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

**Conference Call  
April 29, 2014  
11:00 a.m.**

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**Board Academic Affairs Standing Committee  
Minutes**

**Wednesday, April 16, 2014**

**11:00 a.m.**

**Kathy Rupp Conference Room**

**Kansas Board of Regents**

**Topeka, Kansas**

The Board Academic Affairs Standing Committee met in the Kathy Rupp Conference Room of the Kansas Board of Regents, Topeka, Kansas, at 11:00 a.m. on Wednesday, April 16, 2014.

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

Board Staff: Gary Alexander, Karla Wiscombe, Susan Fish, Jacqueline Johnson, Blake Flanders, Zoe Thompson, Cynthia Farrier, and Kathy Hund

Others Present: Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; and Rick Muma, Wichita State University

**Approve April 1, 2014 Minutes**

Regent Emert moved, and Regent Van Etten seconded the motion, to approve the April 1, 2014 Board Academic Affairs Standing Committee Meeting minutes as written. Motion carried.

**Discussion Agenda**

**BAASC 13-02, Transfer and Articulation: Update – Karla Wiscombe and Gary Alexander**

Karla Wiscombe updated BAASC regarding the status of the Transfer and Articulation Council (TAAC). The Quality Assurance sub-committee met Tuesday, April 15 regarding data and will report to TAAC tomorrow. TAAC will continue its work on quality assurance and the related data report. The Core Outcomes sub-committee worked on communication issues and will consider solutions to problem areas tomorrow. Future transfer courses will be reviewed at the fall September 12<sup>th</sup> meeting. Breeze Richardson will continue to meet with TAAC regarding its website and marketing methods.

**BAASC 13-04, Developmental Education Update – Susan Fish and Gary Alexander**

Susan Fish gave BAASC an update of the Developmental Education Working Group. The working group met on March 25<sup>th</sup> at Flint Hills Technical College and is on target for reporting to the Board. The next meeting is on May 2<sup>nd</sup>. The working group will hear reviews from several academic officers who have agreed to comment on the draft report. It is the last meeting prior to presenting the report to the Board.

### **Credit for Prior Learning – Karla Wiscombe and Gary Alexander**

BAASC received a draft of the proposed credit for prior learning guidebook. Kathy Hund provided a brief overview of the steering committee's work. Andy Anderson and Brenda Chatfield presented a short report at the System Council of Chief Academic Officers meeting.

BAASC discussed:

- Timeline
  - A proposed Guidebook in May
  - Present to the Board in June
- Guidebook of Credit for Prior Learning
  - Consistency/uniformity of practices
  - Rigor
  - Quality Assurance
  - Best Practices
- Need for additional task force/committee

### **Other Business**

There was no other business.

The meeting adjourned at 11:30 a.m.

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

- Bryan University
- Colorado Technical University Online
- University of Nebraska

**Staff Recommendation**

*The following institutions request approval for additional degree granting authority: (1) Bryan University, (2) Colorado Technical University Online, and (3) 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.*

*May 2014*

**Summary of Institution Requirements**

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

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

**Institution Requests:**

**Bryan University**

Bryan University was previously approved by the Kansas Department of Education in May of 1982. This certification continued under the Kansas Board of Regents with the enactment of Senate Bill 345 placing control of “proprietary schools” under the Kansas Board of Regents. Bryan University has been in existence since 1982 and offers programs in Computer Networking, Computer Programming, Allied Health and Wellness, Business Administration, Gaming and Robotics. In addition to the campus located in Topeka, KS, Bryan University has two other degree granting campuses located in Springfield, MO and Rogers, AR. The University offers distance education out of the Springfield, MO campus location. The program in this request will be offered though distance education out of the Springfield, MO campus location and the Topeka location. The online distance education division of Bryan University is currently approved by the Kansas Board of Regents to offer seven (7) programs at the associate, bachelor and master level. The Topeka campus is currently approved to offer ten (10) programs at the associate 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 48% of entering students at Bryan University - Online were counted as “full-time, first-time” in 2012 and a graduation rate of 45% for students who began their studies at Bryan University - Online in fall 2009. The reported cohort default rate for fiscal year 2010 was 31.4%. The U.S. Department of Education reports that 100% of entering students at Bryan University - Topeka were counted as “full-time, first-time” in 2012 and a graduation rate of 48% for students who began their studies at Bryan University - Topeka in fall 2009. The reported cohort default rate for fiscal year 2010 was 30.2%.

Bryan University is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award diplomas, associate, bachelor and master degrees. ACICS is a nationally recognized accrediting agency recognized by the United States Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree and non-degree granting approval on its campuses.

#### **Degrees Requested by Bryan University for Approval:**

- Associate of Applied Science in Medical Billing and Coding

#### **Colorado Technical University**

The Kansas Board of Regents first approved Colorado Technical University in September of 2011. Colorado Technical University was established in 1965 with a focus on training former military personnel in technical and vocational subjects. The university maintains Colorado campuses in **Colorado Springs** (main campus), **Denver**, **Pueblo**, and **Westminster**, as well as out-of-state campuses in **Sioux Falls**, **South Dakota**. Additionally, a number of CTU's degree programs can be completed entirely or primarily **online**. The University currently enrolls 23,000 undergraduates and 3,000 graduate students. Colorado Technical University is currently approved by the Kansas Board of Regents to offer 102 programs at the associate, bachelor, master, and doctoral level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 32 percent of entering students in the online campus were counted as “full-time, first-time” in 2012 and a graduation rate of 13% for students who began their studies in the fall of 2006. For the reported fiscal year 2010, the three-year cohort default rate for Colorado Technical University Online is 22.8%.

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

#### **Degrees Requested by Colorado Technical University**

- Bachelor of Science in Cyber Security

#### **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 142 programs at the bachelor, master, graduate certificate 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 cohort default rate of 5.5% for the Kearney campus, a graduation rate of 65% and cohort default of 3.7% at the Lincoln campus and a graduation rate of 46% and cohort 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 cohort 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. 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:**

- Doctor of Nursing Practice

## Approval of Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges – Manhattan Area Technical College

### Summary and Recommendation

*Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received a request from Manhattan Area Technical College to offer an Associate of Applied Science in Biotechnology Laboratory Technician. The program submitted addressed all criteria requested and was subject to the 14 day comment period required by policy. The program was reviewed by the Technical Education Authority and is recommended for approval.*

*05/14-15/14*

### Background

Community colleges and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria addressed during the application process include, but are not limited to, the following:

- Student and employer demand for the program
- Current and projected job openings and anticipated wages
- Level of program duplication across institutions, based on Classification of Instructional Program (CIP) code, and any efforts to collaborate to provide the needed program
- Rationale for why collaboration is not a viable option and/or need for a duplicative program
- Program description and designation of required and elective courses
- Measurable program outcomes and course competencies
- Process and frequency for review of program content, level of program success, and process for addressing any areas of concern
- Any specialized accreditation required and/or available for the proposed program
- Faculty qualifications and proposed student to faculty ratio
- Description of facilities and equipment needed and available
- Projected program costs and designation of adequate resources
- Membership of a steering/advisory committee for the program
- Approval by institutional academic committee and local governing board

### Description of Proposed Programs

**Manhattan Area Technical College** requests approval for the following program:

- Biotechnology Laboratory Technician (41.0101)—AAS degree/65 credit hours

The proposed Biotechnology Laboratory Technician associate of applied science degree is an expansion of an existing technical certificate program at the college. The program prepares individuals to apply scientific principles and technical skills in support of a variety of laboratory settings. The program includes instruction in standard laboratory practices and procedures; techniques for analysis, testing and inspection; laboratory instrumentation, equipment operation and maintenance; laboratory and materials handling safety; and computer applications applicable to a broad spectrum of biotechnology industries.

The existing certificate program was originally designed as an “advanced” certificate requiring a number of pre-requisite credit hours in lab based science courses as well as an associate degree or higher prior to admittance and has been fully operational for two years. During that period six students have completed the required coursework for the certificate, all are employed in the field. Currently there are four students in the certificate program. Expanding the program to an associate of applied science degree program will

allow interested students to attain an associate degree after completing the previously pre-requisite course work in addition to the advanced level courses in the existing certificate program. The advanced certificate remains available to students who previously have completed a postsecondary degree in the sciences. Graduates will be prepared to work in a variety of biotechnology industries and research laboratories as chemical technicians, environmental science and protection technicians, geological and petroleum technicians, agricultural and food science technicians or environmental engineering technicians. Employment demand in these occupational fields is anticipated in the region due to the opening of the National Bio and Agro Defense facility in Manhattan as well as other biotechnology companies locating in the region. The US Occupational Outlook Handbook and Kansas Department of Labor confirm that growth in this sector in Kansas will increase between 7% and 14% from 2010 to 2020. Projected Kansas salaries for these occupations range from approximately \$37,170 to \$45,000.

The proposed program includes an internship component that has resulted in the development of partnerships with area businesses to provide these opportunities as well as sharing of used equipment, donations of supplies and other items for use in the student laboratories, and specific technical assistance. In addition, letters from local businesses in support of the program include commitments to hire program graduates, assistance with course development, serving as adjunct instructors and guest lecturers, and maintaining a strong presence on the program advisory committee.

Currently two colleges are approved to offer associate of applied science degrees in Bio or Agri technology. These colleges include: Cloud County Community College and Johnson County Community College. The curriculum in MATC's program address laboratory skills required in the biotechnology industry such as cell culture, molecular techniques and biomanufacturing which are not taught in the other programs. An articulation agreement between Cloud County Community College and Manhattan Area Technical College has been developed allowing for the transfer of coursework/credits between the two colleges. MATC also has a collaborative agreement with Butler Community College.

The college has established a partnership with the School-Business Consortium (Frankfort, KS) to help support the district's Bio-Medical and Bio-Chemistry pathways for high school students. MATC developed an "Emerging Technologies" course for high school students in these pathways in the nine high schools that comprise the consortium. During the current year, 10 high school students at three high schools participated in this new course. For the 2014-2015 academic year, the curriculum will be delivered to 8 high schools in the consortium to approximately 25 students. Students completing the course will be able to articulate that credit into MATC's proposed program. The college will also work with Kansas State University's Division of Continuing Education on a 2+2 articulation agreement leading to a Bachelor of Science in Technology Management to support the growing biotechnology needs of the state.

MATC began their existing approved technical certificate program in 2010. Through successful grant writing, all equipment and instructor materials were purchases. The college estimates the cost to expand the program to the AAS level is approximately \$35,850 for 7 adjunct hours (at \$550/cr hr) = 3,850, 1/3 of Director Bioscience salary = \$20,000 and 1/2 time lab assistant = \$12,000.

The proposed program was subject to the 14-day comment period during which one letter of comment from Emporia State University was received. While stating that the university does not oppose the proposed new program, the letter included some clarifying comments in response to statements made in the proposal regarding collegiate level science courses and areas of student preparation.

**Recommendation**

The new program request submitted by Manhattan Area Technical College for an AAS degree in Biotechnology Laboratory Technology was reviewed by the Technical Education Authority and is recommended for approval.

## **Act on Request to Approve the Industrial Machine Mechanic and Automation Engineer Technology Summary**

*After thorough review and discussion, the Technical Education Authority (TEA) endorses the proposed Industrial Machine Mechanic and Automation Engineer Technology program alignments and maps dated 4/24/2014 as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility. The TEA recommends approval of the aligned Industrial Machine Mechanic and Automation engineer Technology programs. 05/14-15/14*

### **Background**

#### **Program Alignment Objectives**

- Business/industry identification of common program exit points
- Business/industry identification of industry-recognized credentials
- Identification of common courses and competencies as well as institutional program flexibility
- Established common program length for all aligned programs

#### **Program Alignment Process**

##### **Phase I—Research and Business/Industry Input**

Survey local college advisory committees and employers in the field  
 Complete research on current programs at colleges and industry-based credential options  
 State business and industry representatives establish recommendations  
 14 day comment period for college presidents

##### **Phase II—Program and Course Alignment**

Statewide program faculty curriculum meeting #1  
 Administrative Review #1  
 14 day comment period for college presidents  
 Statewide program faculty curriculum meeting #2  
 Administrative Review #2  
 14 day comment period for college presidents  
 State business and industry review and endorsement  
 14 day comment period for college presidents

##### **Phase III—Approval of Aligned Program**

Technical Education Authority Program/Curriculum Committee review and recommendation  
 Technical Education Authority review and recommendation  
 Board Academic Affairs Standing Committee review and recommendation  
 Kansas Board of Regents approval

##### **Phase IV—Implementation of Aligned Program**

Institutions make program/curricular modifications to implement the aligned program

##### **Phase V—Review of Aligned Programs**

Periodic review of previously aligned programs to ensure programs/courses continue to meet business and industry needs as well as program accreditation and/or licensing requirements.

