

Council of Chief Academic Officers

**Wednesday, April 16, 2014
9:15 a.m. – 10:00 a.m.
or upon adjournment of SCOCOA
Kathy Rupp Conference Room
1000 SW Jackson Street, Suite 520
Kansas Board of Regents
Topeka, Kansas
and reconvene at noon**

A G E N D A

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- 1. Approve Minutes of March 12, 2014 [Attachment 1]** **2**
- 2. New Program Requests**
 - a. KUMC - Request Approval for a Clinical Doctorate in Speech-Language Pathology (CIP 51.0203) SECOND READING [Attachment 2]** **5**
 - b. WSU - Request Approval for an Honors Baccalaureate (CIP 30.9999) FIRST READING [Attachment 3]** **25**
- 3. Program Requests**
 - ESU - Request Approval to Change the Name of the Department of Mathematics, Computer Science, and Economics to the Department of Mathematics and Economics [Attachment 4]** **31**
- 4. Informational Item**
 - PSU - New Technical Teacher Education Certificate**
- 5. Discussion**
 - a. Amend Board Policy on Process for Approval of New Academic Programs [Attachment 5]** **32**
 - b. Qualified Admissions Standards**
 - c. Concurrent Enrollment: Communicating the Rules**
- 6. Other Business**
- 7. University Press of Kansas – Board of Trustees**

AGENDA MATERIALS DUE	MEETING DATES	LUNCH ROTATION
August 23, 2013	September 18, 2013	Washburn U
September 20, 2013	October 16, 2013	FHSU
October 25, 2013	November 20, 2013	KSU
November 22, 2013	December 18, 2013	PSU
December 20, 2013	January 15, 2014	ESU
January 22, 2014	February 12, 2014	WSU
February 19, 2014	March 12, 2014	N/A
March 21, 2014	April 16, 2014	KU
April 18, 2014	May 14, 2014	KUMC
May 23, 2014	June 18, 2014	Washburn U
*Please Note: New Program Proposals are to be submitted 4 weeks prior to the next COCAO meeting for review and processing purposes.		

Council of Chief Academic Officers

Wednesday, March 12, 2014

9:15 a.m. – 10:00 a.m.

Or upon adjournment of SCOCOA

Kathy Rupp Conference Room

Kansas Board of Regents

Topeka, Kansas

and reconvene at 11:30 a.m.

Paisano's Restaurant

4043 SW 10th Street

Topeka, Kansas

MINUTES

The Council of Chief Academic Officers met in the Kathy Rupp Conference Room, Kansas Board of Regents, Topeka, Kansas at 9:15 a.m. on Wednesday, March 12, 2014 and reconvened at 11:30 a.m. at Paisano's Restaurant.

Members Present:

Chris Crawford Interim Provost, FHSU

Jeffrey S. Vitter, Provost and EVC, KU

April Mason, Provost, KSU

Lynette Olson, Provost, PSU

David Cordle, Provost, ESU

Tony Vizzini, VPAA, WSU

Randy Pembroke, Washburn U

Staff Present:

Gary Alexander, Jean Redeker, Jacqueline Johnson, and Karla Wiscombe

Others Present:

Rick Muma, Wichita State University; Sara Rosen, University of Kansas; Ruth Dyer, Kansas State University; Sheryl Lidzy, Emporia State University; Manjula Shinge, Emporia State University; Justin Honey, Pittsburg State University; Jeff Briggs, Fort Hays State University; Stephen Donnelly, Fort Hays State University; and Mike Calvert, Pratt Community College

Approve Minutes of February 12, 2014

Lynette Olson moved, and Jeff Vitter seconded the motion, to approve the February 12, 2014 minutes as submitted. Motion carried unanimously.

New Program Requests

FHSU - Request Approval for a Bachelor of Science in Health Studies (CIP 51.9999) SECOND READING

Dr. Jeff Briggs, Dean of the College of Health and Life Sciences at Fort Hays State University, provided a brief overview of the proposed program.

Lynette Olson moved, and April Mason seconded the motion, to recommend approval for Fort Hays State University's Bachelor of Science in Health Studies (CIP 51.9999) to be placed on the Council of Presidents' April agenda. Motion carried.

PSU - Request Approval for a Bachelor of Science in Polymer Chemistry (CIP 40.0507) SECOND READING

Tony Vizzini moved, and Chris Crawford seconded the motion, to recommend approval for Pittsburg State University's Bachelor of Science in Polymer Chemistry (CIP 40.0507) to be placed on the Council of Presidents' April agenda. Motion carried.

Program Requests

KSU - Request Approval to Change the Name of the Division of Continuing Education to Kansas State University Global Campus

Tony Vizzini moved, and Lynette Olson seconded the motion, to approve Kansas State University's request for approval to change the name of the Division of Continuing Education to Kansas State University Global Campus. Motion carried unanimously.

Information Items

FHSU – Three tracks in the Master of Professional Studies as follows: (1) Music (Composition) (2) Organizational Leadership and (3) Criminal Justice

PSU - Eliminating Education Specialist in Counseling

The above listed items are informational and no action is required.

Other Business

Tilford Conference Planning Committee – Sheryl Lidzy

Sheryl Lidzy reported on the Tilford Planning Committee's meeting:

- The 2014 Tilford Conference Dates are October 20th and 21st
- The conference theme is focused on transformation of curriculum
- This is the 20th anniversary of the Tilford Conference
- Potential Speaker – Steve L. Robbins, author “What If?: Short Stories to Spark Diversity Dialogue”
- Conference Budget
 - Research Institutions - \$6,000 each
 - Regional Institutions - \$3,000 each
 - Speaker Fee - \$8,000
 - Seek additional funding from other sources
 - Research the possibility of establishing an endowment

COCAO, by consensus, authorized the Planning Committee to have a maximum speaker fee of no more than \$8,000.

Board staff will look into the legality of establishing an endowment fund for the Tilford Conference.

Qualified Admissions – Effective Fall 2015

COCAO discussed some of the issues regarding the new Qualified Admissions regulations effective summer 2015:

- Registrars are concerned with appropriately processing student applications

- Students self-reporting completion
- Exceptions window numbers are a concern

At the upcoming State ACT conference, there will be a session on transcripts and how students qualify for admission.

Academic Calendars

COCAO asked for clarification of Board meeting dates and revision of academic calendar policy language to be specific concerning Spring Break dates. Board staff will look into the possibility of revising the policy.

The Council of Chief Academic Officers recessed until 11:30 a.m. at Paisano's Restaurant to celebrate Larry Gould's many years of service on the Council of Chief Academic Officers.

The meeting adjourned at 1:00 p.m.

