

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

**Conference Call
Tuesday, October 5, 2010
11:00 a.m.**

	Page
I. Approve Minutes	
August 31, 2010 Minutes [Attachment 1]	2
II. Agenda Planning	
1. Wednesday, 10/20/2010 Consent Agenda	
a. Act on Requests for Additional Degree Granting Authority [Attachment 2]	9
b. Act on Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges [Attachment 3]	12
2. Wednesday, 10/20/2010 Discussion Agenda	
a. Act on Request to Approve the Machine Technology Alignment [Attachment 4]	16
b. Act on Request to Approve the Physical Therapist Assistant Alignment [Attachment 5]	20
3. Thursday, 10/21/2010 Discussion Agenda	
a. Act on Request for Extension Program in KC Metro Area – Emporia State University [Attachment 6]	24
b. Act on Request to Modify Regents Policy on Minimum Requirements for a Baccalaureate Degree [Attachment 7]	29
III. Other Business	
a. BAASC Update Private Postsecondary Education - October 2010 [Attachment 8]	33

**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, August 31, 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, August 31, 2010. This meeting had been properly noticed pursuant to the Kansas Open Meetings Law on August 26, 2010.

Members present: Regent Dick Hedges
Regent Janie Perkins
Regent Mildred Edwards
Regent Ed McKechnie

Staff present: Gary Alexander, Jean Redeker, Joan Warren, Jacqueline Johnson, Dianne Glass, Blake Flanders, Don Richards, Dennis Rittle, Julene Miller, and Terry Schwartz

Present: Gayle Shaw, Kansas Association of Community College Trustees and Scott Rothschild, Lawrence Journal World

**Others present
by phone:** Jeff Vitter, University of Kansas, and Barbara Romzek, University of Kansas

Meeting opened at 11:00 a.m.

**Approve Minutes
June 8, 2010 Minutes**

Regent Perkins moved and Regent Edwards seconded the motion to approve the June 8, 2010 Minutes. Motion passed.

**Additional Agenda Item for
Thursday, September 16, 2010 Discussion Agenda**

Approve Memorandum of Agreement with FHSU/AAUP -- FHSU

Theresa Schwartz, Associate General Counsel, presented the Fort Hays State University request to approve the negotiated contract between FHSU and the FHSU Chapter of the American Association of University Professors (FHSU-AAUP). The proposed agreement has been reviewed by KBOR legal staff for compliance with Board policies and applicable laws.

This new agreement, covering the time period July 1, 2010 through June 30, 2013, has relatively few of its sections differ from those that the Board previously approved and that are currently in effect. The differences appear in: Article I: Contract Term; Article IV: Salary; Article V: Salary Generation; Article

XI: Reappointment, Merit and Promotion for Non-tenure Track (NTT) Faculty (a new article); Article XV: Phased Retirement; and Article XXV: Furloughs or Pay Reductions (new article).

Legal staff recommends approval.

Regent Perkins moved and Regent Edwards seconded the motion to recommend placing the additional agenda item “Approve Memorandum of Agreement with FHSU/AAUP – FHSU” on the Thursday, September 16, 2010 discussion agenda of the Kansas Board of Regents agenda. Motion carried.

Agenda Planning

Wednesday, 09/15/2010 Consent Agenda

- a. Approve 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**
- b. 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**
- c. 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**
- d. 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**
- e. 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**

Jacqueline Johnson presented agenda items 1. a-e on the Wednesday, September 15, 2010 agenda. Private Postsecondary staff review institutions that apply for degree and non-degree granting status 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. Capella University, Associated Mennonite Biblical Seminary, Nashville Auto-Diesel College, Pinnacle Career Institute, and American Public University were given a thorough review of the institution’s staff qualifications, website platform, record keeping systems, coursework, and materials. Staff recommended approval.

Board staff was asked to provide the length of the programs offered at the Nashville Auto-Diesel College.

Regent Edwards moved and Regent Perkins seconded the motion to recommend placing agenda items 1.a. – e. on the Wednesday, September 15, 2010 Consent Agenda of the Kansas Board of Regents agenda. Motion carried.

f. Approve Request for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges for the following: Johnson County Community College, Railroad Signal Career Certificate (CIP 49.0208)

Dennis Rittle, Associate Director for Career Technical Education, presented Johnson County Community College's request for a Railroad Signal Career Certificate (CIP 49.0208). 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.

The proposed program will prepare current and prospective employees to meet the needs mandated by the Rail Safety Improvement Act (RSIA) of 2008. 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.

No letters of comment were received regarding the proposed program.

Staff recommends approval.

Regent Perkins moved and Regent McKechnie seconded the motion to recommend placing agenda item 1.f. on the Wednesday, September 15, 2010 Consent Agenda of the Kansas Board of Regents agenda. Motion carried.

Wednesday, 09/15/2010 Discussion Agenda

a. Approve Request for the Respiratory Therapy Alignment

Don Richards, Associate Director for Career Technical Education, presented the request for approval of the Respiratory Therapy Alignment. Six community and technical colleges with Washburn University are involved in the Respiratory Therapy Alignment. A Letter of Guidance dated 6/7/10, which provided a credit hour ceiling for state funding pertaining to the Associate Degree in Respiratory Therapy offered at these seven institutions was subjected to a 14-day Presidential comment period from 6/10/10 to 6/23/10. None of the institutions offered any concerns or comments indicating disagreement or discomfort. One comment supporting the proposed alignment was made. Staff recommends approval.

No discussion followed.

Regent Edwards moved and Regent McKechnie seconded the motion to recommend placing agenda item 2.a. on the Wednesday, September 15, 2010 Discussion Agenda of the Kansas Board of Regents agenda. Motion carried.

