

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

**Conference Call  
Tuesday, June 8, 2010  
11:00 a.m.**

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**Tentative Board Academic Affairs Standing Committee Conference Call Schedule  
September 2010 to June 2011**

<b>BAASC Conf Call – 11:00 a.m.</b>	<b>Board of Regents Meeting Dates</b>
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Tues, October 5, 2010 <b>BAASC Conf Call</b>	October Board - <b>October 20-21, 2010</b>
Tues, November 2, 2010 <b>BAASC Conf Call</b>	November Board - <b>November 17-18, 2010</b>
Tues, November 30, 2010 <b>BAASC Conf Call</b>	December Board - <b>December 15-16, 2010</b>
Tues, January 4, 2011 <b>BAASC Conf Call</b>	January Board - <b>January 19-20, 2011</b>
Tues, February 1, 2011 <b>BAASC Conf Call</b>	February Board - <b>February 16-17, 2011</b>
Tues, March 1, 2011 <b>BAASC Conf Call</b>	March Board - <b>March 16-17, 2011</b>
Tues, April 5, 2011 <b>BAASC Conf Call</b>	April Board - <b>April 20-21, 2011</b>
Tues, May 3, 2011 <b>BAASC Conf Call</b>	May Board - <b>May 18-19, 2011</b>
Tues, May 31, 2011 <b>BAASC Conf Call</b>	June Board - <b>June 15-16, 2011</b>

**Kansas Board of Regents  
Academic Affairs Standing Committee**

**Tuesday, May 4, 2010  
Conference Call  
MINUTES**

The Academic Affairs Standing Committee of the Kansas Board of Regents met by Conference Call in Conference Room B of the Kansas Board of Regents, 1000 S.W. Jackson, Suite 520, Topeka, Kansas, at 11:00 a.m. on Tuesday, May 4, 2010. This meeting had been properly noticed pursuant to the Kansas Open Meetings Law on April 30, 2010.

**Members present:** Regent Gary Sherrer  
Regent Janie Perkins  
Regent Dick Hedges  
Regent Donna Shank

**Staff present:** Gary Alexander, Jean Redeker, Joan Warren, Jacqueline Johnson, Blake Flanders, Chuck Kater, Don Richards and Dennis Rittle

**Others present  
by phone:** Gayle Shaw, Kansas Association of Community College Trustees, Joe Burke, Labette Community College; Tes Mehring, Emporia State University; Sherri Utash, Wichita Area Technical College; Barbara Romzek, University of Kansas

Meeting opened at 11:00 a.m.

**Approve Minutes**

**Minutes of the April 1, 2010 Conference Call and April 14, 2010 Performance Report Review**

Regent Shank moved and Regent Hedges seconded the motion to approve the Minutes of the April 1, 2010 Conference Call meeting and the April 14, 2010 Performance Report Review meeting. Motion carried.

**Agenda Planning**

**Wednesday, 05/19/2010 Consent Agenda**

**a. Act on Request for Approval of Additional Degree Granting Authority for Capella University to Offer:**

- 1. Doctor of Nursing Practice (DNP)**
- 2. Doctor of Health Administration (DHA)**
- 3. Master of Health Administration (MHA)**

**b. Approve Request for Additional Degree Granting Authority for Concorde Career College to offer:**

- 1. Associate of Applied Science in Dental Assisting**
- 2. Associate of Applied Science in Dental Hygiene**

**c. Approve Request for Additional Degree Granting Authority for University of Phoenix to Offer:**

- 1. Bachelor of Science in Information Technology**
- 2. Bachelor of Science in Business**
- 3. Master of Business Administration**

Jacqueline Johnson presented the requests from Capella University, Concorde Career College and University of Phoenix for additional degree granting authority.

There was no discussion.

Regent Hedges moved and Regent Shank seconded the motion to recommend placing agenda items 1.a, b, and c on the Consent Agenda of the Kansas Board of Regents May agenda. Motion carried.

Clarification of the Kansas Board of Regents program approval process was discussed.

**Approve Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges for: Wichita Area Technical College – Associate of Applied Science and a Technical Certificate in Aviation Interiors (48.0799)**

Charles Kater presented the request from Wichita Area Technical College for an Associate of Applied Science and a Technical Certificate in Aviation Interiors (48.0799).

Discussion followed:

- There is no other program like this one in the state
- No letters of comment were received
- The funding
  - Equipment from the suspended Aviation Cabinetry
  - Adjunct faculty
- This program enhances the aviation interior program

Regent Shank moved and Regent Perkins seconded the motion to recommend placing agenda item 1.d. on the Wednesday Consent Agenda of the Kansas Board of Regents May agenda. Motion carried.

**Wednesday, 05/19/2010 Discussion Agenda**

**Act on Request to Approve Surgical Technology Alignment**

Don Richards presented the Surgical Technology Alignment proposal.

Discussion followed:

- One college offered comment supporting the proposed alignment
- One college offered some comments and suggestions on the proposed alignment
- Add language to the alignment map as follows: “Institutions may add competencies based on local demand.” (include this language on all alignment maps)

Regent Shank moved and Regent Hedges seconded the motion to recommend placing agenda item 2 on the Wednesday Discussion Agenda of the Kansas Board of Regents May agenda contingent upon the addition of the following language on the alignment map: “Institutions may add competencies based on local demand.” Motion carried.

#### **Thursday, 05/20/2010 Discussion Agenda**

##### **Act on Program Review Report**

Gary Alexander and Joan Warren worked on the Program Review Report. Gary Alexander presented this year’s Program Review Report. The report includes the program summary tables listing the programs reviewed by each institution, institutional summaries, and program narratives. Staff summarized the institutional reports after analyzing them. Gary Alexander asked to remove the section titled “Analysis of Minima Tables for Programs Not Included In the 2008-09 Review Cycle” along with the last paragraph of the issue paper. KBOR staff will stay in contact with the universities regarding programs that need more review.

Discussion followed:

- What are resources focused on and how is it being used
- It is difficult for Regents to have an understanding of programs and how effective they are with lapses in reporting
- Two types of program review
  - For improvement at the campus level
  - For accountability
- Link program review with Foresight 2020
- The summary on the information in the minima tables is good
- Flaw in the policy – review a program sometime in an eight year cycle
- Have a plan of what each university is doing for that program review year
- Need to ask the Board if an eight-year cycle is appropriate
- Minima standards are applied to each of the programs reviewed
- Communication between the universities, Board Staff and the Regents needs improvement
- What changes in the reporting should be brought to the Board’s attention

Regent Shank moved and Regent Perkins seconded the motion to place agenda item 3 Act on the Program Review Report on the Thursday Discussion Agenda of the Kansas Board of Regents May agenda and include the analysis of the minima tables with the last paragraph. Motion carried.

#### **Other Business**

##### **Monthly Private Postsecondary Education Update April 2010**

Jacqueline Johnson presented the monthly Private Postsecondary Education update. There were 136 schools active as of April 2010.

- Additional Degree Granting Authority – May 2010 KBOR Agenda – 3
- Schools in Process – 29
- Additional Degree Granting Authority Requested – 3
- Additional School Activity (Month to date ) Approved – Non-Degree Schools and Programs – 3

- New Schools in Process – APPLICATION EXPECTED IN THE NEAR FUTURE – 10
- Institutions Removed for Approved School List – 5

Jacqueline Johnson also reported on the status of

- Senate Bill 485 – Passed senate – 2-18-2010 – Waiting on House vote
- the current Regulation revisions – Printed in Kansas Register – New fees go in effect April 16, 2010
- and proposed Regulation Revisions after Bill 485 passes – in process

### **Act on Request to Revise Performance Agreements**

Jean Redeker presented the request to revise Performance Agreements. Emporia State University and Labette Community College are requesting approval to revise performance agreements.

“Emporia State University is requesting to change Goal B Indicator 3 because budget cuts have necessitated increasing the number of students per class, making it more likely that instructors will assign papers of shorter length.

With faculty teaching more students per class (and some teaching overloads), faculty will be forced to find ways to more efficiently assess their students (i.e. assign shorter and/or fewer papers). Given that the budget constraints are likely to continue through 2013, ESU believes this request appropriate. The 2009 performance for this indicator as originally approved is 2.47.”

Tes Mehring was present representing Emporia State University.

Discussion followed:

- More projects assigned with fewer pages is reasonable
- Faculty will be doing more project-based learning (as per NSSE survey language)
- NSSE uses average rating not percentile

Regent Shank moved and Regent Perkins seconded the motion to approve the Emporia State University performance agreement revision. Motion carried.

“In March 2010, Labette Community College submitted a request to change its 2009-2011 performance agreement. Labette Community College requests revising Goal C Indicator 3 and increasing accompanying targets. The institution also requests lowering 2010 and 2011 targets for Goal D Indicators 2 and 3. “

Joe Burke was present representing Labette Community College.

Discussion followed:

- Goal C Indicator 3 change the scope to include credit courses and increase the targets
  - A full-time Director of Workforce Education and Community Services was hired
  - Scope was just noncredit and LCC has fewer noncredit offerings
- Goal D Indicators 2 and 3 lower targets
  - Closure of Labette County Correctional Camp
  - 60% of ABE students lost were from the correctional faculty

Regent Perkins moved and Regent Shank seconded the motion to approve the Labette Community College performance agreement revisions. Motion carried.

**Other Business**

**Status of the Admissions**

The original Admissions Task Force will meet again in May. There will be another Task Force meeting that allows comments.

There being no further business, meeting adjourned at 12:20 p.m.

**Kansas Board of Regents  
Academic Affairs Standing Committee**

**Wednesday, May 19, 2010**

**MINUTES**

**Kansas Board of Regents  
Academic Affairs Standing Committee**

**Wednesday, May 19, 2010**

**MINUTES**

The Academic Affairs Standing Committee of the Kansas Board of Regents met in the Kathy Rupp Conference Room of the Kansas Board of Regents, 1000 S.W. Jackson, Suite 520, Topeka, Kansas, at 9:00 a.m. on Wednesday, May 19, 2010. This meeting had been properly noticed pursuant to the Kansas Open Meetings Law by the Kansas Board of Regents May 19 – 20, 2010 Agenda.

**Members present:** Regent Gary Sherrer (Chair)  
Regent Donna Shank  
Regent Dick Hedges  
Regent Janie Perkins

**Staff present:** Gary Alexander, Jacqueline Johnson, Jean Redeker, Joan Warren and Julene Miller

**Others present:** Tamara Agha-Jaffar, Kansas City Kansas Community College; Sangki Min, Kansas City Kansas Community College; Tom Burke, Kansas City Kansas Community College; Gillian Gabelmann, Washburn Institute of Technology; Nancy Tate, Washburn University; Lynette Olson, Pittsburg State University; Tes Mehring, Emporia State University; Anthony Ambrosio, Emporia State University; Gayle Shaw, Kansas Association of Community College Trustees; Roxanne Kelly, Washburn Institute of Technology; Shirley Antes, Wichita Area Technical College; Steve Loewen, Flint Hills Technical College; Leann Ellis, Butler Community College; Mike Calvert, Butler Community College; Glenn Lygresse, Butler Community College; Gene George, Butler Community College; Daniel Bain, Independence Community College; Peggy Forsberg, Independence Community College; Carl Heilman, Barton County Community College; Penny Quinn, Barton County Community College; Joe Burke, Labette Community College; Danny Anderson, University of Kansas; April Mason, Kansas State University; Jackie Vietti, Butler Community College; Ruth Dyer, Kansas State University; Barbara Romzek, University of Kansas; Gary L. Miller, Wichita State University; Sheree Utash, Wichita Area Technical College; Cia Verschelden, Highland Community

College; Doc Arnett, Highland Community College; Larry Gould, Fort Hays State University

Regent Sherrer opened the meeting at 9:00 a.m.

The purpose of this meeting is to review thirteen Performance Reports for the period of January 1, 2009 through December 31, 2009. One of the Board Academic Affairs Standing Committee's tasks is to review these reports and make recommendations to the full Board.

**The Standing Committee reviewed thirteen performance reports as follows:**

1. **Wichita Area Technical College** – Shirley Antes and Sheree Utash were present for Wichita Area Technical College (WATC). Sheree Utash provided a short overview of WATC's report. Goal 2, Evidence of Academic Effectiveness, need to align indicators with Goal 3 indicators. Goal 3, Improve Workforce Development, intends to provide business and industry better trained and prepared individuals to meet current and future business needs. WATC pointed out the three unmet indicators and what the future plans are to improve.

Staff recommendation:

Wichita Area Technical College is reporting on the first year of a three-year performance agreement. Directional improvement was achieved in a majority of goals. Full funding is recommended.