***Industrial Machine Mechanic Program Alignment (CIP: 47.0303)***  
***Automation Engineer Technology Program Alignment (CIP: 15.0406)***

**EXECUTIVE SUMMARY**

This alignment project began as one program group, Industrial Machine Mechanic. After considerable discussion between educational leaders and representatives from the Business and Industry committee, the group decided that the curriculum being delivered fell within two separate program areas and should be aligned accordingly.

The institutions include:

<b>Institutions</b>	
Johnson County Community College	Washburn Institute of Technology
Hutchinson Community College	Wichita Area Technical College

**Phase I: State Business & Industry Recommendation:**

The statewide business and industry committee, comprised of representatives from businesses employing industrial machine mechanics, met on November 8, 2013 to discuss current and future employment needs, hiring challenges, and skill requirements. Members agreed that within the next five years 30 percent or more of the current employees will need to be replaced due to retirements at both the technician and supervisor levels. The group also noted, due to the broad spectrum of industrial, mechanical, and electrical skills required by the occupation, new employees usually lack the skills that come with experience and time on the job and that apprenticeships and hands-on training are essential in a program. The committee also identified an extensive list of skills areas needed by entry-level workers in this field. After considerable discussion the business and industry committee recommended the Certified Maintenance and Reliability Technician (CMRT) credential through the Society of Maintenance and Reliability Professionals as the preferred industry credential. The group also agreed that the silver level WorkREADY certificate would be recommended but not required.

After reviewing the work completed by the state curriculum committee, the business and industry committee agreed with allowing institutions the option to choose one of the following credentials: Society of Maintenance and Reliability Professionals Certified Maintenance and Reliability Technician (CMRT), or the International Society of Automation Control System Technician (CST) associate recognition credential based on the skill areas emphasized in the individual programs.

**Phase II: State Curriculum Committee:**

Industrial Machine Mechanic program faculty from all four institutions, representatives from the Business and Industry committee and KBOR staff met on January 27, 2014 to begin the process of aligning programs at community colleges and technical colleges.

After considerable discussion between educational leaders and representatives from the Business and Industry committee, the group decided that the curriculum being delivered in the current programs fell within two separate program areas based on the specific areas of emphasis requested by local businesses advisory committees and should be aligned accordingly.

Industrial Machine Mechanic (CIP 47.0303) is a program that prepares individuals to apply technical knowledge and skills to repair and maintain industrial machinery and equipment such as cranes, pumps, engines and motors, pneumatic tools, conveyor systems, production machinery, marine deck machinery, and steam propulsion, refinery, and pipeline-distribution systems.

Automation Engineer Technology (CIP 15.0406) is a program that prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing, installing, calibrating, modifying and maintaining automated systems. Includes instruction in computer systems; electronics and instrumentation; programmable logic controllers (PLCs); electric, hydraulic and pneumatic control systems; actuator and sensor systems; process control; robotics; applications to specific industrial tasks; and report preparation.

As a result of these discussions, faculty and business representatives split into two alignment groups:

Industrial Machine Mechanic CIP 47.0303 (Washburn Institute of Technology and Wichita Area Technical College) The faculty and business representatives reviewed the skill areas necessary to prepare students for the CMRT industry credential and created the alignment map with two agreed upon exit points—Certificate C (with a maximum of 57 credit hours) and the AAS (with a maximum of 68 credit hours). The aligned curriculum includes 13 credit hours of common courses and competencies and 14-19 credit hours of support courses, as noted on the program alignment map.

Automation Engineer Technology CIP 15.0406 (Johnson County Community College and Hutchinson Community College) The faculty and business representatives reviewed the skill areas necessary to prepare students for the CST associate recognition credential and created the alignment map with two agreed upon exit points—Certificate C (with a maximum of 57 credit hours) and the AAS (with 68 credit hours). The aligned curriculum included 16 credit hours of common courses and competencies and 1-3 credit hours for the support course, as noted on the program alignment map.

The attached proposed alignment maps, reflecting the final recommendations from faculty and business representatives on the curriculum committee and the business and industry committee, were issued for presidential comment from March 10, 2014 through March 27, 2014. No comments were received.

### Phase III: Approval

#### **TEA Recommendation:**

The TEA Authority recommends adoption of the proposed Industrial Machine Mechanic and Automation Engineer Technology program alignments and that for state funding purposes all Industrial Machine Mechanic and Automation Engineer Technology programs must be delivered within the established credit hour maximums, and include the common/agreed upon and support courses as designated on the Industrial Machine Mechanic and Automation Engineer Technology program alignment maps.

**Industrial Machine Mechanic**  
CMRT Credential

**Certificate C**  
Maximum of 57 Credits

**Industrial Machine  
Mechanic Degree**

- CMRT Credential
- 15 Credit Hours of General Education (minimum)

**A.A.S.**  
Maximum of 68 Credits

### *Required Courses within Program*

<u>Common Courses</u>	<i>13 credits:</i>
<i>OHS 10</i>	<i>1 credit</i>
<i>Industrial Programmable Logic Controls (PLC)</i>	<i>3 credits</i>
<i>Mechanical Systems</i>	<i>3 credits</i>
<i>Mechanical Systems Reliability</i>	<i>3 credits</i>
<i>Industrial Process Control</i>	<i>3 credits</i>

<u>Support Courses</u>	<i>14-19 credits:</i>
<i>Direct &amp; Alternating Current/Basic Electricity</i>	<i>3-4 credit</i>
<i>Fundamentals of Motor Control/ Electrical Control Systems I</i>	<i>2-3 credits</i>
<i>Variable Speed Motor Controls/ Electrical Control Systems III</i>	<i>2-3 credits</i>
<i>Industrial Fluid Power/Fluid Power I &amp; II</i>	<i>4-6 credits</i>
<i>Math</i>	<i>3 credits</i>

*Course list sequence has no implication on course scheduling by colleges.*

*Institutions may add additional competencies based on local demand.*

### Notes

Specifics pertaining to Industrial Machine Mechanic programs:

1. Graduates will take and are expected to earn the Certified Maintenance and Reliability Technician (CMRT) certification through the Society for Maintenance and Reliability Professionals Certifying Organization (SMRP).
2. Educational Competencies align with CMRT requirements.
3. The common course may represent opportunities for colleges to connect to K-12 CTE pathways.
4. Level C certificates that do not include any general education course and lead to the AAS degree cannot be greater than 53 credit hours to maintain the 68 credit hour maximum for the AAS degree.
5. Students are encouraged to obtain the Kansas **WORKReady!** Certificate (Silver- Level).

**Automation Engineer  
Technician**  
ISA CST Exam

**Certificate C**  
Maximum of 57 Credits

**Automation Engineer  
Technician Degree**

- ISA CST Exam
- 15 Credit Hours of General Education (minimum)

**A.A.S.**  
Maximum of 68 Credits

### Required Courses within Program

<u>Common Courses</u>	<u>16 credits:</u>
AC/DC Circuits	4 credits
Programmable Logic Controls (PLC)	3 credits
Industrial Fluid Power	3 credits
Actuator & Sensor Systems	3 credits
Industrial Robotics	3 credits
<u>Support Course</u>	<u>1-3 credits</u>
OHSA 10 or 30	1 -3 credits

Course list sequence has no implication on course scheduling by colleges.

Institutions may add additional competencies based on local demand.

### Notes

Specifics pertaining to Automation Engineer Technology programs:

1. Graduates will take and are expected to pass the Control Systems Technician (CST) exam through the International Society of Automation.
2. Educational Competencies align with ISA requirements.
3. The common courses may represent opportunities for colleges to connect to K-12 CTE pathways.
4. Level C certificates that do not include any general education course and lead to the AAS degree cannot be greater than 53 credit hours to maintain the 68 credit hour maximum for the AAS degree.
5. Students are encouraged to obtain the Kansas **WORKReady!** Certificate (Silver- Level).

**Request Approval for a Bachelor of Science in Health Studies - FHSU**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Fort Hays State University has submitted an application for approval of a Bachelor of Science in Health Studies. The proposing academic unit has responded to all of the requirements of the program approval process. No institution offers a degree program in this area. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*

**Background**

<u>Criteria</u>	<u>Program Summary</u>
Program Identification/CIP Code	Bachelor of Science in Health Studies concentrations in gerontology, health promotion, sociology of medicine and aging, grant writing, and leadership. CIP Code: 51.9999
Academic Unit	The Bachelor of Science in Health Studies program will be administratively managed through the Department of Health and Human Performance, with courses offered through each of the participating departments. The primary academic home for the degree program will be the College of Health and Life Sciences.
Program Description	The Bachelor of Science in Health Studies degree program is an online, post-professional degree completion program for individuals who possess professional credentials in a clinically-based allied health discipline from a community college or technical program. The course of study is designed to provide career and academic advancement for current practitioners who wish to assume increasing responsibility in their current positions or in a related area of health care.
Demand/Need for the Program	Careers in healthcare and health related fields of study are typically identified by the Bureau of Labor Statistics Occupational Outlook Handbook to grow much faster than average over the next 10 years. Many of these careers are launched via completion of a two year credentialing/licensure program in an allied health field of study provided by a community college or technical college/program. Upon completion of this initial training, students secure employment and often become place-bound and limited in their ability to pursue advanced educational opportunities. This program meets the demand for place-bound students seeking a completion degree that provides a career path for advancement within a healthcare-related organization or company.  Fort Hays State University has received several letters of support from community/technical colleges evidencing the need and popularity of this degree program. A review of IPEDS data indicates that nearly 2500 students are currently enrolled in technical or associate degree programs in the Fort Hays State University service area that lead to an entry-level allied health credential. This number of students would provide a fertile

	<p>recruiting base for a bachelor's degree program, especially in conjunction with students pursuing a degree from outside the defined service area. Additionally, we have a long-standing concentration within our Bachelor of General Studies program which is focused on health studies. Enrollment in the Health Studies BGS is a reasonable proxy for enrollment projections relative to this degree and we feel the potential is favorable, given that the BGS would likely be less preferred for these professionals given the large number of general education hours.</p>
Comparative /Locational Advantage	<p>There are institutions offering degree completion options in the health sciences/studies throughout the United States, however, such programs are limited in Kansas, and few within our contiguous state region. It is important to note that few programs currently exist that are able to deliver complete programs at a distance. Fort Hays State University would become the first institution in the western two-thirds of the State to offer a degree program of this type and has a history of successfully delivering distance based programming at an excellent price point.</p>
Curriculum	<p>The program requires a minimum total of 120 credit hours. Students must meet the general education requirements of the university, complete the 25 credit hour health studies core, and complete a 12 credit hour concentration track. A maximum of 30 hours of transfer credit may be applied from the student's specific area of allied health credential from the community or technical college.</p>
Faculty Profile	<p>The Bachelor of Science in Health Studies program requires no new faculty resources. The existing seven tenure/tenure-track faculty are recognized as outstanding teachers, active scholars, and are heavily involved in university, professional, and community service. Courses in the concentration areas are taught by faculty who are specifically trained in that subject area.</p>
Student Profile	<p>Prospective students for this program will hold various associate level credentials and/or appropriate certification or licensure from a clinically-based allied health field. Students will likely be place-bound working adult learners seeking advanced education in order to explore new career opportunities or advance within current organizations.</p>
Academic Support	<p>The academic support model at Fort Hays State University is extensive and includes support for academic programs via the:</p> <ul style="list-style-type: none"> <li>Academic Advising and Career Exploration Center</li> <li>Academic Computing Center</li> <li>Career Counseling Services</li> <li>Center for Teaching Excellence and Learning Technologies</li> <li>Forsyth Library</li> <li>Kelly Center</li> <li>Learning Commons</li> <li>Student Engagement and Advising Center</li> <li>Virtual College</li> </ul>

Facilities and Equipment	Current facilities and equipment are adequate. No additional facilities are required.
Program Review, Assessment, Accreditation	The program will be reviewed according to KBOR requirements. Assessment of student learning outcomes will be measured annually and reported through the department annual report process. There are no special accreditation requirements for this degree program.
Costs, Financing	In the first year no new funds are necessary. In subsequent years additional instructional funds will be necessary to meet capacity requirements of the program. Expenses of \$10,000 in Year 2 and \$15,000 in Yr 3 represent projected adjunct faculty salary needs and will be paid from virtual college resources that result from program growth.

