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

**REVISED AGENDA**

Conference Call  
January 5, 2016  
11:00 a.m.

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<b>I. Approve December 16, 2015 Minutes [Attachment 1]</b>	2
<b>II. Agenda Planning</b>	
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Board Academic Affairs Standing Committee  
Conference Call Schedule September 2015 to June 2016

BAASC Conf Call – 11:00 a.m.	Board of Regents Meeting Dates
Tues, September 1, 2015 BAASC Conf Call	September Board – September 16-17, 2015
Tues, September 29, 2015 BAASC Conf Call	October Board – October 14-15, 2015 - <i>PSU</i>
Tues, November 3, 2015 BAASC Conf Call	November Board – November 18-19, 2015 - <i>WSU</i>
Tues, December 1, 2015 BAASC Conf Call	December Board – December 16-17, 2015
Tues, January 5, 2016 BAASC Conf Call	January Board – January 20-21, 2016
Tues, February 2, 2016 BAASC Conf Call	February Board – February 17-18, 2016
Tues, March 8, 2016 BAASC Conf Call	March Board – March 23-24, 2016 - <i>KUMC</i>
Tues, April 5, 2016 BAASC Conf Call	April Board – April 20-21, 2016 - <i>KSU</i>
Tues, May 3, 2016 BAASC Conf Call	May Board – May 18-19, 2016
Tues, May 31, 2016 BAASC Conf Call	June Board – June 15-16, 2016

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

**MINUTES**

**Wednesday, December 16, 2015**

The Academic Affairs Standing Committee of the Kansas Board of Regents met at 11:00 a.m. on Wednesday, December 16, 2015 in the Kathy Rupp Conference Room of the Kansas Board of Regents, Topeka, Kansas.

**In Attendance:**

**Members:** Regent Helen Van Etten  
Regent Zoe Newton  
Regent Ann Brandau-Murguia  
Regent Daniel Thomas

**Staff:** Gary Alexander, Jean Redeker, Karla Wiscombe, Jacqueline Johnson, and Rita Johnson

**Others:** Sara Rosen, University of Kansas; Robin Garrett, Barton Community College; Stuart Day, University of Kansas; Regena Lance, Fort Scott Community College; Jon Marshall, Allen Community College; and Ruth Dyer, Kansas State University

Meeting called to order at 11:00 a.m.

**Approve November 3, 2015 Minutes**

Regent Thomas moved, and Regent Brandau-Murguia seconded the motion, to approve the November 3, 2015 minutes. Motion carried.

**Discussion**

**Performance Funding**

Jean Redeker gave a brief history of Performance Funding, which is based upon new state money available. BAASC asked for different options to scale the funding and three were presented:

- a. Keep current funding model
- b. Return to original funding model
- c. Assign funding on a per indicator basis

BAASC expressed concerns regarding the proposed revisions and requested a combination of options a. and b. listed above.

**Qualified Admissions**

Gary Alexander gave the history of the Board's decision to not count high school courses taken by middle school students for the Qualified Admissions precollege curriculum.

BAASC recommends accepting high school courses taken in junior high/middle school to meet qualified admissions requirements. This will require a change in the regulations.

Regent Newton moved, and Regent Thomas seconded the motion, to recommend high school courses taken in junior high/middle school to meet qualified admissions requirements. Motion carried.

## **Updates**

### **Transfer and Articulation Council**

Karla Wiscombe updated BAASC on the Transfer and Articulation Council

- Ten new courses have been approved for recommendation to the Board in January
- Three of the recommended courses are listed as upper level by some universities, but most are required in the freshman or sophomore year
- Definition of upper and lower level courses will be discussed at today's meeting (12/16/15).

### **Other Business**

Regent Brandau-Murguia moved, and Regent Newton seconded the motion, to adjourn. Motion carried.

The meeting adjourned at 11:39 a.m.

