For conference call dial: 866.620.7326 and use conference code: 1366296630

KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
AGENDA

Conference Call
September 30, 2014
11:00 a.m.

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I. Approve September 17, 2014 Minutes [Attachment 1] **3**

II. Agenda Planning

1. Consent Agenda

a. Act on Request for Additional Degree Granting Authority for:

- Rasmussen College
- Michigan State University
- Vatterott College – Wichita
- University of Southern California
- Argosy University
- Kaplan University
- Capella University**[Attachment 2]** **5**

b. Act on Request to Approve the Computer Support Specialist Program Alignment [Attachment 3] **9**

c. Act on Request to Approve a Bachelor of Applied Science in Biotechnology - KU [Attachment 4] **14**

d. Act on Request to Approve a Master of Science in Polymer Chemistry - PSU [Attachment 5] **20**

2. Discussion Agenda

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

- Ohio University
- University of Arkansas – Fayetteville
- Rio Salado College **[Attachment 6]** **25**

b. Receive Annual Private Postsecondary Education Report [Attachment 7] **29**

III. Other Business

Board Academic Affairs Standing Committee
Conference Call Schedule
September 2014 to June 2015

BAASC Conf Call – 11:00 a.m.	**Board of Regents Meeting Dates**
Tues, September 2, 2014 **BAASC Conf Call**	September Board – **September 17-18, 2014**
Tues, September 30, 2014 **BAASC Conf Call**	October Board – **October 15-16, 2014**
Tues, November 4, 2014 **BAASC Conf Call**	November Board – **November 19-20, 2014**
Tues, December 2, 2014 **BAASC Conf Call**	December Board – **December 17-18, 2014**
Thurs, December 30, 2015 **BAASC Conf Call**	January Board – **January 14-15, 2015**
Tues, January 27, 2015 **BAASC Conf Call**	February Board – **February 11-12, 2015**
Tues, February 24, 2015 **BAASC Conf Call**	March Board – **March 11-12, 2015**
Tues, March 31, 2015 **BAASC Conf Call**	April Board – **April 15-16, 2015**
Tues, May 5, 2015 **BAASC Conf Call**	May Board – **May 20-21, 2015**
Tues, June 2, 2015 **BAASC Conf Call**	June Board – **June 17-18, 2015**

Attachment 1

Board Academic Affairs Standing Committee
Minutes

Wednesday, September 17, 2014
10:30 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 10:30 a.m. on Wednesday, September 17, 2014.

Members Present:	Robba Moran, Chair Joseph Bain Zoe Newton Helen Van Etten
Board Staff:	Gary Alexander, Jean Redeker, Karla Wiscombe, Jacqueline Johnson, and Susan Fish,
Others Present:	Sara Rosen, University of Kansas; Rick Muma, Wichita State University; Sara Harris, Independence Community College; Ruth Dyer, Kansas State University; and Sheryl Lidzy, Emporia State University

Approve September 2, 2014 Minutes
The September 2, 2014 Board Academic Affairs Standing Committee Meeting minutes stand approved as written.

Discussion Agenda
Tilford Representatives on Diversity – Tilford Committee
Sheryl Lidzy, Emporia State University, and Sara Harris, Independence Community College, provided historical background about the Tilford Conference. The community colleges joined the universities in participating in the Tilford Conference in 2000. The conference provides higher education faculty and staff with opportunities to examine and improve diversity challenges in Kansas.

Discussion followed:
- What is the state of diversity within Kansas?
- How can diversity be enhanced within the higher education system?
- Tell a systemwide diversity story
    - Diversifying campuses
    - Narrowing the achievement gaps
- Higher Learning Commission requires diversity reports

The Tilford Conference Planning Committee asked BAASC to endorse an increased focus on multiculturalism and diversity throughout Kansas.

The next Tilford Conference is scheduled for October 20 and 21, 2014 at Emporia State University.

Finalize Monthly Discussion Topics for 2014-2015
The Standing Committee reviewed the list of 2014-2015 discussion topics. Gary Alexander noted the Council of Chief Academic Officers has asked to have a voice during the discussion of the monthly topics. BAASC agreed to have representation from the Council of Chief Academic Officers at their Wednesday meetings.

The Board Academic Affairs Standing Committee approved, by consensus, the discussion topics as follows:

- Sept. Tilford representatives on diversity
- Oct. TAAC/transfer
- Nov. Concurrent enrollment (teacher qualifications; impact data; evaluation)
- Dec. Coordinating Council/College Readiness (11th grade assessment)
- Jan. Credit for prior learning
- Feb. Developmental/Remedial education
- Mar. Admissions – what we have learned to date; college prep curriculum (QA; KS Scholars)
- Other possible topics
    - Value of liberal arts
    - Educating students in a global environment
    - Time-to-Degree
    - SARA update

Updates
Transfer and Articulation Council – Karla Wiscombe
Karla Wiscombe updated BAASC on the activities of the Transfer and Articulation Council. The 2014 Kansas Core Outcomes Group Project Meeting was held on September 12, 2014 at Johnson County Community College. There were 300 in attendance. The courses reviewed had been prioritized based on information provided by institutions (which courses are suited for transfer and courses offered at most of the institutions). Eleven courses were reviewed. The reports from each group are due in two weeks. The courses will be presented to the Board for action in several months.

State Authorization Reciprocity Agreement (SARA) – Gary Alexander
Gary Alexander provided a brief overview of what the State Authorization Reciprocity Agreement is and the Kansas Board of Regents' role. He updated the Standing Committee on the status of the application process. The Board has presented the application to the Midwest Higher Education Commission (MHEC) and the approval process takes approximately six weeks.

Other Business
There was no other business.

The meeting adjourned at 11:17 a.m.

Attachment 2

Act on Requests for Additional Degree Granting Authority for the following institutions:

- Rasmussen College
- Michigan State University
- Vatterott College – Wichita
- University of Southern California
- Argosy University
- Kaplan University
- Capella University

Staff Recommendation

The following institutions request approval for additional degree granting authority: (1) Rasmussen College. (2) Michigan State University, (3) Vatterott College – Wichita, (4) University of Southern California, (5) Argosy University, (6) Kaplan University, and (7) Capella University. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms, extended studies and campuses, the institution demonstrates it meets and maintains compliance with all of the statutorily imposed requirements. Staff recommends approval for additional degree granting authority. *October 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 offering or providing 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:

Rasmussen College

The Kansas Board of Regents first approved Rasmussen College's online division for degree granting authority in May of 2011. Both the Topeka and Overland Park campuses were approved in May of 2012. The first campus opened its doors in 1900 in Stillwater, Minnesota and the college now offers online learning programs with more than 14,000 students from around the globe supported by more than 1,000 faculty members. Rasmussen College also has 21 other campuses located throughout the U.S. This program will be offered at the Topeka and Overland Park campuses, as well as online. Currently, the Kansas Board of Regents has approved Rasmussen College to offer 55 programs at the associate and bachelor level.

The Topeka and Overland Park campuses were not in operation in 2007-2008; therefore, graduation data is not available.

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

Degree requested by Rasmussen College

- Bachelor of Science in Human Services

Michigan State University

The Kansas Board of Regents first approved Michigan State University in November of 2012. Michigan State University is a public land-grant university established in 1855. The University was a prototype for 69 land-grant institutions established under the Morrill Act of 1862 and was the first institution of higher learning in the United States to teach scientific agriculture. Today Michigan State University offers undergraduate, graduate, and professional study programs to nearly 49,000 students in all 50 states and more than 130 countries. The University participates in The Great Plains Interactive Distance Education Alliance (GPIDEA), offering program with all course work delivered via the Internet/World Wide Web by faculty from multiple land-grant universities: Michigan State University, Kansas State University, University of Missouri, North Dakota State University, Texas Tech University, and the University of Nebraska. Currently, Michigan State University is approved by the Kansas Board of Regents to offer 22 programs at the bachelor, master and doctorate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate for Michigan State University of 79% for full-time, first-time students who began their studies in the 2006-2007 school year and a 2010 student loan default rate of 5.9%.

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

Degrees Requested by Michigan State University for Approval:

- Master of Arts in Teaching and Curriculum
- Master of Science in Food Safety

Vatterott College – Wichita

Vatterott College's Wichita campus was previously approved by the Kansas Department of Education in November of 1998. 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. Vatterott College was established in 1969 and today serves students across 19 campus locations in 9 states and online. The college offers programs in the fields of business, medical, technical, and trades. Vatterott College – Wichita is currently approved by the Kansas Board of Regents to offer two 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 a graduation rate for Vatterott College - Wichita of 61% for full-time, first-time students who began their studies in the 2010-2011 school year with a 2010 student loan default rate of 23.8%.

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

Degrees Requested by Vatterott College – Wichita for Approval:

- Associate of Occupational Studies in Auto Body and Alternative Fuel Vehicle Repair
- Associate of Occupational Studies in Computer Programming and Development

Argosy University

The Kansas Board of Regents first approved Argosy University in November of 2011. Argosy University is a private for-profit school, formed in September 2001 by the merging of three separate academic institutions; The American School of Professional Psychology, the University of Sarasota and the Medical Institute of Minnesota. The colleges include the College of Undergraduate Studies, College of Psychology and Behavioral Sciences, College of Education, College of Business and College of Health Sciences. The Kansas Board of Regents has currently approved Argosy University to offer 52 programs at the associate, bachelor, master and doctorate level. Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate for Argosy University – Online Division of 24% for full-time, first-time students who began their studies in the 2007-2008 school year and a 2010 student loan default rate of 15.8%.

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

Degrees requested by Argosy University:

- Master of Arts in Clinical Mental Health Counseling

Kaplan University

The Kansas Board of Regents first approved Kaplan University in June of 2014. Kaplan University was established in 1937 as the American Institute of Commerce (AIC) located in Davenport, IA offering workplace education. During this same time period, Stanley Kaplan started a small business offering tutoring services to help immigrant families expand their educational opportunities in America. The two officially merged in 2001, when AIC became Kaplan College, and later Kaplan University in 2004. Today Kaplan University serves students on ground campuses in Indiana, Iowa, Main, Maryland, Missouri, Nebraska, and Wisconsin, along with online. The Kansas Board of Regents has currently approved Kaplan University to offer 52 programs at the associate, bachelor, master and doctorate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate of 20% for students who began their studies in fall of 2007. The reported cohort default rate for fiscal year 2010 was 26.2%.

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

Degrees Requested by Kaplan University for Approval:

- Associate of Science in Health Science
- Bachelor of Science in Health and Wellness
- Master of Laws Small Business Practice

Capella University
The Kansas Board of Regents granted Capella University degree granting authority in December of 2009. Capella University is an online university with established schools in Health Care, Education, Business and Technology, Human Services, and Psychology. The University, founded in 1991, offers bachelor, master, specialist, and doctoral degrees. Capella University is one of the four national winners of the 2010 Council for Higher Education Accreditation (CHEA) award for Outstanding Institutional Practice in Student Learning Outcomes. The Kansas Board of Regents has currently approved Capella University to offer 138 programs at the bachelor, master and doctorate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. Capella University does not admit students who are considered full-time, first-time, therefore graduation data is not available. The reported cohort default rate for fiscal year 2010 was 10.9%.