- b. Approve Request for New Degree Granting Authority for an Associate in Specialized Technology at Wyo Tech**
- c. Approve Request for New Degree Granting Authority for Regis University:**
 - 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**
- d. Approve Request for New Degree Granting Authority for Grand Canyon University:**
 - 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**

- e. **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**

Jacqueline Johnson, Director of Private Postsecondary Education, presented agenda items 2.b.-e. requests for new degree granting authority for Wyo Tech, Regis University, Grand Canyon University and Vatterott College, Sunset Hills, MO.

The Board of Regents has the responsibility for authorizing schools to deliver instruction in Kansas that includes most private institutions located in the state of Kansas and extends to qualifying private and public colleges and universities located outside of Kansas. The above listed institutions (2.b.-e.) applied for degree granting status and were reviewed according to a process and set of standards required by the Postsecondary Educational Institution Act. After a thorough review of these institutions staff recommends approval.

No discussion followed.

Regent Perkins moved and Regent McKechnie seconded the motion to recommend placing agenda items 2.b.-e. on the Wednesday, September 15, 2010 Discussion Agenda of the Kansas Board of Regents agenda. Motion carried.

Thursday, 09/16/2010 Discussion Agenda

a. Approve Request for University of Kansas Chancellor Emeritus

Gary Alexander, Vice President for Academic Affairs, presented the University of Kansas' request to bestow the title of Chancellor Emeritus to Chancellor Gene Budig.

Chancellor Budig served thirteen years and 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). He and his wife 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 recommends approval.

Discussion followed:

- The process for bestowing the title Emeritus was approved by the Board in 2009
- BAASC suggested it would be appropriate for the individual receiving the title to be present at the Board meeting in which the title is bestowed

Regent McKechnie moved and Regent Perkins seconded the motion to recommend placing agenda item 3.a. on the Thursday, September 16, 2010 Discussion Agenda of the Kansas Board of Regents agenda. Motion carried.

b. Approve Distance Education Plan

Gary Alexander presented the request for approval of the Distance Education Plan. This plan was reviewed at the Regents August Retreat.

Background for the Distance Education Plan: The System Council of Chief Academic Officers' input was obtained in the development of the current plan that was accepted by the System Council of Presidents in January 2006. The Board's Academic Extension policy (Ch. II.D.6.a.) 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."

The Board Academic Affairs Standing Committee (BAASC) was charged to revise the existing plan in Fall 2009. 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 as they worked on revising the plan. Multiple drafts of the plan were discussed with BAASC.

Each university campus will develop its plan consistent with its resources and mission. The plans are scheduled to be presented to the Board in Spring 2011. Current data will be provided when it is available.

Discussion followed:

- University Plans are due in the Board office January 2011
- The Board will act on these plans in the Spring 2011
- Plans are subject to biennial review, beginning in spring 2013
- Universities will report annually

Regent Perkins moved and Regent McKechnie seconded the motion to recommend placing agenda item 3.b. on the Thursday, September 16, 2010 Discussion Agenda of the Kansas Board of Regents agenda. Motion carried.

Other Business

Monthly Private Postsecondary Education Update September 2010

Jacqueline Johnson presented the monthly update of Private Postsecondary Education.

A brief summary:

- 10 schools approved
- 56 institutions have contacted Board Office (not all contacts fill out applications)
- 3 institutions are operating out-of-compliance and have been sent to the Attorney General's office and the District Attorney's office

Admissions Standards Timeline Update

- The Admissions Task Force met and received presentations from 10 stakeholders
- USD Superintendents have been asked for input regarding the mathematics issue
- Fall 2010 schedule an Admissions Task Force meeting to compile the Task Force Report
- Task Force Report to Board Academic Affairs Standing Committee in Spring 2011

Meeting adjourned at 11:41 a.m.

Act on Requests for Additional Degree Granting Authority

Staff Recommendation

After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms and/or campuses, staff recommends additional degree-granting authority for the following institutions be granted:

1. *Western Governors University*
2. *ITT Technical Institute*
3. *University of Southern California*
4. *University of Phoenix*

9/23/10

Background

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, and may review class syllabi, along with contracts for clinicals, and other documents as needed. 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.

Institution Requests:

Western Governors University:

1. Bachelor of Science in Nursing
2. Bachelor of Science in Health Informatics
3. Bachelor of Science, Sales and Sales Management

Western Governors University (WGU) is approved for degree granting authority by the Kansas Board of Regents. WGU is a non-profit private university that was founded by 19 U.S. governors in 1995 as a

result of wanting to reach more non-traditional students, lesser populated areas, and/or difficult to reach areas. WGU is an on-line university that operates with its own governance structure and receives no state funding. The university serves students in all 50 states and military installations abroad.

WGU's nursing degree programs are accredited by the Commission for Collegiate Nursing Education. The Master of Science in Nursing for nurse educators content and processes are consistent with the National League for Nursing (NLN) Nurse Educator competencies. The Bachelor of Science in Nursing degree presented here is for nurses who have previously attained a license in nursing.

Western Governors University is nationally accredited by the Distance Education and Training Council (DETC). WGU is also regionally accredited by the Northwest Commission on Colleges and Universities. The Northwest Commission is considered WGU's "home" accrediting body because the university's main offices are located in Utah. These accrediting agencies are recognized by the United States Department of Education as approved accrediting agencies. 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.

ITT Technical Institute:

1. Associate of Applied Science in Nursing

ITT Technical Institute is approved for degree granting authority by the Kansas Board of Regents. ITT Technical Institute's very first campus opened in California in 1986 and has since opened more than 90 other campuses nationwide. Its first campus in Kansas was approved to operate in Overland Park in 2005, and in 2007 the school opened a campus in Wichita. It now offers multiple degrees in areas like computer technology, information systems security, media communications, information technology, software engineering, criminal justice, and construction management.

ITT Technical Institute is accredited by the American Council for Independent Colleges and Schools (ACICS), 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.

