

# **MARCH 14-15, 2012**

**Kansas Board of Regents**

2011-2012

Ed McKechnie, Chair

Tim Emert, Vice Chair

## **KANSAS BOARD OF REGENT MEMBERS:**

Christine Downey-Schmidt

Mildred Edwards

Tim Emert

Fred Logan

Dan Lykins

Ed McKechnie

Robba Moran

Janie Perkins

Kenny Wilk

## **FORESIGHT 2020**

A Strategic Agenda for the State's Public Higher Education System

- |                                         |                                       |
|-----------------------------------------|---------------------------------------|
| 1. Align Systems & Institutions         | 4. Enhance Student Success            |
| 2. Increase Participation               | 5. Align with Kansas Workforce Needs  |
| 3. Improve Retention & Graduation Rates | 6. Ensure State University Excellence |

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# MEETING INFORMATION AND SCHEDULE

Unless noted, all meetings take place at the Curtis State Office Building (CSOB) at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612 in the meeting room indicated. Addresses for offsite meetings can be obtained by contacting the Kansas Board of Regents office at 785-296-3421.

## Wednesday, March 14, 2012

Time	Committee/Activity	Location
8:30 am - 10:00 am	Governance Committee	Conference Room B
9:00 am - 9:30 am	System Council of Chief Academic Officers	Kathy Rupp Room
9:30 am or Adjournment	Council of Chief Academic Officers	Kathy Rupp Room
10:00 am - Noon	Council of Faculty Senate Presidents	Kan-Ed Conference Room
10:00 am - Noon	Students' Advisory Committee	Workforce Development Conference Room
10:00 am - 11:00 am	System Council of Presidents	Suite 530
11:00 am or Adjournment	Council of Presidents	Suite 530
11:00 am - Noon	Fiscal Affairs & Audit Standing Committee	Board Room
Noon - 1:15 pm	Lunch <i>Board of Regents &amp; President Tompkins</i>	Conference Room B
Noon - 1:15 pm	Lunch <i>Council of Chief Academic Officers</i>	Kathy Rupp Room
1:30 pm	Board of Regents Meeting	Board Room
6:30 pm	Dinner <i>Board of Regents, President Tompkins, and Washburn University Board of Regents</i>	Washburn University, Bradbury Thompson Alumni Center

## Thursday, March 15, 2012

Time	Committee/Activity	Location
7:30 am	Breakfast <i>Board of Regents, President Tompkins, and Technical Education Authority</i>	Suite 530
9:00 am	Board of Regents Meeting	Board Room
11:30 am	Lunch <i>Board of Regents, President Tompkins, and Democratic Leadership</i>	Kathy Rupp

# MEETING AGENDA

The Kansas Board of Regents will meet in the Board Room located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612.

## Wednesday, March 14, 2012

- |                                                                                                              |                                         |       |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------|
| <b>I. Call To Order</b>                                                                                      | Regent McKechnie, Chair                 |       |
| A. <i>Approve Minutes</i>                                                                                    |                                         | p. 5  |
| February 15-16, 2012 Meeting                                                                                 |                                         |       |
|                                                                                                              |                                         |       |
| <b>II. Reports</b>                                                                                           |                                         |       |
| A. <i>Introductions</i>                                                                                      |                                         |       |
| B. <i>Report from the Chair</i>                                                                              | Regent McKechnie, Chair                 |       |
| C. <i>Report from the President &amp; CEO</i>                                                                | Andy Tompkins, President & CEO          |       |
| D. <i>Report from Council of Presidents</i>                                                                  | President Schulz                        |       |
| E. <i>Report from Council of Faculty Senate Presidents</i>                                                   | Tom Vontz                               |       |
| F. <i>Report from Students' Advisory Committee</i>                                                           | Tyler Thompson                          |       |
|                                                                                                              |                                         |       |
| <b>III. Standing Committee Reports</b>                                                                       |                                         |       |
| A. <i>Academic Affairs</i>                                                                                   | Regent Edwards                          |       |
| B. <i>Fiscal Affairs &amp; Audit</i>                                                                         | Regent Downey-Schmidt                   |       |
| C. <i>Governance</i>                                                                                         | Regent McKechnie                        |       |
|                                                                                                              |                                         |       |
| <b>IV. Approval of Consent Agenda</b>                                                                        |                                         |       |
| A. <i>Academic Affairs</i>                                                                                   |                                         |       |
| 1. Approve a Master of Science in Agricultural Education and Communication (01.0899) – KSU                   | Gary Alexander,<br>VP, Academic Affairs | p. 15 |
| 2. Approve a Master of Professional Studies (MPS) (30.9999) – FHSU                                           |                                         | p. 24 |
| 3. Approve a Bachelor of Science in Workforce Development (CIP 13.1309) – PSU                                |                                         | p. 29 |
| B. <i>Fiscal Affairs &amp; Audit</i>                                                                         |                                         |       |
| 1. Authorize Kansas State University to Enter into a Lease for Student Housing – KSU                         | Eric King,<br>Director of Facilities    | p. 35 |
| 2. Authorize the University of Kansas to Enter into a Lease Agreement with the KU Endowment Association – KU |                                         | p. 36 |

**V. Consideration of Discussion Agenda****A. Other Matters**

- |                                          |                                     |       |
|------------------------------------------|-------------------------------------|-------|
| 1. Continue Discussion on Foresight 2020 | Andy Tompkins,<br>President and CEO | p. 37 |
|------------------------------------------|-------------------------------------|-------|

**B. Academic Affairs**

- |                                                                                                           |                                                          |       |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------|
| 1. Act on Requests to Change the Academic Calendars –<br>ESU and WSU                                      | Regent Edwards<br>Gary Alexander<br>VP, Academic Affairs | p. 39 |
| 2. Accept Annual Accreditation Report                                                                     |                                                          | p. 45 |
| 3. Approve Regents Distinguished Research Scholar –<br>KSU                                                |                                                          | p. 69 |
| 4. Adopt Amended Permanent State University Qualified<br>Admissions Regulations (Roll Call Vote Required) | Julene Miller,<br>General Counsel                        | p. 72 |

**C. Fiscal Affairs & Audit**

- |                                                                        |                                                                         |       |
|------------------------------------------------------------------------|-------------------------------------------------------------------------|-------|
| 1. Approve Kansas State University's Police Salary<br>Increase Request | Regent Downey-Schmidt<br>Theresa Schwartz,<br>Associate General Counsel | p. 90 |
|------------------------------------------------------------------------|-------------------------------------------------------------------------|-------|

**D. Other Matters**

- |                                                                                                                                                                                                 |                                                                                                       |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------|
| 1. Consider Request to Convert Classified Police<br>Department Positions at KUMC to Unclassified<br>Positions and Create a University Support Staff System<br>at the Medical Center Campus – KU | Julene Miller,<br>General Counsel/<br>Dr. Barbara Atkinson,<br>University of Kansas Medical<br>Center | p. 91 |
| 2. Preliminary Discussion on FY 2013 State University<br>Tuition and Required Fees                                                                                                              | Regent McKechnie/<br>Diane Duffy                                                                      | p. 97 |

**VI. Executive Session**

Board of Regents – Personnel Matters Relating to Non-Elected  
Personnel

**Thursday, March 15, 2012****VII. Reports****A. Introductions****B. Report from System Council of Presidents**

President Calaway/President  
Schulz

**C. Report from Washburn University**

President Farley

**VIII. Approval of Consent Agenda****A. Academic Affairs**

- |                                                      |                 |       |
|------------------------------------------------------|-----------------|-------|
| 1. Act on Request for Approval for Additional Degree | Gary Alexander, | p. 99 |
|------------------------------------------------------|-----------------|-------|

Granting Authority for the following Institutions:

- a) Wright Career College
- b) Capella University
- c) Franklin University
- d) Jones International University
- e) Oklahoma Wesleyan University – Online

VP, Academic Affairs

2. Approve Request for Certificate Program Submitted from Colby Community College

Blake Flanders,  
VP, Workforce Development

*p. 102*

## **IX. Consideration of Discussion Agenda**

### **A. Academic Affairs**

1. Act on Request for New Degree Granting Authority for Grantham University
2. Act on Proposed Performance Agreement Model

Regent Edwards

Gary Alexander,  
VP, Academic Affairs

*p. 104*

*p. 106*

### **B. Other Matters**

1. Panel Discussion with Two-Year College Representatives
2. Continue Discussion on How to Help Our Returning Troops
3. Receive Adult Basic Education Annual Report
4. Receive Update on the Secondary/Postsecondary Career Technical Education Task Force
5. Receive Legislative and Budget Update
6. Authorize Board President and CEO to Approve Career and Technical Education Agreements Entered into by Local Boards in Accordance with K.S.A. 72-4421

President Calaway,  
Johnson County Community  
College/  
President Edleston,  
Manhattan Area Technical  
College

*p. 108*

Art De Groat,  
Director, Military Affairs  
Kansas State University

Susan Fish,  
Director of Adult Education

*p. 109*

Regent Wilk

*p. 111*

Mary Jane Stankiewicz,  
Director, Government  
Relations & Communications/  
Kelly Oliver,  
Director of Finance

*p. 112*

Theresa Schwartz,  
Associate General Counsel

*p. 113*

## **X. Adjournment**

## MINUTES OF PREVIOUS MEETING(S)

### I. Call To Order

Regent McKechnie, Chair

#### A. Approve Minutes

February 15-16, 2012 Meeting

### KANSAS BOARD OF REGENTS

#### MINUTES

February 15-16, 2012

The February 15, 2012, meeting of the Kansas Board of Regents was called to order by Chairman Ed McKechnie at 1:30 p.m. The meeting was held in the Board office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka. Proper notice was given according to law.

#### MEMBERS PRESENT:

Ed McKechnie, Chairman  
Tim Emert, Vice Chairman  
Christine Downey-Schmidt  
Mildred Edwards  
Fred Logan  
Dan Lykins  
Robba Moran  
Kenny Wilk

#### MEMBER ABSENT:

Janie Perkins

### APPROVAL OF MINUTES

Regent Wilk moved that the minutes of the January 18-19, 2012 meeting be approved. Following the second of Regent Logan, the motion carried.

### INTRODUCTIONS

President Scott introduced Pittsburg State University's national champion football team. The Regents congratulated the players on their successful year.

### GENERAL REPORTS

#### REPORT FROM CHAIR

Chairman McKechnie thanked everyone for adjusting to last month's Board schedule. He thought the meetings with individual legislators and the university CEOs were successful.

#### REPORT FROM PRESIDENT AND CEO

President Tompkins thanked the universities for quickly responding to the Board's Reporting of Child Sexual Abuse policy.

#### REPORT FROM COUNCIL OF PRESIDENTS

The Council of Presidents' report was presented by President Schulz. The Council received a report from the Council of Business Officers on the student health insurance proposal to enter into a new contract with MHECare. This proposal was approved by the Council and is on the Board's agenda for consideration. Reports were also received from the Council of Chief Academic Officers on the University Press of Kansas and the

Council of Chief Research Officers on research initiatives. Additionally, the Council of Presidents approved the following degree requests: 1) Kansas State University's Master of Science in Agricultural Education and Communication (01.0899), 2) Fort Hays State University's Master of Professional Studies (MPS) (30.9999), and 3) Pittsburg State University's Bachelor of Science in Workforce Development (CIP 13.1309). These degree proposals will be forwarded to the Board for consideration at its March meeting.

#### REPORT FROM COUNCIL OF FACULTY SENATE PRESIDENTS

Tom Vontz presented the Council of Faculty Senate Presidents' report. At its meeting, the Council discussed funding for higher education and tuition increases. Mr. Vontz thanked the university administrations for working with faculty to make difficult budget decisions, but stated if funding does not improve the morale of employees and the reputation of the universities could be affected. Furthermore, Mr. Vontz stated the Council appreciated the work done on creating a one page fact sheet on the impact higher education has on the Kansas economy.

#### REPORT FROM STUDENTS' ADVISORY COMMITTEE

Tyler Thompson presented the Students' Advisory Committee's report. Mr. Thompson stated over 100 students attended the annual student's higher education day at the Statehouse. The students spoke with legislators about the economic impact higher education has in Kansas and other higher education issues. Then the students participated in a community service project at the YMCA. Mr. Thompson noted that each of the student body presidents have been invited to participate in the National Campus Leadership Council, which will be meeting in Washington D.C. to discuss rising tuition.

#### REPORT FROM CLASSIFIED AND SUPPORT STAFF COUNCIL

The Classified and Support Staff Council report was presented by Lesa Reves. The Council is disappointed the Legislature did not fund the remaining two-years of the market adjustment compensation package for state classified employees. The Council will continue to advocate for legislation that would exempt classified university employees from the state's classified system for purposes of monetary enhancements. The Council is also disappointed the Board did not continue to advocate for salary increases when the Governor's budget request was revealed.

#### REPORT FROM UNCLASSIFIED STAFF COUNCIL

Kristine Young presented the Unclassified Staff Council's report. The Unclassified Staff Council met at Wichita State University earlier in the month. The Council established its by-laws and discussed diversity. Universal themes across the institutions were also identified and include a strong commitment to higher education, a passion for serving students, a desire to grow through professional development opportunities, and a fundamental need for adequate and equitable salaries. Ms. Young stated that it is the goal of the Council to keep the Board and one another informed of the needs of their constituents.

(Handout attached to Official Minutes)

#### STANDING COMMITTEE AND OTHER REPORTS

##### ACADEMIC AFFAIRS

Regent Edwards reported the Board's Academic Affairs Standing Committee reviewed the academic items on the Board agenda.

##### FISCAL AFFAIRS AND AUDIT

Regent Downey-Schmidt presented the Board's Fiscal Affairs and Audit Standing Committee report. The Committee reviewed a checklist prepared by KBOR staff of audits and reports required by Board policy, held discussions with internal auditors from KU and KSU, and reviewed two Legislative Post Audit reports on Kan-ed and state employee residency.



## GOVERNANCE

Regent McKechnie presented the Governance Committee report. The Committee received an update on the Board's Reporting of Child Sexual Abuse policy. It was noted that all the university campuses have policies in place to address this issue. The Committee also discussed the university CEO evaluation process and continued its work on updating the Board's policy manual.

## CONSIDERATION OF DISCUSSION AGENDA

### Academic Affairs

#### REVISION TO FORT HAYS STATE UNIVERSITY MISSION STATEMENT

Gary Alexander, Vice President for Academic Affairs, introduced the proposed amendments to Fort Hays State University's mission statement. The amendments are consistent with the Board's mission and were endorsed by FHSU's Faculty Senate. Following discussion, Regent Moran moved to approve. Regent Emert seconded, and the motion carried. The following amendments were approved:

FORT HAYS STATE UNIVERSITY (12-19-86; 3-17-88; 12-17-92; 9-20-01; 6-23-05)

~~Fort Hays State University, a regional university principally serving western Kansas, is dedicated to providing instruction within a computerized environment in the arts and sciences, business, education, and health and life sciences, and agriculture. The university's primary emphasis is undergraduate liberal education, which includes the humanities, the fine arts, the social/behavioral sciences, and the natural/physical sciences. These disciplines serve as the foundation of all programs. Graduates are provided a foundation for entry into graduate school, for employment requiring well-developed analytical and communication skills, and for lives of ethical and civic responsibility to better understand global complexities and an American society of increasing diversity.~~

~~Natural outgrowths of the university's primary emphasis include pre-professional, professional, master's, and education specialist programs. A statewide strategic focus of the university is the integration of computer and telecommunications technology with the educational environment and the work place.~~

~~Scholarship at FHSU is supported because it stimulates faculty and students, provides new knowledge, connects the disciplines, and builds bridges between teaching and learning while linking theory with practice to address the needs of a diverse society.~~

~~The university is responsible for provide public service to the community, the region, and the state of Kansas. Programs consistent with the university's academic and research activities emphasize the importance of FHSU as the cultural center of western Kansas.~~

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

### Fiscal Affairs and Audit

#### UPDATE ON CY 2011 TAX CREDIT PROGRAM

Diane Duffy, Vice President of Finance and Administration, presented an update on the CY 2011 tax credit program. This is the fourth year of the five year program and contributions have totaled nearly \$11 million. Vice President Duffy stated that included in the Board's legislative package this year is a request to extend the sunset from 2012 to 2015, reduce the total amount of tax credits from \$15 million to \$10 million for public universities, raise the amount of credit for taxpayers from 50% to 60% for public universities, and allow community and technical colleges to pool the unused tax credits among community and technical colleges.

EXPANSION OF EDWARDS CAMPUS METRO KC TUITION WAIVER – KU

Provost Vitter, University of Kansas, introduced a proposal to change the current Edwards Campus MetroKU tuition waiver program. The changes include the following: 1) increase the MetroKU tuition waiver for undergraduate students to the full difference between resident and non-resident rates for courses taken at the Edwards Campus and remove the credit hour ceiling, 2) expand the counties in Missouri (Buchanan, Clinton, Ray Lafayette, Johnson, Henry, and Bates) in which the waiver will apply to graduate and undergraduate students, and 3) extend the tuition waiver to students who are not degree-seeking. Provost Vitter noted the changes to the proposed tuition waiver, if approved, would go into effect Fall 2012. Regent Downey-Schmidt moved to approve and Regent Edwards seconded. The motion carried. The Regents asked to receive an update on the program next year.

NAME FOR THE BASEBALL INDOOR HITTING FACILITY – KU

Chancellor Gray-Little requested the baseball indoor hitting facility at the University of Kansas be named in honor of Gary and Sue Padgett. Both are graduates of KU and Life Members of the Alumni Association. The Padgetts have supported both academic and athletic activities over the years. Regent Emert moved to approve the name of the facility as the Gary and Sue Padgett Indoor Facility. Following the second of Regent Moran, the motion carried.

EXECUTION OF CONTRACT WITH MHECARE FOR THE KBOR STUDENT HEALTH INSURANCE PLAN

Madi Vannaman, Board Staff Affiliate, presented the Board's Student Insurance Advisory Committee's (SIAC) recommendation to enter into a new contract with MHECARE for the KBOR Student Health Insurance Plan. In 2007, the Board authorized a three year contract and two additional one year extensions with UnitedHealthCare – Student Resources. The last extension expires July 31, 2012. After reviewing several plan options, the SIAC made the following recommendations: 1) move the Board's student health insurance plan under the MHEC umbrella, 2) modify the current Board plan instead of selecting a standard MHECARE option, 3) help minimize the premium increases by not assessing the Board's 1.5% administrative fee for one plan year and utilizing the existing fund balances to pay for plan related expenses for that one year, and 4) retain the local consultant for one more plan year and during that year evaluate and compare the services provided by Mercer Consulting to MHEC. Ms. Vannaman noted there would be enhancements to the plan increasing the medical loss from 75% to 76% and participating in a contingency fund, as well as enhanced benefits for students including lower out of pocket maximums, lower physician office visit payments, increased prescription drug benefits, and new coverage for congenital conditions. In light of these enhancements and the uncertainty regarding new federal requirements, the 6.20% premium increase is very reasonable under current market conditions. Regent Downey-Schmidt moved to approve the recommendations. Regent Lykins seconded, and the motion carried.

(PowerPoint filed with Official Minutes)

GovernanceUPDATE ON THE BOARD'S POLICY MANUAL REVISIONS

General Counsel Julene Miller reviewed the proposed amendments to the Academic Affairs Section in the Board's Policy Manual. This section was reviewed and updated by the Board's Academic Affairs Standing Committee and approved by the Board's Governance Committee. General Counsel Miller stated geographic service areas will be reviewed by the Board at its August retreat and the Intellectual Property Policy will be reviewed by the university attorneys and the Council of Chief Research Officers. She also noted that final action to approve the amendments will be delayed until the entire Policy Manual review has been completed.

(Proposed Amendments filed with Official Minutes)

BREAK

The Chairman called for a short break at 3:05 p.m. and resumed the meeting at 3:15 p.m.

Fiscal Affairs and Audit

ARCHITECTURAL PROGRAM FOR THE RENOVATION AND ADDITION TO THE JACK H. OVERMAN STUDENT CENTER AND AMENDING FY 2013 CAPITAL IMPROVEMENTS REQUEST – PSU

Eric King, Director of Facilities, presented Pittsburg State University's proposed Architectural Program for a renovation and expansion to the Jack H. Overman Student Center and amendments to its FY 2013 Capital Improvements Plan. The expansion to the Student Center would add a total of 44,305 square feet to the existing facility, and the estimated cost of the total project is approximately \$14,100,000. The amendments to PSU's FY 2013 Capital Improvement Plan will incorporate student funded bonding totaling \$24.0 million for the Overman Student Center project, a portion of the Weede Facility renovation and expansion, and a portion of the Fine and Performing Arts Center. President Scott noted this is part of the University's long range goals put forth in the Campus Master Plan and the University will continue to seek private gifts. Following a discussion on student fees, Regent Downey-Schmidt moved to approve the Architectural Program for the renovation and expansion of the Jack H. Overman Student Center. Regent Lykins seconded, and the motion carried. Regent Downey-Schmidt then moved to approve the amendments to the FY 2013 Capital Improvement Plan. Followed by the second of Regent Lykins, the motion carried.

FISCAL AFFAIRS AND AUDIT

Regent Logan requested the Board's Fiscal Affairs and Audit Standing Committee review the cost of implementing a transfer and articulation website. There were no objections from the Board.

Other Matters

UPDATE ON THE STATE SCIENCE AND TECHNOLOGY PLAN, AND OTHER RESEARCH MATTERS

Dr. Ron Trewyn, Chair of the Council of Chief Research Officers, gave an update on the Experimental Plan to Stimulate Competitive Research (EPSCoR), the State Science and Technology Plan, and other research matters. Dr. Trewyn stated EPSCoR and Institutional Development Awards (IDeA) continue to provide significant funding to Kansas and that increasing State matching funds is a critical priority. Additionally, the Council of Chief Research Officers is working on the Undergraduate Research Initiative, the Statewide Wind Energy Initiative, and a Statewide Science and Technology Plan, which is required by NSF EPSCoR.

(PowerPoint filed with Official Minutes)

WICHITA STATE UNIVERSITY PRESIDENTIAL LEADERSHIP STATEMENT

President Tompkins presented the proposed Leadership Statement for the position of President of Wichita State University. Regent Logan moved to approve and Regent Downey-Schmidt seconded. The motion carried.

(Leadership Statement filed with Official Minutes)

PRESENTATION ON CANCER DRUGS AND OTHER MEDICINES BEING DEVELOPED AT THE KANSAS UNIVERSITY SCHOOL OF PHARMACY

Dr. Valentino Stella, University Distinguished Professor of Pharmaceutical Chemistry at the University of Kansas, gave a presentation on cancer drugs and other medicines being developed at the University of Kansas School of Pharmacy. Dr. Stella is in his 38<sup>th</sup> year of teaching and is the inventor or co-inventor of 37 patents that have led to drugs that treat epilepsy, cancer, and AIDS. He stated that the work done in his lab is about saving lives.

(PowerPoint filed with Official Minutes)

**EXECUTIVE SESSION**

At 4:55 p.m., Regent Emert moved, followed by the second of Regent Wilk, to recess into executive session for 35 minutes to discuss personnel matters of non-elected personnel. Participating in the executive session were members of the Board and President Tompkins. At 5:30 p.m., the meeting returned to open session.

**RECESS**

Chairman McKechnie recessed the meeting at 5:30 p.m.

**RECONVENE**

Chairman McKechnie reconvened the meeting at 9:00 a.m. on Thursday, February 16.

MEMBERS PRESENT: Ed McKechnie, Chairman  
Tim Emert, Vice Chairman  
Christine Downey-Schmidt  
Mildred Edwards  
Fred Logan  
Dan Lykins  
Robba Moran  
Kenny Wilk

MEMBER ABSENT: Janie Perkins

**REPORTS**

**REPORT FROM SYSTEM COUNCIL OF PRESIDENTS**

President Schulz presented the System Council of Presidents' report. The Council discussed the geographic jurisdiction policy and was informed that KBOR staff will survey all the presidents on what changes they would like to see in the current practices are for geographic jurisdiction. The Council will then review the findings and present its recommendations on how to improve the Board's policy. The Council also received a legislative update.

**REPORT FROM THE COMMUNITY COLLEGES**

President Calaway presented the Community Colleges' report. Work continues on transfer and articulation and the community colleges are pleased with the progress. President Calaway stated the community colleges are hosting the annual Phi Theta Kappa lunch later in the day to recognize community college honor students. Additionally, President Calaway reported that community college presidents and the Kansas Association of Community College Trustees were in the Statehouse speaking with legislators about the technical education funding formula and their concerns with the conceal carry legislation.

**REPORT FROM THE TECHNICAL COLLEGES**

President Clark Coco gave a presentation on North Central Kansas Technical College (NCKTC). President Coco stated that in today's job market 80% of available jobs require technical education and that NCKTC averages over 90% placement of its students. President Coco reviewed some of NCKTC's certificate programs and associate degree programs offered on the Beloit and Hays campuses, and spoke about NCKTC partnership with Fort Hays State University.

(PowerPoint filed with Official Minutes)

**REPORT FROM WASHBURN UNIVERSITY**

President Farley presented Washburn University's report. President Farley reported Washburn University's proposal for a doctorate of nursing program is moving through the legislative process. The legislation has passed out of the House and is currently on the consent calendar for the Senate. If the legislation is enacted, the Board will need to review and approve the program before it can be implemented at Washburn. Additionally, President Farley reported the release of the annual survey of endowment funds and the Washburn endowment has increased 25.3% this year. Also, the University continues to work on its general education revisions.

**APPROVAL OF CONSENT AGENDA**

Regent Emert moved, with the second of Regent Edwards, that the Consent Agenda be approved. The motion carried.

**Academic Affairs**

**ADDITIONAL DEGREE GRANTING AUTHORITY FOR STRAYER UNIVERSITY**

Strayer University received approval to offer the following degrees: 1) Associate of Arts in Marketing, 2) Associate of Arts in Information Systems, 3) Bachelor of Science in Information Systems, 4) Master of Business Administration, 5) Master of Education, 6) Master of Health Services Administration, 7) Master of Science in Human Resource Management, 8) Master of Science in Information Systems, and 9) Master of Science in Management.

**DEGREE AND CERTIFICATE PROGRAMS SUBMITTED FROM JOHNSON COUNTY COMMUNITY COLLEGE**

Johnson County Community College received approval to offer an Associate of Applied Science Degree (64 credit hours) in Construction Management Technology (52.2001). The implementation of the program will be financed with the College's general fund, and the sustained costs will be financed with tuition and fees and local and state education funding.

**CONSIDERATION OF DISCUSSION AGENDA**

**Presentation**

**HOW TO HELP OUR RETURNING TROOPS**

Kansas Adjutant General, Major General Lee Tafari, spoke with the Board about the returning troops and how to ease transition from military to civilian status. Major General Tafari stated some of the returning troops have training and knowledge in certain fields and are ready for immediate employment. Others will need additional education. It was noted institutions are working with the Kansas military bases to provide soldiers information on higher education. A taskforce has also been formed to review the educational and employment issues soldiers face once they return.

**Academic Affairs**

**NEW DEGREE GRANTING AUTHORITY FOR OKLAHOMA WESLEYAN UNIVERSITY ONLINE; HERITAGE COLLEGE – KANSAS CITY, MO; THE PENNSYLVANIA STATE UNIVERSITY; AND JONES INTERNATIONAL UNIVERSITY**

Vice President Alexander presented the request for new degree granting authority for Oklahoma Wesleyan University Online; Heritage College – Kansas City, MO; The Pennsylvania State University; and Jones International University. Regent Edwards moved to approve. Regent Logan seconded, and the motion carried. The following degrees were approved:

Oklahoma Wesleyan University Online

- 1) Associate of Applied Science in Early Childhood Education
- 2) Bachelor of Science in Organizational Management and Ethics
- 3) Bachelor of Science in Ministry and Leadership
- 4) Bachelor of Science in Psychology Studies
- 5) Master of Education

Heritage College – Kansas City, MO

- 1) Associate of Occupational Studies in Hospital and Health Services Management
- 2) Associate of Occupational Studies in Esthetics
- 3) Associate of Occupational Studies in Personal Training
- 4) Associate of Occupational Studies in Therapeutic Massage
- 5) Associate of Occupational Studies in X-Ray Medical Technology – Medical Assisting

The Pennsylvania State University

- 1) Associate of Arts in Letters, Arts, and Sciences
- 2) Associate of Science in Business Administration
- 3) Associate of Science in Human Development and Family Studies
- 4) Associate of Science in Information Sciences and Technology
- 5) Associate of Science in Turfgrass Science
- 6) Bachelor of Arts in Energy and Sustainability Policy
- 7) Bachelor of Arts in Labor and Employment Relations
- 8) Bachelor of Arts in Law and Society
- 9) Bachelor of Arts in Letters, Arts, and Sciences
- 10) Bachelor of Arts in Political Science
- 11) Bachelor of Arts in Psychology
- 12) Bachelor of Science in Business
- 13) Bachelor of Science in Criminal Justice
- 14) Bachelor of Science in Information Sciences and Technology
- 15) Bachelor of Science in Labor and Employment Relations
- 16) Bachelor of Science in Nursing (RN-BSN)
- 17) Bachelor of Science in Organizational Leadership
- 18) Bachelor of Science in Psychology
- 19) Bachelor of Science in Turfgrass Management
- 20) Master of Education in Adult Education
- 21) Master of Education in Curriculum and Instruction
- 22) Master of Education in Earth Sciences
- 23) Master of Education in Educational Leadership (Teacher Leadership)
- 24) Master of Education in Instructional Systems – Educational Technology
- 25) Master of Applied Statistics
- 26) Master of Professional Studies in Art Education
- 27) Master of Professional Studies in Community and Economic Development
- 28) Master of Professional Studies in Homeland Security
- 29) Master of Professional Studies in Human Resources and Employment Relations
- 30) Master of Professional Studies in Information Sciences
- 31) Master of Professional Studies in Supply Chain Management
- 32) Master of Professional Studies in Turfgrass Management
- 33) Master of Business Administration
- 34) Master of Engineering Management
- 35) Master of Engineering in Nuclear Engineering
- 36) Master of Engineering in Systems Engineering

- 37) Master of Finance
- 38) Master of Geographic Information Systems
- 39) Master of Public Administration
- 40) Master of Project Management
- 41) Master of Software Engineering

Jones International University

- 1) Associate of Arts in Business Administration
- 2) Bachelor of Arts in Business Communications
- 3) Bachelor of Business Administration
- 4) Master of Business Administration
- 5) Master of Business Communications
- 6) Educational Specialist in K-12 Education Leadership
- 7) Doctorate of Business Administration
- 8) Doctorate of Education in K-12 Education Leadership
- 9) Doctorate of Education in Adult Education

BREAK

Chairman McKechnie called for a short break at 10:10 a.m. and resumed the meeting at 10:20 a.m.

Other Matters

REPORT ON SYSTEM ENROLLMENTS FOR ACADEMIC YEAR 2011

Dawn Ressel, Associate Vice President for Accountability, Planning, and Institutional Effectiveness, presented the report on system enrollments. There are two collection cycles for enrollment data – Fall Census Day Collection and Academic Year Enrollment. The Fall Census Day Collection is the preliminary enrollment report that is released after the institution's 20<sup>th</sup> day of classes for the fall semester. The systemwide (32 institutions) headcount enrollment for the Fall 2011 Census Day Collection was 187,466 students. The Academic Year Enrollment gives a total enrollment picture and includes data from the summer, fall, and spring semesters. For academic year 2011, the unduplicated system headcount was 238,608 students, and the duplicated system headcount, which includes students who were dually enrolled or changed sectors during the academic year, was 258,822 students. Associate Vice President Ressel also presented data on the average student age, residency, and the populations and characteristics of new freshman and transfer students. Additionally, she compared the different sector (state universities, Washburn University, two-year public institution, independent institutions, and private for profit institutions) current enrollments and trends.

(PowerPoint filed with Official Minutes)

REPORT FROM KANSAS POSTSECONDARY TECHNICAL EDUCATION AUTHORITY

Blake Flanders, Vice President of Workforce Development, presented the Kansas Postsecondary Technical Education Authority report. The TEA supports the Governor's career and technical education initiative, which would increase the number of high school students participating in career and technical education programs. A taskforce has been formed to determine how the legislation will be implemented if it passes. The members of the taskforce include Kenny Wilk, Regent, Kansas Board of Regents; Kenneth Willard, State Board Member, Kansas State Board of Education; Kathy Howell, Chair, Kansas Postsecondary Technical Education Authority; Scott Smith (substituting for Dr. Tom Foster), Kansas State Department of Education; and Blake Flanders, Kansas Board of Regents. The Board asked for an update on the progress of this initiative at a future Board meeting.

Vice President Flanders also reported the TEA continues to work on outcome metrics and the implementation plan for the re-centering tiered technical education funding.

LEGISLATIVE UPDATE

Mary Jane Stankiewicz, Director of Government Relations and Communications, presented the legislative budget update. Ms. Stankiewicz reviewed the FY 2012 budget and the FY 2013 legislative budget. The House Education Budget Committee recommendations for the FY 2013 budget concur with the Governor's recommendations, with the following adjustments: 1) move \$800,000 for the Research Services and Database to the State Library budget, 2) defer \$20.5 million to Omnibus to see if the Legislature enacts the legislation authorizing the Governor's Career and Technical Education Initiative, and 3) add \$100,462 for MHEC dues. The recommendations of the House Education Budget Committee are being considered by the House Appropriations Committee. The Senate Subcommittee on Higher Education will begin its review in March.

Ms. Stankiewicz also gave a status report on the non-budgetary legislative initiatives. She reported that the mandatory reporting of child sex abuse (HB 2533) language was narrowed so that reporting is only required if university staff are in a position of authority of a minor at a university event or program. Additionally, it was noted that the colleges and universities are seeking an exemption from HB 2353, the bill that would allow conceal carry in state and municipal buildings. It is believed that this bill will be debated on the House floor next week.