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

Degrees Requested by Capella University:

- Master of Science in Information Assurance and Security

Attachment 3

Act on Request to Approve the Computer Support Specialist Program Alignment
Summary

After thorough review and discussion, the Technical Education Authority (TEA) endorses the proposed Computer Support Specialist program alignment and map as presented 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 Electrical Technology program. 09/30/14

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 periof for college presidents
State business and industry review and endorsement
14 day comment periof 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.

EXECUTIVE SUMMARY

The Computer Support Specialist Alignment project began in response to two factors: 1) the occupation consistently appears on the Kansas Department of Labor's list of high-demand occupations considered for the SB 155 qualifying credentials; and 2) although there are programs with varying titles in the system that could prepare students for this occupation, none are currently approved under the CIP code most closely matching the standard occupational code for this occupation. Institutions with approved programs having "Computer Support" in the program title or with closely associated CIP codes were invited to participate in this alignment project. Those institution choosing to participate in this alignment include: Allen County Community College, Butler Community College, Coffeyville Community College, Colby Community College, Hutchinson Community College, Independence Community College, Johnson County Community College, Kansas City Kansas Community College and Neosho County Community College.

During Phase I the statewide Business/Industry committee met on February 6, 2014, to begin the program alignment process. Members identified the qualities and skills desired in employees and discussed the potential advantages and disadvantages of several applicable industry credentials. After considerable discussion, members reached consensus on the recommended CompTIA industry credentials associated with each identified program exit point and an alignment framework to ensure consistency regarding fundamental skills in programs across that state and also allow for individual programs to meet employer needs within their respective areas.

During Phase II of the alignment process, a statewide curriculum committee comprised of 14 program faculty, 2 representatives from the Business/Industry committee and KBOR staff met on March 26, 2014 to bring further definition to the alignment map. As a result of the discussion, agreement was reached on the following program exit points and associated industry credentials: Certificate A (16 to 29 credit hours), Certificate B (30 to 44 credit hours) and an AAS (maximum of 64 credit hours). Industry recognized credentials would include: CompTIA A+ and completion of two of the following: CompTIA Network+, CompTIA Server+ and CompTIA Security+. The committee also agreed on the common and support course titles, credit hours, instructional and competency areas and credit hours, course titles for the agreed upon Computer Support Specialist courses and maximum program length as noted on the alignment map.

The meeting minutes and proposed alignment map were sent to the participating faculty for a review and comment period from April 24, 2014 through May 13, 2014. One note of concern was received from Hutchinson Community College during this comment period. Staff responded to these comments and the information was shared with all faculty participants. No other comments were received following this response. Due to the summer break, on August 11, and prior to the start of the 14-Day Presidential comment period, staff resent the alignment information to the faculty committee members to remind them of the discussions from the spring with any responses to be submitted by August 18, 2014. No comments were received during this comment period.

The original alignment map was sent to all institutions starting 14-day Presidential comment period which ran from August 18 to September 5, 2014. On August 26, staff received an email with a concern from Neosho County Community College. On August 28, staff responded with a conference call to representatives from Neosho CCC reassuring them that students would not be required to pass the 3rd party certification examinations in order to receive an academic award. Staff then received notice from Neosho CCC that the issue had been resolved and the college was now in agreement with the alignment.

On September 5, staff received an email with comments from Hutchinson Community College noting a concern with the degree of emphasis being placed on the 3rd party credential. On September 10, the college was contacted and staff provided clarification regarding additional process steps and discussed the issues raised. At the conclusion of the call, the college stated that while Hutchinson CCC's preference regarding the credentialing statement was that "graduates would be encouraged to" take the credentialing exams, the college would not oppose adoption of the compromise wording.

Presidential comments were received by six other colleges supporting the original alignment map distributed at the beginning of the Presidential comment period.

After the program alignment map was distributed to the colleges for the presidential comment period, several participating instructors then offered significant comment activity among the participating faculty regarding the level of emphasis/importance placed on the credentialing exams. As a result of these discussions, staff polled both the Business/Industry committee and Faculty/Curriculum committee members to see if consensus could be reached.

Statement in question regarding the emphasis/importance being placed on the 3rd party credentialing exams:

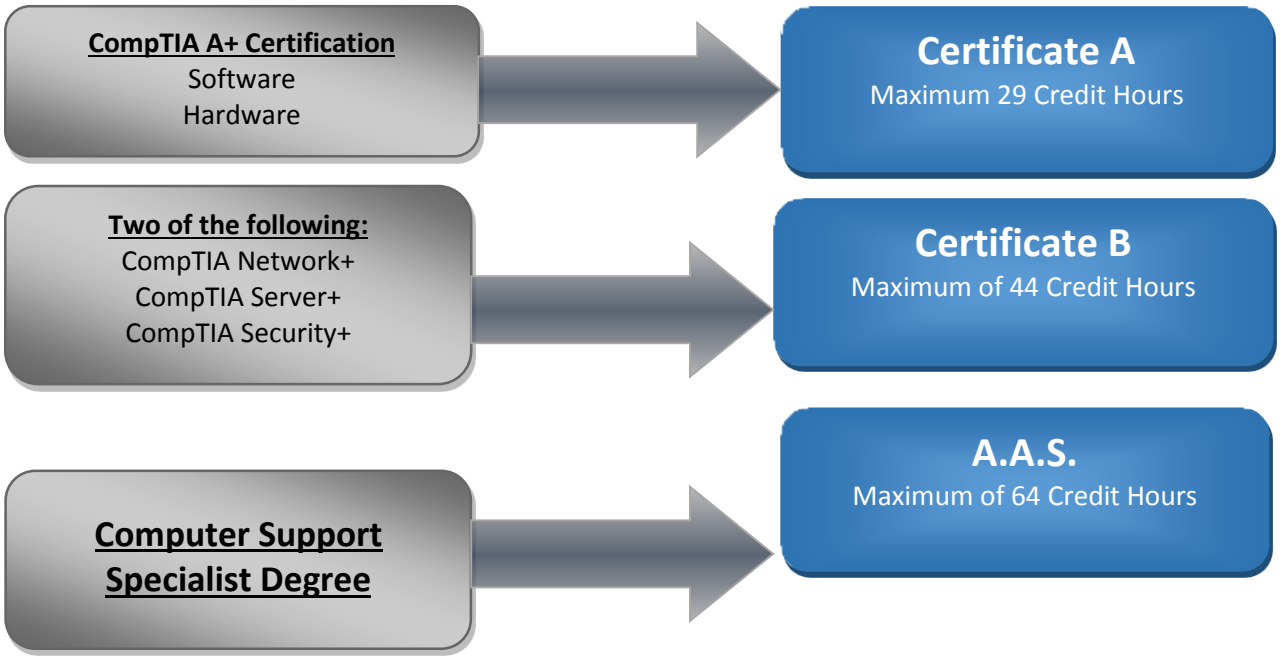
- Original wording proposed by the Business/Industry committee
  Graduates will take and are expected to pass the following Computing Technology Industry Association (CompTIA) exams
- Modification to the statement suggested by members of the Faculty/Curriculum committee
  Graduates will be encouraged to take the following Computing Technology Industry Association (CompTIA) exams
- Compromise wording for the statement, as noted on the alignment map, and agreed to by all of the members of the Business/Industry committee:
  Graduates will be expected to take the following Computing Technology Industry Association (CompTIA) exams

Program alignment items for which consensus was reached by both the Business/Industry committee and the Curriculum committee members include:

- Program Title and CIP code
- Program exit points, maximum credit hours, associated credentials
- Maximum program length of 64 credit hours
- Course titles and credit hours for common and support courses
- Instructional and competency areas (network, server, security), example course titles, and credit hours

Recommendation

The Computer Support Specialist program alignment and map were reviewed and discussed by members of the TEA Program/Curriculum Committee on September 11 and by the full TEA on September 25, 2014. The Technical Education Authority endorses and recommends approval of the Computer Support Specialist program alignment and map as presented.



Required Courses within Program

Common Courses:	*6 credits:*
CompTIA A+ Essentials	*3 credits*
CompTIA A+ Practical Applications	*3 credits*
*Agreed upon Computer Specialist Courses**	*9 - 15 credits*
Network	*6 credits*
Server	*6 credits*
Security	*3 credits*
*Support Courses**	*3 credits:*
Introduction to Computer and Applications	*3 credits*

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

Institutions may add additional competencies based on local demand.

**Institutions may* utilize existing course titles listed that adhere to the agreed upon course length range and competencies for the agreed upon Computer Support Specialist and support courses.

Notes

Specifics pertaining to Computer Support Specialist programs:

1. Graduates are expected to take the following Computing Technology Industry Association (CompTIA) exams:
   Certificate A certification options:
   - CompTIA A+ Certification Exams

   Certificate B certification options (two of the three):
   - CompTIA Network+ Exam
   - CompTIA Security+ Exam
   - CompTIA Server+ Exam
2. Educational competencies align with the CompTIA certification exam objectives.
3. Students are encouraged to obtain the Kansas **WORK***Ready!* Certificate (Silver-Level).
4. The common courses may represent opportunities for colleges to connect to K-12 CTE pathways.

Network+:
6 credit hours Computer Network courses that prepare students for the CompTIA Network+ Exam.

Competency areas:

1. Network Concepts
2. Network Installation and Configuration
3. Network Median Topologies
4. Network Management
5. Network Security

Examples:
Cisco Network Basic, Cisco Routing and Switching Essentials, Supporting Network Computers, Cisco, Networking Fundamentals, Routing protocols and concepts, Networking I, Networking II, Introduction to Network Concepts, Introduction to Networking, Cisco Networking II, Local Area Networking, Introduction to internetworking and routers, Cisco Networking for Home and small business, Cisco Networking at a small to medium business, Networking Tech

Server+:
6 credit hours Computer Server courses that prepare students for the CompTIA Server+ Exam.

Competency areas:

1. System Hardware
2. Software
3. Storage
4. IT Environment
5. Disaster Recovery
6. Troubleshooting

Examples:
Server Administration I, Server Administration II, Server Operating Systems and Virtualization, Server Administration, Network Administration, Designing and Implementing a Server, Implementing an Administration Server

Security+:
3 credit hours Computer Security courses that prepare students for the CompTIA Security+ Exam.