University of Southern California:

1. Master of Social Work

The University of Southern California (USC) attained its first Certificate of Approval to operate in Kansas in August 2009. Since its establishment in 1880, USC has conferred degrees on more than a quarter-million students. Since 1969, USC has been a member of the Association of American Universities, the elective body that unites the 60 premier research universities in the United States and Canada.

The University of Southern California is accredited by the Western Association of Schools and Colleges. 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.

University of Phoenix

1. Bachelor of Science in Psychology
2. Bachelor of Science in Organizational Security and Management
3. Bachelor of Science in Human Services/Management
4. Bachelor of Science in Communications
5. Master of Information Systems

The University of Phoenix was founded in 1976 and is a wholly-owned subsidiary of the Apollo Group, Inc. It is designed around the learning characteristics and life situations of the adult learner population. Its current enrollment is approximately 500,000 students, with campuses located throughout the United States and on-line. The University of Phoenix has three locations in Kansas: Wichita, Lenexa, and Topeka. These degrees are hybrid programs and will be offered at all Kansas locations, as well as on-line.

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

Approve Requests 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 program requests to be implemented in 2011. 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. 08/24/10

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

Labette Community College requests approval for the following new program: Diagnostic Medical Sonography (51.0910). This request is for a program that incorporates multiple curricula options at the certificate level. In addition to five “core” courses that expose the student to the basic science of sonography, students may choose from three areas of emphasis; General Sonography, Vascular Sonography, and Cardiac Sonography. Upon completion of any one (or more) of these areas of emphasis, the student is eligible to sit for the Registered Diagnostic Medical Sonographer (RDMS) credential. These areas of emphasis range in length from 29 credit hours (General Sonography), 25 credit hours (Vascular Sonography), to 36 credit hours (Cardiac Sonography). Depending on the area of emphasis chosen, the student will graduate with either a Certificate A or B, or may obtain a Certificate C if a combined area of emphasis (General, Cardiac and Vascular Sonography) is chosen. To be considered for admission into the program, students must be graduates of an accredited Radiography program and have the American Registry of Radiologic Technology (ARRT) credential or be eligible to sit for this

credential. This is a “second credential” program that builds on obtainment of a prior professional credential and training in radiography.

Diagnostic Medical Sonography is a program of study that prepares individuals to utilize medical ultrasound techniques to gather sonographic data used to diagnose a variety of conditions and diseases. The program includes instruction in obtaining, reviewing, and integrating patient histories and data; patient instruction and care; anatomic, physiologic and pathologic data recording; sonographic data processing; sonography equipment operation; and professional standards and ethics. The profession of diagnostic medical sonography includes general sonography, cardiac sonography, vascular sonography, and various other subspecialties.

The proposed program will meet the necessary Commission on Accreditation of Allied Health Education Programs (CAAHEP) standards for accreditation upon recommendation by the Joint Review Committee for Diagnostic Medical Sonography (JRC-DMS), which will allow completers eligibility to sit for the American Registry for Diagnostic Medical Sonographers (ARDMS) credentialing examination. Passing this exam awards the credential of Registered Diagnostic Medical Sonographer (RDMS). These are the necessary credentials identified by industry for diagnostic medical sonographers. There is no specific regulatory oversight for sonographers in Kansas; however, program completers may already have their license as a radiographer, which is regulated by the Kansas Board of Healing Arts.

The proposed diagnostic medical sonography program will be conducted in an on-line format. The existing facilities and equipment at Labette Community College’s Division of Allied Health will be utilized to provide the instruction for this program. Labette Community College was the recipient of a 2009 Title III grant award from the U.S. Department of Education of \$1,999,503.

This grant was specifically intended for the development of three new allied health education programs. This is the second of three new programs. This grant funds the development of these programs, and the on-going costs will become fully institutionalized by year four of the program. A former medical clinic building has been purchased by the Labette Community College Foundation. This building will be leased to the college, and will house the allied health programs funded by this grant.

The Diagnostic Medical Sonography program implementation budget is as follows:

- \$60,000 for one faculty position in FY 2011.
- \$1,600 for accreditation related fees.
- \$18,400 for professional development, supplies, materials, and instructional technology related costs.

Projected revenue for the program in operational year one, based on 10 students initially is:

- \$20,054 from tuition and fees (in and out-of-state tuition).
- \$48,819 from other college resources (state aid, grant revenue) for a total projected year one revenue of \$68,873.

Projected first year annual expenses will be \$89,216, for a loss of \$20,344. With a Title III Grant subsidy of \$79,539 to off- set expenses, first year net revenue will be \$59,195. It is anticipated that when the Title III Grant expires in operational year four, annual revenue will be \$46,461, which is consistent with an increase in student enrollment.

There are currently 3 Diagnostic Medical Sonography programs in public institutions in Kansas. These are at Washburn University in Topeka, KUMC in Kansas City, and Fort Hays State University. The program at FHSU is a Bachelor of Science in Medical Diagnostic Imaging with emphasis in Ultrasound.

Letters attesting to a need for diagnostic medical sonographers and supporting this program have been sent from: Mercy Hospital in Independence, Integris Baptist Regional Health Center in Miami, OK (two letters), Galichia Medical Group in Parsons, and Labette Health, in Parsons.

A letter of objection to the proposed program has been received from Washburn University.

Diagnostic medical sonographers may be employed in a variety of medical settings, such as hospitals, clinics and physician offices. Employment is expected to grow significantly, especially as the health care system utilizes more ultrasound imaging technologies which are deemed safer than radiographic based imaging. Based on U.S. Bureau of Labor Statistics projections, demand will increase by 18 percent through 2018. The Kansas Occupational Outlook (2004-2014) projects an increase of 150 sonographers, the Missouri Hospital Association Workforce Survey of 2005 has performed health care projections for the greater Kansas City area and they project a growth in demand of 13 percent for sonographers. All five letters of support received from southeast Kansas in support of the program noted a shortage of sonographers in that area. The median Kansas annual wage for a diagnostic medical sonographer is \$62,000 per the Kansas Occupational Outlook.

