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

Conference Call
November 5, 2013
11:00 a.m.

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- I. Approve Minutes of October 16, 2013

- II. Agenda Planning
 - 1. Consent Agenda
 - a. Act on Requests for Additional Degree Granting Authority for:
 - Vatterott College – Sunset Hills
 - Spartan College of Aeronautics
 - Rasmussen College
 - University of South Dakota
 - University of Nebraska [Attachment 2] 4
 - b. Act on Request for Approval of a Master of Science in Geography (CIP 45.0701) – University of Kansas [Attachment 3] 8
 - c. Act on Request for Approval of Master of Science in Education (CIP 13.9999) – Pittsburg State University [Attachment 4] 13
 - 2. Discussion Agenda
 - a. Act on Requests for New Degree Granting Authority for Excelsior College and University of Cincinnati [Attachment 5] 18

- III. Other Business
 - Performance Agreements 2014-2016 Review

**Board Academic Affairs Standing Committee
Conference Call Schedule
September 2013 to June 2014**

BAASC Conf Call – 11:00 a.m.	Board of Regents Meeting Dates
Tues, September 3, 2013 BAASC Conf Call	September Board – September 18-19, 2013
Tues, October 1, 2013 BAASC Conf Call	October Board – October 16-17, 2013
Tues, November 5, 2013 BAASC Conf Call	November Board – November 20-21, 2013
Tues, December 3, 2013 BAASC Conf Call	December Board – December 18-19, 2013
Thurs, January 2, 2014 BAASC Conf Call	January Board – January 15-16, 2014
Tues, January 28, 2014 BAASC Conf Call	February Board – February 12-13, 2014
Tues, February 25, 2014 BAASC Conf Call	March Board – March 12-13, 2014
Tues, April 1, 2014 BAASC Conf Call	April Board – April 16-17, 2014
Tues, April 29, 2014 BAASC Conf Call	May Board – May 14-15, 2014
Tues, June 3, 2014 BAASC Conf Call	June Board – June 18-19, 2014

**Board Academic Affairs Standing Committee
Minutes**

**Wednesday, October 16, 2013
10:30 a.m.
Crumbine Room, Suite 540
Topeka, KS**

The Board Academic Affairs Standing Committee met in the Crumbine Room, 1000 SW Jackson, Suite 540, Topeka, Kansas, at 10:30 a.m. on Wednesday, October 16, 2013.

Members Present: Robba Moran, Chair
Mildred Edwards
Tim Emert
Helen Van Etten

Board Staff: Gary Alexander, Karla Wiscombe, Susan Fish, Jean Redeker, Jacqueline Johnson, and Kirk Haskins

Others Present: Brian Niehoff, Kansas State University; Sara Rosen, University of Kansas; Rick Muma, Wichita State University; Chris Crawford, Fort Hays State University; and Howard Smith, Pittsburg State University

Approve October 1, 2013 Minutes

Tim Emert moved, and Helen Van Etten seconded the motion, to approve the October 1, 2013 Board Academic Affairs Standing Committee Conference Call minutes as submitted. Motion carried.

BAASC 13-05, Teacher Preparation

Pittsburg State University Education Dean – Howard Smith made a presentation regarding PSU's Education Program. The presentation included information on what the institution is doing well, innovations, how it responds to changing demographics, and how it incorporates the Common Core Standards.

A copy of the presentation is attached to the official minutes.

BAASC 13-02, Transfer and Articulation: Update

Karla Wiscombe gave a brief overview of the September 27, 2013 Core Outcomes Group hosted by Kansas State University. Over five hundred faculty members attended the meetings reviewing twenty different disciplines. Ten current courses' outcomes were updated and fifteen courses received articulated outcomes. Outcomes are reviewed every five years with some disciplines reviewing on a shorter time period. The quality assurance subcommittee has developed an appeals process and the Transfer and Articulation Council will review it this Thursday.

