an assessment plan that involves annual review of all courses and the program by faculty and students. The clinic has a quality assurance plan that is monitored and modified on an annual basis.
12. Costs, Financing	No new funds are required to convert the associate entry level degree to a baccalaureate entry level degree in dental hygiene. The existing associate degree program is funded by a combination of GU and RU sources.

Attachment I

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

- I. Identify the new degree: Bachelor of Science in Dental Hygiene an entry level degree
- II. Provide courses required for each student in the major:

Dental Hygiene Core Courses:

311	Preclinical Dental Hygiene	5
314	Introduction to Periodontics	3
317	Clinical Radiology	4
318	Oral Anatomy, Histology, & Embryology	3
319	Dental Materials	3
331	Dental Hygiene Concepts I	3
332	Dental Hygiene Clinic I	3
333	Dental Hygiene Clinic II	2
334	Intro. To Research in Dental Hygiene	2
335	General & Oral Pathology	3
407	Ethics & Jurisprudence	2
410	Community Oral Health Mgmt. I	3
416	Pain Management	2
431	Dental Hygiene Concepts II	3
432	Dental Hygiene Concepts III	2
434	Dental Hygiene Clinic III	4
435	Dental Hygiene Clinic IV	4
440	Community Oral Health Mgmt. II	3
470	Issues in Dental Hygiene	3

Total 57 Hours

IMPLEMENTATION YEAR FY 2010
Fiscal Summary for Proposed Academic Programs

Institution: Wichita State University Proposed Program: Bachelor of Science in Dental Hygiene –
 (an entry level degree)

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 Headcount:	36	0	72		72	0
B. Total SCH taken by all students in program	1188		2124		2124	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Fall, Implementation Year		Year 2		Year 3	
<u>Costs:</u>						
Salaries	No new funds needed		NA		NA	
OOE	“ “ “ “		NA		NA	
Total	NA		NA		NA	

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

Revised: September 2003

Approved: _____

System Council of Chief Academic Officers

Wednesday, May 14, 2007
9:30 a.m. – 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 April 16, 2008 [Attachment 1]
2. Update on SCOCAO Retreat – Sheree Utash
3. Recommend Revision of Concurrent Enrollment Policy [Attachment 2]
4. Other Business

MEETING DATE (FY 2008)
June 11-12, 2008
September 17, 2008
October 15, 2008
November 19, 2008
December 17, 2008
January 14, 2009
February 18, 2009
March 18, 2009 (<i>subject to change due to Spring Break</i>)
April 15, 2009
May 20, 2009
June 24, 2009

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

**Wednesday, April 16, 2008
9:00 a.m.
Room 530
Curtis State Office Building
Topeka, KS**

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

Members Present:

Sheree Utash, Cowley County Community College
Gary Miller, Wichita State University
Cynthia Rapp, Seward County Community College
Joe Burke, Labette Community College
Richard Lariviere, University of Kansas
Steve Loewen, Flint Hills Technical College
Gary Alexander, KBOR
Rod Sobieski, Emporia State University
Duane Nellis, Kansas State University
Andy Tompkins substituting for Steve Scott, Pittsburg State University
Larry Gould, Fort Hays State University
Kim Krull, Cloud County Community College
Robin Bowen, Washburn University

Board Staff:

Kathryne Mueller, KBOR
Roxanne Kelly, KBOR
Jacqueline Johnson, KBOR
Julene Miller, KBOR
Theresa Bush, KBOR

1. Approve Minutes of March 12, 2008

The minutes were approved as submitted.

2. Update on SCOCAO Retreat Speakers

If SCOCAO is agreeable, Sheree Utash will invite Homero Lopez (New Mexico) and Linda Gonzales (Texas) to speak on engaging millennial students in new classroom environments. Lopez is a retired CC president. Gonzales has just completed doctoral research on the subject. Additional information is provided on their websites.

SCOCAO agreed by consensus to invite these speakers. The presentation will be Thursday May 29, 2008 at 1 and will last 2.5 to 3 hours. Thanks to Sheree Utash for making these arrangements.

As a reminder, the joint meeting is May 29 from 1 to 5. The KCIA meeting is May 30. The meetings will be held at the Hotel at Oldtown in Wichita. The phone number for reservations is 316-267-4800.

A limited number of seats is also being held for the Mosely Street Melodrama. The cost is \$26 for dinner and a show. Please contact Sheree Utash ASAP if you wish to attend.