Sincerely,
David Cordle
Provost
Emporia State University

Request Approval for a Clinical Doctorate in Speech-Language Pathology (CIP 51.0203) –KUMC (SECOND READING)

Summary

Universities may apply for approval of new academic programs following the guidelines of in the Kansas Board of Regents Policies and Procedures Manual. The University of Kansas Medical Center submitted an application for approval of a Post-Masters Clinical Doctoral in Speech-Language Pathology and has responded to all requirements of the program approval process. The University of Kansas/University of Kansas Medical Center offer a doctorate utilizing this Classification of Instructional Program (CIP) code. That doctoral degree is research focused and not clinical in nature. Beyond the KU/KUMC doctoral degree, no other institution offers a doctoral degree using this same CIP code.

Criteria	Program Summary
1. Program Identification	Doctor of Speech-Language Pathology (SLPD) CIP Code: 51.0203
2. Academic Unit	University of Kansas Intercampus Program in Communicative Disorders (IPCD), which is comprised of the Hearing and Speech Dept at KUMC and the Speech-Language-Hearing Dept at the KU-Lawrence campus, is the academic unit responsible for the degree. This degree will be conferred through the School of Health Professions (KUMC).
3. Program Description	<p>The Doctor of Speech Language Pathology (SLPD) will be a professional doctoral program for practicing speech-language pathologists seeking to acquire advanced and state-of-the-science information and clinical skills.</p> <p>The proposed degree is not designed nor expected to compete with the current PhD program in Speech-Language Pathology offered by IPCD. Individuals in the PhD program in SLP intend to pursue research careers while the clinical doctorate is designed for post-master's, clinically certified individuals. Graduates of the clinical doctorate program will be prepared for independence, leadership, and excellence in clinical practice in medical, rehabilitation and other clinical settings, as well as clinical faculty positions in academic settings.</p>
4. Demand/Need for the Program	<p>The need for a professional/clinical doctoral degree in Speech-Language Pathology (SLP) has attracted national attention and several university SLP programs (including all of the programs listed in the "top 10" by US News & World Report) are in the process of planning and/or preparing such degrees. Graduates will work in a clinical setting or as faculty in an academic setting.</p> <p>KUMC/KU administered a survey to 600 attendees of the 2011 annual convention of the Kansas Speech-Language-Hearing Association. One hundred fifty surveys were completed for a return rate of 25%. Almost 90% of the respondents saw the value in creating a clinical doctorate in SLP, and 50% of these individuals indicated an interest in obtaining this degree. Based on the finding of this and other surveys, the American</p>

	Speech-Language-Hearing Association conducted surveys and found that a substantive need for and interest in the degree and a significant need for standards and accreditation for these degree programs.																								
5. Comparative/ Locational Advantage	Only two universities currently offer clinical doctoral degrees in SLP: the University of Pittsburgh (Doctor of Clinical Science – with emphasis in SLP), and Nova Southeastern University (SLPD). Thus, if approved, the KU IPCD will be the third program in the USA (and world) to offer this degree. Several other universities are anticipated to begin offering clinical doctoral degrees in SLP over the next 5 years.																								
6. Curriculum	The degree is customized to each student's needs. The student develops a plan of study with a faculty advisor which consists of 10-12 credit hours in an area of primary concentration; 8-10 hours in an area of secondary concentration; and 12 hours in an applied research concentration relating to primary/secondary concentrations and including a capstone project.																								
7. Faculty Profile	<p>Faculty members in Speech-Language-Pathology or Speech Science from the KU IPCD, as well as KU/KUMC faculty in other departments/units who teach courses and/or conduct research and/or perform clinical services in areas related to primary/secondary concentrations. Current IPCD SLP faculty comprises 16.5 FTE positions (11 FTE on the Lawrence campus, and 5.5 FTE on the KUMC campus as detailed below).</p> <table> <tr> <td><u><i>KUMC Campus SLP Faculty</i></u></td><td><u><i>Lawrence Campus SLP Faculty</i></u></td></tr> <tr> <td>Debora Daniels, PhD</td><td>Jonathan Brumberg, PhD</td></tr> <tr> <td>Marc Fey, PhD</td><td>Betty Bunce, PhD</td></tr> <tr> <td>Lindsey Heidrick, MA (0.5 FTE)</td><td>Hugh Catts, PhD</td></tr> <tr> <td>Susan Jackson, PhD</td><td>Matt Gillispie, PhD</td></tr> <tr> <td>Kathy Johnston, MA (0.5 FTE)</td><td>Janet Choy, PhD</td></tr> <tr> <td>Jeff Searl, PhD</td><td>Diane Frome Loeb, PhD</td></tr> <tr> <td>Peggy Waggoner, MA (0.5 FTE)</td><td>Lynn Murphy, MA</td></tr> <tr> <td></td><td>Kristin Pedersen, MA</td></tr> <tr> <td></td><td>Mabel Rice, PhD</td></tr> <tr> <td></td><td>Holly Storkel, PhD</td></tr> <tr> <td></td><td>Jane Wegner, PhD</td></tr> </table>	<u><i>KUMC Campus SLP Faculty</i></u>	<u><i>Lawrence Campus SLP Faculty</i></u>	Debora Daniels, PhD	Jonathan Brumberg, PhD	Marc Fey, PhD	Betty Bunce, PhD	Lindsey Heidrick, MA (0.5 FTE)	Hugh Catts, PhD	Susan Jackson, PhD	Matt Gillispie, PhD	Kathy Johnston, MA (0.5 FTE)	Janet Choy, PhD	Jeff Searl, PhD	Diane Frome Loeb, PhD	Peggy Waggoner, MA (0.5 FTE)	Lynn Murphy, MA		Kristin Pedersen, MA		Mabel Rice, PhD		Holly Storkel, PhD		Jane Wegner, PhD
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8. Student Profile	This degree program will be offered to individuals who have already earned a master's degree in SLP and hold the Certificate of Clinical Competence in SLP awarded by the American Speech-Language-Hearing Association.																								
9. Academic Support	Academic support needed for the new degree is currently available within the KU IPCD and are used to offer the program's other degree options (MA – SLP; PhD – SLP and Audiology; AuD (Doctor of Audiology)).																								
10. Facilities and Equipment	All facilities and equipment needed for the new degree are currently available within the KU IPCD and are used to offer the program's other degree options (MA – SLP; PhD – SLP and Audiology; AuD (Doctor of Audiology)).																								

11. Program Review, Assessment, Accreditation	Internal review and assessment will be assigned to a special sub-committee of the KU IPCD and will occur yearly until the program is well established. At this time, no accreditation is necessary to offer a clinical doctoral degree in SLP. However, the American Speech-Language-Hearing Association currently is developing accreditation standards for such programs. KU/KUMC will see Board approval to pursue such accreditation and if given, the American Speech-Language-Hearing Association intends to use the KU/KUMC program as one of the models in this process.
12. Costs, Financing	The primary costs for the program will come from internal reallocation of funds primarily from within the Hearing and Speech Department at the KUMC. Faculty from both departments of the IPCD will participate in teaching and mentoring of students. No new resources will be needed at this time to develop and implement the program for the first two years. Additional funding in the amount of \$85,000 in Year 3 to hire a full-time faculty member and to accommodate growing numbers of students will be provided from department endowment and restricted fee funds (Hearing and Speech Department).