Discussion followed:

- Goal 3 Improve Workforce Development – Indicator 5 – Survey
  - Poorly worded question
  - WATC will improve the question to better convey its intent
- Students received grades in every course in work ethics and WATC is tracking to see if this is making better employees

Regent Hedges moved and Regent Perkins seconded the motion to recommend approval of Wichita Area Technical College's Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

2. **Flint Hills Technical College** – Steve Loewen was present representing Flint Hills Technical College (FHTC). FHTC is pleased overall with its three goals. Goal 1 Indicator 1, number of students successfully completing online courses, went well beyond its target. Goal 4, number of Hispanic students successfully completing a certificate, technical certificate or Associate of Applied Science degree: Flint Hills Technical College's Adult Education Center has put renewed emphasis on educating the GED student population on the advantages of higher education.

Staff recommendation:

Flint Hills Technical College is reporting on the second year of a three-year performance agreement. The institution achieved directional improvement in a majority of its goals. Full funding is recommended.

Discussion followed:

- FHTC, as of two years ago, uses the same placement exams and set standards as the community colleges (ACT or ASSET test if the ACT was not taken)
- Students are able to get extra help at the library
  - Tutors are there
  - Saturday and Sunday hours – 10 a.m. to 2 p.m.
- Online courses
  - The percent of completers is tracked
  - Instructors are working on orientation for the beginning of the online programs
- Goal 3, Indicator 3, Number of students successfully completing the Dispatcher/Jailer program, the program has not been implemented due to the economy and will be delivered by adjunct professors when there is enrollment
- FHTC General Education professors either are or have been Emporia State University instructors (Flint Hills had a partnership with Emporia State University teaching the general education courses for FHTC)
- The percent of GED students at FHTC Adult Education Center has increased with the collaboration between the Center and Flint Hills plus the good tutoring system

Regent Shank moved and Regent Perkins seconded the motion to recommend approval of Flint Hills Technical College's Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

**3. Washburn University** – Nancy Tate was present representing Washburn University (WU). Washburn University met three of its four goals. Goal 1, Improve Learner Outcomes, Indicator 4, increase percentage of graduating baccalaureate students who have had a significant transformational learning experience through scholarly or creative activity, went down to 48% partly due to the difficulty of rating transformation of students in distance education programs. Washburn University has requested a change in its Goal 1 performance agreement to a proficiency profile that will include student assessment. Workforce Development goal was affected by lack of funding, part-time students who do not graduate in one year, and a program that changed from one-year to a two-year program.

Staff recommendation:

Washburn University is reporting on the second year of a three-year performance agreement. The institution achieved directional improvement in a majority of goals. Full funding is recommended.

Discussion continued:

- Diagnostic Medical Sonography program was changed to 24 months due to accreditation requirement
- Faculty should be asked at what level (1-5) did students score on their scholarly and creative transformational learning activity instead of just asking if the students met level 4 or level 5
- Goal 3, Indicator 2, Increase number of MSN graduates, was negatively affected by lack of resources
- Goal 3, Indicator 2, Evaluation should read "Not Met"

Regent Shank moved and Regent Hedges seconded the motion to recommend approval of Washburn University's Performance Report at 100% of new funding available to the institution contingent upon adding "Not Met" to Goal 3, Indicator 2, Evaluation. Motion carried unanimously.

**4. Washburn Institute of Technology** – Roxanne Kelly and Gillian Gablemann were present representing Washburn Institute of Technology (WIT). Washburn Institute of Technology reported on the first year of its three-year performance agreement. WIT is growing and is pleased with its progress. Goal 1, Indicator 1 target was not met. WIT plans to improve this indicator by adding information concerning the tuition waiver to the articulation agreements signed with the consortium high schools and developing more high school partnerships where some curriculum is taught at the consortium high school for dual or concurrent enrollment. Goal 2 Improve Learner Outcomes, Indicator 1 improve learner outcomes through tracking student retention, placement, completion and technical certifications/licensures earned, target was not met. WIT's plan to improve is: provide professional development activity in Spring 2010 for all staff and faculty; provide targeted professional development to improve teaching strategies and classroom management; develop online tutorials and resources for faculty and students; facilitate expanded tutoring services by increasing the development and use of peer tutors and the Resource Center; and pursue grant opportunities to fund expanded student services on campus.

Staff recommendation:

Washburn Institute of Technology is reporting on the first year of a three-year performance agreement. WIT achieved directional improvement in a majority of its goals. Full funding is recommended.

Discussion followed:

- WIT met most of the targets
- There are specific plans for improvement where needed
- The logistics for most of the equipment/materials and supplies to expand and update programs was done online

Regent Shank moved and Regent Perkins seconded the motion to recommend approval of Washburn Institute of Technology Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

**5. Butler Community College** – Jackie Vietti, Leann Ellis, Mike Calvert, Glenn Lygresse, and Gene George were present representing Butler Community College (BCC). Butler Community College met or exceeded most of its targets. Additional learning opportunities were provided for the students. Partnership with Emporia State University has been strong. BCC continues to focus on its assessment program. Butler Community College's online learning program met accreditation and increased enrollment. BCC plans to place more focus on the Hispanic student access goal.

Staff recommendation:

Butler Community College is reporting on the third year of a three-year performance agreement. The institution achieved directional improvement in a majority of its goals. Full funding is recommended.

Discussion followed:

- BCC's performance agreement is very strong and challenging
- The BEST program is excellent
- The 30% annual growth in the Hispanic population was very aggressive
- This performance agreement is the essence of what a performance agreement should do

Regent Perkins moved and Regent Shank seconded the motion to recommend approval of Butler Community College's Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

**6. Independence Community College** – Daniel Bain and Peggy Forsberg were present representing Independence Community College (ICC). ICC thanked Jean Redeker and Joan Warren for their assistance. Goal 1 Indicator 3, number of articulation agreements developed with area high schools in academic programs, target was lower than anticipated but directional improvement was achieved. Goal 2 Strengthen collaborative efforts with other post secondary institutions through articulation, Indicator 1, target was not met due to lower enrollment and marketing efforts by Kansas Newman University and Friends University, but they are improving their efforts.

Staff recommendation:

Independence Community College is reporting on the third year of a three-year performance agreement. The institution achieved directional improvement in a majority of its goals. Full funding is recommended.

Discussion followed:

- Kansas Newman University made the following changes, which should increase enrollments
  - Changed curriculum
  - Increased marketing within the county
  - Giving more scholarships
- Learner Outcomes Goal Indicators 1 and 2 were done well and Indicator 3 made directional improvement
- ICC extended Student Support with extended hours in service areas
- ICC has done a nice job

Regent Hedges moved and Regent Shank seconded the motion to recommend approval of Independence Community College's Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

**7. Kansas City Kansas Community College** – Tom Burke, Tamara Agha-Jaffar and Sangki Min were present representing Kansas City Kansas Community College (KCKCC). KCKCC struggled with retention rate. It was difficult to track student populations with the part-time students who do not seek completion. Students may have been missed being counted while two systems were running during the change in systems. It has also been difficult to track students' placement. KCKCC hired one individual who will maintain contact with individual students. Goal 2 Learner Outcomes, Indicator 4 was a challenge. Students will be helped with the development of eight week classes that allow students to continue with the same teacher.

Staff recommendation:

Kansas City Kansas Community College is reporting on the second year of a three-year performance agreement. Directional improvement was achieved in two of four goals. Board policy directs staff to recommend the institution receive either 60% or 80% of new funding. Staff recommends 80% funding, were such funding available, because of the quality and scope of the agreement; because the institution has made a good faith effort to achieve its goals; and because the institution has specific plans for improving future performance

Discussion followed:

- KCKCC has a good list of pro-active issues within its last comments
- A whole series of challenges are being taken on, especially retention

Kansas City Kansas Community College, based on the strength of its performance agreement, asked for 100% of available new funding.

BAASC agreed with the staff recommendation of 80% funding. BAASC commended Kansas City Kansas Community College and the proactive ways it is improving performance and for the difficulty of the performance agreement. The institution is taking on difficult challenges.

Regent Shank moved and Regent Perkins seconded the motion to recommend approval of Kansas City Kansas Community College's Performance Report at 80% of new funding available to the institution. Motion carried unanimously.

**8. Barton Community College** – Carl Heilman and Penny Quinn were present representing Barton Community College (BCC). BCC thanked Jean Redeker for her support and help. Goal 1 Increase Online (eCourse) Efficiency Indicator 1 made directional improvement. Students who use electronic enrollment do not have the benefit of consulting with an advisor before enrolling resulting in students adding or dropping courses to enroll in the right courses. Learner Outcomes Goal 2 was more successful. Workforce Development Goal 4 was not met because of alignment issues. Alignment is complete and BCC should be able to move forward with Goal 4.

Staff recommendation:

Barton Community College is reporting on the first year of a three-year performance agreement. Directional improvement was achieved in a majority of goals. Full funding is recommended.

Discussion followed:

- BAASC appreciated the feedback where BCC indicated if there was a problem, what it was and what would be done to correct it
- The targets BCC had control of were strong and well done
- BAASC encourages the completion of the alignment to happen soon

Regent Shank moved and Regent Perkins seconded the motion to recommend approval of Barton Community College's Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

**9. Labette Community College** – Joe Burke was present representing Labette Community College (LCC). He thanked Jean Redeker for her assistance. LCC had a performance agreement committee

develop its performance agreement. Goal 1 Indicator 1 was not met because of significant decreases in Beginning Algebra. Goal 3 Indicator 2 was not met due to the closure of Labette County Correctional Camp where approximately 60% of LCC's total Adult Education participants came from.

Staff recommendation:

Labette Community College is reporting on the first year of a three-year performance agreement. The institution achieved directional improvement in a majority of its goals. Full funding is recommended.

Discussion followed:

- Labette Community College's performance report was good

Regent Perkins moved and Regent Shank seconded the motion to recommend approval of Labette Community College's Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

**10. Highland Community College** – Cia Verschelden and Doc Arnold were present representing Highland Community College (HCC). This was Cia Verschelden's first year at Highland Community College. She thanked Jean Redeker for her help. HCC learned a lot from the unmet goals. Goal 1: issues with students already tested extensively and failure to consider the amount of lead time that would be necessary for this early placement testing program to have a chance of being effective. In response to students being over-tested, HCC is working with Kansas University Center for Educational Testing and Evaluation about the possibility that the scores on the mandatory Kansas Assessments could be used to indicate readiness to take basic college courses like College Algebra or English I. Highland Community College was pleased with Goal 2 and work with the Native Indians (Kickapoo Tribe). HCC has reached an "agreement in spirit" to provide classes on site. Highland was able to hire a Native American with a Masters degree to teach.

Staff recommendation:

Highland Community College is reporting on the first year of a three-year performance agreement. Directional improvement was achieved in one of four goals. Sixty percent funding, were such funding available, is recommended.

Discussion followed:

- BAASC appreciated Highland Community College's candor
- Students must take the ASSET test to be enrolled in concurrent courses
- The research project regarding the testing scores is interesting

Regent Shank moved and Regent Hedges seconded the motion to recommend approval of Highland Community College's Performance Report at 60% of new funding available to the institution. Motion carried unanimously.

**11. Emporia State University** – Tes Mehring and Anthony Ambrosio were presenting representing Emporia State University (ESU). ESU thanked Jean Redeker for her help. This is the first year of a three year performance agreement. The indicators in Goal 1 represent an expanded emphasis on a culture of assessment at Emporia State University. ESU has not received the fall data from CLA and the sample

size was too small which affected the targets for Goal 2 Improve Learner Outcomes indicators 1 and 2. Increased class sizes due to funding issues has resulted in teachers reducing the length of written reports from between 5 and 19 pages to reports of shorter length which affects Goal 2 Indicator 3.

Staff recommendation:

Emporia State University is reporting on the first year of a three-year performance agreement. The institution achieved directional improvement in a majority of its goals. Full funding is recommended.

Discussion followed:

- BAASC suggested that ESU in future reports combine the reporting of Goal 2 Indicators 1 and 2 since there are not enough students taking the CLA to report these indicators separately, but there are enough students to report when the indicators are combined **OR** BAASC suggested that ESU in future reports report the performance outcome of Goal 2 Indicators 1 and 2 even if there are not enough students taking the CLA to make the reporting statistically valid. In the narrative ESU can then explain there were not enough students participating in the CLA to make the results meaningful
- ESU initiated diversity activities on campus (African American Day – Hispanic Day); worked with High Schools especially Emporia High School
- Goal 1 Improve the effectiveness of ESU programs by increasing the efficiency and efficacy of program assessment and evaluation practices is a unique and challenging goal

Regent Shank moved and Regent Perkins seconded the motion to recommend approval of Emporia State University's Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

**12. Fort Hays State University** – Larry Gould, Chris Crawford and Jeff Burnett were present representing the Fort Hays State University (FHSU). They expressed thanks to Jean Redeker and staff for their help. Learned engagement is the theme for the performance indicators. FHSU had a counselor from Brazil for three or four years and has been gone about two years which has affected the graduation rate in Goal 1 Indicator 3. However, there are higher numbers of students in the pipeline which should increase the graduation rates. Goal 2 was affected by change in faculty and FHSU plans to train new faculty. Goal 4 focuses on personal health and wellness and has changed peoples' lives.

Staff recommendations:

Fort Hays State University is reporting on the first year of a three-year performance agreement. Directional improvement was made in a majority of goals. Full funding is recommended.