3. Continuation of Discussion on Common Data Elements for Reporting of Transfer Information from the Four-Year Universities to the Two-Year Colleges

A sample of the report provided by Wichita State University was distributed (see official minutes). Unfortunately, WSU is no longer producing the report because of the conversion to the Banner software system. Once the Banner system is fully implemented, WSU expects to produce an improved version of the report. In the past, the report was distributed to community colleges each semester.

Discussion followed about the purpose of the report and the use of the National Student Clearinghouse (<http://www.studentclearinghouse.org/>) for tracking transfer students. Community college representatives agreed that the report is useful in determining whether their students are prepared for university study in specific disciplines. Roxanne Kelly asked that the technical institutions also be included in the report.

4. Common Learning Outcomes for Associate and Baccalaureate Degrees

Gary Alexander provided background information about the issue paper. He emphasized that KBOR is not interested in a one-size fits all approach to assessing general education outcomes. The purpose is to clarify each institution's mission, to ensure that general education outcomes are assessed appropriately, and to communicate this information to the public. He also suggested that SCOCAO might want to consider whether to discuss the issue as a group, or to divide the question between universities and community colleges.

Gary Alexander will follow up with an e-mail that requests information about each institution's assessment of general education outcomes. A copy of the HLC assessment plan might be a useful way to collect this information. All requested information should be forwarded to Gary Alexander.

Discussion followed and emphasized the difficulties in arriving at consensus for common outcomes.

5. Other Business

No other business.

Council of Chief Academic Officers

Wednesday, May 14, 2008
10:30 a.m. – 11:00 a.m.
Room 530
Reconvene Noon to 1 p.m.
Kathy Rupp Conference Room
Curtis State Office Building
1000 Jackson Street Suite 520
Kansas Board of Regent

AGENDA

1. **Approve Minutes of April 16, 2008**

2. **Act on New Program Requests**
PSU – Request Approval for Bachelor of Integrated Studies - Integrated Concentration in Analytics

3. **Act on Program Requests**
KU – Request Approval of a New Concentration Supply Chain Management and Logistics in the existing MS with at Major in Business Program at Fort Leavenworth

4. **Other Business**

MEETING DATES	AGENDA MATERIALS DUE	LUNCH ROTATION
September 19, 2007	August 29, 2007 at noon	KSU
October 17, 2007	September 26, 2007 at noon	WU
November 14, 2007	October 24, 2007 at noon	KUMC
December 19, 2007	November 27, 2007 at noon	KCIA
January 16, 2008	December 21, 2007 at noon	PSU
February 13, 2008	January 23, 2008 at noon	ESU
March 12, 2008	February 20, 2008 at noon	WSU
April 16, 2008	March 26, 2008 at noon	KU
May 14, 2008	April 23, 2008 at noon	FHSU
June 11, 2008	May 21, 2008 at noon	KSU

COUNCIL OF CHIEF ACADEMIC OFFICERS

Wednesday, April 16, 2008
10:00 a.m. – 11:00 noon
Room 530
Reconvene Noon to 1:00 pm
Kathy Rupp Room
Curtis State Office Building
1000 SW Jackson Street
Topeka, Kansas

MINUTES

The Council of Chief Academic Officers met in Room 530 of the Curtis State Office Building on April 16, 2008 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:

Rod Sobieski, Interim VPAA, ESU, Chair
Richard Lariviere, Provost, KU
Duane Nellis, Provost, KSU
Gary Alexander, KBOR
Allen Rawitch, VCAA, KU Med Ctr.

Gary Miller, Provost, WSU
Larry Gould, Provost, FHSU
Andy Tompkins for Steve Scott,
VPAA, PSU
Robin Bowen, VPAA, WU

Staff Present

Kathyrne Mueller, Roxanne Kelly, Jacqueline Johnson, Julene Miller, and Terry Bush

Approve Minutes of March 12, 2008

Dr. Nellis moved and Dr. Scott seconded the motion to approve the Minutes of March 12, 2008. The motion carried unanimously.