## Act on Request for New Certificate of Approval with Degree Granting Authority

### Staff Recommendation

*Trinity International University requests approval for a new Certificate of Approval to operate in Kansas with degree granting authority. After a thorough review of staff qualifications, record keeping systems, coursework, materials, and online platforms, the institution demonstrates it meets and complies with all statutorily imposed requirements. Staff recommends issuance of a new Certificate of Approval with degree granting authority.*

*01/20/2016*

### Summary of Institution Requirements

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

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

### Trinity International University – Leawood, KS (extension site)

Trinity International University began operations as a not-for-profit organization in 1897. The University offers graduate level masters and doctoral degrees through its Evangelical Divinity School, Trinity Graduate School, and Trinity Law School. The University’s Evangelical Divinity School will operate an extension site located in Leawood, Kansas. The main campus is located in Deerfield, Illinois, where it also offers undergraduate degrees. The school’s religious affiliation is with the Evangelical Free Church of America.

Graduation rate data (based on the data submitted for the Deerfield campus including extension sites) are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 66% of entering students at Trinity International University were counted as full-time, first-time students in 2014, and a graduation rate of 46% for students who began their studies in fall of 2006 or 2008. The reported cohort default rate for fiscal year 2012 was 6.1%. Trinity International University’s total enrollment for the fall of 2014 was 2,202; 873 of those were undergraduate students.

Trinity International University is accredited by the Higher Learning Commission, an institutional accrediting agency recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). The institution is also accredited by the Association of Theological Schools Commission

on Accreditation, a national faith-related accrediting organization recognized by the USDE and CHEA. These accreditations, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

**Degrees Requested by Trinity International University for Approval:**

- Master of Arts in Theological Studies

## Receive Annual Report on Exceptions to the Minimum Admission Standards at State Universities

### Summary and Recommendation

*The report on admission of the 2014-2015 freshmen class and 2014-2015 transfer students are mandated by K.S.A. 76-717. This statute requires the Board to annually submit to the Legislature information on the following categories of student admissions: (1) the number and percentage of freshmen class admissions permitted as exceptions to the minimum admissions standards and (2) the number and percentage of transfer student admissions permitted as exceptions to the minimum admissions standards. This information is found in Tables 1 and 6. Staff notes no state university exceeded the limit on the number of applicants admitted as exceptions to the minimum standards and recommends acceptance of this report for submission to the Legislature to fulfill reporting requirements.*

### Background

From 1915 to 2001, Kansas had an open admission policy which guaranteed admission to anyone who graduated from an accredited high school in Kansas. In 1996, the Legislature passed K.S.A. 76-717, which established minimum admission standards for state universities. Those became effective in 2001. The statute requires the Board to annually submit to the Legislature information on undergraduate students admitted to state universities who did not meet minimum admission standards.

### Minimum Admission Criteria for 2014-2015 Freshmen Applicants

K.S.A.76-717 requires resident and non-resident freshmen applicants under the age of 21 to meet one of the following criteria to gain admittance to a state university: (1) graduate from an accredited high school and earn a minimum ACT score of 21; (2) graduate from an accredited high school and in the top one-third of the class; (3) graduate from an accredited high school and complete the precollege curriculum with a GPA of at least 2.0 for residents and 2.5 for non-residents; or (4) graduate from an unaccredited high school and earn a minimum ACT score of 21; or (5) earn a GED with the prescribed minimum scores (Kansas residents only).

Kansas residents 21 and older must meet one of the following criteria to gain admittance to a state university as freshmen: (1) graduate from an accredited high school; (2) graduate from an unaccredited high school; or (3) earn a GED with the prescribed minimum scores. Non-resident freshmen applicants 21 and older must either (1) graduate from an accredited high school or (2) earn a GED with prescribed minimum scores for admission to a state university:

#### *Exceptions to the Minimum Admission Standards*

State universities may, at their discretion, admit applicants who do not meet the minimum freshmen admissions criteria. The number of resident freshmen admitted as exceptions is limited by statute to 10 percent of the university's total freshmen admissions. The number of non-resident freshmen exceptions is limited to either 10 percent of the total number of admitted non-resident freshmen, or 50 students, whichever is greater. Each state university has a written policy to guide decisions about exceptions and every student admitted as an exception receives an individual success plan.