Competency areas:

1. Network Security
2. Compliance and Operational Security
3. Threats and Vulnerabilities
4. Application, Data and Host Security
5. Access Control and Identity Management
6. Cryptography

Examples:
Network Security, Network Security Fundamentals, Fundamentals of Network Security, Operating Systems Security, Computer and Network Security, Computer and Network Security, Information Assurance and Computer Security I, Information Assurance and Computer Security II

Attachment 4

Act on Request to Approve a Bachelor of Applied Science in Biotechnology - KU

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval of a Bachelor of Applied Science in Biotechnology. 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. Staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

Background

Criteria	**Program Summary**
1. Program Identification	**Bachelor of Applied Science in Biotechnology (CIP 26.1201)**
2. Academic Unit	Undergraduate Biology
3. Program Description	The proposed Bachelors of Applied Science in Biotechnology (BAS-BTEC) is designed as a degree-completion program for students who have earned the Associate in Science (AS) in Biotechnology at a community college. The BAS-BTEC will allow students to build on the knowledge and technical skills acquired in the AS degree programs at Johnson County Community College (JCCC), Kansas City Kansas Community College (KCKCC) and the Metropolitan Community Colleges (MCC) in Missouri. Individuals with an AS degree are hired for entry-level positions, but their opportunities for advancement are limited. The proposed BAS-BTEC curriculum at the University of Kansas Edwards Campus will provide the additional skills required for individual career advancement while meeting industry needs for highly skilled biotechnicians. The BAS-BTEC will provide students with the scientific knowledge, managerial training, and professional skills necessary to move directly into the biotechnology workforce immediately after graduation.
4. Demand/Need for Program	The Greater Kansas City region is home to more than 200 life science companies, including 90 contract research organizations (CROs). These organizations offer a wide range of research and development services and have more than 60 currently marketed pharmaceutical products; they employ more than 20,000 people and generate $1.8 billion dollars annually. The region between Columbia, MO, and Manhattan, KS, known as the Animal Health Corridor, the single largest concentration of animal health interests in the world, generates another $6 billion. In Johnson County, contract research organizations include Aerotek Scientific, Alpha IICH Inc., Bayer Healthcare, Beckloff Associates Inc., Beta-Chem, Brakke Consultings Inc., cGMP Validation LLC, CKL Regulatory Solutions, Clinical Reference Laboratory, Clinipace Worldwide, Durrie Vision, EMB Statistical Solutions LLC, Expedite Animal Health, GreenTree Technology Partners, Hennessy Research Associates, i3 Global, Integrated Biotech Solutions, Johnson County Clinical Trials, KantarHealth, KCAS Bioanalytical Services, KU-Cancer Center, Lee Research, Ligand Pharmaceuticals, Micron Group, Midwest BioServices LLC., Pace Analytical, Pivot International, PRA International, PRL Central Laboratory Services,

	Professional Toxicology Services, Propharma Group Inc., PTS Consulting LLC., Quest Diagnostics, Quintiles, SAFC, US Micron, Vince & Associates Clinical Research, Vitalograph and Xenotech LLC. For continued growth, these companies require a skilled labor force with the hands-on skills that will be provided by this degree. The Kansas City Regional Life Sciences Industry Census-2009 provides a strong rationale for this Biotechnology degree completion program. 73% of the vacant positions call for bachelors or higher degrees. Despite lackluster hiring during the recession, 82% of respondents in the survey said they would be hiring for up to 1000 positions (in sum) within the next three years. The potential for growth is indicated by current profiles of small companies: 62 companies with less than 5 or fewer employees comprise 30% of companies in the area, but employ less than 1% of regions' life sciences workforce. The Kansas Medical Center, now designated a National Cancer Center, the Stowers Institute in Missouri, and other academic research institutions in the area will continue to recruit bachelor's level personnel as technicians. JCCC currently has some 35 students in its Biotechnology AS program each year. This program provides a direct conduit into the proposed BAS Biotechnology program to constitute a 2+2 JCCC/KU-Edwards Campus program. In addition, MCC usually sends 2-3 students to Edwards as part of its collaborative partnership with JCCC.
5. Comparative/Locational Advantage	There are no programs similar to the proposed BAS-BTEC in the Regents system or in the region, including all of the contiguous mid-western states. The proposed BAS-BTEC differs from existing undergraduate biology degree programs offered on the Lawrence campus and at other schools in the region in its emphasis on specific "hands-on" skill sets required by biotech industries.
6. Curriculum	The proposed Bachelor of Science in Biotechnology program requires completion of 113 credit hours. Sixty-four hours will be transferred from the seventy-one hours required for the AS in Biotechnology program at JCCC. The Biotechnology degree at Edwards will require sixty KU hours, half are applied biotechnology courses and half are other academic courses, as required for the KU Core or as electives. Biotechnology faculty/staff members and members of a Biotechnology Advisory Board drawn from area biosciences industries serve as advisors to the students and as liaisons with the participating internship sites. This degree incorporates an internship experience in the capstone course. This capstone course calls upon the students to use the skills learned in the program to execute a professional, comprehensive project. This culminating experience of the program allows faculty and industry advisors to review the student's entire major experience and results in a public exhibition of a student's work in conjunction with an industry partner.

7. Faculty Profile	The Director of the Undergraduate Biology Program and Undergraduate Biology Committee composed of faculty of the departments of Molecular Biosciences and Ecology and Evolutionary Biology on the Lawrence campus, will provide oversight for the curriculum and instructional staff. Two Ph.D. Lecturers in molecular biosciences are currently employed full time on the Edwards campus and will teach in the program. Two additional FTE faculty members will be hired to teach, advise students, oversee the equipment and facilities, and supervise the laboratory technician. They will be appointed to the KU Undergraduate Biology Program either Professors of Practice or Lecturers. (Professors of the Practice will have professional degrees and licensing/certification in their fields, as well as significant records of achievement in working in their specific fields outside of the academy.)
8. Student Profile	This program will draw students from community colleges in the region, particularly from JCCC, which currently has an estimated 35 students each year in its Biotechnology AAS and AS programs. The program will also attract students from Missouri and given the Edwards campus offers tuition rates equivalent to in-state rates for Missouri residents who qualify, the BAS-BTEC program will be a financially viable option for many of them. In addition to attracting recent community college graduates, the program is likely to appeal to students who entered the workforce with associate degrees and would now like to upgrade their skills for career advancement. Anticipated enrollment is 50 students within four years.
9. Academic Support	The College of Liberal Arts and Sciences (CLAS) Student Academic Services will serve students in the BAS-BTEC. The CLAS Director of Undergraduate Advising at Edwards, advises students in the College's bachelor's degree completion programs on that campus. There are no special requirements for new library acquisitions. To support the program coordinator at Edwards and the instructors, two new staff positions will be necessary, an administrative assistant (.5 FTE) and a technician (1.0 FTE).
10. Facilities and Equipment	Required renovation: Ventilation expansion from the central lab (Rm. 9) into Rm. 21 $25,000 Osmotic water extension from the central lab into Rm. 21 $1,000 Case Work (FormaSpace 4 benches, 8 chairs) $13,212 Electrical $5,000 Equipment $444,267 <u>Equipment detail:</u> Bioreactor 3L $36,654 Ultracentrifuge Avanti J26S $38,831 & Rotors (Beckman) JLA-3.1000 $17,300 Rotor (Beckman) JA-25.50 $5,459 RT-Thermal Cycler Mx qPCR Agilent $30,326 MicroArray Scanner SureScan Agilent $137,903 Fluorescence Microscope $33,000

	DNA/RNA sequencer JCCC Capillary Electrophoresis $99,000 Cryogenic Storage Unit $3,634 Automated multichannel pipet $2,160 Separation Science components (columns, resin, fraction collectors, etc. [as needed]) $35,000 Computers $5000 TOTAL (without yearly consumables) $488,479
11. Program Review, Assessment, Accreditation	A Biotechnology Advisory Board, composed of an internal academic team and an external industry advisory board, will be responsible for reviewing the BAS degree in Biotechnology. Working with the full-time faculty member overseeing this program, the Advisory Board will ensure that the curriculum meets industry needs and standards. The proposed program will be regularly reviewed and evaluated in accordance with the standard procedures of the KU Undergraduate Biology Program, the College of Liberal Arts and Sciences, the Provost's Office, and the Kansas Board of Regents. There are currently no external accrediting agencies for a BAS-BTEC program.
12. Costs/Financing	Faculty Salaries / OOE / Yearly Lab Costs-OOE / Equipment / Admin Support / TOTAL Year 1 $152k / $5k / $35k / $344,212** / $77k / $613,212 Year 2 $152k / $5k / $50k / $144,267 / $77k / $428,267 Year 3 $152k / $5k / $50k / $77k / $284,000 Note: OOE includes $35,000 annual expenses for lab materials + $5,000 for general operating and office expenses + $15,000 for equipment and lab maintenance needed after the 1st year. One 1.0 FTE technician, salary $47,000 - $55,000, will maintain the equipment and facilities at the Edwards Campus. This individual will also develop services to the life sciences community by offering use of the equipment and facilities to the area businesses for a fee. One 0.5 FTE administrative assistant, at $18, 000 - $22,000, will handle student interactions and paperwork, recruitment needs, mailing, etc. for the BAS program. JCERT funding will support salaries, OOE, yearly lab costs and administrative support, the renovation costs and the lab equipment. **Includes the $44,212 renovation to Room 21 Regents Center.

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

I. Identify the new degree:
Bachelor of Applied Science of Biotechnology

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

Core	**Course Name & Number**	**Credit Hours**
COMS 310 or COMS 330	Organizational Comm. or Business Comm.	3
MATH 365 or PSYC 210	Statistics; Elementary Statistics or Statistics in Psychological Research	3
MGMT 305 or SA&D 402	Management or Project Management	3
BTEC 300	Introduction to Biotechnology	3
BTEC 330	Biotechnology Regulation and Documentation Processes	3
BTEC 340	Biotechnology Research Methods and Applications I	1
BTEC 341	Principles of Bioprocessing Laboratory I	3
BTEC 440	Biotechnology Research Methods and Applications II	1
BTEC 441	Principles of Bioprocessing Laboratory II	3
BTEC 450	Applied Bioinformatics	3
BTEC 460	Introduction to Quality Control/Quality Assurance in Biotechnology	3
BTEC 494	Selected Topics in Biotechnology	1

Electives

BTEC 501	Ethical Issues in Biotechnology	1
BTEC 541	Gene Expression Analysis	2
BTEC 542	Protein Expression in Insect Cells	2
BTEC 545	RNA Interference and Model Organisms	2
BTEC 547	Bioanalytical Lab	2

Research

BTEC 424	Independent Study in Biotechnology	1 - 3

Practica

BTEC 599	Biotechnology Capstone Experience	3

Total 39

Implementation Year FY 2014 - 2015

Fiscal Summary for the Proposed Academic Program

Institution: University of Kansas - Edwards Campus

Proposed Program: Bachelor of Applied Science in Biotechnology

Part I. Anticipated Enrollment

	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount	10	5	22	10	27	15
B. Total SCH taken by all students in the program	170		368		468	

Part II. Program Cost Projection

A. In the implementation year, list all identifiable **General Use** costs to the academic unit(s) and how they will be funded.