Act on New Program Requests

- a. **ESU – Request Approval of a Masters of Accounting and Information Systems (52.0301) SECOND READING**
- b. **WSU – Request Approval of a Bachelor of Science in Bioengineering (14.0501) SECOND READING**
- c. **FHSU – Request Approval of a Bachelor of Business Administration in International Business and Economics (45.0605) SECOND READING**
- d. **FHSU – Request Approval of a Bachelor of Business Administration – Tourism and Hospitality Management (52.0901) SECOND READING**
- e. **KSU – Request Approval of a Master of Arts in Theatre (50.0501) SECOND READING**
- f. **KSU – Request Approval of a Master of Science in Dietetics (19.0501) SECOND READING**
- g. **KSU – Request Approval of a Master of Science in Gerontology (30.1101) SECOND READING**
- h. **WSU – Request Approval of a Bachelor of Science in Dental Hygiene (51.0602) SECOND READING**

There was no discussion on the above listed programs.

The motion was made and seconded to recommend placing on the May 2008 Council of Presidents' Agenda the following: ESU – Request Approval of a Masters of Accounting and Information Systems (52.0301); WSU – Request Approval of a Bachelor of Science in Bioengineering (14.0501); FHSU – Request Approval of a Bachelor of Business Administration in International Business and Economics (45.0605); FHSU – Request Approval of a Bachelor of Business Administration – Tourism and Hospitality Management (52.0901); KSU – Request Approval of a Master of Arts in Theatre (50.0501); KSU – Request Approval of a Master of Science in Dietetics (19.0501); KSU – Request Approval of a Master of Science in Gerontology (30.1101); and WSU – Request Approval of a Bachelor of Science in Dental Hygiene (51.0602). Motion carried unanimously.

Act on Program Requests

- a. **KU – Informational item: correction of the name of a new minor from Latino to Latino/a**
- b. **KU – Request approval of a minor Public Policy in the U.S. within existing BS degrees in Political Science**
- c. **KU – Request approval of a concentration Animal Health within the existing Masters of Business Administration degree**
- d. **KU – Request approval of a name change for an existing academic unit and the name of the M.A. degree program (from Indigenous Nation Studies Program to Global Indigenous Nations Studies Program and from Indigenous Nations Studies to M.A. in Global Indigenous Nations Studies)**
- e. **KSU - Request approval of a name change from Leadership Studies Programs to the School of Leadership Studies**

There was no discussion on the above listed program requests.

The University of Kansas informational item to make a correction of the name of a new minor from Latino to Latino/a does not require action.

The motion was made and seconded to approve the following: KU – Request approval of a minor Public Policy in the U.S. within existing BS degrees in Political Science; KU – Request approval of a concentration Animal Health within the existing Masters of Business Administration degree; KU – Request approval of a name change for an existing academic unit and the name of the M.A. degree program (from Indigenous Nation Studies Program to Global Indigenous Nations Studies Program and from Indigenous Nations Studies to M.A. in Global Indigenous Nations Studies); and KSU - Request approval of a name change from Leadership Studies Programs to the School of Leadership Studies. The motion carried unanimously.

Review of Board Policy, F. Faculty and Staff 3. Spoken English Language Competency of Faculty and Graduate Teaching Assistants (SPEAK/TSE) in light of ETS changes

The TSE is being phased out in favor of a new version of the TOEFL that has a spoken component. During the next two years, different versions of the TOEFL will be reported; after that time, the new version of the TOEFL will be used exclusively.

Preliminary research indicates that the new spoken component of the TOEFL has at least reasonable validity (see the following web site:

http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnnextoid=69c0197a484f4010VgnVCM10000022f95190RCRD&WT.ac=Redirect_ets.org_toefl); it could replace the TSE in

Board policy. The suggestion is to establish a relatively high cut score for the TOEFL; individuals who did not “make the cut” would then undergo some other assessment of spoken English. This procedure would reduce the number of false negatives.

COCAO members should discuss this idea on their campus, and bring comments back to COCAO.

COCAO recessed until noon.

Meeting reconvened at noon in the Kathy Rupp Conference Room.

Other Business

Admissions Task Force Meeting

Gary Miller, WSU, gave a summary of the Admission Task Force meeting.

Degrees from Diploma Mills

COCAO briefly discussed the controversy surrounding the possible use of degrees from diploma mills by Kansas employees.

There being no other business the meeting adjourned.