### Minimum Admission Criterion for 2014-2015 Transfer Applicants

State universities are required to admit resident transfer applicants who have earned at least 24 credit hours of transferable coursework with a cumulative grade point average of at least 2.0 on a 4.0 scale. State universities may admit non-resident transfer applicants who have met this criterion, but are not

required to do so. State universities may adopt additional and/or more stringent standards to admit non-resident transfer applicants.

*Exceptions to the Minimum Admission Standards*

State universities may admit transfer applicants who have earned less than a 2.0 on 24 or more transferable credit hours, but the number of these exceptions is limited by statute. The number of resident transfer exceptions is limited to 10 percent of the university’s resident transfer admissions. The number of non-resident transfer exceptions is limited to 10 percent of the university’s non-resident transfer admissions. Admitting applicants as exceptions is at the discretion of the state university and each student receives an individual success plan.

**Reporting Requirements**

K.S.A. 76-717 requires that on or before January 31 of each year, the Board submit a report that includes the following information on admissions: (a) the number and percentage of **freshmen class admissions** permitted as exceptions to the minimum admissions standards (Table 1) and (b) the number and percentage of **transfer student admissions** permitted as exceptions to the minimum admissions standards (Table 6). The statute specifies this information be disaggregated by institution. Though not required by statute, Tables 2, 3, 4, 5, 7, and 8 are included to place admission, enrollment and denial information in a broader context.

**2014-2015 Freshmen Applicants**

Required Report #1. Number of Resident Freshmen Exceptions (Table 1)

Table 1 presents the number and percent of resident freshmen students admitted as exceptions to the minimum admission standards, disaggregated by institution. No institution exceeded the 10 percent limit.

*Table 1: Number of Resident Freshmen Exceptions*

	<b>Exceptions</b>	<b>Admits</b>	<b>Percent</b>
<b>Emporia State University</b>	91	1,537	5.8%
<b>Fort Hays State University</b>	127	1,829	6.9%
<b>Kansas State University</b>	83	9,040	0.9%
<b>Pittsburg State University</b>	68	2,131	3.2%
<b>University of Kansas</b>	68	15,108	0.5%
<b>Wichita State University</b>	8	4,286	0.2%

*Voluntary Information on Freshmen Applicants (Optional Tables 2, 3, 4, and 5)*

Though not required by statute, Tables 2, 3, 4, and 5 provide information on freshmen exceptions, admission by categories, enrollment rates and denial rates. It was decided to voluntarily include information in Tables 2 through 5 to provide a broader context for freshmen admission.

Table 2 presents the number and percent of non-resident freshmen students admitted as exceptions, disaggregated by institution. The Board set the maximum number of exceptions under this category as

either 10 percent of the total number of admitted non-resident freshmen, or 50 students, whichever is greater. No institution exceeded this limit.

*Table 2: Number of Non-Resident Freshmen Exceptions*

	<b>Exceptions</b>	<b>Admits</b>	<b>10% or 50 students, whichever is greater (the greater is shown)</b>
<b>Emporia State University</b>	18	202	8.9%
<b>Fort Hays State University</b>	53	548	9.7%
<b>Kansas State University</b>	69	3,121	2.2%
<b>Pittsburg State University</b>	48	855	5.6%
<b>University of Kansas</b>	174	8,913	2.0%
<b>Wichita State University</b>	8	792	1.0%

Table 3 displays the aggregate number of students admitted under the ACT, class rank or precollege curriculum criteria or admitted as exceptions. Students are counted only in the criterion on which they were admitted even though they may have met more than one criterion.

Table 3 shows that of resident students under the age of 21 and who graduated from high school, 74.5% were admitted under the test score criterion; 8.5% were admitted on the class rank criterion; and 11.0% were admitted on the curriculum criterion. Less than one percent of resident freshmen applicants were accepted on the GED criterion and 3.3% of resident freshmen applicants gained admission by virtue of being at least 21 years of age with a high school diploma. Universities chose to admit as exceptions 2.3% of resident applicants who did not meet minimum admission criteria.