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

**I. Identify the new degree:**

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

<b>General Education</b>		<b>45-55 hours required</b>
<b>Health Studies Core</b>		<b>25 hours required</b>
HHP 220	Responding to Emergencies	3 hours
HHP 230	Principles of Nutrition	3 hours
BIOL 245	Medical Terminology	2 hours
HHP 310	Consumer Education	2 hours
HHP 610	Global Health	3 hours
HHP 618	Environmental Health	3 hours
HHP 620	Epidemiology in Public Health	3 hours
HHP 625	Legal Issues in Healthcare	3 hours
HHP 474	Culminating Experience	3 hours
<b>Concentrations</b>		<b>12 hours required</b>
<b>Gerontology</b>	<b>Minimum of 12 hours from courses below:</b>	
HHP 670	Introduction to Gerontology	2 hours
PSY 420	Psychology of Aging	3 hours
PSY 668	Neuropsychology	3 hours
SOC 644	Sociology of Aging	3 hours
HHP 612	Physiology of Aging	3 hours
SLP 665	Communication and Aging	2 hours
HHP 617	Nutrition and Aging	3 hours
HHP 619	Exercise Testing/Prescription for Aging	3 hours
HHP 480	Leisure Programming for the Elderly	2 hours
SOCW 620	Spirituality and Aging	3 hours
<b>Health Promotion</b>	<b>Minimum of 12 hours from courses below:</b>	
HHP 314	Issues in Health Education	2 hours
HHP 320	Communicable and Emergent Diseases	2 hours
HHP 312	Fitness Leadership	3 hours
HHP 332	Life-Span Nutrition	3 hours
HHP 400	Safety Education	2 hours
HHP 619	Exercise Testing and Prescription for the Elderly	3 hours
<b>Sociology of Medicine and Aging</b>	<b>Minimum of 12 hours from courses below:</b>	
SOC 375	Medical Sociology	3 hours
SOC 355	Death and Dying	3 hours
SOC 644	Sociology of Aging	3 hours
SOCW 620	Spirituality and Aging	3 hours

<b>Grant Writing and Social Entrepreneurship</b>	<b>Minimum of 12 hours from courses below:</b>	
SOC 670	Grant Proposal Development	3 hours
SOC 673	Program Development and Evaluation	3 hours
SOC 677	Internship in Sociology: Grant Writing	3 hours
SOC 665	Social Entrepreneurship	3 hours
SOC 680	Nonprofit Organizations	3 hours
<b>Leadership</b>	<b>Minimum of 12 hours from courses below:</b>	
LDRS 300	Introduction to Leadership Concepts	3 hours
LDRS 302	Introduction to Leadership Behavior	3 hours
LDRS 310	Fieldwork in Leadership Studies	3 hours
LDRS 306	Leadership and Team Dynamics	3 hours
LDRS 650	Principles of Organizational Leadership	3 hours
<b>Credit for professional credential/certification/licensure</b>		<b>0-30 hours</b>
<b>Electives</b>		<b>As necessary</b>
<b>Total</b>		<b>120 Hours</b>

FISCAL SUMMARY  
IMPLEMENTATION YEAR FY 2015

Institution: Fort Hays State University

Proposed Program: Bachelor of Science of Health Studies

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Full-time, Part-time Headcount:	10	25	20	50	25	65
Total SCH taken by all students in program	270 / semester		540 / semester		690 / semester	
<b>Part II. Program Cost Projection</b>						
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	
Total	\$0		\$10,000		\$15,000	

Indicate source and amount of funds if other than internal reallocation: no funds are needed in the first year. All courses are available and will meet capacity requirements.

In subsequent years additional instructional funds will be necessary to meet capacity requirements of the program. The identified expense represents projected adjunct faculty salary needs and will be paid from virtual college resources that result from program growth.

**Act on Request for Approval of a Bachelor of Science in Polymer Chemistry - PSU**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval of a Bachelor of Science in Polymer Chemistry. The proposing academic unit has responded to all of the requirements of the program approval process. No institutions have programs utilizing this Classification of Instructional Program (CIP) code. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*

**Background**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Bachelor of Science in Polymer Chemistry CIP: 40.0507
2. Academic Unit	Department of Chemistry/College of Arts and Sciences
3. Program Description	<p>This proposed program provides undergraduate students access to cutting-edge knowledge, research, and laboratory-based experience in the field of polymer chemistry. Students completing this program will be prepared for careers in high-tech polymers-based industries as well as laboratories in academic institutions, government, and private research settings. Further, this program prepares students for advanced academic study pursuing a master's degree and/or doctorate in polymer science.</p> <p>The program was developed as a result of Pittsburg State University (PSU) initiative in Polymer Chemistry, which was supported by Governor Sam Brownback and the Kansas Legislature. An important aspect of this initiative is creating and awarding a Bachelor of Science in Polymer Chemistry to students. This proposal received initial funding from the Legislature and Governor in FY13 and FY14, with the promise of a recurring \$1 million annually added to the University's base funding to support the polymer initiative.</p>
4. Demand/Need for the Program	<p>PSU is in a unique position to create and implement the Polymer Chemistry initiative due to the presence of the Kansas Polymer Research Center (KPRC) on our campus. Given the promising future of polymer science, the relevance of this field for the Kansas economy, the lack of other polymer science programs in the region, and the obvious unique link between PSU and KPRC, it makes sense for PSU to offer a degree in polymer chemistry.</p> <p>KPRC has an established history taking the agricultural products of Kansas and turning them into polymers usable in industry. PSU has an established record providing high quality education in the areas of chemistry and plastics engineering. Joining and enhancing these units creates a valuable arrangement for our students, the region, and economic development in Kansas.</p> <p>The polymers and plastics industries are among the largest employers of high tech, high value jobs for science majors. The U.S.</p>

	<p>Bureau of Labor Statistics predicts a 10% increase in employment opportunities for material scientists through 2020 with a median annual salary of \$69,790. Further, the Kansas Department of Labor employment projections claim jobs for people in plastics and rubber manufacturing to increase 12.6% and chemists to increase 4.5% by 2020. The median annual salary for these positions is \$57,080. The typical entry level degree requirements for jobs in these areas is the bachelor's degree. In fact, the American Chemical Society Division of Polymer Chemistry projects 50% of all chemists work with polymers at some point in their career. In the absence of a formal polymer chemistry program, the burden for training workers falls to polymer companies and new employees must learn on the job. Students with this training through coursework, laboratories, research experiences, internships, and other hands-on education, not only save company time and money, but also have an advantage in the job market. This proposed program provides industry the opportunity to grow and develop at a faster pace. Training students for these contemporary lucrative careers significantly is enhanced by offering a degree program in polymer chemistry joining the assets, laboratories, and scientists of KPRC with the resources and faculty available in the PSU Department of Chemistry and Plastics Engineering Technology program.</p>
<p>5. Comparative/Locational Advantage</p>	<p>There is no other degree program offered at a university in this region focusing specifically on polymer chemistry. Further, the presence of KPRC on the Pittsburg State University campus provides exceptional resources when coupled with the academic assets in our Department of Chemistry and program in Plastics Engineering Technology. This combination creates a very unique and ripe environment for an undergraduate degree program in polymer chemistry.</p> <p>If approved, this program will put PSU in a very small group of higher education institutions providing students with an academic background in this cutting edge, high tech, and contemporary discipline. Other institutions in the United States offering this type of program include the University of Massachusetts, Southern Mississippi University, and the University of Akron.</p>
<p>6. Curriculum</p>	<p>The Bachelor of Science in Polymer Chemistry is a 124 credit hour degree program consisting of 47 hours of general education courses, an additional 26 hour science and math core, 22 – 24 hours of polymer chemistry core courses, six hours of polymer electives, and a minor selected in consultation with the academic advisor, such as Plastics Engineering Technology or another related area. All polymer science majors will be required to complete significant mentored research projects.</p>
<p>7. Faculty Profile</p>	<p>Dr. Petar Dvornic (terminal degree) was hired as Chemistry Department Chair and will coordinate the program. In addition, Dr. Ram Gupta (terminal degree), Dr. Santimukul Santra (terminal degree), and Dr. Jeanne Norton (terminal degree) were hired in the past year to staff the new PSU Polymer Initiative and each will be</p>

	<p>primary and core faculty in the proposed Bachelor of Science in Polymer Chemistry. Dr. Charles Neef (terminal degree) and Dr. William Shirley (terminal degree) from the Chemistry Department will offer occasional courses as support faculty. Various other faculty from the College of Arts and Sciences at PSU will provide foundational coursework, such as Math and Physics prerequisites along with general education courses. Four of these faculty lines are new and cost \$395,000 (salary and benefits). Funding for the new lines comes from the \$1 million annual allocation from the Kansas Legislature for the PSU Polymer Initiative.</p> <p>All core faculty have terminal degrees, completed post-doctoral experiences, and significant academic accomplishments (external funding, industry experience, publications, professional presentations, technical reports, etc.).</p> <p>In addition, the PSU Polymer Initiative budget provides three graduate assistants at an annual cost of \$41,000, who will assist faculty with courses and oversee student laboratory experiences.</p>
8. Student Profile	<p>Students entering this academic program and career field should prepare themselves with a strong record high school coursework in science. Students will be admitted to the polymer chemistry major who meet the Pittsburg State University admission criteria. These students will have career interests in companies working with polymers for production and/or have a desire to pursue graduate education either at Pittsburg State or one of the few Ph.D. programs in the United States offering a doctorate in polymer science.</p>
9. Academic Support	<p>All academic support at Pittsburg State University and in the College of Arts and Sciences will be available for students and faculty in the polymer chemistry major program. Available support includes institutional programs for freshmen, initiatives offered through the Student Success Center (including the Writing Center), resources available via Axe Library, access to support for faculty and student travel, and internal grant funding opportunities. In addition, Pittsburg State University and the College of Arts and Sciences provide outstanding support for both hardware and software technology needs.</p> <p>Students also will have access to the equipment and expertise of scientists at the Kansas Polymer Research Center (KPRC) as well as equipment and lab space in both the Department of Chemistry and the Plastics Engineering Technology program in the College of Technology at Pittsburg State.</p>
10. Facilities & Equipment	<p>This proposed Bachelor of Science in Polymer Chemistry has significant laboratory and equipment needs. These needs are met through existing facilities and equipment available through KPRC, the Chemistry Department, and the Plastics Engineering Program, as well as completed renovations to the Chemistry Department suite in Heckert-Wells Hall to create additional office space for new faculty as well as an additional seminar room, and three labs in KPRC to accommodate research experiences, at a cost of \$500,000. All building renovations and new equipment are funded by the state</p>

	allocation supporting the polymer initiative at Pittsburg State University.
11. Program Review, Assessment, Accreditation	The Department of Chemistry at PSU is approved by the American Chemical Society (ACS). The Chemistry Department will use existing ACS guidelines to oversee the proposed academic program in polymer chemistry and seek ACS approval for the new program when implemented. The Bachelor of Science in Polymer Chemistry also will be reviewed according to the regular program review cycle and process at Pittsburg State University. Further, all degree programs at the University are required to submit an annual assessment report to the University Assessment Committee documenting progress towards meeting student learning outcomes.
12. Costs, Financing	Funding for this new academic program is included in the \$1 million recurring annual allocation provided by the Kansas State Government. These funds provide four new faculty lines (\$395,000 annually), start-up and equipment procurement (\$550,000 one-time expense), facility renovations (\$500,000), acquisition of materials, graduate assistants (\$41,000 annually), support staff (\$9,000 annually), and operations (\$540,000 annually).

CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents

I. Identify the new degree: Bachelor of Science in Polymer Chemistry

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

Course Name & Number	Credit Hours
<u>Core Science Courses (36 hours)</u>	
CHEM 215-216 General chemistry I/laboratory *	5
CHEM 235 Laboratory safety and compliance	1
CHEM 225-226 General chemistry II/laboratory	5
CHEM 325-326 Organic chemistry I/laboratory	5
CHEM 335-336 Organic chemistry II/laboratory	5
MATH 150 Calculus I **	5
PHYS 104-130 Engineering physics I/Elementary physics laboratory I	5
PHYS 105-132 Engineering physics II/Engineering physics laboratory II	5
* - CHEM 215-216 satisfies the Physical Sciences general education requirement.	
** - MATH 150 satisfies the Mathematics general education requirement.	
<u>Polymer Chemistry Core Courses (22 - 24 hours)</u>	
CHEM 360 Introduction to polymer science and technology	3
CHEM 611 Senior review and assessment	1
CHEM 625-626 Polymer synthesis and characterizations/laboratory	5
CHEM 680 Physical properties of polymers	3
CHEM 681 Polymer chemistry colloquium	1
CHEM 690 Selected research projects in polymer chemistry	1-3
PET 370-371 Thermoplastic resins/laboratory	4
PET 374-375 Thermoset resins/laboratory	4
<u>Elective Polymer Courses (select 6 hours)</u>	
CHEM 270 Sophomore research in polymer chemistry	1
CHEM 370 Junior research in polymer chemistry	1
CHEM 640 Polyurethanes and their applications	3
CHEM 650 Conducting polymers and their applications	3
CHEM 670 Senior research in polymer chemistry	1
CHEM 683 Biopolymers	3
CHEM 685 Selected topics in polymer chemistry	1-3
CHEM 687 Polymers in Nanotechnology	3
PET 373-372 Plastic processing I/laboratory	4

**IMPLEMENTATION YEAR FY 2014-2015**

Fiscal Summary for Proposed Academic Programs

Institution: PITTSBURG STATE UNIVERSITY

Proposed Program: Bachelor of Science in Polymer Chemistry

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:	<b>10</b>	<b>1</b>	<b>20</b>	<b>2</b>	<b>35</b>	<b>4</b>
B. Total SCH taken by all students in program	<b>205</b>		<b>410</b>		<b>695</b>	
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	<b>\$403,134</b>		<b>\$403,134</b>		<b>\$403,134</b>	
OOE	<b>\$596,866</b>		<b>\$596,866</b>		<b>\$596,866</b>	
Total	<b>\$1,000,000</b>		<b>\$1,000,000</b>		<b>\$1,000,000</b>	

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

Funding for the Bachelor of Science in Polymer Chemistry is provided in the \$1 million targeted annual allocation from the Kansas Legislature for the Polymer Initiative at Pittsburg State University.

## Request Approval for a Clinical Doctorate in Speech-Language Pathology –KUMC

## 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 Medical Center submitted an application for approval of a Post-Masters Clinical Doctoral in Speech-Language Pathology and has responded to all requirements of the program approval process. The University of Kansas/University of Kansas Medical Center offer a doctorate utilizing this Classification of Instructional Program (CIP) code. That doctoral degree is research focused and not clinical in nature. Beyond the KU/KUMC doctoral degree, no other institution offers a doctoral degree using this same CIP code. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*

Criteria	Program Summary
1. Program Identification	Doctor of Speech-Language Pathology (SLPD) CIP Code: 51.0203
2. Academic Unit	University of Kansas Intercampus Program in Communicative Disorders (IPCD), which is comprised of the Hearing and Speech Dept at KUMC and the Speech-Language-Hearing Dept at the KU-Lawrence campus, is the academic unit responsible for the degree. This degree will be conferred through the School of Health Professions (KUMC).
3. Program Description	<p>The Doctor of Speech Language Pathology (SLPD) will be a professional doctoral program for practicing speech-language pathologists seeking to acquire advanced and state-of-the-science information and clinical skills.</p> <p>The proposed degree is not designed nor expected to compete with the current PhD program in Speech-Language Pathology offered by IPCD. Individuals in the PhD program in SLP intend to pursue research careers while the clinical doctorate is designed for post-master's, clinically certified individuals. Graduates of the clinical doctorate program will be prepared for independence, leadership, and excellence in clinical practice in medical, rehabilitation and other clinical settings, as well as clinical faculty positions in academic settings.</p>
4. Demand/Need for the Program	<p>The need for a professional/clinical doctoral degree in Speech-Language Pathology (SLP) has attracted national attention and several university SLP programs (including all of the programs listed in the "top 10" by US News &amp; World Report) are in the process of planning and/or preparing such degrees. Graduates will work in a clinical setting or as faculty in an academic setting.</p> <p>KUMC/KU administered a survey to 600 attendees of the 2011 annual convention of the Kansas Speech-Language-Hearing Association. One hundred fifty surveys were completed for a return rate of 25%. Almost 90% of the respondents saw the value in creating a clinical doctorate in SLP, and 50% of these individuals indicated an interest in obtaining this</p>

	degree. Based on the finding of this and other surveys, the American Speech-Language-Hearing Association conducted surveys and found that a substantive need for and interest in the degree and a significant need for standards and accreditation for these degree programs.																								
5. Comparative/ Locational Advantage	Only two universities currently offer clinical doctoral degrees in SLP: the University of Pittsburgh (Doctor of Clinical Science – with emphasis in SLP), and Nova Southeastern University (SLPD). Thus, if approved, the KU IPCD will be the third program in the USA (and world) to offer this degree. Several other universities are anticipated to begin offering clinical doctoral degrees in SLP over the next 5 years.																								
6. Curriculum	The degree is customized to each student’s needs. The student develops a plan of study with a faculty advisor which consists of 10-12 credit hours in an area of primary concentration; 8-10 hours in an area of secondary concentration; and 12 hours in an applied research concentration relating to primary/secondary concentrations and including a capstone project.																								
7. Faculty Profile	<p>Faculty members in Speech-Language-Pathology or Speech Science from the KU IPCD, as well as KU/KUMC faculty in other departments/units who teach courses and/or conduct research and/or perform clinical services in areas related to primary/secondary concentrations. Current IPCD SLP faculty comprises 16.5 FTE positions (11 FTE on the Lawrence campus, and 5.5 FTE on the KUMC campus as detailed below).</p> <table border="0"> <tr> <td><u><i>KUMC Campus SLP Faculty</i></u></td> <td><u><i>Lawrence Campus SLP Faculty</i></u></td> </tr> <tr> <td>Debora Daniels, PhD</td> <td>Jonathan Brumberg, PhD</td> </tr> <tr> <td>Marc Fey, PhD</td> <td>Betty Bunce, PhD</td> </tr> <tr> <td>Lindsey Heidrick, MA (0.5 FTE)</td> <td>Hugh Catts, PhD</td> </tr> <tr> <td>Susan Jackson, PhD</td> <td>Matt Gillispie, PhD</td> </tr> <tr> <td>Kathy Johnston, MA (0.5 FTE)</td> <td>Janet Choy, PhD</td> </tr> <tr> <td>Jeff Searl, PhD</td> <td>Diane Frome Loeb, PhD</td> </tr> <tr> <td>Peggy Waggoner, MA (0.5 FTE)</td> <td>Lynn Murphy, MA</td> </tr> <tr> <td></td> <td>Kristin Pedersen, MA</td> </tr> <tr> <td></td> <td>Mabel Rice, PhD</td> </tr> <tr> <td></td> <td>Holly Storkel, PhD</td> </tr> <tr> <td></td> <td>Jane Wegner, PhD</td> </tr> </table>	<u><i>KUMC Campus SLP Faculty</i></u>	<u><i>Lawrence Campus SLP Faculty</i></u>	Debora Daniels, PhD	Jonathan Brumberg, PhD	Marc Fey, PhD	Betty Bunce, PhD	Lindsey Heidrick, MA (0.5 FTE)	Hugh Catts, PhD	Susan Jackson, PhD	Matt Gillispie, PhD	Kathy Johnston, MA (0.5 FTE)	Janet Choy, PhD	Jeff Searl, PhD	Diane Frome Loeb, PhD	Peggy Waggoner, MA (0.5 FTE)	Lynn Murphy, MA		Kristin Pedersen, MA		Mabel Rice, PhD		Holly Storkel, PhD		Jane Wegner, PhD
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	Jane Wegner, PhD																								
8. Student Profile	This degree program will be offered to individuals who have already earned a master’s degree in SLP and hold the Certificate of Clinical Competence in SLP awarded by the American Speech-Language-Hearing Association.																								
9. Academic Support	Academic support needed for the new degree is currently available within the KU IPCD and are used to offer the program’s other degree options (MA – SLP; PhD – SLP and Audiology; AuD (Doctor of Audiology).																								
10. Facilities and Equipment	All facilities and equipment needed for the new degree are currently available within the KU IPCD and are used to offer the program’s other degree options (MA – SLP; PhD – SLP and Audiology; AuD (Doctor of Audiology).																								

<p>11. Program Review, Assessment, Accreditation</p>	<p>Internal review and assessment will be assigned to a special sub-committee of the KU IPCD and will occur yearly until the program is well established. At this time, no accreditation is necessary to offer a clinical doctoral degree in SLP. However, the American Speech-Language-Hearing Association currently is developing accreditation standards for such programs. KU/KUMC will see Board approval to pursue such accreditation and if given, the American Speech-Language-Hearing Association intends to use the KU/KUMC program as one of the models in this process.</p>
<p>12. Costs, Financing</p>	<p>The primary costs for the program will come from internal reallocation of funds primarily from within the Hearing and Speech Department at the KUMC. Faculty from both departments of the IPCD will participate in teaching and mentoring of students. No new resources will be needed at this time to develop and implement the program for the first two years. Additional funding in the amount of \$85,000 in Year 3 to hire a full-time faculty member and to accommodate growing numbers of students will be provided from department endowment and restricted fee funds (Hearing and Speech Department).</p>

Curriculum Outline

Proposed Post-Masters Clinical Doctorate in Speech-Language Pathology

	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Core Courses</b>	Students will create individual plans of study with the advice of their mentors. The plans will provide primary and secondary concentrations of study.	
	Courses from the student’s “Primary Concentration” of study. Courses may come from such study areas as voice, neuro-developmental disorders, adult language disorders, child language disorders, left lip/palate, supervision, hearing impairment, etc.	10-12 hours
	Courses from the student’s “Secondary Concentration” of study. Courses may come from such areas as ENT resident curriculum, Audiology, Special Education, Public Health, Applied Behavioral Sciences, etc.	8-10 hours
<b>Electives</b>	As requested	n/a
<b>Research</b>	Seminar in Evidenced Based Practices in Communicative Disorders A	3 hours
	Seminar in Evidence Based Practices in Communicative Disorders B	3 hours
	Applied Research Experience (capstone project)	6 hours
	<b>Total</b>	30-34 hours

IMPLEMENTATION YEAR FY 2014

Fiscal Summary for Proposed Doctor of Speech-Language Pathology Program  
 Institution: University of Kansas/KU Medical Center

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	2	2	2	2	2	5
B. Total SCH taken by all students in program	124		124		210	
<b>Part II. Program Cost Projection</b>						
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 2014	Year 2		Year 3		
<u>Base Budget</u> Salaries	\$0	\$0		\$85,000		
OOE	\$0	\$0		\$0		
Total	\$0	\$0		\$85,000		

Indicate source and amount of funds if other than internal reallocation:  
 Additional funding to accommodate growing numbers of students after 2015 will be provided from department endowment and restricted fee funds (Hearing and Speech Department).

## **Site Visit Report**

On-Site Review of the Proposed Post Master's Doctoral Degree in Speech-Language Pathology  
(SLPD) University of Kansas Medical Center

Dates of Review: March 5-7, 2014

Reviewers: Lee Ann C. Golper, Ph.D. (Chair) Richard E. Talbott, Ph.D.  
Julie J. Masterson, Ph.D.

Submitted to Jean Marie Redeker, Senior Director for Academic Affairs  
The Kansas Board of Regents

## Summary of Recommendations

These reviewers strongly recommend approval of the new post master's, doctoral degree program leading to the degree of *Doctor of Speech-Language Pathology* (SLPD) proposed by the co-directors of the University of Kansas Intercampus Program in Communication Disorders. Comments specific to each standard are provided below. The reviewers concluded all standards were fully met; however, given the individualized nature of the curriculum and the anticipated student population (working clinicians), the reviewers raised questions for the oversight committee to consider related to the comparative quality consistency of the curriculum and plans of study between and within cohorts, access to courses for part time students, and delineation of outcome measures. The reviewers recommend these logistic and policy and procedure concerns be addressed by the Program's faculty.

The reviewers find the proposed SLPD program uses an innovative model to address a widely acknowledged need and demand for the advanced preparation of high quality, doctoral level clinical practitioners in speech-language pathology to serve a variety of roles in the profession. The proposed degree program is well aligned with the mission of the University of Kansas and the University of Kansas Medical Center. The reviewers found good faculty and leadership support and evidence of compliance with each of the standards for new degree initiatives set forth by the Kansas Board of Regent's (KBOR).

This post master's doctoral program is unique and innovative, and there is good reason to expect growing student demand. Considering the historical academic scholarship and exemplary graduates of the Intercampus Program in Communicative Disorders and the quality of the proposed curriculum, the expertise of the principal faculty, and the learner objectives of the program, the reviewers have concluded the proposed SLPD will fulfill a societal need consistent with the missions of the university Kansas University Medical Center and Kansas University Lawrence campuses and that of other academic institutions in the state.