Sincerely,

Rod Sobieski
Interim Vice President for Academic Affairs,
Emporia State University

May 14-15, 2008

**COUNCIL OF FACULTY SENATE PRESIDENTS
(COFSP)
Agenda
May 14, 2008**

11:00 am to 12:00 pm
Conference Room A

4:00 pm or Adjournment
Conference Room B

1. Call Order
2. Approval of Minutes of the April 16, 2008 meeting
3. University Reports:

- A. Emporia State University
- B. Fort Hays State University
- C. Kansas State University
- D. Kansas University
- E. Kansas University Medical Center
- F. Pittsburg State University
- G. Wichita State University

4. Unfinished Business

Continue the discussion on each institution's response to the Five Strategic Questions outlined by KBOR.
Four items were singled out for consideration:

- Common Outcomes
- Ubiquitous Assessment
- Identification of Basic Competencies
- Setting Benchmarks to Reach Key Goals

5. New Business

Introduction of 2008-2009 COFSP membership

6. Announcements
7. Adjournment

Council of Faculty Senate Presidents

Minutes

April 16, 2008

Meeting began at 11:10 am

Attendance:

Harvey Foyle, Emporia State University

Daniel Kulmala, Fort Hays State University

Brenda Frieden, Pittsburgh State University

Richard (Rick) Levy, University of Kansas

Cynthia S. Teel, University of Kansas Medical Center

Silvia Carruthers, Wichita State University

Frank Spikes, Kansas State University

Kenneth Trantham, (President-Elect) Fort Hays State University

1. Announcements and Discussion

- a. All members of COFSP extended hearty congratulations to KU and the KU Men's Basketball team for its NCAA victory.
- b. Considerable informal discussion ensued concerning the various forms of faculty senate organization and the changing and emerging demographics of faculty at the Regents' institutions. Concerns about the roles of faculty and the accompanying job descriptions were outlined and noted. COFSP decided that this issue might be one for the incoming COFSP to address.

2. Reports

- a. Silvia Carruthers, Wichita State University:

The WSU faculty senate is currently involved in its ongoing consideration of a plus/minus grading system, a revision of our grievance processes, and a revision of our senate election process. In addition, we are exploring ways to increase our dialogue with the unclassified professionals leadership to better coordinate our overlapping interests in the realm of research and teaching.

On April 15, Board of Regents members Gary Scherrer and William Thornton visited with members of our faculty senate executive committee. Our discussion focused on technical support and faculty time necessary for the enhancement of our e-learning objectives. We also discussed the variety of ways in which WSU faculty provide learning outcomes assessments that reflect the unique outcomes of individual disciplines.

- b. Frank Spikes, Kansas State University:

The Faculty Senate at Kansas State University has been involved in a number of initiatives since the Council of Faculty Senate Presidents last met. These include but are not limited to the following matters.

- Approved a proposal to modify the academic calendar.
- Received the new five year tuition plan proposal from the Student Tuition Task Force.
- Received the funding review and analysis report for the K-State Union.
- Continuing to finalize the language for the revised University grievance process that will appear in the *University Handbook*.
- Completed the plans for a campus-wide faculty safety forum .
- Continued to plan for Faculty Senate Leadership transition in May/June 2008.

c. Cynthia S. Teel, University of Kansas Medical Center:

The April KUMC Faculty Steering Committee meeting was held 4/21/08. Discussion points for the meeting included updates about the KBOR Five Strategic Questions and Steering Committee approval the Statement on the Value of Higher Education document, which was previously approved by the Council of Faculty Senate Presidents. Steering Committee members suggested that creating an advisory board of emeritus faculty might be useful for KBOR, with regard to the continuing work on the Five Strategic Questions. A web presence for the KUMC Faculty governance committees has been created within the KUMC Academic Affairs web site. Meeting agenda, minutes, and other relevant documents will be posted for KUMC faculty to review, thereby providing information to faculty about all KUMC Faculty governance activities. Items will be posted for three years and then archived for later retrieval, as needed. Additional items discussed during the Steering Committee meeting included faculty representation on KUMC committees and potential updates to the Faculty Handbook. Spring elections for 2008-09 KUMC Faculty governance committees will be held within the next few weeks. The current Faculty Steering Chair will continue in this role through at least June 2008, until the elections have been completed.

d. Richard E. Levy, University of Kansas:

Governance at KU is in the final phase of the year, with a number of matters coming to fruition and planning underway for major initiatives next year. Key items to report include:

- The Faculty and University Senate has or is expected to approve several changes to university policies and procedures, including the procedures for selecting department chairs, procedures for investigating allegations of scholarly misconduct, and changes to the procedures for withdrawing from classes following the first few weeks of the semester.
- Governance has approved the creation of two task forces that will be active next year. The first will engage in a comprehensive review of the Handbook for Faculty and Other Unclassified Staff. The second will examine employee benefits issues at the university, with particular emphasis on competitiveness and equity. Other important initiatives include working with the university administration on the implementation of recommendations arising from the comprehensive strategic planning process this spring.