Recommendation

This program was reviewed by the Technical Program and Curriculum Committee and approved during the September 8, 2010 meeting of the Postsecondary Technical Education Authority (TEA). The TEA recommends approval of this program.

August 12, 2010

Washburn University is opposed to the Labette Community College proposal to start Diagnostic Medical Sonography programs (CIP Code 51.0910) in; General Sonography, Vascular Sonography and Cardiac Sonography in fall 2011. Our opposition is based on following three issues;

- Existing programs in the four state area meet or exceed the job market needs
- Current job market is saturated for graduates
- All clinical sites in the area are under contract with existing programs

William (Willie) S. Dunlap PhD
Dean & Professor SAS
Washburn University

Act on Request to Approve the Machine Technology Alignment

The TEA endorsed the proposed Machine Technology 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 Machine Technology Alignment.

10/5/2010

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

Seven community and technical colleges offer the Machine Technology program: Cowley, Hutchinson, Kansas City Kansas, Salina, Seward, Washburn Tech and Wichita. The common courses support the National Institute for Metalworking Skills (NIMS) credentials identified on the alignment map.

The alignment map dated 3/26/10 was subjected to a 14-day Presidential comment period from 5/17/10 to 5/30/10. Two colleges offered comment. The comments and associated staff responses are detailed below.

The KBOR alignment team made some small adjustments to the alignment map dated 3/26/10 to improve its communication value. The changes simply reflect the intent of the alignment team to maintain consistency in the use of visual representation and common language on all alignment maps. The changes

included: 1) changing the word “Aligned” to the word “Common” as the header over the common courses within the program, 2) adding the sentence “*Institutions may add additional competencies based on local demand.*” which was requested by the Kansas Board of Regents as a standard addition to all alignment maps, 3) adding the statement in the notes section reminding colleges that other NIMS credentials are available to meet local and regional needs and 4) the addition of the note clarifying the institutional flexibility associated with the Math Requirement.

Use of The National Occupational Competency Testing Institute (NOCTI) assessments to provide program assessment data was suggested as an alternative or replacement for the NIMS credentialing system. Although NOCTI serves as a very reliable program assessment tool, NOCTI does not provide students with a 3rd party industry-based “portable” credential for employment. Therefore, NOCTI does not satisfy the purposes of the alignment project. Colleges using NOCTI program assessments are encouraged to continue this practice in conjunction with the NIMS assessments listed on the alignment map.

Staff recommends the adoption of the proposed program alignment map dated 3/26/10. Concerns or comments expressed for which we have no resolution are categorized as “unresolved” with an accompanying rationale.

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.

Presidential Comments:

Salina Area Technical College

The following are comments regarding Machine Tool Technology Alignment from Salina Tech’s Machine Tool Technology Instructor and Dean of Instruction:

Our instructor has a concern with the NIMS testing. It will cost students about \$110 each. This is not something we currently require nor does our advisory committee recommend it.

Staff Response: Current NIMS fees as of 8/17/2010 include a one-time registration fee of \$40 and a \$35 fee for each one of the two exams identified. Additional student costs are a general stipulation associated with nationally recognized industry-based third-party credentials.

Some colleges suggested during this alignment project that NOCTI (National Occupational Competency Testing Institute) exams be used as a potential vehicle to meet the need for a “nationally recognized industry-based third party credential.” Institutions currently using the NOCTI assessments are encouraged to continue this practice. However, the NOCTI assessment is not industry-based and does not result in an industry-based third party credential; therefore, the NOCTI assessment cannot serve as a substitute for the NIMS credential.

Salina Area Technical College rescinded their concern during the TEA Program and Curriculum Committee conference call.

Status: *Resolved*

Our instructor would have preferred to have lathe and mills as separate courses rather than combine into Machine I and II. Having the mills and lathes separate would allow someone to take just the mill or lathe class rather than all of it. Students would have to take both I and II to get all of either mills or lathes.

Staff Response: Institutions have the flexibility within the currently proposed alignment to create courses which allow students to focus on a single set of competencies within machine tool. Board staff is willing to serve in a consultancy role if the college wishes to pursue this solution.

