

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

**Conference Call
Tuesday, August 31, 2010
11:00 a.m.**

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

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

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

**Tuesday, June 8, 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, June 8, 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 Donna Shank

Member absent: Regent Dick Hedges

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

Present: Gayle Shaw, Kansas Association of Community College Trustees

**Others present
by phone:** Paula Davis, Colby Community College; Barry Kaaz, Colby Community College;
Tom Moorehous, Colby Community College; April Mason, Kansas State
University, Allen Rawitch, University of Kansas Medical Center; Barbara Romzek,
University of Kansas

Meeting opened at 11:00 a.m.

Approve Minutes

May 4, 2010 Minutes

May 19, 2010 Performance Reports Review Minutes

Regent Shank moved and Regent Perkins seconded the motion to approve the May 4, 2010 Minutes and the May 19, 2010 Performance Reports Review Minutes. Motion passed.

Agenda Planning

Wednesday, 06/23/2010 Consent Agenda

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

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

Jacqueline Johnson introduced the requests for additional degree granting authority from Concorde Career College, Bryan College and Pinnacle Career Institute to the Standing Committee. There were no questions and no discussion.

d. Approve Request for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges for the following: Dodge City Community College and Area Technical Center – 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)

Chuck Kater introduced the Dodge City Community College and Area Technical Center's and Colby Community College's requests for degree and certificate programs. No letters of objection were received concerning these requests. The proposed Dodge City Community College and Area Technical Center's Technical Certificate, Electrical Transmissions System Technician (46.0303) does not duplicate any programs within the state.

Regent Shank moved and Regent Perkins seconded the motion to recommend placing agenda items II.1.a-d on the Wednesday, Consent Agenda of the Kansas Board of Regents June 2010 agenda. Motion passed.

Wednesday, 06/23/2010 Discussion Agenda

- a. Approve Request for New Degree Granting Authority for Everest University, Orlando, Florida**
- b. Approve Request for New Degree Granting Authority for Everest College – Phoenix**
- c. Approve Request for New Degree Granting Authority for Everest College to Offer an Associate of Applied Science in Criminal Justice**

It was noted that the Everest University and Everest College requests are not in the correct order on the agenda. Page 25 should be the Everest University, Orlando, Florida, but instead is the Everest College, Kansas City. Staff will correct this.

Jacqueline Johnson introduced the Everest University, Orlando Florida, Everest College, Phoenix, and Everest College, Kansas City requests for new degree granting authority.

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.

Regent Shank moved and Regent Perkins seconded the motion to recommend placing agenda items II.2.a-c on the Wednesday, Discussion Agenda of the Kansas Board of Regents June 2010 agenda. Motion passed.

d. 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

Gary Alexander introduced the request to amend the Private Postsecondary Education Regulations. It is related to item II.4.d. on the agenda as both requests relate to the number of credit hours required for a baccalaureate degree. The majority of the states require 120 semester credit hours, or the equivalent, for a baccalaureate degree. Kansas requires a minimum of 124 semester credit hours for its baccalaureate degrees. These requests are an effort to maintain uniformity of the minimum semester credit hours within the baccalaureate degrees. It was determined that it would be advisable to table the two agenda items II.2.d and II.4.d with two new Regents and the new CEO/President coming on Board this year. They will need time to become familiar with all of the issues related to the Board of Regents.

Regent Shank moved and Regent Perkins seconded the motion to table the two agenda items II.2.d and II.4.d concerning the minimum semester credit hours for baccalaureate degrees. Motion passed.

e. Act on Performance Reports

Jean Redeker introduced the Performance Reports. This report reflects the consensus of the Standing Committee’s review of each of the institution’s reports. Staff standardized the language in the evaluation column of the reports as per the Committee’s request at its May 21 Performance Review Meeting.

There was no discussion.

Regent Shank moved and Regent Perkins seconded the motion to recommend placing agenda item II.2.e on the Wednesday, Discussion Agenda of the Kansas Board of Regents June agenda. Motion passed.

Thursday, 06/24/2010 Consent Agenda

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

Gary Alexander introduced the above listed request for a new Master of Science degree at the University of Kansas Medical Center. Allen Rawitch represented the University of Kansas Medical Center.

There was no discussion.

Regent Shank moved and Regent Perkins seconded the motion to recommend placing agenda item II.3.a on the Thursday, Consent Agenda of the Kansas Board of Regents June Agenda. Motion passed.

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

Gary Alexander introduced the above listed request for a new Master of Science degree at Emporia State University. One question was asked about where this degree will be offered other than online. Board staff will find-out and provide BAASC with the information.

Regent Perkins moved and Regent Shank seconded the motion to recommend placing agenda item II. 3.b on the Thursday Consent Agenda of the Kansas Board of Regents June agenda. Motion carried.

Thursday, 06/24/2010 Discussion Agenda

a. Adopt Policy Amendment to Authorize Awarding of Honorary Degrees

Gary Sherrer introduced the policy amendment to add awarding of Honorary Degrees. This amendment comes from the Council of Presidents.

Discussion followed:

- The word “professional” was added to bullet point one
- “Kansas elected official” was removed from bullet point 4 to allow officials from foreign countries to be given an honorary degree
- “Exceptions may be made by the Board” should be removed – Board has the authority to do so without putting it in the policy

Regent Perkins moved and Regent Shank seconded the motion to recommend placing agenda item II.4.a on the Thursday Discussion Agenda of the Kansas Board of Regents June Agenda contingent upon removing the last sentence of bullet 5 “Exceptions may be made by the Board.” Motion passed.

b. Receive Concurrent Enrollment Compliance Review

Gary Alexander introduced the Concurrent Enrollment Compliance Review:

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.