- Faculty Senate elections have been completed and new members will be seated at a joint session in early May, at which time the Senate will elect the executive committee for next year, as well as the presidents elect of the Faculty and University Senate (who will serve ex officio on the executive committee next year and take office the following year).

e. Brenda Frieden, Pittsburgh State University:

A proposal for IKE (International Knowledge and Experience) Certificate was presented and passed. Contract negotiations have begun with a number of meetings scheduled. Dimensions of the Freshman Experience program were discussed. The creation of a new Center for Teaching, Learning, and Technology was announced. Various models for the College of Arts and Sciences were presented. The Faculty Association hosted the All Faculty and Unclassified Staff Retirement Dinner and also presented a brown bag luncheon discussion on Face Book and My Space. Election results for twelve new Faculty Senate At-Large members were announced. An Inclement Weather Policy Ad Hoc committee was formed, and a report will be given at the April 21st meeting.

f. Dan Kulmala, Fort Hays State University:

The faculty senate at FHSU continues to work with the following items:

- CoursEval3: the database we are piloting that will allow FHSU to utilize a comprehensive means of faculty teaching evaluation and energize faculty development as educators.
- Epsilon: another pilot program that will use an e-portfolio database to enhance the educational experience and learner outcomes for students by creating digital texts and e-textbooks.
- WAC Program: largely a writing to learn initiative, this program will engage students in the learning of class material through writing and facilitate the assessment of learner outcomes. Integrated with this program are four of the five KBOR's Strategic Initiatives.
- KBOR Five Strategic Initiatives: the Council for Institutional Effectiveness will integrate these initiatives into a system of goals for FHSU. Individual departments have been asked to review the strategic initiatives to identify the ones each department can integrate within its own strategic initiatives and goals.
- CTELT: we are seeing the need for the expansion of the activities for CTELT as place to transition, enhance, and engage faculty in useful, productive and progressive pedagogical practices.
- General Education Program Review: a Faculty Senate task force will study and survey the current trends and practices of general education programs and report back to faculty senate in April 2009 with its findings.

g. Harvey Foyle, Emporia State University:

The Emporia State University Faculty Senate passed a new General Education Program revision. This is a major revision after twenty-five years. The General Education Council had worked for three years holding its meetings, public forums, and informational meetings. There was much Faculty Senate discussion on the issue as well. It passed the Faculty Senate with 68% voting yes. The bill moved on to President Lane for his consideration.

3. New Business:

- a. Continue the discussion on each institution's response to the Five Strategic Questions outlined by KBOR. Four items were singled out for consideration:
 - Common Outcomes
 - Ubiquitous Assessment
 - Identification of Basic Competencies
 - Setting Benchmarks to Reach Key Goals

4. Old Business:

- a. No Old Business was discussed.

5. Adjournment:

- a. Meeting adjourned at 12:21 pm.

Students' Advisory Committee to the Kansas Board of Regents

Meeting Agenda May 14, 2008 4:00 p.m. or Adjournment Topeka, KS

- I. Introductions
 - a. 2008-2009 Student Body Presidents
- II. Approval of Minutes
- III. University Reports
 - a. Emporia State University
 - b. Fort Hays State University
 - c. Kansas State University
 - d. Kansas State University – Salina
 - e. Pittsburg State University
 - f. University of Kansas
 - g. Wichita State University
- IV. Old Business
 - a. Kansas Corps Presentation for KBOR May Meeting
 - b. Review/Finalize transition packet for 2008-2009 Students' Advisory Committee
- V. New Business
 - a. Election of 2008-2009 SAC Vice-Chair
 - b. Election of 2008-2009 SAC Chair
- VI. Announcements
- VII. Adjournment

Students' Advisory Committee to the Kansas Board of Regents

Meeting Agenda April 16, 2008 4:00 p.m. or Adjournment Topeka, KS

Meeting Called to Order by President George at 3:25 pm.

