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

Conference Call
April 1, 2014
11:00 a.m.

**REVISED AGENDA
March 31, 2014**

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I. Approve March 12, 2014 Minutes [Attachment 1]

II. Agenda Planning

1. Consent Agenda

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- b. Act on Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges – Seward County Community College and Wichita Area Technical College [Attachment 3] 8
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2. Discussion Agenda

- a. Act on Request to Increase Kansas GED Testing Fee [Attachment 7] 35
- b. Amend Board Policy to Require Development of Reverse Transfer Processes Necessary to Facilitate Attainment of Credentials [Attachment 8] 37

3. Other

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III. Other Business

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- 1. Amend Board Policy on Process for Approval of New Academic Programs [Attachment 10] 40
- 2. Review Performance Reports

**Board Academic Affairs Standing Committee
Minutes**

**Wednesday, March 12, 2014
10:30 a.m.
Kathy Rupp Conference Room
Kansas Board of Regents
Topeka, Kansas**

The Board Academic Affairs Standing Committee met in the Kathy Rupp Conference Room of the Kansas Board of Regents, Topeka, Kansas, at 10:30 a.m. on Wednesday, March 12, 2014.

Members Present: Robba Moran, Chair
Mildred Edwards
Tim Emert
Helen Van Etten

Board Staff: Gary Alexander, Jean Redeker, Karla Wiscombe, Susan Fish, Jacqueline Johnson, Charmine Chambers, and Blake Flanders

Others Present: Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; and Rick Muma, Wichita State University

Approve February 12, 2014 Minutes

Regent Edwards moved, and Regent Van Etten seconded the motion, to approve the February 12, 2014 Board Academic Affairs Standing Committee Meeting minutes as written. Motion carried.

Approve February 25, 2014 Minutes

Regent Emert moved, and Regent Edwards seconded the motion, to approve the February 25, 2014 Board Academic Affairs Standing Committee Conference Call minutes as written. Motion carried.

Agenda Planning

Consent Agenda

Act on Requests for Additional Degree Granting Authority for

- **University of South Dakota**
- **South University**
- **Embry-Riddle Aeronautical University**
- **ITT Technical Institute**
- **Grand Canyon University**
- **Graceland University**

Regent Emert moved, and Regent Edwards seconded the motion, to approve placing Act on Request for Additional Degree Granting Authority for: University of South Dakota, South University, Embry-Riddle Aeronautical University, ITT Technical Institute, Grand Canyon University and Graceland University on the March consent agenda of the Kansas Board of Regents. Motion carried.

Discussion Agenda

Act on Requests for New Degree Granting Authority for Concorde Career College

Jacqueline Johnson presented Concorde Career College's request for new degree granting authority. Concorde Career College is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC), an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Regent Emert moved, and Regent Van Etten seconded the motion, to approve placing Act on Request for New Degree Granting Authority for Concorde Career College on the March consent agenda of the Kansas Board of Regents. Motion carried.

Act on Academic Calendars for Academic Years 2016-2017; 2017-2018; 2018-2019

Gary Alexander presented the proposed Academic Calendars for Academic Years 2016-2017; 2017-2018; 2018-2019. These calendars conform to existing policies and guidelines. The proposed Spring Break dates do not conflict with the Board meeting dates.

Regent Emert moved, and Regent Edwards seconded the motion, to approve placing Act on Academic Calendars for Academic Years 2016-2017; 2017-2018; 2018-2019 on the March discussion agenda of the Kansas Board of Regents. Motion carried.

Act on Request to Increase Kansas GED Testing Fee

This item was removed from this agenda and will be on the April agenda.

Other Business

Discussion Items: Update Regulations

Staff asked BAASC for input regarding amending regulations to reflect that there is a new GED test score required for admission to state universities; to add new high school equivalency credentials for admission to state universities and community colleges; to update regulations to reflect that qualified high school students in tenth grade may concurrently enroll at eligible postsecondary institutions; to amend the list of courses fulfilling precollege curriculum requirements; and to amend KU regulations for compliance with *Fisher v. Texas*.

BAASC had no changes and recommended, by consensus, to send the item to the Governance Committee.

Discussion

BAASC 13-02, Transfer and Articulation: Update – Karla Wiscombe and Gary Alexander

Karla Wiscombe updated BAASC regarding the status of the Transfer and Articulation Council (TAAC). TAAC will meet Thursday, March 13th, and will focus on future transfer courses to be reviewed at its fall September 12th meeting. Subcommittees are working on improving communication between TAAC and the institutions' faculty and advisors and reviewing issues arising from difficulties with transfer this year for improving quality assurance. Breeze Richardson will meet with TAAC regarding marketing methods.

The new transfer courses with equivalencies and outcomes have been posted to the Kansas Board of Regents website effective summer 2014.

BAASC expressed appreciation for all of the work done on transfer and articulation.

BAASC 13-04, Developmental Education Update – Susan Fish and Gary Alexander

Susan Fish gave BAASC an update of the Developmental Education Working Group. At the February 28th Working Group meeting they discussed the criteria for choosing strategies in instruction and advising, and how to implement and support the pilots of these strategies. The Reading/Writing Subgroup presented its report. The Working Group also discussed possible recommendations for state developmental education policies. The next meeting will be the end of March.

BAASC again expressed its appreciation of the work done by the Developmental Education Working Group.

ACT Report on “The Condition of Stem 2013” – Blake Flanders and Gary Alexander

Gary Alexander provided an overview of the ACT Report on “The Condition of Stem 2013.”

- The ACT studies indicate STEM skills are central to the majority of jobs
- The ACT report notes the lack of a consistent definition for STEM programs
- The report cites a number of policy implications
 - Achievement gap with minorities is greater than with other groups
 - Higher education is looking to expand the pool of students
 - There is still a large gap between high school faculty and college faculty regarding the college and career readiness of students
 - Introduction of new standards is received with varying degrees of understanding
 - The level of technology needed to assess students requires additional funding
- ACT reports there is a gap between the need for STEM students and the number of students with measured interest and ability
- To administer the new assessments, classrooms are going to need better computers and updated security technology

Blake Flanders discussed the Kansas Engineering Initiative and resulting issues to meet legislative objectives.

- Enrollment – as per the handout
 - We need more Kansans to express interest if we are to meet the goals with students from Kansas
 - Out of 7,014 enrollments there are approximately 1,017 graduates (See the “Kansas Engineering Programs” handout attached to these minutes.)
 - To obtain the desired number of engineering graduates, it would roughly take 9,300 to 9,500 enrolled in STEM
- High School Students and STEM readiness
 - High School students who do not take the ACT test are typically not college bound nor are they prepared to take STEM programs
 - Many of the students who express interest in STEM are not prepared to go into engineering
- Marketing
 - Early encouragement of STEM courses to K-12 students
 - Early recognition of students in need of help with math and science courses
 - Develop methods to assist students in STEM courses

Other Business

There was no other business.

The meeting adjourned at 11:34 a.m.

Kansas Engineering Programs

“The Condition of STEM 2013 - Kansas” report provides data on graduating high school seniors, and measures the preparedness of those students specifically for postsecondary STEM programs via ACT testing.

- **24,268** of 2013 Kansas graduates (which is an estimated 75% of the graduating class) took the ACT.
- Of those students, a TOTAL of **4,151** of Kansas graduates have an expressed and measured interest in STEM fields.
- Of those students, **1,540** TOTAL students have an expressed interest and **810** TOTAL students have an expressed and measured interest in engineering fields.

2013 postsecondary program enrollment and graduate data from the three Kansas scorecard institutions was compared with high school graduate feedback from the ACT report in the table below.

2013 UNIVERSITY ENGINEERING INITIATIVE SCORECARD								ACT	
University of Kansas		Kansas State University		Wichita State University		Grand Total		2013 High School Graduate Totals	
Enrolled	Graduates	Enrolled	Graduates	Enrolled	Graduates	Enrolled	Graduates	Expressed and Measured interest	Expressed interest only
2,105	338	3,118	471	1,791	208	7,014	1,017	810	1,540

The table above does not account for out-of-state students that will enroll in Kansas schools in engineering programs. In addition, students included in the “Expressed Interest Only” category may improve math/science scores to become better prepared for engineering program curriculum.

Definitions:

- A student with an “expressed” interest planned on a STEM major or occupation following high school.
- A student with “measured” STEM interest had a highest ACT Interest Inventory score in Science, or a highest score in Technology and a second-highest score in Science.

Additional information:

Of the 4,151 Kansas graduates for 2013 with an expressed and measured interest in STEM fields, the percent meeting ACT College Readiness Benchmarks by subject were:

1. 79% = English
2. 60% = Reading
3. 62% = Mathematics
4. 54% = Science
5. 41% = all four subjects

The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

Act on Requests for Additional Degree Granting Authority for the Following Institutions:

- Bryan University – Online
- Indiana Wesleyan University

Staff Recommendation

The following institutions request approval for additional degree granting authority: (1) Bryan University – Online, and (2) Indiana Wesleyan University. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms, extended studies and 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.

April 2014

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:**Bryan University**

Bryan University was previously approved by the Kansas Department of Education in May of 1982. This certification continued under the Kansas Board of Regents with the enactment of Senate Bill 345 placing control of “proprietary schools” under the Kansas Board of Regents. Bryan University has been in existence since 1982 and offers programs in Computer Networking, Computer Programming, Allied Health and Wellness, Business Administration, Gaming and Robotics. In addition to the campus located in Topeka, KS, Bryan University has two other degree granting campuses located in Springfield, MO and Rogers, AR. The University offers distance education out of the Springfield, MO campus location. The programs in this request will be offered though distance education out of the Springfield, MO campus location. The online distance education division of Bryan University is currently approved to offer five (5) programs at the certificate and associate level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports that 48 percent of entering students at Bryan University - Online were counted as “full-time, first-time” in 2012. The U.S. Department of Education also reports a graduation

rate of 45% for students who began their studies at Bryan University - Online in fall 2009 and a 31.4% cohort default rate for fiscal year 2010.