BAASC 13-04, Developmental Education Update

Board staff received sixty-two nominations for membership to the working group. The working group will consist of twenty people. Work will begin in November. A report will be ready by Spring 2014 (no later than June).

Other Business

There was no other business.

Adjournment

Regent Moran adjourned the meeting at 11:11 a.m.

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

- Vatterott College – Sunset Hills
- Spartan College of Aeronautics
- Rasmussen College
- University of South Dakota
- University of Nebraska

Staff Recommendation

The following institutions request approval for additional degree granting authority: (1) Vatterott College – Sunset Hills, (2) Spartan College of Aeronautics, (3) Rasmussen College, (4) University of South Dakota and (5) University of Nebraska. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms, extended studies and campuses, the listed institutions demonstrate they meet and maintain compliance with all of the statutorily imposed requirements described below. Staff recommends approval for additional degree granting authority. November 2013

Summary of Institution Requirements

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

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

Institution Requests:

Vatterott College – Sunset Hills

The Kansas Board of Regents first approved Vatterott College in September of 2010. Founded in St. Louis, MO in 1969, Vatterott Colleges serves students across 19 locations in 9 states and online. Vatterott College’s online programs are based out of the school’s Sunset Hills campus located in St. Louis, Mo. The College also has a campus approved in Wichita. The programs requested will be offered through the online campus. Currently, Vatterott College – Sunset Hills is approved by the Board of Regents to offer 6 programs at the associate degree level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S.

Department of Education reports a graduation rate of 63% for students who began their studies at Vatterott College – Sunset Hills in 2006-2007 and a 25.5% federal student loan default rate for 2009.

Vatterott College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The ACCSC is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees Requested by Vatterott College – Sunset Hills for Approval:

- Associate of Occupational Studies in Pharmacy Technician
- Associate of Occupational Studies in Paralegal
- Associate of Occupational Studies in Information Systems Security

Spartan College of Aeronautics and Technology

Spartan College of Aeronautics and Technology was first approved by the Kansas Board of Regents in September of 1991. The College was founded in 1928 in Tulsa, Oklahoma. Spartan College has graduated more than 90,000 aircraft technicians and pilots. Currently, Spartan College of Aeronautics and Technology is approved by the Kansas Board of Regents to offer four associate degrees.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate of 40% for students who began their studies at Spartan College of Aeronautics and Technology in 2006-2007 and a 25.2% federal student loan default rate for 2009.

Spartan College of Aeronautics and Technology is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The ACCSC is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degree Requested by Spartan College of Aeronautics and Technology:

- Associate of Applied Science in Aviation Flight

Rasmussen College

The Kansas Board of Regents first approved Rasmussen College's online division for degree granting authority in May of 2011. Both the Topeka and Overland Park campuses were approved in May of 2012. The first campus opened its doors in 1900 in Stillwater, Minnesota. The college now offers online learning programs with more than 14,000 students from around the globe, and is supported by more than 1,000 faculty members. This program has been approved by the Kansas Board of Nursing and will be offered at the Topeka and Overland Park campuses, as well as online. Rasmussen College also has 21 other campuses located throughout the U.S. Currently, Rasmussen College is approved by the Kansas Board of Regents to offer 116 programs at the associate and bachelor level.

The Topeka and Overland Park campuses are new campuses; therefore, graduation data is not available.

Rasmussen College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degree requested by Rasmussen College

- Associate of Science in Professional Nursing

University of South Dakota

The Kansas Board of Regents first approved the University of South Dakota in June of 2012. The University of South Dakota, founded in 1862, is South Dakota's oldest university. Today, the University serves nearly 10,000 students at the undergraduate and graduate level on the ground and through distance education. The University's main campus is located in Vermillion, South Dakota with several off campus location in Sioux Falls, Rapid City, Pierre and Sioux City, Iowa. The program requested will be offered though distance education. Currently, the University of South Dakota is approved by the Kansas Board of Regents to offer 35 programs at the bachelor, master and doctorate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate of 50% for students who began their studies at University of South Dakota in 2006-2007 and a 6.3% federal student loan default rate for 2009.