## Review of Standards

### Purpose of the Site Visit

This three-day site visit was conducted for the purpose of assessing the proposed program's compliance with the KBOR's standards for new degree initiatives and evaluating the feasibility, quality, and sustainability of a post-professional clinical doctoral degree in speech-language pathology within the Intercampus Program in Communication Disorders, comprised of the Hearing and Speech Department at University of Kansas Medical Center and the Department of Speech-Language-Hearing: Sciences and Disorders. Upon completion of their on-site visit, the reviewers were requested to provide a written report for the Kansas Board of Regents (KBOR) addressing their assessment and recommendations across the following areas: justification of need and student demand, rigor of the curriculum, quality of the faculty, academic support and resources, and sufficiency of facilities and equipment to support the new degree program.

### Conduct of the Site Visit and Interviews

These three outside reviewers were provided with preparatory materials well ahead of the visit, including curriculum vitae for the principal faculty members attached to this new degree. Other materials provided at the time of the visit included program descriptions from established interprofessional leadership, policy, and clinical programs currently on the KUMC campus. The visit

included a tour of the Hearing and Speech Department and face-to-face meetings or telephone interviews with seventeen (17) individuals, including: the chair of the KUMC Hearing and Speech Department chair and co-director of the Intercampus Program in Communicative Disorders; the three core faculty (professors) who prepared the proposal and will be the principal faculty for this new degree program; a senior staff speech-language pathologist working in the KUMC Hospital Rehabilitation program; two faculty administrators from the Center for Child Health and Development; an associate professor and administrator within the Occupational Therapy Doctorate (OTD) program; an associate professor and Graduate Director for the Doctor of Physical Therapy (DPT) within the Physical Therapy and Rehabilitation Sciences Department; an ENT physician who is the Director of the Cleft and Craniofacial Surgery Division in the Department of Plastic Surgery and Otolaryngology; the Vice Chancellor for Academic Affairs and Dean of Graduate Studies; the former Vice Chancellor for Academic Affairs and Dean of Graduate Studies; the chair of the Lawrence campus' Department of Speech- Language-Hearing: Sciences and Disorders and co-director of the KU Intercampus Program in Hearing and Speech; a clinical assistant professor from the Lawrence campus who will serve as a faculty member and clinical educator in this new degree program; the chair of the Department of Speech-Language Pathology, Ft. Hays State University; the Dean of the School of Health Professions and Senior Vice Chancellor for Academic Affairs, KUMC; and three prospective students for this post master's professional doctoral degree.

#### Mission Alignment

The proposed professional doctoral degree, as submitted through the University of Kansas Intercampus Program in Communicative Disorders, is well-aligned with the central missions of both the Lawrence and the Medical Center campus locations. As stated in their mission statements, respectively: (1) *The University is committed to offering the highest quality undergraduate, professional, and graduate programs comparable to the best obtainable anywhere in the nation;* and (2) *The KU Medical Center trains professionals to meet a wide range of health needs in Kansas –from the critical need for primary care and prevention to the urgent need for highly innovative and specialized clinical care. Further, the Medical Center produces medical scientists who are essential for basic and translational research, supplying the state's bioscience and biotech workforce and creating economic development*

Review of both the written proposal and interviews with administrators, leadership and faculty from other disciplines, faculty, staff, prospective students, and interprofessional colleagues from both campuses confirmed that the proposed program would indeed be consistent with the mission of both institutions.

Strengths. As one of the earliest professional doctoral-level clinical speech-language pathology programs in the country, the proposed SLPD meets the two institutional goals of quality professional education and innovative and specialized clinical care education in the State. The historical quality of graduates from these programs, commitment to high academic and clinical standards of the faculty, commitment to admitting students with demonstrated high levels of academic and clinical achievement, and an individually tailored and rigorous program of study all are consistent with offering “the highest quality of ... professional, and graduate programs.” This program is likely to become a model and set the standards for other doctorates in SLP across the country.

## Standard 1: Justification of Need and Student Demand

As shown in the data from a survey conducted at the state speech and hearing association meeting, referenced in the proposal, there is a substantial local interest suggesting a good demand from master's level clinicians for clinical doctoral-level training. The profession of communication sciences and disorders has for several years recognized the demand from practitioners and employers to develop clinician practitioners with specialized skills that exceed what can be reasonably achieved in a generalist, two-year master's degree. That observation resulted in the movement in the discipline of audiology to the Doctor of Audiology (AuD), which is now the mandated entry level degree. Currently, within the discipline of speech-language pathology, advanced practice knowledge and skills are achieved serendipitously from three directions: (1) by attracting individuals with research PhDs who have acquired a specialized line of expertise during their doctoral studies into predominantly clinical positions; (2) by practitioners who pursue advanced degrees outside of the discipline (doctorates in related sciences or disciplines, such as rehabilitation sciences, special education, or EdDs); or (3) through "on the job training" for select individuals with master's degrees who are able to advance to become master clinicians by virtue of their employment in advantageous settings, such as university affiliated hospitals. A few of the latter have gone on to obtain credentials, such as "Board Recognition" from the American Speech-Language-Hearing Association (ASHA) in a specialty area. Clinicians who wish to obtain advanced degrees specific to business practices, management, or administration, may pursue degrees such as the MBA or a master's or doctorate in health services administration.

The demand for advanced clinical and post professional, doctoral-level speech language pathologists to fill a variety of vocational placements specifically relevant to speech-language pathology is essentially lacking. The profession has shown widespread interest in developing the clinical doctorate in speech-language pathology for several years, but to date only four programs are offering professional or clinical doctoral programs in SLP at either the entry level or post master's level. That number is likely to grow substantially over the next 5 to 10 years, principally because the demand from practitioners themselves for advanced clinical and professional practice knowledge is growing. There also is a high demand coming from the workplace for trained professionals with advanced clinical *specialty expertise*; *clinical leadership* and *supervision expertise* to assume administrative positions in hospital, rehabilitation, and educational settings; and demand for specific *education and experience in interprofessional service models*. In addition to the workplace settings, there is demand from institutions of higher education for individuals qualified to teach clinical skills and theory in supervision to fill *clinical faculty and supervisor positions*. That demand is evident across the country, but is particularly acute in state institutions with a primary education and service mission.

Several of the interviewees highlighted during the course of the visit referenced the demand from practitioners and employers for advanced clinical expertise and practitioner knowledge of interprofessional service delivery and health care and educational policy. The director of the KUMC craniofacial disorders team pointed out that physicians completing their training in medical specialty residencies and fellowships in otolaryngology, rehabilitation, and neurology move into community practice having acquired skills in the most advanced surgical practices for voice disorders, head and neck cancer, neuro-reconstructive procedures, and cleft palate repairs, but lack the support from skilled practitioners they require. He emphasized the point that the successful outcome of many of his surgeries (e.g., nerve reanimation, cleft palate repairs) is dependent upon quality services delivered pre- and post-surgery by the speech-language pathologist. Even though KUMC otolaryngology residents and

fellows get state of the art surgical training, when they leave for practice in other parts of the state (and region), the level of specialized skills provided by the local speech-language pathologist varies widely, and expertise in this area may not exist in some communities.

During the interview, a KUMC faculty member, who is the program's clinic director, discussed the increasing need for school-based SLPs to be proficient in tying their services to the Common Core standards, which are currently used to judge progress of K-12 students throughout the country. Although this topic may be mentioned in a single lecture in one or two master's level SLP courses, the degree of familiarity required to optimally work with other professionals to address how specific students can meet the standards requires additional instruction and preparation. Additional knowledge regarding educational policy in general is needed. Again, KU's SLPD is directed at meeting this need.

Additionally, the Chair of the Communication Sciences and Disorders department at Fort Hayes State University highlighted a need for SLDs as educators. She emphasized the demand for faculty who had advanced training in clinical procedures, adult learning and clinical supervision, and evidenced-based practice. She described the challenge of recruiting and retaining faculty in her program, due in part to the university and departmental mission requiring a significant teaching and clinical supervision load for new faculty. These demands often are not viewed favorably by individuals with newly acquired research doctorates (i.e., PhDs), who need allocated time for scholarship as well as start up laboratory facilities. However, these academic positions could be a good fit for someone trained with a clinical doctorate. She indicated the proposed SLPD would support the mission of regional institutions such as Ft. Hayes.

Strengths. This SLPD program is unique in that it provides a post master's, clinical doctorate that aims at addressing both clinician and workplace demands for specialty clinical expertise and evidence-based clinical practice, along with addressing the demand for leadership knowledge and skills (e.g., experience and expertise in supervision, teaching, current public policy and service delivery models). There is strong support within the state speech and hearing association (KASHA), as indicated by a survey of KASHA conference attendees, and also by one of the interviewees who is an officer in KASHA. The exceptional qualifications of the first cohort of three students, who were also interviewed during this visit, provide additional positive support for the success of the program.

## Standard 2: Faculty

The quality and range of expertise of the KUMC and Lawrence campus faculty members are definitely a major strength of the proposed degree program. The faculty on both campuses include strong scholars and clinicians, and there is significant expertise and scholarship within the faculty across the breadth of disorders in almost every area of SLP practice. The academic and clinical faculty credentials of the KUMC and Lawrence campus faculty are well-recognized nationally within the communication sciences and disorders discipline.

The curriculum vitae of the principal faculty members involved with the implementation and oversight of this program were reviewed and found to be outstanding with significant scholarship. Each of the core faculty (with the exception of one individual who was engaged professionally out of state during this visit) was interviewed during this visit. The faculty resources from departments outside of speech-language pathology (e.g., otolaryngology, the Leadership Education in Neurodevelopmental Disabilities Interdisciplinary Training Program, Center for Child Health and Development at KUMC and early intervention and special education at KU) are exceptional.

Strengths. The quality and range of faculty expertise available to this program is superb and all faculty, both within and outside of the KUMC Hearing and Speech Department, who were interviewed during this visit expressed their unqualified support and were enthusiastic about participating in the proposed curriculum and the potential for innovative interdisciplinary clinical and teaching collaborations.

### Standard 3. Curriculum

The proposed curriculum and program of study is designed to be flexible to address the unique academic and specialty goals of each student while insuring a strong foundation in the scientific basis for advanced clinical practices in speech-language pathology, academic and clinical leadership and administration, and evidenced-based practice. The intercampus proposal offers a wide variety of academic courses and clinical training opportunities for tailoring the students' programs of study based on the unique background, experiences, and learning goals of students and providing a range from basic bench science to interdisciplinary behavioral rehabilitative sciences or school-based opportunities.

The curriculum includes five main learner objectives: (1) the acquisition of individualized, advanced clinical expertise beyond the current master's level training model in speech-language pathology; (2) the acquisition of knowledge and skills in evidence-based, clinically-applied research methods, e.g., effectiveness research, single subject research designs, and performance improvement/program quality outcome studies; (3) the development of clinical educator and supervisory skills; (4) the development of leadership, management, and administrative skills; and (5) the acquisition of knowledge of public policies and current service delivery models. All students are expected to complete core course work related to skills in evidence-based research and the completion of a capstone research project. The plan of study for each student is individualized, and although focused on advanced clinical practice and knowledge required for work in clinical settings, the curriculum is analogous to the course of study associated with the research doctoral degree. The student will be assigned a major advisor professor, and the program of study will be overseen by a doctoral committee. The coursework and specialty clinical training experiences for the students are tailored to the individual. The range of combined specialties as well as the interdisciplinary and interprofessional learning opportunities already available the Medical Center and Lawrence campus, provide a unique opportunity for individualized plans of study that only a few universities in the country are positioned to offer. Each student will have tailored primary and secondary focus content areas. Potential specialty tracks discussed during the review included voice and craniofacial anomalies, autism, adult learning, language and literacy, and neurogenic cognitive and language disorders. Additionally, there are two courses in evidence-based practice that are taken by all students in the program, and a clinical research capstone requirement. The customized curriculum to meet the needs and interests of each doctoral student suggest the Kansas model is likely to serve as the model for future SLPD programs across the country.

Strengths. The greatest strength of the program is the individualized plans of study focused in the student's clinical specialty and professional development interests, modeled on the research PhD model, with a "major professor" and faculty doctoral committee overseeing student progress.