Discussion followed:

- Goal 3 Improve Learner Outcomes – was affected by the low number of students
- FHSU is learning how to get consistent data for the CLA Goal
- Strong performance agreement

Regent Perkins moved and Regent Hedges seconded the motion to recommend approval of the Fort Hays State University's Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

**13. Pittsburg State University** – Lynette Olson was present representing Pittsburg State University (PSU). This is a second year of a three-year performance agreement. Thank you to Jean and Redeker and staff for feedback and help. A team of PSU individuals developed the performance agreement. The PSU steering committee meets all year using the university mission, strategic plan and paralleling the program review process. PSU had great successes and struggles. Goal 1 Workforce Development – Pittsburg State’s nursing program held steady but will be affected next year by the economic climate. Delivery of the RN and BSN will be available online. Goal 1 Indicator 5 was affected by lack of funds. Goal 2 Improve Learner Outcomes was affected by the larger classes and fewer assignments with 5-19 pages required. PSU students continue to write throughout their educational experience. The university will continue to focus on how to enhance upper level writing and writing in the major. Goal 3 Expand access to higher education for American-Minority students was successful due to staff focus and students involvement. An American-Minority Organization was created.

Staff recommendation:

Pittsburg State University is reporting on the second year of a three-year performance agreement. The institution achieved directional improvement in a majority of its goals. Full funding is recommended.

Discussion followed:

- Strong well done performance report
- Impressed with PSU’s incorporation of the performance agreement with its strategic planning

Regent Shank moved and Regent Hedges seconded the motion to recommend approval of the Pittsburg State University’s Performance Report at 100% of new funding available to the institution. Motion carried unanimously.

### **Other Business**

There being no other business, the meeting adjourned at 11:40 a.m.

**Approve Request for Additional Degree Granting Authority for Concorde Career College to Offer an Associate of Applied Science in Nursing**

**Summary and Staff Recommendation**

*In accordance with KBOR policy, Concorde Career College is requesting additional degree granting authority for an Associate of Applied Science in Nursing. After a thorough review of the institution's staff qualifications, facilities, record keeping systems, coursework and materials, staff recommends approval. This degree will be offered at the Kansas City, MO campus.* *4/21/2010*

**Background**

For more than fifty years Concorde Career College has prepared thousands of students to enter the field of Allied Health. Its principal office is located in Mission, Kansas, and it has 15 campuses located across the country. It generally enjoys long operating histories in local markets. Concorde Career College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval. The Kansas Board of Nursing has also approved this program.

**KBOR Response**

The Kansas Private and Out-of-State Postsecondary Educational Institution Act (hereinafter “the Postsecondary Educational Institution Act”) gives the Board of Regents responsibility for authorizing schools to deliver instruction in Kansas. The scope of this responsibility includes most private institutions located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas.

Institutions that apply for degree and non-degree granting status are reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include reviewing items such as:

- Courses, curriculum and instruction to ensure quality, content and length are reasonable and adequately achieve the stated objective(s).
- Proper maintenance of student transcripts, attendance records, and proper use of students’ achievement records and/or entrance tests.

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

**Approve Request for Additional Degree Granting Authority for Bryan College to Offer an Associate of Applied Science Degree in Criminal Justice and an Associate of Applied Science Degree in Medical Administrative Specialist.**

**Summary and Staff Recommendation**

*In accordance with KBOR policy, Bryan College, Topeka, KS, is requesting additional degree granting authority for two new programs.*

- *Associate of Applied Science Degree – Criminal Justice*
- *Associate of Applied Science Degree – Medical Administrative Specialist*

*After a thorough review of the institution's staff qualifications, facilities, record keeping systems, coursework and materials, staff recommends approval*

*05/28/2010*

**Background**

Bryan College has previously been approved for degree granting authority by the Kansas Board of Regents. There are two other degree granting campuses located in Springfield, Mo and Rogers, AR. Bryan College has been in existence since 1982 and offers programs in Computer Networking, Computer Programming, Allied Health and Wellness, Business Administration, Gaming and Robotics. Bryan College is approved by the following:

- Missouri State Approving Agency – Veteran's Education Training Section – DESE
- U S. Department of Education
- Vocational Rehabilitation
- Workforce Investment Act (WIA)

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

**KBOR Response**

The Kansas Private and Out-of-State Postsecondary Educational Institution Act (hereinafter "the Postsecondary Educational Institution Act") gives the Board of Regents responsibility for authorizing schools to deliver instruction in Kansas. The scope of this responsibility includes most private institutions located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas.

Institutions that apply for degree and non-degree granting status are reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include reviewing items such as:

- Courses, curriculum and instruction to ensure quality, content and length are reasonable and adequately achieve the stated objective(s).

- Proper maintenance of student transcripts, attendance records, and proper use of students' achievement records and/or entrance tests.

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

**Approve Request for Additional Degree Granting Authority for Pinnacle Career Institute, Lawrence, Kansas for an Associate of Applied Science – Health Information Technician**

**Summary and Staff Recommendation**

*After a thorough review of the school and its proposed degree programs, KBOR Staff recommends Pinnacle Career Institute (PCI) be given additional degree-granting authority for an Associate of Applied Science – Health Information Technician.*

*If approved, this degree will be awarded on Pinnacle Career Institute’s Lawrence, Kansas campus. KBOR staff has reviewed the coursework and outcomes and finds they meet KBOR’s standards. PCI also demonstrates they have proper facilities, equipment, materials, record keeping systems, degreed staff, and adequate space to meet the needs of students enrolled in the proposed degree programs.*

**Background:**

Pinnacle Career Institute started its first resident class in October, 1953 under the name of Electronics Institute, Inc. A Missouri corporation, the school operated as a subsidiary of the National School of Aeronautics, Inc. until July, 1959 in Kansas City, MO. Currently, the school has two other locations in North Kansas City, MO and Lawrence, KS. PCI is approved by the Kansas Board of Regents and contracted for training by the Missouri and Kansas Rehabilitation Commissions. Pinnacle Career Institute provides training under the Veterans Administration, Vocational Rehabilitation and Workforce Investment Act.

Pinnacle Career Institute is accredited by the Accrediting Commission of Career Schools and Colleges, a national accrediting agency recognized by the U.S. Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

**KBOR Response**

The Kansas Private and Out-of-State Postsecondary Educational Institution Act (hereinafter “the Postsecondary Educational Institution Act”) gives the Board of Regents responsibility for authorizing schools to deliver instruction in Kansas. The scope of this responsibility includes most private institutions located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas.

Institutions that apply for degree and non-degree granting status are reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include reviewing items such as:

- Courses, curriculum and instruction to ensure quality, content and length are reasonable and adequately achieve the stated objective(s).
- Proper maintenance of student transcripts, attendance records, and proper use of students’ achievement records and/or entrance tests.

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

**Approve Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges for the following: Dodge City Community College and Area Technical College – Technical Certificate, Electrical Transmissions System Technician (46.0303) and Colby Community College – Associate of Applied Science and Two Technical Certificates, Sustainable/Renewable Energy (CIP 14.9999)**

### **Summary and Staff Recommendation**

*Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received several program requests to be implemented in 2010. The programs submitted addressed all criteria requested and have been subject to the 14 day comment period required by policy. The programs have been reviewed by the Technical Program and Curriculum Committee and the Postsecondary Technical Education Authority recommends approval.*

06/08/10

### **Background**

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

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

### **Description of Proposed Programs**

**Dodge City Community College & Area Technical Center** requests approval for the following: Electrical Transmission System Technician (CIP 46.0303) at the Technical Certificate level (39 credits).

The proposed program is focused on system operations and dispatching. Graduates would be responsible for maintaining reliable transmission of electricity over the electrical grid. In addition, graduates would install and maintain wind energy transmission lines.

The college admissions office and data collected from other college personnel has established that 125 students are interested in the proposed program. Sunflower Electric Power Corporation and other electrical cooperatives have indicated that they have as many as 82 current employees that could benefit from participating in the proposed program.

High voltage transmission lines will be required to convey the energy generated by wind farm expansion in the western part of the state to the east and west coast. Electrical linemen and linewomen will be required to build and maintain substations and transmission capacity. Nationally the occupational area is projected to grow by over 10% between now and 2018. Entry-level wages for the occupational category equate to \$29.48 an hour, with journeymen technicians earning approximately \$80k per year.

The proposed program would prepare individuals with the skills needed to support construction of the Kansas V-Plan which will consist of a 765-kilovolt transmission line from Spearville to Comanche County and then back through Medicine Lodge to Wichita. Currently the members of the college advisory committee formed to support the program report that workers must be imported into the region due to the lack of a skilled workforce locally. ITC Great Plains, Victory Electric, Sunflower Electric and J&J Power Line Contractors indicated a willingness to hire graduates of the proposed program to fill their workforce development needs in support of the Kansas V-Plan project. All of these industry partners have offered internship opportunities for students.

The college has established a proposed budget of \$113,940 in support of the program and will re-allocate currently existing resources to fund the proposed program. Existing equipment from the college's electrical and power transmission installer program will be utilized by the proposed program. The college expects to support an enrollment of 20 full-time and 15 part-time students during the implementation year and will prepare itself to scale the program to meet industry demand.

While some similarity exists between the proposed program and the existing electrical and power transmission installer program at the college, sufficient differences in the curriculum emerged which generated the need for a distinct certificate offering. The college contacted Pratt Community College and Manhattan Area Technical College via e-mail and both institutions verified that the proposed program did not duplicate their program offerings. No letters of objection were received in response to the proposed program.

The proposed certificate program has been carefully reviewed by staff utilizing the above stated standards and criteria. Copies of the detailed program proposals are available for inspection.

### **Recommendation**

This program was reviewed by the Technical Program and Curriculum Committee and approved during the May 26, 2010 meeting of the Postsecondary Technical Education Authority (TEA). The TEA recommends approval of this program.

**Colby Community College** requests approval for the following:  
Sustainable/Renewable Energy (CIP 14.9999) at the Associate of Applied Science (66 credits) and two Technical Certificates of (37 credits) each. One certificate would be in Sustainable/Renewable Energy and the other certificate would be in Small Wind Technology.

The proposed program prepares students for entry into the field of sustainable/renewable energy. Students would be able to choose a one-year certificate program in sustainable/renewable energy or small wind technology and augment their certificate choice with a 12 credit hour track in: wind, solar photovoltaic, solar thermal, geothermal or bio-fuel to work toward the AAS credential. The curriculum is designed to support the certification efforts of the North American Board of Certified Energy Practitioners.

Information collected from 14 high schools in the Northwest Kansas identified 225 students that were interested in pursuing career options in sustainable/renewable energy. Northwest Kansas has a working geothermal application, a wind farm and 15-20 planned projects which will require the proposed skills and competencies in the proposed program.

The college received a Kansas Innovative Technology grant on the basis of a partnership with John Deere and Woofter Pump and Well, Inc. which will be used to fund the purchase of equipment to support the introductory courses in: wind, solar and biofuels. An additional grant was recently received by the college to support faculty development in solar photovoltaic technology. The college has collaborated with other institutions and organizations, in maximizing the usage potential of pre-existing resources in the area most notably: Kansas State University (Wind for Schools Program), Midwest Energy (Small Wind Turbine Test Site), and USD 315 in Colby (1<sup>st</sup> Colby Community College Wind Energy Conference).

The college has established a proposed budget of \$200,000 for the program with \$50,000 of the total being used for the salary expense associated with one new faculty member with an engineering background to teach the mechanical and electrical courses included in the program. Colby Community College has funding to support program start-up costs through grant funding, re-allocation of operational funds and via industry partners who have pledged support.

One aspect of the proposed program focuses on “small wind” technology. Cloud Community College’s wind program focuses on training technicians for large wind turbines. Cloud Community College has verbally agreed to allow those students seeking “climbing certification” to do so through their college. Colby Community College has also agreed to collaborate with Neosho County Community College’s Green Technology programming to allow students to receive training in energy efficiency.

This would be the first program of this type in the state. No letters of objection were received in response to the proposed program.

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

### **Recommendation**

This program was reviewed by the Technical Program and Curriculum Committee and approved during the May 26, 2010 meeting of the Postsecondary Technical Education Authority (TEA). The TEA recommends approval of this program.

## Approve Request for New Degree Granting Authority for Everest College to Offer an Associate of Applied Science in Criminal Justice

### Summary and Staff Recommendation

*In accordance with KBOR policy, Everest College is requesting new degree granting authority for an Associate of Applied Science in Criminal Justice. After a thorough review of the institution's staff qualifications, facilities, record keeping systems, coursework and materials, staff recommends approval. This degree will be offered at the Kansas City, MO campus.*

*4/21/2010*

### Background

Everest College is a subsidiary of Corinthian Colleges, Inc., one of the largest post-secondary education companies in North America. Everest College has more than 100 campuses across the U.S.A. and Canada. It is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). According to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, this is accepted as evidence of compliance with the statutory standards for approval. This degree will be offered at the Kansas City, MO campus.