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

Degrees Requested by University of South Dakota:

- Master of Arts in Counseling and Psychology

University of Nebraska

The Kansas Board of Regents first approved the University of Nebraska for degree granting authority in October of 2013. The University of Nebraska is a four-campus, public university that was founded in 1869. Today the University serves students online through its University of Nebraska Online Worldwide division. The Online Worldwide division is a system wide distance education initiative made up of campuses in Kearney, Lincoln, Omaha and the Medical Center located in Omaha. The University of Nebraska Worldwide is currently approved by the Kansas Board of Regents to offer 43 programs at the bachelor, master and doctorate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate of 56% and federal financial aid loan default of 5.5% and the Kearney campus, a graduation rate of 65% and loan default of 3.7% at the Lincoln campus and a graduation rate of 46% and loan default of 7.5% at the Omaha campus. The Medical Center does not

admit full time first time undergraduate students therefore graduation rate data is not available. The Medical Center has a loan default rate of 1.6%.

Nebraska University is accredited by the North Central Association of the Higher Learning Commission, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees Requested by University of Nebraska at Kearney:

- Bachelor of Arts in Early Childhood Unified
- Bachelor of Science in Business Administration
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Organizational and Relational Communication
- Bachelor of Science in Sociology
- Master of Education in Art Education
- Master of Education in Instructional Technology
- Master of Education in Music Education
- Master of Education in Reading
- Master of Education in School Principalship
- Master of Science in Biology

Degrees Requested by University of Nebraska at Lincoln:

- Bachelor of Science in Applied Science
- Master of Arts in Journalism & Mass Communications
- Master of Business Administration
- Master of Education in Educational Administration
- Master of Engineering in Engineering Management
- Master of Laws in Space, Cyber and Telecommunications Law
- Master of Science in Agronomy
- Master of Science in Architecture
- Doctorate of Education in Educational Administration P-12

Degrees Requested by University of Nebraska Medical Center:

- Bachelor of Science in Nursing (RN-BSN)
- Master of Science in Physician Assistant Studies

Act on Request for Approval of a Master of Science in Geography (CIP 45.0701) – University of Kansas

Summary

Universities may apply for approval of new academic programs following the guidelines of in the Kansas Board of Regents Policies and Procedures Manual. The University of Kansas has submitted an application for approval of a Master of Science in Geography. The proposing academic unit has responded to all of the requirements of the program approval process. The University of Kansas and Kansas State University offer a Master of Arts degree utilizing this Classification of Instructional Program (CIP) code; however, no university offers a Master of Science degree utilizing this CIP code. A PDF of the full proposal is available at http://www.kansasregents.org/forms_documents. Board staff recommends approval.

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	M.S. in Geography, CIP Code: 45.0701
2. Academic Unit	College of Liberal Arts & Sciences, Geography Department
3. Program Description	<p>As an interdisciplinary field, geography spans the humanities, physical sciences, and social sciences, often distinctly incorporating spatial and temporal analysis in its understanding of Earth Systems. Although the department offers B.A., B.G.S., as well as B.S. degrees for undergraduates to reflect this diversity, it only offers a M.A. degree for graduate students.</p> <p>An increased number of graduate students seek to specialize in the study of the Earth System’s bio-physical components, acquiring advanced skills in spatial and quantitative analytical techniques in hopes of being hired by regional and national data analysis and environmental consulting firms. A M.S. degree in geography would better reflect the nature of students’ training and benefit them in markets where a strong physical science background is required. The M.S. program aims to expand the student’s knowledge of how earth systems work and how humans interact with its components. The student will become familiar with how to analyze geographic data both statistically and through models. The student will gain an in depth ability to learn a set of specific skills and use these skills in his/her thesis work. These skills may consist of statistical analysis, numerical modeling, working with laboratory or field instrumentation, or other skills useful for collecting or analyzing geographic data. The students will learn to apply this knowledge and these skills to new problems in geography. The program will be flexible by requiring only a few specific courses and having a wide variety of acceptable courses for meeting degree requirements. Thus, it will be able to accommodate students with a variety of interests.</p>