This report was 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.

Discussion followed:

- Board staff will follow up on the “standard” for qualifying for concurrent enrollment
- Concurrent enrollment students have to meet the requirements for admission to the postsecondary institution
- Another category of students is the student taking college credit while in high school who is not participating in concurrent enrollment

Regent Shank moved and Regent Perkins seconded the motion to recommend placing agenda item II.4. b on the Thursday, Discussion Agenda of the Kansas Board of Regents June Agenda. Motion passed.

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

Gary Alexander presented the Spoken English Language Competency of Faculty and Graduate Teaching Assistants Report for Academic Year 2008-2009. No faculty were hired who were potentially deficient in English.

Discussion followed:

- Student evaluations should cover whether or not students have been able to understand faculty
- All institutions have a student grievance process for not being able to understand a professor
- Student evaluations should be a part of the report

Regent Perkins moved and Regent Shank seconded the motion to recommend placing agenda item II.4. c on the Thursday, Discussion Agenda of the Kansas Board of Regents June Agenda. Motion passed.

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

This agenda item was tabled with agenda item II.2. d.

e. KSU Calendar Request

Gary Alexander presented Kansas State University's request to modify its academic calendar for spring semesters 2011, 2012, and 2013 as follows:

Move From	To
Thursday, January 13, 2011	Tuesday, January 18, 2011
Thursday, January 12, 2012	Tuesday, January 17, 2012
Thursday, January 17, 2013	Tuesday, January 20, 2013

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.

Regent Shank moved and Regent Perkins seconded the motion to recommend placing agenda item II.4. e on the Thursday, Discussion Agenda of the Kansas Board of Regents June Agenda. Motion passed.

Other Business

a. Monthly Private Postsecondary Education Update June 2010

Jacqueline Johnson presented the monthly Private Postsecondary Education Update as of June 2010 as follows: Additional Degree Granting Authority – 6; Schools in Process – 31; Additional Degree Granting Authority Pending – 2; Additional School Activity – 2; and New Schools in Process – 5.

Other Business

There being no further business, meeting adjourned at 12:10 p.m.

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

- 1. Doctor of Education – Reading and Literacy Specialization**
- 2. Master of Public Administration and Master of Science in Public Safety – Joint Degree Program**

Summary and Staff Recommendation

Staff recommends Capella University be given additional degree-granting authority for the Doctor of Education – Reading and Literacy Specialization, and for the Master of Public Administration and Master of Science in Public Safety – Joint Degree Program. These degrees are attained through online distance education programming. After a thorough review of the institution’s staff qualifications, website platform, record keeping systems, coursework, and materials, staff recommends approval.

7/19/10

Background

Capella University is an online university with established schools in Health Care, Education, Business and Technology, Human Services, and Psychology. The University, founded in 1991, is owned by Capella Education Company, a publicly traded company. It offers bachelor, master, specialist, and doctoral degrees. It employs 1,100 administrative staff at its Minneapolis, Minnesota, headquarters and more than 1,100 faculty members throughout the country that serve more than 31,000 adult professionals.

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

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 Additional Degree Granting Authority for Associated Mennonite Biblical Seminary to Offer:

- 1. Master of Arts in Peace Studies**
- 2. Master of Arts in Theological Studies**

Summary and Staff Recommendation

Staff recommends that Associated Mennonite Biblical Seminary – Great Plains Extension be given additional degree-granting authority for the Master of Arts in Peace Studies and the Master of Arts in Theological Studies. These degrees will be attained at the Newton, Kansas campus. After a thorough review of the institution’s staff qualifications, facilities, record keeping systems, coursework, and materials, staff recommends approval.

7/20/2010

Background

Associated Mennonite Biblical Seminary–Great Plains Extension is located in Newton, KS. Most Great Plains classes are held in central Kansas, with occasional classes in surrounding states. The Great Plains Extension was initially approved by KBOR in 2004. Its main campus is in Elkhart, Indiana. The school has had accredited degrees since 1958.

The Associated Mennonite Biblical Seminary is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). This accrediting agency is recognized and approved by the United States Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval. Institutions that apply for degree granting status are reviewed according to a process and set of standards required by Section 5 of the Kansas Private and Out-of-State Postsecondary Educational Institution Act.

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 Additional Degree Granting Authority for Nashville Auto-Diesel College to Offer:

- 1. Associate of Occupational Studies in Automotive and Diesel Technology with Automotive Undercar Specialty**
- 2. Associate of Occupational Studies Degree in Automotive and Diesel Technology with Heavy Equipment Maintenance**

Summary and Staff Recommendation

Staff recommends that Nashville Auto-Diesel College be given additional degree-granting authority for: (1) Associate of Occupational Studies in Automotive and Diesel Technology with Automotive Undercar Specialty (2) Associate of Occupational Studies Degree in Automotive and Diesel Technology with Heavy Equipment Maintenance. After a thorough review of the institution's staff qualifications, record keeping systems, facilities, coursework, and materials, staff recommends approval. 7/22/10

Background

Nashville Auto-Diesel College was established in 1919, and continues to develop training standards based on the Automotive, Truck, and Collision Repair and Refinishing industries. They have been approved for training the military since WWII and veterans since 1946. About 30 states use this school for training of the disabled through Vocational Rehabilitation.