In subsequent years, please include **only** the additional amount budgeted.

	Implementation Year	Year 2	Year 3
Base Budget			
Salaries	$229,000	$229,000	$229,000
OOE	$40,000	$55,000	$55,000
Renovation to Rm. 21	$44,212		
Equipment Costs	$300,000	$144,267	
Total	$613,212	$428,267	$284,000

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

JCERT Funding

Attachment 5

Request to Approve a Master 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 Master 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. Staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

Background

Criteria	**Program Summary**
1. Program Identification:	Master of Science in Polymer Chemistry CIP: 40.0507
2. Academic Unit:	Department of Chemistry/College of Arts and Sciences
3. Program Description:	This proposed program provides graduate 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 industies as well as laboratories in academic institutions, government, and private research settings. Further, this program prepares students for advanced academic study pursuing a doctorate in polymer science in major U.S. and world universities. The program was developed as a result of the Pittsburg State University (PSU) Polymer Initiative, which was supported by Governor Sam Brownback and the Kansas Legislature. An important aspect of this initiative is creating, offering, and awarding a Master of Science in Polymer Chemistry. 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.
4. Demand/Need for the Program	PSU is in a unique position to create and implement the Polymer 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 graduate degree in polymer chemistry. 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 into a whole that is larger than the sum of its individual parts creates a valuable arrangement for our students, the region, and economic development in Kansas. The polymers and plastics industries are among the largest employers of high tech, high value jobs for science majors. The U.S. 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 but more and more Master of Science skills are expected as the science develops further. In fact, the American Chemical Society Division of Polymer Chemistry projects 60-70% of all chemists work with polymers at some point in their career. At present the burden for training workers to reach desired levels of skill and expertise often falls to polymer companies and new employees must learn on the job. Students with this training through coursework, laboratories, research experiences, and other hands-on education not only saves companies 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 is significantly enhanced by offering a M.S. 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.
5. Comparative/Locational Advantage	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 PSU 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 further expanding hands-on research experiences in a Master of Science degree program in polymer chemistry. If approved, this program will put PSU in a small group of higher education institutions across the country 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, University of Akron, and Case Western Reserve University.
6. Curriculum	The Master of Science in Polymer Chemistry is a 31 credit hour graduate degree program consisting of 9 hours of core polymer courses, an additional 10 credit hours of research work and colloquium and 12 credit hours of elective polymer courses selected in consultation with the academic advisor. All polymer science master's candidates will be required to complete and defend a research thesis.
7. Faculty Profile	Dr. Petar R. 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 to staff the new PSU Polymer Initiative and each will be primary and core faculty in the proposed Master of Science in Polymer Chemistry. Dr. Charles Neef (terminal degree) from the Chemistry Department as well as Mr. Bob Susnik and Mr. Paul Herring from the Plastics Engineering Program in the College of Technology will offer elective courses as support faculty. It is expected that various other faculty from the KPRC and the College of Arts and Sciences will provide foundational coursework as needed, including faculty from the departments of physics and biology. All core faculty have terminal degrees, post-doctoral experiences, and significant academic accomplishments (external funding, industry experience, publications, professional presentations, technical reports, etc.). Their vitae are available upon request.

	The four core 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. 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 undergraduate student laboratory experiences.
8. Student Profile	Students entering this academic program and career field should prepare themselves with a strong undergraduate coursework in science, preferably in chemistry, chemical engineering, plastics technology, biology or physics. Students will be admitted to the polymer chemistry master's program if they 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 the next level of graduate education at one of the prominent polymer science Ph.D. programs in the United States or abroad.
9. Academic Support	All academic support at Pittsburg State University and the College of Arts and Sciences will be available for students and faculty in the polymer chemistry graduate program. Available support includes faculty development programs, 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. Students will also 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.
10. Facilities & Equipment	This proposed Master of Science in Polymer Chemistry has significant laboratory and equipment needs. These needs are met through existing facilities and equipment available at the KPRC, the Chemistry Department, the Plastics Engineering Program, as well as completed renovations to the Chemistry Department suite in Heckert-Wells Hall.
11. Program Review, Assessment, Accreditation	The Department of Chemistry at PSU is approved by the American Chemical Society (ACS). It will use existing ACS guidelines to oversee the proposed academic program in polymer chemistry. The Master of Science in Polymer Chemistry will also 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 Legislature and Governor. These funds provide four new faculty lines ($395,000 annually), start-up and equipment procurement ($550,000 one-time expense), graduate assistants ($41,000 annually), support staff ($18,000 annually), and operations and acquisition of materials ($530,000 annually).

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

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

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

Course Name & Number	Credit Hours
Core Polymer Science Courses (9 hours)	
CHEM 730 Advanced Polymer Chemistry	3
CHEM 785 Physical Chemistry of Polymers	3
PET 883 Polymer Rheology and Processing	3
Polymer Core Research and Colloquium (10 hours)	
CHEM 890 Research and Thesis	6
CHEM 790 Advanced research in Polymer Chemistry	3
CHEM 801 Chemistry Colloquium	1
Electives (Select appropriate number of courses to fulfill the total credit requirement):	
CHEM 887 Advanced Biopolymers and Nanotechnology	3
CHEM 840 Advanced Polymers for Electrical and Electronic Applications	3
CHEM 850 Inorganic and Architecturally Unusual Polymers	3
CHEM 889 Intro to chemical research	3
PET 673 Advanced Injection Molding	3
PET 885 Advanced Polymer Composites	3
ETECH 888 Design of Experiments	3
Total credit requirement:	31 hours

IMPLEMENTATION YEAR FY 2015-2016

Fiscal Summary for Proposed Academic Programs

Institution: PITTSBURG STATE UNIVERSITY

Proposed Program: Master 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:	**3**	**0**	**8**	**0**	**12**	**0**
B. Total SCH taken by all students in program	**54**		**144**		**216**	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
Base Budget Salaries	**$403,134**		**$403,134**		**$403,134**	
OOE	**$596,866**		**$596,866**		**$596,866**	
Total	**$1,000,000**		**$1,000,000**		**$1,000,000**	

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

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

Attachment 6

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

- Ohio University
- University of Arkansas – Fayetteville
- Rio Salado College

Staff Recommendation

The following institutions request approval for new degree granting authority: (1) Ohio University, (2) University of Arkansas – Fayetteville and (3) Rio Salado College. After a thorough review of staff qualifications, record keeping systems, coursework, materials, extended studies delivery, and online platforms, the institutions demonstrate they meet and comply with all statutorily imposed requirements. Staff recommends approval for new degree granting authority. *October 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 Request

Ohio University

Officially established in 1804 by the Ohio General Assembly, Ohio University opened in 1808 with three students. In 1815, Ohio University awarded its first two bachelor's degrees. The University had graduated a total of 145 students by the time the Civil War ended. In 1920 the student population was 1,072, but it was not until after World War II that the University began to approach its present size. Ohio University currently serves over 38,000 students from all 50 states and approximately 100 nations through the University's main campus in Athens, Ohio, five regional campuses and online.

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 that 72% of entering students at Ohio University were counted as full-time, first-time in 2013, with a graduation rate of 67% for students who began their studies in fall of 2007. The reported cohort default rate for fiscal year 2010 was 13.8%.

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

Degrees Requested by Ohio University for Approval:

- Associate of Applied Science in Business
- Associate of Applied Science in Business Administration and Management
- Associate of Applied Science in Individualized Studies
- Associate of Arts in Arts and Humanities
- Associate of Arts in Social Services
- Bachelor of General Studies in Criminal Justice
- Bachelor of General Studies in Specialized Studies
- Bachelor of Science in Applied Management
- Bachelor of Science in Nursing (RN-BSN)
- Bachelor of Science in Technical and Applied Studies
- Master of Arts in Organizational Communications
- Master of Athletic Administration
- Master of Business Administration
- Master of Civil Engineering
- Master of Electrical Engineering
- Master of Engineering Management
- Master of Health Administration
- Master of Professional Studies in Information and Telecommunications Systems
- Master of Professional Studies in Social Science
- Master of Science in Nursing
- Master of Science in Recreation and Sport Science
- Master of Sports Administration

University of Arkansas – Fayetteville

Founded in 1871 as a land-grant institution, the University of Arkansas is the flagship of the University of Arkansas System. The University's student population exceeds 25,000 students who represent all 50 states and more than 120 countries. In 2011, the Carnegie Foundation for the Advancement of Teaching added the University of Arkansas to its top level of research institutions, putting it among the top 2 percent based on the number of doctoral degrees granted, the annual research expenditures and scholarly productivity.

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 that 75% of entering students at University of Arkansas were counted as full-time, first-time in 2013, with a graduation rate of 60% for students who began their studies in fall of 2007. The reported cohort default rate for fiscal year 2010 was 8.1%.

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

Degrees Requested by University of Arkansas – Fayetteville for Approval:

- Bachelor of Applied Arts in Interior Design
- Bachelor of Science in Agricultural Education
- Bachelor of Science in Apparel Studies
- Bachelor of Science in General Business
- Bachelor of Science in Social Work

- Bachelor of Science in Nursing (RN-BSN)
- Bachelor of Science in Human Resources and Workforce Development Education
- Master of Business Administration
- Master of Education in Adult and Lifelong Learning
- Master of Education in Educational Leadership
- Master of Education in Educational Technology
- Master of Education in Human Resource and Workforce Development
- Master of Education in Physical Education
- Master of Education in Special Education
- Master of Engineering in Electrical Engineering
- Master of Engineering in Engineering
- Master of Laws in Agricultural and Food Law
- Master of Science in Agricultural and Extension Education
- Master of Science in Agricultural, Food and Life Sciences
- Master of Science in Communication Disorders
- Master of Science in Counselor Education
- Master of Science in Human Environmental Sciences
- Master of Science in Operations Management
- Master of Science in Professional Information Systems
- Master of Science in Rehabilitation
- Master of Science in Social Work
- Master of Science in Nursing
- Doctor of Education in Adult and Lifelong Learning
- Doctor of Education in Curriculum and Instruction
- Doctor of Education in Educational Leadership
- Doctor of Education in Human Resource and Workforce Development
- Doctor of Philosophy in Counselor Education
- Doctor of Philosophy in Law
- Doctor of Philosophy in Psychological Science
- Doctor of Philosophy in Rehabilitation
- Doctor of Nursing Practice

Rio Salado College

Established in 1978, Rio Salado College is one of the ten colleges in the Maricopa County Community College District, and the largest online public community colleges in the nation. Located in Tempe, Arizona, Rio Salado provides education for more than 67,000 students annually, with more than 41,000 taking online classes.

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 that 3% of entering students at Rio Salado College were counted as full-time, first-time in 2013, with a graduation rate of 17% for students who began their studies in fall of 2010. The reported cohort default rate for fiscal year 2010 was 22.9%.