Status: *Resolved*

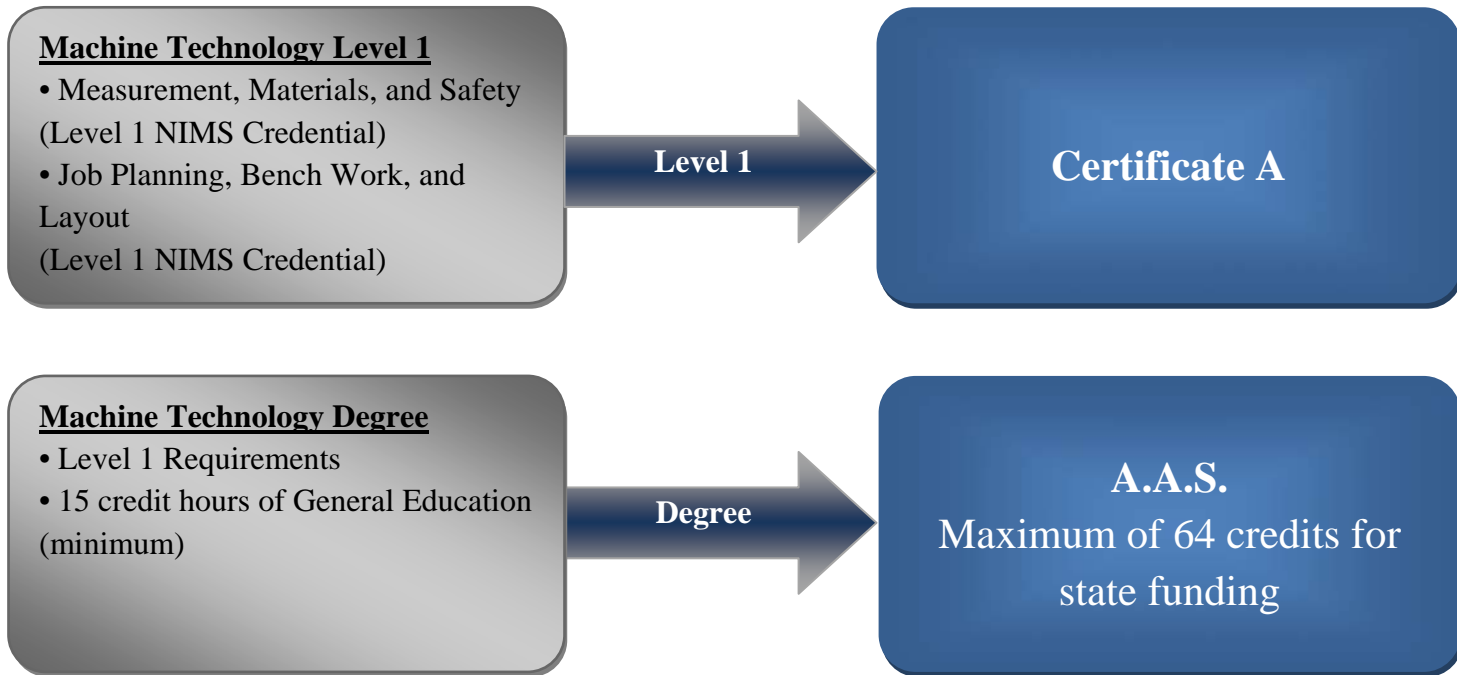
The Quality Control and Inspection course is only 1 credit—we currently teach Precision Measurement for 2 credits and our instructor feels this is very important. We would have to develop another possibly 1 credit course to accommodate this. The proposed alignment has several 1 credit hour courses. We will have to add one more textbook—at least for Metallurgy.

Staff Response: The institution has the flexibility within the currently proposed alignment to add an additional one credit hour course in Precision Measurement.

Status: *Resolved*

Pratt Community College

Pratt CC has no comments.



Notes

Competencies identified within the 20-24 credit hours of common courses represent opportunities for articulation with K-12.

Colleges desiring to teach additional courses in their AAS (in excess of 64 credits) will need to identify those courses for KBOR.

Colleges are “encouraged” to recommend other NIMS credentials to students completing the AAS to meet regional and local needs.

*The state faculty committee chose to leave the course name and competencies associated with the Math Requirement to the discretion of individual colleges.

Common Courses within the Program

<u>Common Courses</u>	<u>20-24 credits:</u>
<i>Safety (OSHA 10 or 30)</i>	<i>1-3 credits</i>
<i>Workplace Ethics</i>	<i>2 credits</i>
<i>Bench Work</i>	<i>1 credit</i>
<i>Print Reading</i>	<i>3 credits</i>
<i>Quality Control & Inspection</i>	<i>1 credit</i>
<i>Metallurgy</i>	<i>1 credit</i>
<i>Machine Tool Processes</i>	<i>1 credit</i>
<i>Machining I</i>	<i>3 credits</i>
<i>Machining II</i>	<i>3 credits</i>
<i>CNC Operations</i>	<i>3 credits</i>

**Math Requirement 1-3 credits*

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

Institutions may add additional competencies based on local demand.

Act on Request to Approve the Physical Therapist Assistant Alignment

The TEA endorsed the proposed Physical Therapist Assistant 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 Physical Therapist Assistant Alignment. 10/5/10

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 Physical Therapist Assistant Alignment Project includes four community colleges: Colby, Hutchinson, Kansas City Kansas, Labette and Washburn University. This Letter of Guidance provides a credit hour ceiling for state funding pertaining to the Associate Degree for Physical Therapist Assistant.

The Letter of Guidance dated 7/21/10 was subjected to a 14-day Presidential comment period from 7/21/10 to 8/3/10. Colleges did not offer any concerns or comments indicating disagreement or discomfort. Accordingly, staff recommends the adoption of the proposed Letter of Guidance for Physical Therapist Assistant dated 7/21/10.

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 Physical Therapist Assistant Letter of Guidance:

No comments were received.



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: July 21, 2010

TO: Community College and Technical College Presidents

FROM: Chuck Kater

RE: Letter of Guidance for Physical Therapist Assistant Programs

Staff members of the Board of Regents recommend the Physical Therapist Assistant 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 Physical Therapist Assistant program.

- 1) The identification of a nationally recognized third-party industry credential is satisfied with the Certified Physical Therapist Assistant (CPTA) credential which is required for employment. CPTA's are registered with the Kansas Board of Healing Arts. All programs are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- 2) An industry value-added exit point is prescribed because external accreditation requires an Associate Degree in Physical Therapist Assistant 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 because program candidates must 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 physical therapist assistant 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 are inclusive of prerequisite, academic support and professional courses.

Accordingly, the staff members of the Board of Regents propose the acceptance of this Letter of Guidance for Physical Therapist Assistant educational programs.

Respectfully,

Chuck Kater

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

Act on Extension Program in KC Metro Area – Emporia State University**Summary and Recommendations**

Emporia State University requests approval to offer a Bachelor of Science in Education with an elementary education major in the Kansas City metropolitan area. Staff has reviewed the proposal and recommends approval.

09/28/10

Background

Board policy requires that, with the exception of Pittsburg State University and the University of Kansas, “off-campus face-to-face academic extension courses and programs which are not part of an approved academic extension specialty program and offered outside an institution’s geographic service area in the Kansas City metropolitan area must be approved by the Board and require additional documentation concerning need/demand and a justification for any duplication.” Pittsburg State University and the University of Kansas are assigned the Kansas City metropolitan area as part of their geographic service area.