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

Degrees Requested by Bryan University for Approval:

- Bachelor of Science in Allied Health Management
- Bachelor of Science in Business Administration

Indiana Wesleyan University

The Kansas Board of Regents first approved Indiana Wesleyan University for degree granting authority in June of 2012. Indiana Wesleyan University, located in Marion Indiana, is an evangelical Christian comprehensive university officially established in 1920. Today the University offers certificate, associate, bachelor, master and doctorate programs to more than 15,000 students on campus and at its educational centers located in Indiana, Kentucky and Ohio, as well as online. Currently, Indiana Wesleyan University is approved by the Kansas Board of Regents to offer 39 programs at the associate, bachelor, master, and doctor level. The programs in this request will be offered online with some required on campus residencies.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate of 64% for students who began their studies at Indiana Wesleyan University in 2006-07 and a 6.9% cohort default rate for fiscal year 2010.

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

Degrees Requested by Indiana Wesleyan University for Approval:

- Associate of Science in Paralegal Studies
- Bachelor of Science in Social Work
- Master of Arts in Organizational Leadership
- Master of Arts in Public Affairs
- Master of Practical Theology
- Master of Science in Accounting
- Master of Science in Human Resource Management
- Doctor of Nursing Practice

Approval of Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges – Seward County Community College and Wichita Area Technical College

Summary

Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received requests from Seward County Community College/Area Technical School to offer an associate of applied science in Food Science and Safety and from Wichita Area Technical College to offer an associate of applied science and a technical certificate in Medical Coding and a technical certificate in Carpentry. The programs submitted addressed all criteria requested and were subject to the 14-day comment period required by policy. The programs were reviewed by the Technical Education Authority and are recommended for approval by the Technical Education Authority.

04/16-17/2014

Background

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

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

Description of Proposed Programs

Seward County Community College/Area Technical School requests approval for the following program:

- Food Science and Safety (01.1001) AAS degree/64 credit hours

The proposed Food Science and Safety associate of applied science degree prepares students for a wide range of careers in food quality control, processing, product development, safety, microbiology, and sanitation. Upon completion program graduates will be prepared for entry-level employment in the areas of food quality assurance/quality control, food processing, and food sanitation and/or transfer to a four-year institution for expanded career opportunities in the field.

The college was awarded a Hispanic Serving Institution (HSI) Science, Technology, Engineering, and Math (STEM) grant from the U.S. Department of Education with funding beginning in October 2011.

The development of the proposed new program is the second of two programs included in the college's grant proposal.

Students completing the program will acquire the following industry recognized certifications: Hazard Analysis and Critical Control Point (HACCP) certification and the ServSafe Food Production Manager certification.

During the preparation of college's HSI STEM grant proposal the college conducted surveys administered to local and surrounding high school students in southwest Kansas. Survey results indicated that responses from at least 52 students indicated an interest in food or agriculture related industry as a program of study choice.

Due to the location of the college, the research on industry demand provided by the college included information for two occupational areas—Food Scientists and Technologists (typically requiring a bachelor's degree) and Agricultural and Food Science Technicians (typically requiring an associate degree) from Kansas, Oklahoma, and the Texas panhandle. Occupational projections are based on long-term projections since the most recent Industry Employment and Projections data for southwest Kansas (2008-2018) are not available.

The following labor information summary focuses on Agricultural and Food Science Technicians. The Occupational Outlook (2010-2020) from the Labor Market Information Services of Kansas Department of Labor indicates a projected growth of 54 new jobs and 129 replacement jobs for a total anticipated need of at least 183 new workers. The average wage for the occupation is \$37,170 and the median wage is \$35,670. The most current Oklahoma data indicates a growth of 30 additional jobs with entry wages of \$22,970, average annual wages of \$33,331 and median annual wage of \$33,571. Information from the Texas Workforce Commission indicates growth for this occupation to increase by 30 new jobs with average wages of \$31,690 and a median wage of \$29,578. A similar number of jobs were indicated as projected employment need for Food Scientists and Food Technologists and average salaries ranged from approximately \$53,000 to \$65,000.

Three letters of support from local industry partners indicate their support through equipment donations, student internships, student participation in research, and post-graduation employment.

Food science related programs are currently offered at Barton County Community College, Butler County Community College, Dodge City Community College, and Garden City Community College. The programs at Barton and Butler are an area of emphasis associated with the Associate of Science degrees awarded by the colleges. The AAS in Agriculture Food Chain Security program at Dodge City Community College is based on agriculture and the security aspect of food chain protection and requires no classes specifically in food science. Garden City Community College's technical certificate in Food Safety and the Meat and Food Science emphasis associated with the college's AS degree do include up to potentially five courses that maybe similar to those in the proposed new program at Seward.

In June 2013 the college hired a full-time instructor to develop and serve as the food science and safety program specialist. Currently there are no plans to add additional adjunct instructors. Development and implementation costs for the proposed program totaled \$444,573 and have been funded entirely by the HSI STEM grant received by the college. The total implementation costs include: \$51,000 salary for a program specialist; \$111,000 for equipment; \$99,730 for supplies; and \$182,843 for building renovations. Sustainability funding for the proposed program will come from student tuition, institutional resources for financial assistance and scholarships, capital outlay, state funding, and industry scholarships and equipment donations.

The proposed program was subject to the 14-day comment period during which no comments were received.

Recommendation

The new program request submitted by Seward County Community College/Area Technical School for an AAS degree in Food Science and Safety was reviewed by the Technical Education Authority and is recommended for approval by the Kansas Board of Regents.

Wichita Area Technical College requests approval for the following program:

- Medical Coding (51.0713)—AAS degree/60 credit hours; Technical Certificate/37 credit hours

The proposed program prepares students to assume an entry-level position as a medical coder in a physician's office or clinical health care setting. Graduates of this program will demonstrate essential professional and technical knowledge, skills and competencies fundamental to the profession, effective written and oral communication skills, skills in using resources and technology and problem solving, teamwork and critical thinking skills. The associate of applied science degree builds the skills attained through the technical certificate by adding 5 credit hours of related coursework and 18 credit hours of general education courses.

The Occupational Outlook (2010-2020) from the Kansas Department of Labor estimates a 20.2 percent growth rate (504 new jobs; 499 replacement jobs) for Medical Records and Health Information Technicians. The average 2011 hourly wage for this profession was \$15.74 an hour (\$32,739 annually). Wichita Area Technical College (WATC) surveyed local healthcare agencies regarding the need for medical coders in their facilities. Results of the survey showed an anticipated need for 108 additional job openings over the next three years, primarily in hospital settings, demonstrating a local need for individuals with medical coding skills in the immediate area.

Responses to the new program survey completed by students visiting the WATC website indicate 1,216 students interested in health programs and 367 have indicated an interest specifically in a Medical Coding program at WATC.

Over the past several years, WATC partnered with Via Christi to deliver customized training for incumbent employees enabling workers to move from entry-level positions into skilled positions with merit pay increases. In August of 2011, WATC received a Job & Innovative Industry Skills Training (JIIST) grant of \$185,750 from the Kansas Department of Commerce to develop educational tracks in medical coding and front office/ accounting which will allow 25-30 entry-level incumbent workers to gain the necessary skills to transition into current job openings or transition into the traditional medical assisting program. The development of the medical coding curriculum (which meets the state aligned outcomes, competencies, and validated industry credentials for medical coding programs) and the decision to pursue the proposed medical coding program is a result of the activities of this grant.

Letters of support from local partners indicate their commitment to support the proposed program by providing clinical rotations; curriculum development, including hybrid/online courses; reviewing graduates for open positions and first consideration for employment for WATC graduates.

Medical Coding programs (using the same or similar CIP codes) are currently being offered at 10 other institutions: Barton County Community College, Butler County Community College, Colby Community College, Cowley Community College, Highland Community College, Hutchinson Community College, Johnson County Community College, Neosho County Community College, Seward County Community College, and Washburn University. WATC has chosen not to seek collaboration with other institutions

due to the college's established partnerships with local employers and employer involvement in the curriculum development as a result of the JIIST grant.

WATC has two current full-time Medical Assistant instructors who will split their course load between the proposed Medical Coding and existing Medical Assisting programs. In addition, one adjunct instructor will be hired to teach some coding specific curriculum.

Estimated implementation costs for the proposed program totaling \$53,138 include:

- \$51,438 for salaries (5,400 for adjunct position; and \$46,038 adjustment of existing funding for existing Medical Assisting faculty)
 - \$ 1,700 for classroom set (20) of medical coding books
- Both the Medical Coding and Medical Assistant programs will use the same books, the college plans to schedule courses in non-conflicting semesters to accommodate both programs.

The proposed program was subject to the 14-day comment period during which two responses were received. A response supporting approval of the proposed program was received from Seward County Community College/Area Technical School. A response opposing approval of the proposed program was received from Cowley Community College and is attached.

Recommendation

The new program request submitted by Wichita Area Technical College for an associate of applied science degree and technical certificate in Medical Coding and the letter of concern were reviewed by the Technical Education Authority. Based on the needs of and the established partnerships with local employers as well as the success of the JIIST grant activities, the Technical Education Authority recommends approval of the proposed program by the Kansas Board of Regents.

Wichita Area Technical College requests approval for the following program:

- Carpentry (46.0201)—Technical Certificate/18 credit hours

The proposed Carpentry program prepares students for entry-level employment within the construction industry. Students will acquire the core skills necessary for multiple construction occupations as well as in basic carpentry skills including, but not limited to, framing, construction materials and selection, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards. Students completing the technical certificate will earn the Introduction to Craft Skills and Carpentry Level 1 industry certifications from the National Center for Construction Education and Research (NCCER).

For more than 20 years, WATC had approved carpentry and woodworking programs and served as a primary provider for construction/carpentry and woodworking technical education in the area. Each year WATC partnered with the Wichita Area Builders Association (WABA) to construct a house and carpentry students regularly worked with local community groups on construction projects, including multiple Habitat for Humanity home building projects. With the recession in 2008 the industry saw a sharp decline in new construction in the region resulting in a corresponding decline in placement rates for program graduates. As a result the WATC programs were placed on hold and eventually moved to inactive status.

With the rebound in the building trades and new home sales in the region, WABA and WATC renewed their relationship in 2012 by entering into conversations on how best to resume a construction program at WATC. Representatives from the Associated General Contractors of Kansas, Inc. (AGC) and USD 259 joined with WABA and WATC in this effort and all were highly engaged in the development of this technical certificate.

Based on the student participation in USD 259 approved pathways, the district estimates a potential of 400 students from 5 Wichita high schools as candidates for the proposed program which allows these high school students to acquire the two NCCER credentials and 18 college credit hours.