Data in Table 3 are similar to data in previous years, except for the GED criterion and the number of students admitted as exceptions. The number of resident and non-resident students admitted on the GED criterion decreased by approximately 50%. A new and more rigorous GED test was implemented January 1, 2014, and the number of test-takers and the number who passed the GED sharply declined. The number of resident and nonresident students admitted as exceptions decreased from the previous year, accounting for 2.5% of students admitted in 2014-2015, as compared to 3.2% in 2013-2014.

*Table 3: Freshmen Admitted by Categories*

	<b>Resident</b>		<b>Non-Resident</b>	
	<b>State Totals</b>	<b>Percent of Admits</b>	<b>State Totals</b>	<b>Percent of Admits</b>
<b>Test Score</b>	14,527	74.5%	9,871	68.4%
<b>Class Rank</b>	1,662	8.5%	1,584	11.0%
<b>Curriculum</b>	2,154	11.0%	2,254	15.6%
<b>GED</b>	74	0.4%	17	0.1%
<b>21+ Diploma</b>	638	3.3%	335	2.3%
<b>Exception</b>	445	2.3%	370	2.6%

Table 4 displays the “yield rate,” or the number of freshmen students admitted under the test score, class rank, precollege curriculum, GED or 21+ diploma criteria, or as exceptions, who actually enrolled.

*Table 4: Freshmen Admitted by Categories Who Enrolled*

	Resident		Non-Resident	
	Enrolled	Yield Rate <sup>1</sup>	Enrolled	Yield Rate <sup>1</sup>
<b>Test Score</b>	6,788	46.7%	1,838	18.6%
<b>Class Rank</b>	661	39.7%	270	17.0%
<b>Curriculum</b>	1,210	56.1%	532	23.7%
<b>GED</b>	48	64.9%	4	23.5%
<b>21+ Diploma</b>	375	58.8%	117	34.9%
<b>Exception</b>	329	73.9%	198	53.5%

<sup>1</sup>Yield Rate is the number of students who enrolled divided by the number of students who were admitted.

Table 5 shows the number of freshmen applicants denied admission to state universities.

*Table 5: Number of Freshmen Applicant Denials*

	Resident			Non-Resident		
	Denials	Applied	Percent	Denials	Applied	Percent
<b>Emporia State University</b>	16	1,351	1.2%	3	205	1.5%
<b>Fort Hays State University</b>	85	1,366	6.2%	118	666	17.7%
<b>Kansas State University</b>	151	6,070	2.5%	351	3,472	10.1%
<b>Pittsburg State University</b>	39	1,315	3.0%	75	930	8.1%
<b>University of Kansas</b>	174	6,369	2.7%	717	9,630	7.4%
<b>Wichita State University</b>	150	3,644	4.1%	68	860	7.9%

## 2014-2015 Transfer Applicants

Required Report #2: Transfer Students Admitted as Exceptions (Table 6)

K.S.A. 76-717 requires the Board report the following to the legislature on or before January 31 of each year: (1) the number and percent of resident transfer students admitted as exceptions, and (2) the number and percent of non-resident transfer students admitted as exceptions. The statute specifies this information be disaggregated by institution.

Table 6 presents the number and percent of transfer students admitted by each state university under the 10 percent exception window. This information is disaggregated by institution and by residency status. No institution exceeded the 10 percent limit, though the number of resident and nonresident transfer students admitted as exceptions increased from the previous year by 0.6%.

Table 6: Number of Transfer Students Admitted as Exceptions

	Resident			Non-Resident		
	Exceptions	Admits	Percent	Exceptions	Admits	Percent
	<b>Emporia State University</b>	12	497	2.4%	4	71
<b>Fort Hays State University</b>	127	1,821	7.0%	83	1,478	5.6%
<b>Kansas State University</b>	20	1,541	1.3%	11	994	1.1%
<b>Pittsburg State University</b>	11	539	2.0%	4	232	1.7%
<b>University of Kansas</b>	43	1,584	2.7%	8	639	1.3%
<b>Wichita State University</b>	29	2,184	1.3%	6	348	1.7%

*Voluntary Information on Transfer Student Admissions and Denials (Optional Tables 7 and 8)*

Table 7 and Table 8 are not required by statute. The information is voluntary and included because the tables provide information that contextualizes the number of transfer exceptions admitted. Table 7 displays the “yield rate,” or number of admitted transfer students who actually enrolled in the university. Transfer students meeting minimum admission requirements were admitted under the GPA criterion.