Concerns/Questions. Although the customization of the program is one of its strongest features, these reviewers note the individualized plans of study might also present a significant challenge to maintaining consistent quality within and between cohorts of graduates. There is a need to ensure that all graduates meet a common set of competencies or standards to ensure consistent academic fidelity across graduates. These competencies should be identified and addressed in each student's program of study,

which should be developed and approved either early in the first semester of study or perhaps even prior to beginning the program. The competencies should be reflected both in formative and summative assessments of the students and the program in general. That is, assessments should include more than exams associated with specific courses or papers associated with independent studies. Rather, knowledge and skills that reflect the elements of the learner objectives, such as advanced practice and leadership, inherent to this program must be evidenced along the student's course of study. It may be helpful for faculty to consider what the outcome data would look like if they determined the program was not working optimally and then make sure their assessment system would help them catch this early. The reviewers encourage the faculty to decide how to address access of the program, both for the two current part-time faculty who are applying to enroll as the first cohort, as well as future students. There are other questions to consider. For example, what happens if a student cannot do 10-13 hours per semester? Is there a minimum level of expected enrollment and a maximum allowable duration? If students do matriculate through the program at different paces, will there be an undesired effect on cohesiveness? During the review, it sounded like the students would go through the two evidence-based practice courses as a cohort. How would this work if different students were advancing at different paces?

The oversight faculty also are encouraged to decide how to address access of the program and curriculum, both for the two current part-time faculty who will become the first students as well as future students. What aspects of the curriculum might be available via distance learning? It was noted that many of the other potential cognate areas (e.g., nursing) already offer distance courses. It is possible that the two core courses in EBP ultimately will need to be offered via distance learning, particularly to make the program feasible for future students who are not in the KC area. The program will need to develop policies and procedures regarding the potential transfer of advanced graduate coursework taken at other universities. This is particularly important for students who come from regions far away from the KC area (e.g., Ft. Hayes).

#### Standard 4. Academic Support and Resources

The availability of exceptional academic support and resources is another major strength of the proposed program. State-of-the-art clinics in neurodevelopment, craniofacial anomalies, cleft palate, autism, acute care, and numerous other areas are available. These clinics provide both teaching and research labs for ongoing research in assessment and intervention. There are schools in both the Kansas City metro area and in Lawrence that offer numerous opportunities for clinical work and applied research.

During the review, the reviewers met with two of the directors within the Center for Child Health and Development. Both were quite very supportive of the proposed SLPD program and mentioned possible special training slots for students enrolled in the program. All of the administrators interviewed during this site review were positive and supportive of the proposed program. The Senior Vice Chancellor and Dean of Allied Health Programs noted that KUMC has had years of experience in developing successful clinical doctoral programs across several health related disciplines, both at the entry and post-professional level. She expressed confidence that there would be sufficient resources for the program now and in the future, also indicating that any necessary increases in faculty lines would be provided.

The chairs of the academic departments on both campuses assured the reviewers there is currently sufficient faculty to support the proposed program. They indicated some faculty will participate to a

greater extent than others and comparing this SLPD model to that of a PhD program, in that, depending upon the student's interests and learning objectives, the faculty members with the appropriate skills, expertise, and capacity will take responsibility for advising individual SLPD students through their plans of study and capstone projects, just as faculty members do for their PhD students.

Strengths. Given that this new degree program will be housed in an existing and well-established academic department, the quality of which has been documented, there is sufficient faculty quality and quality of academic support extant in the program. As individual students enroll, their specific interests and needs will warrant specialized support. Should the enrollment numbers expand substantially, it may become necessary to appoint or hire a committed director of the SLPD program. The department chairs in the intercampus program, the dean, and all other affiliated administrators expressed their commitment to ensuring the program's continued support and success, including any future need for additional faculty or other personnel resources.

#### Standard 5. Facilities and Equipment

The proposal does not include a request for additional facilities or equipment resources during the first two years of the degree program. Should any need for support personnel, equipment, or other resources become evident, those requests will be submitted to the appropriate co-chair of the Intercampus Program in Communication Disorders for consideration and disposition.

## **Addendum: List of Interviewees and Titles/Affiliations**

John A. Ferraro, Ph.D. Doughty-Kemp Professor and Chair, Hearing and Speech Department, KUMC  
(*SLPD committee member*)

Jean Redeker, Senior Director for Academic Affairs, Kansas Board of Regents

Debby Daniels, Ph.D., Clinical Associate Professor and Clinic Director, Department of Hearing and Speech, KUMC (*SLPD committee member*)

Susan T. Jackson, Ph.D., Associate Professor, Department of Hearing and Speech, KUMC (*SLPD committee member*)

Jeffrey P. Searl, Ph.D., Associate Professor, Department of Hearing and Speech, KUMC (*SLPD committee member*)

Candy Fuller, M.A. CCC-SLP, Speech-Language Pathologist, KUMC Hospital Rehabilitation

Matt Reese, Ph.D., Associate Professor and Director, Center for Child Health and Development

Louann Rinner, MEd, OTR/L, Coordinator Occupational Therapist Training Program, Director, Leadership Education in Neurodevelopmental Disabilities Interdisciplinary Training Program, Center for Child Health and Development

Brian Andrews, M.D., Director, Cleft and Craniofacial Surgery, Departments of Plastic Surgery and Otolaryngology

Robert Klein, Ph.D., Vice Chancellor for Academic Affairs and Dean of Graduate Studies

Allen Rawitch, Ph.D., Former Vice Chancellor for Academic Affairs and Dean of Graduate Studies

Holly Storkel, Ph.D., Professor and Chair, Department of Speech-Language-Hearing and Disorders (*SLPD Committee member*)

Jayne Brandel, Ph.D., Chair, Department of Speech-Language Pathology and Audiology, Ft. Hays State University

Karen L. Miller, RN, Ph.D., Professor and Dean, School of Nursing and School of Health Professions; Senior Vice Chancellor, for Academic and Student Affairs

Peggy Waggoner, M.A. CCC-SLP, Clinical Instructor, Hearing and Speech Department, KUMC  
Lindsey Heidrick, M.A. CCC-SLP, Clinical Instructor, Hearing and Speech Department, KUMC  
Janelle Stevens, M.A., CCC-SLP, Staff Speech-Language Pathologist, Children's Mercy Hospital, Kansas City, KS

## **KUMC Response to Site Visit Report ADDENDUM TO SLPD PROPOSAL**

This addendum addresses the relatively few concerns expressed in the site visit report regarding the University of Kansas Intercampus Program's proposal to offer a post-Master's, Doctor of Speech-Language Pathology (SLPD) degree. These concerns focused primarily on two general areas:

- 1) Maintaining quality consistency of the curriculum between and within cohorts, and delineating appropriate outcome measures to assure this quality/consistency; and
- 2) Issues related to course access for part-time and distance-education students.

### **1. Maintaining quality consistency of the curriculum between and within cohorts, and delineating appropriate outcome measures to assure this consistency.**

The KU IPCD has developed a Program Assessment Plan and Report Template for all of its current graduate degree programs (MA and PhD In Speech-Language Pathology, AuD and PhD in Audiology). These quality assessment/outcome rubrics have served as a model for other programs not only within the University of Kansas, but for other universities across the country as well. They also were the basis for the Department Award for Exceptional Teaching and Learning, which was presented to the KU IPCD in 2008 by the KU Center for Teaching Excellence.

While not included in our original proposal, the program assessment plan and report templates designed for our current graduate degree programs have been modified to apply to our proposed SLPD degree. The modified version is attached to this addendum.

### **2. Issues related to course access for part-time and distance-education students.**

The second concern of the reviewers related primarily to program access for students who may be unable to take more than a minimal number of hours in any given semester, or are unable to attend classes at the KUMC or Lawrence campuses (e.g., students who live in other parts of the state). The KU IPCD offers multiple options to address these concerns, some that we can implement immediately and others that are in the stage of being developed. These options include the following:

1. Options for access that can be utilized immediately:
  - a. Camtasia, other archiving options
    - i. All KUMC/KU course lectures will be recorded using Camtasia, a web-based podcasting system. Links to these lectures will be available to all students enrolled in these courses (including those at remote sites) and also archived for use at any time in the future. These recordings could serve as the basis (or possibly the full course) for coursework on an SLPD student plan of study.
    - ii. Even for new courses/independent studies – faculty could utilize Camtasia to record new lectures specific to independent study for a given student. Assuming

that students might come into the program in a few areas of concentration there ultimately would be an ever-growing library of archived courses that could be utilized for future SLPD students.

- b. Adobe Connect/Skype/Face Time
  - i. We have utilized these real-time avenues to allow current students doing field study at remote sites to participate in our Professional Seminar courses. This technology can also be used for a variety of courses offered to off-campus SLPD students.
  - ii. The above real-time options also can be used for off-campus SLPD students conducting independent studies with faculty mentors. Adobe Connect in particular allows not only audio/video connection but also desktop sharing (i.e., articles, power point shows, etc.). As with Camtasia, these sessions can be recorded and archived – adding to the library of courses available to both current and future SLPD students.
- c. On-Line courses currently available
  - Several units within the KUMC and the School of Nursing in particular, offer a variety of on-line courses that may be suitable to the program of study for SLPD students.

2. Options under development/consideration:

- a. Faculty has begun the process of converting certain courses to web-based/on-line formats (completely or partially). As referenced by the reviewers, our Evidence Based Practice seminar A will eventually be converted into at least a partially web-based course since it is required for all SLPD students.
- b. The faculty will engage in creative scheduling options for face-to-face and/or concentrated synchronous distance courses. These options may include:
  - i. Half-day courses or full day courses that meet less frequently during a semester – how often and how long depends on credit hour enrollment( E.g. , monthly/twice monthly meetings; Friday half/full day). It's possible that students might have to take vacation days from work to meet some of the course requirements, and also engage in readings and other activities leading up to the face-to-face meetings.
  - ii. Saturday courses
  - iii. Summertime or between semester concentrated coursework – multiple days, weeks. E.g., some courses could be offered in a concentrated time period for several hours/day versus the traditional hourly lectures spread over two-three days/week. An intensified schedule also could be offered over multiple days during the holiday break, and/or between spring-summer or summer-fall semesters. It is important to note that the KUMC faculty members in particular are all on twelve month appointments, and continue to work during semester breaks.

**Program Assessment Plan and Report Template for the KU Intercampus Program in Communicative Disorders**

**Program: SLPD**

**Degree: Doctoral**

**Student Learning Outcomes for Majors** (Student learning outcomes are what students are expected to know and be able to do when they graduate. Questions like "What should students know? What should they be able to do? How should students do so?" help define program learning outcomes.)

Majors in the SLPD in Speech-Language Pathology program will be able to

1. Demonstrate in depth knowledge of theory and prior research within the student's primary and secondary areas of concentration
2. Demonstrate acceptable knowledge of evidence-based practice.
3. Competently and ethically complete original applied research project
4. Effectively communicate to a variety of audiences about issues in the field.

CLAS	Intercampus Program in Communication	Communicative Disorders	Applied Research Project	Summative Rubric	
Components	Outstanding - 4	Very Good - 3	Acceptable - 2	Unacceptable - 1	Learner Outcome
<b>Introduction/ Statement of the Problem</b>	Exceptional writing/organization Comprehensive understanding of problem Compelling rationale	Very well written/organized Presents very good understanding of problem Persuasive, convincing case Well-articulated, interesting and important question(s)	Adequately written/organized Presents adequate understanding of problem Adequate rationale for studying the problem.	Poorly written/organized Presents lack of understanding of the problem Insufficient knowledge to generate adequate rationale	Outcome 3 Original Research; Outcome 4 Communication
<b>Grounding in the Literature</b>	Strongly articulated, significant question(s)  Formidable summary of current, relevant literature	Thoughtful, critical analysis and synthesis of literature  Comprehensive summary of the relevant literature	Adequately articulated, important question(s)  Summary of current, relevant literature	Poorly articulated and unimportant questions.  Fails to cite relevant articles Misinterprets the literature	Outcome 1 Knowledge;
<b>Methodology/ Approach</b>	Exceptional writing/organization Superior level of ability in all aspects of design to yield a valid and reliable result.	Critical analysis and synthesis of literature  Very well written/organized Highly developed level of competence in all aspects of design to yield a valid and reliable result	Analysis and synthesis of literature  Adequately written/organized Basic level of competence in all aspects of design to yield a valid and reliable result.	Lacks critical analysis and synthesis.  Poorly written/organized, Chooses incorrect tools or methodology. Lack sufficient controls to yield valid and reliable results.	Outcome 2 Research Methods; Outcome 4 Communication
<b>Results/ Analysis</b>	Exceptional writing/organization Well executed, thorough Excellent understanding of statistical methods	Very well written/organized Well executed, thorough Very good understanding of statistical methods	Adequately written/organized Well executed, thorough Shows good understanding of statistical methods	Poorly written/organized, Incomplete, poorly executed Shows poor understanding of statistical methods	Outcome 2 Research Methods; Outcome 4 Communication
<b>Discussion/ Conclusion</b>	Exceptional writing/organization Integrates previous research Conclusions are supported by the evidence	Very well written/organized Integrates previous research Conclusions are supported by the evidence Indicates where future research might improve upon what was done	Adequately written/organized Well synthesized Conclusions are supported by the evidence Indicates where future research might improve upon what was done	Poorly written/organized, Insufficient discussion of results and/or misinterprets the findings.	Outcome 1 Knowledge; Outcome 4 Communication
<b>Overall</b>	Indicates future research & limitations of the study  Beautifully written/organized Innovative, Significant	Indicates future research & limitations of the study  Very well written/organized Solid, Important	Indicates future research & limitations of the study  Adequately written/organized Competent execution	Poorly written/organized, Lacks basic components	Outcome 3 Original Research; Outcome 4 Communication

## SLPD Mid-Program Formative Review

Student:

Chairperson/Advisor:

Other Members of SLPD Advisory Committee:

Semesters Enrolled in to Date:

Planned Last Semester of Required Coursework:

Planned Applied Research Project Defense Semester:

Requested/Planned Funding for Next Academic Year:

**Instructions.** *Only include items below that are relevant to you. You may delete any irrelevant items.*

### **Coursework & Exams**

List coursework completed.