<p>4. Demand/Need for the Program</p>	<p>In a recent survey of current Master graduate students and undergraduate students, the majority of respondents expressed the desire to obtain a M.S. instead of a M.A. degree, which would better reflect the nature of these students' interests. The need for the degree is not only driven by student demand. As more graduate students seek to specialize in the study of the Earth System's bio-physical components, it is apparent that the advanced skills in quantitative and spatial analytical techniques are at the core requirements for careers in regional and national data analysis and in environmental consulting firms. Since research and professional employment in physical geography and GIScience careers typically require graduate level education with rigorous scientific training, an M.S. degree would make graduate students in those subfields more marketable. As an example, the NASA graduate fellowship requires a M.S. program and a M.A. program is not acceptable. A M.S. degree in geography would better reflect the nature of students' training and benefit them in markets where a strong physical science background is required. Moreover, by offering a M.S. degree the department will be able to attract more students with strong quantitative skills and interests in physical geography and geographic information science.</p> <p>The traditional employer of geography graduates with a science focus is the federal, state, and local governments. Federal government agencies and laboratories (for example, U.S. Geological Survey, National Resource Conservation Service, Oak Ridge National Laboratory and other DOE and DOD laboratories, and National Renewable Energy Laboratory) and state government (Department of Natural Resources, Department of Health and Environment, and Department of Transportation) are increasingly tending to hire people with graduate degrees. Kansas City is a major environmental consulting hub in the nation – a M.S. degree would greatly benefit those students who wish to enter this growing environmental job market. KU students will continue to be at a disadvantage in applying for these positions if they do not have a M.S. degree.</p> <p>Overall employment of physical geography and GIScience is expected to grow in the next few decades. According to private research firm Daratech, the GIS industry grew in the double digits in 2010 and another 8% in 2011. The Bureau of Labor Statistics' 2010-2011 Handbook labeled GIS skilled workers as having "favorable job prospects" and the US Department of Labor's High Growth Industry Profile-Geospatial Technology report found that the geospatial market is "growing at an annual rate of almost 35 percent, with the commercial subsection of the market expanding at the rate of 100 percent each year."</p>
<p>5. Comparative /Locational Advantage</p>	<p>Several leading geography programs in the nation offer M.S. degrees. UW Madison offers M.S. programs in Geography and Geographic Information Science (GIScience). Penn State offers a M.S. in GIScience. SUNY Buffalo also offers M.S. programs in GIScience and Environmental and Earth Systems sciences. Northwest Missouri State University is the nearest school that offers an on-line M.S. degree in GIScience. Several other regional universities also offer M.S. degrees in GIScience and physical geography including Michigan State, Indiana</p>