President Schulz noted the construction of the National Bio and Agro-Defense facility near Manhattan is still moving forward. The reassessment of the project by the federal government is because of funding and has nothing to do with building the lab in Kansas

(Handouts filed with Official Minutes)

DISCUSSION ON FORESIGHT 2020

The discussion on Foresight 2020 was moved to the Board's March meeting.

ADJOURNMENT

The Chairman adjourned the meeting at 11:36 a.m.

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Andy Tompkins, President and CEO

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Ed McKechnie, Chair



# **CONSENT AGENDA**

## **II. Reports**

- |                                                            |                                |
|------------------------------------------------------------|--------------------------------|
| A. <i>Introductions</i>                                    |                                |
| B. <i>Report from the Chair</i>                            | Regent McKechnie, Chair        |
| C. <i>Report from the President &amp; CEO</i>              | Andy Tompkins, President & CEO |
| D. <i>Report from Council of Presidents</i>                | President Schulz               |
| E. <i>Report from Council of Faculty Senate Presidents</i> | Tom Vontz                      |
| F. <i>Report from Students' Advisory Committee</i>         | Tyler Thompson                 |

## **III. Standing Committee Reports**

- |                                      |                       |
|--------------------------------------|-----------------------|
| A. <i>Academic Affairs</i>           | Regent Edwards        |
| B. <i>Fiscal Affairs &amp; Audit</i> | Regent Downey-Schmidt |
| C. <i>Governance</i>                 | Regent McKechnie      |

## **IV. Approval of Consent Agenda**

- |                                                                                                    |                                             |
|----------------------------------------------------------------------------------------------------|---------------------------------------------|
| A. <i>Academic Affairs</i>                                                                         |                                             |
| 1. <b>Approve a Master of Science in Agricultural Education and Communications (01.0899) – KSU</b> | <b>Gary Alexander, VP, Academic Affairs</b> |

## **Summary and Recommendation**

*Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. Kansas State University has submitted an application for approval of a Master of Science in Agricultural Education and Communication (CIP 01.0899). The proposing academic unit has responded to all of the requirements of the program approval process. No other institution has programs utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation. Board staff concurs with the Council of Chief Academic Officers and the Council of Presidents in recommending approval.*

## **Background**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification (CIP code)	Master of Science in Agricultural Education and Communication 01.0899
2. Academic Unit	Department of Communications and Agricultural Education

3. Program Description	The Master of Science in Agricultural Education and Communication offers professionals in the fields of agricultural education, agricultural communications, extension education, and related fields with opportunities to broaden their knowledge in theory and research with the intended purpose of informing practice while at the same time expanding their technical competence. The degree offers a master's thesis option with 30 total credit hours and a master's report option with 32 total credits. The curriculum entails a core of courses in research methods, and the philosophical contexts and theoretical foundations of the respective fields of interest. In addition, students pursuing the thesis option supplement this core with coursework in data analysis and thesis research while students pursuing the report option complete a creative component. The balance of coursework in the thesis option includes 12 hours of elective courses while report option students complete 22 hours of electives. All students select elective courses and design independent research and creative components with the supervision of a graduate committee.
4. Demand/Need for the Program	An online survey using Dillman's Tailored Design Method, was conducted in June of 2010 to determine a preliminary estimate of demand for the program. All Kansas Agricultural Education instructors (n = 169), Kansas State University Agricultural Communication Alumni (n = 195), and all KSRE Extension personnel (n = 50) were the sample for the survey. Of the 414 professionals surveyed, a total of 149 responses were received resulting in a 36% response. Seventy-five percent of the respondents reported they would likely enroll in the program. This number equates the demand of the program to provide 47 students enrolling within the first three years and an increased enrollment to 58 in the first four years of the program. This potential enrollment exceeds the standard by 150 percent for a master's degree level program 3-year enrollment expectation.
5. Comparative/Locational Advantage	Upon approval, this would be the only Kansas graduate program targeting the nearly 600 professionals in agricultural education, extension education and agricultural Communication professionals in the state. No other programs exist that target this specific population in the other Regents institutions. Other programs exist in education and in communication that provide master's level instruction, but they do not target this specific population with its unique needs. Therefore, the location of this program in the Department of Communications provides the faculty expertise and the commitment to this population of individuals. Furthermore, prospective graduate students in agricultural communication and extension education routinely seek graduate degrees in other states rather than pursuing study in other areas within the state. The proposed program would enable Kansas State University within the College of Agriculture and the Kansas State University to serve a large pool of potential graduate students who currently satisfy their needs for graduate education in other states at institutions such as Oklahoma State University, the University of Florida, Texas Tech University and the University of Arkansas.

6. Curriculum	<p><u>Core Courses</u> Categories for core courses include: Research Methods, Thesis/Report, Theoretical Foundations in the discipline (see Appendix 1 for listing of the courses). This will comprise 15 hours of course work for those choosing the thesis option and 10 hours of course work for students choosing the project option.</p> <p><u>Elective Courses</u> Elective hours will be selected by the student, and his/her graduate supervisory committee to best satisfy the professional development needs of the individual and to meet his/her intended goals for the graduate degree. Students will be strongly encouraged to expand their course selection to include courses from both the agricultural education and agricultural communication theoretical underpinnings in order to broaden their personal skill set to include pedagogy and message development and delivery. Electives will comprise 12 hours for students selecting the thesis option and 22 hours for individuals selecting the project option.</p> <p>No internships or practica are required for the program. Most of the potential students for this program will be practicing professionals in their respective occupations of extension educator, agricultural education teacher, or individuals employed in the agricultural communication profession.</p>
7. Faculty Profile	<p>This proposed degree program requires no additional costs or requirements in terms of faculty. The faculty required to operate the program are currently in place both at Kansas State University and via our membership in the Great Plains Ag IDEA Consortium.</p> <p>The Department of Communications currently employs five tenure-track faculty who are graduate faculty and hold terminal degrees. One of these faculty members holds the rank of Full Professor, while two are currently at the Associate Professor rank and two hold the Assistant Professor rank.</p> <p><u>Core faculty members at Kansas State University include the following:</u> Lauri Baker, Ph.D., Assistant Professor, Agricultural Communication and Journalism (recently nominated for graduate faculty status) Kristina Boone, Ph.D., Professor, Agricultural Communication and Journalism Jason Ellis, Ph.D., Assistant Professor, Agricultural Communication and Journalism (recently nominated for graduate faculty status) Steven Harbstreit, Ph.D., Associate Professor, Agricultural Education Shannon Washburn, Ph.D., Associate Professor, Agricultural Education</p>
8. Student Profile	<p>Currently approximately 180 agriculture teachers provide instruction in 168 high school programs in the state of Kansas. In addition, there are 232 Cooperative Extension agents with a focus on providing education in agriculture and youth development to the citizens of Kansas. There are 169 Kansas State University Agricultural Communications alumni. These three groups, agricultural education teachers, extension agents, and</p>

	<p>agricultural Communication professionals are the central student population to be targeted by the proposed degree. Additional populations of students, who possess no undergraduate degree in agricultural communication or agricultural education, would like to receive a master's degree in order to enhance their employability. These groups of students would take undergraduate leveling courses in addition to the graduate program of study made possible by this proposed program.</p> <p>Continued professional growth is central to success for employees in agricultural communication, agricultural education and extension education and this program will provide the framework for their professional development. In addition, there are numerous individuals involved in the communication of information about agriculture to both targeted audiences and the general public in Kansas. These groups make up the potential population and clientele for this program.</p>
9. Academic Support	<p>The academic support for the program will be provided by the faculty in the Department of Communications and a support staff person to handle the communication for enrollment procedures, scheduling meetings, and arranging for final project presentations/thesis defense, etc. Recently, an academic support staff position has been reorganized to generate additional time for prompt and efficient administration of the program. Some faculty are currently advising a number of M. S. students in Curriculum and Instruction due to academic appointments in the College of Education. When the program grows to the potential identified in the needs assessment, additional faculty time will be required for advisement and additional graduate records support staff will be needed to manage the program. The library currently contains adequate resources to effectively support this new program. No additional materials are required beyond normal additions. In addition, M.S. students will have access to academic computing resources with minimal additional costs to the department. The responsibilities associated with coordinating graduate programs in the Department of Communications will be appointed by the Department Head. A current faculty member, Shannon Washburn, will serve as the initial Graduate Programs coordinator. Specific duties of the Graduate</p> <p>Program Coordinator will include the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Provide overall program leadership</li> <li><input type="checkbox"/> <input type="checkbox"/> Oversee the work of the academic support person as related to graduate program needs</li> <li><input type="checkbox"/> <input type="checkbox"/> Serve as the primary liaison between the program and the Graduate School, the College of Agriculture, Ag IDEA faculty and administrative staff, Great Plains IDEA administrators, and other college and university entities involved with the management of graduate programs</li> <li><input type="checkbox"/> <input type="checkbox"/> Partner with the academic support staff in the initial communication with prospective students</li> <li><input type="checkbox"/> <input type="checkbox"/> Coordinate efforts to promote the program to applicable target audiences</li> <li><input type="checkbox"/> <input type="checkbox"/> Address prospective student questions regarding the application and admission process and consistently communicate with applicants on the status of their application materials</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> <input type="checkbox"/> Lead faculty in admission decisions according to the admission criteria and deadlines outlined in this proposal</li> <li><input type="checkbox"/> <input type="checkbox"/> Direct the support staff in maintaining student files and tracking degree progress</li> <li><input type="checkbox"/> <input type="checkbox"/> Work with graduate faculty to ensure that program and student assessments are completed in a timely manner and that committees uphold the quality program standards outlined in this proposal.</li> </ul>
10. Facilities and Equipment	<p><u>Anticipated facilities requirements</u> As the majority of new courses will be offered by distance learning technology, no new facilities other than those currently in existence will be required. Departmentally controlled classroom space in Umberger 317 and Waters Annex 104B will be sufficient for delivering the additional courses that are offered in a face to face format. Office space for the two graduate assistant positions to conduct research and teaching preparation is available in current departmentally controlled areas in the Umberger basement with minimum renovation/costs needed.</p> <p><u>New equipment required</u> No new equipment other than routine replacements will be required to offer this program. The internet infrastructure exists to adequately support this program and teaching equipment and facilities are adequate to provide a high quality program.</p> <p><u>Technology needs</u> The Department of Communications currently possesses the network, server, and online support services necessary for this new program. The department currently provides this support for the College of Agriculture and the State Cooperative Extension Service.</p> <p>Funds from a USDA outreach grant secured by Lauri Baker will enable the Department to purchase two site licenses for the Camtasia software for development of online course materials using a narrated PowerPoint format which will be coupled with the K-State Online format for online assessment instruments, group discussions, etc. Online course delivery protocols adopted by the Great Plains Ag IDEA consortium will be met using existing software and hardware capabilities. No additional technology will be required to support this proposed program beyond routine software updates and licensing and hardware updates currently built into the departmental academic budget.</p>
11. Program Review, Assessment, Accreditation – formal assessment plan.	<p><u>Program Review</u> In order to provide a meaningful and focused self-assessment of the program's attainment of goals, future planning, success in meeting the needs of students, faculty and the Board of Regents; the M.S. in Agricultural Education and Communication program will participate in the Kansas Board of Regents review following an eight year review cycle. The Board of Regents' review of the department's undergraduate programs occurred during the 2010-2011 academic year, so it would be logical that both the new graduate review and the next undergraduate review be scheduled for the 2018-19 academic year. This review will be conducted in accordance with the review protocols adopted by Kansas State University for all Board of Regents</p>

Reviews. In addition, the program will participate in the Kansas State University Graduate School mid-cycle review on a four year rotation for further formal introspection and peer feedback. Furthermore, the graduate program coordinator will lead annual departmental faculty reviews of the data generated by the multiple steps outlined in the Program Assessment Process below. These annual departmental reviews will be conducted with a focus on attainment of student learning outcomes, course quality, needs for curricular revision, and to address both student and external stakeholder needs of the program. Finally, the graduate program coordinator is a Consortium Degree Steering Committee member together with a representative of each contributing member institution in the Great Plains Ag\*IDEA consortium. This steering committee conducts monthly conference calls for the purpose of joint planning, review of individual course quality and quantity, troubleshooting course delivery, enrollment etc., and to simply maintain open dialog to ensure consortium expectations are held high and consistently met or exceeded.

#### Assessment Process

M. S. in Agricultural Education and Communication students are required to self-assess their knowledge, skills and dispositions upon admission to the program, at the mid-point of the program (completion of 12 hours), and as they exit the program. The purpose of these surveys is to document student growth throughout the program and to assist with program evaluation focused on continuous improvement of the M. S. in Agricultural Education and Communication. In addition, advisors and committee members are required to complete a final examination rubric prior to signing the M. S. ballot at program completion.

#### M. S. Graduate Admission Survey

The M. S. in Agricultural Education and Communication requires that each newly admitted student access the Agricultural Education and Communication Graduate Admission Survey online and complete it upon admission to the program. An email will be sent providing directions for accessing, completing, and submitting the Graduate Admission Survey during the first semester of coursework.

#### M. S. Midpoint Self-Assessment Survey

The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Midpoint Self-Assessment Survey upon completing 12 hours of M. S. coursework. An email will be sent providing directions for accessing, completing, and submitting the Midpoint Self-Assessment Survey at this transition point. Students *must* make an appointment with their advisor at program mid-point to verify program progress.

#### Midpoint Checklist for Advisor

At the mid-point of each M. S. student's program, the advisor will submit a checklist to assure that each student is making adequate progress toward program completion. Items include narrative statements in response to Student Learning Outcomes, verification of a filed Program of Study, and

	<p>an unofficial transcript of course grades. Students <i>must</i> make an appointment with their advisor to ensure this mid-point progress report is completed regarding their progress in the program.</p> <p><u>M. S. Final Examination Rubric</u> The M. S. in Agricultural Education and Communication requires advisors and committee members jointly to complete the M. S. Final Examination Rubric prior to signing the M. S. ballot. The purpose of the rubric is to evaluate student performance throughout the program while utilizing the resulting data for program improvement.</p> <p><u>M. S. Graduate Exit Survey</u> The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Graduate Exit Survey prior to their scheduled Final Examination/Master's Project/Thesis. As soon as the Final Examination is scheduled, an email will be sent providing directions for accessing, completing, and submitting the M. S. Survey prior to final program completion.</p>
12. Costs, Financing	<p>As a result of a reorganization of scheduled undergraduate course offerings in the department, the recent addition of an instructor line to the Department of Communication faculty team, the recent hire of two new tenure line faculty, and the reorganization of a current academic support personnel position, no additional faculty or resources will be necessary to implement the program. Specifically, these organizational changes have been made with a focus on enabling the department to expand its emphasis to encompass a graduate degree. Five undergraduate courses in Agricultural Education which had historically been offered twice per year have been moved to the Fall semester only and one undergraduate course that had been offered twice per year has been moved to the Spring semester only for increased efficiency and to open faculty scheduling to offer graduate course work. In addition, utilizing Student Credit Hour generated fee increases, an Instructor level position has been added to the Agricultural Education faculty team during the Fall 2011 semester in order that tenure-track faculty could add graduate coursework to their load. With the recent departure of two Agricultural Communications and Journalism faculty at the Assistant Professor and Instructor ranks, the Department has been able to convert the Instructor position to an Assistant Professor position thereby enabling the Summer 2011 start dates of Dr. Lauri Baker and Dr. Jason Ellis, thereby enabling the program to double the number of graduate faculty in Agricultural Communications and Journalism. These two new hires were approved for Graduate faculty membership in the Fall 2011 semester. Finally, the recent transition of employment in an academic support personnel position has facilitated the Department in re-configuring this position to include academic support for a graduate program. All of these changes which have occurred over the past six months reflect the Department's commitment to implementing our Strategic plan by expanding graduate programming without requesting additional faculty resources within a challenging budgetary context. Costs for student recruitment will be derived from existing Departmental and College recruitment allocations.</p>

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

**I. Identify the new degree:**

Master of Science in Agricultural Education and Communication

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

	Course Name & Number	Credit Hours (Thesis Option)	Credit Hours (Project Option)
<b>Core Courses</b>	EDCEP 816 – Research Methods	3	3
	OR EDLEA 838 – Qual Research in Educ.	3	3
	OR SOCIO 824 – Qualitative Methodology	3	3
	EDSEC 620 – Hist. & Phil of Career & Tech Ed		
	OR AGED 830 – Hist. & Phil of Land Grant	3	3
	AGED 840 – Adv. Theory & Meth of Tchg Ag	3	3
	OR AGCOM 844 – Theory of Ag. Comm.	3	3
	AGED 810 – Soc. Data Analysis in Ag Comm/Ed	3	0
<b>Electives</b>	To be determined by student and committee	12	22
<b>Research</b>	AGED 899 – Master’s Thesis	6	0
	OR AGED 890 – Master’s Project	0	1
<b>Practica</b>	None Required	0	0
	<b>Total</b>	30	32



IMPLEMENTATION YEAR \_\_\_\_FY \_\_2012

Fiscal Summary for Proposed Academic Programs

Kansas State University

Proposed Program: M.S. in Agricultural Education and Communications

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	3	20	8	30	8	30
B. Total SCH taken by all students in program	174		320		320	
<b>Part II. Program Cost Projection</b>						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted						
	Implementation Year		Year 2		Year 3	
Base Budget	258,672				29,744	
Salaries						
OOE	7,526					
Total	266,198					

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

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

Form Revised: September 2003

## 2. Approve a Master of Professional Studies (MPS) (30.9999) – FHSU

### Summary and Recommendation

*Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. Fort Hays State University has submitted an application for approval of a Master of Professional Studies (MPS) (CIP 30.9999). The proposing academic unit has responded to all of the requirements of the program approval process. Six other institutions have programs utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation. Board staff concurs with the Council of Chief Academic Officers and the Council of Presidents in recommending approval.*

### Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification CIP Code	Master of Professional Studies (MPS) with concentrations in Human Resource Management, Cyber Security, Web Development, Computer Networking, and Information Assurance Management. CIP Code 30.9999
2. Academic Unit	The MPS program will be administratively managed through the FHSU Graduate School, with courses offered through each of the participating departments. The primary academic home for the degree program will be the College of Health and Life Sciences.
3. Program Description	The MPS program will provide advanced professional training to students in the initial concentration areas. The MPS will be a degree designed for workforce development for the university's service region which extends through the Virtual College across the nation and around the world.
4. Demand/Need for the Program	179 of 5471 FHSU students surveyed in Fall, 2010 indicated a desire to enroll in an MPS program at FHSU. Bureau of Labor Statistics data indicate that occupational growth in the areas of human resource management and informatics are expected to demonstrate average to better than average growth between 2008-2018.
5. Comparative /Locational Advantage	No similar programs exist in Kansas. Five online competitors exist in the US. One competitor is located in the region. Particular advantages of FHSU for this program are: <ul style="list-style-type: none"> <li>• An opportunity to earn a master's degree that offers flexible attractive alternatives to traditional MS, MA, and MBA programs.</li> <li>• An opportunity to explore specialized professional occupational disciplinary content in greater depth than traditional MBA and MPA degree programs.</li> <li>• An opportunity to earn a master's degree which provides a more attractive alternative to 3<sup>rd</sup> party non-credit professional development workshops and in-service experiences.</li> <li>• FHSU offers competitive tuition and fees compared to all existing competitors.</li> </ul>

6. Curriculum	<p>9 hr core - research methods, statistics, and introduction course</p> <p>9-12 hr - major</p> <p>6-9 hr – cognate field or free electives</p> <p>3 hr – project or internship course</p>
7. Faculty Profile	<p>Faculty in the MPS program will need to have qualifications similar to those of faculty in discipline-specific MS programs. Faculty must be capable of being qualified as graduate faculty at FHSU, which requires substantial involvement in recent scholarship.</p>
8. Student Profile	<p>The program is intended for place-bound working adults who desire a professional master's degree in order to advance in their current occupations or to "re-tool" their skills in order to enter new career opportunities in the workforce. A potential market are students in other countries served through the Virtual College by way of strategic international partnerships with host foreign universities.</p>
9. Academic Support	<p><b>Advising:</b> Advising of PSM students will be performed by faculty members within the participating departments. The advisor will develop a degree program plan in conjunction with the student, assisted by members of the graduate committee. The Graduate School will provide additional student and faculty support.</p> <p>The <b>Center for Teaching Excellence and Learning Technologies</b> (CTELT) assists faculty with the convergence of information technologies into digital formats. Numerous workshops are offered throughout the year to provide faculty/staff with opportunities to develop skills and enhance instruction.</p> <p>The <b>Kelly Center</b>, on the FHSU campus, offers programs to assist students with learning skills and is also the home for <b>Career Counseling Services</b>, which assists individuals in career decisions through the use of personal and career interest inventories, career exploration workshops, and computer-based career exploration programs.</p> <p><b>Library:</b> Forsyth Library is the information/research center for the university. The library provides access to information through books, periodicals, government documents, CD-ROMS, computer literature searches and public Internet connections. Library faculty and staff offer a full range of reference, interlibrary loan, circulation/reserve, government documents and special collection services. Current holdings in Forsyth Library Human Performance student library meet the needs of the proposed program. There is no need for additional library resources.</p> <p><b>Academic Computing:</b> Students must have computer access and the entire FHSU campus has wireless Internet access. General computer laboratories are located throughout campus and in residence halls, and each of the participating departments has their own computer lab facilities. All faculty have tablet computers, linked through wireless Internet access.</p>

10. Facilities and Equipment	Current facilities and equipment are adequate. No additional facilities are required.
11. Program Review, Assessment, Accreditation	The program will be reviewed according to KBOR requirements. Assessment of student learning outcomes will be measured annually and reported through the department annual report process. There are no special accreditation requirements for this degree program.
12. Costs, Financing	\$0

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

**I. Identify the new degree:**

Master of Professional Studies

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

	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Core</b>	Varies by program – see specific concentration curricula	9
<b>Major</b>	Students will complete a minimum of 9 credit hours in an area of concentration (cyber security, human resource management, information assurance management, or computer networking). Courses must be approved by the student's graduate committee and the Dean of the Graduate School.	9-12
<b>Cognate or Free Electives</b>	Students will complete a minimum of 6 credit hours in a cognate area or through the completion of free electives. Courses must be approved by the student's graduate committee and the Dean of the Graduate School.	6-9
<b>Project or Internship</b>	Varies by program – see specific concentration curricula	3
<b>Total</b>		<b>30</b>

IMPLEMENTATION YEAR FY 2012

## Fiscal Summary for Proposed Academic Programs

Institution: Fort Hays State University    Proposed Program: Master's of Professional Studies (MPS)

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	20	10	40	25	60	35
B. Total SCH taken by all students in program	220 / semester		460 / semester		680 / semester	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
Total	\$0		\$0`		\$0	

Indicate source and amount of funds if other than internal reallocation: no funds are needed

### 3. Approve a Bachelor of Science in Workforce Development (CIP 13.1309) – PSU

#### Summary and Recommendation

*Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. Pittsburg State University has submitted an application for approval of a Bachelor of Science in Workforce Development (CIP 13.1309). The proposing academic unit has responded to all of the requirements of the program approval process. One other institution has a program utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation. Board staff concurs with the Council of Chief Academic Officers and the Council of Presidents in recommending approval.*

#### Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	<p>Bachelor of Science with a major in Workforce Development*</p> <ul style="list-style-type: none"> <li>• Emphasis I. Supervision &amp; Leadership</li> <li>• Emphasis II. Human Resources</li> </ul> <p><i>*Note: This proposed degree is the modification and enhancement of the Option II –Program Completion track of the current Bachelor of Science in Technology (BST) Degree with a major in Technology Management. With the adoption of this degree the current BST in Technology Management Option I and II will be eliminated.</i></p>
2. Academic Unit	College of Technology, Department of Technology & Workforce Learning
3. Program Description	<p>The proposed degree program (the Bachelor of Science with a Major in Workforce Development) will be an online completion degree program designed to provide a baccalaureate degree path for non-traditional students with an Associate Degree interested in continuing their professional/career development in the areas of Supervision &amp; Leadership or Human Resources. This degree recognizes the value of an Associate Degree earned from an accredited two-year college. It is designed to build upon this educational foundation, and the student's work experiences, by providing additional general education, professional support classes, and emphasis courses in the areas of Supervision &amp; Leadership or Human Resources.</p>
4. Demand/Need for the Program	<p>Four constituency groups will benefit from this proposed online completion degree program.</p> <ul style="list-style-type: none"> <li>• <b>Employees/Graduates with Associate Degrees</b> – many two-year associate degree graduates cannot progress further in their organizations or fields without an appropriate baccalaureate degree. The majority of individuals in this group are identified as non-traditional students 1) whose work schedules often conflict with the on-campus program schedules of baccalaureate degree programs, and 2) who are geographically unable to participate in on-campus programs and/or courses. This proposed online completion degree program addresses their needs.</li> <li>• <b>Military Personnel with Associate Degrees</b> – place bound military personnel who have earned a two-year associate degree and have an interest in the areas of supervision/leadership or human resources often cannot</li> </ul>

	<p>progress further on their education and/or non-military career paths because of both geographic and timing conflicts resulting from military assignment. This proposed online completion degree program addresses their needs.</p> <ul style="list-style-type: none"> <li>• <b>Potential Employers</b> – business organizations need experienced, well-rounded professionals with expertise in the areas of supervision/leadership and human resources. Many employers are looking for a flexible baccalaureate career path as a means of advancing experienced frontline employees with two-year associate degrees into management and/or specialized human resource positions. In many cases, corporate policies preclude individuals from advancement into positions that have not earned a baccalaureate degree. This proposed online completion degree program addresses their needs.</li> <li>• <b>Community Colleges</b> – need a variety of career path options to meet the needs of their prospective students. This proposed online completion degree program provides a unique baccalaureate career path for both place bound two-year associate degree graduates and those who need to manage full-time employment with their desire to obtain an undergraduate degree.</li> </ul>
5. Comparative/Locational Advantages	<p>The proposed online completion degree (BS with a major in Workforce Development) provides the following comparative/location advantages over other completion degrees offered in the state:</p> <ul style="list-style-type: none"> <li>• This degree, with the emphasis areas of Supervision &amp; Leadership or Human Resources, will be offered completely online by PSU to place-bound military personnel and employees in business and industry.</li> <li>• This degree, with the emphasis areas of Supervision &amp; Leadership or Human Resources, can be completed in 60 credit hours*.</li> </ul> <p>*Note: This presupposes that the student has completed and received an AA or AS associate degree from an accredited institution that required a minimum of 64 credit hours including: English [6], Speech [3], Math [3], Science w/lab [4], Social Sciences [3], Political Science [3], Humanities [3], and Cultural Studies [3]. These courses/credits are recognized to be in alignment with the requirements stipulated by the Association of Technology Management and Applied Engineering (ATMAE), and as such would not be delivered by PSU as part of the 60 hour BS online completion program.</p> <ul style="list-style-type: none"> <li>• This degree, with its emphasis areas of Supervision &amp; Leadership or Human Resources, utilizes courses previously developed and taught by PSU College of Technology's faculty and will be able to leverage current coursework and faculty expertise. Many of the courses have been taught as professional support courses and service courses for other degree programs. The PSU faculty members possess the academic and work experience necessary for teaching these courses.</li> <li>• This degree, with its emphasis areas of Supervision &amp; Leadership or Human Resources, will use core general education and business requirements courses that currently exist or under development by other academic departments.</li> <li>• This degree, with its two emphasis areas of Supervision &amp; Leadership or Human Resources is closely aligned with knowledge and skills required by business organizations. It will utilize PSU College of Business courses that</li> </ul>



	make up its AACSB-accredited program and HRD courses taught by faculty associated with an AHRD-accredited program. In addition, the proposed degree has been designed to meet accreditation requirements outlined by the Association of Technology Management and Applied Engineering (ATMAE).
6. Curriculum	As previously noted, the proposed degree has been designed to meet accreditation requirements outlined by the Association of Technology Management and Applied Engineering (ATMAE). (see Section 11 for details)
7. Faculty Profile	Undergraduate program faculty members typically possess MS and/or doctorate degrees with appropriate work experience and licensing. Faculty members throughout Pittsburg State University teaching baccalaureate programs may teach courses associated with this proposed program.
8. Student Profile	Non-traditional students who are graduates of associate degree programs (primarily AA and AS) from accredited institutions, with previous training in business, technology and professional-related fields, that are seeing a baccalaureate career path that would enable them to obtain supervisory or human resource-type positions in business and industry.
9. Academic Support	All academic support associated with College of Technology baccalaureate programs is available for use with this program. Tutorial services, as required by HLC for online degrees, will be available when fully implemented.
10. Facilities & Equipment	This proposed online completion degree (BS with a major in Workforce Development) will be housed in the College of Technology's Kansas Technology Center and use same development and online delivery facilities; equipment; and course management, assessment, and course development software and systems, associated with existing programs. The proposed program will make use of existing online courses associated with the BST in Technology Management program that is being eliminated and replaced with this proposed online completion degree.
11. Program Review, Assessment, Accreditation	This program will utilize the same program review procedures used for all PSU baccalaureate programs. Assessment includes the use of professional development and senior seminar courses (TM 399 Professional Development and TM 699 Senior Assessment in Technology Management), exit exams, surveys, and placement. As previously noted, the proposed degree has been designed to meet accreditation requirements outlined by the Association of Technology Management and Applied Engineering (ATMAE).
12. Costs, Financing	Additional costs associated with this program are directly related to costs associated with increased enrollments. It does not require the purchase of specialty equipment beyond what is currently available to service the existing baccalaureate programs in the College of Technology. Part of program financing would be from tuition and distance learning fee payments.

## CURRICULUM OUTLINE

### NEW DEGREE PROPOSALS Kansas Board of Regents

#### INSTITUTION: PITTSBURG STATE UNIVERSITY

**I.** Identify the new degree:

**Bachelor of Science with a major in Workforce Development**

- **Emphasis I:**           **Supervision & Leadership**
- **Emphasis II:**       **Human Resources**

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

**[Please refer to the program guide following this section]**

	Course Name & Number	Credit Hours
Core Courses:	<u>*General Education [from Two-Year College]</u>	<u>[ 25]</u>
	<u>*Specialization [from Two-Year College]</u>	<u>[ 39]</u>
	<u>Core Courses: General Ed-Related Courses [PSU]</u>	<u>18</u>
	<u>Core Courses: Business Courses [PSU]</u>	<u>09</u>
	<u>Major: Workforce Development Courses [PSU]</u>	<u>12</u>
	<u>Emphasis Courses [PSU]</u>	<u>21</u>
	<b>Emphasis I – Supervision &amp; Leadership</b>	
	(or)	
	<b>Emphasis II – Human Resources</b>	
Electives:	<u>None</u>	<u>          </u>
Research:	<u>None</u>	<u>          </u>
Practica:	<u>None</u>	<u>          </u>
		Total: <b>124*</b>

\*Credits hours are contained within a 64-hour associate degree program from an accredited institution.

### Bachelor of Science with a major in Workforce Development

- **Emphasis I. Supervision & Leadership**
- **Emphasis II. Human Resources**

Prerequisite: Students accepted to the program must have an Associate Degree (AA or AS) from an accredited institution.

Required	Hours
<b>Associate Degree</b>	<b>64</b>
If the following General Education requirements have not been fulfilled as part of the student's Associate Degree program, then prior to completion of the BS degree, the student must have completed each of the following general education requirements, any of which may have been part of the associate degree. These courses are in addition to the 60 hours offered by Pittsburg State University.	
ENGL 101 English Composition	3
ENGL 299 Introduction to Research Writing	3
COMM 207 Speech Communication	3
MATH 113 College Algebra or approved math substitute course	3
Physical Science course with laboratory (life science can also be used)	4
Social Sciences – Introduction to Sociology 100 or General Psychology 155	3
Political Sciences – U.S. Politics 101	3
Humanities—Music, Art, Theater, Dance	3
<b>Core Requirements (to be taken from PSU)</b>	<b>27</b>
<b>General Education-Related Courses (18):</b>	
TM 350 Societal Influence of Technology or GT 350 Technology & Civilization	3
TM 555 Diversity in Technology Management	3
PSYCH 575 Industrial and Organizational Psychology	3
SOC 360 Community Sociology	3
JUST 223 Basic Interviewing	3
COMM XXX (new on-line course to be developed)	3
<b>Business Related Courses (9):</b>	
MATH XXX (new on-line course to be developed)	3
MGMKT 330 Basic Marketing	3
MGMKT 444 Legal and Social Environment of Business	3
<b>Workforce Development Courses</b>	<b>12</b>
EST 393 Introduction to Industrial Safety or EST 512 Risk Analysis	3
TM 390 Trade and Job Analysis	3
TM 399 Technology Management Professional Development	2
TM 520 Leadership in the Workplace	3
TM 699 Senior Assessment in Technology Management	1
<b>Emphasis I. Supervision &amp; Leadership Courses</b>	<b>21</b>
MFGET 405 Quality Control	3
MGMKT 327 Organizational Theory & Behavior	3
EST 630 Safety Management	3
TTED 606 Industrial Supervision	3
TM 500 Industrial Organization and Technology Management	3
TM 501 Work Measurement and Efficiency Methods	3
TM 503 Facility Maintenance and Management	3
<b>OR</b>	
<b>Emphasis II. Human Resource Courses</b>	<b>(or) 21</b>
HRD 575 Instructional Media in HRD	3
HRD 596 Introduction to Human Resource Development	3
TM 653 Workforce Preparation	3
TM 679 Presentation Skills	3
HRD 597 Organizational Staffing (new on-line course to be developed)	3
HRD 598 Talent Management (new on-line course to be developed)	3
HRD 630 Employee and Labor Relations (new on-line course to be developed)	3
<b>TOTAL</b>	<b>124</b>

IMPLEMENTATION YEAR: **FY 2012**  
Fiscal Summary for Proposed Academic Programs

Institution: PITTSBURG STATE UNIVERSITY

Proposed Program: **Bachelor of Science with a major in Workforce Development  
13.1309**

- **Emphasis I: Supervision & Leadership**
- **Emphasis II: Human Resources**

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-time	Part-Time
A. Full-time, Part-time Headcount:	0	10	0	20	0	30
B. Total SCH taken by all students in program	0	180	0	360	0	540
Part II. Program Cost Projection*						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
Costs:	No impact on current budget		No impact on current budget		No impact on current budget	
OOE	No impact on current budget		No impact on current budget		No impact on current budget	
Total	No impact on current budget					

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

- No additional funds requested. The program will be unproblematic by using current faculty and efficient scheduling.