The AGC sent an electronic survey to current and potential employers in the construction industry to gauge interest in the proposed carpentry program at the college. Eight potential employers responded indicating they would hire individuals with the NCCER Introduction to Craft Skills and/or Carpentry Level I certifications and that there was a need for the program at WATC. The survey looked at both current and projected employment demand. The current number of carpenters or related positions employed by the respondents is between 218 and 243. Among the eight employers, there are at least 171 new and replacement openings anticipated over the next two years in this area.

The Kansas Department of Labor reports a 13 percent change due to growth and replacement jobs from 2010 to 2020 statewide. The Bureau of Labor Statistics indicates 20 percent change nationwide. The 2012 Kansas Wage Survey reports entry-level wages for carpenters in Kansas to be \$28,320. The Bureau of Labor Statistics reports a medial hourly wage for carpenters in Wichita to be \$16.47. Both are in line with the wages reported by the eight employers. One employer indicated tiered/increased entry-level wages based on the industry certifications identified.

Building Construction and/or Carpentry programs are currently being delivered at 11 other institutions in the state—Allen County Community College, Coffeyville Community College, Dodge City Community College, Flint Hills Technical College, Fort Scott Community College, Hutchinson Community College, Johnson County Community College, Kansas City Kansas Community College, North Central Kansas Technical College, Salina Area Technical College, and Seward County Community College/Area Technical School.

The rationale for seeking program approval and justification for not exploring collaboration include the significant local student demand, engagement from local business and industry, the college's historical relationship with a carpentry program and the fact the college has become an accredited NCCER training facility meeting or exceeding the NCCER curriculum standards.

Estimated implementation costs for the proposed program totaling \$120,100 include:

- \$25,000 for shared instructor cost with AGC; \$10,800 for two adjunct instructors
- \$80,000 for facility improvements on the Grove Campus
- \$2,500 for power tools
- \$1,800 for construction materials

The proposed program was subject to the 14-day comment period during which four responses from local business in support of the program were received.

Recommendation

The new program request submitted by Wichita Area Technical College for a technical certificate in Carpentry was reviewed by the Technical Education Authority and is recommended for approval by the Kansas Board of Regents.

Letter from Cowley County Community College in response to the proposed Medical Coding program at Wichita Area Technical College

March 4, 2014

Rita Johnson
Senior Director, Workforce Innovation
Kansas Board of Regents
1000 SW Jackson Suite 520
Topeka, Kansas 66612-1368

Dear Rita:

Cowley College opposes the approval of the newly proposed Wichita Area Technical College Medical Coding program. It is clearly a duplication of the program that is offered at eight community colleges and Washburn University. In addition, we were not contacted by Wichita Area Technical College for the possibility of collaborating with them.

We have a well-established, KSOR-aligned program that serves an average of 52 concentrators each year and meets the needs of our local and regional communities of interest. Our program is online which offers convenience in scheduling and delivery to students, and it can easily be scaled up to meet any further demand from local employers and/or students with minimal institutional cost. Butler Community College and Hutchinson Community College also have medical coding programs in this region that serve the same student population as the proposed Wichita Area Technical College program. We cannot support the approval of this duplicative program.

Regards,

N. Clark Williams
President
Cowley County Community College & Area Vocational-Technical School

Act on Request to Approve the Dental Hygiene (51.0602) Program Alignment

Summary

After thorough review and discussion, the Technical Education Authority (TEA) endorses the proposed Dental Hygiene program alignment and map (dated 2014) as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility. The TEA recommends approval of the aligned Dental Hygiene program.

04/01/14

Background

Program Alignment Objectives

- Business/industry identification of common program exit points
- Business/industry identification of industry-recognized credentials
- Identification of common courses and competencies as well as institutional program flexibility
- Established common program length for all aligned programs

Program Alignment Process

Phase I—Research and Business/Industry Input

Survey local college advisory committees and employers in the field
 Complete research on current programs at colleges and industry-based credential options
 State business and industry representatives establish recommendations
 14 day comment period for college presidents

Phase II—Program and Course Alignment

Statewide program faculty curriculum meeting #1
 Administrative Review #1
 14 day comment period for college presidents
 Statewide program faculty curriculum meeting #2
 Administrative Review #2
 14 day comment period for college presidents
 State business and industry review and endorsement
 14 day comment period for college presidents

Phase III—Approval of Aligned Program

Technical Education Authority Program/Curriculum Committee review and recommendation
 Technical Education Authority review and recommendation
 Board Academic Affairs Standing Committee review and recommendation
 Kansas Board of Regents approval

Phase IV—Implementation of Aligned Program

Institutions make program/curricular modifications to implement the aligned program

Phase V—Review of Aligned Programs

Periodic review of previously aligned programs to ensure programs/courses continue to meet business and industry needs as well as program accreditation and/or licensing requirements.

Dental Hygiene Program Alignment (CIP: 51.0602)

EXECUTIVE SUMMARY

The Dental Hygiene Alignment project began in response to requests submitted for exemption/waivers to the 68 credit hour maximum for associate of applied science programs and included faculty from all four institutions that currently have active, approved Dental Hygiene programs. The institutions include:

Institutions	
Johnson County Community College	Flint Hills Technical College
Colby Community College	Manhattan Area Technical College

Phase I: State Business & Industry Recommendation:

The accreditation standards of the Commission on Dental Accreditation (CODA), a national accrediting agency, registry credentialing examinations and state licensing requirements were used as a basis for this alignment in lieu of a statewide business and industry committee.

Phase II: State Curriculum Committee:

Dental Hygiene program faculty from all four institutions and KBOR staff met on October 29, 2013 to begin the process of aligning all approved Dental Hygiene programs at community colleges and technical colleges. During the meeting considerable discussion occurred regarding the courses including the course titles, competencies, and the instructional credit hours necessary to prepare students for the national registry and state licensing examinations.

As a result of these discussions and consensus reached by the participating faculty members, the program alignment map, designating one exit point (the AAS degree), the common/agreed upon Dental Hygiene and support courses, as well as a maximum of 80 credit hours for the program, including all pre-requisites, was created. The agreed upon 80 credit hour maximum allows for 12 credit hours of common courses, 24-25 credit hours for the agreed upon Dental Hygiene specific courses, 26-30 credit hours for support and general education courses and 10-13 credit hours for institutional flexibility. The meeting minutes, proposed alignment map, and course syllabi for the common courses were sent to the participating faculty for a review/comment period from November 27, 2013 to December 20, 2013. Although the total number of credit hours exceeds the 68 maximum for AAS degrees, the additional instructional hours are necessary to meet CODA accrediting standards.

The attached proposed alignment map, reflecting the final recommendations from the faculty committee, was issued for presidential comment from January 17, 2014 through February 6, 2014. Three responses were received. The response from Flint Hills Technical College listed a series of concerns with the proposed alignment. Staff met with administrators from Flint Hills Technical College to discuss and respond to the concerns expressed; however, agreement was not reached. Responses received from Butler Community College and Wichita Area Technical College, neither of which offers Dental Hygiene programs, were in support of Flint Hills' position regarding the design of their program.

TEA Recommendation

The proposed Dental Hygiene program alignment was reviewed by the TEA Technical Program and Curriculum Committee on March 13, 2014. The TEA recommends adoption of the proposed Dental Hygiene program alignment and that for state funding purposes all Dental Hygiene programs be delivered within the 80 credit hour maximum (including all prerequisites), regardless of program design, and include the common/agreed upon and support courses as designated on the Dental Hygiene program alignment map. Programs choosing to operate outside the alignment parameters would need to designate the courses not eligible for state funding.

Concerns received from Flint Hills Technical College and staff responses regarding the Dental Hygiene program alignment

From: **Flint Hills Technical College**

RE: Hygiene Alignment

Please note the following concerns relative to the hygiene alignment and how it will affect Flint Hills Technical College's program structure of the 1 + 1 Dental Assisting to Hygiene:

- 1) This program was initiated and approved by KBOR with the structure of a 1 + 1 from dental assisting to dental hygiene; FHTC's program is unique among the hygiene programs and this was known prior to our approval.

The Dental Hygiene program at Flint Hills Technical College (FHTC) was approved in 2007 with the structure of a 1+1 dental assisting to dental hygiene program and the program application notes that individuals skilled in both dental assisting and dental hygiene would be attractive to potential employers. Approval of this program and its design preceded any discussions of aligning technical programs and maximum credit hours for AAS degrees. The policy establishing the 68 credit hour maximum for AAS degrees does provide for instances in which exception/waivers may be granted "to meet specific criteria such as external program accreditations or other special requirements." The proposed aligned Dental Hygiene program with the 80 credit hour maximum (including all prerequisites for all programs) would meet the intent of this exception/waiver criterion.

- 2) During the needs assessment survey to business and industry, this is the structure that was requested for the following reasons:
 - a. Dental practitioners supported the idea of having an employee with two skill sets in the event that someone was absent from the practice or that they were only able to recruit one person; if so they would prefer the dual skill set.
 - b. This program was put together based on business and industry with input from our PAC. It is understood that the Program Advisory Committee is our leader in shaping and improving programs.

Current program structure:

The following analysis is based on courses identified in program inventory. Currently students seeking an AAS in Dental Hygiene at FHTC are required to complete the college's Dental Assisting certificate program prior to being admitted to the Dental Hygiene program. The Dental Assisting certificate is 37 credit hours (17 courses)—of which 18 credit hours (8 courses) are included in the Dental Hygiene program. By requiring all students to complete the entire Dental Assisting certificate prior to admittance to the Dental Hygiene program, students must enroll in, pay tuition for, and complete 19 credit hours of courses not included as required or elective courses in the Dental Hygiene program. When these additional courses required for entry into the Dental Hygiene program are added to those required for Dental Hygiene the number of credit hours required for this program total 97, which is 17 credits more than the agreed upon credit hour maximum determined through program alignment. The proposed alignment will not restrict FHTC from delivering the Dental Hygiene required courses within the existing Dental Assisting program as is current practice. However, the practice of requiring all of the additional 19 credit hours of Dental Assisting courses prior to admittance in the Dental Hygiene program would need to be adjusted to meet the proposed alignment.