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

Degrees Requested by Rio Salado College for Approval:

- Associate of Applied Science in Accounting
- Associate of Applied Science in Addictions and Substance Use Disorders
- Associate of Applied Science in Adult Learning and Development
- Associate of Applied Science in Computer Technology
- Associate of Applied Science in Early Childhood Administration and Management
- Associate of Applied Science in Early Learning and Development
- Associate of Applied Science in eLearning Design
- Associate of Applied Science in Family Life Education
- Associate of Applied Science in General business
- Associate of Applied Science in Law Enforcement Technology
- Associate of Applied Science in Military Leadership
- Associate of Applied Science in Organizational Management
- Associate of Applied Science in Paralegal
- Associate of Applied Science in Public Administration
- Associate of Applied Science in Quality Customer Service
- Associate of Applied Science in Retail Management
- Associate of Applied Science in Sustainable Food Systems
- Associate of Arts
- Associate of Arts in Elementary Education
- Associate in Arts in Fine Arts
- Associate in Business
- Associate in General Studies
- Associate in Science

Attachment 7

Receive Annual Private Postsecondary Report

SUMMARY

The Kansas 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 applies to "brick and mortar" institutions with a physical presence in Kansas, as well as to on-line distance education providers operating in Kansas that offer courses to Kansans who remain in Kansas while receiving their education. To be and remain approved, such schools must comply with standards set by the Act. The purpose of this report is to provide the Board with information about the institutions operating in Kansas during the 2012-2013 academic school year.

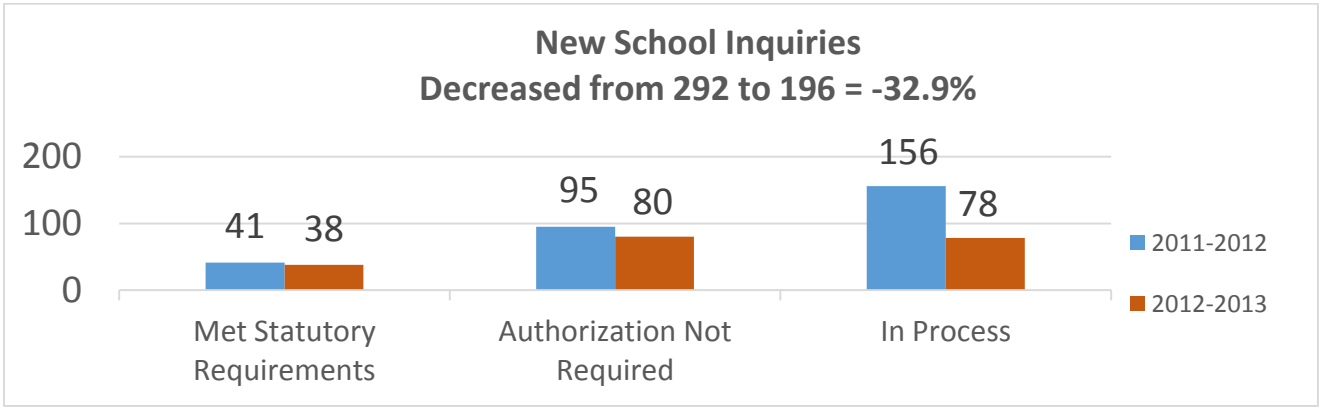
The Kansas Private and Out-of-State Postsecondary Educational Institutional Act gives the Board of Regents Responsibility for authorizing schools to deliver instruction in Kansas. The scope of this responsibility includes most private for profit and not for profit institutions located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas that actively solicit Kansas students and may include (but is not limited to) trying to attract students to enroll in a course (who will remain in Kansas while taking the course). This report focuses on the qualitative review process, Division update, data collection outcomes, and strategies instituted in academic year 2012-2013 for the Private Postsecondary Division of the Kansas Board of Regents.

The Division's principal responsibility is to regulate this sector and be responsible for the integrity of the postsecondary education provided to students enrolled in these schools. Regulation and oversight involves such activities as approving private, for-profit and out-of-state postsecondary institutions to operate in Kansas, reviewing programs offered by these schools, annually evaluating institutions and programs for renewal purposes, and investigating complaints leveled against these schools. This triune work occurs in concert with regional and national accrediting agencies, and (receiving administrative and financial reviews provided by) the U.S. Department of Education.

NEW SCHOOL INQUIRIES

To apply for a Certificate of Approval to operate in Kansas, an institution completes an Initial Inquiry Form. This information will reveal if an institution meets Kansas statutory requirements that make it necessary for the institution to apply. Chart 1 is a comparison of 2012 and 2013 New School Inquiries and the results. The term "In process" means the schools are in the process of meeting Kansas requirements and will apply when they are ready to fully comply. It shows inquiries received in Kansas have decreased by 32.9 % from last year.

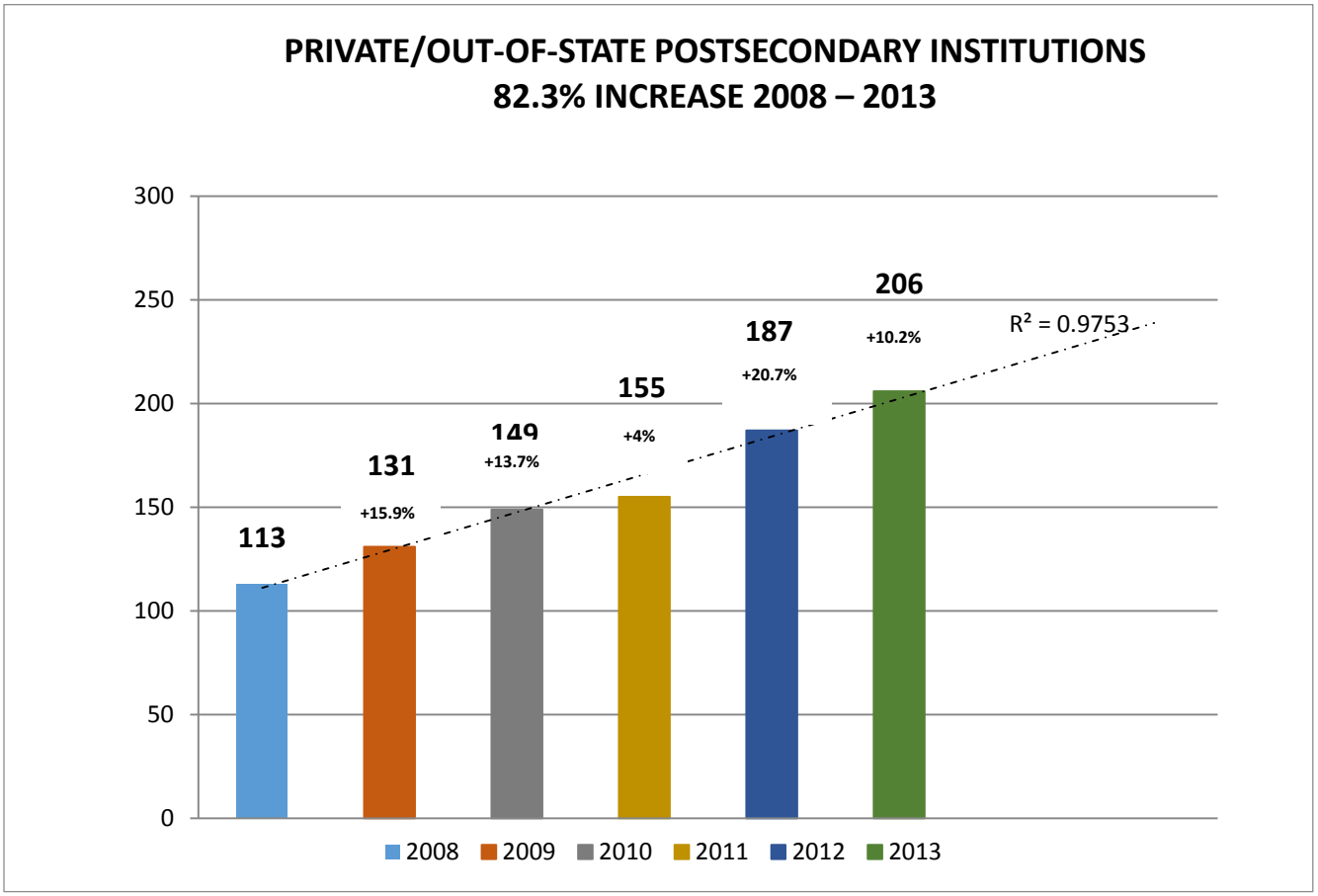
Chart 1



INSTITUTIONS APPROVED TO OPERATE IN KANSAS

Chart 2 displays the growth of Private Postsecondary and Out-of-State Institutions approved to operate in the state of Kansas from 2008 through 2013. That overall increased growth is 82.3 %, with a 10.2% increase since last year. The trend indicates slower growth of institutions from 2012 to 2013 (10.5% slower), which does support the decreased enrollments in 2013 of 7.1%, shown on Chart 4.

Chart 2



COMPARISONS OF INSTITUTIONS BETWEEN 2012 AND 2013

Chart 3 shows the greatest decrease and highest increase in numbers in For-Profit Brick & Mortar Schools. A negative 13.3% downturn is shown for degree granting brick & mortar schools, with a 29. 3 % increase for Non-Degree Granting Brick & Mortar schools. This tells us certificate programs are increasing, while degree granting programs are decreasing in the For Profit sector.

In the Not for Profit Institutions the Non-Degree granting brick & mortar schools show the greatest increase, 20%. Degree Granting Online Institutions are up 4.2% from last year.

Chart 3

INSTITUTIONS APPROVED TO OPERATE IN KANSAS							
	In State		Out of State		Total		% Total Change
	FY12	FY13	FY12	FY13	FY12	FY13	FY12/FY13
For Profit Institutions							
Degree Granting Online	0	0	32	33	32	33	3.1%
Degree Granting Brick & Mortar	9	3	36	36	45	39	-13.3%
Non-Degree Granting Online	1	3	13	15	14	18	28.6%
Non-Degree Granting Brick & Mortar	43	52	15	23	58	75	29.3%
Subtotal	*53*	*58*	96	*107*	*149*	*165*	*10.7%*
Not for Profit Institutions							
Degree Granting Online	0	0	24	25	24	25	4.2%
Degree Granting Brick & Mortar	4	4	2	2	6	6	0.0%
Non-Degree Granting Online	0	0	0	0	0	0	0.0%
Non-Degree Granting Brick & Mortar	5	6	0	0	5	6	20.0%
Subtotal	*9*	*10*	26	*27*	*35*	*37*	*5.7%*
For Profit Insitutions Closed							
Degree Granting Online	0	0	1	0	1	0	-100.0%
Degree Granting Brick & Mortar	0	0	0	1	0	1	#N/A
Non-Degree Granting Online	0	0	0	1	0	1	#N/A
Non-Degree Granting Brick & Mortar	2	1	0	0	2	1	-50.0%
Subtotal	*2*	*1*	*1*	*2*	*3*	*3*	0.0%
Not For Profit Insitutions Closed							
Degree Granting Online	0	0	0	0	0	0	#N/A
Degree Granting Brick & Mortar	0	0	0	0	0	0	#N/A
Non-Degree Granting Online	0	0	0	1	0	1	#N/A
Non-Degree Granting Brick & Mortar	0	0	0	0	0	0	#N/A
Subtotal	*0*	*0*	*0*	*1*	*0*	*1*	#N/A
Grand Total	**64**	**69**	**123**	**137**	**187**	**206**	**10.2%**
FY12 data previously reported did not include the three institutions closed during the fiscal year							
#N/A data is undefined as previous year is zero							

STATE AUTHORIZATION RECIPROCAL AGREEMENT (SARA)

In October of 2010 the U.S. Department of Education (USDE) issued rules on state authorization:
34 CFR 600.9 (a) and (b). These rules explain state authorization and what action is required of schools in order for the Department to approve institutions for participation in federal Title IV financial aid programs. Institutions had to meet these conditions by July 1, 2014, which was eventually extended to July 1, 2015.