\*TWL departmental funds for base budget and in-load teaching will be reallocated from the BS in Technology Management program. Funds for “teaching overload” (regular faculty) and adjunct faculty will be generated through Continuing Studies tuition and distance learning fees.

*B. Fiscal Affairs & Audit***1. Authorize Kansas State University to Enter into a Lease for Student Housing – KSU****Eric King,  
Director of Facilities**

Kansas State University requests approval to execute a lease agreement (pursuant to KBOR Policy & Manual Procedure Manual Chapter II, Section C, 10 and 12) for the purpose of providing additional housing for Manhattan Campus students. This year, K-State Housing and Dining turned away almost 150 students who wanted to live on campus. As a result, some of these students chose not to attend K-State. Projected fall 2012 enrollment and demand for on-campus housing is strong. Early housing contracts are more than 250 ahead of last year. K-State is adding 200 new beds in the current Jardine construction phase, but a shortfall of more than 100 beds for fall 2012 is still anticipated. The university is in the early stages of examining how best to add residence hall capacity for the long term, but that additional capacity will not be available for a few more years. For this reason, K-State is proposing lease of a 104-bedroom property from Elsey Partners LLC located at 2216 Claflin Ave. The proposed lease would be for a minimum of two years with options for additional annual leases.

The property is currently under construction and is being inspected by the City of Manhattan Code Compliance Office. It must meet all applicable City Building Standards and Codes. Once a lease is signed and prior to occupancy, a safety inspection by Kansas State Health and Safety Office will be conducted. On a monthly basis Kansas State Housing and Dining Facilities staff will do a visual inspection for safety issues as well as for pest control.

In early November, K-State Housing & Dining and K-State Purchasing began discussions about the need to lease student housing property near the Manhattan Campus. K-State engaged the State of Kansas Office of Facilities & Property Management (OFPM) in those discussions. Given the size, location, age, and availability of the Elsey Property, it appeared to be the only property in town that would meet K-State's needs. After touring the facility, all involved parties agreed that a sole-source procurement process should be used. K-State, OFPM and the property owners started negotiations in early January. All parties have agreed to lease terms. The facility will be occupied by 100 students, 3 Residence Assistants and 1 Graduate Assistant Manager in 25 - 4 bedroom town-homes and 4 - 1 bedroom apartments. Each of the bedrooms has a private bathroom.

**Income:**

- 100 students renting at the 1 person suite rate of \$9,562 provides \$956,200 in income for August through May. Other income could be realized by renting to conference groups over the summer.

**Expenses:**

- Rent \$645,836.04
- Cable and internet provided by property owner \$22,620
- Dining Direct Costs \$230,000 (this assumes all meals are eaten, so this expense will be less)
- Water estimate \$20,000
- Electricity estimate \$45,000
- Staffing \$20,000
- Maintenance \$30,000 (this is not a new position - only estimated cost of simple maintenance issues)
- Trash Service \$5,000
- Pest Control \$3,000
- Total Expenses: \$1,021,456.04

If approved by the Board, OFPM will present the proposed lease to the Joint Committee on State Building Construction.

**2. Authorize the University of Kansas to Enter into a Lease Agreement with the KU Endowment Association – KU**

The University of Kansas requests approval to enter into a lease agreement with the KU Endowment Association for a building located at 3503 Rainbow Boulevard. The property is adjacent to the main campus of the Medical Center and was recently purchased by the KU Endowment. The Medical Center plans to renovate the building to house the KUMC Research Institute and other administrative offices thereby freeing up space on the main campus for the School of Public Health. The renovations will cost approximately \$1.5 million. In addition to the renovation, the Medical Center will redesign the parking lot and the street access to the property. Redesigning the street access is important for the safety of those individuals who will be traveling between this building and the main campus. The cost of the redesign of the street access and parking lot is approximately \$500,000. The total investment in the building that will be repaid to KUEA is \$3.3 million including the \$1.3 million for the purchase price of the land on which the building sits.

The University will lease the building over a period of 10 years at the prime rate of interest plus one percent. The lease will be funded using a mix of funds including Executive Vice Chancellor (EVC) Development fund, state general funds from KUMC operating grant, and EVC discretionary funds at the Research Institute. Upon completion of the lease, the property will be transferred to the University.

# DISCUSSION AGENDA

## V. Consideration of Discussion Agenda

### A. Other Matters

#### 1. Continue Discussion on Foresight 2020

**Andy Tompkins,  
President and CEO**

### Summary

*During the first annual Foresight 2020 report in January, Board members expressed an interest in continuing their discussion on the strategic agenda at the February meeting. Board discussion in January centered on the following issues and ideas: 1) ways to continue to address gaps in high school preparation and postsecondary expectations; 2) a discussion of the measurements currently being used; and 3) potential policy decisions that might be needed. A brief review of these topics is included below to serve as a starting point for the Board's discussion.*

### Background

The first goal of Foresight 2020 is to better align with K-12 and within the postsecondary institutions. The objectives under this goal include strategies to ensure coordination of expectations, revise admissions standards, and focus on transfer, articulation, and collaboration within the higher education system. One objective under this goal was to work with the P-20 Council to identify gaps in preparation and expectations. The Council did a study on this issue related to the Common Core curriculum and how it aligns with postsecondary expectations in English language arts and math. However, that Council no longer exists. Another objective that addresses coordination of expectations is a requirement that all higher education institutions have discussions with local high schools regarding gaps and ways to eliminate them. Another objective that addresses coordination of expectations is ongoing communication with high schools on qualified admissions standards. A final objective will be communication with the high schools of the decisions made on transfer and articulation.

As mentioned during the presentation, some of the objectives included in the strategic agenda are tasks and some are measures. There was some question about the number of measures that we have included and the possibility of focusing the measures on a few key indicators. Currently, we have measures for the following:

- a) Measure of under-represented groups attending postsecondary education with a goal of having it meet or exceed the proportion of Kansans in these under-represented groups
- b) Measure of the percent of high school graduates that go directly to a Kansas public postsecondary institution
- c) Measure of the percent of Kansas 25-39 year olds and 40-64 year olds with only a high school diploma that participate in Kansas higher education
- d) Measure of the number per 1000 of Kansans age 18-64 who participate in Adult Basic Education and the number per 1000 of adults in need of learning English as a second language that participate in an ABE ESL program
- e) Measure of the percent of ABE participants transitioning to postsecondary education
- f) Measure of the percent first to second year retention of students in technical and community colleges and universities
- g) Measure of the percent of university students graduating in six years and community and technical colleges graduating in three years
- h) Measure of the percent of Kansans with an associate degree or higher
- i) Measure of the percent of credentials or degrees awarded in science, technology, engineering, and mathematics

Additionally, the universities under goal six are identifying some strategic and aspirational goals that they will be using to measure their progress against peers.

The policy question that was asked possibly arose as a means of helping focus the institutions on what was required as it pertains to the strategic agenda. It could also help the Board prioritize its focus on what it valued most and the measures which best measure that progress. It seems to be a logical outgrowth of the first report on Foresight 2020 that the Board would now gain an even clearer focus on what it hopes to accomplish. Further discussion will certainly help the staff and leadership of the institutions continue to grow in their understanding of the vision of the Board for higher education in Kansas.



**B. Academic Affairs**

Regent Edwards

**1. Act on Requests to Change the Academic Calendars  
– ESU and WSU**

**Gary Alexander,  
VP, Academic Affairs**

**Summary and Recommendation**

*Board of Regents policy requires consideration of academic calendars proposed by the Regents universities for any deviation for reasons other than natural disaster or national emergencies. This month the Board is asked to consider Emporia State University's requested changes for Fall 2012. Wichita State University requests changing its Fall 2013, Fall 2014 and Fall 2015. The proposed changes to the academic calendars conform to existing policies and guidelines. Staff recommends approval.*

**Background**

Kansas Board of Regents Policy states the following:

**1. ACADEMIC CALENDAR (6-19-70; 1-18-90; 5-20-93; 6-25-2009)**

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

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

**Proposed Change to Academic Calendar**

Emporia State University requests moving its Fall Break date from October 11-12, 2012 to October 18-19, 2012 because of conflicts with the university's homecoming game.

<b>Emporia State University</b>	
<b>Move From</b>	<b>To</b>
<b>Fall Break 2012</b>	
October 11-12, 2012	<i>October 18-19, 2012</i>

Wichita State University requests approval to revise its academic calendars for Fall 2013; Fall 2014 and Fall 2015 as follows:

<b>Wichita State University</b>		
	<b>Move From</b>	<b>To</b>
<b>Fall 2013</b>		
Fall Classes Begin	Thursday, August 26, 2013	<i>Monday, August 19, 2013</i>
Fall Break	October 21-22, 2013	<i>October 14-15, 2013</i>
Fall Classes End	Thursday, December 12, 2013	<i>Thursday, December 5, 2013</i>
Exams Begins	Saturday, December 14, 2013	<i>Saturday, December 7, 2013</i>
Exams End	Friday, December 20, 2013	<i>Friday, December 13, 2013</i>
Total Instructional Days	73	73
<b>Fall 2014</b>		
Classes Begin	Monday, August 25, 2014	<i>Monday, August 18, 2014</i>
Fall Break	October 20-21, 2014	<i>October 13-14, 2014</i>
Fall Classes End	Thursday, December 11, 2014	<i>Thursday, December 4, 2014</i>
Exams Begin	Saturday, December 13, 2014	<i>Saturday, December 6, 2014</i>
Exams End	Friday, December 19, 2014	<i>Friday, December 12, 2014</i>
Total Instructional Days	73	73
<b>Fall 2015</b>		
Classes Begin	Monday, August 24, 2015	<i>Monday, August 17, 2015</i>
Fall Break	October 19-20, 2015	<i>October 12-13, 2015</i>
Classes End	Thursday, December 10, 2015	<i>Thursday, December 3, 2015</i>
Exams Begin	Saturday, December 12, 2015	<i>Saturday, December 5, 2015</i>
Exams End	Friday, December 18, 2015	<i>Friday, December 11, 2015</i>
Total Instructional Days	73	73

The following calendars reflect the revisions with strikethrough and italics.

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

<b><u>Fall, 2012</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Aug 20 Mon	Aug 20 Mon	Aug 20 Mon	Aug 15 Wed	Aug 20, Mon	Aug 20 Mon
Classes End	Dec 06 Thurs	Dec 07 Fri	Dec 06 Thurs	Dec 07 Fri	Dec 07, Fri	Dec 07 Fri
Total Instructional Days	73	74	73	76	74	74
Exams Begin	Dec 10 Mon	Dec 10 Mon	Dec 8 Sat	Dec 10 Mon	Dec 10, Mon	Dec 08 Sat
Exams End	Dec 14 Fri	Dec 14 Fri	Dec 14 Fri	Dec 14 Fri	Dec 14, Fri	Dec 14 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	6	7	6	6
<b><u>Spring, 2013</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Jan 22 Tue	Jan 22 Tues	Jan 22 Tue	Jan 16 Wed	Jan 14 Mon	Jan 22 Tues
Classes End	May 09 Thurs	May 10 Fri	May 9 Thurs	May 10 Fri	May 04, Fri	May 10 Fri
Total Instructional Days	73	74	73	76	74	74
Exams Begin	May 13 Mon	May 13 Mon	May 11 Fri	May 13 Mon	May 06, Mon	May 11 Sat
Exams End	May 17 Fri	May 17 Fri	May 17 Thurs	May 17 Fri	May 10, Fri	May 17 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	5	6	5	7	6	6

- Notes: (a) Wichita State University and Fort Hays State University utilize Saturdays as final exam days and, thus, have a slightly longer exam period.
- (b) University of Kansas Fall break October 6 – 9, 2012; Kansas State University Fall break November 19-20, 2012; Wichita State University Fall break October 22-23, 2012; Emporia State University Fall break ~~October 11-12, 2012~~ **October 18-19, 2012**; Fort Hays State University Fall break November 19-20, 2012; and Pittsburg State University Fall break October 25 - 26, 2012.
- (c) Thanksgiving break is November 21-November 25, 2012; Martin Luther King Day is January 21, 2013; and Spring break is March 18-24, 2013.  
 [Approved by KBOR June 12, 2008] *Revision Approved 04/15/10; Revisions Approved 06/23/10; Revisions Approved 12/15/2010, Revisions Approved 10/19/2011*

**Academic Calendar Year, 2013 -2014**  
**Kansas Board of Regents State Universities**

<b><u>Fall, 2013</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Aug 26 Mon	Aug 26 Mon	<del>Aug 26 Mon</del> <b>Aug 19 Mon</b>	Aug 19 Mon	Aug 19, Mon	Aug 19 Mon
Classes End	Dec 12 Thurs	Dec 13 Fri	<del>Dec 12 Thurs</del> <b>Dec 5 Thurs</b>	Dec 06 Fri	Dec 06, Fri	Dec 06 Fri
Total Instructional Days	73	74	73	73	74	74
Exams Begin	Dec 16 Mon	Dec 16 Mon	<del>Dec 14 Sat</del> <b>Dec 7 Sat</b>	Dec 09 Mon	Dec 09, Mon	Dec 07 Sat
Exams End	Dec 20 Fri	Dec 20 Fri	<del>Dec 20 Fri</del> <b>Dec 13 Fri</b>	Dec 13 Fri	Dec 13, Fri	Dec 13 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	6	7	6	6
<b><u>Spring, 2014</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Jan 21 Tues	Jan 21 Tues	Jan 21 Tue	Jan 22 Wed	Jan 13 Mon	Jan 21 Tues
Classes End	May 08 Thurs	May 09 Fri	May 08 Thurs	May 09 Fri	May 02, Fri	May 09 Fri
Total Instructional Days	73	74	73	73	<b>74</b>	74
Exams Begin	May 12 Mon	May 12 Mon	May 10 Sat	May 12 Mon	May 05, Mon	May 10 Sat
Exams End	May 16 Fri	May 16 Fri	May 16 Fri	May 16 Fri	May 09, Fri	May 16 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	5	5	6	6

- Notes: (a) Wichita State University and Fort Hays State University utilize Saturdays as final exam days and, thus, have a slightly longer exam period.
- (b) University of Kansas Fall break October 12 - 15, 2013; Kansas State University Fall break November 20-21, 2013; Wichita State University Fall break ~~October 21 - 22, 2013~~ **October 14-15, 2013**; Emporia State University Fall break October 17 - 18, 2013; Fort Hays State University Fall break November 25- 26, 2013; and Pittsburg State University Fall break October 10 - 11, 2013.
- (c) Thanksgiving break is November 27- December 01, 2013; Martin Luther King Day is January 20, 2014; and Spring break is March 17-23, 2014. [Board approved May 19, 2011]

**Academic Calendar Year, 2014 -2015**  
**Kansas Board of Regents State Universities**

<b><u>Fall, 2014</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Aug 25 Mon	Aug 25 Mon	<del>Aug 25 Mon</del> <b>Aug 18 Mon</b>	Aug 18 Mon	Aug 18, Mon	Aug 18 Mon
Classes End	Dec 11 Thurs	Dec 12 Fri	<del>Dec 11 Thurs</del> <b>Dec 4 Thurs</b>	Dec 05 Fri	Dec 05, Fri	Dec 05 Fri
Total Instructional Days	73	74	73	73	74	74
Exams Begin	Dec 15 Mon	Dec 15 Mon	<del>Dec 13 Sat</del> <b>Dec 6 Sat</b>	Dec 08 Mon	Dec 08, Mon	Dec 06 Sat
Exams End	Dec 19 Fri	Dec 19 Fri	<del>Dec 19 Fri</del> <b>Dec 12 Fri</b>	Dec 12 Fri	Dec 12, Fri	Dec 12 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	5	7	6	6
<b><u>Spring, 2015</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Jan 20 Tues	Jan 20 Tues	Jan 20 Tues	Jan 21 Wed	Jan 12, Mon	Jan 20 Tues
Classes End	May 07 Thurs	May 08 Fri	May 07 Thurs	May 08 Fri	May 01, Fri	May 08 Fri
Total Instructional Days	73	74	73	73	74	74
Exams Begin	May 11 Mon	May 11 Mon	May 09 Sat	May 11 Mon	May 04, Mon	May 09 Sat
Exams End	May 15 Fri	May 15 Fri	May 15 Fri	May 15 Fri	May 08, Fri	May 15 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	6	5	6	6

- Notes: (a) Wichita State University and Fort Hays State University utilize Saturdays as final exam days and, thus, have a slightly longer exam period.
- (b) University of Kansas Fall break October 11 - 14, 2014; Kansas State University Fall break November 24-28, 2014; Wichita State University Fall break ~~October 20-21, 2014~~ **October 13-14, 2014**; Emporia State University Fall break October 09 - 10, 2014; Fort Hays State University Fall break November 24-25, 2014; and Pittsburg State University Fall break October 16 - 17, 2014.
- (c) Thanksgiving break is November 26-November 30, 2014; Martin Luther King Day is January 19, 2015; and Spring break is March 16-22, 2015.  
*[Board approved May 19, 2011]*

**Academic Calendar Year, 2015 -2016**  
**Kansas Board of Regents State Universities**

<b><u>Fall, 2015</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Aug 24 Mon	Aug 24 Mon	<del>Aug 24 Mon</del> <b>Aug 17 Mon</b>	Aug 17 Mon	Aug 17, Mon	Aug 17 Mon
Classes End	Dec 10 Thurs	Dec 11 Fri	<del>Dec 10 Thurs</del> <b>Dec 3 Thurs</b>	Dec 04 Fri	Dec 04, Fri	Dec 04 Fri
Total Instructional Days	73	74	73	73	74	74
Exams Begin	Dec 14 Mon	Dec 14 Mon	<del>Dec 12 Sat</del> <b>Dec 5 Sat</b>	Dec 07 Mon	Dec 07, Mon	Dec 05 Sat
Exams End	Dec 18 Fri	Dec 18 Fri	<del>Dec 18 Fri</del> <b>Dec 11 Fri</b>	Dec 11 Fri	Dec 11, Fri	Dec 11 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	6	7	6	6
<b><u>Spring, 2016</u></b>	<b><u>KU</u></b>	<b><u>KSU</u></b>	<b><u>WSU</u></b>	<b><u>ESU</u></b>	<b><u>PSU</u></b>	<b><u>FHSU</u></b>
Classes Begin	Jan 19 Tues	Jan 19 Tues	Jan 19 Tues	Jan 20 Wed	Jan 11, Thurs	Jan 19 Tues
Classes End	May 05 Thurs	May 06 Fri	May 05 Thurs	May 06 Fri	April 29, Fri	May 06 Fri
Total Instructional Days	73	74	73	73	74	74
Exams Begin	May 09 Mon	May 09 Mon	May 07 Sat	May 09 Mon	May 02, Mon	May 07 Sat
Exams End	May 13 Fri	May 13 Fri	May 13 Fri	May 13 Fri	May 06, Fri	May 13 Fri
Total Exam Days	5	5	6	5	5	6
Total Vacation Days	6	6	5	5	6	6

- Notes: (a) Wichita State University and Fort Hays State University utilize Saturdays as final exam days and, thus, have a slightly longer exam period.
- (b) University of Kansas Fall break October 10 - 13, 2015; Kansas State University Fall break November 23-27, 2015; Wichita State University Fall break ~~October 19 - 20, 2015~~ **October 12-13, 2015**; Emporia State University Fall break October 15 - 16, 2015; Fort Hays State University Fall break November 23-24, 2015; and Pittsburg State University Fall break October 08 - 09, 2015.
- (c) Thanksgiving break is November 25-November 29, 2015; Martin Luther King Day is January 18, 2016; and Spring break is March 14-20, 2016. [Board approved May 19, 2011] [FHSU editorial changes 2015 Classes End Dec 04 Fri; Exams begin Dec 05 Sat; 2016 Exams begin May 07 end May 13 and FHSU fall break for 2015 November 23-24]

## 2. Accept Annual Accreditation Report

### Summary and Recommendation

*Board policy states “the Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the Regents universities and their accredited programs... The report shall include information on a) whether the institution or the program is accredited for the full term of accreditation and b) whether the institution or the program has received full accreditation status or is on probationary status.” Reports from each state university are attached. Staff recommends acceptance of the report.*

### Background

Accreditation is a process that certifies institutions and programs for having met a specified set of standards. The Board of Regents receives an annual report on the accreditation status of the state universities and various programs within each.

There are two broad types of accreditation in postsecondary education: institutional accreditation and the specialized accreditation of academic units or programs.

The accreditation of postsecondary institutions occurs through a system of regional accrediting bodies approved by the U.S. Department of Education. In Kansas and eighteen other states, postsecondary institutions may achieve accreditation by the North Central Association of Colleges and Schools. Each of the Kansas state universities is accredited by North Central.

The specialized accreditation of academic units or programs occurs through a system of accrediting organizations that are based in academic disciplines. In a few instances, state regulatory agencies accredit academic programs. For example, both the Kansas State Board of Education and the National Council on the Accreditation of Teacher Education accredit the teacher education programs at the Regents universities. Program accreditation is most prevalent in professional programs, such as architecture, engineering, nursing, law, and teacher education.

### 2011 Accreditation Report

Attached are accreditation reports from each of the six state universities. These reports show that each university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition, they list the accreditation status of individual programs at each institution.

- Emporia State University reports 14 programs accredited by their respective specialized accrediting bodies.
- Fort Hays State University reports 9 programs accredited by specialized accrediting bodies and one, Business and Leadership, in candidacy.
- Kansas State University reports 57 programs accredited by specialized accrediting bodies. Seven programs are either certified, licensed, registered, or Federal Aviation Administration (FAA) approved according to the standards of their respective regulatory bodies.
- Pittsburg State University reports 15 programs accredited by specialized accrediting agencies.
- The University of Kansas reports 32 programs accredited by specialized accrediting agencies.

- The University of Kansas Medical Center reports 22 programs accredited or approved by specialized accrediting agencies. In addition, 56 residency programs are appropriately accredited or approved.
- Wichita State University reports 29 programs accredited or approved by specialized accrediting agencies. Sport Management is in candidacy, with a site visit planned for January 2012. Accreditation for the Art and Design program is pending.

**Staff Recommendation**

Staff recommends acceptance of this report.



**Emporia State University - 2011 Accreditation Report**

Accreditations current as of January 1, 2012

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Institutional		UG/GR	Higher Learning Commission of North Central Association	full	2004	10 years	2014	1
Liberal Arts & Sciences	Art	UG	National Association of Schools of Art and Design	full	2004	5 years	2011	2
The Teachers College	Art Therapy	GR	American Art Therapy Association	full	2010	7 years	2017	
The Teachers College	Athletic Training	UG	Commission on Accreditation of Allied Health Education Programs	full	2009	10 years	2019	
Business	Business	UG/GR	AACSB International-The Association to Advance Collegiate Schools of Business	full	2007	5 years	2012	
Liberal Arts & Sciences	Chemistry	UG	American Chemical Society	full	2009	5 years	2014	
The Teachers College	Mental Health Counseling	GR	Council for Accreditation of Counseling & Related Educational Programs	full	2007	5 years	2013	3
The Teachers College	School Counseling	GR	Council for Accreditation of Counseling & Related Educational Programs	full	2007	5 years	2013	3
The Teachers College	Education	UG/GR	National Council for Accreditation of Teacher Education	full	2003	7 years	2011	4
The Teachers College	Education	UG/GR	Kansas State Department of Education	full	2003	7 years	2010	5
The Teachers College	Rehabilitation Counseling Education	GR	Council on Rehabilitation Education	full	2005	8 years	2013	
Library and Information Management	Library Science	GR	American Library Association	full	2008	7 years	2015	
Liberal Arts & Sciences	Nursing	UG	National League for Nursing Accrediting Commission	full	2008	8 years	2016	
The Teachers College	Psychology	GR	National Association of School Psychologists	full	2006	5 years	2011	4
Liberal Arts & Sciences	Visual and Performing Arts: Music	UG/GR	National Association of Schools of Music	full	2000	10 years	2010	6

Explanatory Notes

1 Date of next review may be estimated and depend upon the schedule of the accrediting agency.
2 Accreditation review postponed until 2013.
3 Accreditation review postponed until Fall 2013.
4 Review done in Fall 2011. Results expected late Spring 2012.
5 Program review done in Fall 2010. Accreditation visit was Fall 2011 along with NCATE.
6 Initial report received in Spring 2011. Rejoinder sent in October 2011.

**Fort Hays State University - 2011 Accreditation Report****Accreditations current as of January 1, 2012**

<b>College or School</b>	<b>Program</b>	<b>UG / GR</b>	<b>Accrediting Agency</b>	<b>Accreditation Status</b>	<b>Last Review</b>	<b>Accreditation Period</b>	<b>Year of Next Review</b>	<b>Explanatory Note*</b>
College of Education and Technology	Teacher Education	UG/GR	National council for Accreditation of Teacher Education	full	2010	7 years	2017	
College of Education and Technology	Teacher Education	UG/GR	Kansas State Board of Education	full	2010	7 years	2017	
College of Health and Life Sciences	Communication Disorders	GR	American Speech-Language Hearing Association	full	2005	8 years	2013	
College of Health and Life Sciences	Athletic Training	UG	Joint Review Committee on Education in Athletic Training	full	2009	10 years	2019	
College of Health and Life Sciences	Nursing	UG/GR	Commission on Collegiate Nursing Education	full	2009	10 years	2019	
College of Health and Life Sciences	Nursing	UG/GR	Kansas State Board of Nursing	full	2009	10 years	2019	
College of Health and Life Sciences	Radiologic Technology	UG	Joint Review Committee on Education in Radiologic Technology	full	2006	10 years	2016	
College of Arts and Sciences	Music	UG	National Association of Schools of Music	full	2002	10 years	2012	
College of Arts and Sciences	Social Work	UG	Council on Social Work Education	full	2011	8 years	2019	
College of Business and Leadership	Business	UG/GR	Association to Advance Collegiate Schools of Business	pre-candidacy				
Fort Hays State University	Institutional	UG/GR	Higher Learning Commission	full	2008	7 years	2015	

**Kansas State University - 2011 Accreditation Report**

Accreditations current as of January 1, 2012

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Kansas State University	Institution	All	Higher Learning Commission (HLC) of the North Central Association (NCA)	Full	2002	10 years	2012	1
College of Agriculture	Food Science & Industry	UG	Institute of Food Technologists (IFT)	Certified	2010	5 years	2015	2
	Park Management & Conservation	UG	National Recreation and Parks Association (NRPA)/American Association for Leisure and Recreation (AALR) Council on Accreditation	Full	2007	5 years	2012	3
College of Architecture, Planning & Design	Architecture	GR	National Architectural Accrediting Board (NAAB)	Full	2011	6 years	2017	4
	Interior Architecture	UG	Council for Interior Design Accreditation (CIDA)	Full	2006	6 years	2012	
	Interior Architecture & Product Design	GR	Council for Interior Design Accreditation (CIDA)	Full	2006	6 years	2012	
	Interior Architecture & Product Design	GR	National Association of Schools of Art & Design (NASAD)	Full	2005	10 years	2015	
	Landscape Architecture	UG/1 <sup>st</sup> Prof	Landscape Architecture Accrediting Board (LAAB)	Full	2008	6 years	2014	
	Landscape Architecture	GR/1 <sup>st</sup> Prof	Landscape Architecture Accrediting Board (LAAB)	Full	2009	6 years	2015	
	Regional & Community Planning	GR	Planning Accreditation Board (PAB) of the American Planning Association (APA) and the Association of Collegiate Schools of Planning (ACSP)	Full	2008	7 years	2015	
College of Arts & Sciences	Art	UG	National Association of Schools of Art & Design (NASAD)	Full	2005	10 years	2015	
	Fine Arts	UG/GR	National Association of Schools of Art & Design (NASAD)	Full	2005	10 years	2015	
	Chemistry	UG	American Chemical Society (ACS)	Certified	2009	5 years	2014	
	School of Journalism & Mass Communications	UG	Accrediting Council on Education in Journalism & Mass Communication (ACEJMC)	Full	2007	6 years	2013	
	Music	UG/GR	National Association of Schools of Music (NASM)	Full	2002	10 years	2012	5
	Public Administration (Political Sciences)	GR	National Association of Schools of Public Affairs and Administration (NASPAA)	Full	2011	6 years	2012	6

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	Social Work (Dept. of Sociology, Anthropology & Social Work)	UG	Council on Social Work Education (CSWE)	Full	2010	8 years	2018	
	Theatre (Dept. of Communication Studies, Theatre and Dance)	UG/GR	National Association of Schools of Theatre (NAST)	Full	2009	10 years	2019	
College of Business Administration	College	UG/GR	The Association to Advance Collegiate Schools of Business (AACSB) - The International Association for Management	Full	2008	6 years	2014	
	Accounting	UG/GR	The Association to Advance Collegiate Schools of Business (AACSB) - The International Association for Management	Full	2008	6 years	2014	
College of Education	College (includes Elementary & Secondary Education, Art Education, Agricultural Education, Early Childhood Education, Family and Consumer Sciences Education, and Music Education)	UG/GR	National Council for Accreditation of Teacher Education (NCATE) & Kansas State Board of Education	Full	2009	7 years	2016	
	Counselor Education & Supervision	GR	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Full	2008	8 years	2016	
	Secondary Education (Art Emphasis)	UG	National Association of Schools of Art & Design (NASAD)	Full	2005	10 years	2015	
	School Counseling	GR	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Full	2008	8 years	2016	
College of Engineering	Architectural Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	Full	2006	6 years	2012	7
	Biological & Agricultural Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	Full	2006	6 years	2012	7
	Chemical Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	Full	2006	6 years	2012	7
	Civil Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	Full	2006	6 years	2012	7
	Computer Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	Full	2006	6 years	2012	7
	Computer Science	UG	Computer Science Accreditation Commission (CSAC)	Full	2006	6 years	2012	7
	Construction Science & Management	UG	American Council for Construction Education (ACCE)	Full	2010	6 years	2016	

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	Electrical Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	Full	2006	6 years	2012	7
	Industrial Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	Full	2006	6 years	2012	7
	Mechanical Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	Full	2006	6 years	2012	7
	Mechanical & Nuclear Engineering	-	U.S. Nuclear Regulatory Commission (NRC)	Licensed	2002	20 years	2022	
College of Human Ecology	Apparel Design	UG	National Association of Schools of Art & Design (NASAD)	Full	2005	10 years	2015	
	Athletic Training Education Program (HN)	UG	Commission on Accreditation of Athletic Training Education (CAATE)	Continued Accreditation	2010	10 years	2020	
	Communication Science & Disorders (FSHS)	UG	Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA)	Full	2010	8 years	2018	
	Communication Science & Disorders (FSHS)	GR	Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA)	Full	2009	10 years	2019	
	Coordinated Program in Dietetics (HMD)	UG	Commission on Accreditation for Dietetics Education (CADE)	Full	2009	10 years	2019	
	Didactic Program in Dietetics (HMD)	UG	Commission on Accreditation for Dietetics Education (CADE)	Full	2009	10 years	2019	
	Early Childhood Education	UG	National Association for the Education of Young Children	Full	2011	5 years	2016	
	Personal Financial Planning	GR	Certified Financial Planners (CFP) Board of Standards	Registered	2011	Annual	2012	
	Hotel & Restaurant Management	UG	Accreditation Commission for Programs in Hospitality Administration (ACPHA)	Full	2010	7 years	2017	
	Interior Design (ATID)	UG	Council for Interior Design Association (CIDA)	Full	2010	6 years	2016	
	Interior Design (ATID)	UG	National Association of Schools of Art & Design (NASAD)	Full	2005	10 years	2015	
	Marriage & Family Therapy (FSHS)	GR	Commission on Accreditation for Marriage & Family Therapy Education (COAMFTE)	Full	2008	6 years	2014	
College of Technology & Aviation	Aviation Maintenance	Certificate/ Associate/ UG	Federal Aviation Administration (FAA)	FAA Approved - #	-	As Needed - &	-	
	Professional Pilot	UG	Aviation Accreditation Board International (AABI)	Full	2011	5 years	2016	8
	Professional Pilot School	UG	Federal Aviation Administration (FAA)	FAA Approved	2010	2 years	2012	9

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	Avionics (Aviation Technology)	UG Certificate	National Center for Aerospace & Transportation Technologies (NCATT)	Full/Certificate	2010	TBD	TBD	10
	Construction Engineering Technology	Associate	Technology Accreditation Commission (TAC) of Accreditation Board for Engineering and Technology (ABET)	Full	2004	6 years	2011	11
	Electronic Engineering and Computer Engineering Technology	UG	Technology Accreditation Commission (TAC) of Accreditation Board for Engineering and Technology (ABET)	Full	2011	6 years	2017	12
	Mechanical Engineering Technology	UG	Technology Accreditation Commission (TAC) of Accreditation Board for Engineering and Technology (ABET)	Full	2011	6 years	2017	12
College of Veterinary Medicine	College	1 <sup>st</sup> Prof & GR	American Veterinary Medicine Association (AVMA)	Full	2010	7 years	2017	
	Master of Public Health	GR	Council on Education for Public Health (CEPH)	Full	2009	TBD	TBD	13
	Comparative Medicine Group	University	Association for Assessment & Accreditation for Lab Animal Care (AAALAC)	Full	2011	3 years	2014	14
	Veterinary Diagnostic Laboratory (Diagnostic Medicine/Pathobiology)	GR	American Association of Veterinary Laboratory Diagnostics (AAVLD)	Full	2006	5 years	2011	15

Explanatory Notes

- 1: Kansas State University's next comprehensive visit for reaffirmation of accreditation is scheduled for April 9-11, 2012.
- 2: The IFT Higher Education Review Board (HERB) decided to defer approval of the program until additional documentation is submitted prior to the next meeting of the HERB in March 2011. On March 4, 2011, the HERB voted to approve continued certification for an additional five years, through 2015. The next application and review will occur in Fall 2015.
- 3: NRPA is implementing new accreditation standards beginning in 2012. Site visit will be scheduled between November 2012 and April 2013, with confirmation at the NRPA Congress in the Fall of 2013.
- 4: Accreditation site visit occurred February 19-23, 2011. NAAB has granted reaccreditation for a period of six years, effective January 1, 2011. Application and materials for continued accreditation will be submitted in 2016.
- 5: Accreditation site visit is scheduled for March 4-6, 2012.
- 6: Accreditation site visit occurred April 6-8, 2011. The Commission voted to extend accreditation for a period of one year, through 2012. The program will provide a response and supporting information to obtain continued accreditation beyond one year.
- 7: Accreditation site visit occurred October 24-26, 2011. ABET's final recommendation for continued accreditation will be decided at their July 2012 meeting.
- 8: Accreditation site visit occurred September 26 - 28, 2010. AABI has awarded continued accreditation for an additional five years, through February 29, 2016. Application for reaccreditation must be submitted by February 2014.
- 9: The certificate, unless canceled, suspended, or revoked shall continue in effect through September 30, 2012. School must re-apply 60 days prior to that date.
- 10: Accreditation has been awarded as an Aircraft Electronics/Avionics Program under the Aircraft Electronics Technician-AET from NCATT beginning February 1, 2010. The accreditation allows students enrolled in the Avionics certificate program to become certified in their field. Currently, the program is not scheduled for another review (accreditation is fairly new).