- 3) This change will not only affect Flint Hills Technical College but also the other CODA accredited dental assisting programs in the state whose students transfer to FHTC to complete a dental hygiene degree. (Labette Community College, WATC and Salina Technical College)

The adoption of the proposed alignment would not have an effect on students seeking an AAS in Dental Hygiene after completing a dental assisting program at another institution. FHTC would still have the option of accepting all (or portions) of the coursework completed at the other institution as transfer credit into the FHTC Dental Hygiene program.

- 4) For those students who do not complete the dental hygiene programs at the other institutions, what is their opportunity for employment? Our students finish with two skill sets and if for some reason there is a

student who does not finish out of hygiene or pass all the required examinations they still have a certificate of completion from dental assisting and can work in their chosen career.

Students admitted to the Dental Hygiene program without having completed the entire Dental Assisting program and who then do not complete the Dental Hygiene program could return to complete the remaining Dental Assisting courses at FHTC or any other college offering a dental assisting program. Completion of a Dental Assisting program is not required for the CDA credential. Individuals with a high school diploma or equivalent, 3,500 hours of work experience in the field, and current CPR certification can test for this credential.

- 5) If students do not want to be a dental assistant there are 4 other hygiene programs to apply to, giving a choice to hygienists for completing one skill set - or two skill sets for FHTC's hygiene program. For those in the dental field who do start out as assistants (of which there are many) FHTC allows these assistants to get a hygiene degree with only one more year of credits. Any dental assistant who goes to another institution for hygiene must take 2 more years of credits.

There are three other Dental Hygiene programs—Johnson County Community College, Manhattan Area Technical College and Colby Community College. Individuals who have already acquired the CDA credential and/or students choosing to complete FHTC's or any other dental assisting program would still be able to apply for admission to the FHTC Dental Hygiene program. Should students seeking to become dental hygienists be required to complete the 19 credit hours (51% of the assisting program) not considered part of the Dental Hygiene program?

- 6) Our success rate should be indicative of the fact that our programs design is viable and successful. Our performance data for retention rates, completion rates and placement rates for the last 5 years is provided.

FHTC HYGIENE DATA					
Measurable criteria	2009	2010	2011	2012	2013
Retention Rate	91%	100%	100%	100%	100%
Licensure Pass Rate	90%	92%	100%	85%	100%
Job Placement Rate for Licensure	100%	100%	100%	100%	100%
Working as CDA – did not pass licensure exams	9%	7%	0	0	0

FHTC's Entry salary range: highest = \$43 (\$89,440) lowest = \$25 (\$52,000);

Statewide entry salary average is \$23.72 (\$49,330)

FHTC meets all the required benchmarks set by the Technical Education Authority.

Program data that was shared regarding retention, licensure pass rates, and job placement indicate the FHTC program is working well and that graduates of the program are passing the certification exams and finding employment. When comparing wages earned among all similar programs in the state (matched with KDOL data) it does not appear that having two skill sets (dental assisting and dental hygiene) equates to additional compensation after employment.

Institution	2011 Average Reported Wage for Dental Hygiene Graduates	2012 Average Reported Wage for Dental Hygiene Graduates
Colby Community College	\$46,936	\$38,134
Flint Hills Technical College	\$39,981	\$32,002
Johnson County Community College	\$53,667	\$40,815
Manhattan Area Technical College	*	\$46,351

*Small Cell Suppression—less than 5 reported

- 7) While we understand the reasoning behind the alignment process we believe that this restructuring for FHTC will be detrimental to our client base and the businesses we serve.

One-plus-one programs and stackable credentials do occur in other program areas and are encouraged. The expectation is that the courses taken and skills acquired in the first level lead directly to requirements necessary for success in the subsequent level (stackable) and are generally part of a single program sequence. In this case, 51% of the courses required in the first certificate are not listed as courses nor count toward requirements in the next level program. While the acquisition of the additional skill is not a negative outcome, it does not appear to impact the wage earned making the benefit to the student and the state questionable.

- 8) FHTC can meet the 80 hour requirement for the hygiene program and current allowed credits for the hygiene program is 79 per the FHTC Dental Hygiene Website.

The FHTC website does identify a list of courses totaling 79 credit hours for the Dental Hygiene program. However, the list does not include the Dental Assisting courses that are required for admittance to but not applied toward the Dental Hygiene program nor do the courses listed match those listed as part of the Dental Hygiene program in the program inventory system. When the omitted required courses are added to those listed on the website the actual length of the program is at 99 credit hours. Again, the 80 credit hour maximum (including all prerequisites) for the proposed aligned Dental Hygiene program allows for 12 credit hours of common courses, 24-25 credit hours for the agreed upon Dental Hygiene specific courses, 26-30 credit hours for support and general education courses and 10-13 credit hours for institutional flexibility.

- 9) The statement on the curriculum map regarding licensure examinations seem to state that all hygiene students in Kansas must take the CRDTS as their clinical board. We would like all candidates to have the option for taking either CRDTS or WREB because some states do not accept CRDTS.

Adding the suggested option for the regional accrediting board exam can be accommodated and will be reflected on the alignment map.

FHTC is asking for the opportunity to continue the program as a 1 + 1 program. Thank you for your consideration as we continue the process for alignment of the Dental Hygiene program.

Responses received from other colleges

From Butler Community College:

All,

While Butler doesn't have a dental hygiene program, Dean's request for support and rationale to be able to maintain the current structure of their 1+1 program to meet their PAC and dentists needs' makes sense to us. I'm supportive of FHTC's request to allow their approved program to stand as a unique hygiene program.

Kim Krull, President

From Wichita Area Technical College:

Like Butler Community College, Wichita Area Technical College strongly supports the 1+1 degree program that FHTC currently has with KBOR. As a college with a Dental Assistant program, we have been witness to the benefits of the 1+1 program which allows the program to "future-proof" itself by offering students multiple pathways to employment. The criteria of dental assisting as an entry to FHTC program acceptance reinforces the concept of stackable curriculum, as well as multiple entry/exit points which is responsive to industry, in addition to reinforcing the statewide attention to these ideals. Furthermore, FHTC's 100% placement rate for five consecutive years is testament to what the industry thinks about offering students this choice.

On a broader level, I am convinced that the world is moving to more skill clusters because of the changing dynamics of the economy. As the *ManpowerGroup* suggested at a recent conference, mobility is increasing across industries and that we ought to define skills as "specific enough to be demonstrated and learned while also being comprehensive such that it is shared by multiple jobs or occupations."

Dr. Tony Kinkel President

Dental Hygiene Degree

- Registered Dental Hygienist
(refer to Notes #2)
- Minimum of 15 Credit Hours of
General Education

A.A.S.
Maximum of 80
Credit Hours

Required Courses within Program

<u>Common Courses</u>	<u>12 credits:</u>
Dental Radiography	2 credits
Dental Materials	2 credits
Periodontics	3 credits
General and Oral Pathology	3 credits
Dental Public Health	2 credits
<u>Agreed Upon Dental Hygiene Courses*</u>	<u>24 - 25 credits</u>
1. Clinical Dental Hygiene I: Pre-Clinic or Dental Health Safety & Dental Hygiene Process I or Infection Control & Pre-Clinical Hygiene Process	5 credits
2. Clinical Dental Hygiene II or Dental Hygiene Process II	4 credits
3. Clinical Dental Hygiene III or Dental Hygiene Process III	5-6 credits
4. Clinical Dental Hygiene IV or Dental Hygiene Process IV & Transition in to Dental Hygiene Practice	6 credits
5. Developmental Dentistry & Head and Neck Anatomy or Embryology, Histology & Oral Anatomy or Head and Neck Anatomy, Embryology and Histology	4 credits
<u>Support Courses**</u>	<u>14 - 18 credits</u>
Microbiology	4-5 credits
Anatomy & Physiology	5-8 credits
Chemistry	5 credits

Notes

Specifics pertaining to the Dental Hygiene programs:

1. All programs must be accredited by the American Association Commission on Dental Accreditation (CODA).
2. All students are required to sit for the Dental Hygiene credential.
 - The National Dental Hygiene Board exam
 - State Dental Hygiene licensure examAnd one of the following Regional Clinical Board exams:
 - Central Regional Dental Testing (CRDTS)
 - OR
 - Western Regional Examining Board (WREB)
3. *Institutions may utilize existing course titles listed for courses that adhere to the agreed upon course length range and competencies for the agreed upon Dental Hygiene courses.
4. **For support courses institutions may utilize existing like course(s) which adhere to the support course length range and competencies.

Act on Request for Approval of a Master of Science in Forensic Science (CIP 43.0106) – ESU**Summary**

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Emporia State University has submitted an application for approval of a Master of Science in Forensic Science. The proposing academic unit has responded to all of the requirements of the program approval process. Wichita State University and Washburn University have Bachelor programs but no institution offers a Masters utilizing this Classification of Instructional Program (CIP) code. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Master of Science in Forensic Science, CIP Code 43.0106
2. Academic Unit(s)	Dept. of Biological Sciences and Dept. of Physical Sciences
3. Program Description	<p>The proposed traditional-format graduate program will educate students in the forensic sciences, a discipline that applies the principles of basic science to legal matters. If approved, Emporia State University would have the only MS program in forensic science in the state of Kansas. The program will provide students with broad content background and practical, hands-on experiences through both coursework and laboratory research. Graduates of the proposed program will possess the basic theoretical and applied knowledge in the fields of trace evidence, forensic biology, forensic toxicology, and forensic chemistry.</p> <p>The program is designed to meet the accreditation requirements of the Forensic Science Education Programs Accreditation Commission (FEPAC), established by the American Academy of Forensic Sciences (AAFS), the premier accrediting body in the field. This interdisciplinary program has been designed with input from the directors of the four major crime labs in Kansas and the Kansas City Metro area – the Kansas Bureau of Investigation, the Johnson County Sheriff's Department Criminalistics Laboratory, the Sedgwick County Regional Forensic Science Center, and the Kansas City Police Crime Lab as well as faculty from the Dept. of Biological Sciences and the Dept. of Physical Sciences at ESU.</p>
4. Demand/Need for the Program	<p>There are a relatively large number of Kansas students qualified for admission to the proposed program. Kansas currently has two colleges with baccalaureate programs in forensic science: Washburn University (11 students currently enrolled) and Wichita State University (55 students currently enrolled). The planned expansion of Washburn University's undergraduate program in forensic chemistry should increase the number of prospective graduate students, and their campus will house the new Kansas Bureau of Investigation (KBI) crime laboratory. However, a bachelor's degree specifically in forensic science is not necessary for admission to a master's program in forensic science. A large number of students graduate with a bachelor's degree in biology or chemistry across the Kansas Regents institutions each year and these degrees also satisfy the admissions requirements for the MSFS program.</p> <p>The U.S. Bureau of Labor Statistics expects 19% job growth in the area</p>