Nashville Auto-Diesel College is accredited by the Accrediting Commission of Career Schools and Colleges of Technology. This accrediting agency is recognized and approved by the United States Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

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, South Kansas City, Missouri, for the following Degrees:

- 1. Associate of Occupational Studies – Health Information Technician**
- 2. Associate of Occupational Studies – Information Technology Web Programming and Information Technology Support**

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 Occupational Studies – Health Information Technician (2) Associate of Occupational Studies – Information Technology Web Programming and Information Technology Support. If approved, these degrees will be awarded on Pinnacle Career Institute’s South Kansas City, MO 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 program.

07/26/10

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 Request for Additional Degree Granting Authority for American Public University System to Offer:

- 1. Master of Arts in Legal Studies**
- 2. Bachelor of Science in Criminal Justice**
- 3. Bachelor of Arts in General Studies**

Summary and Staff Recommendation

KBOR Staff recommends American Public University System (APUS) be given additional degree-granting authority for a Master of Arts in Legal Studies, a Bachelor of Science in Criminal Justice and a Bachelor of Arts in General Studies. After a thorough review of the institution's staff qualifications, on-line platforms, record keeping systems, coursework and materials, staff recommends approval. 8/25/201

Background

American Public University System is approved for degree granting authority. The school traces its history to 1991 with the establishment of the American Military University in Virginia. It was founded for the purpose of providing military officers an opportunity to earn advanced degrees through distance education and has extended offerings to the public. The main campus is located in Charles Town, West Virginia This system enables students to apply for admission, complete online orientation, register for courses, check degree progress and apply for graduation from the convenience of their home or office with 24/7 access to these online services. The university serves more than 30,000 military and public service professionals with relevant distance learning programs in all 50 states and territories and in more than 125 foreign countries.

The American Public University System is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Distance Education and Training Council (DETC). Both are 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 degree granting 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 Request for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges

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 one program request to be implemented in 2011. The program submitted addressed all criteria requested and has been subject to the 14 day comment period required by policy. The program was reviewed by the Technical Program and Curriculum Committee and the Postsecondary Technical Education Authority recommends approval.

8/31/10

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 Program

Johnson County Community College requests approval for the following new program: Railroad Signal Career Certificate (CIP 49.0208) as a Technical Certificate (16 credits).

The proposed program will prepare current and prospective employees to meet the needs mandated by the Rail Safety Improvement Act (RSIA) of 2008. RSIA has mandated that Positive Train Control (PTC) be installed by December of 2015. There are currently 11 different PTC projects in various stages of development and implementation. All of these projects and more to follow will require employees to have completed the proposed signal training. Signalmen must be proficient at designing, installing, maintaining and troubleshooting mechanical, electrical and electronic equipment as well as the computerized signal systems.

Estimated starting wages for the craft are \$17.50 to \$20.50 per hour. Based on projected retirements, the demand for signalmen in the industry will remain strong for the next five years. The college anticipates a minimum of 30 enrollments a year and will establish throughput capacity to handle up to 250 enrollments a year to meet the needs of the industry.

JCCC has worked with Burlington Northern Santa Fe Railway (BNSF) and the National Academy of Railroad Sciences (NARS) since 1988. The college has developed a “distinctive competency” in its ability to deliver occupational training in railroad operations as an institution with the railroad industry and the proposed program represents an extension of a long standing pre-existing business and industry partnership with the college.

BNSF provides the instructors for the program and compensates them for providing the instruction. In addition, BNSF has agreed to assume all expenses with the proposed program. Letters of support from the American Short Line and Regional Railroad Association and Rail America, Inc. strongly support the development of the program within NARS.

The college has identified four potential adjunct faculty for the program (employed by BNSF) with extensive experience in railroad signal systems. In addition to the requisite academic credentials, the pool of potential adjunct faculty has completed the BNSF certification program as “Master Instructors”.

No letters of comment were received regarding 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 August 26, 2010 meeting of the Postsecondary Technical Education Authority (TEA). The TEA recommends approval of this program.

Approve Request to Approve the Respiratory Therapy Alignment

The TEA endorsed the proposed Respiratory Therapy Alignment as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility. The TEA recommends approval of the Respiratory Therapy Alignment.
08/31/2010

Background

Program Alignment Process

Phase I

- Survey local college advisory committees
- Complete research on current programs at colleges and industry based credential options
- State business and industry recommendation
- 14 day formal comment period for college presidents

Phase II

- Curriculum meeting #1
- Administrative review #1
- 14 day formal comment period for college presidents
- Curriculum meeting #2
- Administrative review #2
- 14 day formal comment period for college presidents
- Business and industry review and endorsement
- 14 day formal comment period for college presidents

Phase III

- TEA Program/Curriculum Committee recommendation
- TEA recommendation

Board Academic Affairs Standing Committee approval

- Kansas Board of Regents approval
- Implementation

Executive Summary

The Respiratory Therapy Alignment Project includes six community and technical colleges and Washburn University. This Letter of Guidance provides a credit hour ceiling for state funding pertaining to the Associate Degree in Respiratory Therapy offered at these seven institutions.

The Letter of Guidance dated 6/7/10 was subjected to a 14-day Presidential comment period from 6/10/10 to 6/23/10. Colleges did not offer any concerns or comments indicating disagreement or discomfort. One college offered comment supporting the proposed alignment. Accordingly, staff recommends the adoption of the proposed Letter of Guidance for Respiratory Therapy dated 6/7/10.