	University, Northern Illinois University, UW Milwaukee, and North Texas. In Kansas, no geography program offers M.S. degrees. Our proposed M.S. degree will, therefore, provide a unique program to graduate students who would like to focus on bio-physical and geographic information science areas in geography.
6. Curriculum	A minimum of thirty credit hours will be required for the M.S. degree. Students must pass an oral examination and write a thesis. Students must take 805 and 716 (Advanced Geostatistics); 716 may be replaced with an equivalent graduate-level course in statistics and experimental design. Students are also required to take one course (500-level or above) in each of three areas in geography (GIScience, Physical Geography/Atmospheric Sciences, and Regional/Human Geography). In addition, at least three courses (above 500-level) in an approved area of concentration (GIScience or Physical Geography) will be required.
7. Faculty Profile	The current faculty who can teach in this program: David Braaten (Professor), Nate Brunsell (Associate Professor), Jerry Dobson (Professor), Steve Egbert (Associate Professor), Johannes Feddema (Professor), Dan Hirmas (Assistant Professor), Bill Johnson (Professor), Xingong Li (Associate Professor), George McCleary (Associate Professor), David Mechem (Assistant Professor), Terry Slocum (Associate Professor), Donna Tucker (Associate Professor), and Kees van der Veen (Professor).
8. Student Profile	It is anticipated that most of these students would have earned an undergraduate degree in geography or an undergraduate degree in the related disciplines of earth sciences, engineering, computer science and other physical sciences. People who have moved to Kansas and are employed and now want to earn a graduate degree in geography are another source of students. We also anticipate drawing students from other states, especially states which do not have M.S. graduate programs in geography. In addition, the program could attract international students as the demand for graduate study in the U.S. is high in geography.
9. Academic Support	No additional support required.
10. Facilities and Equipment	No additional facilities and equipment are required.
11. Program Review, Assessment, Accreditation	This program will participate in the Kansas Board of Regents program review cycle. The College of Liberal Arts and Sciences conducts departmental reviews. The geography department is reviewed every 7-8 years, most recently in 2009-2010. Curricula for department courses are reviewed annually during the faculty evaluation process to ensure that they are appropriate for the courses being taught. No professional organization accredits masters (both M.A. and M.S.) programs in geography.
12. Costs, Financing	No new funding is required.

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

I. Identify the new degree:

Master of Science in Geography

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

	Course Name & Number	Credit Hours
Core Courses	GEOG 805 History of Geographic Thought	2
	GEOG 716 Advanced Geostatistics or an equivalent course in statistics and experimental design	3
	Two-day required (non-credit) field trip before classes begin in the fall semester	0
	GEOG 980 Colloquium for 1 credit hour during each of the first two semesters	1
Electives	One course, 500 level or above, in each of the three areas in geography: - GIScience -Physical Geography/Atmospheric Sciences -Regional / Human Geography	9-10
	Three courses, 500 level or above, in an approved area of concentration: -Physical Geography -GIScience, computer programming course must be one of the three electives for this concentration	9-10
Research	Thesis	6
Practica	None	
	Total	30

Implementation Year FY 2013

Fiscal Summary for the Proposed Academic Program

Institution: University of Kansas – Lawrence

Proposed Program: Master of Science in Geography

Part I. Anticipated Enrollment

	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount	6	2	10	4	16	6
B. Total SCH taken by all students in the program	8		14		22	

Part II. Program Cost Projection

A. In the implementation year, 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	\$0	\$0	\$0
OOE	\$0	\$0	\$0
Total	\$0	\$0	\$0

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

Revised: September, 2003

Approved: _____

Act on Request for Approval of a Master of Science in Education (CIP 13.9999) – Pittsburg State University

Summary

Universities may apply for approval of new academic programs following the guidelines of in the Kansas Board of Regents Policies and Procedures Manual. Pittsburg State University has submitted an application for approval of a Master of Science in Education. The proposing academic unit has responded to all of the requirements of the program approval process. No institution has a program utilizing this Classification of Instructional Program (CIP) code. A PDF of the full proposal is available at http://www.kansasregents.org/forms_documents. Board staff recommends approval.