Course #	Course Title	Semester	Grade

List in progress coursework for the current semester.

Course #	Course Title	Semester	Hours

Provide a copy of an updated plan of study. Any requested changes to the plan of study since initially approved should be described below and **highlighted on the plan of study with red font.**

Describe the progress you have made since enrollment in the program.

### **Scholarship/Leadership**

Briefly describe the scholarship and leadership activities you participated to date. Your description should include your mentor for the activities, the purpose of the activity, the tasks you have completed thus far, the tasks that are planned for the coming year, and the skills you are acquiring through this participation. Examples of scholarship and leadership activities include presentations, consultations, publications, dissemination, and clinical and/or didactic teaching.

***Submit this report, an updated plan of study, your updated CV, and any supporting materials (e.g., summary of student evaluations of teaching) to the members of your SLPD Advisory Committee.***

## Approve Proposed Private Postsecondary Fee Regulation Amendments

### Summary and Staff Recommendation

*At the request of the Board, the 2011 Legislature amended K.S.A. 74-32, 181, which applies to private and out-of-state postsecondary institutions operating in Kansas. Among other provisions, the Board is granted authority to set fees through regulation (K.A.R. 88-28-6) to cover the expenses necessary to carry out the Board's statutory responsibilities. Based on an analysis of revenue and expense projections, Staff recommends the Board approve amending the fee schedule to reduce the amount charged for several categories of fees, in order to align revenues with expenses.*

*May 2014*

**Background:** Pursuant to K.S.A. 74-32,181, the Kansas Board of Regents is authorized to charge fees in connection with the work associated with reviewing requests of private and out-of-state postsecondary educational institutions that wish to operate and/or offer degrees in Kansas. The collected fees generate the revenues necessary to support the work done to regulate this sector and help to protect the public.

State law establishes the procedure an agency must follow in order to adopt or amend administrative regulations. These steps included approval by the Kansas Department of Administration (as to language and form), approval by the Attorney General's office (as to legal authority and compliance with applicable laws), review by the Joint Committee on Administrative Rules and Regulations, and a public hearing. If the Board approves the proposed amendment, Board staff will move forward with the regulation amendment process.

Due to the increased numbers of schools and programs being reviewed, , the Board is taking in revenue substantially in excess of what is necessary to operate the division. Since 2011, the number of approved schools has grown from 155 to 205, an increase of 32%; and programs have grown from 3,119 to 5152, an increase of 65%. The revised business plan, financial projections, and new proposed fee schedule has been reviewed and confirmed by an independent financial consultant.

**Staff Recommendation:** Staff requests the Board authorize efforts to amend the KBOR fee regulation in question, K.A.R. 88-28-6.

The full text of the regulation, and the changes being made to it, are set forth below.

**88-28-6. Fees.** Fees for certificates of approval, registration of representatives, and certain transcripts shall be collected by the state board in accordance with this regulation.

(a) For institutions domiciled or having their principal place of business within the state of Kansas, the following fees shall apply:

(1) Initial application fees:

(A) Non-degree-granting institution	<del>\$2,000</del> <u>1,000</u>
(B) Degree-granting institution	<del>\$3,000</del> <u>2,000</u>
(2) Initial evaluation fee, in addition to initial application fees:	
(A) Non-degree level	\$750
(B) Associate degree level	\$1,000
(C) Baccalaureate degree level	\$2,000
(D) Master's degree level	\$3,000
(E) Professional and doctoral degree levels	\$4,000
(3) Renewal application fees:	
(A) Non-degree-granting institution	2% of gross tuition but not less than <del>\$800</del> <u>500</u> and not more than <del>\$15,000</del> <u>10,000</u>
(B) Degree-granting institution	2% of gross tuition, but not less than <del>\$1,600</del> <u>1,200</u> and not more than <del>\$15,000</del> <u>10,000</u>
(4) New program submission fees, for each new program:	
(A) Non-degree program	<del>\$250</del> <u>100</u>
(B) Associate degree program	<del>\$500</del> <u>250</u>
(C) Baccalaureate degree program	<del>\$750</del> <u>500</u>
(D) Master's degree program	<del>\$1,000</del> <u>750</u>
(E) Professional and doctoral degree programs	<del>\$2,000</del> <u>1,500</u>
(5) Program modification fee, for each program	\$100
(6) Branch campus site fees, for each branch campus site:	

(A) Initial non-degree-granting institution	\$ <del>1,500</del> <u>1,000</u>
(B) Initial degree-granting institution	\$ <del>2,500</del> <u>2,000</u>
(7) Renewal branch campus site fees, for each branch campus site:	
(A) Non-degree-granting institution	2% of gross tuition,
	but not less than \$ <del>800</del> <u>500</u> and not more than
	<del>\$15,000</del> <u>10,000</u>
(B) Degree-granting institution	2% of gross tuition,
	but not less than \$ <del>1,600</del> <u>1,200</u> and not more than
	<del>\$15,000</del> <u>10,000</u>
(8) On-site branch campus review fee, for each branch campus site	\$ <del>250</del> <u>100</u>
(9) Representative fees:	
(A) Initial registration	\$200
(B) Renewal of registration	\$ <del>150</del> <u>10</u>
(10) Late submission of renewal of application fee	\$125
(11) Student transcript copy fee	\$10
(12) Returned check fee	\$50
(13) Changes in institution profile fees:	
(A) Change of institution name	\$ <del>100</del> <u>50</u>
(B) Change of institution location	\$ <del>100</del> <u>50</u>
(C) Change of ownership only	\$ <del>100</del> <u>50</u>
(b) For institutions domiciled or having their principal place of business outside the state	

of Kansas, the following fees shall apply:

(1) Initial application fees:

(A) Non-degree-granting institution	\$ <del>4,000</del> <u>3,000</u>
(B) Degree-granting institution	\$ <del>5,500</del> <u>4,000</u>
(2) Initial evaluation fee, in addition to initial application fees:	
(A) Non-degree level	\$1,500
(B) Associate degree level	\$2,000
(C) Baccalaureate degree level	\$3,000
(D) Master's degree level	\$4,000
(E) Professional and doctoral degree levels	\$5,000
(3) Renewal application fees:	
(A) Non-degree-granting institution	3% of gross tuition
	received or derived from Kansas students, but not
	less than \$ <del>2,400</del> <u>1,800</u> and not more than
	\$ <del>15,000</del> <u>10,000</u>
(B) Degree-granting institution	3% of gross tuition
	received or derived from Kansas students, but not
	less than \$ <del>3,000</del> <u>2,400</u> and not more than
	\$ <del>15,000</del> <u>10,000</u>
(4) New program submission fees, for each new program:	
(A) Non-degree program	\$ <del>500</del> <u>250</u>
(B) Associate degree program	\$ <del>750</del> <u>500</u>
(C) Baccalaureate degree program	\$ <del>1,000</del> <u>750</u>
(D) Master's degree program	\$ <del>1,500</del> <u>1,000</u>
(E) Professional and doctoral degree programs	\$ <del>2,500</del> <u>2,000</u>

(5) Program modification fee, for each program	\$100
(6) Branch campus site fees, for each branch campus site:	
(A) Initial non-degree-granting institution	<del>\$4,000</del> <u>3,000</u>
(B) Initial degree-granting institution	<del>\$5,500</del> <u>4,000</u>
(7) Renewal branch campus site fees, for each branch campus site:	
(A) Non-degree-granting institution	3% of gross tuition received or derived from Kansas students, but not less than <del>\$2,400</del> <u>1,800</u> and not more than <del>\$15,000</del> <u>10,000</u>
(B) Degree-granting institution	3% of gross tuition received or derived from Kansas students, but not less than <del>\$3,000</del> <u>2,400</u> and not more than <del>\$15,000</del> <u>10,000</u>
(8) On-site branch campus review, fee for each branch campus site	\$500
(9) Representative fees:	
(A) Initial registration	\$350
(B) Renewal of registration	<del>\$250</del> <u>10</u>
(10) Late submission of renewal of application fee	\$125
(11) Student transcript copy fee	\$10
(12) Returned check fee	\$50
(13) Changes in institution profile fees:	
(A) Change of institution name	<del>\$100</del> <u>50</u>
(B) Change of institution location	<del>\$100</del> <u>50</u>

(C) Change of ownership only

\$10050

(Authorized by and implementing K.S.A. 2008 2010 Supp. 74-32,181, as amended by 2011 HB 2020, sec. 3; effective Oct. 20, 2006; amended April 16, 2010; amended, T-\_\_\_\_\_, \_\_\_\_\_; amended P-\_\_\_\_\_.)

## Receive Academic Program Review Report

### Summary and Recommendations

*Board policy requires that, “in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission.” These reviews are “institutionally based and follow the departmental or unit structure of the institution.” [Policy and Procedures Manual, II.D.7.b(1)(2)]. This item is the report on programs reviewed in academic year 2012-2013. Copies of individual campus reports are available at [http://www.kansasregents.org/program\\_review\\_2014](http://www.kansasregents.org/program_review_2014). Staff recommends acceptance of this report.*

04/9/2014

### Background

The Kansas Board of Regents’ program review policy reads as follows:

- (1) In cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission. (12-19-86; 6-23-88; 9-18-97)
- (2) The review of degree programs shall encompass all levels of academic degrees from associate to doctoral. Program reviews are institutionally based and follow the departmental or unit structure of the institution. “Program” means an academic plan that is approved by the appropriate governing board and leads to an award, for example, a degree or a career/technical certificate. (12-17-82; 1-20-84; 6-23-88; 9-18-97; 6-23-05)

Program review is inextricably bound to academic quality and the allocation of resources within the public universities governed by the Kansas Board of Regents. Its primary goal is to ensure program quality by: (1) enabling individual universities to align academic programs with their institutional missions and priorities; (2) fostering improvement in curriculum and instruction; and (3) effectively coordinating the use of faculty time and talent.

Program Review reports are based on information provided by the universities as a result of their review. It is comprised of four major components: (1) a description of the academic program review process; (2) analysis of the programs reviewed in 2012-2013; (3) analysis of data compiled in Kansas Postsecondary Database (KSPSD) regarding minimum requirements for majors, graduates, faculty, and average ACT scores; and (4) follow-up summary on concerns raised in the previous year.

### The Academic Program Review Process

State universities are required to review approved programs at least once every eight years to ensure academic quality. It is important to note that universities are not required to review programs every year of the eight year cycle, but must review all programs within that timeframe. As appropriate, universities establish their review schedules that generally align with accreditation requirements.

## *A. Criteria*

The following criteria are used in reviewing academic programs:

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

Additional criteria consistent with institutional mission may also be added.

Institutional reviews may include student learning assessment data, evaluations, recommendations from accreditation reports, and various institutional data, e.g., data on student post-collegiate experiences, data gathered from the core and institution-specific performance indicators, and/or information in national or disciplinary rankings of program quality. Specific and/or additional information that relate to these criteria and that are meaningful and appropriate for the institution can be developed by individual universities.