Curriculum Outline

Proposed Post-Masters Clinical Doctorate in Speech-Language Pathology

	Course Name & Number	Credit Hours
Core Courses	Students will create individual plans of study with the advice of their mentors. The plans will provide primary and secondary concentrations of study.	
	Courses from the student's "Primary Concentration" of study. Courses may come from such study areas as voice, neuro-developmental disorders, adult language disorders, child language disorders, left lip/palate, supervision, hearing impairment, etc.	10-12 hours
	Courses from the student's "Secondary Concentration" of study. Courses may come from such areas as ENT resident curriculum, Audiology, Special Education, Public Health, Applied Behavioral Sciences, etc.	8-10 hours
Electives	As requested	n/a
Research	Seminar in Evidenced Based Practices in Communicative Disorders A	3 hours
	Seminar in Evidence Based Practices in Communicative Disorders B	3 hours
	Applied Research Experience (capstone project)	6 hours
	Total	30-34 hours

IMPLEMENTATION YEAR FY 2014

Fiscal Summary for Proposed Doctor of Speech-Language Pathology Program Institution: University of Kansas/KU Medical Center

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:	2	2	2	2	2	5
B. Total SCH taken by all students in program	124		124		210	
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 2014		Year 2		Year 3	
<u>Base Budget</u> Salaries	\$0		\$0		\$85,000	
OOE	\$0		\$0		\$0	
Total	\$0		\$0		\$85,000	

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

Additional funding to accommodate growing numbers of students after 2015 will be provided from department endowment and restricted fee funds (Hearing and Speech Department).

Site Visit Report

On-Site Review of the Proposed Post Master's Doctoral Degree in Speech-Language Pathology
(SLPD) University of Kansas Medical Center

Dates of Review: March 5-7, 2014

Reviewers: Lee Ann C. Golper, Ph.D. (Chair) Richard E. Talbott, Ph.D.
Julie J. Masterson, Ph.D.

Submitted to Jean Marie Redeker, Senior Director for Academic Affairs
The Kansas Board of Regents

Summary of Recommendations

These reviewers strongly recommend approval of the new post master's, doctoral degree program leading to the degree of *Doctor of Speech-Language Pathology* (SLPD) proposed by the co-directors of the University of Kansas Intercampus Program in Communication Disorders. Comments specific to each standard are provided below. The reviewers concluded all standards were fully met; however, given the individualized nature of the curriculum and the anticipated student population (working clinicians), the reviewers raised questions for the oversight committee to consider related to the comparative quality consistency of the curriculum and plans of study between and within cohorts, access to courses for part time students, and delineation of outcome measures. The reviewers recommend these logistic and policy and procedure concerns be addressed by the Program's faculty.

The reviewers find the proposed SLPD program uses an innovative model to address a widely acknowledged need and demand for the advanced preparation of high quality, doctoral level clinical practitioners in speech-language pathology to serve a variety of roles in the profession. The proposed degree program is well aligned with the mission of the University of Kansas and the University of Kansas Medical Center. The reviewers found good faculty and leadership support and evidence of compliance with each of the standards for new degree initiatives set forth by the Kansas Board of Regents' (KBOR).

This post master's doctoral program is unique and innovative, and there is good reason to expect growing student demand. Considering the historical academic scholarship and exemplary graduates of the Intercampus Program in Communicative Disorders and the quality of the proposed curriculum, the expertise of the principal faculty, and the learner objectives of the program, the reviewers have concluded the proposed SLPD will fulfill a societal need consistent with the missions of the university Kansas University Medical Center and Kansas University Lawrence campuses and that of other academic institutions in the state.

Review of Standards

Purpose of the Site Visit

This three-day site visit was conducted for the purpose of assessing the proposed program's compliance with the KBOR's standards for new degree initiatives and evaluating the feasibility, quality, and sustainability of a post-professional clinical doctoral degree in speech-language pathology within the Intercampus Program in Communication Disorders, comprised of the Hearing and Speech Department at University of Kansas Medical Center and the Department of Speech-Language-Hearing: Sciences and Disorders. Upon completion of their on-site visit, the reviewers were requested to provide a written report for the Kansas Board of Regents (KBOR) addressing their assessment and recommendations across the following areas: justification of need and student demand, rigor of the curriculum, quality of the faculty, academic support and resources, and sufficiency of facilities and equipment to support the new degree program.

Conduct of the Site Visit and Interviews

These three outside reviewers were provided with preparatory materials well ahead of the visit, including curriculum vitae for the principal faculty members attached to this new degree. Other materials provided at the time of the visit included program descriptions from established interprofessional leadership, policy, and clinical programs currently on the KUMC campus. The visit

included a tour of the Hearing and Speech Department and face-to-face meetings or telephone interviews with seventeen (17) individuals, including: the chair of the KUMC Hearing and Speech Department chair and co-director of the Intercampus Program in Communicative Disorders; the three core faculty (professors) who prepared the proposal and will be the principal faculty for this new degree program; a senior staff speech-language pathologist working in the KUMC Hospital Rehabilitation program; two faculty administrators from the Center for Child Health and Development; an associate professor and administrator within the Occupational Therapy Doctorate (OTD) program; an associate professor and Graduate Director for the Doctor of Physical Therapy (DPT) within the Physical Therapy and Rehabilitation Sciences Department; an ENT physician who is the Director of the Cleft and Craniofacial Surgery Division in the Department of Plastic Surgery and Otolaryngology; the Vice Chancellor for Academic Affairs and Dean of Graduate Studies; the former Vice Chancellor for Academic Affairs and Dean of Graduate Studies; the chair of the Lawrence campus' Department of Speech- Language-Hearing: Sciences and Disorders and co-director of the KU Intercampus Program in Hearing and Speech; a clinical assistant professor from the Lawrence campus who will serve as a faculty member and clinical educator in this new degree program; the chair of the Department of Speech-Language Pathology, Ft. Hays State University; the Dean of the School of Health Professions and Senior Vice Chancellor for Academic Affairs, KUMC; and three prospective students for this post master's professional doctoral degree.

Mission Alignment

The proposed professional doctoral degree, as submitted through the University of Kansas Intercampus Program in Communicative Disorders, is well-aligned with the central missions of both the Lawrence and the Medical Center campus locations. As stated in their mission statements, respectively: (1) *The University is committed to offering the highest quality undergraduate, professional, and graduate programs comparable to the best obtainable anywhere in the nation*; and (2) *The KU Medical Center trains professionals to meet a wide range of health needs in Kansas –from the critical need for primary care and prevention to the urgent need for highly innovative and specialized clinical care. Further, the Medical Center produces medical scientists who are essential for basic and translational research, supplying the state's bioscience and biotech workforce and creating economic development*

Review of both the written proposal and interviews with administrators, leadership and faculty from other disciplines, faculty, staff, prospective students, and interprofessional colleagues from both campuses confirmed that the proposed program would indeed be consistent with the mission of both institutions.