Request

Emporia State University requests approval to offer the Bachelor of Science in Education with an elementary education major in the Kansas City metropolitan area. The program will allow candidates the ability to complete two years of general education coursework at the Johnson County Community College campus. In addition, candidates will be able to complete the required Emporia State University education course work taught by ESU faculty on the JCCC campus. The required professional field experiences and student teaching requirement will be completed at elementary schools participating in the Professional Development School agreement established by Emporia State University.

Emporia State University has similar programs with Kansas City Kansas Community College and with Butler Community College. No other state universities offer a similar program in the Kansas City metropolitan area.

Staff Recommendation

Staff recommends approval.



**Department of Early Childhood/Elementary Teacher Education
Elementary Education Degree Completion with Johnson County Community College**

Name and CIP code of proposed program

Elementary Education – 13.1202

Degree that may be awarded through the program

Bachelor of Science in Education-Elementary Education Major

History and Development of the Program and Statement of Need

Emporia State University and Kansas City Kansas Community College have had a long standing program similar to the program being proposed with Johnson County Community College. Over the past three years a significant number of students from the JCCC campus have tried to take advantage of the KCKCC program. These students have pursued this option as a means of meeting their continued educational needs based on their inability to attend the main Emporia State University campus. In the fall of 2006 Emporia State began a similar program with Butler Community College.

Key to the success of our nationally recognized teacher preparation program has been the component of face-to-face instruction, an aspect that the KCKCC and BCC programs offer the learner. The proposed program mirrors the success of the KCKCC and BCC programs providing a student with the opportunity for face-to-face instruction on the campus of the JCCC campus, thus creating a bridge between the two-year program and the ESU teacher education program. This connectivity strengthens the success of the student.

Based on continued student requests as well as the associated conversations with the JCCC education faculty and advisors, conversations between JCCC and ESU on the ability for ESU and JCCC to partner in the development the Bachelor of Science in Elementary Education program on the JCCC campus began in the fall of 2009. Throughout the course of the fall 2009 and spring 2010 semesters, conversations, curricular exchange and reviews, and the identification of facilities for the purpose of instruction as well as the continued development of Professional Development School sites (student teaching locations) have been explored and agreed upon. Both JCCC and ESU are now ready to formalize this agreement to meet the needs of the placed bound students in Johnson County.

In our current affiliation with Kansas City Kansas Community College we have averaged approximately 12 students in each cohort (20 to 25 students) each year who are from Johnson County. In addition, an average of 36 students per year who complete the year long Professional Development School experience (this is a yearlong vs. semester student teaching experience) in

the Olathe School District have been from Johnson County during the past 15 years. Johnson County Community College has assured ESU that there will be a minimum of 45 to 50 students each fall and spring who will meet the teacher education entry requirements for admission into the program. Each cohort (one beginning each fall and one beginning each spring) will admit 20 to 25 students. Given this demand, even with admitting 50 students a year, there will likely be a waiting list of students who would like to matriculate into the program but who will not be admitted.

The proposed program does not duplicate any program offered by KU or PSU in Johnson County or the greater Kansas City area.

Description and Purpose of the Program

The Johnson County Community College (JCCC)/Emporia State University (ESU) Elementary 2+1+1 Program will provide a quality elementary preparation program to individuals residing in the Johnson County Kansas area who wish to complete the Emporia State Elementary Teacher Education program and KSDE licensure recommendation through continued engagement with JCCC.

The program will allow candidates the ability to complete two years of general education coursework at the JCCC campus. In addition, the candidate would be able to complete the required ESU education course work taught by ESU faculty on the JCCC campus, meeting the needs of the placed bound candidate. The required professional field experiences and student teaching requirement will be completed at elementary schools participating in the Professional Development School (PDS) agreement established by ESU.

Students likely to Enroll in the Program

Based on a spring 2011 start date, ESU and JCCC believe there are a minimum of 20 program candidates per student cohort. Thus, by fall 2013, there is the potential for a consistent enrollment of 80 students a semester. Again, the potential enrollment numbers are reflective of students seeking face-to-face instruction and place bound in the Johnson County Kansas vicinity and are considered on the minimum end of the potential student learner.

Unique and Distinguishing Features of the Program

The JCCC/ESU Elementary Program is a partnership between the two institutions. The program offers students a Bachelor of Science degree in Elementary Education from Emporia State University on the JCCC campus. The program allows students who are place-bound the opportunity to earn a degree from a distant university without leaving their local community.

JCCC students will take all of their general education and some pre-requisite courses at JCCC for the first two years of the program. JCCC awards successful students an Associate degree in Elementary Education after completion of the first two years. During the remaining two years, students continue on the JCCC campus to complete the upper-level courses for their Bachelor of Science in Education degree through ESU. Not only will ESU provide faculty to teach on the JCCC campus, thus continuing the face-to-face instruction a student receives, ESU will also employ a full-time liaison for the program to provide students with a seamless transition.

The JCCC/ESU Elementary Education Program is characteristic of a program born of student needs. The program removes access barriers to ESU's recognized premier teacher preparation program by not only providing on-site instruction but also coordinating a Professional Development School program (student teaching experience) in the vicinity of Johnson County, Kansas. Through this program place bound students can balance both the associated family and financial obligations. Further, the JCCC/ESU program brings together two recognized leaders in Kansas higher education, JCCC as an outstanding two year institution and ESU, a nationally recognized elementary teacher education program.

Curriculum

The following page illustrates the 2+1+1 curriculum plan as it relates to the JCCC/ESU Elementary Education Program.