	<p>of forensic science between 2010 and 2020, and the Kansas Dept of Labor projects an 18% increase during that same time period. Currently, well over 150 forensic scientists are employed across the state of Kansas by the KBI, the Kansas City Police Crime Laboratory, the Johnson County Sheriff's Office Criminalistics Laboratory, and the Sedgwick County Regional Forensic Science Center. These are full-service laboratories, with scientists working in forensic biology, drug identification, arson analysis, trace evidence (including paint and fiber analysis), and toxicology (except KCPD), as well as other divisions such as crime scene investigation and digital evidence. Each of these agencies experiences approximately a 10% turnover of scientists each year. In addition, similar jobs are available with comparable state and federal agencies across the United States. Students completing this program will possess knowledge and laboratory skills that are widely applicable. For example, graduates of the MSFS program would possess the knowledge and laboratory skills needed to obtain jobs in a variety of industrial laboratories (e.g., Quest Diagnostics, Affiliated Medical Service Lab Inc., and Children's Mercy), if a career in forensic science was not attainable immediately upon graduation.</p>
5. Comparative /Locational Advantage	<p>Emporia State University has a very large graduate student community (36% of total enrollment). Engagement in research is essential to the MSFS program, and the Departments of Biological Sciences and Physical Sciences at ESU have a longstanding history of engaging students in research (300 publications or presentations in FY 2010-2012, 232 of which were authored or co-authored by graduate or undergraduate students with faculty mentors). Additionally, ESU already has one tenure-track faculty member with an MSFS who was employed by the Alabama Department of Forensic Sciences as a toxicologist.</p> <p>Students currently wishing to further their education must go to master's programs in neighboring states such as Oklahoma (Oklahoma State University and University of Central Oklahoma), Nebraska (Nebraska Wesleyan University – Lincoln), or Missouri (Southeast Missouri State University). Of these MSFS programs, only the University of Central Oklahoma offers a traditional-format MSFS programs. The program at Oklahoma State University is almost exclusively online and the program at Nebraska Wesleyan University is designed for non-traditional students (almost all weekend courses). SEMSU offers an M.A. in Chemistry with a concentration in forensic science, but does not have an MSFS.</p>
6. Curriculum	<p>The 40-hour program includes six core courses (Biological and Physical Evidence, Molecular Techniques for Forensic Scientists, Criminalistics and Criminalistics Laboratory, Instrumental Methods of Analysis and Advanced Instrumental Methods of Analysis, both with accompanying laboratories, and Toxicology). Students are also required to take four hours of graduate seminar (two with presentations), and two elective courses in a field of the student's choosing. Students will also fulfill their research requirement by enrolling in research or internship hours. Internships will be through partnerships with ESU faculty and supervising scientists employed by one of the Kansas/KC Metro Area crime laboratories. Students will be proficient at applying the basic principles of chemistry, biology, and other appropriate sciences to matters of the law. The proposed curriculum was developed with advice from the directors of the major forensic crime laboratories in Kansas and the Kansas City Metro area. In addition, the proposed curriculum is</p>

	designed to meet or exceed FEPAC accreditation requirements.
7. Faculty Profile	The instructors for Biological & Physical Evidence, Criminalistics, Toxicology, as well as several possible elective courses are already tenured or tenure-track faculty members of the Department of Biological Sciences at Emporia State University. Two additional faculty members are requested – one in the Department of Biological Sciences and one in the Department of Physical Sciences – to teach Molecular Techniques for Forensic Scientists, Instrumental Methods of Analysis and Advanced Instrumental Methods of Analysis, coordinate the seminar course and internships, and supervise research. All faculty will have a Ph.D. in the appropriate area of specialty. The potential Program Director, Melissa Bailey (Associate Professor, Department of Biological Sciences), holds a Ph.D. in toxicology and an MSFS with a concentration in criminalistics, and has field experience working as a forensic toxicologist for the Alabama Department of Forensic Sciences. She is currently a tenure-track assistant professor in the Department of Biological Sciences.
8. Student Profile	Prospective students will have a bachelor's degree in a natural science (e.g., Chemistry or Biology) or in forensic science. Coursework should include completion of one year of general chemistry (CH 123/124 and CH 126/127 or equivalent), one semester of introductory biology (GB 140/141 or equivalent), general organic chemistry (CH 370/371 or equivalent), and quantitative analysis (CH 376/377 or equivalent). Undergraduate work will be evaluated, and any deficiencies will need to be remedied in addition to completing the program of study.
9. Academic Support	<p>The William Allen White Library's resources are of sufficient volume and quality to meet the needs of the MSFS program. Advising will be the responsibility of program faculty.</p> <p>The installation of new IT equipment (projector, computer, document reader, etc.) in one renovated classroom is needed (\$8895). Ten computer systems are needed (total cost \$9000) and DNA analysis software (e.g GeneMapper for fragment analysis) (\$3,500 for one license) will be required. Total IT costs – \$21,395.</p> <p>In addition, two new laboratory coordinators and four graduate teaching assistant positions are needed for a total of cost \$116,300 plus fringe.</p>
10. Facilities and Equipment	<p>It is anticipated that, to adequately serve the students and faculty in the MSFS program, the following will be needed:</p> <p><u>Facilities</u></p> <ul style="list-style-type: none"> - Renovation of SH 147 for teaching laboratory space with the appropriate security for controlled substances. - Renovation of a large room in Morse Hall to provide a new large lecture hall (with smart classroom technology). - Renovation of SH 44 to create two new laboratory spaces. One space would be a research area (including office space) for a new faculty member and the other would be an additional molecular biology teaching laboratory. - Renovation of SH 45 and 46 to accommodate relocated equipment and specimens currently stored in the room located behind SH 44. Nine new cabinets to hold museum specimens (\$11,000). <p>Total renovation cost estimate - \$60,706 (renovation cost - \$49, 706).</p> <p><u>Equipment</u></p> <ul style="list-style-type: none"> - Head-space analyzer with autosampler for GC-FID (\$80,000).

	<ul style="list-style-type: none"> - UV-Vis spectrometer with diffuse reflectance ability (\$40,000). - Polarized light microscopy equipment [\$48,000 for 12 microscopes, which can be a split purchase (6 in yr 1, 6 in yr 2)]. - Thermocyclers – (4) – \$4,000 each (total \$16,000). - Micropipettes – nine complete sets (0.1-2ul, 2-20ul, 20-200 ul, and 100-1000 ul) – \$1,000 per set (total \$9,000). - PCR work hoods (4) – \$2,500 each (total \$10,000). - Agarose gel apparatus with power supply (5) – \$700 each (total \$3,500). - Ultracold Freezer (2) – \$7000 each (total \$14,000). - Refrigerator (2) – \$700 each (total \$1,400). - Drug safes (2) - \$500 each (total \$1000). - Small equipment (e.g. refractometers, nanodrops, plate readers) for new criminalistics, molecular techniques, and instrumental analysis laboratories - \$80,000. <p>Total Facilities and Equipment - \$363,606</p>																								
11. Program Review, Assessment, Accreditation	<p>The program will be reviewed by the required evaluation methods of the Higher Learning Commission and the Kansas Board of Regents. Accreditation will be sought from the Forensic Science Education Programs Accreditation Commission. Internal review will be based on the Program Assessment of Student Learning (PASL), which includes direct & indirect assessment of student learning.</p>																								
12. Costs, Financing	<p>The total estimated cost of the proposed program is \$709,801. ESU is requesting \$500,000 (spread across two years) of supplemental funding from the Kansas State Legislature to offset a large portion of these costs.</p> <p>Budget Summary</p> <hr/> <p><u>Startup Costs</u></p> <table> <tr> <td>IT</td><td>\$21,395</td></tr> <tr> <td>Facilities</td><td>\$60,706</td></tr> <tr> <td>Equipment</td><td>\$302,900</td></tr> <tr> <td>Faculty Startup</td><td>\$60,000</td></tr> <tr> <td>SUBTOTAL</td><td>\$445,001</td></tr> </table> <p><u>Annual Costs</u></p> <table> <tr> <td>Support staff salaries</td><td>\$84,500</td></tr> <tr> <td>Faculty salaries</td><td>\$130,000</td></tr> <tr> <td>Director stipend</td><td>\$3,000</td></tr> <tr> <td>GTA salaries</td><td>\$31,800</td></tr> <tr> <td>Project Funding</td><td>\$10,000</td></tr> <tr> <td>OOE</td><td>\$25,000</td></tr> <tr> <td>SUBTOTAL</td><td>\$284,300</td></tr> </table> <hr/> <p>GRAND TOTAL= \$729,301</p>	IT	\$21,395	Facilities	\$60,706	Equipment	\$302,900	Faculty Startup	\$60,000	SUBTOTAL	\$445,001	Support staff salaries	\$84,500	Faculty salaries	\$130,000	Director stipend	\$3,000	GTA salaries	\$31,800	Project Funding	\$10,000	OOE	\$25,000	SUBTOTAL	\$284,300
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**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree: Master of Science in Forensic Science

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

	Course Name & Number	Credit Hours
Core Courses	FO 702 Biological & Physical Evidence	3
	FO 710 Criminalistics	3
	FO 711 Criminalistics Laboratory	2
	FO 720 Toxicology	3
	FO 770/771 Graduate Research Seminar	1 x 4
	FO 850 Molecular Techniques for Forensic Scientists	3
	CH 777 Instrumental Methods of Analysis	5
	CH 778 Advanced Instrumental Methods of Analysis	5
Electives	Electives are chosen by the student and his/her advisor as appropriate to the students interests and future career goals. Examples include:	6-9
	MC 520 Molecular Genetics	3
	CH 560 Fundamentals of Biochemistry	3
Research	One or more of the following satisfy the research requirement.	3-6
	FO 803 Current Research in Forensic Science	3
	FO 809 Graduate Project in Forensic Science	1-3
	FO 886 Internship: Forensic Sciences	1-6
	FO 890 Thesis, MSFS	1-6
Practica	—	—
Total		40 hours

IMPLEMENTATION YEAR FY 2015

Fiscal Summary for Proposed Academic Programs

Institution: Emporia State University Proposed Program: Master of Science in Forensic Science

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:	10		25		40	
B. Total SCH taken by all students in program	190		495		790	
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.						
	Fall 2015 Implementation Year		Year 2		Year 3	
<u>Base Budget</u> Salaries, Startup, & Stipend	\$168,800		\$140,500		\$0	
OOE	\$300,001		\$120,000		\$0	
Total	\$468,801		\$260,500		\$0	

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

ESU will request a \$500,000 supplemental funding allocation from the Kansas State Legislature to initially offset most of these costs. Implementation of the program is contingent upon legislative support and/or internal reallocation of funds.