Appeal Process

During the alignment process, a proposed program alignment will be adjusted to accommodate the needs of colleges based on presidential comments to the extent that such adjustments do not in turn create a greater amount of disagreement from other colleges in terms of the number of colleges commenting and the number of comments received. While it is our hope that we can resolve all concerns, the reality is that we may have several documented “unresolved” concerns as the proposed program alignment enters **Phase III** (formal approval). Colleges are encouraged to voice their support or objection to a proposed alignment during the TEA Program/Curriculum Committee conference call when the proposed alignment is presented. Colleges may also voice their support or objection to a proposed alignment during the TEA meeting. ***Proposed Program Alignments will be on the discussion agenda of the TEA meetings.*** In the event a college wishes to “contest” a proposed alignment after adoption by the TEA, the college may submit a letter of objection to the proposed alignment to the Director of Technical Programs and Curriculum at the Kansas Board of Regents stating the rationale for the objection and the suggested action to resolve the objection. Colleges must submit the letter of objection no later than the day of the TEA meeting either in hardcopy or via e-mail to ensure that their objection will be included in the Board Academic Affairs Standing Committee planning process for the subsequent KBOR meeting.

Comments Regarding Respiratory Therapy Letter of Guidance:

Johnson County Community College

I am glad to see the letter of guidance in lieu of a program alignment map. I don't see anything to comment on. Our AAS degree requires a minimum of 71 credit hours inclusive of prerequisite, support and professional courses, up to a max of 76 hours depending on completion of optional (but encouraged) coursework related to the Microbiology Lab and Intro to Health Care Delivery. The other guidelines are inherent to the accreditation and licensing requirements.

Thanks for your good work.

Staff Response: We appreciate the supportive nature of your comment.



KANSAS BOARD OF REGENTS

1000 SW JACKSON • SUITE 520 • TOPEKA, KS 66612-1368

TELEPHONE – 785-296-3421

FAX – 785-296-0983

www.kansasregents.org

DATE: June 7, 2010

TO: Community College and Technical College Presidents

FROM: Chuck Kater

RE: Letter of Guidance for Respiratory Therapy Programs

Staff members of the Board of Regents recommend the Respiratory Therapy program is a viable candidate for the issuance of a *Letter of Guidance*, in lieu of a Program Alignment Map. As a result of external accreditation, three of the four purposes of program alignment are met when applied to the Respiratory Therapy program.

- 1) The identification a nationally recognized third-party industry credential is satisfied with the Certified Respiratory Therapist (CRT) credential which is required for employment.
- 2) An industry value-added exit point is prescribed because external accreditation mandates an associates degree in Respiratory Therapy as a minimum for entry into employment.
- 3) The identification of a few common technical courses to bridge articulation between secondary and postsecondary partners are unnecessary in this case because accreditation requires program candidates be at least 18 years of age and have obtained a high school diploma or the equivalent to receive admittance into the program.
- 4) Upon reviewing respiratory therapy programs offered at colleges across Kansas, staff submits a recommended maximum program length of 76 credit hours be allotted as eligible for state funding. The 76 credit hours include all courses associated with the respiratory therapy program to include: prerequisites, support courses, and professional courses.

Accordingly, the staff members of the Board of Regents propose the acceptance of this Letter of Guidance for Respiratory Therapy educational programs.

Respectfully,

Chuck Kater

Chuck Kater, Ph.D.
Director of Technical Programs & Curriculum
Kansas Board of Regents

Approve Request for New Degree Granting Authority for an Associate in Specialized Technology at Wyo Tech

Summary and Staff Recommendation

In accordance with KBOR policy, Wyo Tech is requesting new degree granting authority for an Associate in Specialized Technology to be offered at its Blairsville, Pennsylvania campus and Sacramento, California campus. After a thorough review of the institution's staff qualifications, facilities, record keeping systems, coursework and materials, staff recommends approval. 07/19/201

Background

Wyo Tech, formerly known as Wyoming Technical Institute, focuses on college-level, career-oriented education in the automotive technology, diesel, motorcycle repair, plumbing, collision/refinishing, HVAC, and electrician career fields through the use of industry-based advisory committees. WyoTech's history began in June 1966 when 22 students from Wyoming and surrounding states started their careers in Automotive Technology in Laramie, Wyoming. Since then, WyoTech has graduated over 26,000 students from across the nation and several foreign countries.

Wyo Tech's parent company is CCI, Corinthian College Incorporated. It was founded in 1995 and completed initial public offerings in 1999. As of June 30, 2009, it had approximately 12,500 employees in North America, including 5,200 full-time and part-time faculty members and 105,000 students.

Wyo Tech's is accredited by the Accrediting Commission of Career Schools and Colleges, a United States Department of Education approved accrediting agency. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

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 Regis University

Summary and Staff Recommendation

In accordance with KBOR policy, Regis University is requesting degree granting authority for 8 degrees as listed below. These degrees are attained through on-line based programming. After a thorough review of the institution’s staff qualifications, web site platform, record keeping systems, coursework, and materials, staff recommends approval. *08/05/10*

Background

Since 1877 Regis University has been Colorado’s only Jesuit University. Today it serves more than 16,000 students at its main campuses in Denver, and seven other locations throughout Colorado, plus one campus in Nevada. Online programming is also available in undergraduate, graduate and doctorate level programs.

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

The degree presented for approval are:

DEGREES
Bachelor
1. Bachelor of Science in Computer Networking
2. Bachelor of Science in Computer Science
3. Bachelor of Science in Marketing
4. Bachelor of Science in Accounting
5. Bachelor of Science in Business Administration
6. Bachelor of Science in Applied Science
Master
1. Master of Education – Adult Education
2. Master of Non-Profit Management

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 Grand Canyon University

Summary and Staff Recommendation

In accordance with KBOR policy, Grand Canyon University is requesting degree granting authority for 21 degrees and Advanced Certificate Programs as listed below. These degrees and Advanced Certificates are attained through on-line and traditional campus based programming. After a thorough review of the institution’s staff qualifications, web site platform, record keeping systems, coursework, and materials, staff recommends approval.