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11: Current accreditation was good through 2011. The program did not seek continued accreditation of this program by ABET because the program is considering seeking accreditation by a different accrediting agency. If the program decides to be accredited by a different accrediting agency, we will seek approval from KBOR prior to submitting any materials for accreditation.
12: Site visit occurred October 17-19, 2010. Program was awarded continued accreditation through September 30, 2017. A request and self-study for continued accreditation must be submitted in 2016.
13: Initial approval has been granted from CEPH pending the submission of a self-study and site visit in 2011. The MPH program requested and was granted an extension by the CEPH; the site visit has been scheduled for October 28-29, 2013.
14: Accreditation site visit occurred in August 2011. AAALAC has granted "Full Accreditation" for an additional three years. AAALAC accreditation is for the K-State animal care and use program that includes all aspects of the campus animal-use research and teaching activities - except those in the College of Agriculture.
15: Site visit occurred September 21 - 23, 2011. AAVLD findings have yet to be released.
A table of all accredited programs at Kansas State University may be viewed at: <a href="http://www.k-state.edu/assessment/accreditation/ksu.htm">http://www.k-state.edu/assessment/accreditation/ksu.htm</a>
In addition to the table of accredited programs, KBOR may also view K-State's HLC Self-Study webpage at: <a href="http://www.k-state.edu/hlcstudy/">http://www.k-state.edu/hlcstudy/</a>



## Pittsburg State University - 2011 Accreditation Report

Accreditations current as of January 1, 2012

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Education, Arts & Sciences, and Technology	Elementary and Secondary	UG/GR	National Council for Accreditation of Teacher Education	Full	2010	UG - 7 years; GR - 2 years	UG - 2017; GR - 2012	1
Education, Arts & Sciences, and Technology	Elementary and Secondary	UG/GR	Kansas State Department of Education	Full	2010	UG - 7 years; GR - 2 years	UG - 2017; GR - 2012	2
Psychology and Counseling	Counseling: Clinical Mental Health Emphasis	GR	Council for Accreditation of Counseling and Related Educational Programs	Full	2010	2 years	2013	3
Psychology and Counseling	Psychology: Clinical Emphasis	GR	Masters of Psychology Accreditation Council	Full	2007	10 years	2017	
Engineering Tehcnology	Construction Engineering Technology, Electronics Engineering Technology, Manufacturing Engineering Technology, Mechanical Engineering Technology, and Plastics Engineering Technology	UG	TAC Accreditation Board for Engineering and Technology (TAC - Technology Accreditation Commission)	Full	2008	6 years	2013-2014	
Health, Human Performance and Recreation	Recreation/Therapeutic Recreation	UG	National Recreation and Park Association: Council on Accreditation for Parks, Recreation, Tourism and Related Professions	Full	2009	5 years	2014	
Nursing	Nursing	UG/GR	Kansas State Board of Nursing	Full	2009	10 years	2019-2020	4
Nursing	Nursing	UG/GR	Commission on Collegiate Nursing Education	Full	2009	10 years	2019-2020	
Social Sciences	Social Work	UG	Council on Social Work Educaiton	Full	2005	8 years	2012-2013	
Music	Music	UG/GR	National Association of Schools of Music	Full	2011	10 years	2021	5
INSTITUTIONAL	All Programs	UG/GR	North Central Association of Colleges and Schools	Full	2003	10 years	2013	

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Business	Accounting, Marketing, Management, Finance, Economics, International Business, Information Systems, and General Administration	UG/GR	Association to Advance Collegiate Schools of Business International	Full	2008	5	2013-2014	
Technology	Manufacturing Engineering Technology	UG/GR	The Foundry Education Foundation	Full	2009	5 years	2014-2015	
Technology	Human Resource Development	GR	Human Resource Development Accreditation Association	Full	2010-2011	7 years	2017-2018	
Chemistry	Chemistry	UG	American Chemical Society	Full	2011	7 years	2018	6
Automotive Technology	Auto Service Technology	UG	National Automotive Technicians Education Foundation (Associates)	Full	2010-2011	5 years	2016	

Explanatory Notes

1: Graduate has a focus visit September 2012 on Standard 2.
2: Graduate has a focus visit September 2012 on Standard 2.
3: Graduate has focus visit to meet additional standards.
4: Annual reporting required by both CCNE and KSBN. Five (5) year mid-cycle report required by CCNE.
5: Site visit occurred October 2011 and currently awaiting evaluation report.
6: Awaiting feedback from latest report submission.

## University of Kansas – 2011 Accreditation Report

Accreditations current as of January 1, 2012

College or School	Program	UG / GR		Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Architecture, Design and Planning	Architecture	UG/GR	National Architectural Accrediting Board	full	2010	6 years	2016	
Architecture, Design and Planning	Design	UG/GR	National Association of Schools of Art and Design	full	1999	10 years	2012	1
Architecture, Design and Planning	Urban Planning	GR	Planning Accreditation Board	full	2010	5 years	2015	
Business	Accounting	UG/GR	Assn to Advance Collegiate Schools of Business - International	full	2007	5 years	2012	
Business	Business	UG/GR	Assn to Advance Collegiate Schools of Business - International	full	2007	5 years	2012	
Education		UG/GR	Kansas State Board of Education	full	2007	6 years	2013	
Education		UG/GR	National Council for Accreditation of Teacher Education	full	2007	6 years	2014	2
Education	Athletic Training	UG/GR	Commission on Accreditation of Athletic Training Education	full	2008	10 years	2018	
Education	Counseling Psychology	GR	American Psychological Association	full	2006	7 years	2013	
Education	School Psychology	GR	American Psychological Association; Natl Assn of School Psychologists	full	2008	7 years	2015	
Engineering	Aerospace	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Architectural	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Chemical	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Civil	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Computer	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Computer Science	UG	Accreditation Board for Engineering and Technology	full	2010	6 years	2016	3
Engineering	Electrical	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3

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Engineering	Engineering Physics	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Mechanical	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Engineering	Petroleum	UG	Accreditation Board for Engineering and Technology	full	2007	6 years	2013	3
Journalism	Journalism	UG/GR	Accrediting Council on Education in Journalism and Mass Communication	full	2010	6 years	2016	4
Law		GR	American Bar Association/Association of American Law Schools	full	2006	7 years	2013	
Liberal Arts and Sciences	Clinical Child Psychology	GR	American Psychological Association	full	2008	7 years	2015	
Liberal Arts and Sciences	Clinical Psychology	GR	American Psychological Association	full	2007	7 years	2014	
Liberal Arts and Sciences	Public Administration	GR	Natl Assn of Schools of Public Affairs and Administration	full	2008	7 years	2015	
Liberal Arts and Sciences/ School of the Arts	Visual Art	UG/GR	National Association of Schools of Art and Design	full	1999	10 years	2012	1, 5
Music	Music	UG/GR	National Association of Schools of Music	full	2000	10 years	2011	6
Music	Music Education	UG/GR	National Association of Schools of Music	full	2000	10 years	2011	5, 6
Music	Music Therapy	UG/GR	American Music Therapy Association	full	2000	10 years	2011	6
Pharmacy	Pharmacy Practice (MS)	GR	American Society of Health-System Pharmacists	full	2006	6 years	2012	7
Pharmacy	Pharmacy Practice (PharmD)	UG	Accreditation Council for Pharmacy Education	full	2008	6 years	2014	
Social Welfare	Social Welfare	UG/GR	Council on Social Work Education	full	2010	8 years	2018	
University of Kansas - Institutional	University of Kansas - Institutional	UG/GR	North Central Association of Colleges and Schools	full	2005	10 years	2015	

**Notes:**

1 National Association of Schools of Art and Design granted an extension to 2012 as a result of the restructuring of the School of Fine Arts into the School of Music and School of the Arts.

2 Site visit for National Council for Accreditation of Teacher Education postponed until Spring 2014 due to merger of accrediting agency.

3 The Accreditation Board for Engineering and Technology, Inc., notes: "The various periods or terms of accreditation do not represent a relative ranking of programs in terms of quality. At no point is an institution allowed to publish or imply the term or period of accreditation. Public announcement of the accreditation should only relate to the attainment of accredited status."
4 Accrediting Council on Education in Journalism and Mass Communication accreditation occurs in an academic year; next accreditation scheduled for AY 2016-2017.
5 Music Education and Visual Art Education are teacher licensure programs and as such are reviewed during the School of Education accreditation process.
6 The National Association of Schools of Music and the American Music Therapy Association granted extensions until 2011 as a result of restructuring the School of Fine Arts into the School of Music and School of the Arts. The National Association of Schools of Music site visit occurred September 25-26, 2011. A site visit report was received in November 2011. Final report and action is expected in June 2012. Renewal application will be filed with American Music Therapy Association in June 2012.
7 Includes separate accreditation reviews for these program components: Health System Pharmacy Administration (with M.S.) (2012); Pharmacy Practice (2012); Community Pharmacy Practice (2012); Drug Information (2015); Oncology Pharmacy Practice (2012)

## University of Kansas - Medical Center – 2011 Accreditation Report: 2011

Accreditations current as of January 1, 2012

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
School of Health Professions	Clinical Laboratory Sciences (Medical Laboratory Scientist) - BS	UG	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Cont. Accred.	2011	7 years	2018	1, 6
	Clinical Laboratory Sciences (Diagnostic Molecular Scientist) - BS	UG	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Cont. Accred.	2011	5 years	2016	1, 6
	Cytotechnology - BS	UG	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Cont. Accred.	2004	10 years	2014	1
	Diagnostic Cardiac Sonography	Certificate	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Cont. Accred.	2006	5 Years	2012	1, 12
	Diagnostic Ultrasound Technology	Certificate	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Cont. Accred.	2008	5 years	2013	1
	Dietetics and Nutrition - Dietetic Internship	Certificate	Commission on Accreditation for Dietetics Education (CADE)	Cont. Accred.	2001	10 years	2012	1, 12
	Health Information Management	UG	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	Cont. Accred.	2009	3 years	2012	1, 12
	Audiology - AUD	GR	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)	Cont. Accred.	2008	8 years	2016	1
	Nuclear Medicine Technology	Certificate	Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)	Cont. Accred.	2009	5 years	2014	1
	Nurse Anesthesia - MS	GR	American Association of Nurse Anesthetists, Council on Accreditation of Nurse Anesthesia Educational Programs/Schools (COA)	Cont. Accred.	2009	10 years	2019	1, 13
	Occupational Therapy - BS, MOT	UG/GR	Accreditation Council for Occupational Therapy Education (ACOTE)	Cont. Accred.	2004	10 years	2014	1

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	Physical Therapy - DPT	GR	Commission on Accreditation in Physical Therapy Education (CAPTE)	Cont. Accred.	2009	10 years	2019	1
	Respiratory Care Education - BS	UG	Commission on Accreditation for Respiratory Care (CoARC)	Cont. Accred.	2009	7 years	2016	1
<b>School of Medicine</b>	Health Services Administration - MHSA	GR	Commission on Accreditation of Healthcare Management Education (CAHME)	Cont. Accred.	2007	6 years	2013	1
	Medicine - MD	GR	Liaison Committee on Medical Education (LCME)	Cont. Accred.	2006	8 years	2014	1
	Preventive Medicine/Public Health - MPH	GR	Council on Education for Public Health (CEPH)	Cont. Accred.	2010	7 years	2018	1, 9
<b>School of Nursing</b>	Nursing - BSN, MS	UG/GR	Commission on Collegiate Nursing Education (CCNE)	Cont. Accred.	2002	10 years	2012	1, 12
	Nursing - DNP	GR	Commission on Collegiate Nursing Education (CCNE)	Accredited	2010	10 years	2015	1
	Nursing - MS (Nurse-Midwifery Education)	GR	The American College of Nurse Midwives Accreditation Commission for Midwifery Education (ACME)	Cont. Accred.	2007	10 years	2017	1
	Nursing	UG/GR	Kansas State Board of Nursing	Cont. Accred.	2002	10 years	2012	1, 12
	Continuing Nursing Education	N/A	American Nurses Credentialing Center (ANCC)	Cont. Accred.	2009	4 years	2015	1
<b>School of Medicine Residency Programs Kansas City</b>	Allergy and Immunology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	5 years	2015	1, 2
	Anesthesiology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	4 years	2013	1, 2
	Cardiovascular Diseases	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2008	5 years	2013	1, 2, 4

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<b>Kansas City Residencies (continued)</b>	Clinical Cardiac Electrophysiology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2008	5 years	2013	1, 2, 4
	Clinical Neurophysiology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	5 years	2016	1, 2, 9
	Cytopathology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2006	5 years	pending	1, 2, 3
	Dermatology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	5 years	2014	1, 2
	Endocrinology, Diabetes, Metabolism	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	6 years	2013	1, 2, 4
	Emergency Medicine	Residency	Accreditation Council for Graduate Medical Education	Init. Accred.	2008	3 years	2012	1, 2, 9
	Family Medicine	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	5 years	2014	1, 2
	Gastroenterology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	6 years	2011	1, 2, 3, 4
	Geriatric Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	4 years	2015	1, 2, 4
	Hematology/Oncology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	6 years	2011	1, 2, 3, 4
	Hospice and Palliative Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Init. Accred.		3 years	2012	1, 2, 4, 7, 12
	Infectious Diseases	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	6 years	2011	1, 2, 3, 4
	Internal Medicine	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	3 years	2014	1, 2
	Interventional Cardiology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2008	5 years	2013	1, 2, 4



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<b>Kansas City Residencies (continued)</b>	Nephrology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	6 years	2011	1, 2, 3, 4
	Neurology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	5 years	2016	1, 2, 9
	Neurology - Vascular	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	5 years	2016	1, 2, 9
	Neuromuscular Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	5 years	2015	1, 2, 9
	Obstetrics and Gynecology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2008	4 years	2012	1, 2, 12
	Ophthalmology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	5 years	2016	1, 2
	Otolaryngology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	5 years	2016	1, 2
	Pathology/Laboratory Medicine	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	5 years	2014	1, 2
	Pediatrics	Residency	Accreditation Council for Graduate Medical Education	Accredited	2011	2 years	2013	1, 2
	Physical Medicine and Rehabilitation	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	4 years	2014	1, 2, 9
	Psychiatry	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	3 years	2014	1, 2
	Psychiatry - Addiction	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	5 years	2016	1, 2
	Psychiatry - Child and Adolescent	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	5 years	2016	1, 2
	Pulmonary and Critical Care Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	4 years	2011	1, 2, 3, 4, 9
	Radiation Oncology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	3 years	2013	1, 2
	Radiology - Diagnostic	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	5 years	2015	1, 2

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<b>Kansas City Residencies (continued)</b>	Radiology - Vascular Interventional	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	5 years	2015	1, 2
	Rheumatology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2004	6 years	2011	1, 2, 3, 4, 9
	Sleep Medicine	Fellowship	Accreditation Council for Graduate Medical Education	Init. Accred.	2011	2 years	2013	1, 2, 4
	Surgery - General	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	4 years	2015	1, 2, 9
	Surgery - Neurological	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	3 years	2013	1, 2
	Surgery - Orthopedic	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	3 years	2012	1, 2, 12
	Surgery - Plastic	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	5 years	2016	1, 2
	Surgery - Urological	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	5 years	2012	1, 2, 12
	Surgery - Cardiothoracic	Residency	Accreditation Council for Graduate Medical Education	Init. Accred.	2010	2 years	2013	1, 2, 9
	Surgical Selective Pathology	Fellowship	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	5 years	2016	1, 2, 9
<b>Residency Programs - Wichita</b>	Anesthesiology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	4 years	2012	1, 2, 12
	Diagnostic Radiology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	5 years	2014	1, 2
	Family Medicine - Salina	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	4 years	2014	1, 2, 9
	Family Medicine - Via Christi	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	5 years	2016	1, 2
	Family Medicine - Wesley	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	4 years	2013	1, 2

<b>Residency Programs - Wichita (continued)</b>	Internal Medicine	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	6 years	2013	1, 2
	Internal Medicine / Pediatrics (Combined)	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	5 years	2014	1, 2
	Obstetrics and Gynecology	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2007	4 years	2012	1, 2, 9, 12
	Orthopedic Surgery	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2009	5 years	2015	1, 2, 9
	Pediatrics	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	4 years	2014	1, 2
	Psychiatry	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2011	5 years	2016	1, 2
	Sports Medicine	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	5 years	2015	1, 2, 5
	Surgery	Residency	Accreditation Council for Graduate Medical Education	Cont. Accred.	2010	5 years	2015	1, 2

**Notes: "Cont. Accred." or "Continued Accreditation" is used when a program has previously been accredited and were re-accredited without a break in status.**

**"Accredited" is used when a program experienced a change in accreditation status (such as coming off probationary status).**

**"Init. Accred." or "Initial Accreditation" is used when a program was not previously accredited.**

**"Non-Accredited" refers to residency or fellowship programs for which the ACGME does not currently offer accreditation.**

1. Date of next review is an estimate and depends upon the schedule of the accrediting agency.
2. Typical accreditation cycle length granted by the Accreditation Council for Graduate Medical Education (ACGME) Residency Review Committee is 5 years.
3. These programs have had on-site visits and their accreditation status is pending.
4. Subspecialty of Internal Medicine program in Kansas City.
5. Subspecialty of Family Medicine - Via Christi program in Wichita.
6. The Medical Laboratory Scientist program equates to the Clinical concentration and the Diagnostic Molecular Scientist program equates to the Molecular Biotechnology concentration of the Clinical Laboratory Sciences major, respectively.
7. Approved with accreditation back to 7-01-08. Not required to have an initial site visit.
8. Combined program approved by the American Boards of Internal Medicine and of Psychiatry and Neurology. Each specialty is separately accredited by ACGME.
9. Year of next review exceeds accreditation period due to the review effective date being one year later than the actual year of last review.
10. No accreditation available.
12. These programs have site visits scheduled during 2012.
13. In May 2012 approval is to sought from COA for converting the program from the masters to DNP level.

## Wichita State University - 2011 Accreditation Report

## Accreditations current as of January 1, 2012

College or School	Program	UG / GR	Accrediting Agency	Accreditation Status	Last Review	Accreditation Period	Year of Next Review	Explanatory Note*
Barton School of Business	Business	UG/GR	AACSB - International: The Association to Advance Collegiate Schools of Business	Accredited	2008	5 years	2013	1
Barton School of Business	Accountancy	UG/GR	AACSB - International: The Association to Advance Collegiate Schools of Business	Accredited	2008	5 years	2013	1
Education	Teacher Education	UG/GR	National Council for Accreditation of Teacher Education	Accredited	2010	7 years	Spring 2017	2
Education	Teacher Education	UG/GR	Kansas State Department of Education	Accredited	2010	7 years	Spring 2017	2
Education	Athletic Training	UG	Commission on Accreditation of Athletic Training Education (CAATE).	Accredited	2009	3 years	2012-13	3
Education	School Psychology	GR	National Association of School Psychologists	Full Approval	2006	8 years	2014	4
Education	Sport Management	UG/GR	Commission on Sport Management Accreditation	Candidacy	2009		2012	5
Engineering	Aerospace	UG	Accreditation Board of Engineering & Technology	Accredited	2008	6 years	Fall 2013	6
Engineering	Electrical	UG	Accreditation Board of Engineering & Technology	Accredited	2008	6 years	Fall 2013	6
Engineering	Industrial	UG	Accreditation Board of Engineering & Technology	Accredited	2008	6 years	Fall 2013	6
Engineering	Mechanical	UG	Accreditation Board of Engineering & Technology	Accredited	2008	6 years	Fall 2013	6
Engineering	Computer	UG	Accreditation Board of Engineering & Technology	Accredited	2008	6 years	Fall 2013	6
Engineering	Manufacturing	UG	Accreditation Board of Engineering & Technology	Accredited	2008	6 years	Fall 2013	6
Fine Arts	School of Music	UG/GR	National Association of Schools of Music	Accredited	2005	10 years	2014-2015	7
Fine Arts	Dance Emphasis	UG	National Association Schools of Dance	Accredited	2004	8 years	2012-2013	8

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Fine Arts	Art and Design	UG/GR	National Association of Schools of Art & Design	Associate Membership	2011	6	2016-2017	9
Health Professions	Communication Sciences & Disorders-Speech & Language pathology (MA)	GR	American Speech-Language & Hearing Association	Accredited	2009	8 years	2016-17	
Health Professions	Communication Sciences & Disorders-Audiology (Clinical Doctorate)	GR	American Speech-Language & Hearing Association	Accredited	2009	8 years	2016-17	
Health Professions	Dental Hygiene	UG	Commission on Dental Accreditation - American Dental Association	Accredited	2006	7 years	2013	10
Health Professions	Advanced Education General Dentistry (AEGD)	Residency program	Commission on Dental Accreditation - American Dental Association	Accredited	2011	1 year	2012	11
Health Professions	Medical Technology	UG	National Accrediting Agency for Clinical Laboratory Sciences	Accredited	2007	7 years	2014	12
Health Professions	Nursing	UG/GR	Kansas State Board of Nursing	Approval	2003	10 years	2013	
Health Professions	Nursing	UG/GR	Commission Collegiate Nursing Education (CCNE)	Accredited	2003	10 years	2013	13
Health Professions	Nursing	GR	Commission Collegiate Nursing Education (CCNE) & Doctor of Nursing Practice	Accredited	2010	5 years	2015	14
Health Professions	Physical Therapy	GR	Commission on Accreditation for Physical Therapy Education	Accredited	2011	10 years	2021	15
Health Professions	Physician Assistant	GR	Accreditation Review Commission on Education for the Physician Assistant	Accredited	2010	8 years	2018	16
Liberal Arts & Sciences	Social Work	UG	Council on Social Work Education	Accredited	2003	8 years	2013	17
Liberal Arts & Sciences	Social Work	GR	Council on Social Work Education	Accredited	2007	8 years	2013	17
Liberal Arts & Sciences	Public Administration	GR	National Association of Schools of Public Affairs & Administration	Accredited	2009	7 years	2016	18
Liberal Arts & Sciences	Human Factors	GR	Human Factors & Ergonomics Society	Accredited	2006	6 years	2012	
Liberal Arts & Sciences	Clinical Psychology	GR	American Psychological Association	Accredited	2010	5 yeras	2015	19
Institutional		UG/GR	Higher Learning Commission of the Central Association of Colleges and Schools	Full	2007	10 years	2017	

## Explanatory Notes

1. Responses to accreditation report received April 22, 2009 reported accreditation for 6 years following original visit in 2008 with site visit during the fifth year.
2. Continued accreditation for initial teacher preparation and advanced preparation levels. NO area for improvement relative to any standard was identified. Next report due in 2014 with site visit in spring 2017.
3. Following initial Accreditation in 2008, a progress report was reviewed and accepted in August 2009. Accreditation remained unchanged with next required comprehensive visit scheduled for 2012-13 academic year.
4. Original approval was January 1, 2007 through December 31, 2011. Extension of accreditation granted to December 14, 2014 with site visit in spring 2017 to coincide with next NCATE visit. Reports are now due 3 years in advance.
5. Candidacy status awarded July 1, 2009. Site visit was originally scheduled for fall 2011 is now scheduled for January 2012.
6. All undergraduate programs are accredited through September 30, 2014 with a site visit in fall 2013.
7. Reviewed July, 2005 and continued in 'good standing'. Site visit scheduled September 1, 2012. Extended to 2014-2015 due to renovation of music building
8. Commission accepted progress report October 2008.
9. Associate membership granted in April 2011 with progress report due in September 2011. Report accepted. Next report due in September 2012. Next full review in 2016-17.
10. Commission on Dental Accreditation accepted the report for the major curriculum change and continued status as "Approval without reporting requirements." The associate degree program's last class was May 2010. Now a bachelor's program.
11. Accreditation approval with reporting requirements. Progress report submitted November 2011 for consideration by CODA January 2012.
12. Site visit fall 2013
13. Routine Interim report reviewed. Program continues to meet all accreditation standards. Site visit Fall 2012
14. Accredited through June 30, 2015. Progress report due June 1, 2013. Next site visit originally scheduled Fall 2014, but rescheduled for Fall 2012 to coincide with other nursing programs.
15. Fully Accredited with compliance report due August 2012.
16. Interim report accepted August 2011
17. Site visits for both graduate and undergraduate changed so that next reviews will coincide, i.e., 2013.
18. Site visit held in March, 2009. Accredited for seven years with annual reporting and review requirements.
19. Site held March 29-30, 2010 and accreditation approved. Reporting requirement due September 1, 2012

### 3. Approve Regents Distinguished Research Scholar – KSU

#### Summary and Staff Recommendation

*Kansas State University nominates Dr. Nancy Monteiro-Riviere for appointment as Regents Distinguished Research Scholar. Dr. Monteiro-Riviere will be a member of the university's Department of Anatomy and Physiology in the College of Veterinary Medicine. BAASC recommends approval.*

#### Background

In January, 2012, the Board approved the following policy creating the category of Regents Distinguished Research Scholar.

#### 4. PROFESSORSHIPS

##### b. Regents Distinguished Research Scholar

Each state university, subject to Board approval, may appoint up to three (3) Regents Distinguished Research Scholars, to be supported out of university resources. The purpose of this designation is to: (a) help attract established scholars whose research will contribute to Kansas' intellectual, cultural, economic and/or industrial development; and (b) honor university faculty whose work likewise makes a significant contribution to the intellectual, cultural, economic and/or industrial development to the State of Kansas.

- (1) The Chair of the Kansas Board of Regents shall appoint, subject to Board approval, a Subcommittee composed of at least three Board members which shall be responsible for making recommendations to the Board in all matters pertaining to the appointment, evaluation and continuance of Regents Distinguished Research Scholars.
- (2) Universities may nominate an individual at any time by providing a letter of nomination describing: (1) the candidate's area of expertise; (2) the mode of financing the position; (3) the academic unit to which the individual will be assigned; and (4) the contributions the individual's work makes to the intellectual, cultural, economic and/or industrial development of Kansas.
- (3) Nominations for appointment of a Regents Distinguished Research Scholar may be made by the Chancellor and the Presidents.
- (4) The designation shall be granted by the Board for a period of five years. Consideration of renewal of the title for a second five-year period shall be acted on by the Board upon recommendation of the President or Chancellor, and the Board Academic Affairs Standing Committee. After a period of ten years, the Regents Distinguished Research Scholar designation shall be renewed at the discretion of the President or Chancellor of the institution.
- (5) Each state university shall report on any change in status of any Regents Distinguished Research Scholar to KBOR Staff as soon as possible.
- (6) The Kansas Board of Regents staff shall monitor the status of all Regents Distinguished Research Scholars approved at state universities and report to the Board as requested.

#### Nomination

Kansas State University nominates Dr. Nancy Monteiro-Riviere for appointment as Regents Distinguished Research Scholar. Kansas State University President Dr. Kirk H. Schulz's nomination letter is attached. Dr. Schulz writes that Dr. Monteiro-Riviere "is an internationally recognized scholar whose research will clearly

augment the state's intellectual and economic development.” Her research focuses on the impact of manufactured nanomaterials on human health and the environment, as well as the impact of physiochemical properties on skin absorption and the biodistribution of manufactured nanoparticles and nanomaterials.

President Shulz describes Dr. Monteiro-Riviere's expertise as “a perfect fit with a Top Program Priority for Kansas State University: Comparative Biomedicine.” She will establish a cross-disciplinary nanotechnology center, initially named the Nanotechnology Innovation Center of Kansas State University (NICKS). As leader of an internationally recognized center, Dr. Monteiro-Riviere will make substantial contributions to the intellectual climate and economy of Kansas.

**Recommendation**

The board Academic Affairs Standing committee (BAASC) recommends that Kansas State University be authorized to designate Dr. Nancy Monteiro-Reviere a Regents Distinguished Research Scholar.





Office of the President

February 21, 2011

Dr. Andy Tompkins  
President and CEO  
Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, Kansas 66612-1368

Dear Dr. Tompkins:

It is a great pleasure to nominate Dr. Nancy Monteiro-Riviere for appointment as a Regents Distinguished Research Scholar at Kansas State University (resume attached). There is no question that she fulfills the criteria required for this prestigious position. She is an internationally-recognized scholar whose research will clearly augment the state's intellectual and economic development. Dr. Monteiro-Riviere is currently a Professor in the Department of Clinical Sciences, College of Veterinary Medicine, North Carolina State University and a Professor in the Joint Department of Biomedical Engineering Associate Faculty at The University of North Carolina and at North Carolina State University. Her research has focused on the impact of manufactured nanomaterials on human health and the environment, and the impact of physiochemical properties on skin absorption and the biodistribution of manufactured nanoparticles and nanomaterials.

Her salary will be supported through an open faculty line at Kansas State University. Her academic home will be the Department of Anatomy and Physiology in the College of Veterinary Medicine. She will be provided laboratory space in the College of Veterinary Medicine and office space in the Anatomy and Physiology department. She will establish a nanotechnology center that will be named, at least initially, the Nanotechnology Innovation Center of Kansas State University (NICKS).

Her expertise is a perfect fit with a Top Program Priority for Kansas State University: Comparative Biomedicine. The intellectual contribution to Kansas will be advanced by establishment of an internationally-recognized nanotechnology center that will be fundamentally cross-disciplinary and will augment scientific interactions among a wide-range of biomedical researchers, including; physiologists, clinicians, chemists, and biochemists. These interactions will substantially augment the dissemination of knowledge regarding the characterization and toxicology of nanoparticles in biological systems. The economic development of Kansas will be enhanced through the refinement of safety aspects of nanosystems and infrastructure for sustainability, the opening of new frontiers regarding topical drug delivery of nanoparticles, and enhancing medical technology innovation by devising functional nanomaterials for medical health devices. There is no duplication of expertise at Kansas State University or at any other Regents institution.

Thank you for your consideration of this nomination. Dr. Monteiro-Riviere will be a great leader for Kansas State University, the State of Kansas, the nation, and the world.

Sincerely,

A handwritten signature in dark ink, reading "Kirk H. Schulz".

Kirk H. Schulz  
President

dh

**4. Adopt Amended Permanent State University  
Qualified Admissions Regulations (Roll Call Vote  
Required)**

**Julene Miller,  
General Counsel**

**Summary and Recommendation**

*At the request of the Board, the 2009 Legislature enacted amendments to K.S.A. 76-717 that allow the Board to set state university admission standards that differ from those set forth in the statute. Last June, the Board adopted regulations based on recommendations submitted by its State University Admissions Task Force, which included: 1) changing the precollege curriculum to add an option to the English requirement, revise the mathematics requirement, and add electives; 2) requiring students to successfully complete the Board's precollege or Kansas Scholars curriculum as a condition for admission; and 3) providing for additional admission categories and other provisions to balance access issues with the new more stringent requirements. These changes will be effective beginning with students who apply for admission in the summer of 2015.*

*At the time of the public hearing on those regulations, several comments and concerns surrounding the impact and implementation of the new regulations were raised by university admissions officers and the home school community. The Board directed staff to consider and bring forward proposed amendments to address those concerns. The regulations before you now are the result of that follow-up process. The proposed amendments have been shared with the university admissions officers and the home school community, and have received all the requisite approvals. Other than from the Joint Committee on Rules and Regulations, no comments were received during the 60-day public comment period or during the public hearing, which was held on February 22. The Board's vote on whether to adopt these permanent regulations must be by a roll call. Staff recommends adoption.*

**Background**

Based on the proposals of an Admissions Task Force convened by the Kansas Board of Regents, the Kansas Legislature, during its 2009 Legislative session, gave the Board of Regents authority to establish admission standards for the state's public universities. The Board's Admissions Task Force was subsequently reconvened and charged with advising the Board on establishing admissions standards that provide access, retain the state's best and brightest students, foster seamlessness across the state postsecondary system, promote efficient use of state resources and enhance the prospects for student success.