### KBOR Response

The Kansas Private and Out-of-State Postsecondary Educational Institution Act (hereinafter "the Postsecondary Educational Institution Act") gives the Board of Regents responsibility for authorizing schools to deliver instruction in Kansas. The scope of this responsibility includes most private institutions located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas.

Institutions that apply for degree and non-degree granting status are reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include reviewing items such as:

- Courses, curriculum and instruction to ensure quality, content and length are reasonable and adequately achieve the stated objective(s).
- Proper maintenance of student transcripts, attendance records, and proper use of students' achievement records and/or entrance tests.

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

**Approve Request for New Degree Granting Authority for Everest University, Orlando, Florida**

**Summary and Staff Recommendation**

*In accordance with KBOR policy, Everest University, Orlando Florida is requesting new degree granting authority for the 15 degrees listed below. These degrees are attained through on-line distance education programming. After a thorough review of the institution’s staff qualifications, facilities, record keeping systems, coursework and materials, staff recommends approval.*

**Background**

Everest University is a private proprietary university composed of numerous campuses in Florida, which are owned and operated by Florida Metropolitan University, Inc., which is a wholly-owned subsidiary of Rhodes Colleges, Inc., a wholly-owned subsidiary of Corinthian Colleges, Incorporated. Corinthian Colleges, Inc. is one of the largest post-secondary education companies in North America.

The campus in Orlando Florida is seeking approval for their on-line degree programs. It is accredited by the Accrediting Council for Independent college and Schools (ACIC). According to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, this is accepted as evidence of compliance with the statutory standards for approval.

The degrees presented for approval are:

<b>DEGREES</b>
<i>Associate</i>
1. Associate of Applied Science – Accounting
2. Associate of Applied Science – Applied Management
3. Associate of Applied Science – Business
4. Associate of Applied Science – Computer Information Science
5. Associate of Applied Science – Criminal Investigations
6. Associate of Applied Science – Criminal Justice
7. Associate of Applied Science – Medical Insurance Billing and Coding
8. Associate of Applied Science – Paralegal
<i>Bachelor</i>
1. Bachelor of Science – Accounting
2. Bachelor of Science – Applied Management
3. Bachelor of Science – Business
4. Bachelor of Science – Computer Information Science
5. Bachelor of Science – Criminal Justice
6. Bachelor of Science – Paralegal
<i>Master</i>
1. Master of Business Administration

**KBOR Response**

The Kansas Private and Out-of-State Postsecondary Educational Institution Act (hereinafter “the Postsecondary Educational Institution Act”) gives the Board of Regents responsibility for authorizing schools to deliver instruction in Kansas. The scope of this responsibility includes most private institutions located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas.

Institutions that apply for degree and non-degree granting status are reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include reviewing items such as:

- Courses, curriculum and instruction to ensure quality, content and length are reasonable and adequately achieve the stated objective(s).
- Proper maintenance of student transcripts, attendance records, and proper use of students’ achievement records and/or entrance tests.

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

**Approve Request for New Degree Granting Authority for Everest College – Phoenix**

**Summary and Staff Recommendation**

*In accordance with KBOR policy, Everest College – Phoenix is requesting new degree granting authority for the 8 degrees listed below. These degrees are attained through on-line distance education programming. After a thorough review of the institution’s staff qualifications, facilities, record keeping systems, coursework and materials, staff recommends approval.*

**Background**

Everest College Phoenix was founded in 1982 and was formerly named Academy of Business College. The Academy of Business College was accredited by the Accrediting Council for Independent Colleges and Schools in 1984, and transferred accrediting bodies in 1997 after achieving accreditation with the North Central Association of Colleges and Schools (NCA). The name of the college was changed to Everest College Phoenix in 2009.

Rhodes Colleges, Inc. purchased the Academy of Business College June 1, 2000. Rhodes Colleges, Inc is a wholly-owned subsidiary of Corinthian Colleges, Inc. which owns and operates over 120 institutions throughout the United States and Canada.

Accreditation through the North Central Association, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, this is accepted as evidence of compliance with the statutory standards for approval. These degrees will be offered through on-line distance education programming.

The degrees presented for approval are:

<b>DEGREES</b>
<i>Associate</i>
9. Associate of Applied Science – Accounting
10. Associate of Applied Science – Business
11. Associate of Applied Science – Criminal Investigations
12. Associate of Applied Science – Criminal Justice
<i>Bachelor</i>
7. Bachelor of Science – Business Administration
8. Bachelor of Science – Business Administration Degree Completion Option
9. Bachelor of Science – Criminal Justice
10. Bachelor of Science – Criminal Justice Degree Completion Option

**KBOR Response**

The Kansas Private and Out-of-State Postsecondary Educational Institution Act (hereinafter “the Postsecondary Educational Institution Act”) gives the Board of Regents responsibility for authorizing schools to deliver instruction in Kansas. The scope of this responsibility includes most private institutions

located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas.

Institutions that apply for degree and non-degree granting status are reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. The process may include on-site reviews to ensure proper facilities, equipment, materials, and adequate space are available to meet the needs of the student. Other standards include reviewing items such as:

- Courses, curriculum and instruction to ensure quality, content and length are reasonable and adequately achieve the stated objective(s).
- Proper maintenance of student transcripts, attendance records, and proper use of students' achievement records and/or entrance tests.

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

**Adopt Amendments to Regulation Changing the Definition of “Bachelor’s Degree” and “Baccalaureate” Requirement of at Least 124 Semester Credit Hours, or the Equivalent, to 120 Semester Credit Hours or the Equivalent**

**Summary and Staff Recommendation**

*The Board adopted K.A.R. 88-28-1 applies only to private and out-of-state postsecondary institutions. The proposed change to this regulation will decrease the minimum number of credit hours required to complete a bachelor’s degree or baccalaureate degree for Kansas students from 124 credit hours to 120 credit hours. In enacting 2010 SB 131, the key members of the Legislature asked that the Board take this action. The staff asks the Board to approve proceeding with making amendment to this regulation.*

**Background**

In enacting 2010 SB 131, the key members of the Legislature asked that the Board take this action based on the fact that the predominant number of states across the nation set the minimum number of semester hours for an undergraduate degree at 120. This action will align Kansas’ requirements with those of the majority of the states.

**Proposed Action**

Approve staff proceeding with steps necessary to amend this regulation.

## Act on Performance Reports

### Summary and Recommendation

*In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, reports on compliance with performance agreements covering the 2009 calendar year are presented for review. The Board Academic Affairs Standing Committee reviewed the performance reports and recommends approval.* (6/03/10)

### Background

The performance reports for consideration cover the period of January 1, 2009 through December 31, 2009. The reports were due to Board staff on March 1, 2010. Staff provided a preliminary review and shared any concerns with the institution, which subsequently revised the reports. Reports were then reviewed by the Vice President for Academic Affairs and the President/CEO before being sent to the Board Academic Affairs Standing Committee for action.

Any new funding is dependent on the institution's compliance with its performance agreement. The funding model calls for full funding to institutions that report directional improvement in a majority of goals. In cases where an institution reports directional improvement in exactly half of its goals or achieves directional improvement for only one goal, partial funding may be awarded.

- Were full funding available, it is recommended for the following institutions reporting directional improvement in a majority of goals:

Allen County Community College  
 Barton Community College  
 Butler Community College  
 Cloud County Community College  
 Coffeyville Community College  
 Colby Community College  
 Cowley County Community College  
 Dodge City Community College  
 Fort Scott Community College

Garden City Community College  
 Hutchinson Community College  
 Independence Community College  
 Johnson County Community College  
 Labette Community College  
 Neosho Community College  
 Pratt Community College  
 Seward Community College

Flint Hills Technical College  
 Manhattan Area Technical College  
 North Central Technical College

Northwest Technical College  
 Salina Area Technical College  
 Wichita Area Technical College

Emporia State University  
 Fort Hays State University  
 Kansas State University  
 Pittsburg State University

University of Kansas  
 University of Kansas Medical Center  
 Wichita State University

Washburn University and its affiliate Washburn Institute of Technology.

- Were funding available, eighty percent funding is recommended for Kansas City Kansas Community College. The institution achieved directional improvement in two of four goals.

- Were funding available, sixty percent funding is recommend for Highland Community College. The institution achieved directional improvement in one of four goals.

<b>Institution</b>	<b>Year</b>	<b>Recommended Action</b>
Allen County Community College	Year 3 of 3	Full funding
Barton Community College	Year 1 of 3	Full funding
Butler Community College	Year 3 of 3	Full funding
Cloud County Community College	Year 3 of 3	Full funding
Coffeyville Community College	Year 2 of 3	Full funding
Colby Community College	Year 2 of 3	Full funding
Cowley County Community College	Year 1 of 3	Full funding
Dodge City Community College	Year 1 of 3	Full funding
Fort Scott Community College	Year 1 of 3	Full funding
Garden City Community College	Year 3 of 3	Full funding
Highland Community College	Year 1 of 3	60% funding
Hutchinson Community College	Year 2 of 3	Full funding
Independence Community College	Year 3 of 3	Full funding
Johnson County Community College	Year 1 of 3	Full funding
Kansas City Kansas Community College	Year 2 of 3	80% funding
Labette Community College	Year 1 of 3	Full funding
Neosho County Community College	Year 1 of 3	Full funding
Pratt Community College	Year 2 of 3	Full funding
Seward Community College	Year 3 of 3	Full funding
Flint Hills Technical College	Year 2 of 3	Full funding
Manhattan Area Technical College	Year 3 of 3	Full funding
North Central Kansas Technical College	Year 2 of 3	Full funding
Northwest Kansas Technical College	Year 3 of 3	Full funding
Salina Area Technical College	Year 1 of 3	Full funding
Wichita Area Technical College	Year 1 of 3	Full funding
Washburn University	Year 2 of 3	Full funding
Washburn Institute of Technology	Year 1 of 3	Full funding
Emporia State University	Year 1 of 3	Full funding
Fort Hays State University	Year 1 of 3	Full funding
Kansas State University	Year 3 of 3	Full funding
Pittsburg State University	Year 2 of 3	Full funding
University of Kansas	Year 3 of 3	Full funding
University of Kansas Medical Center	Year 3 of 3	Full funding
Wichita State University	Year 3 of 3	Full funding

**Approve Request for a Master of Science in Health Informatics (51.2706) – University of Kansas Medical Center**

**Summary and Recommendation**

*Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. The University of Kansas Medical Center has submitted an application for approval of a Master of Science in Health Informatics (51.2706). The proposing academic unit has responded to all of the requirements of the program approval process. No other institutions have programs utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation. Staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*

05/27/10

**Background**

CRITERIA	PROGRAM SUMMARY
1. Program Identification CIP	MS Health Informatics 51.2706
2. Academic Unit	Graduate Studies and Center for Health Informatics
3. Program Description	Inter-professional Master’s degree program in Health Informatics. Designed for students with a foundation in nursing, medicine, public health, bioinformatics, health information management and health service administration to acquire a masters’ degree in health informatics.
4. Demand/Need for the Program	A series of Institute of Medicine (IOM) and other reports served as a catalyst to call for the transformation of healthcare and the use of information technologies to provide safe care. Today, healthcare reform and the use of health information technology is strongly supported in the 2009 American Recovery and Reinvestment Act. As the technologies and infrastructure are developed, adopted and implemented the shortage in workforce to develop, implement, support, use and train for success remains a barrier that must be overcome. The challenge for academic institutions will be preparing an adequate workforce to meet the demands.
5. Comparative /Locational Advantage	The University of Missouri, Columbia offers a Health Informatics Executive Program and a Informatics Masters of Science Program. The University of Missouri-Kansas City School of Medicine offers a Master of Science program in Bioinformatics with concentrations in clinical research, genomics bioinformatics and computational bioinformatics. No other health informatics programs exist in Kansas. In the US, the growth of educational programs in informatics has been mostly discipline specific. The interdisciplinary nature of this proposed Masters in Health Informatics program will differentiate this program from others.

6. Curriculum	The curriculum for the proposed program is a revision to the existing MS in Informatics track within the School of Nursing to create an interdisciplinary program that includes disciplines such as Nursing, Health Policy and Management, Health Information Management, Preventive Medicine, Medicine, Bioinformatics, etc. It is a two year graduate program with a minimum of 40 SCH. (see attached)
7. Faculty Profile	See attached
8. Student Profile	Students interested in a career in health informatics. They will come from a variety of disciplines and hold a baccalaureate degree.
9. Academic Support	MS Health Informatics - will be housed in KUMC's Office of Graduate Studies with oversight by the Center for Health Informatics through an inter-professional Health Informatics Advisory Committee.
10. Facilities and Equipment	No new facilities or equipment is requested
11. Program Review, Assessment, Accreditation	The Health Informatics Advisory Committee and an appointee from the KUMC Office of Academic Affairs will serve as the Quality Improvement Team. Also, In accordance with the Kansas Board of Regents policy and the KU Graduate Studies Guidelines, the MS in Health Informatics will undergo a complete program review every eight years using core indicators of high quality graduate programs.
12. Costs, Financing	Funds will be re-allocated from the existing programs to initiate the interdisciplinary approach since no new courses are involved. New funds will be sought from the HITECH Act for program expansion.