Background

Founded in 1949, Grand Canyon University is a private Christian university located in Phoenix, Arizona. The university offers online and campus-based Bachelor’s and Master’s and Doctoral degree programs through the Ken Blanchard College of Business, College of Education, College of Nursing, and College of Liberal Arts and Sciences and supports both traditional undergraduate students as well as the working professional.

Grand Canyon University is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools, and obtained its most recent ten-year reaccreditation in 2007. This accrediting agency is recognized and approved by the United States Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

The degree presented for approval are:

DEGREES
Bachelor
1. Bachelor of Arts Christian Studies
2. Bachelor of Arts Communications
3. Bachelor of Arts English Literature
4. Bachelor of Arts History
5. Bachelor of Arts Interdisciplinary Studies
6. Bachelor of Science Accounting
7. Bachelor of Science Addiction Counseling
8. Bachelor of Science Applied Management
9. Bachelor of Science Business Administration
10. Bachelor of Science Elementary Education with emphasis in English (non-licensure per KDOE)
11. Bachelor of Science Elementary Education/Special Education (non-licensure per KDOE)
12. Bachelor of Science Entrepreneurial Studies
13. Bachelor of Science Finance and Economics
14. Bachelor of Science Health Care Administration
15. Bachelor of Science Health Sciences: Professional Development and Advanced Patient Care
16. Bachelor of Science Justice Studies
17. Bachelor of Science Marketing

18. Bachelor of Science Medical Imaging Sciences
19. Bachelor of Science Registered Nurse to BSN
20. Bachelor of Science Psychology
21. Bachelor of Science Public Safety and Emergency Management
22. Bachelor of Science Respiratory Care
23. Bachelor of Science Sociology
24. Bachelor of Science Sports Management
Master
1. Master of Arts in Christian Studies
2. Master of Education
3. Master of Business Administration
4. Master of Business Administration and Master of Science in Leadership (Dual Degree)
5. Master of Science in Accounting
6. Master of Science in Addiction Counseling
7. Master of Science in Criminal Justice
8. Master of Science in Health Care Administration
9. Master of Science in Health Care Informatics
10. Master of Science in Leadership
11. Master of Science in Disaster Preparedness and Executive Fire Leadership
12. Bridge to Master Degree in Nursing
13. Registered Nurse to Master of Science
14. Master of Business Administration and Master of Science in Nursing Nursing Leadership in Health Care (Dual Degree)
15. Master of Science in Professional Counseling
16. Master of Science in Public Health
17. Master of Science in Psychology
18. Master of Public Administration
Doctoral
1. Doctor of Education in Organizational Leadership
Advanced Certificate Programs
1. Emergency Management: Health Care
2. Emergency Management: Public Safety

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 Vatterott College, Sunset Hills, Mo, Online Programs for an Associate of Occupational Studies in:

- 1. Business Management**
- 2. Medical Billing & Coding**
- 3. Medical Assistant**

Summary and Staff Recommendation

In accordance with KBOR policy, Vatterott College, Sunset Hills, MO, Online Programs, is requesting new degree granting authority for an Associate of Occupational Studies in Business Management, Medical Billing & Coding, and Medical Assistant. After a thorough review of the institution's staffs' qualifications, on-line platforms, record keeping systems, coursework and materials, staff recommends approval. 8/25/2010

Background

Vatterott College was established in 1969 and is located throughout nine states in the mid-west. Vatterott College, Sunset Hills, MO, Online Programs, is requesting new degree granting authority for multiple program offerings so it can work with the Wichita Vatterott campus to increase the programs offerings there. These new programs will better serve the needs of the Wichita population and help more Kansans receive training to enter the workforce, and/or improve their careers.

Vatterott College holds accreditation from the Accrediting Commission of Career Schools and Colleges (ACCSC), an accreditation body approved by the United States Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for 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 Request for University of Kansas Chancellor Emeritus

Summary and Recommendation

This item requests that the title of Chancellor Emeritus be bestowed upon former University of Kansas Chancellor Gene Budig. Staff recommends approval of this request. (08/31/10)

Background

Gene Budig served as the fourteenth Chancellor of the University of Kansas, following presidencies at Illinois State University and West Virginia University. During his thirteen years of service to KU, he presided over impressive growth of the physical campus, including construction of the Dole Human Development Center, the Adams Alumni Center, the Anschutz Science Library, the Lied Center, the Vietnam Veterans Memorial, and the Regents Center in Overland Park (now known as the Edwards Campus).

Chancellor Budig and his wife, Gretchen, have been generous donors to many areas of the university, establishing teaching professorships in the College of Liberal Arts and Science, the Department of Special Education, the School of Education, in Writing, Social Welfare, and the Libraries. In addition, they established a scholarship fund.

Staff Recommendation

In recognition of his outstanding contributions to the University of Kansas from 1980 to the present, it is recommended that the Kansas Board of Regents grant Gene Budig the title of Chancellor Emeritus.

Staff recommends approval of this recommendation.