Basically, what the Department's rules meant was institutions offering distance education in a state, other than their own, had to come under the laws and rules of any state where it was doing business and obtain whatever authorization was required by each respective state. Documentation of state authorization, or not, was required by the USDE.

This required documentation caused a federal law suit. The federal courts set the case aside, due to a technicality of not following procedures and it has still not been concluded. No matter, it still comes down to state laws and what states require of institutions so they can operate in each respective state.

Given this strained environment, a move to create a more streamlined approach for approval of schools with online degree programs developed. It is referred to as The State Authorization Reciprocity Agreement (SARA). SARA allows institutions to seek special authorization within their own state that will be recognized in all participating states.

The state of Kansas has been working toward becoming an approved SARA state since the spring of 2013. The PPS Division is collaborating with senior Board staff, the Midwestern Higher Education Compact (MHEC) and our software vendor to provide a SARA portal. This makes it possible for Kansas postsecondary Public, Independent and PPS institutions incorporated in Kansas to apply for and become SARA approved institutions. The Kansas SARA application will be considered for final approval at the October 2014 Midwestern Higher Education Compact meeting.

STUDENT ENROLLMENTS

Chart 4

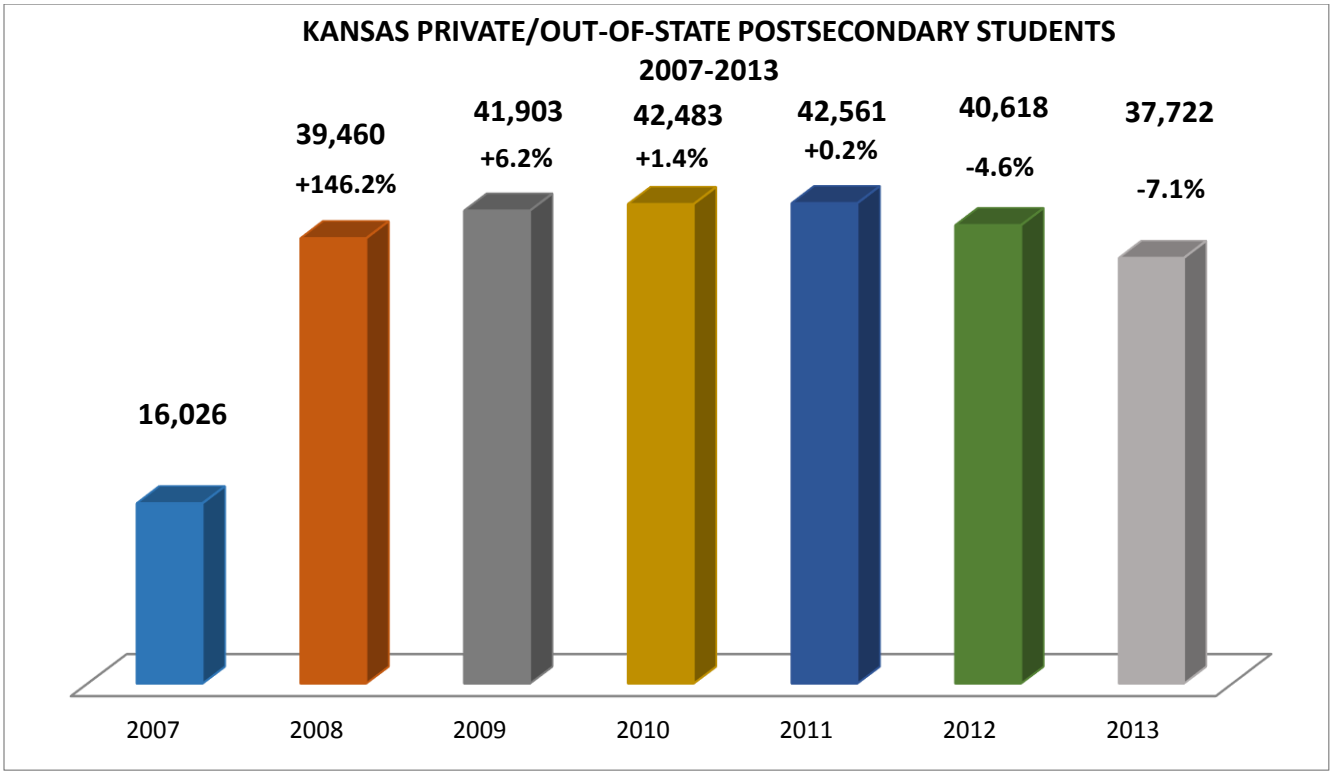


Chart 4 shows enrollment trends for these PPS institutions in Kansas. 2012 and 2013 show declining enrollments. 2012-2013 shows 37,722 students are enrolled in Kansas, down 7.1 percent from 2012. Across the country the trend is decreasing enrollments, for example the University of Phoenix enrollment declined l8 percent as of October 2013 to an enrollment of 269,000. Increased oversight from state and federal agencies, along with differences in financial aid (i.e. military financial aid), improved labor markets, and steep student loan balances have impacted enrollments.

APPROVED PROGRAMS

Chart 5 shows that in 2013: certificate programs decreased 1 % and associate degrees decreased 10 %. Bachelor degrees increased 46%, Master degrees increased 13%, and doctorate degrees increased 4%. Program growth slowed from 20% in 2012 to 13% for 2013. This coincides with the decrease of 32.9 % of new school inquiries (mentioned earlier in this report).

Chart 5

APPROVED PROGRAMS	2007	2008	2009	2010	2011	2012	2013
Certificate/Diploma	471	814	727	797	938	1374	1363
Associate Degree	44	162	182	237	442	526	476
Bachelors Degree	30	141	160	271	1085	916	1339
Masters Degree	12	48	69	305	569	781	885
Doctorate Degree	2	2	2	85	85	134	139
TOTAL PROGRAMS	**559**	**1167**	**1140**	**1695**	**3119**	**3731**	**4202**
% INCREASE/DECREASE	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13**	**07-13**
Certificate/Diploma	73%	-11%	10%	18%	46%	-1%	189%
Associate Degree	268%	12%	30%	86%	19%	-10%	982%
Bachelors Degree	370%	13%	69%	300%	-16%	46%	4363%
Masters Degree	300%	44%	342%	87%	37%	13%	7275%
Doctorate Degree	0%	0%	4150%	0%	58%	4%	6850%
	109%	**-2%**	**49%**	**84%**	**20%**	**13%**	**652%**

Chart 6

The largest number of degree programs are in the areas of:

1. Health Professions
2. Business/Accounting
3. Information Technology
4. Graphic Design
5. Criminal Justice
6. Social Sciences

Chart 7

The largest number of certificate programs are in the areas of:

1. Real Estate/Insurance
2. Health Professions
3. Cosmetology
4. Business Administration & Management
5. Mechanic & Repair Technology
6. Message/Personal Training