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

**I. Identify the new degree:**

Master's of Science in Health Informatics

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

<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Core Courses</b>	
xxx Introduction to Health Informatics	2-3
xxx Abstractions & Modeling of Healthcare	3
xxx Knowledge Management in Healthcare	3
xxx Health Data: Theory and Practice	3
xxx: Transforming of Health Care through Use of Information Systems and Technology	3
Leadership Core Selectives – Courses will be selected form a leadership series based upon the student’s professional goals (see list)	9
<b>Electives</b>	
Discipline Specific (See List)	9
<b>Research</b>	
NRS 754 Healthcare Research <b>or</b> discipline specific research course	3
XXXX Capstone/Research Project	2
<b>Practica</b>	
xxx Health Informatics Practicum	3
<b>Total</b>	<u>40-41</u>

**Fiscal Summary for Proposed Academic Programs**

IMPLEMENTATION YEAR FY 2010

Institution: KUMC Proposed Program: MS Health Informatics

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	6	6	12	15	12	24
B. Total SCH taken by all students in program	72 SCH		153 SCH		180 SCH	
<b>Part II. Program Cost Projection</b>						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year	Year 2		Year 3		
<u>Base Budget</u>	\$100,000 (salary and fringe)	\$100,000 (salary and fringe)		\$50,000		
Salaries						
OOE	\$7,000	\$10,000		No additional funds		
Total	\$107,000	\$110,000		\$50,000		

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

Year 01 funding will be from re-allocated salaries and OOE

Year 02 funding is projected grant funds for one new faculty position

Year 03 maintain grant funds to support 1.5 faculty positions

Revised: September, 2003

Approved: \_\_\_\_\_

**Approve Request for a Master of Science in Instructional Leadership (13.0404) – Emporia State University**

**Summary and Recommendation**

*Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. Emporia State University has submitted an application for approval of a Master of Science in Instructional Leadership (13.040). The proposing academic unit has responded to all of the requirements of the program approval process. No other institution has programs utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation. Staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*

*06/01/10*

**Background**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Master of Science in Instructional Leadership 13.0404
2. Academic Unit	The Teachers College
3. Program Description	The Master of Science in Instructional Leadership program will prepare graduates to be teacher leaders within their school and district. This particular master’s program has 23 core credit hours with 12 hours of electives from within the areas of Educational Administration (EA), Education (ED), Instructional Technology (IT), Physical Education (PE), Psychology (PY), School Counseling (SC) and Special Education (SD). This program is designed to meet the KSDE teacher leader standards and qualify the candidate for the Teacher Leader License.
4. Demand/Need for the Program	The graduates from this program will assist in meeting the current statewide need for instructional leaders within our classrooms, schools, and districts. Both the Kansas State Department of Education and school district administrators have identified the need for teacher leaders within Kansas school districts. In addition, the Olathe Unified School District administration requested to partner with Emporia State University to offer this program within their district. Finally, the Kansas Department of Education created the Teacher Leader License because of the need identified by Kansas school administrators.

5. Comparative /Locational Advantage	Although other universities may be in the process of creating programs relating to the teacher leader standards, this program will be associated with a premiere teachers college, established partnerships with the Olathe school district, other districts in the Kansas City area, and established masters programs in the Department of School Leadership/Middle & Secondary Education, such as areas of Curriculum & Instruction and Educational Administration. Currently, ESU and the Department of School Leadership/Middle & Secondary Teacher Education (SL/MSTE) provide both C & I and EA classes at the Overland Park Metro Center, in partnership within the Olathe School District, and online. The Instructional Leadership master's degree will be provided at these same locations and online. Finally, established programs within the SL/MSTE have continued to grow in popularity and have approximately 200 plus students within each masters program. As such, ESU and the SL/MSTE department are well established as premiere programs throughout Kansas and the country.
6. Curriculum	Students will complete a 35 hour graduate masters program including a core of 23 hours and 12 hours of electives. The core courses include classes in adult learning, mentoring, cultural awareness, human relations, curriculum, and research. The electives must be taken from nineteen different course offerings but with only twelve true options as five of the areas are 'either or' options. These courses will be delivered online, at Olathe for the Olathe cohort, or at the Overland Park Metro Center. Within the 35 hour program, a three hour practicum is required within the last semester of the program which be supervised by a university supervisor. The 23 hour core portion of the program is designed to meet the KSDE teacher leader standards.
7. Faculty Profile	The 23 hour core of Instructional Leadership masters program is taught by approved graduate faculty within the SL/MSTE department. All but two have full-time responsibilities within the department while two are adjunct, that is, one is retired from the SL/MSTE department but continues to teach three classes as adjunct and one is an Olathe USD employee who has taught within the C & I program in past years. All have either Ed.D. or PhD degrees. All faculty members teaching from the elective list have doctorate degrees and have full-time responsibilities in their respective departments.
8. Student Profile	Students in the program will have bachelor degrees in a content area and hold a teacher license. To apply for the program, the student must hold a teacher license, have a minimum of 2.5 on their last 60 graduate hours, complete the Miller Analogy Test, complete successfully the department application which includes a writing sample, complete the disposition form, and supply two references completed by supervising administrators. Students completing this program seek to be instructional leaders within their districts and within education.

9. Academic Support	The academic support resources (e.g., helpdesk for computer/Blackboard assistance, electronic access to library resources) and physical facilities are already in place for a number of graduates online and various onsite programs both in the department and throughout the college; thus, no additional resources are necessary to establish the proposed Master of Instructional Leadership degree at ESU.
10. Facilities and Equipment	No additional facilities or equipment are needed.
11. Program Review, Assessment, Accreditation	Internal reviews will be held annually with tri-annual focus reviews involving graduates, students within the program, administrators, and faculty. External reviews will occur through Regents' Program Review, the National Council for Accreditation of Teacher Education (NCATE), and Kansas State Department of Education.
12. Costs, Financing	The program will not need new funding. Courses in the program are, or will be taught, with faculty within the department as previously described. No additional faculty members are needed and the program will begin with a 20-25 student cohort. Existing resources will be sufficient to support students and program faculty.

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

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

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

	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Core Courses</b>	ED818 Professional Development and the Adult Learner	<u>3</u>
	ED819 Mentoring and Coaching	<u>3</u>
	ED535 Cultural Awareness for Educators	<u>3</u>
	ED820 Curriculum Leadership: Models & Strategies	<u>3</u>
	ED887 Developing Authentic Assessments	<u>3</u>
	EA885 Human Relations & Group Processes	<u>2</u>
<b>Electives</b>	Four three hour courses	<u>12</u>
<b>Research</b>	ER752 Analysis of Research	<u>3</u>
<b>Practica</b>	ED895 Practicum	<u>3</u>
	Total	<u>35</u>

**Electives (must take 12 hours with advisor approval)**

EA811	EA849	EA773	EL721 or EL821	IT727 or IT743
ED833	ED837	ED865	PE740 or PE745	SC815 or SD864
ED886			PY743 or PY860	

**Course Titles and number of Credit Hours:**

- EA811 Supervision and Evaluation (3hrs)
- EA849 Educational Law and Regulations (3hrs)
- EA773 Advanced Ed. Psych. for Teachers & Admin. (3hrs)
- ED833 Beliefs, Values & Issues in Education (3hrs)
- ED837 Brain Based Learning for Educators (3hrs)
- ED865 Advanced Theory & Practice in Teaching (3hrs)
- ED886 Designing Instructional Programs (3hrs)
- EL721 Reading Theory & Literacy Practices, Elementary (3hrs)
- EL821 Curriculum Development & Strategy Instruction in Reading (3hrs)
- IT727 Integrating Technology Uses in Education (2 or 3 hrs)
- IT743 Technology Management (3hrs)
- PE740 Legal Issues in HPER (3hrs)
- PE745 Leadership in HPER (3hrs)
- PY743 Leadership in Organizations (3hrs)
- PY860 Leading Processes to Meet Diverse Student Needs (3 hrs)
- SC815 Assessment in Schools (3hrs)
- SD864 Creative teaching & Learning (3hrs)

IMPLEMENTATION YEAR FY 2010

Fiscal Summary for Proposed Academic Programs

Institution: Emporia State University Proposed Program: Master of Science in Instructional Leadership

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:		20		35		40
B. Total SCH taken by all students in program	120		210		240	
<b>Part II. Program Cost Projection</b>						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u> Salaries						
OOE						
Total						

Indicate source and amount of funds if other than internal reallocation: Faculty member and/or adjunct reallocation only.

Revised: September, 2003

Approved: \_\_\_\_\_

## Adopt Policy Amendment to Authorize Awarding of Honorary Degrees

### Summary and Recommendation

*This item proposes a revision to Board policy on degrees to add a section authorizing the Awarding of Honorary Degrees. This proposed policy was developed by the Council of Chief Academic Officers (COCAO) and has been reviewed and approved by the Council of Presidents (COPS). Staff recommends approval.*

### Background

In response to a request from Kansas State University, the Council of Presidents (COPS) asked the Council of Chief Academic Officers (COCAO) to develop a policy allowing Kansas' public universities to award honorary degrees. The members of COCAO worked with Board staff to develop the proposed policy, including criteria and procedures for implementation.

### Recommendation

Staff recommend approval of the proposed revision to Board policy on degrees.

### Proposed Policy Revision

#### POLICY ON AWARDING OF HONORARY DEGREES KANSAS BOARD OF REGENTS

#### CHAPTER IV

#### COORDINATION AND SUPERVISION POLICIES AND PROCEDURES ADOPTED AFTER JULY 1, 1999

### 14. DEGREES

~~All degrees are expected to conform to the definitions and standards of this policy by August 1, 2003.~~

The following applies to all institutions governed, supervised, or coordinated by the Board of Regents:

c. Standards

In order to receive and hold authorization to offer a given degree, an institution must remain open to inspection at all times and continuously satisfy each of the following standard requirements as written, except where the Office approves modification in writing.

(2) Curriculum.

- (f) "Honorary degree" is a special degree that is awarded as an exceptional honor bestowed upon a person without the fulfillment of the usual requirements. ~~It is the policy of the Kansas Board of Regents that no honorary degrees shall be awarded by the State universities.~~ State universities may award honorary

degrees upon approval by the Kansas Board of Regents and only in accordance with the following: (12-21-84; 4-17-87; 3-22-90; 9-16-93)

(i) Criteria

- Honorary degrees may be conferred only upon persons of notable intellectual, scholarly, professional, or creative achievement, or service to humanity. A candidate's qualifications must be deeply grounded in a career of scholarship, research, creative activity, service to humanity or other profession consistent with the academic endeavors of the University awarding the degree.
- Honorary degrees will be awarded only to exceptional candidates. Awarding this degree need not be considered an annual occurrence.
- An honorary degree shall not be awarded for philanthropic activity or service to the University or the State of Kansas.
- An honorary degree shall not be conferred upon any faculty member, administrator, or other official associated with the University until at least five years after such individual has been separated from the institution.
- An honorary degree shall not be conferred upon any holder of a Kansas elected or appointed public office until at least five years after such individual has vacated office. Exceptions may be made by the Board.

(ii) Process

The chief executive officer of the state university shall nominate to the Board for consideration, in accordance with K.S.A. 76-716, the name of any candidate for an honorary degree at least two months before the commencement at which the degree is to be conferred. The nomination shall include such statements or materials demonstrating that the nominee's achievements and/or service are of such exceptional character as to merit the award of an honorary degree.

(vii) At the time the agenda item is submitted, the name shall not be included; however, the state university shall send the proposed nomination, statement and materials individually to Regents and the President and CEO at the same time the state university sends its agenda material requests to the Board office for the Board meeting at which the nomination is to be considered. No public communication of a proposed nomination shall be made until the name is presented for consideration to the open meeting of the Board.

## Receive Concurrent Enrollment Compliance Review

### Summary

*This report is provided to fulfill the requirement of the Kansas Board of Regents' Policies and Procedures Manual [Chapter IV.8.c.(2)] that "by January 31 of odd-numbered years, each public postsecondary institution will provide a list of high schools involved in formal CEP [Concurrent Enrollment Partnership] agreements." From this list, KBOR staff selects "no more than two" high schools for further review. For these schools, each institution is asked to submit a copy of the CEP agreement, including the implementation of instructors' professional development and the student guide for CEP students; and a report of the most recent review by postsecondary faculty of all CEP courses.*

*In Spring 2009, institutions were asked to provide information on the Concurrent Enrollment Partnership agreements they have in place. Staff has reviewed the information and finds the schools to be in compliance. This report is presented to the Board for information. 04/2010*

### Background

The Kansas Board of Regents' concurrent enrollment policy encourages high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. It recognizes different types of concurrent enrollment: (1) the high school student enrolls at a postsecondary institution at any time with no formal agreement between the high school and postsecondary institution; (2) a high school teacher teaches a college-level course to high school students at the high school during the regular school day. The latter arrangement involves formal agreements between the high school and postsecondary institution. This formal agreement is termed a Concurrent Enrollment Partnership (CEP) and is defined as "a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who have been accepted for concurrent enrollment partnership in off-campus classes at a high school at which approved high school teachers teach college credit classes during the normal school day" [*Policies and Procedures Manual*, Ch. IV.8.b.(1).vii].