Resolution

Whereas, Dr. Gene Budig served with distinction as the 14th Chancellor of the University of Kansas, from 1980 to 1994, and

Whereas, during Dr. Budig's thirteen years of service to KU, he presided over impressive growth of the physical campus, including the construction of the Dole Human Development Center, the Adams Alumni Center, the Anschutz Science Library, the Lied Center, the Vietnam Veterans Memorial, and the Regents Center in Overland Park (now known as the Edwards Campus), and

Whereas, under Dr. Budig's leadership, enrollment at KU reached an all-time high of 29,161 in 1992, the KU Medical Center enhanced its financial footing, and the number of distinguished professorships nearly tripled from 49 in 1981 to 135 in 1994, and

Whereas, in 1991, lightning struck one of the University's oldest and most beloved landmarks, Hoch Auditorium, causing it to burn to the ground. Through Chancellor Budig's tireless lobbying efforts, KU received an \$18 million appropriation from the State to rebuild the structure. In recognition of his dedication, the new building was named Budig Hall when it was officially dedicated in October 1997, and

Whereas, Dr. Budig and his wife, Gretchen, have generously supported many areas of KU, establishing teaching professorships in the College of Liberal Arts and Sciences, the Department of Special Education, the School of Education, in Writing, Social Welfare, and the Libraries, and through a scholarship fund,

Now, Therefore Be It Resolved, that having determined that Dr. Gene Budig provided thirteen years of distinguished service as Chancellor and continues his support in significant ways that have advanced the University of Kansas, made outstanding contributions to the higher education system and brought positive recognition to the State of Kansas, we, the Kansas Board of Regents hereby confer upon him, the title of Chancellor Emeritus of the University of Kansas.

Gary Sherrer
Chair, Kansas Board of Regents



June 8, 2010

Andy Tompkins, President & CEO
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear President Tompkins:

It is my honor to request that the Kansas Board of Regents bestow upon former KU Chancellor Gene Budig the title of Chancellor Emeritus. I request this action at the September 2010 meeting.

At the time of Chancellor Budig's departure from KU to become President of Major League Baseball's American League, this status was not requested. We feel it is appropriate to make the request now, given his meritorious service as Chancellor from 1980-1994, as well as his continued outstanding support for the University of Kansas.

Gene Budig became Chancellor of KU at the age of 42, following presidencies at Illinois State University and West Virginia University. During his 13 years of service to KU, he presided over impressive growth of the physical campus, including the construction of the Dole Human Development Center, the Adams Alumni Center, the Anschutz Science Library, the Lied Center, the Vietnam Veterans Memorial, and the Regents Center in Overland Park (now known as the Edwards Campus). Under his leadership, enrollment reached an all-time high of 29,161 in 1992, the KU Medical Center returned to sound financial footing, and the number of distinguished professorships nearly tripled from 49 in 1981 to 135 in 1994. In 1991, lightning struck one of the University's oldest and most beloved landmarks, Hoch Auditorium, causing it to burn to the ground. Through Chancellor Budig's tireless lobbying efforts, KU received an \$18 million appropriation from the state to rebuild the structure. In recognition of his dedication, the new building was named Budig Hall when it was officially dedicated in October 1997.

Gene and his wife, Gretchen, have been generous donors to many areas of KU, establishing teaching professorships in the College of Liberal Arts and Sciences, the Department of Special Education, the School of Education, in Writing, Social Welfare, and the Libraries. In addition, they established a scholarship fund.

In recognition of his outstanding service to the University of Kansas from 1980 to present, I request your approval to grant Gene Budig the title of Chancellor Emeritus.

Sincerely,

Bernadette Gray-Little
Chancellor

RECEIVED

MAR 26 2010

OFFICE OF THE CHANCELLOR
THE UNIVERSITY OF KANSAS

March 25, 2010

Chancellor Bernadette Gray-Little
Office of the Chancellor
CAMPUS

Dear Chancellor Gray-Little:

It was nice to see you at the recent dinner for the Self Fellows.

This letter is to recommend that we ask the Board of Regents to grant Chancellor Emeritus status to former Chancellor Gene A. Budig, who served with distinction as KU Chancellor from 1981 – 1994.

Chancellor Budig not only served KU with distinction for a longer term than most past Chancellors, but he and his wife Gretchen have maintained a strong commitment to and interest in KU since their departure. For example, they recently created their ninth teaching professorship at KU through a major gift to the KU Endowment Association.

The Chancellorship at KU was Dr. Budig's final and penultimate position in a long and distinguished academic career. He left KU to fulfill a childhood dream in major league baseball, and now serves with the "College Board" in New York. Prior to coming to KU he served as President of two other universities; but they obviously do not hold the place in his affections that KU does.

It may be that I "dropped the ball" by not recommending Dr. Budig for emeritus status when I served as Interim Chancellor for the year following his departure. If so, apologize for that oversight, and for not realizing that I should have pursued that designation at that time.

Finally, I think it is particularly appropriate that this status be granted to Dr. Budig since KU was his final academic position and he has continued his strong interest in KU and its well-being.

Thank you to you and the Board for your consideration of this request.

Best wishes,



Delbert M. Shankel
Professor of Microbiology and
Chancellor Emeritus

Approve Distance Education Plan

Summary and Recommendation

K.S.A. 74-3202c(b)(9) directs the Kansas Board of Regents to “develop and implement a comprehensive plan for the utilization of distance learning technologies.” The attached document represents a revision of the original plan approved by the Board in January 2006. Staff recommends acceptance of the plan and the attendant revision of the definition of a distance education program. (08/31/10)

Background

SB 345 requires the Kansas Board of Regents to develop a comprehensive plan for distance education technology in Kansas. The current plan was developed in consultation with the System Council of Chief Academic Officers and was accepted by the System Council of Presidents in January 2006.

In addition, Board policy on Academic Extension states that “the Vice President for Academic Affairs of the Board shall be responsible for the development, implementation and coordination of policies and procedures that will serve to achieve an effective and efficient system of credit and noncredit academic extension instruction including distance education and off-campus face-to-face courses and programs” (Ch. II.D.6.a.).