Table 7: Admitted Transfer Students Who Enrolled

	State Total: Resident			State Total: Non-Resident		
	Admitted	Enrolled	Yield Rate <sup>1</sup>	Admitted	Enrolled	Yield Rate <sup>1</sup>
<b>GPA</b>	7,924	5,723	72.2%	3,646	2,005	54.9%
<b>Exception</b>	242	198	81.8%	116	97	83.6%

<sup>1</sup>Yield Rate is the number of students who enrolled divided by the number of students who were admitted.

The number of transfer applicants denied admission to state universities is presented in Table 8.

Table 8: Number of Transfer Applicant Denials

	Resident			Non-Resident		
	Denials	Applied	Percent	Denials	Applied	Percent
<b>Emporia State University</b>	1	498	0.2 %	1	72	1.4 %
<b>Fort Hays State University</b>	14	1,835	0.8 %	27	1,505	1.8 %
<b>Kansas State University</b>	58	1,599	3.6 %	95	1,089	8.7 %
<b>Pittsburg State University</b>	9	548	1.6 %	5	237	2.1 %
<b>University of Kansas</b>	61	1,645	3.7 %	72	711	10.1 %
<b>Wichita State University</b>	77	2,261	3.4 %	13	361	3.6 %

## Act on Request for Approval of Courses for System Wide Transfer

### Summary and Staff Recommendation

*The Transfer and Articulation Advisory Council (TAAC) has reviewed reports from the fall 2015 Kansas Core Outcome Group (KCOG) meetings and approved outcomes for ten additional courses to be recognized for transfer across the Kansas Board of Regent System. TAAC recommends that Board Academic Affairs Standing Committee approve ten courses for inclusion in the system wide transfer matrix, effective beginning the summer semester 2016. Staff recommends approval of this request. 1/20/2016*

### Background

The discipline-based Kansas Core Outcomes Groups (KCOGs) established learning outcomes for the courses listed below at the annual fall 2015 meeting at Johnson County Community College. TAAC has reviewed and approved these course outcomes and presents the courses to the Kansas Board of Regents.

### 2016-17 Courses Presented for Approval

The following list of courses is presented to the Board for approval for system wide transfer:

- Biology I and Lab for Majors
- Engineering Physics I & Lab
- Engineering Physics II & Lab
- General Chemistry & Lab for Non Majors
- Introduction to Criminal Justice
- Introduction to Mass Communication
- Introduction to Social Work
- Personal and Community Health
- Personal Finance
- Physical Geology

### Staff Recommendation

Staff recommends approval to include the ten courses listed above in the system wide course transfer matrix.

## Request Approval for a Bachelor of Science in Interior Design – PSU

## Summary

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval of a Bachelor of Science in Interior Design. The proposing academic unit has responded to all of the requirements of the program approval process. Only Kansas State University has programs utilizing this Classification of Instructional Program (CIP) code.*