Strengths. As one of the earliest professional doctoral-level clinical speech-language pathology programs in the country, the proposed SLPD meets the two institutional goals of quality professional education and innovative and specialized clinical care education in the State. The historical quality of graduates from these programs, commitment to high academic and clinical standards of the faculty, commitment to admitting students with demonstrated high levels of academic and clinical achievement, and an individually tailored and rigorous program of study all are consistent with offering "the highest quality of ... professional, and graduate programs." This program is likely to become a model and set the standards for other doctorates in SLP across the country.

Standard 1: Justification of Need and Student Demand

As shown in the data from a survey conducted at the state speech and hearing association meeting, referenced in the proposal, there is a substantial local interest suggesting a good demand from master's level clinicians for clinical doctoral-level training. The profession of communication sciences and disorders has for several years recognized the demand from practitioners and employers to develop clinician practitioners with specialized skills that exceed what can be reasonably achieved in a generalist, two-year master's degree. That observation resulted in the movement in the discipline of audiology to the Doctor of Audiology (AuD), which is now the mandated entry level degree. Currently, within the discipline of speech-language pathology, advanced practice knowledge and skills are achieved serendipitously from three directions: (1) by attracting individuals with research PhDs who have acquired a specialized line of expertise during their doctoral studies into predominantly clinical positions; (2) by practitioners who pursue advanced degrees outside of the discipline (doctorates in related sciences or disciplines, such as rehabilitation sciences, special education, or EdDs); or (3) through "on the job training" for select individuals with master's degrees who are able to advance to become master clinicians by virtue of their employment in advantageous settings, such as university affiliated hospitals. A few of the latter have gone on to obtain credentials, such as "Board Recognition" from the American Speech-Language-Hearing Association (ASHA) in a specialty area. Clinicians who wish to obtain advanced degrees specific to business practices, management, or administration, may pursue degrees such as the MBA or a master's or doctorate in health services administration.

The demand for advanced clinical and post professional, doctoral-level speech language pathologists to fill a variety of vocational placements specifically relevant to speech-language pathology is essentially lacking. The profession has shown widespread interest in developing the clinical doctorate in speech-language pathology for several years, but to date only four programs are offering professional or clinical doctoral programs in SLP at either the entry level or post master's level. That number is likely to grow substantially over the next 5 to 10 years, principally because the demand from practitioners themselves for advanced clinical and professional practice knowledge is growing. There also is a high demand coming from the workplace for trained professionals with advanced clinical *specialty expertise*; clinical *leadership* and *supervision expertise* to assume administrative positions in hospital, rehabilitation, and educational settings; and demand for specific *education and experience in interprofessional service models*. In addition to the workplace settings, there is demand from institutions of higher education for individuals qualified to teach clinical skills and theory in supervision to fill *clinical faculty and supervisor positions*. That demand is evident across the country, but is particularly acute in state institutions with a primary education and service mission.

Several of the interviewees highlighted during the course of the visit referenced the demand from practitioners and employers for advanced clinical expertise and practitioner knowledge of interprofessional service delivery and health care and educational policy. The director of the KUMC craniofacial disorders team pointed out that physicians completing their training in medical specialty residencies and fellowships in otolaryngology, rehabilitation, and neurology move into community practice having acquired skills in the most advanced surgical practices for voice disorders, head and neck cancer, neuro-reconstructive procedures, and cleft palate repairs, but lack the support from skilled practitioners they require. He emphasized the point that the successful outcome of many of his surgeries (e.g., nerve reanimation, cleft palate repairs) is dependent upon quality services delivered pre- and post-surgery by the speech-language pathologist. Even though KUMC otolaryngology residents and

fellows get state of the art surgical training, when they leave for practice in other parts of the state (and region), the level of specialized skills provided by the local speech-language pathologist varies widely, and expertise in this area may not exist in some communities.

During the interview, a KUMC faculty member, who is the program's clinic director, discussed the increasing need for school-based SLPs to be proficient in tying their services to the Common Core standards, which are currently used to judge progress of K-12 students throughout the country. Although this topic may be mentioned in a single lecture in one or two master's level SLP courses, the degree of familiarity required to optimally work with other professionals to address how specific students can meet the standards requires additional instruction and preparation. Additional knowledge regarding educational policy in general is needed. Again, KU's SLPD is directed at meeting this need.

Additionally, the Chair of the Communication Sciences and Disorders department at Fort Hayes State University highlighted a need for SLDs as educators. She emphasized the demand for faculty who had advanced training in clinical procedures, adult learning and clinical supervision, and evidenced-based practice. She described the challenge of recruiting and retaining faculty in her program, due in part to the university and departmental mission requiring a significant teaching and clinical supervision load for new faculty. These demands often are not viewed favorably by individuals with newly acquired research doctorates (i.e., PhDs), who need allocated time for scholarship as well as start up laboratory facilities. However, these academic positions could be a good fit for someone trained with a clinical doctorate. She indicated the proposed SLPD would support the mission of regional institutions such as Ft. Hayes.

Strengths. This SLPD program is unique in that it provides a post master's, clinical doctorate that aims at addressing both clinician and workplace demands for specialty clinical expertise and evidence-based clinical practice, along with addressing the demand for leadership knowledge and skills (e.g., experience and expertise in supervision, teaching, current public policy and service delivery models). There is strong support within the state speech and hearing association (KASHA), as indicated by a survey of KASHA conference attendees, and also by one of the interviewees who is an officer in KASHA. The exceptional qualifications of the first cohort of three students, who were also interviewed during this visit, provide additional positive support for the success of the program.

Standard 2: Faculty

The quality and range of expertise of the KUMC and Lawrence campus faculty members are definitely a major strength of the proposed degree program. The faculty on both campuses include strong scholars and clinicians, and there is significant expertise and scholarship within the faculty across the breadth of disorders in almost every area of SLP practice. The academic and clinical faculty credentials of the KUMC and Lawrence campus faculty are well-recognized nationally within the communication sciences and disorders discipline.

The curriculum vitae of the principal faculty members involved with the implementation and oversight of this program were reviewed and found to be outstanding with significant scholarship. Each of the core faculty (with the exception of one individual who was engaged professionally out of state during this visit) was interviewed during this visit. The faculty resources from departments outside of speech-language pathology (e.g., otolaryngology, the Leadership Education in Neurodevelopmental Disabilities Interdisciplinary Training Program, Center for Child Health and Development at KUMC and early intervention and special education at KU) are exceptional.

Strengths. The quality and range of faculty expertise available to this program is superb and all faculty, both within and outside of the KUMC Hearing and Speech Department, who were interviewed during this visit expressed their unqualified support and were enthusiastic about participating in the proposed curriculum and the potential for innovative interdisciplinary clinical and teaching collaborations.

Standard 3. Curriculum

The proposed curriculum and program of study is designed to be flexible to address the unique academic and specialty goals of each student while insuring a strong foundation in the scientific basis for advanced clinical practices in speech-language pathology, academic and clinical leadership and administration, and evidenced-based practice. The intercampus proposal offers a wide variety of academic courses and clinical training opportunities for tailoring the students' programs of study based on the unique background, experiences, and learning goals of students and providing a range from basic bench science to interdisciplinary behavioral rehabilitative sciences or school-based opportunities.