Revised:

Approved: _____

Act on Request for Approval of a Master of Art in Contemporary East Asian Studies (CIP 05.0104) – KU

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval of a Master of Art in Contemporary East Asian Studies. The proposing academic unit has responded to all of the requirements of the program approval process. No institution offers a program utilizing this Classification of Instructional Program (CIP) code. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program	M.A. in Contemporary East Asian Studies, CIP Code 05.0104
2. Academic Unit	Center for East Asian Studies
3. Program Description	<p>This interdisciplinary area studies program is focused on 20th and 21st century East Asia and will provide students with 1. in-depth interdisciplinary knowledge of the modern history, politics, economy, and society of one East Asian country; 2. broad knowledge of modern East Asia; and 3. social science research skills and methods appropriate to international area studies. As such, it fulfills the educational needs of students who seek positions with organizations in both the public and private sectors and it will also prepare students who desire to pursue the terminal degree in a social science field.</p> <p>Students will select from the following two areas of emphasis depending on their language skills, background, and need for specific expertise on East Asia.</p> <p>(1) Contemporary East Asia: The interdisciplinary, social science focus of this area of emphasis will equip students with research skills and methods of a social science discipline of their choosing that they will be of use to them in the working world. Graduates will have a combination of social science research skills as well as regional knowledge and an in-depth knowledge of the country of specialization.</p> <p>(2) Foreign Affairs Studies (FASt): Contemporary East Asia in a Global Context will educate students in a range of area studies social science methods and provide them with a broad understanding of the regional context in which their country of specialization is situated. Students will develop expertise on a single country and its relationships to and similarities and differences with its near neighbors within its region. Graduates will be prepared to cope with and interpret change within East Asia as well as change in East Asia's relationship to the world. They will also have methodological, research, and critical thinking skills that will serve them in careers in business, government, and non-government organizations.</p>

<p>4. Demand/Need for the Program</p>	<p>The United States government has made study abroad a priority, and government jobs in a wide array of agencies seek applicants with expertise on China, Korea, and Japan. In particular, the US Military has a series of programs designed to produce experts with deep regional knowledge and high-level language skills and they have a demand for 12-month MA programs to satisfy their training needs. At present, for example, the US Army's Foreign Area Officer (FAO) program is looking for 12-month area studies MA programs into which they can funnel their Foreign Area Officers who have had intensive language training and in depth in country experience. Existing MA programs at the University of Kansas already serve these officers (in particular, the Russian and Eastern European Studies program), and the Army's prior experience with this program and the strong connections we have to the program through our Office of Professional Military Graduate Studies will bring a steady stream of full paying MA students to the program. The FAOs who participate in our program will remain in the army as career officers and will continue to serve in positions in which their East Asia expertise will serve the nation.</p> <p>In addition, we anticipate a growing demand from businesses and government agencies in Kansas and elsewhere for students with expertise on contemporary East Asia. The high volume of trade between Kansas businesses and East Asia, in particular, makes specialized knowledge of East Asian economies and societies a desirable quality in a job applicant for positions in many Kansas businesses (even some small ones). In 2012, exports to East Asia accounted for 19.1% of all exports from Kansas and imports from the same countries accounted for 38.4% of all imports to the state in 2012. Kansas is increasingly engaged in import-export trade with China. According to the US-China Business Council, China is Kansas' 3rd-largest export market in 2012-13.</p>
<p>5. Comparative /Locational Advantage</p>	<p>No comparable programs exist in the state of Kansas, nor do the major universities in Iowa, Nebraska or Oklahoma offer a comparable degree.</p> <p>The University of Kansas is the best-equipped university in the state of Kansas or its neighboring states to develop this program. Of the 66 faculty at KU who do research on and/or teach about East Asia there are 25 faculty in 17 departments whose primary research and teaching focus is modern or contemporary East Asia and who will form the core faculty for this program. Thus, the courses for the program already exist and we have ample faculty to advise and assist students matriculating in the program. We also have a superb East Asian library that ranks 11th among publically funded universities in North America, well-established reciprocal exchange programs with 16 East Asian Universities, and an array of other study abroad possibilities for any students who wish to extend their program and include a study abroad experience. In addition, the University of Kansas's proximity to Fort Leavenworth and to Kansas City also makes it a good location for this program.</p> <p>The program will be housed at the Center for East Asian Studies - an interdisciplinary unit with member faculty from numerous disciplines</p>

	<p>across the university and with an established pattern of programmatic collaboration with the University of Kansas's other area studies centers (CREES, KASC, LASC, and CGIS), with the East Asian Languages and Cultures Department, with KU's Schools of Business, Education, Law, and Social Welfare, and with the Office of Professional Military Graduate Education. CEAS is thus particularly well situated to develop an interdisciplinary program such as the one we propose. Because CEAS is inherently interdisciplinary and includes among its members many social scientists and faculty with a contemporary or modern focus it is better suited than the East Asian Languages and Cultures Department to house this program. <i>Bold Aspirations</i>, the University of Kansas' strategic plan, explicitly promotes interdisciplinarity, strategic use of university resources, and an emphasis on instruction and research with practical applications. Our proposed program responds to each of these aims.</p> <p>KU's Center for East Asian Studies was founded in 1959 with an eye to capitalizing on newly available funding from the National Defense Education Act (the precursor of the Department of Education's current Title VI program). Since 1959, KU has steadily built its capacity in East Asian studies, expanding language offerings, hiring faculty with expertise on China, Japan, and Korea in numerous departments, and offering an array of discipline based degrees with East Asia areas of emphasis. Throughout the decades CEAS has supported and encouraged this expansion by writing grants to seed positions in various social science and humanities departments, enhance funding for East Asian acquisitions in the library, and pay for additional lecturers and GTAs to help teach East Asian languages in the Department of East Asian Languages and Cultures. As a result of this long process of expansion, KU now has faculty who do research and teaching on East Asia in 29 departments across the university.</p> <p>For nearly all of its 53-year history, CEAS has been designated by the Department of Education as a Title VI National Resource Center (NRC). This designation signifies that KU is recognized by the Department of Education as a national leader in education and outreach about East Asia. KU is one of only 18 East Asia NRCs nation-wide and is the only such center in the Great Plains region. The mission of CEAS is to produce specialists in East Asian languages and cultures and provide expertise on these cultures to the university, state, region, and nation. The center supports teaching, faculty and student research, and the development of library and media resources. It offers an array of programs to enhance the educational experience of students at KU and share our resources with the community, K-12 and post-secondary educators, civic groups, government, and business.</p>
6. Curriculum	<p>A minimum of 30 credit hours. Two areas of emphasis are available:</p> <p><u>Option 1: Contemporary East Asia</u> 9 hours of required core courses:</p> <ul style="list-style-type: none"> • CEAS 700 Contemporary East Asia • One course in social science methodology

	<ul style="list-style-type: none"> • CEAS 802/GIST 810 Research Seminar <p>21 hours of electives as follows:</p> <ul style="list-style-type: none"> • A minimum of 3 courses on a country of primary focus (China, Korea or Japan); • A minimum of 2 courses on other East Asian Countries; • No more than 3 courses in a single discipline; • At least 4 courses must be in the social sciences or business; • No more than 2 courses can be on the pre-modern period (before 1900) <p>Students must complete the 6th semester of an East Asian language or must demonstrate equivalent proficiency.</p> <p><u>Option 2: Foreign Affairs Studies (FASt): Contemporary East Asia in a Global Context</u></p> <p>12 hours of required core courses:</p> <ul style="list-style-type: none"> • CEAS 700 Contemporary East Asia • GIST 701 Approaches to Global and Int'l Studies • GIST 710 Interdisciplinary Research Methods for Global Contexts • CEAS 802/GIST 810 Research Seminar <p>18 hours of electives as follows:</p> <ul style="list-style-type: none"> • A minimum of 3 courses on a country of primary focus (China, Korea or Japan); • A minimum of 2 courses on other East Asian Countries; • No more than 3 courses in a single discipline; • At least 4 courses must be in the social sciences or business; • No more than 2 courses can be on the pre-modern period (before 1900) <p>Students must complete the 4th semester of an East Asian language or must demonstrate equivalent proficiency.</p>
7. Faculty Profile	<p>The program faculty consists of two categories: 1. Core Faculty, and 2. Adjunct Faculty. All faculty in the program are specialists in East Asian studies, but they have training in an array of disciplines from across the University. The core faculty consists of faculty whose primary expertise is in modern or contemporary East Asian Studies. The adjunct faculty are faculty whose expertise is in premodern East Asian Studies or who devote a small proportion of their teaching and scholarship to contemporary East Asia.</p> <p>The 25 Core Faculty in the program are: Baskett, Michael. Associate Professor and Director of Graduate Studies of Film & Media Studies (Ph.D. University of California, Los Angeles, 2000); Canda, Edward R. Professor of Social Welfare; Courtesy Professor of Religious Studies (Ph.D. Ohio State University, 1986); Cheong, So-Min. Associate Professor of Geography (Ph.D. University of Washington, 2001); Chi, Tailan. Professor of School of Business Administration (Ph.D. University of Washington, 1990); Chong, Kelly H. Associate Professor of</p>