## Background

<b>Criteria</b>	<b>Program Summary</b>
1. Program Identification	Bachelor of Science with a major in Interior Design CIP: 50.0408 Program start date: Summer 2016
2. Academic Unit	School of Construction College of Technology
3. Program Description	The Bachelor of Science with a major in Interior Design degree prepares students for professional practice as an interior designer in the fields of commercial and residential design, with opportunities in the construction and graphic design fields. The curriculum emphasizes design as an integrative, multidisciplinary education that includes interior design, construction, and graphic design courses for a holistic approach to the interior design profession. The interior design curriculum is designed as a creative, problem solving approach including the application of materials and processes for creating environments that improve the quality of life and protects the health, safety, and welfare of the public.
4. Demand/Need for the Program	<p>PSU has had a BS in Family and Consumer Sciences with an interior design emphasis for over 20 years. In 2000, with the hiring of a certified NCIDQ (National Council for Interior Design Qualifications) faculty member, the emphasis changed significantly with the goal to develop an interior design program that would meet and ultimately obtain accreditation through the Council for Interior Design Accreditation (CIDA).</p> <p>When the School of Construction was established, they included an option to add an Interior Design program based on changing the current emphasis to a baccalaureate program. The School of Construction is a logical fit for the interior design program since construction and design are integrated on many projects. CIDA requires accredited programs to address technical content relative to environmental systems, building systems, interior construction, building regulations and guidelines. NCIDQ includes building systems, building codes, construction standards and contract administration as four of the seven content areas that characterize interior design work.</p> <p>The faculty have currently identified 20 existing PSU students committed to declaring the proposed major in Interior Design if approved. Steady growth in enrollment over the next 3-5 years is anticipated with expectations of 60 majors. Recent interest and feedback from students</p>

	<p>visiting campus suggest that adding 10 or more students per year is feasible. The Bureau of Labor Statistics 2012 data shows that interior design professionals would: 1) expect an average salary of \$47,600 per year; 2) require a Bachelor's degree as an entry level education; and 3) have a job outlook growth around 13%. Per the BLS, job growth for interior design is expected to grow through 2022 at a rate slightly above all occupations. Overall employment in the construction industry is projected to grow through 2022. Employment of interior design professionals in specialized design areas is projected to grow at a 20% rate. Thirty-nine of fifty states require NCIDQ certification for licensure of interior design professionals.</p> <p>PSU faculty interaction with regional and national firms resulted in information supporting the need for graduate interior design students to have more construction knowledge and graphic design abilities in conjunction with their interior design education. The uniqueness of providing all three major components (interior design, construction, and graphics) at PSU will create a student that should be in high demand.</p>
<p>5. Comparative/ Locational Advantage</p>	<p>Currently, the only CIDA accredited interior design programs in Kansas are the BS Interior Design and the Masters of Interior Architecture and Product Design both at Kansas State University. While there appear to be other university programs in Kansas with interior design emphases or concentrations, there are no programs located in SE Kansas.</p> <p>Regionally, the University of Central Missouri offers a Bachelor of Fine Arts in Interior Design, University of Missouri – Columbia offers a BS in HES Architectural Studies, University of Arkansas offers a Bachelor of Interior Design, and Oklahoma State University offers a Bachelor of Science in Interior Design. These regional programs are CIDA-accredited.</p> <p>The primary uniqueness of the proposed Interior Design program will be its relationship with the School of Construction. The School of Construction is well known and recognized throughout the state as a leader in construction management education and has a reputation of responding to the needs of the construction industry. In addition, the southeast corner of the state is strategically located to attract students from Oklahoma, Missouri, and Arkansas.</p>
<p>6. Curriculum</p>	<p>The interior design curriculum would require 43 hours of interior design coursework, a three credit hour Textile course taken in Family and Consumer Sciences, and a 3 credit hour Ergonomics/Human Factors course taken in the Environmental and Safety Management in the School of Construction. This gives a cumulative major requirement of 49 credit hours. The required support coursework includes 19 credit hours of construction methods courses in the School of Construction and 9 credit hours of graphics courses in the Department of Graphics and Imaging Technologies. These 28 credit hours of support courses and 49 credit hours of major coursework give a total of 77 credit hours for the new interior design major added to the general education requirements totaling 124 credit hours. The degree typically requires four years, or eight semesters, plus one summer session for cooperative education/internship.</p>
<p>7. Faculty Profile</p>	<p>There are two faculty members currently assigned to the interior design emphasis. With the move to the School of Construction, a third FTE will be assigned to the program. The combined experiences of the FTE will include CAD, environmental systems (HVAC, electrical, plumbing),</p>