The curriculum includes five main learner objectives: (1) the acquisition of individualized, advanced clinical expertise beyond the current master's level training model in speech-language pathology; (2) the acquisition of knowledge and skills in evidence-based, clinically-applied research methods, e.g., effectiveness research, single subject research designs, and performance improvement/program quality outcome studies; (3) the development of clinical educator and supervisory skills; (4) the development of leadership, management, and administrative skills; and (5) the acquisition of knowledge of public policies and current service delivery models. All students are expected to complete core course work related to skills in evidence-based research and the completion of a capstone research project. The plan of study for each student is individualized, and although focused on advanced clinical practice and knowledge required for work in clinical settings, the curriculum is analogous to the course of study associated with the research doctoral degree. The student will be assigned a major advisor professor, and the program of study will be overseen by a doctoral committee. The coursework and specialty clinical training experiences for the students are tailored to the individual. The range of combined specialties as well as the interdisciplinary and interprofessional learning opportunities already available the Medical Center and Lawrence campus, provide a unique opportunity for individualized plans of study that only a few universities in the country are positioned to offer. Each student will have tailored primary and secondary focus content areas. Potential specialty tracks discussed during the review included voice and craniofacial anomalies, autism, adult learning, language and literacy, and neurogenic cognitive and language disorders. Additionally, there are two courses in evidence-based practice that are taken by all students in the program, and a clinical research capstone requirement. The customized curriculum to meet the needs and interests of each doctoral student suggest the Kansas model is likely to serve as the model for future SLPD programs across the country.

Strengths. The greatest strength of the program is the individualized plans of study focused in the student's clinical specialty and professional development interests, modeled on the research PhD model, with a "major professor" and faculty doctoral committee overseeing student progress.

Concerns/Questions. Although the customization of the program is one of its strongest features, these reviewers note the individualized plans of study might also present a significant challenge to maintaining consistent quality within and between cohorts of graduates. There is a need to ensure that all graduates meet a common set of competencies or standards to ensure consistent academic fidelity across graduates. These competencies should be identified and addressed in each student's program of study,

which should be developed and approved either early in the first semester of study or perhaps even prior to beginning the program. The competencies should be reflected both in formative and summative assessments of the students and the program in general. That is, assessments should include more than exams associated with specific courses or papers associated with independent studies. Rather, knowledge and skills that reflect the elements of the learner objectives, such as advanced practice and leadership, inherent to this program must be evidenced along the student's course of study. It may be helpful for faculty to consider what the outcome data would look like if they determined the program was not working optimally and then make sure their assessment system would help them catch this early. The reviewers encourage the faculty to decide how to address access of the program, both for the two current part-time faculty who are applying to enroll as the first cohort, as well as future students. There are other questions to consider. For example, what happens if a student cannot do 10-13 hours per semester? Is there a minimum level of expected enrollment and a maximum allowable duration? If students do matriculate through the program at different paces, will there be an undesired effect on cohesiveness? During the review, it sounded like the students would go through the two evidence-based practice courses as a cohort. How would this work if different students were advancing at different paces?

The oversight faculty also are encouraged to decide how to address access of the program and curriculum, both for the two current part-time faculty who will become the first students as well as future students. What aspects of the curriculum might be available via distance learning? It was noted that many of the other potential cognate areas (e.g., nursing) already offer distance courses. It is possible that the two core courses in EBP ultimately will need to be offered via distance learning, particularly to make the program feasible for future students who are not in the KC area. The program will need to develop policies and procedures regarding the potential transfer of advanced graduate coursework taken at other universities. This is particularly important for students who come from regions far away from the KC area (e.g., Ft. Hayes).

Standard 4. Academic Support and Resources

The availability of exceptional academic support and resources is another major strength of the proposed program. State-of-the-art clinics in neurodevelopment, craniofacial anomalies, cleft palate, autism, acute care, and numerous other areas are available. These clinics provide both teaching and research labs for ongoing research in assessment and intervention. There are schools in both the Kansas City metro area and in Lawrence that offer numerous opportunities for clinical work and applied research.

During the review, the reviewers met with two of the directors within the Center for Child Health and Development. Both were quite very supportive of the proposed SLPD program and mentioned possible special training slots for students enrolled in the program. All of the administrators interviewed during this site review were positive and supportive of the proposed program. The Senior Vice Chancellor and Dean of Allied Health Programs noted that KUMC has had years of experience in developing successful clinical doctoral programs across several health related disciplines, both at the entry and post-professional level. She expressed confidence that there would be sufficient resources for the program now and in the future, also indicating that any necessary increases in faculty lines would be provided.

The chairs of the academic departments on both campuses assured the reviewers there is currently sufficient faculty to support the proposed program. They indicated some faculty will participate to a

greater extent than others and comparing this SLPD model to that of a PhD program, in that, depending upon the student's interests and learning objectives, the faculty members with the appropriate skills, expertise, and capacity will take responsibility for advising individual SLPD students through their plans of study and capstone projects, just as faculty members do for their PhD students.

Strengths. Given that this new degree program will be housed in an existing and well-established academic department, the quality of which has been documented, there is sufficient faculty quality and quality of academic support extant in the program. As individual students enroll, their specific interests and needs will warrant specialized support. Should the enrollment numbers expand substantially, it may become necessary to appoint or hire a committed director of the SLPD program. The department chairs in the intercampus program, the dean, and all other affiliated administrators expressed their commitment to ensuring the program's continued support and success, including any future need for additional faculty or other personnel resources.

Standard 5. Facilities and Equipment

The proposal does not include a request for additional facilities or equipment resources during the first two years of the degree program. Should any need for support personnel, equipment, or other resources become evident, those requests will be submitted to the appropriate co-chair of the Intercampus Program in Communication Disorders for consideration and disposition.