I. Introductions

Lydia Peele, new SGA President KSU, Katie Beye new Governmental Relations Director

II. Approval of Minutes

Moved President Johnson, Seconded President Gillogly

III. University Reports

- a. *Emporia State University-Allocation meeting took only 45 minutes, Bill was passed with around \$90,000 allocated. General Education controversy, Faculty Senate voted to change them. Campus newspaper providing coverage, looking into ASG as well. History and Economics are no longer required, but optional. Union Renovation project and new Presidential transition, budget and tuition meetings.*
- b. *Fort Hays State University-Hosted Civic Engagement Week. Passed EOF Bill unanimously of \$55,000. Allocations Bill was signed by President Hammond. Approved and Passed Student Health Fee of \$0.75 for inflation costs. SGA Elections last week, LD Tyler Hughes will be the new Student Body President, will retain the same Vice-President. Had one contested Senatorial seat. About a 10% Presidential election turnout. Looking at tuition proposal.*
- c. *Kansas State University-Elections were finished before Spring Break, turnover for new officers two weeks ago. Tuition proposal being finalized.*
- d. *Kansas State University – Salina-N/A*
- e. *Pittsburg State University-Currently holding elections. Monday saw a 5% turnout. Referendum for new student fee increase of \$12.00. To be proposed to Regents next meeting. Resolution in opposition to Coal Fired Power Plants and had written letter to Senators and Representatives. Have been receiving quite a few contacts from the Statehouse. Tuition meetings finished up and settled on under a 6% increase.*
- f. *University of Kansas-N/A*
- g. *Wichita State University-LD Gearhart delivering report. Student Fee meeting last week for final proposals and it passed with about a 6.4% increase overall, includes \$2.0 million training facility for baseball team. About an overall \$8.0 million budget. Resolution addressing plus-minus grading. Faculty Senate is now taking this under consideration. Elections are next Monday through Wednesday. Expect to have a strong turnout.*

IV. Old Business

- a. *Textbook Legislation-President George and President Wagner testified to the Senate Education Committee. Currently the issue has not made it out of committee. No action taken.*

- b. Finalize Kansas Corps Presentation for KBOR May Meeting-*President Gillogly nominated to help present this to KBOR next meeting. President Gillogly will work with Dr. Brungardt on this issue.*
- c. Transition material/packet for 2008-2009 Students' Advisory Committee-*LD Krueger has been working on information for the transition for next year. We can look at revising items in the Constitution. Also, please email President George or LD Krueger if you have any comments or points to add.*
 - i. *President Johnson: What about KSU at Salina being crossed out in Constitution?*
 - ii. *President George: This is the most recent copy and lists the membership excluding KSU Salina.*
 - iii. *Advisor Dr. Kelly: KSU Salina is part of the home institution of K-State University. This is similar to the KU school of Pharmacy. They do not retain voting power.*
- d. E-transcripts-*President George has been thinking about this point. It seems that there isn't a lot that we can do to change this issue within the next month. ESU is currently looking into this via other MHEC schools who have this. Recommend that this be passed onto the next SAC.*

V. New Business

VI. Announcements

VII. Adjournment

*Moved President Johnson. Seconded by President Gillogly.
Adjourned 3:44 pm*

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

FY 2008

Board of Regents Meeting Dates	Agenda Material Due to Board Office
August 21-23, 2007 Retreat	
September 19-20, 2007 (Topeka)	August 29, 2007 at noon
October 17-18, 2007 (Topeka)	September 26, 2007 at noon
November 14-15, 2007 (Topeka)	October 24, 2007 at noon
December 19-20, 2007 (Topeka)	November 27, 2007 at noon
January 16-17, 2008 (Topeka)	December 21, 2007 at noon
February 13-14, 2008 (Topeka)	January 23, 2008 at noon
March 12-13, 2008 (Topeka)	February 20, 2008 at noon
April 16-17, 2008 (Topeka)	March 26, 2008 at noon
May 14-15, 2008 (Topeka)	April 23, 2008 at noon
June 11-12, 2008 (Topeka)	May 21, 2008 at noon

FY2009

Board of Regents Meeting Dates
August 19-21, 2008 Retreat
September 17-18, 2008 (Topeka)
October 15-16, 2008 (Topeka)
November 19-20, 2008 (Topeka)
December 17-18, 2008 (Topeka)
January 14-15, 2009 (Topeka)
February 18-19, 2009 (Topeka)
March 18-19, 2009 (Topeka) <i>Subject to change due to Spring Break</i>
April 15-16, 2009 (Topeka)
May 20-21, 2009 (Topeka)
June 24-25, 2009 (Topeka)

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Christine Downey-Schmidt, Chair
Donna Shank, Vice Chair

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Donna Shank, Chair
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Bill Thornton, Chair
Christine Downey-Schmidt
Janie Perkins

Regents Retirement Plan

Dan Lykins, Chair

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