Have 5 references on file from faculty members from whom the student has taken courses: one or two from general education faculty members; one or two from teachers of professional education courses (AR 324, ED/EL 220, ED 535, IT 371, LI 228, MA307, MA 308, MU124, MU 344, PE 381, PY211, SD 550, SD 560); and at least two from teachers of elementary education courses (EL 230, EL 310, EE 311, EL 312, EE 313, EE314, or EE 316).

ADMISSION TO BLOCK 3

For admission to Block 3 courses, the student must complete each of the following standards:

- § Completion of all Block 2 courses with a grade of C or better.
- § A cumulative grade point average of at least 2.5.
- § Satisfactory recommendation from the PDS mentor teacher.
- § Satisfactory recommendation from the university supervisor.

DEGREE COMPLETION AND LICENSURE

To receive the Bachelor of Science degree in Elementary Education (K-6) and be recommended for teacher licensure, the student must complete the following standards:

- § Completion of all required course work.
- § Completion of all Block 3 courses with a grade of C or better.
- § Satisfactory completion of a Teacher Work Sample product.
- § Satisfactory evaluations from the PDS mentor teacher and the university supervisor.
- § Successful completion of the Principles of Learning and Teaching Examination, including content test(s) required by the Kansas State Department of Education.

ELECTIVES

All elementary education majors must complete a minimum of 9 hours of elective credit approved by the Elementary Education Advising Office. It is recommended that students select elective hours from the following areas: **art, bicultural education, coaching, early childhood education, early childhood special education, English, English as a second language, ethnic/gender studies, health education, instructional technology, mathematics, music, natural sciences, psychology, social sciences, or theatre/drama.** Middle school licensure (5th-8th) endorsement may be earned in English, mathematics, science, or social sciences. Completion of one or more areas of concentration may require additional student teaching.

For additional information contact the
Elementary Education Advising Office
Visser Hall 245
Emporia State University
phone 620-341-5770
e-mail elemadvi@emporia.edu

This flyer is for information purposes and does not constitute a contract.
Material included herein is based on information available as of May, 2009.

WP173-14

ELEMENTARY EDUCATION REQUIRED COURSES

Basic Degree – Johnson County Community College

Note: Courses before Block 1 do not necessarily have to be taken in the order listed.

Freshman - 1 st Semester		JCCC	Hours	Grade
EG 101	Composition I	ENGL121	3	+ #
MA 110	College Algebra	MATH 171/241	3	+ #
SP 101	Public Speaking	SPD121	3	+ #
PY 100	Introductory Psychology	PSYC130	3	#
GB 100	General Biology (GB100, GB102, GB103)	BIOL122, 130	3	#
MU/TH	Creative Arts: Choose one: MU226 or TH105		2	
			17	
Freshman - 2 nd Semester			Hours	Grade
EG 102	Composition II (EG 101 prereq.)	ENGL122	3	+ #
GE/PO/Lang	Multicultural Perspectives: (AN210, CW301, GE101, GE354, PO330 or a 5 hr. Foreign Language course)	GEOS145POL S135 FL 5HRS	3-5	
AR 105	Art Appreciation	ARTH180 ARTH182	2	#
HL 150	Health for Human Wholeness	HPER202	3	
PO	Social & Behavioral Science (PO100, PO121, or PO322)	POLS122, 124, 126	3	
MU 124	Basic Music	MUS123	2	
PE/BU/CE/SO	Personal Social Well-Being (PE100, BU241, BU293, CE170, or SO261)	HPER192/240, BUS123 SOC131	1-3	
			17-21	
Sophomore - 1 st Semester			Hours	Grade
EG/JO/PI	Literature/Mass Media or Philosophy (EG207, JO200, PI225, PI255, or PI325)	ENGL130/230/ 231/236/237/25 0 JOUR120 PHIL121/143	3	#
EL 220	Intro to Teaching (also ED 220) (Soph. Standing)	EDUC121	2	+ #
HI	History (HI111, HI112, HI101, HI102, or HI302)		3	#
PY 211	Developmental Psychology (PY 100 prereq.)		3	#
			17	
Sophomore - 2 nd Semester			Hours	Grade
EL 230	Children's Literature	EDUC232	3	+ #
PE 381	Elementary PE & Health	HPER245	2	
PS 115	Our Physical World	PSC1120	4	#
EL 310	Adapting Curriculum for Diverse Learners*		2	+
MA 308	Elementary Math II (MA307 prereq.)		3	
			3	
			18	

+ Must have grade of C or better.

Must be taken before Block 1.

* ESL concentration students must take ED 535 instead of EL 310. All other students may take either course.

Junior - 1 st Semester		JCCC	Hours	Grade
SD 550	Survey of Exceptionality (PY 100 prereq.)	EDUC220	3	+ #
EL 312	Reading/Writing Connections (EL 230 prereq.)		3	+ #
GB 303	Field & Lab Biology (GB 100 prereq.)		3	+
IT 325	Instructional Tech for Educ.		3	+
MU 344	Music for Elementary Teachers (MU 124 prereq.)		2	
AR 324	Elementary Art Education (AR 105 prereq.)		2	
	Electives/Licensure (hours as needed)		2	
			18	

Note: Classes in Blocks 1, 2 and 3 must be taken in order indicated.

Junior - 2 nd Semester		Hours	Grade
IT 371	Advance Instruct. Tech for Educ. (IT 325 prereq.)	3	+
SD 560	Collaboration & Strategies (SD 550 prereq.)	3	+
	Electives/ Licensure (hours as needed)	3	
Block 1			
EE 311	Planning & Assessment	1	+
EE 313	Reading for the Elementary Teacher I	3	+
EE 314	Social Studies Methods	2	+
EE 316	Elementary Science Methods	2	+
		17	

Courses in Blocks 2 and 3 must be taken as a block while completing the year-long assignment in a Professional Development School (PDS). PDS schedule is 8:00-5:00, Monday-Friday. Additional time is required to complete class assignments.