The policy currently governing Concurrent Enrollment Partnerships was developed by a Task Force representing all sectors of the System. It was reviewed and amended by the System Council of Chief Academic Officers and the System Council of Presidents. After approval by KBOR in May 2005, the policy was implemented in July 2006.

As stipulated in Board policy, this report is based on information provided by postsecondary institutions regarding their formal Concurrent Enrollment Partnerships with high schools. It thus does not include high school students who enroll at a postsecondary institution without a formal agreement between the high school and postsecondary institution.

CEP arrangements are required to include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, qualified admissions considerations (if applicable), and student success assessment strategies. Students must be provided with a student guide created as part of the CEP that outlines their responsibilities in the learning experience as well as a description of how courses may be

transferred in the Regents system. Advising of students who desire to enroll in CEP classes must be carried out by both the high school and postsecondary institution.

### Biennial Report

As part of the biennial reporting requirement, postsecondary institutions provided the following information: (1) a copy of the CEP agreement, (2) an implementation plan for professional development of instructors of CEP students, and (3) a student guide for CEP students for two selected high schools. In addition to this information, staff reviewed randomly selected adjunct faculty transcripts from each institution to verify that faculty meet the requirement that they possess a master's degree with at least 18 credit hours in the assigned course content, or a bachelor's degree with at least 24 credit hours in the assigned course content. All of the instructors selected for review met this policy requirement.

Table 1 shows that schools participating in concurrent enrollment include 19 community colleges, three public universities (Fort Hays State, Kansas State, Wichita State) and Washburn University. Total CEP credit hours for 2009 were 83,537, with an unduplicated headcount of 11,717.

**Table 1. Concurrent Enrollment Program Credit Hours & Headcount for 2009\***

<b>Institution</b>	<b>CEP Credit Hours</b>	<b>Total Student Credit Hours</b>	<b>CEP % of Total Credit Hours</b>	<b>Unduplicated Student Headcount</b>
Allen County CC	6,256	61,348	10%	781
Barton County CC	1,972	92,610	2%	388
Allen County CC	6,256	61,348	10%	781
Barton County CC	1,972	92,610	2%	388
Butler CC	2,624	167,679	2%	411
Cloud County CC	6,894	42,506	16%	980
Coffeyville CC	580	43,310	1%	97
Colby CC	3,806	33,915	11%	436
Cowley County CC	1,171	78,682	1%	164
Dodge City CC	1,268	32,202	4%	170
Ft. Scott CC	3,156	45,461	7%	412
Garden City CC	1,831	41,606	4%	271
Highland CC	6,614	61,196	11%	839
Hutchinson CC	2,231	102,372	2%	443
Independence CC	2,696	24,864	11%	315
Johnson County CC	21,544	356,909	6%	2,795
Ks City Kansas CC	3,394	131,616	3%	523
Labette CC	2,810	33,081	8%	380
Neosho County CC	3,155	36,342	9%	442
Pratt CC	3,632	31,562	12%	498

<b>Institution</b>	<b>CEP Credit Hours</b>	<b>Total Student Credit Hours</b>	<b>CEP % of Total Credit Hours</b>	<b>Unduplicated Student Headcount</b>
Seward County CC	2,408	31,962	8%	299
<b>Subtotal</b>	<b>78,842</b>	<b>1,603,181</b>		<b>10,644</b>
Ft. Hays State U	822	98,145	1%	126
Kansas State U	795	367,545	0%	188
Washburn U	492	152,518	0%	113
Wichita State U	3,386	167,580	2%	646
	<b>4,695</b>	<b>785,788</b>		<b>1,073</b>
<b>Totals</b>	<b>83,537</b>	<b>2,388,969</b>		<b>11,717</b>

\*The University of Kansas, Emporia State University, and Pittsburg State University do not participate in CEP.

Table 2 shows a steady growth in concurrent enrollment from 2007-2009. Students enroll in a broad range of courses, including biology, psychology, sociology, history, math, English, foreign language, computer application, literature, speech, business, government, agriculture, journalism, chemistry, music appreciation, art, speech, and education

**Table 2. System Totals for CEP Student Activity**  
**Academic Years 2007-2009**

<b>Academic Year</b>	<b>CEP Credit Hours</b>	<b>Unduplicated Student Headcount</b>
2007	76,290	10,669
2008	79,074	11,347
2009	83,537	11,717

### **Best Practices**

Institutions were asked to submit examples of “best practices” as part of the review in an effort to exchange ideas about how best to generate and ensure the quality of CEP hours. The term “best practices” is here defined as a technique, strategy, method, or process, etc., that has been demonstrated to be effective and/or efficient when applied in the context of a particular institution. In order to share best practices, institutions measured the results of the CEP teaching/coordinating processes they identified as having produced the greatest results. Examples of best practices were received from Kansas State University at Salina, Wichita State University, and Hutchinson Community College.

**K-State at Salina** - K-State at Salina offers concurrent enrollment in Expository Writing I through Saline county high schools. A formal communication system is introduced and monitored throughout the academic term through meetings and electronic mail. Each student enrolled in the concurrent course is required to submit a semester portfolio at the end of each semester. This portfolio of the students' written work (including pre-writing and invention work) is reviewed by the K-State Faculty liaison, and the K-State and concurrent faculty concur on final grades for each student. Concurrent courses are required to use the same textbook, essay constraints, student learning outcomes, and grading rubrics used in the K-State English Department's Expository Writing program.

**Hutchinson Community College (HCC)** – HCC submitted two best practices, web supported practices and parent information sessions. Concurrent course students have the ability to use web supported features to enhance college curriculum. Web supported tools engage the student outside of the classroom, provide access to subject resources, allow for improved communication with the instructor, pre- and post-testing, and a wider variety of assessment tools. A student commented, "What I like best about having my class web supported is that I have access to the class materials and my grades any time I want. It is easy to email the teacher and other students all in one place."

Parent information sessions are held at many of HCC's area high schools and have been found to be very helpful. This is a collaborative event that includes representation from HCC Instruction and Admissions. Parents and students are invited to attend the session at their local high school. Step-by-step information from application to the first day of class is covered with parents, students, and high school personnel. The information sessions are also a great time to let students and parents know about other opportunities at HCC. This may include local and online course options, scholarship opportunities following graduation, and the Step Ahead program.

**Wichita State University** - The Rising Star Scholarship is available to high school students who qualify for the federally funded National School Lunch Program, which provides free or reduced cost lunches to qualifying students. These concurrent enrollment partnership scholarships are intended to assist financially disadvantaged students in committing to a four-year enrollment or completion of a bachelor's degree at Wichita State University, whichever occurs first. Students receiving these scholarships are likely to be eligible also for the Sedgwick County scholarship and the federal Pell Grant when they enroll as a degree bound student at Wichita State. Scholarships are available on a first-come, first-served basis for students enrolled in CEP courses held at their high schools. The scholarship may be used for the cost of one three-credit hour class. Scholarship amounts apply towards the cost of tuition and fees, but not books, class supplies, or the admission application fee. A recipient must be a Kansas resident (as defined by the WSU Registrar's Office). If the student is already receiving any guest scholarship from WSU, he or she is ineligible to receive the Rising Star Scholarship.

Wichita State has awarded Rising Star Scholarships to 187 concurrent enrollment partnership students since the Fall 2006 semester. Of the 127 students who received these scholarships and graduated from high school by June 2008, 60 have matriculated, yielding a program conversion rate of 47.2 percent. For the length of the program, 17 Hispanic students have received Rising Star Scholarships, and seven have matriculated, at a conversion rate of 41.2 percent.

### **Staff Conclusions**

Based on the information provided, staff concludes that the institutions participating in the Concurrent Enrollment Program are in compliance with board policy. The information supports the conclusion that institutions are taking the steps necessary to ensure the quality of courses offered under formal

Concurrent Enrollment Partnerships, especially with regard to the qualifications of faculty who teach those courses. This is not to say that there are no problems in this regard, and ensuring the adequacy of both courses and faculty qualifications remains an ongoing and central area of concern. Staff regularly address this issue with representatives of the System Council of Chief Academic Officers (SCOCAO) representatives. The high number of participants in Concurrent Enrollment Partnership agreements makes this both a difficult and high priority activity.

The Board's overall responsibility is to ensure that Concurrent Enrollment Partnerships provide Kansas students with college level work. For these Partnerships to be effective, participating schools must adhere to the requirements established in Board policy. In addition to the reporting process established in Board policy, staff are in regular contact with system institutions to ensure adherence to the guidelines required by that policy. To supplement the information derived from formal institutional reports, Board staff regularly confer with institutional representatives on concerns related to concurrent enrollment. These issues are also addressed as part of the regular agenda of the System Council of Chief Academic Officers (SCOCAO).

One suggested approach to assessing the quality of the education provided through Concurrent Enrollment Partnerships is to track students as they move from high school to college to determine how they do in the postsecondary work taken following graduation from high school. Staff recommends developing a report that tracks the postsecondary success of students who have taken coursework through Concurrent Enrollment Partnerships.

Finally, staff encourages universities to examine their concurrent enrollment offerings and continue to improve their collaboration with area community colleges.

## Receive Spoken English Language Competency of Faculty and Graduate Teaching Assistants Report for Academic Year 2008-2009

### Summary and Recommendations

*This report is presented to meet the requirement of Board policy (II.F.3.a.b.) that a report be provided to the President and CEO every other year detailing the process by which institutions evaluate the spoken English language competency of prospective faculty and graduate teaching assistants (GTAs). This report provides information for the academic year 2008-09.*

### Background

Board policy stipulates that all prospective faculty members and graduate teaching assistants (GTAs) of state universities, except visiting professors on exchange for one year or less, must have their spoken English competency assessed prior to employment through interviews with not fewer than three institutional personnel, one of whom shall be a student. An oral interview must be conducted either face-to-face or by mediated means. To be eligible for an appointment without spoken English language conditions, prospective faculty and graduate students found to be potentially deficient in speaking ability are required to achieve minimum score of 50 on the Test of Spoken English (TSE) or Speaking Proficiency English Assessment Kit (SPEAK). A score of at least 22 on the Test of English as a Foreign Language internet Based Test (TOEFL iBT) is required.

### Total Hires/Individuals Identified With Potential Deficiency: 2008-2009

The following chart shows that a total number of 603 faculty were hired in 2008-2009, of whom 23 were deemed potentially deficient in English. In addition, the chart shows that of 1,604 graduate teaching assistants who were hired, 33 were judged potentially deficient in English.

#### 2008-2009 Spoken English Language Competencies For Faculty and Graduate Teaching Assistants

	<b>Total Faculty Hired</b>	<b>Faculty Hired Potentially deficient</b>	<b>Total Graduate Teaching Assistants Hired</b>	<b>Graduate Teaching Assistants Hired Potentially deficient</b>
Emporia State	30	0	23	0
Fort Hays State	48	0	5	1
Kansas State	150	0	92	7
Pittsburg State	51	0	36	0
Univ. Kansas	59	0	1182	0
Univ. Kansas MC	107	0	71	25
Wichita State	158	0	195	0
<b>Total</b>	<b>603</b>	<b>0</b>	<b>1604</b>	<b>33</b>

## **University Assessment Processes**

The following summaries describe the methodologies used by the universities to assess spoken English competencies for faculty and GTAs.

### **Emporia State University**

#### Faculty

Applicants selected for personal interviews meet with faculty, staff, and students from the hiring department as part of the formal interview process. Oral presentations are given to department faculty, staff, and students. Questions are asked in an open forum setting. While the individual speaks and responds to questions, language competency is assessed and written verification is completed.

#### Graduate Teaching Assistants

International graduate students chosen for graduate teaching assistants are required to pass an oral interview and receive a minimum score of 250 on the SPEAK exam or 50 on the TSE exam. The oral interview committee consists of three faculty/staff members and one student. All committee members are required to sign a form attesting to the student's ability to speak English and serve in the classroom or laboratory.

### **Fort Hays State University**

#### Faculty

Each department is required to complete an English Language Competency form as part of the search/interview process. The department chair or search committee chair is responsible for making sure the English Language Competency form is completed and submitted to the Office of the Provost. The Provost's Office follows up to ensure that a competency form is completed for everyone that is hired. If the faculty member is found to be deficient, they are required to attend a speech/language or an English as a Second Language (ESL) course.

#### Graduate Teaching Assistants

Each department is required to complete an English Language Competency form as part of the search/interview process. The department chair or search committee chair is responsible for making sure the English Language Competency form is completed and submitted to the Office of the Provost. The Provost's Office follows up to ensure that a competency form is completed for everyone that is hired. If the GTA is found to be deficient, they are required to attend a speech/language or an English as a Second Language (ESL) course.