Addendum: List of Interviewees and Titles/Affiliations

John A. Ferraro, Ph.D. Doughty-Kemp Professor and Chair, Hearing and Speech Department, KUMC
(SLPD committee member)

Jean Redeker, Senior Director for Academic Affairs, Kansas Board of Regents

Debby Daniels, Ph.D., Clinical Associate Professor and Clinic Director, Department of Hearing and Speech, KUMC (SLPD committee member)

Susan T. Jackson, Ph.D., Associate Professor, Department of Hearing and Speech, KUMC (SLPD committee member)

Jeffrey P. Searl, Ph.D., Associate Professor, Department of Hearing and Speech, KUMC (SLPD committee member)

Candy Fuller, M.A. CCC-SLP, Speech-Language Pathologist, KUMC Hospital Rehabilitation

Matt Reese, Ph.D., Associate Professor and Director, Center for Child Health and Development

Louann Rinner, MEd, OTR/L, Coordinator Occupational Therapist Training Program, Director, Leadership Education in Neurodevelopmental Disabilities Interdisciplinary Training Program, Center for Child Health and Development

Brian Andrews, M.D., Director, Cleft and Craniofacial Surgery, Departments of Plastic Surgery and Otolaryngology

Robert Klein, Ph.D., Vice Chancellor for Academic Affairs and Dean of Graduate Studies

Allen Rawitch, Ph.D., Former Vice Chancellor for Academic Affairs and Dean of Graduate Studies

Holly Storkel, Ph.D., Professor and Chair, Department of Speech-Language-Hearing and Disorders (SLPD Committee member)

Jayne Brandel, Ph.D., Chair, Department of Speech-Language Pathology and Audiology, Ft. Hays State University

Karen L. Miller, RN, Ph.D., Professor and Dean, School of Nursing and School of Health Professions; Senior Vice Chancellor, for Academic and Student Affairs

Peggy Waggoner, M.A. CCC-SLP, Clinical Instructor, Hearing and Speech Department, KUMC
Lindsey Heidrick, M.A. CCC-SLP, Clinical Instructor, Hearing and Speech Department, KUMC
Janelle Stevens, M.A., CCC-SLP, Staff Speech-Language Pathologist, Children's Mercy Hospital, Kansas City, KS

KUMC Response to Site Visit Report ADDENDUM TO SLPD PROPOSAL

This addendum addresses the relatively few concerns expressed in the site visit report regarding the University of Kansas Intercampus Program's proposal to offer a post-Master's, Doctor of Speech-Language Pathology (SLPD) degree. These concerns focused primarily on two general areas:

- 1) Maintaining quality consistency of the curriculum between and within cohorts, and delineating appropriate outcome measures to assure this quality/consistency; and
- 2) Issues related to course access for part-time and distance-education students.

1. Maintaining quality consistency of the curriculum between and within cohorts, and delineating appropriate outcome measures to assure this consistency.

The KU IPCD has developed a Program Assessment Plan and Report Template for all of its current graduate degree programs (MA and PhD In Speech-Language Pathology, AuD and PhD in Audiology). These quality assessment/outcome rubrics have served as a model for other programs not only within the University of Kansas, but for other universities across the country as well. They also were the basis for the Department Award for Exceptional Teaching and Learning, which was presented to the KU IPCD in 2008 by the KU Center for Teaching Excellence.

While not included in our original proposal, the program assessment plan and report templates designed for our current graduate degree programs have been modified to apply to our proposed SLPD degree. The modified version is attached to this addendum.

2. Issues related to course access for part-time and distance-education students.

The second concern of the reviewers related primarily to program access for students who may be unable to take more than a minimal number of hours in any given semester, or are unable to attend classes at the KUMC or Lawrence campuses (e.g., students who live in other parts of the state). The KU IPCD offers multiple options to address these concerns, some that we can implement immediately and others that are in the stage of being developed. These options include the following:

1. Options for access that can be utilized immediately:
 - a. Camtasia, other archiving options
 - i. All KUMC/KU course lectures will be recorded using Camtasia, a web-based podcasting system. Links to these lectures will be available to all students enrolled in these courses (including those at remote sites) and also archived for use at any time in the future. These recordings could serve as the basis (or possibly the full course) for coursework on an SLPD student plan of study.
 - ii. Even for new courses/independent studies – faculty could utilize Camtasia to record new lectures specific to independent study for a given student. Assuming that students might come into the program in a few areas of concentration

there ultimately would be an ever-growing library of archived courses that could be utilized for future SLPD students.

b. Adobe Connect/Skype/Face Time

- i. We have utilized these real-time avenues to allow current students doing field study at remote sites to participate in our Professional Seminar courses. This technology can also be used for a variety of courses offered to off-campus SLPD students.
- ii. The above real-time options also can be used for off-campus SLPD students conducting independent studies with faculty mentors. Adobe Connect in particular allows not only audio/video connection but also desktop sharing (i.e., articles, power point shows, etc.). As with Camtasia, these sessions can be recorded and archived – adding to the library of courses available to both current and future SLPD students.

c. On-Line courses currently available

Several units within the KUMC and the School of Nursing in particular, offer a variety of on-line courses that may be suitable to the program of study for SLPD students.

2. Options under development/consideration:

- a. Faculty has begun the process of converting certain courses to web-based/on-line formats (completely or partially). As referenced by the reviewers, our Evidence Based Practice seminar A will eventually be converted into at least a partially web-based course since it is required for all SLPD students.
- b. The faculty will engage in creative scheduling options for face-to-face and/or concentrated synchronous distance courses. These options may include:
 - i. Half-day courses or full day courses that meet less frequently during a semester – how often and how long depends on credit hour enrollment(E.g. , monthly/twice monthly meetings; Friday half/full day). It's possible that students might have to take vacation days from work to meet some of the course requirements, and also engage in readings and other activities leading up to the face-to-face meetings.
 - ii. Saturday courses
 - iii. Summertime or between semester concentrated coursework – multiple days, weeks. E.g., some courses could be offered in a concentrated time period for several hours/day versus the traditional hourly lectures spread over two-three days/week. An intensified schedule also could be offered over multiple days during the holiday break, and/or between spring-summer or summer-fall semesters. It is important to note that the KUMC faculty members in particular are all on twelve month appointments, and continue to work during semester breaks.

Program Assessment Plan and Report Template for the KU Intercampus Program in Communicative Disorders

Program: SLPD

Degree: Doctoral

Student Learning Outcomes for Majors (Student learning outcomes are what students are expected to know and be able to do when they graduate. Questions like "What should students know? What should they be able to do? How should students do so?" help define program learning outcomes.)

Majors in the SLPD in Speech-Language Pathology program will be able to

1. Demonstrate in depth knowledge of theory and prior research within the student's primary and secondary areas of concentration
2. Demonstrate acceptable knowledge of evidence-based practice.
3. Competently and ethically complete original applied research project
4. Effectively communicate to a variety of audiences about issues in the field.