## *B. Data and Minima Tables*

The Board has established minimum criteria appropriate to each degree level and data collected on each academic program are critical to the program review process. Academic programs which fail to meet minimum criteria are identified as part of the review process. The nature of system-wide guidelines means that some disciplines may fail to meet a stated criterion, while at the same time maintaining exceptional quality and/or serving a crucial role within the university. Data minima are established for the following categories:

Undergraduate programs:

- number of majors (25)
- number of graduates (10)
- number of faculty FTE to deliver the program (3)
- average ACT score ( $\geq 20$ )

Master's and Doctoral programs

- number of majors (20)
- number of graduates (5)
- number of faculty FTE to deliver the program (additional 3 beyond baccalaureate for master's; additional 2 beyond master's for doctorate)

## *C. Programs Requiring Additional Review or Monitoring for Improvement*

Based on review of both qualitative reports and program review data, Board staff and/or institutions identify areas of possible concern and consult with institutions to determine what, if

any, steps should be taken to resolve problem areas. Institutions may find that some programs require additional review, beyond that provided by the regular review cycle. In addition, some programs may require monitoring for a period of time to assess their progress in rectifying problems identified in the regular program review. Guidelines for prompting intensive review or monitoring include minimum data criteria in specific categories. Academic programs which fail to meet any one of these minimum criteria may be targeted for intensive reviews in addition to the regularly scheduled self-study.

In addition to programs identified by the minima tables, the university may designate any other program for intensive review based on other information in the program review data base or other information sources, such as assessment results, and accreditation reports, pertaining to the program's quality or relationship to institutional mission.

Board staff monitors campus activities regarding programs identified for intensive review or monitoring until those issues are resolved and include that information as part of this annual program review. For programs that are discontinued, each university teaches out students in the program, but does not accept new enrollments.

#### *D. Final Report and Recommendations*

Upon the conclusion of the program review process, each state university submits to Board staff an executive summary of its annual review and recommendations for each program. Board staff develops the annual program review report based on information provided by the institutions on each program, analysis of data in the minima tables, and consultation with the institutions.

#### **Summary of 2012-2013 Reports from ESU, PSU, KUMC and WSU**

For the 2012-2013 program review cycle, Emporia State University, Pittsburg State University, the University of Kansas Medical Center and Wichita State University reviewed a total of 28 academic programs at the baccalaureate, master's and doctoral levels. What follows is a brief summary of the programs reviewed in 2012-2013 by these institutions as part of its regular eight-year cycle for program review. In addition, a brief overview of the institution's review process is included.

#### ***Emporia State University (ESU)***

ESU reviewed twelve academic majors. Programs in the areas of communication, biology, biochemistry and molecular biology, chemistry, earth science, physics, theatre, art, health promotion and nursing were recommended to continue. The master's program in physical science was recommended for continuation, however the undergraduate programs were recommended for discontinuance because they do not meet minima requirements and because they do not meet a critical need. In addition, the Athletic Training program will be monitored for compliance with KBOR minima standards and strategies will be developed to improve completion rates.

The review also provided an update on the master's degree in social sciences which in previous reviews was identified as not meeting minima requirements. The institution has discontinued the program.

ESU places responsibility to organize program review with the administrative units. Those units gather both quantitative and qualitative data and, based on that information, engage in formal and informal dialogue about its implications. Department chairs develop written summaries, including recommendations for individual programs, and provide them to their respective deans and to the provost.

### ***Pittsburg State University (PSU)***

The 2012-2013 program review cycle was the second year that PSU implemented its new program review process. The process is designed to enhance overall institutional quality and accountability. The focus is on providing campus-wide input to help departments align programs with the institutional assessment process, institutional strategic plan and resource allocation. This new process includes a review by an external accrediting agency or by an external reviewer.

In a process aligned with the KBOR program review cycle, Pittsburg State reviewed four programs in the areas of mathematics, French, Spanish and music. All degrees in music were recommended for continuation as were the B.S. and M.S. degrees in mathematics.

Several programs and degrees were slated for closure. The B.A. in mathematics was recommended for discontinuance due to low enrollments and because the curriculum is similar to the B.S. in mathematics. The B.A. degree in French and the B.A. degree in Spanish were recommended for closure because of chronic, unresolved problems with low enrollment.

The University also included an update on 18 programs that did not meet minima requirements during reviews conducted from 2009 to 2012. Six programs have made satisfactory progress toward meeting minima requirements. PSU continues to monitor seven programs for improvement. The Department of Art discontinued its master's degree. Degrees in Art Education, Graphics Communication Management, Commercial Graphics and Technology Management were also discontinued.

### ***University of Kansas Medical Center (KUMC)***

KUMC reviewed five programs in the areas of cell biology and anatomy, microbiology, pharmacology, toxicology, and medicine and is recommending all for continuation.

Due to the inherent professional nature of many of the programs at the Medical Center, such programs are reviewed and evaluated by an appropriate discipline-specific accrediting agency with site visits occurring on a schedule determined by the accreditation body. These reviews are rigorous and measure progress toward the program's stated mission, identify its strengths and weaknesses, and, if appropriate, state improvements necessary to meet national standards. Many accrediting bodies now require annual updates on benchmark data related to outcome minima.

To take advantage of the activities associated with accreditation, the KUMC coordinates the review year of a program with accreditation review cycles, where appropriate. Each department housing a reviewed program writes a 5-7 page narrative describing the program, its recent history, and current state using an institutionally-developed format. KUMC's Office of Academic Affairs and the Office of Enterprise Analytics review each program narrative and consult with the respective department regarding program recommendations. Because of the

specialization or research or service support focus of many of the Medical Center's graduate programs, those that fall below Board of Regents minima are asked to qualify the reasons for not meeting thresholds. Following narrative review, summary assessments are written for each program and an institutional recommendation is made regarding the program.

### ***Wichita State University (WSU)***

WSU program review is organized around a year-long preparation and review of a self-study that is intended to create a thoughtful assessment of the quality of academic programs and to establish goals for improvements. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, and the Provost) is expected to strengthen the academic programs, identify program needs and campus priorities, and identify areas for reorganization.

At the university level, each program is reviewed on a 3-year cycle. The triennial reporting cycle allows for continuous review of each program. The triennial reports are fed into the report that the Board requires institution's to submit every eight years for each program.

For the Board's eight-year cycle, Wichita State reviewed programs in the areas of music education, graphic design, performance arts, art/art studies (general), studio arts, music and nursing. All programs are recommended to continue. The review also included four programs identified in previous reviews as not meeting minima requirements. The institution has monitored these programs for improvement and all four now meet minima requirements.

### **Status of Program Review at FHSU, K-State and KU**

Fort Hays State University, Kansas State University and the University of Kansas completed the current review cycle early and thus had no programs on which to report. What follows is a brief summary of the review cycle for each institution and an update on programs identified in previous reviews as not meeting minima standards.

### ***Fort Hays State University (FHSU)***

FHSU has systematically conducted program review under the current review cycle. The university reviews programs by college, of which there are four: programs in the College of Education and Technology were reviewed in 2008-2009; programs in the College of Business and Entrepreneurship were reviewed in 2009-2010; programs in the College of Health and Life Sciences were reviewed in 2010-2011; and programs in the College of Arts and Sciences were reviewed in 2011-2012 and 2012-2013.

While not reporting on review of programs for 2012-13, the University included an update on 18 programs that did not meet minima requirements during reviews conducted from 2009 to 2012. Three programs were moved online to build enrollments, two programs were merged together, two programs revised curriculum to better attract students, one program is focusing on retention to increase the number of graduates to minima standards, seven programs continue to be monitored for improvement and one program was discontinued.

FHSU has begun offering new programs since the current program review cycle started, three of which will be reviewed next year. In 2017-2018, the university will begin the next cycle of

reviewing programs by college, starting with programs in the College of Education and Technology.

***Kansas State University (K-State)***

K-State used the 2012-13 reporting year to examine its process of program review for areas of improvement. The university will begin the next cycle of reviewing programs in the upcoming year, and will report on programs housed in several different colleges.

While reporting no reviews for 2012-13 because it finished the review cycle early, Kansas State University identified in reviews conducted from 2009 through 2012 twelve programs flagged for additional review. K-State provided an update on those programs. Four have subsequently met the required minima, two are now only slightly below minima requirements and are expected to soon meet minima requirements, one program is being enhanced to meet minima and one is undergoing additional review. Three are interdisciplinary programs which are generally characterized by a significant contribution in donated faculty time from affiliated departments and thus maximize the efficient use of resources. The final program is a graduate feeder program and has low counts since students completing both the masters and Ph.D. or the Ph.D. directly from the bachelors are not counted as masters students.

***The University of Kansas (KU)***

KU is preparing its self-study for the Higher Learning Commission's (HLC) site visit in February 2015 in anticipation of its reaffirmation of accreditation. As part of this preparation, the University is undergoing intense review at the departmental, school/College, and University levels of its practices and programs. KU reviewed all of its programs in less than the allocated eight years, finishing the review cycle early so it could use the final year of the cycle to prepare for the HLC site visit. The institution used the information gained as part of the program review cycle to prepare for the HLC site visit. The institution has also launched comprehensive university-wide program-level assessment plans for student learning and is instituting an assessment of student learning in the new Core curriculum.

KU will use the information gained in the HLC process to more strategically align its program review process with program level assessment, review of faculty and faculty productivity, external reviews of academic programs, and accreditation reviews for professional programs. KU will begin program review reporting to KBOR in February 2016 and plan to complete the KBOR program review cycle over six years, with the final report in February 2021.

While reporting no reviews for 2012-13 because it finished the review cycle early, KU identified in reviews conducted from 2009 through 2012 programs in Design, Environmental Engineering, Environmental Science and Water Resource Science for additional review and provided an update on the status of those programs. The Design department increased faculty and realigned programs to better meet needs of the field at the undergraduate level. Graduate degrees were consolidated and recruitment was increased to attract more students. KU recommends continuing these programs. Leaders in the School of Engineering worked with faculty to make changes to attract more students to degrees in Environmental Engineering and Environmental Science. These two programs now meet minima standards. The Water Resource Science degree was recommended for discontinuance.

## Staff Recommendation

Staff recommends acceptance of this report.

## Program Review Summary Tables

What follows is a list of programs reviewed by institutions, along with the institutional recommendation.

**Emporia State University AY 2013 Review Summary**

<b>College/Program</b>	<b>CIP Code</b>	<b>Degree Level</b>	<b>Recommendation*</b>	<b>Explanation of recommendation**</b>
Communication	09.0101	B	Continue	
Biology	26.0101	B, M	Continue	
Biochemistry & Molecular Biology	26.0210	B	Continue	
Physical Sciences	40.0101	B, M	Continue MS; Discontinue BA and BS	The BA/BS programs are not expected to meet minima and don't address a critical need.
Chemistry	40.0501	B	Continue	
Earth Science	40.0601	B	Continue	
Physics	40.0801	B	Continue	
Theatre	50.0501	B	Continue	
Art	50.0701	B	Continue	
Athletic Training	51.0913	B	Additional Review	Development of strategies for improving completion rate is needed.
Health Promotion	51.2207	B	Continue	
Nursing	51.3801	B	Continue	

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

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

**Pittsburg State University AY 2013 Review Summary**

<b>College Program</b>	<b>CIP Code</b>	<b>Degree Level</b>	<b>Recommendation*</b>	<b>Explanation of recommendation**</b>
Mathematics	27.0101	B, M	BS-Continue BA-Discontinue MS-Continue	Committee supports dept in terminating the BA due to low enrollments and overlap of curriculum with BS.
French	16.0901	B	BA-Discontinue	Program not to extend beyond Spring 2017 due to chronic, unresolved problems with low enrollment.
Spanish	16.0905	B	BA-Discontinue	Program not to extend beyond Spring 2017 due to chronic, unresolved problems with low retention and graduation rates.
Music	50.0903	B, M	BA-Continue BM-Continue MM-Continue	

**University of Kansas Medical Center AY 2013 Review Summary**

<b>College Program</b>	<b>CIP Code</b>	<b>Degree Level</b>	<b>Recommendation*</b>	<b>Explanation of recommendation**</b>
Cell Biology & Anatomy	26.0407	M, D	Continue	
Microbiology	26.0503	M, D	Continue	
Pharmacology	26.1001	M, D	Continue	
Toxicology	26.1004	M, D	Continue	
Medicine (M.D.)	51.1201	D	Continue	

**Wichita State University AY 2013 Review Summary**

<b>College/Program</b>	<b>CIP Code</b>	<b>Degree Level</b>	<b>Recommendation*</b>	<b>Explanation of recommendation**</b>
Music Education	13.1312	B, M	Continue	
Graphic Design	50.0409	B	Continue	
Performing Arts	50.0501	B	Continue	
Art/Art Studies, General	50.0701	B	Continue	
Studio Arts	50.0702	M	Continue	
Music	50.0901	B, M	Continue	
Nursing	51.3801	B, M, D	Continue	

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

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