In Fall 2009, the Board Academic Affairs Standing Committee (BAASC) was charged to revise the existing plan. To fulfill that charge, Board staff reviewed other state plans, consulted with the Council of Chief Academic Officers (COCAO), the System Council of Chief Academic Officers (SCOCAO), and campus-based distance education experts. In addition, multiple drafts of the plan were discussed with BAASC.

Proposed Distance Education Plan

The final draft of the proposed plan was shared with the full Board at its August 2010 retreat. Board members emphasized the importance of distance learning, in particular its critical role in helping provide Kansas students with greater access to higher education.

The proposed Distance Education Plan is guided by three core values: innovation, collaboration, and quality. Universities are encouraged to implement distance education technologies in innovative and effective ways that are congruent with their mission and resources. In addition, they are urged to find appropriate ways to collaborate in the use of distance education to serve the needs of their students. And, at base, all distance learning applications must maintain or enhance the quality of the institution’s educational mission. As with all teaching applications, the ultimate goal is student success.

The proposed plan incorporates the core principles of the original document, but adds elements that enable the Board to monitor campus activity in the area of distance education. Specifically, the plan:

- Requires that each campus develop a distance education plan, to be approved by the Board
- Requires annual report to the Board that will provide an inventory of distance education activity across the system
- Encourages collaboration among system institutions in the development of distance education programs
- Establishes responsibilities for both the Board and universities.

Distance Education Program

The proposed plan defines distance education as “any program in which the proportion of content delivered via distance learning is fifty percent or more.” In order to maintain consistency in Board policy, it is requested that the current definition of distance education in Appendix F, Section 3 of the *Policy and Procedures Manual* be revised:

- g. A Distance education program is ~~a curriculum comprised entirely of distance education courses~~ one in which the proportion of content delivered via distance learning is fifty percent or more.

Staff Recommendation

Staff recommends approval of the proposed Distance Education Plan and attendant revision of the definition of a distance education program.

KANSAS BOARD OF REGENTS DISTANCE EDUCATION PLAN

August 2010

Background

Distance Education is critical to the Kansas Board of Regents' goal of increasing access to postsecondary education for the citizens of Kansas, and it is the Board's expectation that the state's public colleges and universities provide students with quality distance learning options. In support of this goal, Kansas statutes stipulate that the Kansas Board of Regents will "develop and implement a comprehensive plan for the utilization of distance learning technologies" [74-3202c(b)(9)].

Distance education technologies are dramatically changing the higher education landscape in the nation and state. In order for Kansas' colleges and universities to continue offering high quality educational opportunities that promote student success in a global and knowledge-based society, it is imperative that these new technologies be creatively employed where feasible and appropriate. To serve that end, this Distance Education Plan is guided by three core values:

- 1. Innovation** in the use of distance education technologies is vital, since the technologies for mediated instruction and distance delivery remain very fluid. Understanding the effective use of these technologies in ways that improve learning and enhance teaching is increasing, but much remains to be learned. Kansas' public colleges and universities are encouraged to find the most effective ways to implement those technologies that are congruent with their respective missions and resources.
- 2. Collaboration** is implicit in the very nature of these technologies. Distance education eliminates traditional boundaries and demands that institutions find ways to collaborate in serving the needs of their students. Kansas institutions are asked to develop collaborations using distance education that are consistent with their nature and mission.
- 3. Quality** is the fundamental goal of all academic programs offered by Kansas' public colleges and universities. Any introduction of distance learning technology must contribute to the quality of the program in question and, ultimately, to the success of those students who participate in it. In both Kansas and the nation as a whole, colleges and universities are being asked to demonstrate the quality of their programs by demonstrating that their graduates have mastered the materials taught in their academic programs. Kansas' public institutions report on the quality of their programs through the KBOR program review process. In addition, *Foresight 2020*, the strategic vision for Kansas' college and university system, is intended to provide a mechanism for monitoring the quality of that system, including distance education.

In applying the growing array of distance learning technologies, it is important to recognize two competing fiscal realities: (1) quality distance learning can be a source of both revenue and

savings, as new student populations are served via distance course offerings and more students are served more efficiently through the general use of education technologies; and (2) the introduction of educational technology in general, and distance education options, in particular, can be costly, given the need for hardware, software, and support for students engaged in distance learning. Given these fiscal realities, wisdom would indicate that flexibility is imperative to enable institutions to effectively and efficiently use these technologies in ways that conform to their resources and mission.

Distance Education

Distance education is defined as either an asynchronous or synchronous instructional delivery system in which faculty and students are physically separated in place or time. Teaching and learning are supported by a wide spectrum of existing and evolving media.

For purposes of reporting, any program in which the proportion of content delivered via distance learning is 50 % or more will be considered as a distance education program. These offerings will include those offered wholly online and blended or hybrid programs in which a substantial proportion of the content is delivered through mediated delivery technology to facilitate such activities as online discussions, interactive television, and limited numbers of face-to-face meetings.

Board Activity

To promote effective collaboration and strengthen awareness of distance learning opportunities in the state, the Board will do the following:

- Promote innovation in the development of distance education by system institutions.
- Require each institution to develop a distance education plan by January 2011, to be approved by the Board. Following initial Board approval, these plans will be reviewed biennially by Board staff and updated as appropriate.
- Ensure statewide awareness of distance learning opportunities available through governed, coordinated institutions, and regional organizations, e.g., Colleague-to-Colleague (C-2-C) and Summer Institute of Distance Learning and Instructional Technology (SIDLIT).
- Encourage institutions to collaborate in the delivery of distance education where such collaboration is appropriate.
- Maintain a webpage on the new KBOR website that includes links to Kansas university and college distance learning opportunities, financial information, adult learning opportunities, and best practices in distance education.