	<p>Sociology (Ph.D. University of Chicago, 2002); Dwyer, Arienne M. Professor of Anthropology; Co-Director of Institute for Digital Research in the Humanities (Ph.D. University of Washington, 1996); Greene, Megan. Associate Professor of History; Director of Center for East Asian Studies (Ph.D. Washington University, 1997); Ho, Alfred Tat-kei. Associate Professor and International Program Coordinator of Public Administration (Ph.D. Indiana University, 1998); Ho, Virginia Harper. Associate Professor of Law (J.D. Harvard University, 2001); Kaneko, Maki. Assistant Professor of Art History (Ph.D. University of East Anglia, UK, 2006); Kennedy, John. Associate Professor of Political Science; Director of Center for Global and International Studies (Ph.D. University of California, Davis, 2002); Kim, Changhwan. Associate Professor of Sociology (Ph.D. University of Texas, 2006); Kim, Dongbin. Associate Professor of Educational Leadership and Policy Studies (Ph.D. University of California, Los Angeles, 2003); Lee, Karen Kyeunghae. Assistant Professor of School of Social Welfare (Ph.D. University of Southern California, 2011); Li, Yan. Assistant Professor of East Asian Languages & Cultures (Ph.D. University of Southern California, 2008); Minai, Utako. Assistant Professor of Linguistics (Ph.D. University of Maryland, 2006); Mitsugi, Sanako. Assistant Professor of East Asian Languages and Cultures (Ph.D. Carnegie Mellon University, 2011); Mizumura, Ayako. Lecturer of East Asian Languages and Cultures; Assistant Director of Center for East Asian Studies (Ph.D. University of Kansas, 2009); Nam, Yoonmi. Associate Professor of Visual Art (MFA Painting, Printmaking Rhode Island School of Design, 2000); Takeyama, Akiko. Assistant Professor of Anthropology and Women, Gender, & Sexuality Studies (Ph.D. University of Illinois, Urbana-Champaign, 2008); Xiao, Hui Faye. Assistant Professor of East Asian Languages and Cultures (Ph.D. University of Illinois, Urbana-Champaign, 2009); Yoon, Jiso. Assistant Professor of Political Science (Ph.D. Pennsylvania State University, 2011); Yun, Kyoim. Assistant Professor of East Asian Languages and Cultures (Ph.D. Indiana University, 2007); Zhang, Jie. Associate Professor of Linguistics (Ph.D. University of California, Los Angeles, 2001); Zhang, Yan Bing. Associate Professor and Undergraduate Director of Communications Studies (Ph.D. University of Kansas, 2002).</p>
8. Student Profile	<p>We anticipate a diverse pool of applicants, many of whom will come from out of state through the US military's Foreign Area Officer program. Other applicants will come from the region, particularly the greater Kansas City area. Many will have graduated from KU or from other Regents institutions. We expect our applicant pool to come from a wide range of academic disciplines and professional backgrounds, and anticipate that the many of our applicants will be several years removed from college and already in the workforce, either in the military or in the business sector. Many will have some background in an East Asian language.</p>
9. Academic Support	<p><i>Existing academic support services are sufficient to support the program, though it should be noted that a .5 FTE program assistant has already been hired to help with admissions, advising, course scheduling, and general advising in the program. CEAS filled this position (\$20,000 plus fringe) using seed money from KU's Office of Professional Military Graduate</i></p>

	Education. Program-specific fees are expected to gradually cover this cost once the program is launched. Bridge funding will be provided by CLAS, if necessary. See the cost/financial section below.																								
10. Facilities and Equipment	The program requires no new facilities or equipment.																								
11. Program Review, Assessment, Accreditation	<p>1. Program Review: Regular program review will consist of evaluation of teaching and tracking of placement. For CEAS courses, a Graduate Committee elected from among Core Faculty in the program will examine student evaluations at the end of every academic year and will work with individual faculty to assure the quality and effectiveness of courses in the program. The Graduate Coordinator will also track job placement and career choice of graduate of the program. The program will undergo KBOR review according to the University schedule and external review by the US Dept of education. As long as CEAS is funded as a Title VI National Resource Center by the United States Department of Education, the MA program will be included in the Title VI-funded external review every four years.</p> <p>2. Student Learning Outcomes: The evaluation of student success in the program will begin with their performance in required and elective coursework. Another form of evaluation of student success in the program is the completion of a seminar paper based on original research for evaluation by an individual professor and a member of the graduate committee. A final evaluation of student success is their ability to gain employment or their ability to gain acceptance into a terminal degree program in their field.</p> <p>The program will meet all institutional assessment requirements, including assessments of learning outcomes. Outcomes assessments will be focused on the introductory methods course and the capstone research seminar.</p> <p>The Graduate Studies Coordinator will interview each student every semester to determine if milestones are being reached. If the student is having difficulty in any area, the Graduate Studies Coordinator and the student will work on finding a solution. Upon completion of the program, students will be required to respond to a written questionnaire evaluating the program.</p> <p>3. Accreditation: No professional accreditation requirements pertain to the program.</p>																								
12. Costs, Financing	<table><tr><td></td><td>Salaries</td><td>OOE</td><td>Equipment</td><td>Other</td><td>Total</td></tr><tr><td>Yr 1</td><td>\$25,000</td><td></td><td></td><td></td><td>\$25,000</td></tr><tr><td>Yr 2</td><td>\$25,000</td><td></td><td></td><td></td><td>\$25,000</td></tr><tr><td>Yr 3</td><td>\$25,000</td><td></td><td></td><td></td><td>\$25,000</td></tr></table> <p>Funding to support the Assistant Director position will be sought first with the Army, with a CLAS backstop requested. The current Assistant Director is a Ph.D. Lecturer who will teach in and administer the program. Her salary is \$20,000 plus fringe.</p>		Salaries	OOE	Equipment	Other	Total	Yr 1	\$25,000				\$25,000	Yr 2	\$25,000				\$25,000	Yr 3	\$25,000				\$25,000
	Salaries	OOE	Equipment	Other	Total																				
Yr 1	\$25,000				\$25,000																				
Yr 2	\$25,000				\$25,000																				
Yr 3	\$25,000				\$25,000																				

CURRICULUM OUTLINE NEW DEGREE PROPOSALS

I. Master's Program in Contemporary East Asian Studies

II. Requirement for the degree of Master of Arts in Contemporary East Asian Studies:

All candidates for the M.A. degree are required to complete 30 semester hours of graduate credit, including an introductory course, a social science research methods course, and a research seminar, at a satisfactory level, and to demonstrate proficiency in an East Asian Language at either the second or third level, depending on the area of emphasis.

Areas of Emphasis:

Students will choose one of two areas of emphasis: "Contemporary East Asia," or "Foreign Affairs Studies (FASt): Contemporary East Asia in Global Context."

1. Contemporary East Asia

Students selecting this area of emphasis may or may not have previous language experience and seek a degree program that equips them with social science skills and area studies knowledge.

	Course Name & Number	Credit Hours
Core Courses	CEAS 700: Contemporary East Asia	3
Methodology	One course in social science methodology: ANTH 701 (History of Anthropology), ANTH 703 (Current Biological Anthropology), ANTH 704 (Current Cultural Anthropology), COMS 850 (Introduction to Research Methods), GEOG 805 (History of Geography), POLS 705 (Research Design for Political Science), POLS 706 (Research Methods), SOC 810 (Sociological Inquiry), or another graduate level introductory social science methods course approved by the graduate advisor	3
Electives	Students will take 7 elective courses on East Asia <ul style="list-style-type: none"> • A minimum of 3 courses on a country of primary focus (China, Korea, or Japan); • A minimum of 2 courses on other East Asian Countries; • No more than 3 courses in a single discipline; • At least 4 courses must be in the social sciences or business; • No more than 2 courses can be on the pre-modern period (before 1900). 	21
Research	CEAS 802/GIST 810: Research Seminar	3
Language	Competency in the language of the elected focus area at level-3 proficiency (6 semesters). Course hours will depend on level of proficiency on entering the program.	0-26
Total		30

2. Foreign Affairs Studies (FASt): Contemporary East Asia in a Global Context

Usually students selecting this area of emphasis will enter the program with at least two years of college-level training in an East Asian language and have lived in the country of focus for at least six months. Students in this area of emphasis seek to understand their country of emphasis within a regional or global context.

	Course Name & Number	Credit Hours
Core Courses	CEAS 700: Contemporary East Asia	6
	GIST 701: Approaches to Global and International Studies	
Methodology	GIST 710: Interdisciplinary Research Methods for Global Contexts	3
Electives	Students will take 6 elective courses on East Asia	18
	<ul style="list-style-type: none">• A minimum of 3 courses on a country of primary focus (China, Korea, or Japan);• A minimum of 2 courses on other East Asian Countries;• No more than 3 courses in a single discipline;• At least 4 courses must be in the social sciences or business;• No more than 2 courses can be on the pre-modern period (before 1900).	
Research	CEAS 802/GIST 810: Research Seminar	3
Language	Competency in the language of the elected focus area at level-2 proficiency (4 semesters). Course hours will depend on level of proficiency on entering the program.	0-20
Total		30

IMPLEMENTATION YEAR FY ____15____

Fiscal Summary for Proposed Academic Programs

Institution: __University of Kansas__
Studies____

Proposed Program: _MA in Contemporary East Asian

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:	8	0	15	0	18	2
B. Total SCH taken by all students in program	180		345		402	
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> Salaries	25,000		25,000		25,000	
OOE						
Total	25,000		25,000		25,000	

Indicate source and amount of funds if other than internal reallocation: _Funding will be sought first with the Army, with a CLAS backstop requested. The current Assistant Director is a Ph. D. Lecturer who will teach in and administer the program. Her salary is \$20,000 plus fringe.

Revised: September, 2003

Approved: _____

Increase in Kansas GED Testing Fee

Summary

Pursuant to K.S.A. 72-4530, the Kansas Board of Regents (KBOR) is the state agency charged with administering the General Educational Development (GED®) program. GED Testing Service, therefore, looks to the Board to establish the testing fee assessed to individuals seeking GED® credentials in the state of Kansas. Staff recommends the fee for the 2014 GED® be increased from \$30 to \$33 per module or \$132 for all four modules, effective July 1, 2014.

Background

In accordance with K.S.A. 72-4530, the Kansas Board of Regents is the state agency charged with administering the GED program. Today, GED Testing Service (a joint venture between the American Council on Education and Pearson, PLC) is the creator and owner of the GED® test. In accordance with the statute, the Board's responsibilities include fulfilling the management responsibilities set out by the GED Testing Service as it relates to the GED® test (3,000 test-takers annually), the ongoing management of GED records, issuance of GED credentials and the verification of such credentials (6,000 credential related requests annually). KBOR GED administration expenses are approximately \$170,000, which is comprised of the salary and benefits of one position (the GED State Coordinator), miscellaneous other operating expenses (salary, benefits, OOE = \$80,000), and the contract with DiplomaSender, an on-line service provider that issues diplomas, duplicates, and verifies credentials (\$90,000).