	<p>construction methods, construction management, residential design/codes/construction, and commercial building design and construction.</p> <ul style="list-style-type: none"> <li>• Denise Bertoncino (1.0 FTE), 25 years in higher education, tenured, associate professor, BS/MFA in Interior Design, National Council of Interior Design Qualifications (NCIDQ) certified, LEED Green Associate, coordinator for interior design emphasis.</li> <li>• Holly Page-Sagehorn (1.0 FTE), 10 years in higher education, tenure dossier currently in review process, assistant professor, BS in Family and Consumer Sciences (Interior Design emphasis), Masters of Fine Arts – Design.</li> <li>• Jenny McCool-O’Dell (.25 FTE), 7 years in higher education, non-tenure earning, instructor teaching CAD courses, BS in Technology with a major in Construction Management, MS in Career and Technical Education.</li> <li>• Justin Honey (.25 FTE), 10 years in higher education, tenured, associate professor teaching residential design and construction, site work and steel, light frame and finishes courses. BS in Construction Management, Masters of Engineering Technology.</li> <li>• Shannon Nicklaus (.25 FTE), 10 years in higher education, tenured, associate professor teaching mechanical systems (HVAC/plumbing) courses, BS Vocational Technical Education, MS Technical Teacher Education, Masters of Engineering Technology.</li> <li>• Norman Philipp (.25 FTE), 3 years in higher education, tenure earning, assistant professor teaching electrical systems/ CAD/ BIM courses. Bachelors/Masters of Architecture, BS/MS Architectural Engineering,</li> </ul>
<p>8. Student Profile</p>	<p>Students in the Interior Design emphasis are typically Kansas residents with an interest in interior design as a profession. We anticipate that future students entering the BS Interior Design program would be coming from Kansas and the four state area (Gorilla Advantage). They will have an interest in interior design and construction related to residential and commercial building. Typically they are creative and enjoy working with the public and express an interest in using current technology (CAD, iPads, etc.) for design purposes. Students will be admitted to the program based upon regular admission requirements.</p>
<p>9. Academic Support</p>	<p>The proposed Interior Design program will have the same level of support provided to other programs in the School of Construction. This includes support to all university student support services, library services, financial aid services, health services, student wellness, etc. The College of Technology will provide classroom, office, computer lab and general facility support. The School of Construction will provide academic program administrative support, advisement, specialized lab/classroom support, equipment support, faculty development, student organization support, and overall program operating support.</p>

10. Facilities and Equipment	<p>The interior design emphasis was originally housed within the Department of Family and Consumer Sciences. The proposed program will be housed in the Kansas Technology Center within the School of Construction. Existing classroom and computer lab space in the Kansas Technology Center is currently available for use for this proposed program. Plans for additional studio space and faculty offices are in the development stage and should be available by the start of the Fall 2016 semester. The studio lab space is important for the students to experience collaborative design. The cost of any needed renovation will be covered by existing School of Construction funds.</p>
11. Program Review, Assessment, Accreditation	<p>The interior design program will seek Council for Interior Design Accreditation following their timetable for collection of work and submission of application. The interior design major, upon approval, will be entered into the university rotation cycle for program review. Evaluation of program and learner outcomes will be both formal and informal. Outcomes of techniques for assessment will be reported in the aggregate on a yearly basis. Techniques will include evaluation utilizing: standardized tests, capstone projects, senior exhibitions, alumni survey/employment rate, student exit program surveys, graduation rates, and portfolios. Faculty and course evaluations will be utilized per university protocol. An advisory board will be utilized for industry input.</p> <p>The program will follow School of Construction guidelines for program review, annual assessment and accreditation as it comes available. Currently, the School of Construction has extensive accreditation experience (30+ years with ABET for our Construction Engineering Technology program and a recent ABET review of our Construction Management program). The expectation is that all programs housed within the School of Construction will become accredited/maintain accreditation.</p>
12. Costs, Financing	<p>The cost to provide the proposed Interior Design program is minimal. Beyond the one-time start-up costs of \$125,000 - \$150,000 to pay for computer equipment, computer workstations, studio space for students and faculty offices, no additional funding is needed. PSU has the academic resources (library, advising, etc) and faculty in place to support the program.</p>