Institutional Activity

Each institution will create a Distance Education plan that is consistent with the guidelines and best practices provided by the Higher Learning Commission of the North Central Association of Colleges and Schools. These plans, which will cover current and future projections, serve as the core of the Kansas Board of Regents' Distance Education Plan. The institution's plan will specify its responsibility in each of the following categories, drawing on some or all of the criteria in each category as is appropriate to its resources and mission (adapted from *Handbook of Distance Education*, ed. M.G. Moore, 2007):

1. *Academic.* Each institution will indicate how it maintains the academic quality of its offerings, including such areas as: maintenance and documentation of academic calendars, program accreditation, licensing where required, course quality, course and program evaluation, Carnegie units, grading, admission, curriculum review, and approval processes for distance education offerings.
2. *Fiscal, Governance.* Each institution will clarify its responsibilities in such areas as the following: tuition rates, special fees, full-time equivalencies, state-mandated regulations related to funding, consortia agreements, contracts with collaborating organizations, board oversight, administration cost, and tuition disbursement.
3. *Faculty.* Each institution will make clear its responsibilities in such key areas as: compensation and workloads, design and development incentives, staff development incentives, staff development, faculty support, faculty evaluation, intellectual freedom, and union contracts.
4. *Legal.* The institution will make clear its role in such areas as: intellectual property agreements, copyright, and faculty/student/institutional liability.
5. *Student.* The institution will demonstrate its responsibility for supporting student learning at a distance in such areas as: academic advising, counseling, library services, financial aid, testing and assessment, access to resources, equipment requirements, and privacy. Other areas to consider may include: students with disabilities, expanding online offerings to more high schools, promotion, increasing graduation/completion rates, and exploring adult education options.
6. *Technical.* Each institution will demonstrate that it has sufficient technical resources to support its distance education activity in such areas as: system reliability, connectivity, technical support, instructional design support, hardware/software, and access.

Approval and Review

Campus plans will be brought to the Board for approval in spring 2011. Once approved, they will be subject to biennial review, beginning in spring 2013.

Timeline for Biennial Review

1. In the fall of the review year, KBOR staff will notify institutions that distance education plans are due for review.
2. Institutions provide plans for review no later than February 1.
3. KBOR staff reviews plans, consults with institutions and develops a report to be reviewed by the Board Academic Affairs Standing Committee and presented to the full Board at its May meeting.

Annual Report

In order to demonstrate institutional activity in providing distance education, Board staff will prepare an annual report, to be presented to the Board in January, based on information drawn from the Kansas Higher Education Data System (KSPSD; Program Inventory) and/or institutions, as appropriate. This report will include the following information:

- Number and names of programs delivered via distance education.
- Aggregate number of programs offered in individual subject matter categories, e.g., social sciences, humanities, science, math, etc.
- Number of new distance education enrollments.
- Mechanisms used to deliver the programs or sections.
- Examples of innovative strategies in the use of distance learning technologies.
- Examples of collaboration in providing distance education programs.

Monthly Private Postsecondary Education Update September 2010

150 Schools active as of August 19, 2010 - Increased 10 schools from May 2010

Additional Degree Granting Authority – September 2010 KBOR Agenda

	Institution	Award	
1	Regis University – New School	Degrees	19 degrees – 2 Advanced Certificates
2	WyoTech – West Sacramento – New School	Degrees	12 diploma – 6 Associates in specialized Technology
3	WyoTech – Blairsville Pennsylvania – New School	Degrees	15 diploma programs and 3 Associate
4	Grand Canyon University – New School	Degrees	21 degrees and Advanced Certificate programs
5	Associated Mennonite Biblical Seminary – Great Plains	Degrees	2 Masters
6	Nashville Auto-Diesel College – Additional programs	Degree	2 Associate
7	Capella – Additional programs	Degrees	2 Masters and 1 Doctorate
8	Pinnacle Career Institute – Additional Programs	Degree	2 Associate
9	Vatterott College – Sunset Hills, MO – New School	Degree	3 Associate – 4 Diploma
10	American Public University – Additional Programs	Degree	2 Bachelor

Additional Degree Granting Authority Requested - PENDING

	Institution – Date Submitted	Award	Program
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
3	Grand Canyon University – June 2010	Master	Education programs – Pending KDE approval
4	Regis University – June 2010	Master	Education programs – Pending KDE approval

New Schools and Programs - Approved

	Institution	Award	Approved
1	Kansas College of Chinese Medicine – Overland Park - New School	Degree	Approved to offer at this site – same programs previously approved for Wichita location
2	American Public University	Certificate	10 Certificate programs submitted
3	American Home Inspectors Training Institute	Certificate	2 programs submitted
4	Career Step LLC	Certificate	10 programs submitted – 9 approved – 1 denied

New Schools Applications Received

	Institution	Award	Type of Training
1	WyoTech – Ormond Beach, FL – New School	Diploma	2 diploma programs – Approved
2	Kansas City Fitness – Overland Park – New School	Certificate	Review pending
3	Career Step LLC – New School	Certificate	Partnership with Seward CC – Approved
4	Real Estate Prep School – New School	Certificate	Review Pending

Other

	Revision of Statutes for presentation in 2011	In process
	Number of student transcripts requests processed for May	9
	Number of student transcripts requests processed for June	9
	Number of student transcripts requests processed for July	22
	Update of Status report for Private Postsecondary Division	In process
	Interviewing for new full time Regulator position	In process
	Interviewing for new Office Operations Assistant	In process – interviewing in August