The one GTA found potentially deficient earned a score of 45 on SPEAK. This individual was required to do remedial work, but chose not to do so. This individual is no longer a student at the university.

### **Kansas State University**

#### Faculty

Departments conducting a search for a new faculty member must, at various stages in the search process, submit specific forms to the K-State Office of Affirmative Action. The first

such form identifies the position to be filled, and includes a question concerning whether the position will require teaching or advising responsibility. It also includes a reminder about the requirement to assess spoken English for such positions. On another form, there is a reminder that students must be included in the assessment of spoken English during the interviews. It also refers to additional forms for collecting the information related to the assessment of spoken English, which are to be completed and submitted to the appropriate department. The Appointment Record form includes questions related to the process for assessing spoken English and a reminder about the completion and submission of the appropriate forms to collect these data.

To facilitate the collection of the appropriate information, the PER 20 form was also developed, along with instructions for completion. The PER 20 includes questions that address each of the situations specified in the Kansas Board of Regents (KBOR) policy, spaces to record the relevant data on test scores or remediation conditions, and the final determination of the interview team as to adequacy of the individual's spoken English. It also includes spaces for the names and signatures of each interviewer, with one space specifically identified for a student name and signature. Note that this process is only followed in its entirety if the person is hired.

#### Graduate Teaching Assistants

The process is very similar to faculty recruitment and hire, except for the following: Affirmative Action Appendices do not need to be completed for graduate student appointments. However, the PER 20 needs to be completed for each GTA interviewed. The completed PER 20 forms for graduate students interviewed, but not hired, are kept in the relevant department personnel files. The completed PER 20 for the GTAs hired must be submitted with a PER 41 Graduate Student Appointment Form. The PER 41 form includes a section at the bottom that indicates the spoken English language competency, and whether or not the student's first language is English. It includes a reminder that a completed PER 20 must accompany the PER 41 for all students whose first language is not English. When these completed forms are submitted to HR, the information on the Spoken English Competency assessment is entered into a special database to assist us in keeping track of this information. The PER 41 form is available online at <http://www.k-state.edu/hr/forms/per41.pdf>.

The PER 20A form was developed to describe and seek approval for a remediation plan. The department in which the student is to be employed must request this option and submit the request to the English Language Program. The ELP staff then provides the respective test scores for the student, possible reasons why the student might not have passed, and their recommendation to the dean. The recommendation may suggest modifications to the proposal, endorse the approval of the proposal, or conclude no teaching for the student at this time. The dean of the respective college must then either grant or deny formal approval of the request. One of the conditions of the proposal is that the student must pass the SPEAK test by the end of the semester in order to continue on appointment in a subsequent semester as a teaching assistant. The department must provide the student with appropriate supervision, and if the GTA communication survey, which is administered centrally and given in the first few weeks of the class, shows that the student has any major problems with communication, the department must remove the graduate student from the classroom.

Of the seven GTAs who were hired and potentially deficient during 2008-09, one had a SPEAK score of 40, four others had SPEAK scores of 45 and two did not take SPEAK but had TOEFL iBT speaking sub-scores of 15 and 20. Five of these students undertook remedial work. Through a misunderstanding, the

two students taking the TOEFL iBT test were not referred for remediation. Neither of these individuals has been assigned to positions involving student contact.

### **Pittsburg State University**

#### Faculty

The Spoken English Assessment is based on an interview and verbal interaction with the potential faculty member. A student, a faculty member of the screening committee for hiring, the department chair person, and the dean of the college evaluate the candidate based on his or her pronunciation, grammar, fluency, and comprehensibility. Pittsburg does not conduct assessments on all potential hires. The university assesses only the candidate chosen for the position. No candidates at Pittsburg during the 2007-2008 and 2008-2009 academic years were found to be potentially deficient in speaking ability.

#### Graduate Teaching Assistants

A GTA candidate who is not a native English speaker, must submit a minimum overall score of the iBT of 68 and a minimum score of 22 for the Speaking section. Students who have the minimum overall score of 68 and a minimum score of 18 for the speaking section of the iBT can be appointed as a GTA for positions that have been approved as non-direct teaching positions. A Non-Direct Teaching Position Form must be completed and approved by the position supervisor, department chair, and the college dean. All students hired for a GTA positions have their English evaluated by a student, faculty member, and the chair of the department. Each evaluator signs satisfactory or unsatisfactory on the Spoken English Assessment Form.

### **University of Kansas**

#### Faculty

University of Kansas policy in place for the 2008-2009 academic year required that applicants whose communication skills are not considered adequate by the interview committee achieve a minimum score of 50 on the Test of Spoken English (TSE) or the Speaking Proficiency English Assessment Kit (SPEAK), or equivalent, such as a minimum score of 26 on the spoken English section of the Internet Based TOEFL (iBT), or a minimum score of 8 on the spoken English section of the International English Language Testing System (IELTS) before being offered an appointment, unless a specific waiver is agreed to by the Provost. Following the KBOR action last year, the University of Kansas in March 2009 adjusted its iBT minimum score requirement from 26 to 24; that requirement is in place for the 2009-1010 academic year.

#### Graduate Teaching Assistants

University of Kansas policy in place for the 2008-2009 academic year required that prospective GTAs whose first language is not English achieve a minimum score of 50 on the TSE or the SPEAK, or a minimum score of 26 on the spoken English section of the iBT, or a minimum score of 8 on the spoken English section of the IELTS before being offered an appointment. Following the Board of Regents' action last year, the University of Kansas in March 2009 adjusted its iBT minimum score requirement from 26 to 24. That requirement is in place for the 2009-2010 academic year.

Departments are required to certify on the appointment form for each prospective GTA that the individual meets Regents requirements on spoken English competency and are expected to maintain appropriate

documentation, e.g., copy of test score, information about the interview process including names and status of interviewers. Individuals who do not meet spoken English requirements may not be appointed as GTAs.

The University of Kansas continues to gather data about the comparability of iBT and IELTS scores to SPEAK scores and in the future may adjust its iBT and IELTS requirements.

### **University of Kansas Medical Center**

#### Faculty

To be eligible for employment as a faculty member at KUMC, KBOR implemented the following guidelines as of 2005 (from which no waivers are allowed). All prospective faculty with teaching responsibilities, except for visiting professors, shall have their spoken English competency assessed prior to employment through interviews with their department chairs, deans of their respective schools and one other faculty member, and students. If there is some question about their English competency, they will be referred for testing to the ESL personnel in the Office of International Programs at KUMC. A minimum score of 50 on the TSE is required for eligibility for an appointment without conditions. Those scoring less than 50 on the TSE may be appointed to teach one year on the condition that they enroll in appropriate English language instruction. Attainment of a minimum score of 50 on the TSE shall be required as a condition of reappointment. The ESL level of the faculty member must be documented. Once spoken English competency is approved, a statement to that effect shall be placed in the individual faculty member's file which documents those participating in the interview process.

Of the 23 faculty hired last year for whom English was not their first language, none had to take a Spoken English Language Competency test; all had satisfactory English skills.

#### Graduate Teaching Assistants

The section on International Students in KUMC's Procedures Handbook for Graduate Representatives stipulates: except for applicants who are citizens of English-speaking countries such as Australia, England, New Zealand, or English-speaking provinces of Canada, all entering international students must pass the test of TSE to be employed as regular graduate teaching assistants. The minimum score necessary for an offer of an assistantship is 50 points on the SPEAK (which is institutionally administered) or on the TSE: a score of 24 on tie iBT Speaking is also acceptable.

Seventy one GTAs were hired for Fall 2008 and 68 for Spring 2009, with some having appointments for both semesters. There were 25 international graduate teaching assistants for Fall 2008 and 29 for Spring 2009. Only one of these GTAs came from a qualifying English-speaking country. Generally, GTAs are recommended by departments, who advise the students that passing the SPEAK test is required for appointment as a GTA.

Nine GTAs total for Fall 2008 and Spring 2009 did not meet KUMC's spoken English language required score of 50 on the SPEAK test. Three of these GTAs re-took the SPEAK test two weeks later and received scores of 50, thus meeting KUMC's spoken English language requirement. Six of the GTAs received remediation throughout the Fall 2008 semester, as they had been found to be potentially deficient in spoken English. After taking the GSMC 800 Scientific Communication With Emphasis in Speaking Class at KUMC, the six GTAs all scored 50's on the SPEAK test. Therefore, 100% of the GTAs for 2008-09 have met the TSE/SPEAK requirement.

## **Wichita State University**

### **Faculty**

All candidates for a position with instructional duties must have their spoken English assessed prior to employment through interviews with an Assessment Committee. Only a candidate who is part of a formal exchange agreement may be exempted from this requirement. Any exception must be approved by the Provost and Vice President for Academic Affairs and Research.

The Assessment Committee (which may be the Search Committee) is appointed by the department chair or director and is composed of at least three members: two faculty members and one student. The Assessment Committee judges the candidate's spoken English by means of an oral interview that is conducted face-to-face or by mediated means and submits the required form. Prospective faculty found to be potentially deficient in speaking ability are required to achieve a minimum score of 50 on the TSE or the SPEAK. The SPEAK is administered by the Intensive English Language Center while the TSE may be taken at any authorized site. A candidate is required to submit a TSE/SPEAK score consistent with KBOR requirements to be eligible for an appointment without spoken English remediation conditions.

### **Graduate Teaching Assistants**

All graduate assistants, whether native or nonnative speakers of English, who have teaching responsibilities that fit the Regents definition must have their spoken English evaluated by a departmental assessment committee. The committee will be appointed by the department chair or director and will be composed of at least three members; two faculty members and one student. The committee will judge the graduate assistant's spoken English according to the Spoken English Screen Form (SESF) scale of 1-4. A rating of 1 or 2 indicates competency in spoken English and is required for appointing the candidate. If one member of the assessment committee rates the candidate's spoken English at 3 or 4, the candidate must take the TSE or the SPEAK or the speaking portion of the iBT. The TSE or iBT may be taken at any authorized site. The score for the SPEAK test will be accepted from Wichita State only. The candidate will be responsible for the cost of the TSE, iBT, or the SPEAK test. Applicants who do not meet these requirements are not allowed to be appointed as GTAs.

### **Staff Conclusion**

Staff finds these reports to be in order and meeting requirements as specified by Board policy.

## Act on Request to Modify Regents' Universities Minimum Requirements for a Baccalaureate Degree

### Summary and Recommendations

*The Kansas Board of Regents Policy and Procedures Manual, Ch. IV.14, requires that bachelor's degrees in liberal arts, sciences or professional fields require a minimum of 124 semester credit hours. This item requests changing that policy to require a minimum of 120 semester credit hours for the baccalaureate degree. Staff recommend approval of this policy change.*

06/03/10

### Current Board Policy

Board policy (Ch. IV.14) states:

- (b) "Baccalaureate degree" means a degree:
- (i) Requiring the equivalent of at least four academic years of full-time postsecondary study consisting of courses totaling a minimum of 124 semester credit hours in the liberal arts, sciences or professional fields.
  - (ii) Incorporating in its program design the equivalent of two or more academic years of full-time study consisting of courses totaling a minimum of 60 semester credit hours from institutions that have a majority of degree conferrals at or above the baccalaureate level, and a minimum of 45 semester credit hours in upper division courses. Institutions are not permitted to make programmatic exceptions. Institutions may make a limited number of exceptions from the 60-hour requirement for individual students, up to a maximum of 6 hours.
  - (iii) The degree shall require distinct specialization, i.e., a "major," which should entail approximately the equivalent of one academic year of work in the main subject plus one academic year in related subjects, or two academic years in closely related subjects within a liberal arts interdisciplinary program.
  - (iv) The equivalent of the first two academic years of full-time study (associate degree programs ordinarily require 64, but in some cases may extend up to 72, semester credit hours) may be from institutions that have a majority of degree conferrals below the baccalaureate level. (5-16-02)

### Proposed Modification

This item proposes a change to the KBOR Policy Manual to set the minimum number of credit hours required for baccalaureate degree completion at 120:

- (i) Requiring the equivalent of at least four academic years of full-time postsecondary study consisting of courses totaling a minimum of ~~124~~ 120 semester credit hours in the liberal arts, sciences or professional fields.

This proposed revision has been discussed with the Council of Chief Academic Officers of the six public universities and has their support.

### Rationale for the Proposed Change

The current minimum number of hours for Kansas baccalaureate degrees was set in 2003. Changing from a minimum of 124 to 120 semester credit hours makes Kansas' requirements consistent with the majority of other states across the country. Some 39 states currently require a minimum of 120 semester hours and

at least two others have considered adopting this requirement. Given the high degree of student mobility today and the fact that many receive bachelor's degrees from an institution other than the one at which they began study, establishing consistency with regard to minimum baccalaureate degree requirements should benefit students by creating improved efficiency and transferability of credit.

**Staff Recommendation**

Staff recommends approval of the proposed change.