To develop its recommendations, the Admissions Task Force consulted with a variety of stakeholders, including: provosts and admissions officers at state universities, the Kansas State Department of Education, the Kansas School Counselors Association, the Kansas Association of School Administrators, the Kansas Association of Secondary School Principals, the Kansas Association of Supervision and Curriculum Development, the Kansas National Education Association, the Kansas Association of School Boards, USA|Kansas and representatives of the home school community.

Based on its consultations with stakeholders and review of admissions standards in comparable states and university systems, the Task Force recommended a set of undergraduate admissions standards be adopted for Kansas public universities. These recommended standards were approved by the Board at its December, 2010 meeting and regulations codifying those new standards were adopted by the Board at its June, 2011 meeting.

Also at its June, 2011 meeting, the Board was apprised of concerns that had been raised by university admissions officers and the home school community at the June 13 public hearing on the regulations. The Board directed staff to consider those concerns and propose amendments to the new regulations that would address those concerns. The regulations set forth below are the product of that follow-up activity.

Because K.S.A. 2011 Supp. 76-717(f) provides that Board rules and regulations that are more rigorous than those set forth in the statute may not be put into effect (*i.e.* implemented) prior to four years after their adoption

(so that a high school freshman will have four full years to achieve compliance with the new requirements), staff opted to create a new Article 29a for all the new “more rigorous” requirements, while preserving in Article 29 the current requirements for those students who will graduate sometime during the next four years. To address the concerns, amendments needed to be made to regulations in both articles.

A description of the proposed amendments to Article 29, which would be implemented immediately, are as follows:

- Create a new admission category for resident students over the age of 21 who have a high school diploma from a non-accredited school. K.A.R. 88-29-6. (See also K.A.R. 88-29a-6.)
- Create a new admission category for nonresident students under the age of 21 with requisite GED and ACT scores. K.A.R. 88-29-7. (See also K.A.R. 88-29a-7.)
- Change the language that references a specific GED score and refer the reader to the definition, which details the prescribed minimum scores for admission. K.A.R. 88-29-1(g), 88-29-5, 88-29-6, and 88-29-7a. (See also K.A.R. 88-29a-5, 88-29a-6, and 88-29a-7a.)
- Rewrite regulations that describe how admission officers are to determine compliance with precollege curriculum standards to clarify that if the high school has determined the curriculum has been taken, has calculated the GPA earned, and has so noted on the official transcript, that the admission officer would not also need to do so. K.A.R. 88-29-10. (See also K.A.R. 88-29a-10.)
- Rewrite regulations that describe how admissions officers are to calculate grades in college credit courses for inclusion in the precollege curriculum grade point average to clarify those regulations do not provide a formula for converting college credit courses to high school units for the purpose of meeting precollege curriculum requirements. K.A.R. 88-29-10. (See also K.A.R. 88-29a-10.)

A description of the proposed amendments to Article 29a, which would take effect in 2015, are as follows:

- Modify the social science requirements for the precollege curriculum to three units, which must include instruction in U.S. history, U.S. government and geography, instead of the current requirements which are Kansas-specific. K.A.R. 88-29a-11(d).
- Create a pathway for high school students who graduated from a Kansas high school, but did not attend all four years at a Kansas high school, to complete the precollege curriculum instead of being admitted through the exception window. K.A.R. 88-29a-18(a)-(e).
- Allow resident applicants who have precollege curriculum deficiencies upon high school graduation to rectify those deficiencies by completing college courses before admission. K.A.R. 88-29a-18(f).
- Designate the college prep curriculum of a nonresident applicant’s home state as equivalent to the precollege curriculum as long as it is not less rigorous. K.A.R. 88-29a-19(a).
- Designate that meeting all four ACT college readiness benchmarks is equivalent to the precollege curriculum for nonresidents. K.A.R. 88-29a-19(b).
- Eliminate requirement that applicants aged 21 or older achieve a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours. K.A.R. 88-29a-6 and 88-29a-7a.

- Provide admissions officers instructions on how to calculate the GPA for applicants that complete the Kansas Scholars curriculum or the functional equivalencies described in K.A.R. 88-29a-18 or 88-29a-19, all of which are equivalent to the precollege curriculum. K.A.R. 88-29a-10.

We received three comments/concerns from the Joint Committee on Rules and Regulations: 1) Check the terminology used in statute for GEDs and, if appropriate, adjust language in regulations accordingly; 2) consider reinstating the requirement for American history, U.S. Government and geography in the precollege social sciences curriculum; 3) consider reinstating an established proficiency on courses that can meet the functional equivalency requirements. The regulations before you address the first two of these concerns and the third we believe is already addressed in the regulation that requires that the student have a 2.0 GPA on the courses in the precollege curriculum.

The regulations are now ready for Board consideration for adoption. If adopted by the Board, the amendments to the Article 29 regulations will become effective fifteen days following publication in the Kansas Register; the amendments to the Article 29a regulations will first be effective to students applying for admission for the 2015 summer session or later.

Excerpts containing the amended portions of the proposed regulations follows.

## **Article 29 – QUALIFIED ADMISSION**

**88-29-1. Definitions.** The following terms, wherever used in this article or in article 29a, shall have the meanings specified in this regulation:

...

(e) “Complete application file” means the entire set of the following student records that have been received in the admission office of a state educational institution:

- (1) A completed application to the state educational institution;
- (2) verification that all applicable application fees have been paid;
- (3) an official copy of the final transcript from each high school attended, including a transcript documenting graduation from high school, or a GED ~~certificate~~ credential;
- (4) when required pursuant to K.A.R. 88-29-5, K.A.R. 88-29a-5, K.A.R. 88-29-7, or K.A.R. 88-29a-7, an official copy of all ACT or SAT scores; and
- (5) any other materials required by the state educational institution for advising or placement purposes.

...

(g) “Earned the general educational development (GED) ~~certificate~~ credential with an overall score of ~~not less than 50 points at least the prescribed minimum scores~~” means one of the following:

- (1) Took the GED test on or after January 1, 2002, with an overall score of at least 2,550 points and a minimum score of 510 points on each subtest; or
- (2) took the GED test before January 1, 2002, with an overall score of at least 250 points and a minimum score of 50 points on each subtest.

...

(Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective Aug. 1, 2007; amended, T-88-6-26-09, July 1, 2009; amended Nov. 13, 2009; amended July 22, 2011; amended P-\_\_\_\_\_.)

**88-29-5. Qualifications required for the admission of a Kansas resident who is under the age of 21.** This regulation shall be applicable to each state educational institution’s review of applicants before the 2015 summer session.

...

(d) Each state educational institution shall admit any Kansas resident who is under the age of 21 and who has earned the general educational development (GED) certificate credential with ~~an overall score of not less than 50 points~~ at least the prescribed minimum scores, as defined in K.A.R. 88-29-1. (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective Aug. 1, 2007; amended, T-88-6-26-09, July 1, 2009; amended Nov. 13, 2009; amended July 22, 2011; amended P-\_\_\_\_\_.)

**88-29-6. Qualifications required for the admission of a Kansas resident who is 21 or older.** This regulation shall be applicable to each state educational institution's review of applicants before the 2015 summer session.

...

(b) Each state educational institution shall admit any Kansas resident who is 21 or older and who meets one of the following criteria:

(1) Has graduated from an accredited high school in Kansas or, pursuant to K.S.A. 72-116 and amendments thereto, an accredited high school located out of state; ~~or~~

(2) has graduated from a non-accredited private secondary school; or

(3) has earned the general educational development (GED) certificate credential with an overall score of not less than 50 points at least the prescribed minimum scores, as defined in K.A.R. 88-29-1. (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective Aug. 1, 2007; amended July 22, 2011; amended P-\_\_\_\_\_.)

**88-29-7. Qualifications required for the admission of a nonresident who is under the age of 21.** This regulation shall be applicable to each state educational institution's review of applicants before the 2015 summer session.

...

(b) Any state educational institution may admit any nonresident who is under the age of 21 and who meets both of the following requirements:

(1) Has graduated from an accredited high school; and

(2) meets at least one of the following criteria:

(A) Achieved a composite score on the ACT of at least 21;

(B) ranked in the top third of the applicant's high school class upon completion of seven or eight semesters; or

(C) completed the qualified admission precollege curriculum described in K.A.R. 88-29-11, or its functional equivalent described in K.A.R. 88-29-19, with a minimum grade point average of at least 2.5 on a 4.0 scale.

(c) Any state educational institution may admit any nonresident who is under the age of 21 and who meets both of the following requirements:

(1) Has graduated from a non-accredited private secondary school meeting requirements substantially equivalent to those in K.S.A. 72-53,100 through 72-53,102, and amendments thereto; and

(2) has achieved a composite score on the ACT of at least 21.

(d) Any state educational institution may admit any nonresident who is under the age of 21 and who meets both of the following requirements:

(1) Has earned the general educational development (GED) credential with at least the prescribed minimum scores, as defined in K.A.R. 88-29-1; and

(2) has achieved a composite score on the ACT of at least 21. (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective Aug. 1, 2007; amended, T-88-6-26-09, July 1, 2009; amended Nov. 13, 2009; amended July 22, 2011; amended P-\_\_\_\_\_.)

**88-29-7a. Qualifications required for the admission of a nonresident who is 21 or older.** This regulation shall be applicable to each state educational institution's review of applicants before the 2015 summer session.

...

(b) Any state educational institution may admit any nonresident who is 21 or older and who meets one of the following criteria:

(1) Has graduated from an accredited high school; or

(2) has earned the general educational development (GED) certificate credential with an overall score of not less than 50 points at least the prescribed minimum scores, as defined in K.A.R. 88-29-1. (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective July 22, 2011; amended P-\_\_\_\_\_.)

**88-29-10. Methods for state educational institutions to use when evaluating qualifications for admission.** This regulation shall be applicable to each state educational institution's review of applicants before the 2015 summer session.

...

(c) If the high school has not already calculated the grade point average in the qualified admission precollege curriculum and provided that information on the official high school transcript, each admission officer at a state educational institution shall calculate grade point average in the qualified admission precollege curriculum as follows:

(1) The admission officer shall ensure that the requirements of K.A.R. 88-29-11 are met before calculating grade point average.

(2) The admission officer shall calculate a grade point average only for approved qualified admission precollege curriculum courses appearing on the official high school transcript.

(3) The admission officer shall consider a course to be part of the approved qualified admission precollege curriculum only if the course was approved by the board of regents staff, in accordance with procedures established by the board of regents or the board's designee, for the semester and year in which the applicant completed the course and if the applicant earned a grade of D or better.

(4) The admission officer shall consider a course to be part of the approved qualified admission precollege curriculum only if the course code that appears on the official high school transcript is the same as the course code of the approved course.

(5)(A) If the high school transcript reports grades on a four-point scale, the admission officer shall calculate grade point averages in the approved qualified admission precollege curriculum by assigning four points to a grade of A, three points to a grade of B, two points to a grade of C, and one point to a grade of D. Pluses and minuses shall not be considered in the calculation.

(B) If the high school transcript reports grades on a scale other than a four-point scale, the admission officer shall mathematically convert the grades to a four-point scale and assign points as described in paragraph (b)(5)(A).

(6) The admission officer shall consider grades of P or pass as follows:

(A) If the high school transcript indicates that a P is equivalent to a grade of D or higher, the admission officer shall assign one grade point to each grade of P.

(B) If the high school transcript indicates that a P is equivalent to a grade of C or higher, the admission officer shall assign two grade points to each grade of P.

(C) If the high school transcript does not indicate the minimum letter grade corresponding to a P, the admission officer shall ~~not include the course in the calculations for the grade point average in the qualified admission precollege curriculum~~ assign one grade point to each grade of P.

(7) If an applicant has retaken an approved qualified admission precollege course, the admission officer shall use the highest grade when calculating the grade point average for the approved qualified admission precollege curriculum.

(8) If an applicant has taken a college course to meet the requirements for the approved qualified admission precollege curriculum and if this college course appears on the applicant's official high school transcript, the admission officer shall ~~include~~ calculate the grade for the college course in the, for purposes of determining the precollege curriculum grade point average, as follows:

(A) Each college course with three or more credit hours, but no more than ~~six~~ five credit hours, shall be treated as a one-unit high school course.

(B) Each college course with more than ~~six~~ five credit hours shall be treated as a two-unit high school course.

...

(Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective Aug. 1, 2007; amended July 22, 2011; amended P-\_\_\_\_\_.)

## Article 29a.—STATE UNIVERSITY ADMISSIONS

**88-29a-5. Qualifications required for the admission of a Kansas resident who is under the age of 21.** This regulation shall be applicable to each state educational institution's review of applicants beginning with the 2015 summer session.

...

(b) Each state educational institution shall admit any Kansas resident under the age of 21 who meets the following requirements:

(1) Has graduated from an accredited high school in Kansas or, pursuant to K.S.A. 72-116 and amendments thereto, an accredited high school located out of state;

(2) has completed one of the following with a minimum grade point average of 2.0 on a 4.0 scale:

(A) The qualified admission precollege curriculum described in K.A.R. 88-29a-11; ~~or~~

(B) the Kansas scholars curriculum established pursuant to K.A.R. 88-13-3; or

(C) for eligible applicants, the qualified admission precollege curriculum functional equivalent described in K.A.R. 88-29a-18 (a) through (e) or in K.A.R. 88-29a-18(f);

(3) meets at least one of the following criteria:

(A) Has achieved a composite score on the ACT of at least 21; or

(B) has ranked in the top third of the applicant's high school class upon completion of seven or eight semesters; and

(4) has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours.

(c) Each state educational institution shall admit any Kansas resident under the age of 21 who meets the following requirements:

(1) Has graduated from a non-accredited private secondary school;

(2) has completed one of the following:

(A) Coursework equivalent to the qualified admission precollege curriculum as described in K.A.R. 88-29a-11; or

(B) coursework equivalent to the Kansas scholars curriculum established pursuant to K.A.R. 88-13-3;

(3) has achieved a composite score on the ACT of at least 21; and

(4) has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours.

(d) Each state educational institution shall admit any Kansas resident who is under the age of 21 and who meets the following requirements:

(1) Has earned the general educational development (GED) certificate credential with an overall score of not less than 50 points at least the prescribed minimum scores, as defined in K.A.R. 88-29-1;

(2) has achieved a composite score on the ACT of at least 21; and

(3) has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours. (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective July 22, 2011; amended P-\_\_\_\_\_.)

**88-29a-6. Qualifications required for the admission of a Kansas resident who is 21 or older.** This regulation shall be applicable to each state educational institution's review of applicants beginning with the 2015 summer session.

...  
(b) Each state educational institution shall admit any Kansas resident who is 21 or older and who meets ~~both~~ one of the following criteria:

(1) Has graduated from an accredited high school in Kansas or, pursuant to K.S.A. 72-116 and amendments thereto, an accredited high school located out of state; ~~and~~

(2) ~~has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours.~~ has graduated from a non-accredited private secondary school; or

~~(c) Each state educational institution shall admit any Kansas resident who is 21 or older and who meets both of the following criteria:~~

~~(1) (3)~~ (3) has earned the general educational development (GED) certificate credential with at least the prescribed minimum scores ~~an overall score of not less than 50 points~~, as defined in K.A.R. 88-29-1; ~~and~~

~~(2) has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours.~~ (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective July 22, 2011; amended P-\_\_\_\_\_.)

**88-29a-7. Qualifications required for the admission of a nonresident who is under the age of 21.** This regulation shall be applicable to each state educational institution's review of applicants beginning with the 2015 summer session.

...  
(b) Any state educational institution may admit any nonresident under the age of 21 who meets the following requirements:

(1) Has graduated from an accredited high school;

(2) has completed one of the following with a minimum grade point average of 2.5 on a 4.0 scale:

(A) The qualified admission precollege curriculum described in K.A.R. 88-29a-11 ~~; or its functional equivalent described in K.A.R. 88-29a-18; or~~ ;

(B) the Kansas scholars curriculum established pursuant to K.A.R. 88-13-3; or

(C) the qualified admission precollege curriculum functional equivalent described in K.A.R. 88-29a-19;

(3) meets at least one of the following criteria:

(A) Has achieved a composite score on the ACT of at least 21; or

(B) has ranked in the top third of the applicant's high school class upon completion of seven or eight semesters; and

(4) has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours.



(c) Any state educational institution may admit any nonresident under the age of 21 who meets the following requirements:

(1) Has graduated from a non-accredited private secondary school meeting requirements substantially equivalent to those in K.S.A. 72-53,100 through 72-53,102, and amendments thereto;

(2) has completed one of the following with a minimum grade point average of 2.5 on a 4.0 scale:

(A) Coursework equivalent to the qualified admission precollege curriculum as described in K.A.R. ~~88-29a-18~~ 88-29a-11; or

(B) coursework equivalent to the Kansas scholars curriculum established pursuant to K.A.R. 88-13-3;

(3) has achieved a composite score on the ACT of at least 21; and

(4) has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours.

(d) Any state educational institution may admit any nonresident under the age of 21 who meets the following requirements:

(1) Has earned the general educational development (GED) credential with at least the prescribed minimum scores, as defined in K.A.R. 88-29-1;

(2) has achieved a composite score on the ACT of at least 21; and

(3) has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours. (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective July 22, 2011; amended P-\_\_\_\_\_.)

**88-29a-7a. Qualifications required for the admission of a nonresident who is 21 or older.** This regulation shall be applicable to each state educational institution's review of applicants beginning with the 2015 summer session.

...

(b) Any state educational institution may admit any nonresident who is 21 or older and who meets ~~both~~ one of the following criteria:

(1) Has graduated from an accredited high school; ~~and or~~

(2) ~~has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours.~~

~~(c) Any state educational institution may admit any nonresident who is 21 or older and who meets both of the following criteria:~~

~~(1) has earned the general educational development (GED) certificate credential with at least the prescribed minimum scores ~~an overall score of not less than 50 points~~, as defined in K.A.R. 88-29-1; and~~

~~(2) has achieved a minimum cumulative GPA of 2.0 on a 4.0 scale on all transferable college credit hours. (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective July 22, 2011; amended P-\_\_\_\_\_.)~~

**88-29a-10. Methods for state educational institutions to use when evaluating qualifications for admission.** This regulation shall be applicable to each state educational institution's review of applicants beginning with the 2015 summer session.

...

(c) If the high school has not already calculated the grade point average in the qualified admission precollege curriculum and provided that information on the official high school transcript, each admission officer at a state educational institution shall calculate grade point average in the qualified admission precollege curriculum for any applicant seeking admission pursuant to K.A.R. 88-29a-11, as follows:

(1) The admission officer shall ensure that the requirements of K.A.R. 88-29a-11 are met before calculating grade point average.

(2) The admission officer shall calculate a grade point average only for approved qualified admission precollege curriculum courses appearing on the official high school transcript.

(3) The admission officer shall consider a course to be part of the approved qualified admission precollege curriculum only if the course was approved in accordance with K.A.R. 88-29a-11 for the semester and year in which the applicant completed the course and if the applicant earned a grade of D or better.

(4) The admission officer shall consider a course to be part of the approved qualified admission precollege curriculum only if the course code that appears on the official high school transcript is the same as the course code of the approved course.

(5)(A) If the high school transcript reports grades on a four-point scale, the admission officer shall calculate grade point averages in the approved qualified admission precollege curriculum by assigning four points to a grade of A, three points to a grade of B, two points to a grade of C, and one point to a grade of D. Pluses and minuses shall not be considered in the calculation.

(B) If the high school transcript reports grades on a scale other than a four-point scale, the admission officer shall mathematically convert the grades to a four-point scale and assign points as described in paragraph (c)(5)(A).

(6) The admission officer shall consider grades of P or pass as follows:

(A) If the high school transcript indicates that a P is equivalent to a grade of D or higher, the admission officer shall assign one grade point to each grade of P.

(B) If the high school transcript indicates that a P is equivalent to a grade of C or higher, the admission officer shall assign two grade points to each grade of P.

(C) If the high school transcript does not indicate the minimum letter grade corresponding to a P, the admission officer shall ~~not include the course in the calculations for the grade point average in the qualified admission precollege curriculum~~ assign one grade point to each grade of P.

(7) If an applicant has retaken an approved qualified admission precollege course, the admission officer shall use the highest grade when calculating the grade point average for the approved qualified admission precollege curriculum.

(8) If an applicant has taken a college course to meet the requirements for the approved qualified admission precollege curriculum and if this college course appears on the applicant's official high school transcript, the admission officer shall ~~include calculate the grade for the college course in the~~ for purposes of determining the precollege curriculum grade point average, as follows:

(A) Each college course with three or more credit hours, but no more than ~~six~~ five credit hours, shall be treated as a one-unit high school course.

(B) Each college course with more than ~~six~~ five credit hours shall be treated as a two-unit high school course.

~~(d) If functional equivalents are substituted for courses in the qualified admission precollege curriculum in one or more disciplines, the admission officer of a state educational institution shall not assign a grade point value to the functional equivalents when calculating the qualified admission precollege curriculum grade point average.~~ If the high school has not already calculated the grade point average in the Kansas scholars curriculum and provided that information on the official high school transcript, each admission officer at a state educational institution shall calculate grade point average in the Kansas scholars curriculum for any applicant seeking admission pursuant to K.A.R. 88-13-3, as follows:

(1) The admission officer shall ensure that the requirements established pursuant to K.A.R. 88-13-3 are met before calculating grade point average.

(2) The admission officer shall calculate a grade point average only for approved Kansas scholars curriculum courses appearing on the official high school transcript.

(3) The admission officer shall consider a course to be part of the approved Kansas scholars curriculum only if the course was approved in accordance with guidelines established pursuant to K.A.R. 88-13-3 and if the applicant earned a grade of D or better.

(4)(A) If the high school transcript reports grades on a four-point scale, the admission officer shall calculate grade point averages in the approved Kansas scholars curriculum by assigning four points to a grade of

A, three points to a grade of B, two points to a grade of C, and one point to a grade of D. Pluses and minuses shall not be considered in the calculation.

(B) If the high school transcript reports grades on a scale other than a four-point scale, the admission officer shall mathematically convert the grades to a four-point scale and assign points as described in paragraph (c)(5)(A).

(5) The admission officer shall consider grades of P or pass as follows:

(A) If the high school transcript indicates that a P is equivalent to a grade of D or higher, the admission officer shall assign one grade point to each grade of P.

(B) If the high school transcript indicates that a P is equivalent to a grade of C or higher, the admission officer shall assign two grade points to each grade of P.

(C) If the high school transcript does not indicate the minimum letter grade corresponding to a P, the admission officer shall assign one grade point to each grade of P.

(6) If an applicant has retaken an approved Kansas scholars course, the admission officer shall use the highest grade when calculating the grade point average for the approved Kansas scholars curriculum.

(7) If an applicant has taken a college course to meet the requirements for the approved Kansas scholars curriculum and this college course appears on the applicant's official high school transcript, the admission officer shall calculate the grade in the college course, for purposes of determining the Kansas scholars curriculum grade point average, as follows:

(A) Each college course with at least three but no more than five credit hours shall be treated as a one-unit high school course.

(B) Each college course with more than five credit hours shall be treated as a two-unit high school course.

(e) If the high school has not already calculated the grade point average in the qualified admission precollege curriculum and provided that information on the official high school transcript, each admission officer at a state educational institution shall calculate grade point average in the qualified admission precollege curriculum for any resident applicant seeking admission pursuant to K.A.R. 88-29a-18(a) through (e), as follows:

(1) The admission officer shall ensure that the requirements of K.A.R. 88-29a-18(a) through (e) are met before calculating grade point average.

(2) The admission officer shall calculate the grade point average of approved qualified admission precollege curriculum courses taken from an accredited Kansas high school as described in paragraphs (c)(2) through (c)(8)(B).

(3) The admission officer shall calculate the grade point average of college preparatory courses taken from a high school located outside the state of Kansas as follows:

(A) The applicant shall have earned a grade of D or better.

(B)(i) If the high school transcript reports grades on a four-point scale, the admission officer shall calculate grade point averages in the qualified admission precollege curriculum by assigning four points to a grade of A, three points to a grade of B, two points to a grade of C, and one point to a grade of D. Pluses and minuses shall not be considered in the calculation.

(ii) If the high school transcript reports grades on a scale other than a four-point scale, the admission officer shall mathematically convert the grades to a four-point scale and assign points as described in paragraph (c)(5)(A).

(4) The admission officer shall consider grades of P or pass as follows:

(A) If the high school transcript indicates that a P is equivalent to a grade of D or higher, the admission officer shall assign one grade point to each grade of P.

(B) If the high school transcript indicates that a P is equivalent to a grade of C or higher, the admission officer shall assign two grade points to each grade of P.

(C) If the high school transcript does not indicate the minimum letter grade corresponding to a P, the admission officer shall assign one grade point to each grade of P.

(5) If an applicant has retaken a qualified admission precollege course, the admission officer shall use the highest grade when calculating the grade point average for the qualified admission precollege curriculum.

(6) If an applicant has taken a college course to meet the requirements for the qualified admission precollege curriculum and this college course appears on the applicant's official high school transcript, the admission officer shall calculate the grade in the college course, for purposes of determining the precollege curriculum grade point average, as follows:

(A) Each college course with at least three but no more than five credit hours shall be treated as a one-unit high school course.

(B) Each college course with more than five credit hours shall be treated as a two-unit high school course.

(f) For any resident applicant seeking admission pursuant to K.A.R. 88-29a-18(f), the admission officer shall calculate the grade point average in the qualified admission precollege curriculum as follows:

(1) The admission officer shall ensure that the requirements of K.A.R. 88-29a-18(f) are met before calculating grade point average.

(2) The admission officer shall calculate the grade point average of qualified admission precollege curriculum courses taken from an accredited Kansas high school as described in paragraphs (c)(2) through (c)(8)(B).

(3) The admission officer shall calculate the grade point average of college preparatory courses taken from high schools located outside the state of Kansas as described in paragraphs (e)(3) through (e)(6)(B).

(4) The admission officer shall calculate the grade point average of qualified admission precollege curriculum courses taken after high school graduation as described in paragraphs (e)(6)(A) and (e)(6)(B).

(g) If the high school has not already calculated the grade point average in the college preparatory curriculum established by the state in which the applicant is a resident and provided that information on the official high school transcript, each admission officer at a state educational institution shall calculate grade point average for that state's college preparatory curriculum for any nonresident applicant seeking admission pursuant to K.A.R. 88-29a-19(a) as follows:

(1) The admission officer shall ensure that the requirements of K.A.R. 88-29a-19(a) are met before calculating grade point average.

(2) The admission officer shall calculate a grade point average only for college preparatory courses appearing on the official high school transcript.

(3) The admission officer shall consider a course to be part of the approved college preparatory curriculum only if the applicant earned a grade of D or better.

(4)(A) If the high school transcript reports grades on a four-point scale, the admission officer shall calculate grade point averages in the approved college preparatory curriculum by assigning four points to a grade of A, three points to a grade of B, two points to a grade of C, and one point to a grade of D. Pluses and minuses shall not be considered in the calculation.

(B) If the high school transcript reports grades on a scale other than a four-point scale, the admission officer shall mathematically convert the grades to a four-point scale and assign points as described in paragraph (c)(5)(A).

(5) The admission officer shall consider grades of P or pass as follows:

(A) If the high school transcript indicates that a P is equivalent to a grade of D or higher, the admission officer shall assign one grade point to each grade of P.

(B) If the high school transcript indicates that a P is equivalent to a grade of C or higher, the admission officer shall assign two grade points to each grade of P.

(C) If the high school transcript does not indicate the minimum letter grade corresponding to a P, the admission officer shall assign one grade point to each grade of P.

(6) If an applicant has retaken a college preparatory course, the admission officer shall use the highest grade when calculating the grade point average for the college preparatory curriculum.

(7) If an applicant has taken a college course to meet the requirements for the college preparatory curriculum and this college course appears on the applicant's official high school transcript, the admission officer shall calculate the grade in the college course, for purposes of determining the college preparatory curriculum grade point average, as follows:

(A) Each college course with at least three but no more than five credit hours shall be treated as a one-unit high school course.

(B) Each college course with more than five credit hours shall be treated as a two-unit high school course.

~~(e)~~ (h) At the time of admission of an applicant, the state educational institution shall notify the applicant of each of the following:

- (1) The category or categories in which the applicant is admitted;
- (2) any enrollment restrictions associated with the applicant's category or categories of admission; and
- (3) the requirements for removing any enrollment restrictions associated with the applicant's category or categories of admission. (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective July 22, 2011; amended P-\_\_\_\_\_.)

**88-29a-11. Requirements for the qualified admission precollege curriculum.** This regulation shall be applicable to each state educational institution's review of applicants beginning with the academic year 2014-2015 summer session. In order to admit any applicant under the qualified admission precollege curriculum criteria, each state educational institution shall require the applicant to provide an official high school transcript documenting completion of the approved qualified admission precollege curriculum specified in this regulation.

For each student graduating from high school in academic year 2014-2015 and thereafter, the qualified admission precollege curriculum shall consist of courses that are among those listed in "Kansas board of regents precollege curriculum courses approved for university admissions," as adopted by reference in K.A.R. 88-29-11. The qualified admission precollege curriculum shall consist of the following distribution of courses:

(a) One of the following:

(1) Four units of approved qualified admission English courses ~~that~~, which shall include reading, writing, and literature; or

(2) ~~three and ½~~ four units of approved qualified admission English courses ~~that~~, of which three and ½ units shall include reading, writing, and literature and ½ unit of speech;

(b)(1) If the student has achieved the ACT or SAT college readiness math benchmark, three units of approved qualified admission mathematics courses that meet the following requirements:

(A) The course shall be completed in the ninth through twelfth grades; and

(B) the course shall be selected from any of the following courses:

(i) Qualified admission algebra I;

(ii) qualified admission geometry;

(iii) qualified admission algebra II;

(iv) any mathematics course that has qualified admission algebra II as a prerequisite; or

(v) any other course approved by the chief executive officer of the board of regents or the chief executive officer's designee; ~~and or~~

(2) if the student has not achieved the ACT or SAT college readiness math benchmark, four units of approved qualified admission mathematics courses, one of which shall be taken in the year the student graduates high school, that meet the following requirements:

(A) The course shall be completed in the ninth through twelfth grades;

(B) at least three of the courses shall be selected from any of the following courses:

(i) Qualified admission algebra I;

(ii) qualified admission geometry;

(iii) qualified admission algebra II;

(iv) any mathematics course that has qualified admission algebra II as a prerequisite; or

(v) any other course approved by the chief executive officer of the board of regents or the chief executive officer's designee; and

(C) the fourth unit may be selected from any other mathematics courses prescribed by the local school district and designed to prepare students for college;

(c) three units of approved qualified admission natural science courses that meet the following requirements:

(1) The three units shall be selected from any of the following courses:

- (A) Qualified admission biology;
- (B) qualified admission advanced biology;
- (C) qualified admission chemistry;
- (D) qualified admission physics;
- (E) qualified admission earth-space science;
- (F) qualified admission principles of technology; or

(G) any other course approved by the chief executive officer of the board of regents or the chief executive officer's designee; and

(2) at least one unit shall be selected from a qualified admission chemistry course or a qualified admission physics course;

(d) three units of approved qualified admission social science courses ~~that are distributed according to the following requirements:~~ which shall include instruction in United States history, United States government, and geography

~~(1) A minimum of ½ unit shall be a qualified admission United States government course;~~

~~(2) a minimum of ½ unit shall be selected from any of the following courses:~~

- ~~(A) Qualified admission world history;~~
- ~~(B) qualified admission world geography; or~~
- ~~(C) qualified admission international relations;~~

~~(3) a minimum of one unit shall be a qualified admission United States history course;~~

~~(4) not more than one unit shall be selected from any of the following courses:~~

- ~~(A) Qualified admission anthropology;~~
- ~~(B) qualified admission current social issues;~~
- ~~(C) qualified admission economics;~~
- ~~(D) qualified admission psychology;~~
- ~~(E) qualified admission race and ethnic group relations;~~
- ~~(F) qualified admission sociology;~~
- ~~(G) qualified admission United States history;~~
- ~~(H) qualified admission United States government; or~~

~~(I) any other course approved by the chief executive officer of the board of regents or the chief executive officer's designee;~~

~~(5) a ½ unit course shall not be used to fulfill more than one requirement of this regulation for more than one discipline in the qualified admissions precollege curriculum; and~~

~~(6) a one unit course may be used to fulfill two ½ unit requirements of this regulation; and~~

(e) three units of elective courses selected from any of the following categories:

- (1) English;
- (2) mathematics;
- (3) natural science;
- (4) social science;
- (5) foreign language;
- (6) personal finance;
- (7) speech, debate, or forensics;
- (8) journalism;
- (9) computer or information systems;
- (10) fine arts;
- (11) career and technical education; or

(12) any other course approved by the chief executive officer of the board of regents or the chief executive officer's designee. (Authorized by and implementing K.S.A. ~~2010~~ 2011 Supp. 76-717; effective July 22, 2011; amended P-\_\_\_\_\_.)

**88-29a-18. Functional equivalents of the qualified admission precollege curriculum; residents.** In order to admit an applicant under the criterion of successful completion of the functional equivalent of the precollege curriculum, the admission officer of each state educational institution shall require each applicant who is a resident of Kansas and who graduates from high school in academic year 2014-2015 or later to meet ~~at least one of the sets of the~~ requirements specified in subsections (a) through (e) or in subsection (f). An admission officer of a state educational institution shall not grant any exception to this regulation. The admission officer shall utilize subsections (a) through (e) only for resident applicants who have completed 15 or fewer quarters of high school in Kansas.