Senior - 1 st Semester		Hours	Grade
Block 2			
EE 315	Language Arts Methods	3	+
EE 317	Math Methods	3	+
EE 318	Classroom Management	2	+
EE 320	Teaching/Learning Models	4	+
EE 413	Reading for the Elementary Teacher II	3	+
EE 414	Reading Practicum	1	+
		16	

Senior - 2 nd Semester		Hours	Grade
Block 3			
EL 466	Student Teaching	12	+
EE 431	Professional Competencies	2	+
EE 415	Foundations of Curriculum Development	2	+
		16	

Total hours: 136

+ Must have grade of C or better

Must be taken before Block 1.

Important note: Students should know degree requirements and remain informed about progress toward these requirements. Use this sheet to record grades as classes are completed.

PPST or CAAP should be taken after EG 101, EG 102, and MA 110.

It is very important for all Elementary Education majors to make contact with an Elementary Advisor immediately upon entry into ESU. Students should go through the Block 1 admission process during their junior year.

ADMISSION TO BLOCK 1

**** Apply by November 1 (spring placement) or April 1 (summer/fall placement)****

For an elementary education major to be admitted into the upper-level Block 1 portion of the program, the following requirements must be met:

- Junior-level or post-baccalaureate classification in the university.
- Have a grade of "C" or better in EL 312, EL/ED 220, EL 230, EL 310*, EG 101, EG 102, MA 110, MA 307, MA 308*, SD 550, SD 560*, SP 101, GB 303*, and IT 371*. (*Concurrent enrollment permitted.)
- Pre-Professional Skills Test (PPST scores of writing-172, reading-173, and mathematics-172) or Collegiate Assessment of Academic Proficiency (CAAP scores of mathematics-55, reading-57, and writing-equivalent to 172 PPST).
 - § Minimum grade point average of 2.75 in the "Core Curriculum General Education Courses" (courses in **bold**).
 - § Minimum cumulative grade point average of 2.5.
 - § Completion of a minimum of 100 hours of supervised work experience with children or youth in advocacy roles.
 - § Complete all application processes in Elementary Advising, VH 245 (applications are taken a year prior to the PDS [Blocks 2/3] program).
 - § Disclosure Statement completed and signed.
 - § Ethics and Professionalism Statement signed.
 - § Demonstrate required dispositions in The Teachers College conceptual framework.
 - § Must be approved by the appropriate Education Admissions Committee.
 - § Successfully complete required reading, spelling and handwriting tests.

To insure placement for spring semester, completed application materials should be received in Elementary Advising by October 1. To insure placement for fall semester, completed application materials should be received in Elementary Advising by March 1. Block 2 and Block 3 classes must be taken at a Professional Development School (PDS). PDS sites are located in the Emporia area, the Kansas City area, Topeka, and El Dorado. Assignments to PDS sites will be made on a space-available basis when all required application materials have been received in the Elementary Advising Office and the student has met all requirements.

ADMISSION TO BLOCK 2

For admission to Block 2, the PDS phase of Emporia State's teacher education program, a student must meet the following standards:

- § Senior-level or post-baccalaureate classification in the university.
- § A cumulative grade point average of at least 2.5.
- § A minimum 2.5 grade point average in required professional studies (courses in *italics*).
- § Minimum of "C" grade in Block 1 courses.
- § Health clearance must be completed to be in a school setting.
- § Complete all application processes in Elementary Advising, VH 245.
- § Have permission of the Elementary Admissions Committee.

- Participate in personal interview when requested by the Elementary Admissions Committee or the Department of Early Childhood/Elementary Teacher Education.

Act on Request to Modify Regents Policy on 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.

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 as a minimum credit hour requirement.

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. As indicated in the attached chart, 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.

Concern has been voiced that this proposed change represents a dilution of the quality of programs offered by the public universities. Considering that the 120 credit minimum is applied at the great majority of universities across the country—including some of the strongest universities and university systems in the nation—it is difficult to support this argument. In addition, no academic program at a Kansas university will be required to make program changes based on this proposed policy.

Staff Recommendation

Staff recommends approval of the proposed change.

Minimum Semester Hour Requirements by State as of 2010

State	Associate	Bachelor
1. Alabama	60	120
2. Alaska	60	120
3. Arizona		Adopts standards/criteria of the institutions accrediting agency
4. Arkansas		120
5. California		120
6. Colorado	60	120
7. Florida		120
8. Georgia		120
9. Hawaii		120
10. Idaho		128 (considering moving to 120)
11. Indiana	64	Proposed programs evaluated by standards of similar programs in public or private postsecondary institutions
12. Illinois		120
13. Kansas	60	124
14. Kentucky		120
15. Maryland		120
16. Louisiana	60	120
17. Michigan	60	120
18. Minnesota	60	120
19. Mississippi		120
20. Missouri		Program must be consistent with similar programs at other higher education institutions in the state
21. Nebraska		120
22. Nevada	60	120
23. New Hampshire		120
24. New Jersey	60	120
25. New Mexico	60	120
26. New York	60	120
27. North Carolina		120
28. Oklahoma		120
29. Ohio	60	120
30. Oregon	60	120
31. Rhode Island		120
32. Pennsylvania	60	120
33. South Carolina	60	120
34. South Dakota		128
35. Tennessee	60	120
36. Texas	60	120
37. Utah	60	120
38. Virginia		120

State	Associate	Bachelor
39. West Virginia		128
40. Wisconsin		120
41. Wyoming		120

**BAASC Update
Private Postsecondary Education
October 2010**

Summary of Activity September 1 – 29, 2010

- New programs received for review – 19
- New programs pending further review – 55

- Applications requested by and sent to prospective schools – 11
- New School Applications received - 0

- Renewal applications received – 8
- Renewal files expected by October 20, 2010 – 20