**Act on KSU Request to Revise Academic Calendar Fall 2011 – Spring 2013****Summary and Recommendation**

*Board of Regents policy requires consideration of academic calendars proposed by the Regents universities for any deviation for reasons other than natural disaster or national emergencies. This month the Board is asked to consider Kansas State University's request to change its state date for spring semesters 2011, 2012, and 2013. The proposed changes to the academic calendars conform to existing policies and guidelines. Staff recommends approval.*

*06/01/10*

**Background**

Kansas Board of Regents Policy states the following:

1. ACADEMIC CALENDAR (6-19-70; 1-18-90; 5-20-93; 6-25-2009)
  - a. The Academic Calendar of each institution under the jurisdiction of the Board shall provide for an academic year minimally consisting of two sixteen week semesters totaling no fewer than 146 instructional days plus five final exam days each semester.
  - b. Each Regents university shall file a three-year Academic Calendar adhering to holidays and breaks approved by the Board. Each institution shall follow the calendar as approved by the Board. Any deviation for reasons other than natural disasters or national emergencies must have prior approval of the Board.

Although current Board policy permits diversity among the universities in the construction of academic calendars, the adoption of common elements by the Board in 1984 and 1990 has forced considerable consistency in the number of instructional days, exam days and vacation days. The remaining variation appears partially rooted in administrative requirements and campus traditions. Some degree of institutional flexibility is important for effective institutional planning in the use of facilities and the management of enrollments and personnel.

**Proposed Change to Academic Calendar**

The Board of Regents recently amended its policy regarding the minimum number of instructional days required in an academic year. The revised calendar being proposed by Kansas State University involves moving the start date for the spring semesters from the Thursday before the Martin Luther King Jr. holiday to the Tuesday after.

<b>Move From</b>	<b>To</b>
Thursday, January 13, 2011	Tuesday, January 18, 2011
Thursday, January 12, 2012	Tuesday, January 17, 2012
Thursday, January 17, 2013	Tuesday, January 20, 2013

**Academic Calendar Year, 2010 -2011**  
**Kansas Board of Regents State Universities**  
*Proposed Revisions*

<b><u>Fall, 2010</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Aug 19 Thurs	Aug 23 Mon	Aug 19 Thurs	Aug 18 Wed	Aug 23, Mon	Aug 23 Mon
Classes End	Dec 09 Thurs	Dec 10 Fri	Dec 09 Thurs	Dec 10 Fri	Dec 10, Fri	Dec 10 Fri
Total Instructional Days	75	74	75	76	74	74
Exams Begin	Dec 13 Mon	Dec 13 Mon	Dec 11 Sat	Dec 13 Mon	Dec 13, Mon	Dec 11 Sat
Exams End	Dec 17 Fri	Dec 17 Fri	Dec 17 Fri	Dec 17 Fri	Dec 17, Fri	Dec 17 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	6	7	6	6
<b><u>Spring, 2011</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Jan 21 Fri	<del>Jan 13 Thurs</del> <i>Jan 18 Tues</i>	Jan 18 Tue	Jan 12 Wed	Jan 18, Tue	Jan 12 Wed
Classes End	May 12 Thurs	May 06 Fri	May 09 Mon	May 06 Fri	May 06, Fri	May 06 Fri
Total Instructional Days	75	76	75	76	74	77
Exams Begin	May 16 Mon	May 09 Mon	May 11 Wed	May 09 Mon	May 09, Mon	May 07 Sat
Exams End	May 20 Fri	May 13 Fri	May 17 Tue	May 13 Fri	May 13, Fri	May 13 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	5	7	<del>6</del> 5	6

- Notes: (a) Wichita State University and Fort Hays State University utilize Saturdays as final exam days and, thus, have a slightly longer exam period.
- (b) University of Kansas Fall break October 14 - 17, 2010; Kansas State University Fall break November 22-23, 2010; Wichita State University Fall break October 14 - 15, 2010; Emporia State University Fall break October 14 - 15, 2010; Fort Hays State University Fall break November 22-23, 2010; and Pittsburg State University Fall break October 21 - 22, 2010.
- (c) Thanksgiving break is November 24-28, 2010; Martin Luther King Day is January 17, 2011; and Spring break is March 21-27, 2011.  
 [Approved by KBOR June 12, 2008] *Revision approved January 20, 2010*

**Academic Calendar Year, 2011 -2012**  
**Kansas Board of Regents State Universities**

<b><u>Fall, 2011</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Aug 22 Mon	Aug 22 Mon	Aug 18 Thurs	Aug 17 Wed	Aug 22, Mon	Aug 22 Mon
Classes End	Dec 08 Thurs	Dec 9 Fri	Dec 08 Thurs	Dec 09 Fri	Dec 09, Fri	Dec 09 Fri
Total Instructional Days	73	74	75	76	74	76
Exams Begin	Dec 12 Mon	Dec 12 Mon	Dec 10 Sat	Dec 12 Mon	Dec 12, Mon	Dec 10 Sat
Exams End	Dec 16 Fri	Dec 16 Fri	Dec 16 Fri	Dec 16 Fri	Dec 16, Fri	Dec 16 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	5	7	6	6
<b><u>Spring, 2012</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Jan 17 Tues	<del>Jan 12 Thurs</del> <i>Jan 17 Tues</i>	Jan 16 Mon	Jan 11 Wed	Jan 12, Thurs	Jan 11 Wed
Classes End	May 3 Thurs	May 04 Fri	May 07 Mon	May 04 Fri	May 04, Fri	May 04 Fri
Total Instructional Days	73	76	75	76	76	77
Exams Begin	May 7 Mon	May 07 Mon	May 09 Wed	May 07 Mon	May 07, Mon	May 05 Sat
Exams End	May 11 Fri	May 11 Fri	May 15 Tues	May 12 Fri	May 11, Fri	May 11 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	5	6	6	7	6	6

- Notes: (a) Wichita State University and Fort Hays State University utilize Saturdays as final exam days and, thus, have a slightly longer exam period.
- (b) University of Kansas Fall break October 8 – 11, 2011; Kansas State University Fall break November 21-22, 2011; Wichita State University Fall break October 13 - 14, 2011; Emporia State University Fall break October 20 - 21, 2011; Fort Hays State University Fall break November 21-22, 2011; and Pittsburg State University Fall break October 20 - 21, 2011.
- (c) Thanksgiving break is November 23-November 27, 2011; Martin Luther King Day is January 16, 2012; and Spring break is March 19-25, 2012. [Approved by KBOR June 12, 2008]*Revision Approved 04/15/10*

**Academic Calendar Year, 2012 -2013**  
**Kansas Board of Regents State Universities**

<b><u>Fall, 2012</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Aug 20 Mon	Aug 20 Mon	Aug 23 Thurs	Aug 15 Wed	Aug 20, Thurs	Aug 20 Mon
Classes End	Dec 6 Thurs	Dec 07 Fri	Dec 13 Thurs	Dec 07 Fri	Dec 07, Fri	Dec 07 Fri
Total Instructional Days	73	74	75	76	74	74
Exams Begin	Dec 10 Mon	Dec 10 Mon	Dec 15 Sat	Dec 10 Mon	Dec 10, Mon	Dec 08 Sat
Exams End	Dec 14 Fri	Dec 14 Fri	Dec 21 Fri	Dec 14 Fri	Dec 14, Fri	Dec 14 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	6	7	6	6
<b><u>Spring, 2013</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Jan 22 Tue	<del>Jan 17 Thurs</del> <i>Jan 22 Tues</i>	Jan 22 Tue	Jan 16 Wed	Jan 10, Thurs	Jan 16 Wed
Classes End	May 09 Thurs	May 10 Fri	May 13 Mon	May 10 Fri	May 04, Fri	May 10 Fri
Total Instructional Days	73	76	75	76	76	77
Exams Begin	May 13 Mon	May 13 Mon	May 15 Wed	May 13 Mon	May 06, Mon	May 11 Sat
Exams End	May 17 Fri	May 17 Fri	May 21 Tue	May 17 Fri	May 10, Fri	May 17 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	5	6	5	7	6	6

- Notes: (a) Wichita State University and Fort Hays State University utilize Saturdays as final exam days and, thus, have a slightly longer exam period.
- (b) University of Kansas Fall break October 6 – 9, 2012; Kansas State University Fall break November 19-20, 2012; Wichita State University Fall break October 18 - 19, 2012; Emporia State University Fall break October 11 - 12, 2012; Fort Hays State University Fall break November 19-20, 2012; and Pittsburg State University Fall break October 25 - 26, 2012.
- (c) Thanksgiving break is November 21-November 25, 2012; Martin Luther King Day is January 21, 2013; and Spring break is March 18-24, 2013. [Approved by KBOR June 12, 2008] *Revision Approved 04/15/10*

## Monthly Private Postsecondary Education Update June 2010

### 140 Schools active as of June 2010

#### Additional Degree Granting Authority – June 2010 KBOR Agenda

	<b>Institution</b>	<b>Award</b>	
1	Bryan Career College	Degree	2 Associate Degrees
2	Concorde College	Degree	1 Associate Degree
3	Everest College – Kansas City, MO	Degree	1 Associate Degree
4	Everest University – Orlando, Florida	Degree	8 Associate, 6 Bachelor, 1 Master
5	Everest College– Phoenix Arizona	Degree	4 Associate, 4 Bachelor
6	Pinnacle Career Institute – Lawrence	Degree	1 Associate Degree

#### Schools in Process

	<b>Institution</b>	<b>Award</b>	<b>Type of Training</b>
1	Amerispec	Non-degree	Home Inspector Training
2	Dental Assistant Training Schools	Non-Degree	Application materials e-mailed 2-03-2010
4	Gallaudet University	Non-degree	Academic – Course work only
5	Global Connections	Non-degree	Travel Assistant
6	Golden Living Training Centers	Non-Degree	Application materials e-mailed 4-01-2010
7	Government Training Inc.	Non-degree	Application materials mailed 3-04-2010
8	Horizon School of Dental Assisting	Non-degree	Dental Assisting
9	International Air and Hospitality Academy	Non-Degree	Application materials e-mailed 3-12-2010
10	International Association of Certified Home Inspectors	Non-degree	Home Inspection
11	Liberty University – Online	Degree	Academic
12	Midwest Inspectors Institute	Non-degree	Application materials mailed 2-02-2010
13	National Association of Broker Price Options Professionals	Non-degree	Real Estate Appraisal
14	National Home Inspections	Non-degree	Home Inspections
15	Oxman College	Degree	Academic
16	Professional Inspection Training Institute	Non-degree	Application materials mailed 2-02-2010
17	Rasmussen College	Degree	Academic
18	Real Estate Prep School	Non-degree	Real Estate – In contact – should have application in May
19	Shell Brodnax Consulting	Non-Degree	Application materials e-mailed 3-25-2010
20	Silva Power Yoga	Non-degree	Yoga
21	Strayer University	Degree	Academic – Application materials mailed 2-01-2010

22	The License Coach.com	Non-Degree	Application materials e-mailed 2-03-2010
23	University of Texas @ Arlington	Degree	Academic
24	Van Education Center	Non-degree	Real Estate
25	Vatterott College – St. Louis	Degree	Academic
26	Webster University – 2 locations	Degree	Academic – Application materials mailed 2-01-2010
27	Western Kentucky University	Degree	Academic – Application materials e-mailed 3-05-2010
28	Wind Energy Technician Program	Non-degree	Wind Energy - Technical
29	REMI School of Real Estate	Non-degree	Application materials e-mailed 4-26-2010
30	Ed2Go	Non-degree	Partnership with Seward, Garden City and Ft. Hays
31	Element K	Non-degree	Partnership with Seward CCC

### **Additional Degree Granting Authority Pending**

	<b>Institution – Date Submitted</b>	<b>Award</b>	<b>Program</b>
1	ITT Technical Institute – November 24, 2009	Associate	Nursing – Pending Board of Nursing approval
2	Western Governors University – October 12, 2009	Master	39 Education - Pending KDE approval

### **Additional School Activity**

#### **April to Date - Approved - Non-Degree Schools and Programs**

	<b>Institution</b>	<b>Award</b>	<b>Approved</b>
1	Bethel House	Certificate	Three Certificate programs submitted 5-24-2010
2	Concorde Career College	Certificate	Practical Nursing Certificate Approved 5-2010

### **New Schools in Process – APPLICATIONS EXPECTED IN NEAR FUTURE**

1	WyoTech location in PA	Degree	
2	WyoTech Location in West Sacramento, CA	Degree	
3	WyoTech Location in Florida	Degree	
4	Grand Canyon University	Degree	83 degrees being submitted
5	Career Step.com	Certificate	Certificate program

### **Other**

	Updating status report with Berberich, Trahan & Co PA	At the end of the fiscal year
	Current Regulation revisions	Printed in Kansas Register – New fees go in effect April 16, 2010
	Proposed Regulation Revisions to support new statutes	In process
	Revision of Statutes for presentation in 2011	In process
	New fee structure set by SB 131	Go into effect July 1, 2010