(a) To demonstrate successful completion of the functional equivalent of the qualified admission precollege English courses described in K.A.R. 88-29a-11, each applicant shall provide ~~both of the following:~~

(1) documentation on the official high school transcript of completion of any ~~three~~ four units of high school English, ~~with no grade lower than a C and at least one grade of B or higher; and~~

(2) official documentation of achievement of at least one of the following:

(A) ~~A score of three or higher in either of the following college board advanced placement (AP) courses:~~

(i) Language and composition; or

(ii) literature and composition; or

(B) ~~a grade of B or higher in A general education English course consisting of three or more semester hours taken before high school graduation and either offered by or accepted in transfer by a state educational institution~~ may be substituted for one unit of high school English. The course shall be documented on the official high school transcript.

(b) ~~To demonstrate successful completion of the functional equivalent of the qualified admission precollege mathematics courses described in K.A.R. 88-29a-11, each applicant shall provide both of the following:~~

(1) ~~Documentation on the official high school transcript of completion of any three units of high school mathematics courses with no grade lower than a C and at least one grade of B or higher; and~~

(2) official documentation of achievement of at least one of the following:

(A) ~~A score of three or higher in either of the following college board advanced placement (AP) courses:~~

(i) Calculus AB; or

(ii) calculus BC; or

(B) ~~a grade of C or better in a general education mathematics course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.~~

(c) To demonstrate successful completion of the functional equivalent of the qualified admission precollege natural science courses described in K.A.R. 88-29a-11, each applicant shall provide ~~both of the following:~~

(1) documentation on the official high school transcript of completion of any ~~two~~ three units of high school natural science courses ~~with no grade less than a C and at least one grade of B or higher; and~~ chosen from one of the following areas:

(1) Biology;

(2) chemistry;

(3) physics;

(4) earth or space science;

(5) principles of technology;

(6) integrated science;

(7) physical science; or

(8) environmental science.

(2) official documentation of achievement of at least one of the following:

(A) A score of three or higher in any of the following college board advanced placement (AP) courses:

(i) Biology;

(ii) chemistry; or

(iii) physics B; or

~~(B) a grade of C or higher in a general education natural science laboratory course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.~~

A general education natural science course consisting of three or more semester hours taken before high school graduation and either offered by or accepted in transfer by a state educational institution may be substituted for one unit of high school natural science. The course shall be documented on the official high school transcript.

~~(d) (c)~~ To demonstrate successful completion of the functional equivalent of the qualified admission precollege social science courses described in K.A.R. 88-29a-11, each applicant shall provide ~~both of the~~ following:

~~(1) documentation on the official high school transcript of completion of any two three units of high school social science course courses that meet Kansas high school graduation requirements, with no grade lower than a C and at least one grade of B or higher; and~~

~~(2) official documentation of achievement of at least one of the following:~~

~~(A) A score of three or higher in any of the following college board advanced placement (AP) courses:~~

~~(i) Microeconomics;~~

~~(ii) macroeconomics;~~

~~(iii) comparative government and policies;~~

~~(iv) United States government and policies;~~

~~(v) European history;~~

~~(vi) United States history; or~~

~~(vii) psychology; or~~

~~(B) a grade of B or higher in a general education social science course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.~~

A general education social science course consisting of three or more semester hours taken before high school graduation and either offered by or accepted in transfer by a state educational institution may be substituted for one unit of high school social science. The course shall be documented on the official high school transcript.

~~(e) (d)~~ To demonstrate successful completion of the functional equivalent of the qualified admission precollege elective courses described in K.A.R. 88-29a-11, each applicant shall provide ~~both of the following:~~

~~(1) documentation on the official high school transcript of completion of any two three units of English, mathematics, social science, natural science, fine arts, computer or information systems, foreign languages, personal finance, speech, debate, forensics, journalism, or career and technical education courses, or units of English, mathematics, social science, or natural science that are in addition to those required in subsections (a) through (c) and subsection (e), with no grade less than a C and at least one grade of B or higher; and~~

~~(2) official documentation of achievement of at least one of the following:~~

~~(A) A score of three or higher in any of the following college board advanced placement (AP) courses:~~

~~(i) English;~~

~~(ii) natural science;~~

~~(iii) social science;~~

~~(iv) foreign language;~~

~~(v) fine arts; or~~

~~(vi) computer or information systems; or~~

~~(B) a grade of C or higher in an English, mathematics, social science, natural science, fine arts, computer or information systems, foreign language, personal finance, speech, debate, forensics, journalism, or career and technical education course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.~~

A general education course consisting of three or more semester hours in English, mathematics, social science, natural science, fine arts, computer or information systems, foreign language, personal finance, speech, debate, forensics, journalism, or career and technical education taken before high school graduation and either



offered by or accepted in transfer by a state educational institution may be substituted for one unit of high school electives. The course shall be documented on the official high school transcript.

(e) Each applicant shall provide official documentation of successful completion of the math requirements specified in K.A.R. 88-29a-11(b)(1) or (b)(2).

(f) Any admission officer may utilize this subsection for any resident applicant who, upon high school graduation, has met most but not all of the precollege curriculum requirements specified in K.A.R. 88-29a-11, or the functional equivalents specified in subsections (a) through (e). Any resident applicant not meeting the precollege curriculum requirements of K.A.R. 88-29a-11, or the functional equivalents specified in subsections (a) through (e), may complete college credit courses to meet the unfulfilled precollege curriculum requirements, if all the following requirements are met:

(1) The course shall be transferable to a state educational institution.

(2) The course shall be three or more semester hours.

(3) The course shall be in the same subject area as the identified deficiency.

(4) The applicant shall submit documentation on the official college transcript of completion of the course. (Authorized by and implementing K.S.A. 2010 2011 Supp. 76-717; effective July 22, 2011; amended P-\_\_\_\_\_.)

**88-29a-19. Functional equivalents of the qualified admission precollege curriculum; nonresidents.** In order to admit an applicant under the criterion of successful completion of the functional equivalent of the precollege curriculum, the admission officer of each state educational institution shall require each applicant who is not a resident of Kansas and who graduates from high school in academic year 2014-2015 or later to meet at least one of the sets of requirements specified in subsections (a) ~~through (g)~~ and (b). An admission officer of a state educational institution shall not grant any exception to this regulation.

~~(a) To demonstrate successful completion of the functional equivalent of the qualified admission precollege English courses~~ curriculum described in K.A.R. 88-29a-11, each applicant shall provide ~~both~~ one of the following:

~~(1) (a) Documentation on the official high school transcript of completion of any three units of high school English with no grade lower than a C and at least one grade of B or higher; and~~

~~(2) official documentation of achievement of at least one of the following:~~

~~(A) A score of three or higher in either of the following college board advanced placement (AP) courses:~~

~~(i) Language and composition; or~~

~~(ii) literature and composition; or~~

~~(B) a grade of B or higher in a general education English course taken before high school graduation and either offered by or accepted in transfer by a state educational institution. the college preparatory curriculum established by the state in which the applicant is a resident. This option may be used only if the resident state's college preparatory curriculum is at least as rigorous as that required by K.A.R. 88-29a-11; or~~

~~(b) To demonstrate successful completion of the functional equivalent of the qualified admission precollege mathematics courses described in K.A.R. 88-29a-11, each applicant shall provide both of the following:~~

~~(1) Documentation on the official high school transcript of completion of any three units of high school mathematics courses with no grade lower than a C and at least one grade of B or higher; and~~

~~(2) official documentation of achievement of all four ACT college readiness benchmarks, at least one of the following:~~

~~(A) A score of three or higher in either of the following college board advanced placement (AP) courses:~~

~~(i) Calculus AB; or~~

~~(ii) calculus BC; or~~

~~(B) a grade of C or better in a general education mathematics course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.~~

(c) To demonstrate successful completion of the functional equivalent of the qualified admission precollege natural science courses described in K.A.R. 88-29a-11, each applicant shall provide both of the following:

- (1) Documentation on the official high school transcript of completion of any two units of high school science courses with no grade less than a C and at least one grade of B or higher; and
- (2) official documentation of achievement of at least one of the following:
  - (A) A score of three or higher in any of the following college board advanced placement (AP) courses:
    - (i) Biology;
    - (ii) chemistry; or
    - (iii) physics B; or
  - (B) a grade of C or higher in a general education natural science laboratory course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(d) To demonstrate successful completion of the functional equivalent of the qualified admission precollege social science courses described in K.A.R. 88-29a-11, each applicant shall provide both of the following:

- (1) Documentation on the official high school transcript of completion of any two units of high school social science course with no grade lower than a C and at least one grade of B or higher; and
- (2) official documentation of achievement of at least one of the following:
  - (A) A score of three or higher in any of the following college board advanced placement (AP) courses:
    - (i) Microeconomics;
    - (ii) macroeconomics;
    - (iii) comparative government and policies;
    - (iv) United States government and policies;
    - (v) European history;
    - (vi) United States history; or
    - (vii) psychology; or
  - (B) a grade of B or higher in a general education social science course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(e) To demonstrate successful completion of the functional equivalent of the qualified admission precollege elective courses described in K.A.R. 88-29a-11, each applicant shall provide both of the following:

- (1) Documentation on the official high school transcript of completion of any two units of English, mathematics, social science, natural science, fine arts, computer or information systems, foreign languages, personal finance, speech, debate, forensics, journalism, or career and technical education courses with no grade less than a C and at least one grade of B or higher; and
- (2) official documentation of achievement of at least one of the following:
  - (A) A score of three or higher in any of the following college board advanced placement (AP) courses:
    - (i) English;
    - (ii) natural science;
    - (iii) social science;
    - (iv) foreign language;
    - (v) fine arts; or
    - (vi) computer or information systems; or
  - (B) a grade of C or higher in a English, mathematics, social science, natural science, fine arts, computer or information systems, foreign language, personal finance, speech, debate, forensics, journalism, or career and technical education course taken before high school graduation and either offered by or accepted in transfer by a state educational institution.

(f) To demonstrate successful completion of the functional equivalent of all of the courses described in K.A.R. 88-29a-11, each applicant who has attended an accredited high school located outside the United States shall provide official documentation of a study in mathematics, science, literature, and composition and completion of this study at a level that exceeds the minimum graduation standards of that accredited high school.

~~(g) To demonstrate successful completion of the functional equivalents of all courses described in K.A.R. 88-29a-11, each applicant who has attended an accredited high school located in a state other than Kansas shall provide the following:~~

~~(1) Documentation on the official high school transcript of completion of the precollege curriculum of the state which the applicant resides with a minimum grade point average of 2.5 on a 4.0 scale; and~~

~~(2) documentation on the official high school transcript of completion of the precollege curriculum mathematics requirements described in K.A.R. 88-29a-11 with a minimum grade point average of 2.5 on a 4.0 scale. (Authorized by and implementing K.S.A. 2010 2011 Supp. 76-717; effective July 22, 2011; amended P-\_\_\_\_\_.)~~

C. *Fiscal Affairs & Audit***1. Approve Kansas State University's Police Salary Increase Request**Regent Downey-Schmidt  
**Theresa Schwartz,**  
**Associate General Counsel****Summary and Staff Recommendation**

*Kansas State University requests that the Board approve a 2.5% increase in the retention incentive paid to all commissioned police officers, pursuant to an existing agreement between it and the Fraternal Order of Police, Riley County Lodge No. 17. Approval of this request will increase the total retention incentive for these officers from 10% to 12.5%.*

**Background**

The Public Employer-Employee Relations Act (PEERA) (by which State agencies are required to meet and confer with their employees' recognized bargaining units over terms and conditions of employment) first took effect in 1972. In 1983, the Kansas Supreme Court held that KBOR is the employer as well as the appropriate governing body for purposes of PEERA and therefore the Board "must approve any proposed agreement in order to make it binding and effective."<sup>1</sup> Thus, for many years, the Kansas Board of Regents (KBOR or the Board) has performed the role of approving agreements that are negotiated between Universities and recognized bargaining units.

In 2007, Kansas State University (University) entered into a memorandum of agreement (MOA) with the bargaining unit for its police officers. That 2007 MOA contains a provision providing that the officers may annually present the university Human Resources personnel with a salary survey from the regional area comparing total compensation. Pursuant to that provision, the University agreed to analyze the submitted data and forward any subsequent request for a pay increase through the Board of Regents and the Division of Personnel Services. The University has now received such a request and survey from the police officers. This documentation evidences that compensation for this group of law enforcement officers appears to be lower than in the surrounding area. Additionally, the University indicates that its turnover rate for less tenured police officers is high, with a majority of those officers being recruited by surrounding police departments, primarily Riley County, after the University has incurred the cost of labor for the officer's first year of employment and the cost for their training at the training center in Hutchinson.

In 2007, the University implemented a 10% retention incentive, which helped for a short period of time, but the University now believes that it is again significantly behind employers of such individuals and that other universities have been able to offer higher retention incentives, due to their localized labor market.<sup>2</sup> The University therefore wishes to provide its police officers with an additional 2.5% retention incentive pay, bringing it to a total of 12.5%.

The proposed increase in retention incentive pay will cost the University an additional \$16,874.52, which will be paid from University funds.

**Conclusion and Recommendation**

Kansas State University requests that the Board approve this increase and authorize the Chair to execute any documents necessary to implement it. Staff has reviewed the proposal and determined that it is not inconsistent with applicable laws or Board Policy. Staff therefore recommends that the Board approve the increase and authorize the Chair to execute any associated documents.

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<sup>1</sup> *Kansas Board of Regents and Pittsburg State University v. Pittsburg State University Chapter of KNEA and PEERB*, 233 Kan. 801, 812 (1983). See K.S.A. 75-4331.

<sup>2</sup> K-State indicates that KUMC currently pays from 16% to 22%, based upon years of service; PSU currently pays 12.5%; and WSU currently pays 16%.

*D. Other Matters*

**1. Consider Request to Convert Classified Police Department Positions at KUMC to Unclassified Positions and Create a University Support Staff System at the Medical Center Campus – KU**

**Julene Miller,  
General Counsel /  
Dr. Barbara Atkinson,  
University of Kansas Medical Center**

**Summary and Staff Recommendation**

*K.S.A. 2011 Supp. 76-715a, enacted by the 2005 Kansas Legislature, allows the state universities, with the approval of the Board of Regents, to convert classified staff positions from the state civil service system to unclassified positions known as “University Support Staff.” The statute sets out the procedure to be followed and some of the characteristics of any newly created University Support Staff system as well as providing certain protections to classified employees whose positions are converted. The University of Kansas seeks to convert Public Safety Department classified positions at the Medical Center to University Support Staff positions. Board staff has reviewed the plan submitted by the University and recommends that the Board approve the University’s request.*

**Background**

K.S.A. 76-715a, enacted by the 2005 Kansas Legislature, provides authority for the Board of Regents to allow any state university to convert all, or any portion of, classified staff employee positions to the unclassified service of state employment. The University of Kansas was instrumental in the enactment of K.S.A. 76-715a, since University administrators have for some time held the view that constraints of the state system operate to, among other things, prevent the University from paying competitive wages in the classified job categories and impose needless and inefficient bureaucracy.

The applicable sections of K.S.A. 76-715a are set out in the attached materials provided by the University in support of its request to convert certain classified employee positions at the Medical Center to unclassified university support staff (USS) positions. Summarized, the statute provides for the following process by which classified positions can be converted:

- The university is required to "develop a plan for a system for administration," including personnel policies and procedures, of all aspects of employment, other than health and flexible benefits and leave and retirement benefits provided under the state classified employee system, for the converted employees.
- The development of the plan is required to be subject to input from the affected employees both prior to and after a vote by those employees on the proposal.
- A majority of the voting members of the affected employees must vote to approve the conversion of the classified staff employee positions affected by the proposal to unclassified positions.
- Finally, "each such system of administration shall be subject to approval by the state board of regents."

The statute also specifies several aspects of the "system for administration" of the converted employees:

- The employees must retain all health and flexible benefits and leave and all retirement benefits provided to them under the state classified employee system.
- The conversion may not result in a salary reduction for or the layoff of any classified employee.
- The system must contain personnel policies and procedures that include a disciplinary and grievance process, and that process must provide for due process procedures and a right to appeal.

All of the classified employees at the Lawrence campus were converted to USS on July 1, 2005. The Public Safety Department is the first group at the Medical Center that has voted to convert as the Medical Center is taking an incremental approach to converting its 388 classified staff to USS.

The University has submitted a policy document broadly describing the aspects of a system for administration of the University Support Staff at the Medical Center. This document provides that there will be no salary reductions or layoffs as a result of the implementation of the University's plan for conversion of certain classified positions. The document also generally describes employment policies and processes with respect to recruitment, selection, and hiring; performance appraisal and appeals; disciplinary, grievance and job protection (layoff) processes and appeals; salaries; salary administration; and an appellate board analogous to the state Civil Service Board. Because the majority of current classified employees are represented by bargaining units, the opportunity for future input can be provided during the meet and confer process. The Medical Center will also seek input more broadly at a designated time each year. Many of the policies and processes generally described are already in existence on the campus, administered by the Medical Center's Department of Human Resources, and will continue unchanged in substance and process following conversion.

Staff has reviewed the material submitted by the University in support of its request to convert certain classified positions at the Medical Center to unclassified USS. The University has provided evidence that it has satisfied the requirements of K.S.A. 76-715a. Staff recommends that the Board approve the Medical Center's system for administration of the USS effective April 1, 2012.



**Request to Kansas Board of Regents for Authority to Convert Classified Positions and  
Create a University Support Staff System**

Background

On April 21, 2005, Governor Sebelius signed into law Senate Bill 74 (codified at K.S.A. 76-715a) that enables institutions of higher education to seek authorization from the Kansas Board of Regents to convert classified staff employee positions to the unclassified service. The statute, in pertinent part, specifies the following:

(a) The State Board of Regents, in accordance with the provisions of this section, may authorize any state institution of higher education to convert all classified staff employee positions or any portion thereof in the institution to the unclassified service of state employment. Those classified staff employees whose positions are converted from classified to unclassified status shall retain all health and flexible benefits and leave and retirement benefits provided to them under the state classified employee system. Each institution designated by the board shall develop a plan for a system for administration of all other aspects of employment for these employees, including personnel policies and procedures, and each such system of administration shall be subject to approval by the state board of regents. Such personnel policies and procedures shall include a disciplinary and grievance process which provides for the right to appeal and due process procedures. Development of such plan shall be subject to input from affected classified employees. Implementation of this section shall not cause a salary reduction or layoff for any classified employee. This section shall not be implemented by the state board of regents at any state institution of higher education unless an election has been held for classified staff employees affected by such proposal at such institution and the classified staff employees voting at the election by majority vote approve the conversion of the classified staff positions affected by such proposal at that institution to unclassified positions. Any such election held after the effective date of this act shall be preceded by an official announcement providing at least 90 days notice of the date, time and place of the election. After a vote of approval, the state educational institution shall provide all affected employees with opportunities for input into the development of the plan that is to be presented to the state board of regents.

(b) For the limited purposes of this section, and K.S.A. 74-4925, and amendments thereto, these newly designated unclassified employees shall be referred to as “university support staff” and the University of Kansas Medical Center shall be considered as a state institution of higher education separate from the University of Kansas, Lawrence, and its campuses.

(c) Nothing in this act shall affect the representation rights of collective bargaining organizations that represent employees of a state institution of higher education, nor shall the provisions of this act affect any term or condition of any collective bargaining agreement in effect on the effective date of this act.

(L0024668 1 )

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University of Kansas (KU) Request

The University of Kansas requests the Kansas Board of Regents authorize the conversion of certain classified staff positions at the Medical Center to the unclassified service with the designation of "university support staff" under the provisions of K.S.A. 2011 Supp. 76-715a. The Medical Center is using an iterative approach over the course of the 2012 calendar year to convert classified staff to university support staff (USS). This approach will allow the Medical Center to make the opportunity available to its 388 classified employees in a manner that will minimize disruption of organizational activity and maximize opportunity to meet with employees and provide them with information about the transition. The first group to consider conversion was the University Police Department. Those employees voted on February 15, 2012 in favor of conversion to USS.

K.S.A. 2011 Supp. 76-715a specifies conditions for conversion that have been or will be satisfied by the University of Kansas as described below.

No Salary Reduction or Layoff: The legislation states, "Implementation of this section shall not cause a salary reduction or layoff of any classified employee." KU Medical Center has no such intent or plan.

Vote: Discussions regarding the challenges inherent in the state civil service began in the fall of 2011, and a decision was made to pursue conversion from the classified system to the alternative unclassified USS. The Police Department was selected as the first group to vote on the proposed conversion, and an announcement was sent by email to the employees of this department on November 10, 2011, setting forth the date, time and place of the election. In addition to Police Officers and Safety and Security Officers, the Police Department includes positions such as Communication Specialists, Administrative Assistants, a Public Service Administrator, and an Accountant. Town hall meetings were held on November 22 at the 6am and 2pm shift changes, to provide information to these employees and to answer their questions. The policy document for the University Support Staff was distributed to these employees on January 18, 2012 for their review and input. The election was held on February 15, 2012, more than 90 days from the date of the November 10, 2011 announcement. By a majority vote, the employees supported such a conversion. A total of 65 valid votes were cast, with a total of 54 respondents, or 83 %, voting "yes," and a total of 11, or 17% voting "no."

Opportunities for Input: Prior to and following the vote, the proposed USS policies were provided to the affected classified employees. Because many of the classified staff who will transition to USS are members of bargaining units, the opportunity for future input can be provided during the meet and confer process. The Medical Center will also seek input more broadly at a designated time each year.

In support of this request, we provide the following information about our system to administer all aspects of employment.

KUMC Employment Processes in Place

K.S.A. 2011 Supp. 76-715a requires each institution designated by the Board that wishes to withdraw from the civil service system to develop a plan for a system of administration of all aspects of employment for these employees (other than health and flexible benefits and leave and retirement benefits), including personnel policies and procedures. The Medical Center's Department of Human



Resources currently administers the employment policies for all University classified and unclassified employees and will continue to do so for University Support Staff (USS). A draft copy of the KUMC Handbook for University Support Staff is provided with this request. The existing employment policies and processes described below will not change.

Recruitment, Selection & Hiring Process: The recruitment, selection, salary offer and hire approval processes are handled through an electronic applicant system administered by Human Resources. Training is provided to hiring managers on both the electronic applicant system and on the best practices for hiring.

Disciplinary Process, Appeals/Grievances & Job Protection: USS employees will not be "employees at will." Except in cases warranting immediate termination for cause, progressive discipline may include verbal and written warnings, suspension, demotion and dismissal processes. Appropriate due process will be provided for each level of discipline. Campus departments will recommend suspension, demotion and/or dismissal to Human Resources. Human Resources will review and act upon the recommendation. Employees will have the right to discuss a suspension, demotion or dismissal with Human Resources at the proposal stage before final action is taken.

A grievance procedure presently exists for employees to file a complaint regarding non-disciplinary employment conditions. The grievance process is a three-step process through the supervisor, the department head and Human Resources. There is also a complaint, investigation and resolution process for equal opportunity complaints.

Layoff procedures will be very similar to the current State process, adapted with local control.

Professional Development: Human Resources offers a range of ongoing professional development events, e.g. new employee orientation, supervisory training.

Employee Relations: Human Resources provides a wide range of employee relations functions, including management of labor contracts, coordination of employee recognition programs, conflict resolution services, safety and workplace violence programs, etc.

**The primary area of difference between the existing system and the new system is in the compensation area.**

Salaries: The Medical Center is conducting a market study for all classified positions and will provide market adjustments to employees who are converted to USS. The proposed new salary structure for the Police Department is based on a market study conducted by the Compensation Division of KUMC's Department of Human Resources.

Salary Administration & Title Management: A broadband approach will be used as a basis for pay. This includes managing titles and creating minimum, maximum and midpoints on a salary range for job groups. Periodic salary surveys will be conducted to determine whether adjustments in the salary ranges are needed. Job titles will be handled in a broadband approach with position descriptions serving as the basis for job groups and for the assignment to salary ranges.

Replacement for Civil Service Board: A disciplinary action hearing board, drawn from a pool of faculty and staff, will accept appeals for suspensions, demotions or dismissals and determine the reasonableness of the action. The disciplinary action hearing board replaces the Civil Service Board.

The University of Kansas Medical Center currently manages the employment policies and procedures for over 3,800 faculty, unclassified non-faculty, classified staff, house staff, and student employees. Many of the policies and procedures related to these varying categories of employment are similar, yet each has its own unique requirements. While, in many cases, the general policies are established pursuant to requirements of the State, Board of Regents or even the Federal government, the campuses have some latitude on how these policies are implemented and managed to best meet their institutional mission. We are excited about this opportunity to develop a motivated and properly compensated USS, and we believe it will pay dividends for years to come as we pursue excellence in our mission of education, teaching, research, and service. The University of Kansas Medical Center is fully prepared to implement and manage the new University Support Staff system.

## 2. Preliminary Discussion on FY 2013 State University Tuition and Required Fees Regent McKechnie/ Diane Duffy

### Summary

*The setting of tuition is one of the Board's most important responsibilities. In advance of the submission of the state universities proposals in May and final action of the Board in June, the Board wanted to have a beginning discussion to review the information board staff is proposing to be included in each of the university proposals, and to ask the Board whether there is any other information that should be included in the university proposals related to tuition, course fees, required fees, etc.*

### Background

The Universities will submit their proposals to the Board in May using a uniform format as follows:

**Section A.** will display the universities proposed FY 2013 tuition rates applicable to all students within the categories designated (undergraduate resident, graduate resident, undergraduate non-resident and graduate non-resident). Tuition rates will be shown on a per credit hour basis or flat-rate basis, depending on the university's tuition structure. ESU and PSU charge on a flat-rate basis. The attached table illustrates the FY 2012 Approved Tuition and Required Fees for Full-Time Students, Per Semester by Category.

**Section B.** will display any proposed course fee rates charged to specific students for specific academic programs.

**Section C.** will present any proposed changes to the university's tuition structure.

**Section D.** will discuss student and other campus community involvement in the development and/or review of proposals.

**Section E.** will discuss the projected increase from tuition revenues and the planned uses of increased tuition revenues along with completing the following uniform template spreadsheets:

- Analysis of Required Expenditure Increases, Other Targeted Expenditure Increases and Projected Tuition and Fee Revenues. The analysis will be based on Legislative Action to date with regard to SGF appropriations.
- Summary of the General Fees Fund (FY 2009-FY 2013) and how the proposed increases would affect carry forward balances
- Projected and Actual Tuition Revenue Increases (FY 2008-FY 2012) providing a trend that compares projected to actual revenues.

**Section F.** will describe measures taken to keep proposals as modest as possible.

**Section G.** will complete Financial Impact Statement(s) for student proposed required student fee adjustments describing (also known as campus privilege fees or specific fees proposed by students for specific restricted use expenditures).

**Section H.** will include any other tuition or fee proposals that require the Board's approval.

**Tuition and Fees- Resident/Non-resident by Student Level  
Academic Year 2012**

**Table 2.2**

	University of Kansas (standard)	University of Kansas (compact)	Kansas State Univ.	Wichita State Univ.	Emporia State Univ.	Pittsburg State Univ.	Fort Hays State Univ.
<b>Resident</b>							
Undergraduate (15 hrs.)							
Tuition	\$3,805.50	\$4,182.00	\$3,468.00	\$2,502.75	\$1,932.00	\$2,066.00	\$1,578.00
Required Fees	\$428.95	\$428.95	\$360.50	\$592.25	\$544.00	\$515.00	\$463.05
<b>Total Per Semester</b>	<b>\$4,234.45</b>	<b>\$4,610.95</b>	<b>\$3,828.50</b>	<b>\$3,095.00</b>	<b>\$2,476.00</b>	<b>\$2,581.00</b>	<b>\$2,041.05</b>
Graduate (12 hrs.)							
Tuition	\$3,765.60		\$3,721.20	\$2,703.60	\$2,342.00	\$2,382.00	\$1,886.40
Required Fees	\$428.95		\$360.50	\$477.20	\$544.00	\$515.00	\$370.44
<b>Total Per Semester</b>	<b>\$4,194.55</b>		<b>\$4,081.70</b>	<b>\$3,180.80</b>	<b>\$2,886.00</b>	<b>\$2,897.00</b>	<b>\$2,256.84</b>
<b>Non-resident</b>							
Undergraduate (15 hrs.)							
Tuition	\$9,750.00	\$10,875.00	\$9,201.00	\$6,519.75	\$7,122.00	\$6,568.00	\$5,715.75
Required Fees	\$428.95	\$428.95	\$360.50	\$592.25	\$544.00	\$515.00	\$463.05
<b>Total Per Semester</b>	<b>\$10,178.95</b>	<b>\$11,303.95</b>	<b>\$9,561.50</b>	<b>\$7,112.00</b>	<b>\$7,666.00</b>	<b>\$7,083.00</b>	<b>\$6,178.80</b>
Graduate (12 hrs.)							
Tuition	\$8,809.20		\$8,398.80	\$7,319.40	\$7,254.00	\$6,317.00	\$5,374.80
Required Fees	\$428.95		\$360.50	\$477.20	\$544.00	\$515.00	\$370.44
<b>Total Per Semester</b>	<b>\$9,238.15</b>		<b>\$8,759.30</b>	<b>\$7,796.60</b>	<b>\$7,798.00</b>	<b>\$6,832.00</b>	<b>\$5,745.24</b>

**Note:**

Table 2.2 identifies tuition charged of both undergraduates and graduates for state universities.

It also identifies both tuition and required fees being charged at each institution.

In addition to tuition, each institution has certain fees mandatorily charged of each student.

These fees finance a variety of items including student activities, student health services, and the cost of student unions.

Budgetarily, a major difference is that tuition is part of the General Use budget and fees are a part of the Restricted Use budget.

When making national comparisons of student charges, it is necessary to compare combined tuition and required fees.

**VI. Executive Session  
Board of Regents – Personnel Matters Relating to Non-Elected Personnel**

# **CONSENT AGENDA**

## **VII. Reports**

- A. *Introductions*
- B. *Report from System Council of Presidents* President Calaway/President Schulz
- C. *Report from Washburn University* President Farley

## **VIII. Approval of Consent Agenda**

- A. *Academic Affairs*
  - 1. **Act on Request for Approval for Additional Degree Granting Authority for the following Institutions:** **Gary Alexander,**  
**VP, Academic Affairs**
    - a) **Wright Career College**
    - b) **Capella University**
    - c) **Franklin University**
    - d) **Jones International University**
    - e) **Oklahoma Wesleyan University – Online**

### **Staff Recommendation**

*The following institutions request approval for additional degree granting authority: (1) Wright Career College, (2) Capella University, (3) Franklin University, (4) Jones International University and (5) Oklahoma Wesleyan University. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms and/or campuses, the listed institutions demonstrate they meet and maintain compliance with all of the statutorily imposed requirements described below. Staff recommends approval for additional degree granting authority.*

### **Summary of Institution Requirements**

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

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

**Institution Requests****Wright Career College**

Wright Career College was previously approved by Kansas Board of Regents in March of 2008. Wright Career College is a not-for-profit institution with a history that dates back to 1921. The school's main campus is located in Overland Park, with a branch location in Wichita. Wright Career College offers degrees in business, technology, healthcare and wellness training.

Wright Career College has been accredited since 1982 by the Accrediting Council for Independent Colleges and Schools (ACICS), an approved accrediting agency by the United States Department of Education. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

**Degrees requested by Wright Career College for the Overland Park & Wichita campuses:**

- Associate of Applied Science in Networking & Security
- Associate of Applied Science in Computer Information Systems Software Development
- Bachelor of Science in Computer Information Systems & Analysis

**Capella University**

Capella University attained its first Certificate of Approval to operate in Kansas in December 2009. Capella University is an online university with established schools in Health Care, Education, Business and Technology, Human Services, and Psychology. The University, founded in 1991, is owned by Capella Education Company, a publicly traded company. Capella University offers more than 1,450 online courses and 46 undergraduate and graduate degree programs in 143 specialized areas of study to more than 35,000 learners from all 50 states and 59 countries. In 2010, Capella University was awarded the 2010 CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes by The Council for Higher Education Accreditation.

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

**Degrees requested by Capella University (online):**

- Doctor of Philosophy in Business Management
- Doctor of Psychology in School Psychology
- Master of Science in Higher Education

**Franklin University**

The Kansas Board of Regents first approved Franklin University for degree granting authority for its online programs in November of 2011. As a private, nonprofit institution, Franklin University was founded in 1902 in Columbus, Ohio. Today, Franklin University is one of Central Ohio's foremost educator of working adults and the third-largest private university in the state. Annually, Franklin University serves more than 11,000 students from across the country and around the world.

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

**Degrees requested by Franklin University (online):**

- Bachelor of Science in Criminal Justice Administration
- Bachelor of Science in Communications
- Bachelor of Science in Information Security
- Bachelor of Science in Nursing (RN-BSN)

**Jones International University**

The Kansas Board of Regents approved Jones International University in February of 2012 for its online programs. Jones International University was founded in 1993 by Glenn Jones, a cable media entrepreneur in Colorado. Jones International University began out of Mr. Jones's previous 1987 launch of a cable television network called Mind Extension University which enabled students to take courses from more than 30 colleges and universities via television. Today, Jones International University grants degrees in education and business at the doctorate, masters, bachelors and associates levels.

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

**Degrees Requested by Jones International University (online):**

- Master of Education in Adult Education
- Master of Education in Corporate Training & Knowledge Management
- Master of Education in e-Learning Technology & Design
- Master of Education in Higher Education Leadership & Administration
- Master of Education in Educational Leadership & Administration
- Master of Education in Elementary Curriculum, Instruction & Assessment
- Master of Education in Secondary Curriculum, Instruction & Assessment
- Master of Education in K-12 Instructional Technology
- Master of Education in K-12 ESL Education
- Master of Education in K-12 Bilingual Education

**Degrees Requested by Oklahoma Wesleyan University Online:**

Oklahoma Wesleyan University Online was first approved by the Kansas Board of Regents in February of 2011. The Kansas Board of Regents approved the main campus in June of 2005. Oklahoma Wesleyan University was founded in Bartlesville, OK in 1959 as a result of the merger of three Christian colleges. Today Oklahoma Wesleyan University offers over 35 different programs on campus and online. This approval request is for the online division of Oklahoma Wesleyan University.