Chart 6

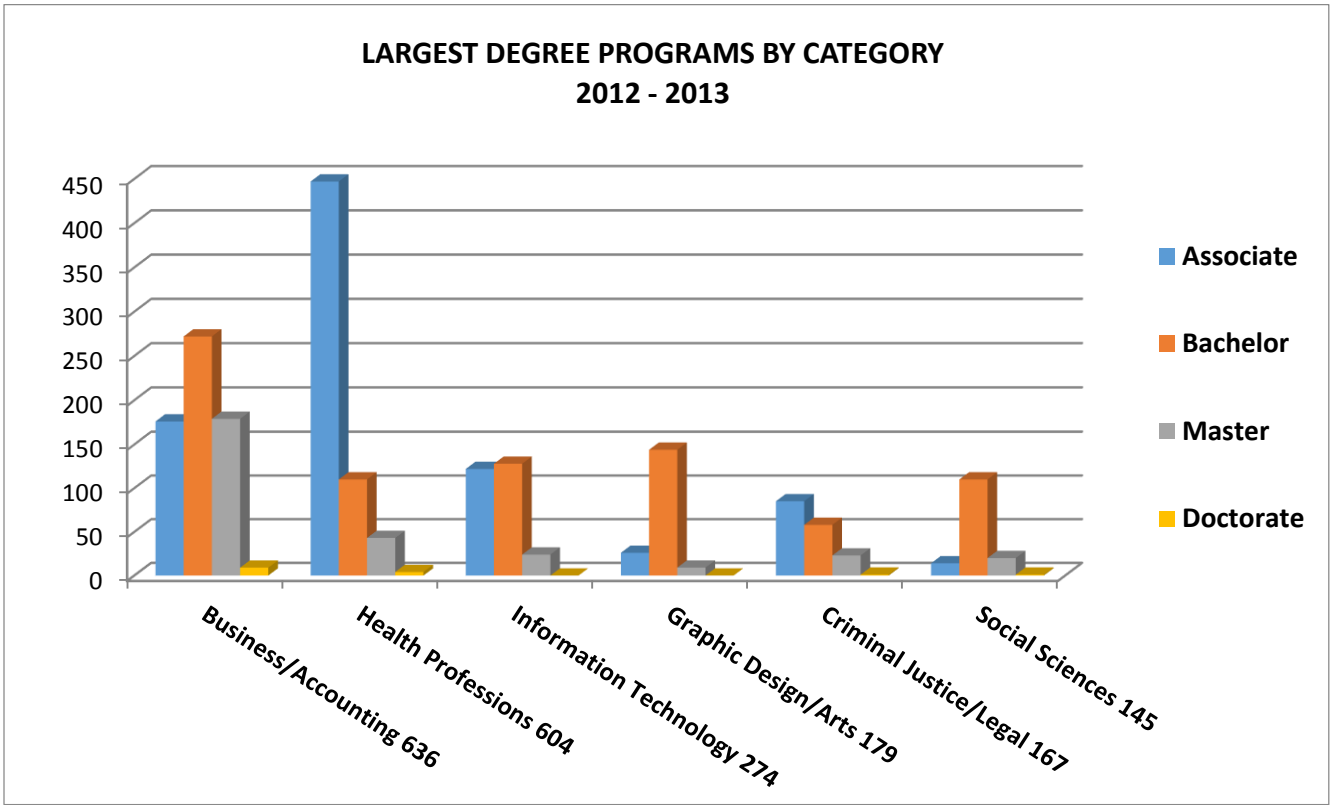
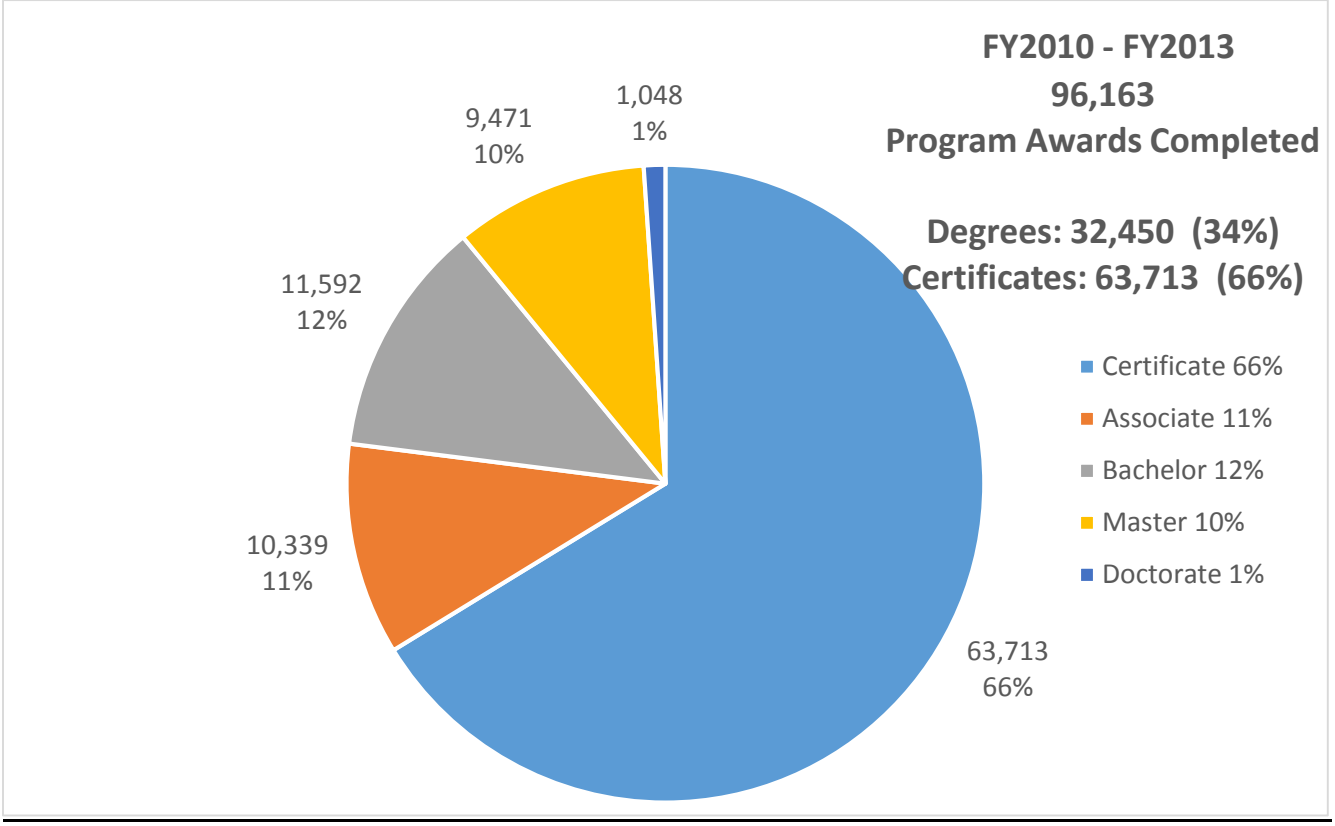


Chart 7

Charts 7 and 8 show the largest number of PPS approved degree and certificate programs for 2012 -2013.

Chart 8



PROGRAM AWARDS COMPLETED

Program Awards completed in 2013 include:

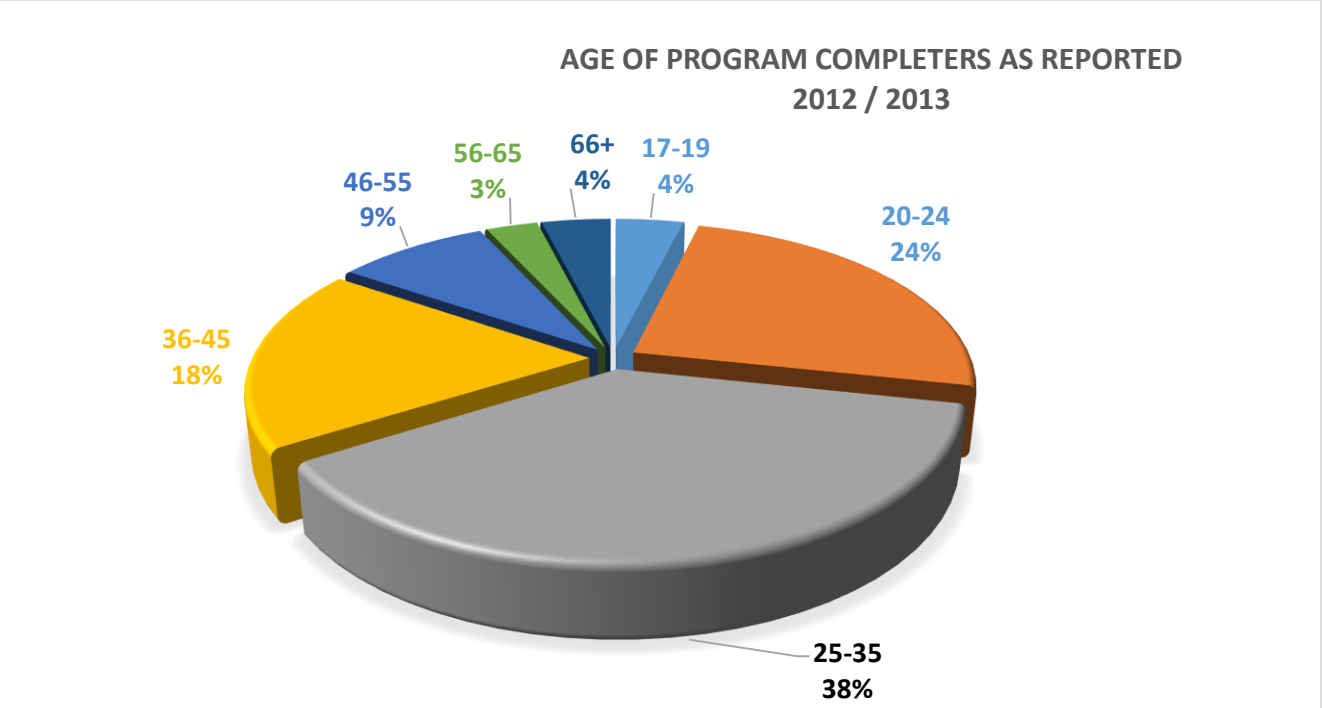
Certificate	17,245
Associate Degree	946
Bachelor Degree	905
Master Degree	383
Doctoral Degree	23
Total	**19,502**

From 2010 through 2013 the PPS sector awarded 32,450 degrees and 63,713 certificates; a total of 96,163 program awards. As Dennis Jones, president of the National Center for Higher Education Management Systems explains, Kansas is just above the national average with 43 percent of the population holding an associate or bachelor degree; it increases to 52% when certificate awards are included. Jones projects the state's public institutions are expected to award 19,000 fewer credentials by 2020 [Kansas Board of Regents Foresight 2020Annual Progress Report]. Although the Board is providing increased opportunities through transfer courses and focusing on identifying adults with some college, it could be beneficial to consider including the number of Kansans who complete programs in the PPS sector to help reach Foresight 2020, Goal 1: Increase Higher Education Attainment Among Kansans (an attainment goal of 55% – 65%).

Enrollees continue to be nontraditional, as shown in Chart 8. This year's reported data shows show 71percent female and 29 percent male, with ethnicity being:

- 53% White
- 20 % Unknown
- 17% Black or African American
- 5 % Hispanic or Latino
- 2% Two or more races
- 2% Asian
- 1% Native American or Alaskan

Chart 8



DOCUMENT AND DATA PROCESSING

The first public version of the Kansas Private Postsecondary Online Data System (KPODS) was made available to all PPS institutions for new school applications in late spring of 2013. The complete version of the on-line system was available in fall of 2013.

The Private Postsecondary (PPS) Division contracted with a national web-design company, Cyanna, to convert its paper system to a fully functioning on-line system. As a result, institutions are now able to request new program approvals, program changes, add a branch campus, and renew certificates. Benefits of the new on-line system include:

- Improved Regulatory reviews
- Increased customer service
- Positive document control for all renewals
- Easier application process
- Access to institutional files by Board staff and appropriate institutions
- More accurate and more comprehensive data collection

In addition to replacing a paper system with an on-line process, the new PPS document system provides a comparative and synthesized data collection process.

COSMETOLOGY AND BARBERING SCHOOLS

In February, 2013 The Board of Cosmetology and The Kansas Board of Barbering received letters from the US Department of Educations (USDE) Financial Aid, asking for citations to Kansas statutes under which they have approved the cosmetology and barbering schools operating in Kansas. The two licensing agencies realized there are no statutes that apply specifically to their boards allowing them to approve this type of school, despite a long term practice of approval of these schools by the licensing board in question. Rather, these schools fall under the scope of K.S.A. 74-32,162 *et seq*., and thus should have been receiving state approval from KBOR.

USDE gave The Board of Cosmetology and The Barbering Board until July 1, 2013 to comply with their ruling so Kansas students could continue to receive Title IV Funds (for students attending accredited schools). Due to complications with the Department, the deadline was eventually changed to July 1, 2014. Most of the schools worked with the Private Postsecondary Division to meet the original deadline in 2013 so no students were harmed and all cosmetology and barbering schools could continue receiving Title IV Funds.

KBOR STATUTORY AUTHORITY

The Kansas Board of Regents performs different roles with regard to the various postsecondary educational institutions operating in Kansas. The Board governs and controls the state regional and research universities, coordinates and supervises community and technical colleges, and regulates the private and out-of-state schools that operate in Kansas. For each sector, the Board's role is defined by state statutory authority.[1]

Prior to 1999, the private and out-of-state sector was regulated by the Kansas State Department of Education.[2] In 1999 Senate Bill 345, the Kansas Legislature transferred regulation of these schools to the Kansas Board of Regents. In 2004, the Kansas Private and Out-of-State Postsecondary Educational Institution Act, the law under which the State currently operates, was first enacted, K.S.A. 74-32,161 *et seq*. This Act and the regulations subsequently adopted by the Board[3] under its authority require non-exempt private and/or out-of-state postsecondary educational institutions operating in Kansas to obtain a "Certificate of Approval" from the Kansas Board of Regents.