CLAS	Intercampus Program in Communicative Disorders Applied Research Project Summative Rubric				
Components	Outstanding - 4	Very Good - 3	Acceptable - 2	Unacceptable - 1	Learner Outcome
Introduction/ Statement of the Problem	Exceptional writing/organization Comprehensive understanding of problem Compelling rationale Strongly articulated, significant question(s)	Very well written/organized Presents very good understanding of problem Persuasive, convincing case Well-articulated, interesting and important question(s)	Adequately written/organized Presents adequate understanding of problem Adequate rationale for studying the problem. Adequately articulated, important question(s)	Poorly written/organized Presents lack of understanding of the problem Insufficient knowledge to generate adequate rationale Poorly articulated and unimportant questions.	Outcome 3 Original Research; Outcome 4 Communication
Grounding in the Literature	Formidable summary of current, relevant literature Thoughtful, critical analysis and synthesis of literature	Comprehensive summary of the relevant literature Critical analysis and synthesis of literature	Summary of current, relevant literature Analysis and synthesis of literature	Fails to cite relevant articles Misinterprets the literature Lacks critical analysis and synthesis.	Outcome 1 Knowledge;
Methodology/ Approach	Exceptional writing/organization Superior level of ability in all aspects of design to yield a valid and reliable result.	Very well written/organized Highly developed level of competence in all aspects of design to yield a valid and reliable result	Adequately written/organized Basic level of competence in all aspects of design to yield a valid and reliable result.	Poorly written/organized, Chooses incorrect tools or methodology. Lack sufficient controls to yield valid and reliable results.	Outcome 2 Research Methods; Outcome 4 Communication
Results/ Analysis	Exceptional writing/organization Well executed, thorough Excellent understanding of statistical methods	Very well written/organized Well executed, thorough Very good understanding of statistical methods	Adequately written/organized Well executed, thorough Shows good understanding of statistical methods	Poorly written/organized, Incomplete, poorly executed Shows poor understanding of statistical methods	Outcome 2 Research Methods; Outcome 4 Communication
Discussion/ Conclusion	Exceptional writing/organization Integrates previous research Conclusions are supported by the evidence Indicates future research & limitations of the study	Very well written/organized Integrates previous research Conclusions are supported by the evidence Indicates where future research might improve upon what was done	Adequately written/organized Well synthesized Conclusions are supported by the evidence Indicates where future research might improve upon what was done	Poorly written/organized, Insufficient discussion of results and/or misinterprets the findings.	Outcome 1 Knowledge; Outcome 4 Communication
Overall	Beautifully written/organized Innovative, Significant	Very well written/organized Solid, Important	Adequately written/organized Competent execution	Poorly written/organized, Lacks basic components	Outcome 3 Original Research; Outcome 4 Communication

SLPD Mid-Program Formative Review

Student:
Chairperson/Advisor:
Other Members of SLPD Advisory Committee:
Semesters Enrolled in to Date:
Planned Last Semester of Required Coursework:
Planned Applied Research Project Defense Semester:
Requested/Planned Funding for Next Academic Year:

Instructions. Only include items below that are relevant to you. You may delete any irrelevant items.

Coursework & Exams

List coursework completed.

Course #	Course Title	Semester	Grade

List in progress coursework for the current semester.

Course #	Course Title	Semester	Hours

Provide a copy of an updated plan of study. Any requested changes to the plan of study since initially approved should be described below and **highlighted on the plan of study with red font.**

Describe the progress you have made since enrollment in the program.

Scholarship/Leadership

Briefly describe the scholarship and leadership activities you participated to date. Your description should include your mentor for the activities, the purpose of the activity, the tasks you have completed thus far, the tasks that are planned for the coming year, and the skills you are acquiring through this participation. Examples of scholarship and leadership activities include presentations, consultations, publications, dissemination, and clinical and/or didactic teaching.

Submit this report, an updated plan of study, your updated CV, and any supporting materials (e.g., summary of student evaluations of teaching) to the members of your SLPD Advisory Committee.

Request Approval for an Honors Baccalaureate (CIP 30.9999) FIRST READING - WSU**Summary**

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval of an Honors Baccalaureate. The proposing academic unit has responded to all of the requirements of the program approval process. No public universities offer an Honors Baccalaureate.

Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification CIP	Honors Baccalaureate 30.9999
2. Academic Unit	Honors College
3. Program Description	The Honors Baccalaureate (H.B.) degree will attract high-achieving students preparing for a career in an emerging field or preparing for entry into a graduate degree program such as management, law, or medicine. H.B. students will design an interdisciplinary course of study that will help them prepare for and create new disciplines and new jobs. H.B. students will develop an innovative yet structured course of study in at least two academic colleges. They will receive a strong grounding in humanist and scientific inquiry along with challenging professional, technical, leadership, and/or community-building experience.
4. Demand/Need for the Program	<p>Of current and prospective WSU Honors students surveyed, 55% indicated interest in pursuing the H.B. degree (N=87). Of those surveyed who indicated interest in the H.B. degree, 46% indicated that they plan to attend graduate school, 42% indicated that they would begin working immediately after graduation, and 8% percent indicated that they plan to start their own business.</p> <p>While the majority of students indicate an interest in pursuing graduate study, H.B. graduates who desire to enter the workforce directly will possess in-demand skills. A recent survey of employers indicates they desire graduates who are broadly educated. Over 90% of the employers surveyed said that critical thinking skills, complex problem-solving skills, and the ability to clearly communicate were more important than a person's undergraduate major. Employers also prioritized innovation, intercultural skills, integrity and the ability to continually learn as skills they look for in recent graduates. The academic objectives of the H.B. degree address all of these skills.</p>
5. Comparative/ Locational Advantage	Among the six state universities, none offers an undergraduate degree at the Honors level. WSU is uniquely positioned to offer students rigorous academic preparation in the liberal arts

	and sciences with real-world problem-solving experience because of its location in Kansas's largest city, near large employers, its large percentage of professional students and its new Honors College. Oklahoma State University is the only institution in the region that offers a similar degree.
6. Curriculum	The H.B. curriculum consists of 120 hours with a 63 hour major. Students are required to engage in discipline-specific analysis as well as demonstrate understanding of cross-disciplinary approaches and real-world applications. Students also complete an Honors Thesis which challenges them to integrate knowledge they have gained from multiple disciplines in an intensive, independent research paper or creative project.
7. Faculty Profile	Faculty drawn from departments and colleges across the university will coordinate the Honors seminars and interdisciplinary tracks that are the foundation of the H.B.
8. Student Profile	The degree will attract high performing undergraduate students. To be accepted into the Honors College, students with fewer than 24 college credit hours must have a minimum high school GPA of 3.700, or a composite ACT score of 27 (SAT 1220). Students with 24 or more college credit hours must have a minimum GPA from college credit hours of 3.500, or a composite ACT score of 27 (SAT 1220). Once accepted into Honors, students must maintain a minimum cumulative GPA of 3.250.
9. Academic Support	<p>The H.B. degree will be housed within the Honors College and will require additional advising within the Honors College. The Advisor will support the Dean and faculty coordinators by working with students to create degree plans; serving as a liaison to other college advising offices; coordinating service-learning, study abroad and other experience-based learning opportunities; and coordinating applications for national fellowships and scholarships such as Fulbright, Marshall, Truman, and Rhodes.</p> <p>The academic support model at WSU is extensive and includes support from the Office of Student Success, Multicultural Mentoring Program, Counseling and Testing Center, Disability Support Services, One Stop Student Services, University Libraries, Career Services, Office of Cooperative Education and Work-Based Learning and many other offices.</p>
10. Facilities and Equipment	Honors will be housed within the new WSU residence hall. A student lounge, study room, student computers and printing station, administrative offices, conference room and seminar room will be located in the Honors College within the residence hall. No additional space or equipment (other than routine enhancement and replacement) will be required.