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

**Degrees Requested by Oklahoma Wesleyan University Online for Approval:**

- Bachelor of Science in Criminal Justice

**2. Approve Request for Certificate Program  
Submitted from Colby Community College**

**Blake Flanders,  
VP, Workforce Development**

**Summary and Staff Recommendation**

*Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received one program request from Colby Community College for a new program in medical coding to be implemented in fall of 2012. The program submitted addressed all criteria requested and was subject to the 14 day comment period required by policy. The program was reviewed by the Technical Program and Curriculum Committee of the Technical Education Authority, and the Authority recommends approval.*

**Background**

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

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

**Description of Proposed Program**

**Colby Community College** requests approval for the following new program:

Medical Coding (CIP 51.0713). This request is for a program that is 45 credit hours in length and culminates at the Certificate C level.

Medical Coding is a one-year (two-semester and a summer) program of study that prepares individuals to perform specialized coded- format data entry, classification, and record-keeping procedures related to medical diagnostic, treatment, billing, and insurance documentation. Educational programs typically include instruction in medical records and insurance software applications, basic anatomy and physiology, fundamentals of medical science and treatment procedures, data classification and coding, data entry skills, and corresponding regulations.

The proposed program will meet the necessary American Health Information Management Association (AHIMA) competencies which will allow students to be eligible to sit for the Certified Coding Associate (CCA) or the Certified Professional Coder (CPC) examination upon completion of the program. These credentials are recognized by the coding industry and are consistent with the credentials identified under statewide alignment of medical coding programs. The proposed program will meet all medical coding alignment criteria. There is no regulatory oversight of medical coders in the state.



The college has obtained offers from Phillips County Memorial Clinic in Phillipsburg, Gove County Hospital in Gove, Kit Carson County Health Services in Burlington, CO., Smith Center Hospital in Smith Center, Graham County Hospital in Hill City, Thomas County Health Department in Colby, Citizens Medical Center in Colby, Trego County –Lemke Hospital in WaKeeney, and Rawlins County Health Center in Atwood to serve as clinical practicum sites. The college received eight letters of support for the proposed Medical Coding program. Citizens Medical Center in Colby has also offered scholarships for individuals wishing to continue their education in healthcare.

The proposed Medical Coding program will be presented in an on-line format, utilizing existing facilities and resources at Colby Community College. The program director possesses the Registered Health Information Administrator (RHIT) credential, and will oversee implementation of the program. The medical coding program implementation budget is as follows:

- \$33,000 for one FTE faculty position beginning spring semester 2012.
- \$4,000 for coding and related software to support program activities.
- \$400 for supplies.
- Projected enrollment is 15 students (10 full time and 5 part time)

Implementation funding is supported by a Title III grant the institution has received to develop a distance learning network for rural and place-bound students, and from institutional resources. Sustainability will be accomplished through the utilization of tuition and fees, and with local and state education funding.

Anticipated enrollment will consist of approximately 15 students.

There are currently nine Medical Coding programs in public institutions in Kansas. These are at: Washburn University, Hutchinson CC., Neosho CC., Barton CC., Seward CC., Cowley CC., Highland CC., Johnson County CC., and Butler CC.

Employment for Medical Coders is expected to grow significantly, especially as the healthcare system progresses toward increased utilization of the electronic health record. Based on U.S. Bureau of Labor Statistics projections, demand will increase by 20 percent through 2018. The Kansas Occupational Outlook (2008-2018) projects a 19.6 percent increase for Medical Records and Health Information Technicians in northwest Kansas, but does not specify Medical Coders. The median annual wage for a medical coder in Kansas is \$27,500.

One letter of support for the proposed program was received from Seward County Community College/Area Technical School.

No letters of objection were received in response to this proposed program.

### **Recommendation**

The program proposal was approved during the February 8, 2012 meeting of the Postsecondary Technical Education Authority (TEA). The TEA recommends approval of this program.

# DISCUSSION AGENDA

## IX. Consideration of Discussion Agenda

### A. Academic Affairs

Regent Edwards

#### 1. Act on Request for New Degree Granting Authority for Grantham University

**Gary Alexander,**  
VP, Academic Affairs

### Staff Recommendation

Grantham University requests approval for new degree granting authority. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms, the institution demonstrates it meets and complies with all statutorily imposed requirements described below. Staff recommends approval for its new degree granting authority.

### Summary of Institution Requirements

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

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

### Institution Request

#### Grantham University

Grantham University was founded in 1951 in Los Angeles, CA by Donald Grantham. Being a veteran of World War II, Mr. Grantham desired to help prepare veterans for new jobs and a better future upon their return to civilian life. Today, the online University is based in Kansas City, MO and offers programs at the associate, bachelor and master level. The school is organized into four different schools: School of Business, the College of Arts and Sciences, the College of Engineering and Computer Science and the School of Nursing and Allied Health. The student body comes from 50 U.S. states and 106 countries and includes military and Department of Defense personnel.

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

**Degrees Requested by Grantham University for Approval (online):**

- Associate of Applied Science in Medical Coding and Billing
- Associate of Arts in Business Administration
- Associate of Arts in Business Management
- Associate of Arts in Criminal Justice
- Associate of Arts in Engineering Management Technology
- Associate of Arts in General Studies
- Associate of Arts in Multidisciplinary Studies
- Associate of Science in Computer Science
- Associate of Science in Electronics and Computer Engineering Technology
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in General Studies
- Bachelor of Business Administration in Human Resource Management
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Management
- Bachelor of Science in Computer Engineering Technology
- Bachelor of Science in Computer Science
- Bachelor of Science in Electronics Engineering Technology
- Bachelor of Science in Engineering Management Technology
- Bachelor of Science in Health Systems Management
- Bachelor of Science in Information Systems
- Bachelor of Science in Information Systems Security
- Bachelor of Science in Multidisciplinary Studies
- Bachelor of Science in Nursing (RN-BSN)
- Master of Business Administration
- Master of Healthcare Administration
- Master of Science in Business Intelligence
- Master of Science in Health Systems Management
- Master of Science in Information Management
- Master of Science in Information Technology
- Master of Science in Nursing
- Master of Science in Performance Improvement

## 2. Act on Proposed Performance Agreement Model

### Summary

*At its August 2011 retreat, the Board of Regents directed staff to develop a performance agreement model that aligns with Foresight 2020. At its October 2011 meeting, BAASC reviewed an initial draft performance agreement model, and a plan to consult with institutions to refine that model. Staff subsequently consulted with institutions, made modifications and the proposed model is detailed below. Staff recommends approval.*

### Background

At its August 2011 retreat, the Board of Regents directed staff to develop a performance agreement model that better aligns with *Foresight 2020*. At its October 2011 meeting, the Board Academic Affairs Standing Committee (BAASC) supported a draft performance agreement model presented by staff and a plan to consult with institutions to refine the model.

Staff presented a draft performance agreement model to the System Council of Chief Academic Officers and the Kansas Council of Instructional Administrators in October 2011. From October through December 2011, these groups reviewed the model and provided input.

Based on input received, staff revised the initial model and developed the proposed performance agreement model detailed below. The proposed model consists of both sector-specific and institution-specific indicators. Though not required, community colleges and technical colleges propose to develop the same sector-specific indicators.

### Proposed Performance Agreement Model

Indicators	Sectors	
	<i>Universities</i>	<i>Community Colleges Technical Colleges</i>
<i>Sector-Specific Indicators</i>	<p>Universities develop two or three indicators from the categories below. One of those indicators must address increasing STEM Graduates (Item 4 below).</p> <ol style="list-style-type: none"> <li>1. Increasing Student Success/Student Learning</li> <li>2. Increasing Diversity</li> <li>3. Increasing Research, Entrepreneurship, and/or Commercialization</li> <li>4. Increasing STEM Graduates</li> </ol>	<p>Community Colleges and Technical Colleges develop one indicator from each of the following categories below.</p> <ol style="list-style-type: none"> <li>1. Increasing Distance Education</li> <li>2. Increasing Completion/Transfer</li> <li>3. Increasing Success in Initial College-level Writing Course</li> <li>4. Increasing STEM Completion/Transfer</li> </ol>
<i>Institution-Specific Indicators</i>	Universities develop five indicators specific to the institution, all of which support <i>Foresight 2020</i> and one of which supports Goal 6.	Community Colleges and Technical Colleges develop three indicators specific to the institution and that support <i>Foresight 2020</i> .

For all proposed indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.) Institutions may disaggregate other indicators, as appropriate.

Since measurement of indicators can vary by institution, the proposed model allows for institutional flexibility by enabling individual institutions to focus their agreements on areas unique to the institution, if they so choose. Measurement data for most indicators would be drawn from the Kansas Postsecondary Database (KSPSD) with the intent of reducing the amount of institutional staff time required to develop performance agreements and report on them. Each institution would set targets for indicators based on the institution's historical performance.

Another purpose of the proposed model is that it allows universities to pursue the goals of *Foresight 2020* in the context of their respective strategic plans. The model also provides a framework for community and technical colleges to incorporate appropriate aspects of *Foresight 2020* into their strategic plans as those plans are updated. In addition, the model allows for an institutional-level view of performance on select *Foresight 2020* measures, which is consistent with *Foresight* reporting.

**Institutional Feedback**

As a final step, the proposed model was sent to all presidents and chief academic officers for comment. During two separate comment periods which were held in January 2012, and February 2012, three presidents provided feedback. Two presidents supported the model. The other president's suggestions were not incorporated into the model because they ran counter to the directives of the Board and because no similar comments were received.

**Recommendation**

Staff recommends approval.

*B. Other Matters*

**1. Panel Discussion with Two-Year College Representatives**

**President Calaway,  
Johnson County Community  
College/  
President Edleston,  
Manhattan Area Technical College**

**Summary**

*Regent McKechnie asked Presidents Calaway and Edleston to initiate a discussion with the Board on issues affecting the two-year college sector. They will discuss federal issues, career and technical education funding, data reporting, system collaboration on transfer and articulation, and children's safety on two-year college campuses.*

**2. Continue Discussion on How to Help Our Returning Troops**

**Art De Groat,  
Director, Military Affairs  
Kansas State University**

**Summary**

*Art De Groat, Director of Military Affairs, will share his perspective with the Kansas Board of Regents as a strategic overview of insights gained by a decade of work performed in support of veteran and military-connected students attending college at Kansas State University. This presentation will include information derived from relevant scholarly literature that has enabled K-State to take an evidence-based approach towards veteran student success. This presentation will include information that profiles the unique characteristics of the veteran and military-connected students that KSU is receiving on campus. Also shared are some insights on the intentions and actual experience of implementing key National veteran's education programs aimed to support this special population of students—centering upon the Post 9/11 GI Bill. Next, the Director will offer some themes of both the institutional and individual “lived experiences” of veteran students affecting their transition to higher education, as well as their academic persistence towards degree completion. Lastly, he will share a broad conceptual framework for what is being practiced in support of veteran and military-connected students at Kansas State University.*

**3. Receive Adult Basic Education Annual Report**

**Susan Fish,**  
**Director of Adult Education**

**Summary and Recommendation**

*This item is the annual report on the current state of Adult Education programs in Kansas. In particular, it includes information on how the state's adult education programs can implement the goals of the Board's strategic plan, Foresight 2020, to achieve participation that better reflects the state's demography and more fully engages adult learners. It offers updated information about the gap between current and desired enrollment, transition to postsecondary education, and ideas for future directions for adult education programs. This report is for information only.*

**Background**

Last year Kansas Adult Education assisted 8,100 adults to improve their skills in reading, writing, and math in Adult Basic Education (ABE) classes, prepare for the GED and transition postsecondary education in Adult Secondary Education (ASE), or learn English as a Second Language (ESL).

The Board recognizes the significant role of Adult Education by including three objectives for it in *Foresight 2020*. These say that by 2020, Kansas will: (1) achieve the national average for enrollment of those with less than a high school diploma in state-administered ABE programs; (2) achieve the national average for enrollment of those with limited or no English language proficiency in English as a Second Language (ESL) programs; and (3) double the percentage of Kansas ABE participants who achieve the goal of continuing on into postsecondary education. As Dr. Tompkins noted in his January report on *Foresight*, to achieve the first two goals, Kansas would have to enroll approximately 2,650 more learners in ABE/ASE and 1,600 more learners in ESL; to achieve the third will require increasing the percentage of adult education learners who transition to postsecondary education from about 18% to 36%.

Currently, adult education is provided by 24 local programs at community and technical colleges, unified school districts, and community based-organizations. Learners represent all ethnic groups in Kansas, range in age from 16-70, and enter programs with varied skills in math, reading, writing, and listening.

Kansas adult education programs are outcomes driven. Funding for local programs is based on their performance on both federally mandated and state developed measures. These include:

- Educational and technology literacy gains
- Kansas WorkReady! Certificates
- Employment and employment retention
- High school credential
- Transition to postsecondary education or training

Because of the focus on outcomes, Kansas has exceeded the national average on federal performance measures for several years. However, Kansas adult education programs will need to enroll about 4,250 more learners between the ages of 18 and 64 to meet the *Foresight* objectives. In 2010-2011, enrollment in Kansas adult education program of this target group actually declined from 7,369 to 6,717. (The overall enrollment of 8,100 includes 1,383 students ages 16 and 17, who are not included in the *Foresight* objective.)

Programs can use proven recruitment strategies to regain participants lost last year, but to increase by the 50% necessary to meet *Foresight 2020*, programs would be required to **add capacity** in terms of times, locations, and classes. While Kansas programs are cost effective delivering excellent outcomes at about \$300 less per student than the national average, the added capacity required to meet *Foresight 2020* objectives would cost approximately \$530 per student or about \$2.2 million annually.

In 2010-2011, using the federal outcome definition, 89.9% of adult education learners in Kansas who had the goal of transitioning to college in fact made that transition. In that year, Kansas was 33% above the national average due to evidence-based practices implemented in a variety of initiatives intended to help learners access and be successful in postsecondary educational programs.

Using the definition of all adult education learners in the *Foresight 2020* goal, the transition rate would need to increase from 18% to 36%. To achieve this objective, programs will need to begin at lower levels to raise learners' college and career expectations and focus instruction on skills in college and career contexts. At higher levels, programs will need to align student support and instruction with college technical programs to create co-enrollment opportunities in career pathway programs. Nine local adult education programs have already taken these steps by participating in the *Accelerating Opportunity* grant which Kansas received in November. This three-year initiative will provide excellent models for integrated instruction, student support services, and collaborative funding.

**Recommendation**

This report is for information only.



#### 4. Receive Update on the Secondary/Postsecondary Career Technical Education Task Force

Regent Wilk

##### Summary

*The career technical education taskforce is charged with working through implementation details in the event the career technical education legislation is passed by the legislature. Taskforce activities, progress and deliverables are included in the update.*

##### Background

As a result of the Governor's Career Readiness Summit, a career technical education taskforce was formed. The taskforce was charged with working through implementation details in the event the career technical education legislation is passed by the legislature.

Taskforce members include:

Kenny Wilk, Kansas Board of Regents

Ken Willard, Kansas State Board of Education

Kathy Howell, Kansas Postsecondary Technical Education Authority

Tom Foster, Kansas State Department of Education

Blake Flanders, Kansas Board of Regents Staff

##### Organizing Framework

The taskforce met on February 10 and developed a framework to organize the activity and ensure progress in each identified area. The framework designates five workgroups for the following areas:

- Program Sequences – will identify appropriate secondary and postsecondary courses leading to a program of study.
- College Transcribed Credit - will develop recommendations for policies and procedures to award transcribed college credit to high school students completing college technical courses while in high school. The workgroup will begin development of a statewide articulation allowing a smooth transition and avoiding duplication of courses.
- Instructor Qualifications and other Standards - will identify current requirements of USDs and colleges for postsecondary faculty qualifications. These requirements may include current Kansas Board of Regents policy related to Concurrent Enrollment Partnerships and other requirements to satisfy program and regional accreditation.
- Admissions/Special Populations - will review the postsecondary admission requirements for secondary students seeking career technical education, and;
- Funding Incentives - will address issues and concerns and develop the process timelines, definitions, and documentation necessary to implement the high school technical education tuition payment initiative, distribute appropriated funds to postsecondary institutions delivering technical courses to high school students for which the students earn college credit and distribute appropriated funds to school districts for students obtaining identified industry credentials.

##### Timeline

The taskforce will meet monthly through June and develop a final report including recommendations be forwarded to the Kansas Postsecondary Technical Education Authority, the Kansas Board of Regents, and the Kansas State Board of Education.

## 5. Receive Legislative and Budget Update

**Mary Jane Stankiewicz,**  
**Director, Government Relations &**  
**Communications/**  
**Kelly Oliver,**  
**Director of Finance**

### Summary

*The Kansas Board of Regents' legislative initiatives continue to move through the legislative process. Below is the status of each bill for the week of March 5. The Board will receive an updated status report at the March 15 meeting.*

#### Board of Regents' legislative bills:

- SB 258 – contract negotiation - passed out of the Senate and had a hearing in House Education on March 1<sup>st</sup>
- SB 261 – removal of the sunset for regulation authority regarding private postsecondary – passed out of the Senate and had a hearing in House Education Budget March 5<sup>th</sup>. Rep. Aurand wants to place a 5 year sunset on the regulation authority.
- HB 2428 – health care provider definition – Governor has signed
- HB 2429 – project delivery – passed the House and had a hearing in Senate Ways and Means on March 2<sup>nd</sup>
- HB 2431 – educational license plate – has been passed out of House Transportation Committee and is blessed and is in the House
- SB 267 – deferred maintenance tax credit – has been passed out of Senate Tax committee and is blessed
- HB 2435 – technical workforce grant – passed out of the House and has a hearing in Senate Education on March 6<sup>th</sup>
- HB 2490 – Washburn doctorate of nursing – Governor has signed
- SB 392 – community college publication bill – in Senate Education

#### Budget Bills:

- SB 311 (Senate Supplemental bill) – on General Orders
- SB 433 (Senate Mega Appropriation bill) – hearings in Senate Ways and Means Subcommittee
- SB 449 (Senate Capital Improvements bill) – hearings in Senate Ways and Means Subcommittee
- HB 2493 (House Supplemental bill) – remains in House Appropriations Committee
- HB 2760 (House Mega Appropriation bill) – remains in House Appropriations Committee
- HB 2768 (House Capital Improvements bill) – remains in House Appropriations Committee

#### Other Bills of Interest to the Regents:

- HB 2353 – allowing guns in state and municipal buildings – is an exempt bill and is on House General Orders
- HB 2533 – mandatory reporting of child sex abuse by various people including employees and administrators of postsecondary educational institution – passed the House and is scheduled for a hearing on March 8<sup>th</sup> in Senate Judiciary
- HB 2745 – remedial courses and qualified admissions – hearing in House Appropriations on February 29<sup>th</sup>
- SB 393 – Governor's career technical education bill – passed out of the Senate and had a hearing in House Education Committee on March 6<sup>th</sup>
- HB 2738 – requires fingerprint and background checks for students admitted to a nursing program. This bill will not go any further this year but will probably be re-introduced next year.
- HB2652/SB501 – grants in-state tuition for military personnel and family even if they have no connection to Kansas. The bills have been blessed but are not moving at this time.

**6. Authorize Board President and CEO to Approve Career and Technical Education Agreements Entered into by Local Boards in Accordance with K.S.A. 72-4421**

**Theresa Schwartz,  
Associate General Counsel**

**Summary and Staff Recommendation**

*K.S.A. 72-4421 requires the Board of Regents to review career and technical education agreements authorized by that statute. Signature denoting approval of these types of agreements is a ministerial function involving only a determination that specific statutorily required provisions are contained in the agreement. Staff recommends that the Board delegate approval and signature authority over these specific types of agreements to the Board President and CEO.*

**Background**

K.S.A. 72-4421 allows boards of education of school districts, boards of trustees of community colleges, governing boards of technical colleges, the Washburn Board of Regents and the state university CEOs to enter into certain career and technical education agreements with each other. The statute requires “Board approval” of any agreement entered into utilizing the authority provided in that statute. Previously the State Board of Education and Kansas Department of Education have been reviewing and approving these agreements. However, they have recently been advised by their counsel that the Board of Regents should be doing the review and granting approval. In reviewing the statute, it appears this is a correct reading of current law and is the result of statutory amendments made in 1999.

This issue arose just recently when the Board of Regents office received three agreements from three school districts, all involving the Olathe USD and other USD’s located in or near the Olathe area. The school districts are asking for review and approval of these agreements pursuant to the statute.

**Recommendation**

The required review involves verifying that the agreements contain the statutorily required terms. Thus, this is a purely ministerial function. Board staff recommends that the Board delegate the approval authority over these specific types of agreements to the Board President and CEO.

**X. Adjournment**

# AGENDA

Fiscal Affairs and Audit Standing Committee  
Wednesday, March 14, 2012  
11:00am-Noon, Board Room

- I. Questions/Clarifications about the Fiscal Affairs and Audit Standing Committee Items on the Board's Agenda
- II. Other Committee Business
  - a. Continue Annual Reports from State Universities' Internal Auditors - Prior Year Audits and Upcoming Year Plans  
  
Chris Cavanaugh, Wichita State University  
Anna Debes, Fort Hays State University  
John Dougherty, Emporia State University  
LaDonna Flynn, Pittsburg State University
  - b. Review of Annual Tuition Waiver Report, Diane Duffy
  - c. Update and feedback on Board staff's approach to developing a cost estimate for implementing a transfer and articulation web portal and process
  - d. Other topics

Next Committee Meeting – Noon, Tuesday, April 3, (Agenda Planning Teleconference for April Board Meeting)

# AGENDA

Board Governance Committee  
Wednesday, March 14, 2012  
8:30-10:00, Conference Room B

- I. APPROVE MINUTES FROM FEBRUARY 15, 2012**
- II. OLD BUSINESS**
  - A. WORK ON ASSIGNED POLICY MANUAL SECTIONS
    - 1. Preface
    - 2. Mission of the System
    - 3. Board By-Laws
    - 4. Board and its Staff
  - B. REVIEW POLICY MANUAL PROPOSALS SUBMITTED BY BOARD COMMITTEES
    - 1. FA&A's proposed amendments to the Facilities and Fiscal sections
- III. OTHER COMMITTEE ITEMS**
  - A. NEXT MEETING DATES
    - 1. April 18, 9-11:30 at KUMC
    - 2. May?

# MINUTES

## GOVERNANCE COMMITTEE February 15, 2012 Minutes

The Kansas Board of Regents' Governance Committee met on Wednesday, February 15, 2012. Chairman Ed McKechnie called the meeting to order at 8:30 a.m. Proper notice was given according to law.

Members Present: Ed McKechnie, Chair  
Tim Emert  
Fred Logan  
Mildred Edwards

Others Present: Andy Tompkins, KBOR; Julene Miller, KBOR; Vanessa Lamoreaux, KBOR; and  
Renee Burlingham, KBOR

### APPROVAL OF MINUTES

Regent Logan moved to approve the minutes of the December 14, 2011 meeting. Regent Emert seconded and the motion carried.

### POLICY REGARDING PROTECTION OF MINORS

General Counsel Julene Miller gave an update on the state universities' progress on implementing the Board's policy regarding protection of minors. She reported all six universities, as of February 14, 2012, have specific policies in place regarding reporting child sexual abuse, and each policy requires individuals to report such crimes either to campus police or local police departments. It was noted that the House has introduced a bill (HB 2533) regarding mandatory reporting of suspected child sex abuse by various people including employees of postsecondary education institutions. Mary Jane Stankiewicz, Director of Government Relations and Communications, is working with the university legislative liaisons to narrow the language of the bill so that reporting is only required if university staff are in a position of authority over a minor while on campus or at a university event or program.

### UNIVERSITY CEO SEARCHES

General Counsel Miller reported that staff has started drafting a memo that outlines the process the Board took to hire the President at Emporia State University. The Committee would also like to see a best practices timeline of the process.

### UNIVERSITY CEO MERIT SYSTEM

President Tompkins reported that staff was unable to locate any merit pay guidelines used by other higher education systems for university CEOs. Several state systems have policies that indicate the governing board sets the salaries of the university CEOs, but those policies do not go into detail. President Tompkins suggested the Board consider retaining a compensation consultant to gather market data and identify peers for the six state university CEOs. If the Board decides to hire a consultant, a study could be conducted before the next round of 360 surveys, which will be in 2014. The Committee asked staff to continue studying merit systems.

### CEO ASSESSMENTS

This year the Regents will complete individual CEO assessments without the 360 surveys. Regent McKechnie stated that the Board will have a conference call before the Board meetings in April, May, and June to review the results of the assessments. A consensus statement will then be drafted for each of the CEO's evaluations.

POLICY MANUAL REVIEW

General Counsel Miller reported the Board's Fiscal Affairs and Audit Standing Committee is working on amending the Facilities and Fiscal sections of the Policy Manual. Due to time constraints, the Committee decided to review The Board and Its Staff section at the March Governance Committee meeting. The following assignments of the General Policy section were made:

## Governance Committee

- General Policy
- Communications with the Board
- Agenda Items
- Minutes
- Interaction with Legislature and Other State Agencies
- Complaint Process
- CEO Appointments Policy
- Procedures for Public Comment
- Procedures Relating to Requests for Inspection of Public Records and Obtaining Copies/Board of Regents Office
- Sustainability Policy and Implementation Principles

## Fiscal Affairs and Audit Standing Committee

- Affiliated Corporations
- Auxiliary Enterprises
- Service Clearing Activities
- Vehicles and Equipment
- Use of Campus Facilities
- Cereal Malt Beverages
- Service of Alcohol in Non-Classroom Areas
- Advertising
- Travel
- Parking and Traffic Rules and Policies

## Board Academic Affairs Standing Committee

- University Press of Kansas
- Policy on the use of Controversial Material in Instruction, Including the use of Sexually Explicit Materials in Instruction

## University Attorneys

- Interference with Conduct of Institution
- Policy on AIDS
- Policy on Affirmative Action and Equal Opportunity
- Policy on Racial and Sexual Harassment
- Statement on Diversity and Multiculturalism
- Policy on Sales of Products and Services
- Whistleblower Policy
- On-Campus Credit Card Solicitation
- Policy on Weapons Possession.

ADJOURNMENT

The meeting was adjourned at 10:00 a.m.

# AGENDA

System Council of Presidents  
Kansas Board of Regents Office  
1000 S.W. Jackson  
Topeka, KS  
March 14, 2012  
10 a.m.-11 a.m.  
Suite 530

1. Approve minutes of February 15, 2012, meeting
2. Receive brief report from the System Council of Chief Academic Officers
3. Discuss how to improve the Board's budget development process
4. Review geographic boundary issues
5. Information on Doctorate of Nursing Practice (CIP 51.3818) - Washburn University (Attachment A)  
(No Action Required)



**Summary****Attachment A**

*Washburn University plans to seek Board approval to offer the Doctorate of Nursing Practice (DNP). The university has submitted its program for staff review following the guidelines of Appendix G of the Kansas Board of Regents Policies and Procedures Manual. The Department of Nursing has responded to all the requirements of the program approval process and has made adjustments to its proposal based on recommendations of the external review. The program will be funded through internal reallocation. This item is presented for information only.*

**Background**

The Kansas State Legislature granted Washburn University the approval to offer a doctoral degree in spring 2012, and the legislation was signed into law by Governor Sam Brownback on February 29, 2012. Based on that authority, the university will now seek approval of the Kansas Board of Regents to offer the Doctorate of Nursing Practice Degree, to be housed in the School of Nursing. The Doctorate of Nursing Practice (DNP) prepares BSN and post-MSN graduates for leadership roles in advanced practice nursing. To help achieve that goal, the Washburn DNP program will allow students to earn up to 15 credits that can be applied to the MBA degree from the university's School of Business.

The proposed DNP program curriculum builds on the existing MSN program. It has been reviewed and approved by the faculty of the School of Nursing, the Graduate Education Committee, Faculty Senate and General Faculty. The external review concludes that the university is capable of supporting the program and that the program itself is sound.

Two state schools, the University of Kansas Medical Center and Wichita State University, offer Doctor of Nursing Practice programs. Both schools have submitted letters in support of the Washburn Program.

**Recommendation**

This item is for information only. No action is requested.

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Doctorate of Nursing Practice CIP 51.3818
2. Academic Unit	School of Nursing Washburn University
3. Program Description	<p>The Doctorate in Nursing Practice degree (DNP) program prepares BSN and post-MSN graduates for leadership roles in advanced practice nursing. The DNP program will enhance the breadth and depth of clinical knowledge and provide content on business concepts that are critical to developing and maintaining health care services. Of the eight <i>AACN DNP Essentials</i>, the second <i>Essential</i> addresses the need to employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery, develop and/or monitor budgets for practice initiatives, and analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. The strong emphasis on business concepts/entrepreneurship within the DNP program allows students to earn up to 15 credits which can be applied to the MBA degree from the School of Business at Washburn University while meeting the second <i>Essential</i> required for DNP programs.</p> <p>The curriculum builds upon the existing MSN program. The Post-Master's program will be available to those family or adult nurse practitioners who are seeking a terminal practice doctorate degree as well as MSN prepared nurses who are not APRNs but wish to complete the curriculum to be eligible to be certified as a family or adult nurse practitioner. The BSN-DNP student upon graduation will be eligible to sit for the national certification exam as either a family or adult nurse practitioner.</p> <p>Implementation of the Doctorate of Nursing Practice program will focus at the post-Master's level for the first three years of the program. However, in 2015 the DNP program will begin to admit BSN-DNP students to the program along with our post-Master's students.</p>
4. Demand/Need for the Program	<p>The proposed DNP program at Washburn was developed in response to a variety of compelling indicators. Nationally, the impetus was the action taken by the American Association of Colleges of Nurses (AACN). In October 2004, the AACN members endorsed the AACN position statement that recognized the DNP as the appropriate credential for advanced practice nursing roles by 2015. AACN developed the position statement following intensive study of the health care system along with recommendations of many national groups that included the National Academy of Science, American Organization of Nurse Executives, Association of Academic Health Centers and the Department of Veterans Affairs.</p> <p>In the United States, there are over 200 nursing schools that have either developed or are overseeing a Doctorate of Nursing Practice Program since 2005. DNP programs are the second-fastest growing educational programs in nursing, second only to accelerated nursing programs (both BSN and Master's accelerated programs). In the Fall of 2010, students enrolled in the</p>

	<p>undergraduate nursing program at Washburn University were asked to complete a brief survey indicating their potential interest in enrollment in a graduate nursing degree. Of the 258 students who completed the questionnaire, 154 (65%) stated they had initial plans of pursuing further studies in nursing. For those students who responded favorably to the question about graduate education, they were then given a series of clinical tracks from which they could focus on during their graduate studies. Nurse practitioner education was the highest ranked program among the sample (70%), followed by other (17%), which included administration, public health, etc., and Nurse Anesthetist (13%). Findings are consistent from various surveys of APRNs in Kansas and Washburn BSN students which indicate a growing demand for graduate preparation for advanced practice roles. Respondents indicate that they have a strong interest in pursuing graduate education with the largest interest in the family and adult nurse practitioner programs. In the past two years, applications to the Master's family nurse practitioner program have increased 300%.</p>
5. Comparative /Locational Advantage	<p>In comparison to other DNP programs in the United States, the proposed program at Washburn University offers a unique emphasis on entrepreneurship. While other programs require some finance or business related courses, none were found with the level of concentration proposed at Washburn. While all the content of the essentials for the doctorate in nursing practice are met, Washburn also offers courses in quality and safety and implementation science. In addition, a strong emphasis on clinical skill development exists with the 6 credit hours requirement in residency for post-MSN to DNP students. Graduates of the proposed DNP program at Washburn will meet all the national standards and be additionally prepared to impact patient care outcomes as a result of its curriculum design that prepares graduates to use both business and nursing scientific knowledge.</p> <p>The Washburn University School of Nursing's Doctorate of Nursing Practice Program will be the only program in the state of Kansas that has an academic emphasis on business/entrepreneurship. In addition, it will be the only post-Master's DNP program that will allow non-NP Master's prepared nurses to receive their DNP degree.</p>
6. Curriculum	<p>The curriculum builds upon the existing MSN program. The Post-Masters DNP curriculum is 44 credits for the master's prepared nurses who have obtained NP certification and 69 credits for those Master's prepared nurses without NP certification. The BSN-DNP curriculum is 73 credits and is designed to educate a BSN-prepared nurse for a role as an advanced practice nurse who is eligible for national certification as a family nurse practitioner with a practice doctorate degree.</p> <p>Students in the post-Master's program who hold national certification as either an adult or family nurse practitioner will need to complete 23 credits of core course requirements, 9 credits specific to nurse practitioner education, and 12-15 credits designated for the entrepreneurship focus. The post-Master's practitioner practicum courses require over 450 hours of clinical practicum to complete the requirements for the doctorate of nursing practice degree, with over 1000 hours required clinical training for both the</p>

	post-Master's applicants who do not have national certification as either a family or adult nurse practitioner prior to acceptance into the program, as well as the BSN-DNP student.
7. Faculty Profile	Over the past 6 years the number of graduate nursing faculty has grown from 10 to 16. Of the 31 full and part-time faculty employed in the School of Nursing, 14 have completed their PhD/DNP degrees, with 5 more expected to complete their doctoral education within the next two years. There are 2 adjunct faculty who teach in the MSN program that are prepared at the doctoral level. Four faculty from the School of Business will be teaching the content related to the entrepreneurship focus of the proposed DNP program (all doctorally prepared). The number of nursing faculty with doctoral preparation continues to grow, allowing for an adequate number of faculty with the appropriate academic credentials to support a practice-doctorate program
8. Student Profile	<p>In June 2009, Washburn University School of Nursing surveyed 2,463 APRNs in Kansas regarding their interest in pursuing graduate education. Of those surveyed, 438 responded. Within the group who responded to the survey, the majority were Nurse Practitioners (n=268), with Clinical Nurse Specialists (n=51), Nurse Anesthetists (n=45), and Nurse Educators (n=44), respectively, comprising the next largest groups.</p> <p>A total of 159 APRNs indicated they were interested in pursuing additional graduate education. In response to interest in pursuing a Doctorate in Nursing Practice, the majority (n=111) indicated their interest in a DNP for FNP. When asked for interest in further graduate preparation, the DNP was desired by the majority (n=58), by graduate degrees in Psychiatric/Mental Health (n=44), Administration (n=31), and Gerontology/Long-term care (n=27), respectively.</p>
9. Academic Support	Full review and voting on the proposed Doctorate of Nursing Practice Program has been secured at the unit (School of Nursing) and University (Graduate Education Committee, Faculty Senate, General Faculty vote in January 2012) level. Units on the Washburn Campus that will play an integral role in the success of the Doctorate of Nursing Practice Program have committed the appropriate resources (space and personnel) to provide the infrastructure required for the new program.
10. Facilities and Equipment	An assessment report from the Assistant Dean of the Mabee Library indicated that the current library resources will provide support for the clinically-focused doctoral students who will have an emphasis on obtaining information to perform evidence-based practice analyses. The School of Business supports the interdisciplinary focus of the DNP project and is willing to deliver those courses required for an entrepreneurship focus within the DNP program.
11. Program Review, Assessment, Accreditation	The Washburn University School of Nursing is accredited by the American Association of Colleges of Nursing. The School of Nursing was last accredited in 2009, and the 10-year accreditation will be up for review in 2018-2019 academic year.
12. Costs, Financing	One new DNP-prepared full-time faculty will be hired in year one of the program, and two new full-time faculty will be hired in year 2 of the

	program to accommodate increased growth in the program. A 1.0 FTE administrative staff position is requested for hire in year 1 of the program to assist with the administrative responsibilities associated with the new program. Funds generated from graduate student tuition will be used to support and sustain the DNP program.
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**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents**