In order to receive a Certificate of Approval, a school must first provide the Board sufficient evidence that it has complied with all the statutory requirements and standards established by the Legislature.[4] When a school receives a Certificate of Approval from the Board, it is subject to the Board's on-going regulatory and statutory authority. Certificates of Approval must be renewed annually by providing updated documentation. If a school covered by the Act operates without a Certificate of Approval from the Board, or falls out of compliance after receiving such a certificate, legal penalties may be pursued with the assistance of the Attorney General's office, as further described below.

APPLICATION OF THE ACT

The definition section of the Private and Out-of-State Postsecondary Educational Institution Act provides that a "postsecondary educational institution" subject to the Act means (1) any business enterprise, operated for profit or as a non-profit, which either (a) has a physical presence in Kansas or (b) solicits students within Kansas, (2) that

1 Issue Paper, June 2011 further explains the Private Postsecondary Act.
2 This sector was previously known as "proprietary" schools.
3 *See* K.A.R. 88-28-1 *et seq*.
4 These standards are set forth in K.S.A. 74-32,169.

(a) is offering degrees or (b) training or preparing people for a field of endeavor in a business, trade, technical or industrial occupation, and (3) that is not exempt from the Act.[5]

In determining if a specific school that does not have a physical presence (brick and mortar) site in Kansas is nevertheless operating in Kansas, and thus subject to Kansas laws, the Board must look at many factors, such as the number and type of contacts the school has with Kansas and its residents, which establish whether the school has affirmatively submitted itself to the jurisdiction of the State. This can be a lengthy process and includes review of facts concerning the nature and amount of solicitation done within the state, the number of in-state resident Kansans enrolled in an out-of-state or private school, the deliberateness of a school in providing education to Kansans who remain/reside in Kansas while receiving their education, etc. While the Board will have jurisdiction over some on-line schools, if specific facts are present,[6] there will be other situations where the Board cannot exercise authority over an out-of-state school merely because a Kansan happened to take classes from an online school.[7]

STATUTORY STANDARDS AND MINIMUM REQUIREMENTS

If it is determined that a particular institution meets the statutory definition of a private or out-of-state postsecondary educational institution, it must obtain a Board of Regents granted "Certificate of Approval" in order to lawfully operate in Kansas.

In determining if a school has complied with Kansas law, thus qualifying it for a Certificate of Approval, Board staff reviews and examines: (a) whether courses, curriculum and instruction are of such quality, content and length as may reasonably and adequately ensure achievement of the stated objective for which the courses, curriculum or instruction are offered; (b) whether space, equipment, instructional material and personnel are adequate to provide education and training of good quality; (c) whether educational and experience qualifications of directors, administrators and instructors are such as may reasonably ensure that students will receive instruction consistent with the objectives of their program of study; (d) whether the institution maintains written records of the previous education and training of students and applicant students, and if training periods must be shortened when warranted by such previous education and training or by skill or achievement tests; (e) whether a copy of the course outline, schedule of tuition, fees and other charges, settlement policy, rules pertaining to absence, grading policy, and rules of operation and conduct is furnished to students upon entry into class; (f) whether, upon completion of training or instruction, the institution provides students with certificates, diplomas or degrees, as appropriate, indicating satisfactory completion of the program; (g) whether the institution keeps adequate records to show attendance, satisfactory academic progress and enforcement of satisfactory standards relating to attendance, progress and conduct; (h) whether the institution has complied and maintains compliance with all applicable local, state and federal regulations; (i) whether the institution is financially responsible and capable of fulfilling commitments for instruction; (j) that the institution does not utilize erroneous or misleading advertising, either by actual statement, omission or intimation; (k) that the institution has and maintains a policy providing for the refund of unused portions of tuition, fees and other charges if a student enrolled by the institution fails to begin a course or withdraws or it is discontinued at any time prior to completion (such policies may take into account those costs of the institution that are not diminished by the failure of the student to enter or complete a course of instruction); and (l) that the institution has adopted, published and adheres to a procedure for handling student complaints, with this information posted so students will be aware of the complaint process available to them.[8]

As a part of ensuring a school complies with K.S.A. 74-32,169 requirements, Board staff reviews whether a particular course or program adequately prepare students to meet any applicable licensing standards in Kansas. This

5 K.S.A. 74-32,164 lists the kinds of institutions and courses that are exempt from the Act.

6 "Traditionally, when an entity intentionally reaches beyond its boundaries to conduct business with foreign residents, the exercise of specific jurisdiction [by the foreign jurisdiction over that entity] is proper. Different results should not be reached simply because business is conducted over the Internet." *Quik Payday, Inc. v. Stork*, 549 F.3d 1302 10th Circ. (Kan. 2008).

7 *E.g.*, a "passive" web site versus a web site that specifically solicits to Kansans or mentions Kansas.

8 K.S.A. 74-32,169.

often requires coordination with other state agencies. For example, if a school offers a nursing program, the expertise and review of the Kansas Board of Nursing is necessary. For programs having no Kansas regulatory agency (such as massage therapy, surgical technician, or pharmacy technician) Board staff must become familiar with any existing industry or national standards that are applicable to such a profession, to ensure that the schools provide adequate training to their students.

In reviewing a school to ensure compliance with Kansas laws, Board staff requires and reviews a great deal of documentation, including but not limited to: (a) proof of accreditation (if the school has been accredited); (b) a recent financial statement prepared and attested to by a CPA; (c) the resumes and/or other documents and proof as to the training, degrees, background or qualifications of the owners, administrative staff and instructors; (d) all course materials, a descriptive summary of space for classrooms, labs, library, administrative offices; (e) evidence of compliance with local, county, state, national codes as applicable (e.g. a copy of each year's certification by local fire officials); (f) enrollment agreement/application or registration forms; (g) the catalog and completed catalog checklist; (h) copies of all advertising for previous year; (i) written policies on how the institution accounts for previous experience, training, or coursework for students (i.e. transfer credits, test out, etc.); (j) a copy of the school's grievance policy; (k) the link to the tuition calculator on the institution's website for all students to use; (l) samples of certificates, degrees, and diplomas given to students; (m) a complete program inventory; (n) a copy of the termination policy/regulations governing student conduct; (o) the schedule of tuition and fees and other costs (i.e. books, lab fees, supplies); (p) the school's settlement/refund policy; and (q) a statement of the extent to which job placement services are available. This review of documentation is not only done for an initial first time application, but on a yearly basis.

Board staff completes a five year cycle for site reviews of all schools physically located in Kansas at least once. Additionally, some schools may be scheduled for visits more often, or even unannounced, depending on indicated needs, because of the curriculum and statutory criteria. Previously approved schools must provide the Board with information about any new programs or courses being added after obtaining such approval.

FEES THE BOARD MAY LAWFULLY CHARGE

Kansas statutes allow the Board to charge fees for certain things connected with its regulation of these schools.[9] These fees are paid by the schools. The fees charged include application processing, review of programs, a bond to cover costs of storing records should the school go out of business, fees to cover the costs for student transcripts from closed schools, and fees for each of the representatives of any school that uses such representatives to actively solicit within the State.

Since the spring of 2014, an effort to amend the fee regulation to ensure the fees paid by this sector are appropriate to fund the expenditures connected with regulating this sector was initiated and should be completed by the fall of 2014. The Private and Out-of-State Division of the Board office has utilized the services of a CPA to assist with projecting expenditures and to set the fees charged to the industry accordingly. In addition, staff consults with the PPS Advisory Commission established by statute[10] to ensure industry support of the fee structure.

PENALTIES, COMPLAINTS AND REMEDIES

K.S.A. 74-32,161 *et seq.* provide for several remedies if a school operates in Kansas in violation of the Act: Injunction (K.S.A. 74-32,173); criminal penalties (K.S.A. 74-32,177); civil fines of up to $1,000 for each violation (K.S.A. 74-32,178); voiding of contracts and refunding of moneys paid, plus interest (K.S.A. 74-32,167 and 74-32,179); and Kansas consumer protection act penalties. In addition, if the proper procedures are followed and the evidence is sufficiently established, the Board may revoke a previously granted certificate of approval.

9 *See* K.S.A. 74-32,181 and K.A.R. 88-28-6.

10 K.S.A. 74-32,166 creates this commission and sets forth the nature of its membership and duties.

Complaints about such schools are received by the Board. The number of complaints filed with KBOR by students attending institutions regulated under this Act has decreased over the last several years: 2008 – 41, 2009 - 36, 2010 – 15, 2011 – 11, 2012 – 4, 2013 - 4 The decline in the number of complaints through the years may be due to factors like: annual PPS/KBOR conferences addressing school compliance issues, increased site visits, increased KBOR staff to respond to requests for information and services from schools and students (i.e. PPS Helpdesk). The nature of the complaints include a wide variety of issues and include wanting to obtain a degree from a school that KBOR has not granted a Certificate of Approval allowing it to operate in Kansas, making student clinical placements, being denied entrance into a school, seeking assistance in securing credits for courses completed, or securing refunds. Each school is required to publish and post its complaint process, and the process for filing a complaint with KBOR is posted on KBOR's website.

Typically, if Board staff receives a complaint about a specific school, that school will be contacted to determine what their response is to the allegations that have been raised. This can result in a school's refusal to comply with a complainant's demands, a satisfactory resolution, or impasse. If the matter involves a law or standard that the Board has authority to enforce, and cannot be resolved in favor of compliance with the law, the school may be notified that action against it may be taken and that the matter will be forwarded to the Attorney General's office for review and assistance.[11] If the matter involves something over which the Board has no authority, such as a breach of contract allegation, and it cannot be resolved to the satisfaction of the complainant, then the person or entity making the complaint will be informed of that fact and alternative resources suggested. Board staff has a very good working relationship with the Attorney General's consumer protection division and will not hesitate to refer a "bad actor" (*e.g.* a diploma mill) to that office.

For-profit institutions are the subject of several high profile investigations by state and federal agencies. This will most likely result in regulatory changes and increased scrutiny at many levels. Because it is the Division's principal responsibility to regulate this sector and be responsible for the integrity of the postsecondary education provided to students enrolled in these schools, it is most important to keep the public informed regarding what schools and programs are approved by the Board. This is accomplished through updated information provided on the Division's website for the public, and through its annual meeting for the schools and the PPS Advisory Commission.

11 This is done because the Attorney General represents the Board in legal actions and because the consumer protection division of that office has trained agents who specialize in investigating potential violation of laws designed to protect Kansas consumers.