11. Program Review, Assessment, Accreditation	The program will be reviewed according to KBOR program review requirements. Assessment of student learning outcomes will be measured along such measures as graduation rates, graduate exit surveys, participation in research forums, experience-learning based evaluations, thesis/capstone evaluations, and number of undergraduate research grants awarded. While specialized accreditation is not available for Honors, the National Collegiate Honors Council offers external evaluation of Honors programs and colleges.
12. Costs, Financing	Funding for current instructors is adequately covered through existing allocations in Honors. Additional funds in the amount of \$18,000 will be needed to cover faculty fellows and \$48,000 for an Honors Advisor (1.0). The funding will come from a mix of new funding provided by the President for the advisor/staff and an internal reallocation from the Vice President for Academic Affairs for the faculty fellows program.

Wichita State University
Honors College
HONORS BACCALAUREATE (PROPOSED)±
CURRICULUM OUTLINE AND ACADEMIC CHECKSHEET

General Education Course Requirements

[Tier 1] Foundation Courses (12 hours – required C- or better)	Grade/Hrs
ENGL 101 English Composition I (3)	_____
ENGL 102 English Composition II (3)*	_____
COMM 111 Public Speaking (3)*	_____
MATH 111 College Algebra (3)**	_____
[Tier 2] Introductory Courses (21 hours)	
Fine Arts (3 hours) HNRS 104 or HNRS 150 recommended (Intro Course) _____	_____
Humanities (6 hours) HNRS 105 or HNRS 151 recommended (Intro Course) _____ (Intro Course) _____	_____ _____
Social and Behavioral Sciences (6 hours) HNRS 106 or HNRS 152 recommended (Intro Course) _____ (Intro Course) _____	_____ _____
Mathematics & Natural Sciences (6 hours) HNRS 107 or HNRS 153 recommended (Intro Course) _____ (Intro Course) _____	_____ _____
[Tier 3] Advanced Further Study and Issues and Perspectives (9 hours)	
HNRS 304, 305, 306, 307; 404, 405, 406, and 407 recommended (Advanced Further Study/Issues) _____	_____
(Advanced Further Study/Issues) _____	_____
(Advanced Further Study/Issues) _____	_____
	(42 hrs)

University Honors Minor (24 hours)**

Courses that fulfill General Education requirements also may fulfill Minor requirements.

Emory Lindquist Honors Scholar Program (12 hours)

HNRS-prefix General Education Introductory course (3) _____	_____
HNRS 485: Honors Research and Creative Activity Seminar (3)	_____
HNRS-prefix or “H” suffix (department) courses (6)+ _____	_____ _____
+Science Scholars must take HNRS 310 Tutorial – Science (1)	_____
Recommended: HNRS 101 (1)	_____

± Pending approval by WSU and Kansas Board of Regents

* ENGL102H and COMM111H are offered regularly in fall and spring.

** MATH 111 or any course that requires MATH 111 or MATH 112 as a prerequisite. MATH 242H and 344H are offered regularly in fall, and MATH 243H is offered regularly in spring.

*** A student may petition for an exception to the Minor in University Honors curriculum. To request an exception, the student must meet with an Honors College Advisor or Honors College Dean. Each student’s plan of study form must be signed by the Honors College Dean.

Honors Track (12 hours)**Grade/Hrs****Leadership****Core Course (3 hours)**

HNRS 350 Survey of Leadership (new course)

Electives (select 6 hours)

ENGR 501H The Engineer as Leader

POLS 315H The Presidency

MGMT 462H Leading and Motivating

HMCD 308H Leadership in Self and Society

or PSY 413H Leadership in Self and Society

or HNRS 152F Leadership Challenge

Experience-Based Learning (3 hours)

HNRS 398 Honors Travel Seminar

or HNRS 481 Honors Co-operative Education

or HNRS 481 N Honors Internship: Center for Community Support and Research Team Internship

Major Courses (36 hours)

Complete at least 18 credits hours in each of two departmental majors/disciplines from at least two colleges or at least 12 credits hours in each of three departmental majors/disciplines from at least two colleges. 18 of the 36 credit hours must be upper-division. The selection of major courses must be approved by an advisor from the department and an Honors advisor or Dean.

Major 1: _____

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Major 2: _____

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Major 3 (if applicable) : _____

_____	_____	_____	_____
_____	_____	_____	_____

Thesis (3 hours) (required)

HNRS 410 Independent Study (3)

_____ (63 hrs)

Elective courses To fulfill the 120 credit hours required for an undergraduate degree at WSU, the H.B. student will complete elective courses selected with the help of the Honors College Advisor or Dean.

WSU Catalog – University Requirements for Graduation:

To be eligible for graduation from Wichita State University, students must have credit for a minimum of 120 acceptable credit hours toward their degree. Hours of credit earned toward a degree do not include courses with grades of F, W, AU, NCr, IP or I. To be eligible for graduation with an Honors College degree, students must maintain an overall grade point average of 3.25.

For Honors College and H.B. degree information, contact Honors 978-3375 or honors@wichita.edu.

IMPLEMENTATION YEAR FY 2015
Fiscal Summary for Proposed Academic Programs

Institution: Wichita State Proposed Program: Honors Baccalaureate

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:	5 (15 cr. hr./sem		15 (15 cr. hr./sem)		25 (15 cr. hr./sem)	
B. Total SCH taken by all students in program	75/semester		225/semester		375/semester	
Part II. Program Cost Projection –for implementation of Honors College including Honors Baccalaureate						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Fall, Implementation Year		Year 2		Year 3	
Costs:						
Salaries	267,765 (current 181,765)		12,000		12,000	
OOE	21,000		-		-	
Total	288,765		12,000		12,000	

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

The funding comes from a mix of new funding provided by the President for the advisor/staff and an internal reallocation from the Vice President for Academic Affairs for the faculty fellows program. Facilities and equipment are included in the budget for the new residence hall where the Honors College will be located.

* **Note:** Student Headcount and Student Credit Hours (SCH) listed here include only those students pursuing the full Honors Baccalaureate. The Honors Baccalaureate Student Headcount goal is 25 or 5% of full-time Honors College students by the Year 3. The Honors College aims to reach a Full-time Headcount of 500 by Year 3.

EMPORIA STATE
UNIVERSITY




OFFICE OF THE PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS

Campus Box 4045
1200 Commercial Street
Emporia, Kansas 66801-5087
620-341-5171
620-341-5686 fax
www.emporia.edu

March 26, 2014

TO: Gary Alexander

FROM: David P. Cordle 
Provost and Vice President for Academic Affairs

RE: Department of Mathematics, Computer Science, & Economics Name Change

The Department of Mathematics, Computer Science, and Economics at Emporia State University wishes to change their name to the Department of Mathematics and Economics. The Computer Science program has been moved from the department to the School of Business, so the current name no longer reflects the departmental offerings.

Please add this to the next COCAO agenda.

CHANGING LIVES SINCE 1863

An Equal Opportunity Employer

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

...

7 NEW ACADEMIC UNITS AND ACADEMIC PROGRAMS

...

c Approval of New Academic Program Proposals

...

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.