K.S.A. 72-4530 authorizes two categories of fees and provides KBOR with authority to assess fees and cover the costs associated with the administration of the GED program. The first authorized fee category is related to the ongoing management of GED records and credentials, including the issuance of duplicates, and the verification of credentials. The statute, last amended in 2003, limits the fees charged for this document related service to a maximum of \$15, and the current credential processing fee is set at this statutory maximum. This generates an estimated \$90,000 annually. All of this revenue derived from the \$15 fee is used to pay for the services provided by DiplomaSender, as set forth in the contract. Because of the statutory fee limitation, KBOR is unable to set this fee high enough to cover KBOR's additional administrative expenses, such as managing the contract, maintaining records from closed GED testing centers, etc. In March, 2013, KBOR contracted with DiplomaSender, an internet-based service for management of GED testing data, in order to increase customer service and reduced KBOR expenses related to the issuance of diplomas, duplicates, and verification of credentials.

The second fee authorized by this statute is related to the administration of the GED® examination. As part of setting the fee charged to testers taking the GED examination, the statute authorizes the Board "to determine the amount of revenue which will be required to properly administer the provisions of the act". This amount is factored into the GED test fee that is charged to each person taking this test at a testing center. The test center costs are also paid out of this fee. Furthermore, the statute requires the GED® testing fee be determined and set on or before June 1 of each year.

Beginning July 1, 2012, the GED Testing Service set in place plans to convert the GED® paper based test to a computer based test by January 2014 and set the price of the GED® computer based test at \$120. By comparison, the paper based GED Testing Fee was only \$85, a portion of which went to KBOR to partially recover the administrative expenses associated with the program. KBOR receives no administrative funds from the computer based test.

In June 2012, in response to the GED Testing Services plans to start administering the test solely in computer base format, the Board approved the GED® computer based testing fee at \$120, effective July

1, 2012. At the time, Board staff recommended, and the Board concurred, not to add on a KBOR administrative fee for two primary reasons: (1) a portion of the paper based test fee would continue to cover most of the GED program expenses for the next 18 months; and (2) the GED® computer based testing fee of \$120 was a substantial increase.

Effective January, 2014 GED Testing Service began charging \$30 per module for the new four module 2014 GED® examination delivered only in the computer based format. Board staff has carefully reviewed the revenue and expense projections for the GED program, along with the GED program manager's business plan, and concluded that \$3 per module or \$12 for all four modules should be incorporated into the current testing fee to help fund necessary administrative functions. This would increase the cost of taking all four modules in the GED test from \$120 to \$132. This increase would generate an estimated \$30,000 in FY 2015, and although this increase will not immediately generate adequate revenue to support 100 percent of the necessary administrative expenses, plans are in place to fully cover expenses for the GED program within two years. The plan includes specific steps to increase revenue by increasing the number of test-takers, and to increase the credential processing fee which will require legislative action.

Staff Recommendation

Staff recommends the Board increase the fee for the GED® exam to \$33 per module, or a total of \$132 if one completes all four modules of the test. This increase includes \$3 per module or \$12 for all four modules, which would be remitted to KBOR in order to continue to pay for administrative expenses associated with the GED program.

Amend Board Policy to Require Development of Reverse Transfer Processes Necessary to Facilitate Attainment of Credentials

Summary and Staff Recommendation

This item proposes revising board policy to direct schools in the state public college and university system to develop a process that will enable students who transfer from a two-year school without certificates or degrees to complete the coursework necessary for them to receive those certificates and degrees. The proposed policy was developed in consultation with the System Council of Presidents and System Council of Chief Academic Officers. It has been approved by the Board Governance Committee and reviewed by the Board Academic Affairs Standing Committee. Staff recommends approval. 4/1/14

Background

Many students transfer from community college or technical college to a four-year institution before completing a degree or certificate program and obtaining that credential. Reverse transfer, as described in the proposed policy below, is a process intended “to assist students to complete coursework for and attain all certificates and degrees for which they are eligible.”

The proposed policy directs the state’s universities, community and technical colleges, Washburn University and Washburn Institute of Technology to collaborate in developing a process to implement the policy. The System Council of Chief Academic Officers has been working to develop such a process and its members have agreed it should become effective in the fall of AY2014. In general, the reverse transfer concept that students who have obtained a minimum number of credits from a community or technical college will be advised as to the courses they would need to complete at the university to which they transfer to earn a credential from the community or technical college.

Proposed Revision to Board Policy

CHAPTER III: COORDINATION – STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

A ACADEMIC AFFAIRS

...

3 REVERSE TRANSFER AGREEMENTS

Reverse transfer is an important element of a seamless educational system. The state universities, community colleges, technical colleges, Washburn University and Washburn Institute of Technology shall work together, through the System Council of Presidents and System Council of Chief Academic Officers, to develop a process to assist students to complete coursework for and attain all certificates and degrees for which they are eligible. The process and resulting agreements shall:

- a Be consistent with state and federal law, Board policies and applicable accreditation standards;
- b Provide a mechanism for each student who is transferring credits from a community college or technical college to a university to participate in the reverse transfer process; the established mechanism shall include an opportunity for each otherwise eligible student to opt-out of the process, thereby precluding sharing of that student’s Family Educational Rights and Privacy Act protected information; and
- c Provide guidelines for determining which transferring institution will award the credential if the student has transfer credits from more than one institution.

Recommendation

Staff recommends approval of the proposed policy revision.

Accept Annual Report on Adult Education

Summary and Recommendation

This item is the annual report on the current state of Kansas' Adult Education programs. It includes focused information about adults who enroll in Adult Education to earn a high school equivalency or GED® certificate. This report is for information only.

Background

In Kansas, there are approximately 230,000 adults who lack a high school diploma. Of these, about 80,000 have completed less than the 9th grade. Additionally, about 54,400 Kansas adults describe themselves as having limited proficiency in English.

In FY 2013, Kansas Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) classes assisted 9,560 of these adults to improve their basic skills, prepare for the GED® Test, and enter postsecondary education. ABE/ASE/ESL instruction was provided by 24 local programs at community and technical colleges, unified school districts, and community based-organizations. Learners represented all ethnic groups in Kansas and entered programs with varied skills in math, reading, writing, and listening.

Kansas Adults without a High School Credential

Failing to graduate from high school has many negative labor market consequences for individuals including higher unemployment rates, lower wages, and limitations on access to skilled occupations. The correlation between poverty and lack of education is direct. Bureau of Labor Statistics information indicates that even among working adults, finishing high school makes a considerable difference: 9.2% of high-school graduates in the labor force were classified as working poor, while 20.1% of those who never finished high school fell below the poverty line. An adult's lack of education has further impact on health, civic engagement, and children's education. There are also long-term societal costs in governmental expenditures for an array of subsidies and direct costs as well as loss of federal, state, and local revenue.

Perhaps the most critical consequence of not having a high school diploma or credential is the roadblock to higher education. Students without high school credentials are admitted to the open-door public two year colleges in Kansas, but they are not eligible for federal financial aid due to the elimination of the "Ability to Benefit" option. Until July 1, 2012, newly enrolling students without a high school diploma or GED® could access federal student aid, including Pell grants, by showing that they had the "ability to benefit" from postsecondary education by passing a federally-approved test or successfully (with a C or higher) completing six credits toward a certificate or degree.

Adult Education Programs in Kansas

Kansas Adult Education programs served 9,560 adults in FY 2013, 8,685 of whom were 18 years of age or over. That is about 3% of the target population of adults who do not have a high school diploma or sufficient English skills.

While programs served only a small share of the target population, they were very successful, ranking first in the nation in the percent of students who earned GED® certificates and in the percent of students who enrolled in post-secondary education or training. Success in transition to higher education is attributable to several factors including the sponsorship of 16 of 24 programs at community or technical colleges, the incentives provided by performance based funding, and Accelerating Opportunity: Kansas (AO-K).

Amend Board Policy on Process for Approval of New Academic Programs

Summary and Staff Recommendation

Board policy for approving new academic programs requires the Council of Chief Academic Officers (COCAO) to recommend proposed new academic programs to the Council of Presidents (COPS) for its consideration “at the next regularly scheduled meeting.” COPS is proposing a revision to Board policy allowing COCAO, when its vote is unanimous, to convey its recommendation to COPS on the same day it is made. Staff recommends approval. 4/16/14

Background

The Council of Presidents requested that the Council of Chief Academic Officers consider a revision to Board policy dealing with the process for approving new academic programs. Specifically, the Presidents ask that the Academic Officers agree to a revision stipulating that “if the vote of the Council of Chief Academic Officers is unanimous, the Council may convey its recommendation to the Council of Presidents on the same day it is made.” The stated reason for this change is to allow unopposed academic programs to move through the approval process more quickly.

Proposed Revision to Board Policy

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A ACADEMIC AFFAIRS

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7 NEW ACADEMIC UNITS AND ACADEMIC PROGRAMS

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c Approval of New Academic Program Proposals

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ii Procedures for Approval of New Academic Programs

After a complete program proposal is entered in to the Program Inventory Database, it shall be reviewed and considered as a first reading by the Council of Chief Academic Officers at its next regularly scheduled meeting. During the review, Council members may question the representative of the proposing institution regarding the proposed program. Council members will also consider any comments, suggestions or concerns received by Board staff. In addition, Council members will consider how the comments, suggestions and concerns have been addressed.

(1) The Council of Chief Academic Officers shall review and consider the proposal as a second reading at its subsequent regularly scheduled meeting. The Council shall make one recommendation based on a majority vote according to the following voting categories:

- (a) Recommended: Proposed program merits implementation according to institutional and State priorities.

(b) Not Recommended: Proposed program does not merit Board approval at this time.

(2) The Council of Chief Academic Officers shall convey its recommendation in writing at the next regularly scheduled meeting of the Council of Presidents. If the vote of the Council of Chief Academic Officers is unanimous, the Council may convey its recommendation to the Council of Presidents on the same day it is made.

(3) The Council of Presidents shall consider the proposal and forward its recommendation to the Board of Regents.

(4) The Board of Regents shall act on the proposal at its next regular meeting.

Recommendation

Staff recommend approval of the proposed policy revision.