Background

Criteria	Program Summary
Program Identification CIP	Master of Science in Education, School Health emphasis 13.9999
Academic Unit	College of Education, Department of Teaching and Leadership
Program Description	<p>The Master of Science Degree in Education with an emphasis in School Health will be offered online and consists of 36 graduate hours. The purpose of the program is to: 1) provide professional development in nursing for School Nurses and 2) provide an education background that would benefit School Nurses as they work with a more diverse PreK- Grade 12 student population.</p> <p>This graduate program combines professional nursing, leadership, research, and <i>special education courses</i>. The program will help School Nurses understand and work with special needs and special education students and their parents more efficiently and effectively. This program will help School Nurses be more effective leaders in their school and in their communities.</p>
Demand/Need for the Program	<p>Nursing programs do not regularly include information about the culture of PreK-12 schools. While nurses are thoroughly prepared to provide health care, they have little background in learning disabilities, autism spectrum disorder, school law, and leadership. This is especially true for School Nurses who work in Special Education Cooperatives.</p> <p>School Nurses must enroll in continuing education nursing courses in order to maintain their nursing license. Most school districts do not permit School Nurses to use their continuing nursing education courses or a Master of Nursing degree for advancement on the salary schedule, therefore after ten years as a School Nurse the salary is generally capped. With a Master of Science in Education/School Health from an education program, most school districts will permit the school nurse to move on the salary schedule both horizontally and vertically (added years of experience) resulting in a significant pay increase for most School Nurses.</p> <p>There are over 700 School Nurses in the state of Kansas. A survey was</p>

	completed by School Nurses attending the annual Kansas School Nurses Association in July 2012. Of those who responded to the survey more than 85% were interested in learning more about the program and more than 95% wanted the program to be offered online.																								
Cooperative/Locational Advantage	There are no Master of Science with a major in Education and an emphasis in School Health programs in the state of Kansas or in the nation (based on our best research). This graduate program is the only one that combines professional nursing, leadership, research, and <i>special education courses</i> .																								
Curriculum	This program is interdepartmental and uses only existing courses with no new or additional courses required. The curriculum combines coursework in health care, learning disabilities, autism spectrum disorder, school law, research and leadership. Students in the program are required to take a research course (3 hours), nursing courses (12 hours), special education courses (15 hours), internship/practica (7 hours) and electives from Nursing, Leadership, and/or Special Education (3 hours). Students completing the thesis option take an additional research course instead of an elective.																								
Faculty Profile	<p><i>Special Education Courses:</i></p> <table border="0"> <tr> <td>Marti York, Ed.D.</td> <td>Associate Professor</td> <td>Core Faculty</td> </tr> <tr> <td>Ann George, Ed.D.</td> <td>Assistant Professor</td> <td>Core Faculty</td> </tr> <tr> <td>Gloria Flynn, Ph.D.</td> <td>Assistant Professor</td> <td>Core Faculty</td> </tr> <tr> <td>Cindy Smith, Ph.D</td> <td>Assistant Professor</td> <td>Core Faculty</td> </tr> </table> <p><i>Leadership and Methods of Research Courses:</i></p> <table border="0"> <tr> <td>Brenda Roberts, Ed.D</td> <td>Associate Professor</td> <td>Core Faculty</td> </tr> </table> <p><i>Nursing Courses:</i></p> <table border="0"> <tr> <td>Mary Carol Pomatto, Ed.D</td> <td>University Professor</td> <td>Core Faculty</td> </tr> <tr> <td>Barbara McClaskey, Ph.D, MN, RNC, APRN-CNS</td> <td>Professor</td> <td>Core Faculty</td> </tr> <tr> <td>Janis Schiefelbein, RNC, MS, Ph.D</td> <td>Associate Professor</td> <td>Core Faculty</td> </tr> </table>	Marti York, Ed.D.	Associate Professor	Core Faculty	Ann George, Ed.D.	Assistant Professor	Core Faculty	Gloria Flynn, Ph.D.	Assistant Professor	Core Faculty	Cindy Smith, Ph.D	Assistant Professor	Core Faculty	Brenda Roberts, Ed.D	Associate Professor	Core Faculty	Mary Carol Pomatto, Ed.D	University Professor	Core Faculty	Barbara McClaskey, Ph.D, MN, RNC, APRN-CNS	Professor	Core Faculty	Janis Schiefelbein, RNC, MS, Ph.D	Associate Professor	Core Faculty
Marti York, Ed.D.	Associate Professor	Core Faculty																							
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Janis Schiefelbein, RNC, MS, Ph.D	Associate Professor	Core Faculty																							
Student Profile	There are approximately 700 School Nurses in Kansas. According to the Health Resources and Services Administration (HRSA), there are 73,697 registered nurses working as School Nurses in the United States (HRSA, 2010). Participants will be School Nurses who want to earn an advanced degree that will improve their ability to be efficient and effective School Nurses and for whom a Master of Nursing degree is not a good fit. Since the program is totally online School Nurses, regardless of location, will be able to enroll. Participants in this program want professional development in nursing along with special education, research, and leadership. The students in this program at minimum will hold a Baccalaureate Degree in Nursing (BSN) and be able to use technology to access the online courses.																								
Academic Support	No additional academic support is needed.																								
Facilities and Equipment	The existing facilities and equipment are sufficient to support the proposed online program.																								
Program Review	The program is anchored in the Discrepancy Evaluation Model (DEM). A DEM evaluation assesses the extent of program implementation and the																								