I. Identify the new degree:

**Doctorate of Nursing Practice**

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

	Course Name & Number	Credit Hours
Core Courses:	NU XXX Philosophical Worldviews of APN	3
	NU XXX Epidemiology	3
	NU XXX Emerging Concepts in Informatics	2
	NU XXX Health Care Economics	3
	NU XXX Policy and Leadership in Global Health	3
	NU XXX Innovations in Quality Care	3
	BU924 Accounting	3
	BU926 Finance	3
	BU 927 Marketing	3
	BU9XX Entrepreneurship	3
	BU 983 Venture Creation DNP project*	3
Electives:	None	
Research:	NU 517 Clinical Scholarship for Evidence Based Practice	3
	NU XXX Implementation Science for the APN	3
	NU XXX Practice Inquiry DNP Project*	3
Practica:	NU XXX NP Primary Care Residency	6
		Total: 44

\*Will enroll in either BU 983 Venture Creation DNP Project or NUXXX Practice Inquiry DNP Project

**Note: The School of Nursing does not assign course numbers for new courses until formal approval by the university has been completed.**

IMPLEMENTATION YEAR FY \_\_2013\_\_

## Fiscal Summary for Proposed Academic Programs

Institution: **Washburn University** Proposed Program: **Doctorate of Nursing Practice**

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:		20		55		95
B. Total SCH taken by all students in program	220		630		1100	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>	\$137,500 Salaries include 1.0 FTE Faculty @ \$75,000 1.0 FTE Administrative Staff @ \$35,000 Benefits (25% for both positions =\$27,500)		\$257,500 (includes salary and benefits for 2 new faculty plus \$70,000 for additional adjunct faculty needed for clinical courses in the DNP program)		\$11,554 (Includes a 2% raise for all 3 faculty positions as well as the 1.0 secretarial staff position and an additional \$5000 for adjunct faculty to handle the increase in total number of DNP students.)	
OOE	\$1500		\$7575		\$1,653	
Accreditation	\$6000		\$6000		\$	
Office Furniture and computers	\$10,000		\$2,000		\$1,025	
Library	\$5,000		\$ 0		\$ 0	
Marketing						
Conferences	\$7500		\$2500		\$2,000	
Total	\$167,000		\$375,575		\$4,678	

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

**For KBOR Use Only**

Revised: September, 2003

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

# MINUTES

System Council of Presidents  
Kansas Board of Regents Office  
1000 SW Jackson  
Topeka, KS  
February 15, 2012  
10 a.m.-11 a.m.  
Suite 530

Members present: President Don Beggs, Wichita State University  
President Rob Edleston, Manhattan Area Technical College  
President Jerry Farley, Washburn University  
Chancellor Bernadette Gray-Little, University of Kansas  
President Ed Hammond, Fort Hays State University  
President John Masterson, Allen Community College  
President Kirk Schulz, Kansas State University  
President Michael Shonrock, Emporia State University  
President Clayton Tatro, Fort Scott Community College  
President Andy Tompkins, Kansas Board of Regents

President Kirk Schulz, serving as co-chair, called the meeting to order at 10:09 a.m.

1. Minutes from November 16, 2011, meeting—moved by President Beggs, seconded by Chancellor Gray-Little, approved.
2. Report from System Council of Chief Academic Officers—Alysia Johnston, Vice President for Learning, Coffeyville Community College.

The three geographic jurisdiction policies were discussed. A discussion paper will be prepared and will go to the Board of Regents for the August Retreat.

An update was given on how to attract working adults. That information was forwarded to Gary Alexander.

SCOCAO discussed the performance agreement. They will incorporate their thoughts into the proposed performance agreement and present it to the Board.

3. Monthly update on the transfer and articulation process.

No update was given.

4. Legislative Update.

Good feedback was received from the subcommittees on the overall budget. They want to move away from a bloc grant and have each institution stand alone. The Legislature wants to look at each individual student's class schedule and see if they are passing or not. If not, why? Are they receiving the best education possible? Who are the faculty? How are tax dollars being spent? President Schulz indicated that this is being discussed in the Texas Legislature as well.

- a. Mandatory Child Abuse Policy



The Mandatory Reporting Bill was discussed. It has been narrowed to include only instances when an administrator is on the job at a college or university event or on campus.

b. Guns on Campus

The Guns Bill has been passed by the House and would allow guns in any State or municipal building. The message being carried to the Legislature is that there is a safety issue and that should overrule an individual's Constitutional rights. An exemption will be sought if the Bill comes up on the House floor.

5. Review of Board's motion regarding geographic jurisdiction and service area policies including review of current policies and statutes.

President Tompkins provided an update on the policy for the six institutions and Washburn University. The Board would like to get the opinions and advice of the institution Presidents on any changes, if any, that they see need to be made to the policy. President Hammond discussed the need to have appropriate policies put into place based on the current governing authority and the various institutions providing educational opportunities in the state. President Schulz indicated that the survey will be a good first step in determining the issues.

6. Other Matters.

There being no further business, the meeting adjourned at 10:55 a.m.

# AGENDA

Council of Presidents  
Kansas Board of Regents Office  
1000 S.W. Jackson  
Topeka, KS  
March 14, 2012  
11 a.m.-12 noon  
Suite 530

1. Approve minutes of February 15, 2012, meeting
2. Report from Council of Business Officers
3. Report from Council of Chief Academic Officers
4. Report from Council of Chief Research Officers
5. Report from Council of Government Relations Officers
6. Discussion of Budget Process
7. KU - Request Approval for a Bachelor of Science in Information Technology (11.0103)  
(Attachment A)
8. Other matters

**Summary and Recommendation****Attachment A**

*Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. University of Kansas has submitted an application for approval of a Bachelor of Science in Information Technology (CIP 11.0103). The proposing academic unit has responded to all of the requirements of the program approval process. No other institution has programs utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation.*

**Background**

Criteria	Program Summary
<b>1. Program Identification CIP</b>	Bachelor of Science in Information Technology (BSIT)  11.0103
<b>2. Academic Unit</b>	Department of Electrical Engineering and Computer Science (EECS) School of Engineering University of Kansas
<b>3. Program Description</b>	The information-intensive industries in Kansas, estimated at 3,200, and especially those in Johnson County and the Kansas City metropolitan area, are a major component of the state economy contributing some \$3.7 billion to the economy each year. These industries are becoming increasingly important as they offer the economy the greatest potentials for future growth and development. Studies show that the enhancement of educational and research infrastructure related to information technology (IT) is the key to achieving this growth. These studies further recommend IT educational opportunities to support the needs of the information-intensive service industries, and to strengthen ties between business communities and the educational institutions. The BSIT program will uniquely combine undergraduate courses with content such as web systems and technologies, information assurance and security, computer networking, information management, information technology management, systems administration and maintenance, system integration and architecture, multimedia systems, human computer interaction, social, ethical, and legal aspects of information technology to offer timely education in modern and contemporary information technology (IT) — a kind of hybrid knowledge and expertise that is essential to produce highly effective IT graduates.
<b>4. Demand/Need for the Program</b>	The proposed program is aimed at the high-tech industries in Northeastern Kansas and in particular in Johnson County, and will provide a hybrid curriculum that covers the most relevant computing and IT software concepts — the kind of knowledge and expertise that can be applied immediately. A number of surveys (some listed below) indicate great long-term outlook for such competencies. These studies are consistent with the national trend. The <i>Triangle Research Executive Summary</i> by DeSieghardt in particular states that “Topping the list among the tracked employers were careers requiring a Business or Finance degree (347 jobs per week), followed by Software or IT system design (334), or other Information Technology positions (307) ...” The Kansas Department of Labor reveals more staggering numbers. According to the Kansas DOL, five IT related careers are among the top-10 fastest growing occupations. Computer system

	administration, software technologies, computer networking, data communication, and similar occupations are among the top ten fastest growing occupations in Kansas. In yet another report, the Kansas DOL lists three of the IT-related occupations as the top five fastest growing ones.
<b>5. Comparative /Locational Advantage</b>	The proposed BSIT program will be offered in its entirety at the KUEC. It will be a collaborative 2+2 program with the JCCC and will provide high quality education to the increasing number of IT professionals at the high-tech industries in the Kansas City metropolitan area and particularly to the IT professionals in Johnson County. The proposed program is unique to KUEC, KU, and the Regents. No other Kansas Regents university offers a similar program. An Internet search showed that a number of such programs have recently been created throughout the U.S. and are becoming very popular. By locating the program at the KUEC, we will be able to better address the KU's mission statement in serving the workforce and economic and community development needs, especially in Johnson County. The availability of an AAS degree from the JCCC, the option of completing a KU undergraduate degree at the KUEC and the option of graduate studies at the same location will provide extra incentives for many individuals who, because of daily employment, are unable to attend Lawrence programs.
<b>6. Curriculum</b>	The curriculum, with total hours of 121 to 124, includes 12 hours of Mathematics, 9 hours of English, 15 hours of Humanities/Social Sciences, 10 hours of natural sciences, 9 hours of business, and 6 hours of Public Speaking and Technical Writing, and 55 hours of Information Technology, including a 6 hour capstone course. The curriculum is defined in detail in the proposal.
<b>7. Faculty Profile</b>	Curriculum will be delivered using a combination of tenure and non tenure track faculty. Five new faculty lines or equivalent are requested. These positions will be added incrementally as the program expands.
<b>8. Student Profile</b>	The proposed program is a 2+2 collaborative program with JCCC, the incoming students are viewed as transfer students. The School of Engineering criteria for transfer students (from JCCC) is GPA of 3.0+ transfer credit identified on the transfer guide defined by School of Engineering.
<b>9. Academic Support</b>	Initially through JCERT funds, a half time administrative assistant will be supported. Overall academic support will be available from existing resources at the Edwards Campus in Overland Park and the School of Engineering. Resources include scholarships, advising and student services, a comprehensive library system, network infrastructure, online educational resources, desktop support, learning management systems, computer labs, and mediated classrooms. As program needs grow, funding will be made available to expand the half time position to a full time administrative assistant through a combination of JCERT funds and JCERT Engineering tuition revenue.
<b>10. Facilities and Equipment</b>	The current infrastructure with the addition of the BEST Building will meet the needs of the proposed program. \$41,000.00 is requested for specialized software and network equipment needs.
<b>11. Program Review, Assessment, Accreditation</b>	The program will be reviewed as part of the EECS Department's ongoing program review cycles.  The undergraduate degree programs currently offered by the EECS Department

	are accredited by ABET, which is the accreditor for university programs in computing and engineering. Computer Science programs are accredited by the Computing Accreditation Commission (CAC) of ABET. We will seek accreditation for the proposed program through the same channels.
<b>12. Costs, Financing</b>	By year 3, projected revenues of \$332,144.00 from JCERT funds + \$156,108.00 from JCERT Engineering tuition revenue generated will support faculty, technology and administrative costs of this program. Tuition revenue is based on estimates only at this time. Sales tax funding was approved by the Johnson County voters in November 2008 for the Johnson County and Education Research Triangle initiatives.

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

**I. Identify the new degree:**

Bachelor of science in Information Technology

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

	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Core Courses</b>	MATH365: Statistics	__3__
	MGMT305: Survey of Management	__3__
	SA&D402: System Project Management	__3__
	ENGL362: Technical Writing	__3__
	Itxxx: Computer Organization	__3__
	Itxxx: Computer and Information Security	__3__
	Itxxx: System Administration	__3__
	Itxxx: Web Systems and Technologies	__3__
	Itxxx: Management of Information Security	__3__
	Itxxx: Computer Networks	__3__
	Itxxx: Operating Systems	__3__
	Itxxx: Human-Computer Interaction (HCI) and Multimedia	__3__
	Itxxx: Software Engineering	__3__
	Itxxx: System Architecture and Integration	__3__
	Itxxx: Social and Professional Issues	__3__
	Itxxx: IT Capstone	__6__
<b>Electives</b>	Itxxx: Technical/Advanced Electives	__6__
	Social Science Elective	__3__
	<b>Total</b>	__60__

Implementation Year FY 2012-13

**Fiscal Summary for the Proposed Academic Program**Institution: University of Kansas – LawrenceProposed Program: Bachelor of Science in Info Technology**Part I. Anticipated Enrollment**

	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount	2	10	5	20	5	30
B. Total SCH taken by all students in the program	168		360		480	

**Part II. Program Cost Projection**

A. In the implementation year, list all identifiable **General Use** costs to the academic unit(s) and how they will be funded. In subsequent years, please include **only** the additional amount budgeted.

	Implementation Year	Year 2	Year 3
<u>Base Budget</u>			
Salaries	\$ 160,000	\$ 230,000	\$ 320,000.00
OOE	42,000	1,000	1,000
Total	\$ 202,000	\$ 231,000	\$ 321,000

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

Johnson County Education and Research Triangle (JCERT)

Fringe benefits of 28% is assumed

Year 1: Two faculty @ 70,000/year each (faculty salaries could be as high as \$85,000); ½ staff @ 40,000/each

Year 1: OOE (office supplies): \$1,000, Hardware/Software: \$41,000

Year 2: Addition of the third faculty @ 70,000/year (salary could be as high as \$85,000)

Year 2: OOE (office supplies): \$1,000; no anticipated HW or SW costs

Year 3: Addition of the fourth faculty @ 70,000/year, full time office staff; no antic

Year 3: OOE (office supplies); \$1,000; no anticipated HW or SW costs

Additional faculty to be recruited after the third year

Revised: September, 2003

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

# MINUTES

Council of Presidents  
Kansas Board of Regents Office  
1000 SW Jackson  
Topeka, KS  
February 15, 2012  
11 a.m.-12 noon  
Suite 530

Members present: President Don Beggs, Wichita State University  
President Mike Shonrock, Emporia State University  
Chancellor Bernadette Gray-Little, University of Kansas  
President Ed Hammond, Fort Hays State University  
President Kirk Schulz, Kansas State University  
President Steve Scott, Pittsburg State University  
President Andy Tompkins, Kansas Board of Regents

The meeting was convened at 11:05 a.m. by President Schulz.

1. Minutes from December 14, 2011 meeting—moved by President Schulz, seconded by President Shonrock, approved.
2. Report from Council of Business Officers—Bruce Shubert, Vice President for Administration and Finance, Kansas State University

COBO continues to make changes to the policy manual. The proposed modifications would require BOR approval for agreements related to private housing.

COBO met with Lockton and information was provided about the BOR property insurance policy. Each University agreed to update policy values and return them to Lockton by March 1.

The Student Health Insurance issue has been dealt with by the Committee. The proposal to enter into a new contract with MHECare for the BOR Student Health Insurance Plan will be presented to the Board with COPs approval. President Tompkins moved, President Shonrock seconded, approved.

Jennifer Hansen presented to COBO a template that summarizes the audit and conflict of interest related reporting required of the Universities by BOR policies. BOR policy requires the University Internal Auditors report to the Fiscal Affairs and Audit Committee annually regarding prior year audits and upcoming year plans. Auditors from KU, K-State, and FHSU will attend the February meeting to continue discussions with the Committee. Auditors from WSU, PSU, and ESU will attend the March meeting.

3. Report from Council of Chief Academic Officers—April Mason, Provost and Senior Vice President, Kansas State University.

Gary Alexander presented a BOR update. They are moving forward with their core outcomes project.

COCAO had several program name changes approved for the various universities.



COCAO had a number of very good discussion items on the qualified admissions exception window. They are concerned about changing this exception window.

They had a continuing discussion about the University Press of Kansas. Others are moving to a digital format and ours is not. COCAO is discussing a strategic planning process.

A policy on expelled students for non-academic behavior was discussed. This will be referred to legal and brought back for discussion.

At lunch, they will discuss activities related to the Board's August Retreat and geographic jurisdiction.

4. Report from Council of Chief Research Officers—Ron Trewyn, Vice President for Research, Kansas State University.

COCRO discussed the need to have monthly face-to-face meetings, once week prior to the BOR meeting.

COCRO discussed the NSF/EPSCoR Program.

The undergraduate research initiative was discussed. The consensus was to have an undergraduate research day at the Capitol. COCRO believes a state-wide metric needs to be created on undergraduate research.

COCRO discussed a state-wide energy initiative. A workshop will occur later in the year, funded by KU, WSU, and K-State.

5. Report from Council of Government Relations Officers—Sue Peterson, Director of Governmental Relations, Kansas State University.

COGRO has been meeting weekly during the Session. They also have been meeting with SCOGRO. The House passed the budget report this morning as presented.

6. Review of Students and Faculty & Staff Sections of Policy Manual

President Hammond provided an update. The various councils will review their respective sections of the policy manual and report back to COPs. Moved by President Beggs, seconded by President Hammond, approved.

7. KSU – Request Approval for a Master of Science in Agricultural Education and Communication (01.0899)
8. FHSU – Request Approval for a Master of Professional Studies (MPS) (30.9999)
9. PSU – Request Approval for a Bachelor of Science in Workforce Development (CIP 13.1309)
10. Other Matters

There being no other business, the meeting was adjourned at 11:32 a.m.

# AGENDA

## System Council of Chief Academic Officers

Wednesday, March 14, 2012  
 9:00 a.m. – 9:30 a.m.  
 Kathy Rupp Conference Room  
 Kansas Board of Regents  
 1000 SW Jackson, Ste 520  
 Topeka, Kansas

1. Approve Minutes of February 15, 2012
2. Discussion:
  - a. Informational Item - Washburn University - Doctorate of Nursing Practice (CIP 51.3818)
  - b. Foresight 2020
    - i. 1.2 (High School Conversations)
    - ii. 4.2 (Undergraduate Student Learning Assessment)
3. Other Business

## SCOCAO Schedule – September 2011 – June 2012

AGENDA MATERIALS DUE	MEETING DATES
August 24, 2011	September 21, 2011
September 28, 2011	October 19, 2011
October 26, 2011	November 16, 2011
November 23, 2011	December 14, 2011
December 21, 2011	January 18, 2012
January 25, 2012	February 15, 2012
February 22, 2012	March 14, 2012
March 28, 2012	April 18, 2012
April 25, 2012	May 16, 2012
May 21, 2012	June 20, 2012

# MINUTES

**Wednesday, February 15, 2012**

**8:30 a.m.**

**Kathy Rupp Conference Room**

**Kansas Board of Regents**

**Curtis State Office Building**

**Topeka, KS**

The System Council of Chief Academic Officers met in the Kathy Rupp Conference Room in the Kansas Board of Regents office, Suite 520, 1000 SW Jackson, Topeka, Kansas, at 8:30 a.m. on Wednesday, February 15, 2012.

## **Members Present:**

Alysia Johnston, Coffeyville Community College  
Allen Rawitch, University of Kansas Med Ctr  
Larry Gould, Fort Hays State University  
Lynette Olson, Pittsburg State University  
Kevin Brungardt, Garden City Community College  
Joe Burke, Labette Community College

Jeffrey Vitter, University of Kansas  
April Mason, Kansas State University  
Steve Loewen, Flint Hills Technical College  
Keith Pickus, Wichita State University  
Randy Pembroke, Washburn University  
Marilyn Mahan, Manhattan Area Tech College  
Donna Estill, Fort Scott Community College  
Tes Mehring, Emporia State University

Jon Marshall, Allen County Community College

## **Board Staff:**

Gary Alexander, Joan Warren, Jean Redeker, Jacqueline Johnson, and Dawn Ressel

## **Others Present:**

Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; Eric Burke, North Central Kansas Technical College; Penny Quinn, Barton County Community College

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## **Approve Minutes of January 18, 2012 Meeting Minutes**

Tes Mehring moved, and Randy Pembroke seconded the motion, to approve the January 18, 2012 minutes. The motion carried.

## **Geographic Jurisdiction Policies**

Jean Redeker gave an overview of the geographic jurisdiction policies. The Regents will be discussing geographic jurisdiction at its August 2012 retreat. The Academic Officers will be asked for input.

## **Update on actions institutions are taking to attract working adults with substantial credit but no degree (Foresight 3.1) if applicable**

Gary Alexander received input from several institutions and this item will be discussed in March.

## **Working Group for the Alternative Performance Agreement Model if applicable**

- A working group to refine the alternative mode will not be formed at this time
- The proposed Performance Agreement model aligns with Foresight 2020
- KSPSD data is available for use in reporting
- Some members recommended one system wide transfer and articulation indicator
  - SCOCAO agreed to take this recommendation to the Transfer and Articulation Advisory Council to discuss

**Smarter Balance Assessment Consortium**

Gary Alexander updated the Council on the Smarter Balance Assessment Consortium. He is meeting regularly with staff at the Kansas State Department of Education in his role as Higher Education Lead. He asked SCOCAO members: a) Is this on your radar? and b) how best to interact with state postsecondary institutions. SCOCAO recommended contacting the Deans of Education for their input.

**Other Business**

**Transfer Feedback Report**

Dawn Ressel asked SCOCAO if it is ready for the Transfer Feedback Report.

Discussion followed:

- What areas are they successful in
- Two-year institutions want feedback from the four-year institutions
- Use the transfer and articulation general education courses
- Look at the data we are collecting and how best to use it

There being no other business, the meeting adjourned at 9:12 a.m.

# AGENDA

## Council of Chief Academic Officers

Wednesday, March 14, 2012  
9:30 a.m. – 10:00 a.m.  
or upon adjournment of SCOCAO  
and reconvene at noon  
Kathy Rupp Conference Room  
1000 SW Jackson Street Suite 520  
Kansas Board of Regents  
Topeka, Kansas

1. Approve Minutes of February 15, 20123
2. Tilford Conference Presentation
3. KBOR update – Gary Alexander
4. New Program Requests
  - a. FHSU – Request Approval for a new Bachelor of Arts in Global Business English (CIP 35.0103) (FIRST READING)
5. Program Requests
  - a. PSU - Requests to change the name of the *Office of Continuing and Graduate Studies* to the *Office of Graduate and Continuing Studies*
6. Informational Item
  - b. PSU -- Requests the approval of a new minor entitled Inclusive Education
7. Discussion
  - a. Qualified Admissions Exception Windows
  - b. Foresight 2020 –
    - i. 2.9 (Out of state recruitment)
    - ii. 3.1 (Attract Returning Adults)
  - c. University Press of Kansas
  - d. Program Review Report
8. Other Business

## COCAO Fall 2011 – Spring 2012

AGENDA MATERIALS DUE	MEETING DATES	LUNCH ROTATION
August 24, 2011	September 21, 2011	ESU
September 28, 2011	October 19, 2011	WSU
October 26, 2011	November 16, 2011	KU
November 23, 2011	December 14, 2011	KUMC
December 21, 2011	January 18, 2012	Washburn U
January 25, 2012	February 15, 2012	FHSU
February 22, 2012	March 14, 2012	KSU
March 28, 2012	April 18, 2012	PSU
April 25, 2012	May 16, 2012	ESU
May 21, 2012	June 20, 2012	WSU

# MINUTES

Wednesday, February 15, 2012  
9:30 a.m. – 10:30 a.m.  
Or upon adjournment  
of SCOCOA  
Kathy Rupp Conference Room  
Kansas Board of Regents  
Curtis State Office Building  
Topeka, Kansas

## MINUTES

The Council of Chief Academic Officers met on Wednesday, February 15, 2012, in the Kathy Rupp Conference Room of the Kansas Board of Regents, 1000 SW Jackson Street, Suite 520, Topeka, Kansas at 9:30 a.m.

### Members Present:

Larry Gould, Provost, FHSU  
Jeffrey S. Vitter, Provost and EVC, KU  
April Mason, Provost, KSU  
Lynette Olson, Provost, PSU  
Randy Pembroke, VPAA, WU

Tes Mehring, Provost, ESU  
Keith Pickus, Interim Provost, WSU  
Allen Rawitch, VCAA, KU Med Center  
Gary Alexander, KBOR

### Others Present:

Sara Rosen, KU; Ruth Dyer, KSU; Rick Muma, WSU; and Penny Quinn, Barton County Community College

### Staff Present:

Jean Redeker, Joan Warren, and Jacqueline Johnson

### Approve Minutes of January 18, 2012

Tes Mehring moved, and Keith Pickus seconded the motion, to approve the January 18, 2012 minutes as submitted. Motion carried.

### KBOR update - Gary Alexander

Gary Alexander updated COCAO on the following:

- Hazing policies at state universities
  - Regents are concerned after recent death from hazing at a university in Florida
  - Each state university has a hazing policy
  - Some state universities are addressing bullying through awareness activities
- HB 2745
  - The House introduced a bill prohibiting state universities from using general funds for remedial education and propose reducing exceptions windows to 5%
  - The Board's legislative liaison is tracking the bill, which is in committee.
  - If the bill is passed out of committee, state universities will be informed.
- Transfer and Articulation Advisory Council
  - Transfer and Articulation Advisory Council has developed a draft document outlining the Council's future role and its relationship to the Core Outcomes Project
  - Draft document will be shared at a later date
  - Discussions about how to fund and implement a web portal have begun

### **New Program Requests**

#### **KU - Request Approval for a Bachelor of Science in Information Technology (11.0103) (SECOND READING)**

Keith Pickus moved, and Lynette Olson seconded the motion, to recommend approval of the University of Kansas Bachelor of Science in Information Technology (11.0103) to the Council of Presidents for its March 2012 agenda. Motion carried.

### **Program Requests**

#### **a. ESU - Request Approval to change the name of the *Bachelor of Science in Education degree in Business Education* to *Bachelor of Science in Education degree in Business***

Allen Rawitch moved, and Larry Gould seconded the motion, to approve Emporia State University's request to change the name of the Bachelor of Science in Education degree in Business Education to Bachelor of Science in Education degree in Business. Motion carried.

#### **b. WSU - Request Approval to change the name of the *Department of Medical Technology* to *Department of Medical Laboratory Sciences* and the name of the *B.S. in Medical Technology (51.1005)* to *B.S. in Medical Laboratory Sciences (51.1005)***

Larry Gould moved, and Jeff Vitter seconded the motion, to approve Wichita State University's request to change the name of the *Department of Medical Technology* to *Department of Medical Laboratory Sciences* and the name of the *B.S. in Medical Technology (51.1005)* to *B.S. in Medical Laboratory Sciences (51.1005)*. Motion carried.

### **Informational Item**

#### **KUMC - Moving the current master's in *Nurse Anesthesia* to a new track in the currently approved and functioning nursing clinical doctorate (the *Doctorate in Nursing Practice* or DNP degree)**

There were no questions or concerns. The above mentioned track is an informational item, and no action is required.

Allen Rawitch added an informational item from KUMC: Three specific emphasis areas, Translational Research, Health Services Outcomes, and Community and Clinical Medicine are in the MS in Clinical Research program. No action is required.

### **Discussion**

#### **a. Qualified Admissions Exception Windows**

Jean Redeker distributed two documents: 1) a comparison of graduation rates for those admitted as exceptions with the graduation rate of their cohort and 2) the number and percent of freshmen and transfers admitted as exceptions.

- The legislature is concerned that the 10% exception window is too high and is suggesting reducing the windows as evidenced in HB 2745.
- The Council recommended gathering input from admissions officers, which Gary and Jean will do when they meet with them on February 23, 2012.
- COPS will also discuss reducing the exception windows.

#### **b. University Press of Kansas**

April Mason introduced the report on university presses.

Discussion followed:



- Research indicated that most presses were investing in digital technology
- Request an update the on university press research since it is three years old
  - Ask for a viable business component
  - Identify the consultants used
  - Ask what if any partnerships are used by various presses (Amazon...)

c. **Potential policy that would apply to students suspended or expelled for non-academic misconduct**

The Council discussed a potential policy that would apply to students suspended or expelled for non-academic misconduct. COCAO asked that Julene Miller, General Counsel, review and provide input, before further discussing the matter.

d. **Foresight 2020 updates if applicable**

There was no discussion of Foresight 2020 at this meeting.

**Other Business**

**Graduate Research Summit**

All Rawitch encouraged COCAO to attend the Graduate Research Summit at the Capitol on Thursday, February 16, 2012. The Governor will be present at 11:30 a.m.

The Council agreed to discuss the following items when reconvening:

- Geographic Jurisdiction
- KBOR Policy Manual revision – Graduate Credit for Short Courses
- STEM enrollment versus graduates

COCAO recessed at 10:25 a.m. and reconvened at noon.

**Other Business - continued**

**Geographic Jurisdiction**

Jean Redeker provided an overview of the Board's geographic jurisdiction policy and relevant statutes.

Discussion followed:

- Determine what the concerns and questions are
- It's critical to define distance education for the purposes of this policy
- Accrediting online programs is a national discussion
- What programs are private and out-of state institutions offering in Kansas?
- How many students are enrolling in those programs and how many of them are distance education?
- Are those programs duplicating what is in Kansas or providing new opportunities?
- The costs of online courses need to be well-understood

**KBOR Policy Manual revision – Graduate Credit for Short Courses**

COCAO recommends striking the *Graduate Credit for Short Courses* language from the Board Policy Manual. The Council needs to discuss student credit hour in March.

Allen Rawitch moved, and Keith Pickus seconded the motion, to recommend to the Governance Committee to remove the Graduate Credit for Short Courses item from the Board Policy Manual. Motion carried.

**STEM enrollment versus graduates**

- Concern was expressed about the proposed performance agreement model and the indicator "Increase STEM Graduates."

- Since the Engineering initiative has just been funded, the research institutions are building a pipeline to increase the number of engineering graduates
- Students that are part of that initiative won't graduate in the three-year performance agreement timeframe
- Staff advised research institution to report on where you are rather than increases.

There being no further business, meeting adjourned at 1:15 p.m.

Sincerely,  
April Mason  
Provost for Academic Affairs  
Kansas State University

## CURRENT FISCAL YEAR MEETING DATES

### Fiscal Year 2012

<u>Meeting Dates</u>	<u>Agenda Material Due to Board Office</u>
August 15-17, 2011 Retreat	
September 21-22, 2011	August 31, 2011 at noon
October 19-20, 2011	September 28, 2011 at noon
November 16-17, 2011	October 26, 2011 at noon
December 14-15, 2011	November 22, 2011 at noon
January 18-19, 2012	December 28, 2011 at noon
February 15-16, 2012	January 25, 2012 at noon
March 14-15, 2012	February 22, 2012 at noon
April 18-19, 2012	March 28, 2012 at noon
May 16-17, 2012	April 25, 2012 at noon
June 20-21, 2012	May 30, 2012 at noon

## TENTATIVE MEETING DATES

### Fiscal Year 2013

#### Meeting Dates

August 14-16, 2012 – Retreat  
 September 19-20, 2012  
 October 17-18, 2012  
 November 14-15, 2012  
 December 19-20, 2012  
 January 16-17, 2013  
 February 20-21, 2013  
 March 20-21, 2013  
 April 17-18, 2013  
 May 15-16, 2013  
 June 26-27, 2013

## COMMITTEES (2011-2012)

**Ed McKechnie, Chair**  
**Tim Emert, Vice Chair**

### Standing Committees

#### Academic Affairs

Mildred Edwards, Chair

Tim Emert  
 Fred Logan  
 Janie Perkins

#### Fiscal Affairs and Audit

Christine Downey-Schmidt,  
 Chair

Dan Lykins  
 Robba Moran  
 Kenny Wilk

#### Regents Retirement Plan

Dan Lykins, Chair  
 Robba Moran

#### Governance

Ed McKechnie, Chair  
 Mildred Edwards  
 Tim Emert  
 Fred Logan

### Board Representatives and Liaisons

Education Commission of the States	Christine Downey-Schmidt
Postsecondary Technical Education Authority	Tom Burke Connie Hubble
Kansas Bioscience Authority	Kenny Wilk
Kansas Campus Compact	Kenny Wilk
KSU Research Foundation Board	Robba Moran
Midwest Higher Education Compact (MHEC)	Janie Perkins
Washburn University Board of Regents	Dan Lykins