<p>Assessment</p>	<p>accomplishment of the program goals and objectives, a comparison of performance to a designated standard. DEM also addresses the process or qualitative concerns and includes an analysis of the process used during the evaluation cycle. DEM consists of a number of specific steps. All data will be housed within the College of Education</p> <p>Assessment System under the direction of the Assistant Coordinator for Field Placement and Assessment. All PSU program reports and program assessments will be submitted as required.</p> <p>A variety of assessment tools will be used to assess the program’s effectiveness. Formative assessments will include, but are not limited to: identified assignments in core courses evaluated using rubrics, criterion referenced tests, case studies, practica reflections, log books, journals, and research projects.</p> <p>A summative assessment will take the form of a program portfolio created by the student. The portfolio will reflect how the individual student met the program goals and indicators.</p>
<p>Accreditation</p>	<p>There are no national or state accrediting agencies for School Health or School Nursing programs. The proposed program does not result in licensure or endorsements to a teaching or nursing license because no licenses or endorsements are available.</p>
<p>Cost, Financing</p>	<p>No additional cost or financing is required.</p>

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

- I. Identify the new degree:
Master of Science with a major in Education, Emphasis in School Health
- II. Provide courses required for each student in the major:

	Course Name and Number	Credit Hours
Core Courses:	<u>NURS 850: Curriculum Development</u>	<u>3</u>
	<u>NURS 855: Teaching Strategies</u>	<u>2</u>
	<u>NURS 865: Strategic Development</u>	<u>3</u>
	<u>SPED 743: Characteristics of Young Children with Disabilities</u>	<u>3</u>
	<u>SPED 822: Seminar in Special Education Law</u>	<u>3</u>
	<u>SPED 815: Individuals with Exceptionalities</u>	<u>3</u>
	<u>SPED 849: Partnerships with Families of Exceptional Children and Youth</u>	<u>3</u>
	<u>SPED 812: Characteristics of Learners with With Autism Spectrum Disorders</u>	<u>3</u>
Electives:	<u>From Nursing, Leadership, and/or Special Ed (Coursework option only)</u>	<u>3</u>
Research:	<u>TCHL 891: Methods of Research</u>	<u>3</u>
	<u>TCHL 890: Research and Thesis</u>	<u>3</u>
	<u>(Research option only)</u>	
Practica:	<u>NURS 854: Teaching Strategies: Practicum</u>	<u>1</u>
	<u>NURS 836: Family Process/Management of Chronic Illness: Practicum</u>	<u>3</u>
	<u>LDSP 800: Educational Leadership</u>	<u>3</u>
Total:		<u>36</u>

**IMPLEMENTATION Year FY 2014
(Spring 2014 semester)**

Fiscal Summary for Proposed Academic Programs

Institution: Pittsburg State University

Proposed Program: Master of Science Education with an emphasis in School Health

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:	5		10		15	
B. Total SCH taken by all students in Program	18 credit hours X 5 students = 90 credit hours		18 credit hours taken by 10 students = 180 credit hours		18 credit hours taken by 15 students = 270 credit hours	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic units(s) and how they will be funded. In subsequent years, please include on the additional amount budgeted.						
	Spring, Implementation Year		Year 2		Year 3	
<u>Costs:</u>						
Salaries	\$0		\$0		\$0	
OOE	\$0		\$0		\$0	
Total	\$0		\$0		\$0	

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

No additional salaries, resources or equipment will be needed for this program as all of the courses are already taught in other programs and there is capacity for growth.

Act on Request for New Degree Granting Authority for the following institutions:

- **Excelsior College**
- **University of Cincinnati**

Staff Recommendation

The following institutions request approval for new degree granting authority: (1) Excelsior College and (2) University of Cincinnati. After a thorough review of staff qualifications, record keeping systems, coursework, materials, extended studies delivery, and online platforms, the institutions demonstrate they meet and comply with all statutorily imposed requirements described below. Staff recommends approval for new degree granting authority.

November 2013

Summary of Institution Requirements

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

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

Institution Request**Excelsior College**

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

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

cohort year reported to the U.S. Department of Education; therefore graduation rate information is not available. The U.S. Department of Education reports a 2009 federal student loan default rate of 8.9% for Excelsior College

Excelsior College is accredited by the Middle States Commission on Higher Education, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees Requested by Excelsior College:

- Associate in Applied Science in Nursing
- Associate in Applied Science in Administrative/Management Studies
- Associate in Applied Science in Technical Studies
- Associate in Arts in Liberal Arts
- Associate in Science in Business
- Associate in Science in Liberal Arts
- Associate in Science in Nuclear Technology
- Associate in Science in Nursing
- Associate in Science in Technology
- Bachelor of Arts in History
- Bachelor of Arts in Humanities
- Bachelor of Arts in Liberal Arts
- Bachelor of Arts in Psychology
- Bachelor of Arts in Sociology
- Bachelor of Professional Studies in Business and Management
- Bachelor of Professional Studies in Technology Management
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Electrical Engineering Technology
- Bachelor of Science in Health Care Management
- Bachelor of Science in Health Sciences
- Bachelor of Science in History
- Bachelor of Science in Information Technology
- Bachelor of Science in Liberal Arts
- Bachelor of Science in Military Studies
- Bachelor of Science in Natural Sciences
- Bachelor of Science in Nuclear Engineering Technology
- Bachelor of Science in Nursing (RN-BSN)
- Bachelor of Science in Psychology
- Bachelor of Science in Social Science
- Bachelor of Science in Sociology
- Bachelor of Science in Technology
- Master of Arts in Liberal Studies

- Master of Business Administration
- Master of Science in Criminal Justice
- Master of Science in Cybersecurity
- Master of Science in Health Sciences
- Master of Science in Nursing

University of Cincinnati

The University of Cincinnati was founded in 1819 as Cincinnati College. In 1870 the institution was chartered by the Ohio legislature as the University of Cincinnati. The University became a part of the Ohio university system in 1977. Today the comprehensive public research university serves more than 42,000 students. The programs requested will be offered through the Distance Learning and Outreach division of the University of Cincinnati.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. The U.S. Department of Education reports that 73 percent of entering students at the University of Cincinnati were counted as full-time, first-time in 2012 with a 55 percent graduation rate and an 8.9 percent federal financial student loan default rate in 2009.

The University of Cincinnati is accredited by the North Central Association of Colleges and Schools of the Higher Learning Commission, an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

Degrees Requested by University of Cincinnati:

- Associate of Applied Science in Early Childhood Care and Education
- Bachelor of Science in Early Childhood Education
- Bachelor of Science in Medical Laboratory Science
- Bachelor of Science in Sign Language Interpreting
- Master of Education in Curriculum and Instruction
- Master of Education in Educational Leadership
- Master of Education in Literacy and Second Language Studies
- Master of Science in Nursing