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

Conference Call  
June 3, 2014  
11:00 a.m.  
(Revised May 29, 2014)

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**Board Academic Affairs Standing Committee  
Minutes**

**Wednesday, May 14, 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, May 14, 2014.

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

Board Staff: Gary Alexander, Jean Redeker, Karla Wiscombe, Jacqueline Johnson, Blake Flanders, and Cynthia Farrier

Others Present: Sara Rosen, University of Kansas; April Mason, Kansas State University; and Rick Muma, Wichita State University

**Approve April 29, 2014 Minutes**

Regent Van Etten moved, and Regent Edwards seconded the motion, to approve the April 29, 2014 Board Academic Affairs Standing Committee Meeting minutes as written. Motion carried.

**Discussion Agenda**

**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 tomorrow and look at a list of courses to pare them down to a list of courses that will effectively transfer. They will also work on clarifying the reports from the Kansas Core Outcome Groups and its agenda to clarify their charge of articulating outcomes. The fall meeting will be September 12<sup>th</sup> at Johnson County Community College with a proposed timeline from 11:00 a.m. to 3:00 p.m.

Joey Linn will present the Quality Assurance Report to the Board in June.

**BAASC 13-04, Developmental Education Update – Gary Alexander**

The Developmental Education Group is in the final stages of preparing its report, which will be presented in June. It makes concrete proposals we hope will be considered by the campuses.

**Credit for Prior Learning – Gary Alexander**

The final version of the guidebook removed Appendix D. The content of Appendix D is included in the issue paper as a working guide. Gary Alexander thanked Blake Flanders, Zoe Thompson, Kathy Hund, and Karla Wiscombe for their work with the working group to develop the guidebook. It was noted

“Credit for Prior Learning” (CPL) will be the official title for this project. Academic Affairs, with assistance from Career and Technical Education staff, will work with the System Council of Chief Academic Officers and the Board Academic Affairs Standing Committee in coordinating and moving CPL forward.

A workshop is scheduled for May 30<sup>th</sup> in Wichita, conducted by staff of the Council on Adult and Experimental Education (CAEL). Most of the institutions are sending participants. Regent Moran plans to attend this conference.

Vice President Alexander noted the increased activity in such areas as transfer/articulation, Credit for Prior Learning, developmental education, reverse transfer and student success plans. He observed we are reaching the point where it is necessary to consider seriously the implications for staffing and funding as we maintain and further develop these and related initiatives.

BAASC asked that the CPL guidebook be distributed system-wide.

Regent Emert moved, and Regent Edwards seconded the motion, to recommend the Board direct institutions to review their CPL policies and practices, and continue to ensure students have ample opportunity to make use of CPL in a manner consistent with the institution’s staffing and resources. Motion carried.

Regent Van Etten moved, and Regent Edwards seconded the motion, to recommend that the Credit for Prior Learning (CPL) project be placed under the aegis of the Board Academic Affairs Standing Committee, with the Vice President for Academic Affairs being responsible for coordinating system CPL activities. Motion carried.

### **Student Success Plans**

Gary Alexander updated BAASC regarding the student success plans report. In 2012 the Legislature required individual student success plans for students admitted under the exception windows. Board policy directs institutions to regularly report to the vice president for academic affairs on their progress. All of the institutions have reported. The number of students admitted as exceptions remains low. Institutions have energetically undertaken this project.

### **Performance Funding**

Gary Alexander indicated the definition of new state funds needs to be updated in Performance Agreement: Funding Guidelines.

The proposed revisions: 1) incorporate the Board’s May 2013 determination that Tuition for Technical Education distributions (secondary students) meet the statutory definition of funds that are subject to performance funding; 2) add the Postsecondary Education Performance-Based Incentive Special Revenue Fund to the list of funds that are statutorily subject to performance funding; and 3) provide clarification.

### **Definition of New State Funds**

Pursuant to K.S.A. 74-3202d, each public postsecondary educational institution’s receipt of “new state funds” shall be contingent upon achieving compliance with its performance agreement, as determined by the Kansas Board of Regents. ~~Any~~ Except as otherwise specifically required by statute or appropriation proviso, only those funds that are designated appropriated by the Legislature for to a specific postsecondary educational institution or for a

specific purpose by using a separate line item shall be exempted from performance funding not to be considered “new state funds” for this purpose.

Accordingly, the Board has determined that the following line items are subject to performance: (1) State university and Washburn University operating grants ~~increases~~; (2) community college, technical college and Washburn Institute of Technology Postsecondary Tiered Technical State Aid and Non-Tiered Course Credit Hour Aid ~~increases~~; (3) eligible institutions’ Career Technical Education Capital Outlay Aid and Technology Grant Funding ~~increases~~; ~~and~~ (4) Tuition for Technical Education (secondary students); (5) Postsecondary Education Performance-Based Incentive Special Revenue Fund; ~~and~~ (6) any other state funding ~~increases~~ consistent with the statutes. ~~Apply to any~~ “new state funds” received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 76-771, will also be subject to performance.

Pursuant to K.S.A. 74-3202d, the Board of Regents will determine the amount of new state funds to be received by each institution, taking into account the institution’s level of compliance with its performance agreement and the funds available for distribution. For the purpose of this statute, “nNew state funds” will equal means the amounts of additional state funding each institution received appropriated for the fiscal year from a particular line item that is in excess of state funding that institution received appropriated for the previous fiscal year from that line item. The Board will determine the amount of new state funds each institution is eligible to receive for each line item if the institution is determined to be in full compliance with its performance agreement. If the Board determines that an institution is not in full compliance with its performance agreement, the Board may allocate to the institution none or a portion of the new state funds for which the institution would otherwise be eligible. Any portion not allocated to an institution in the fiscal year shall not be reallocated to any other institution. ~~Any~~ Except for those funds that never become a part of the institution’s base, any portion not allocated to an institution will be deemed to be part of the institution’s base budget for the purpose of determining the following fiscal year’s allocation. This provision precludes an institution from permanently losing multi-year state funding due to noncompliance with its performance agreement. The intended effect of this provision is that such loss of funds would be only for one fiscal year.

~~Pursuant to K.S.A. 74-3202d, any funds designated appropriated by the Legislature for to a specific institution for a specific purpose shall be exempted from these provisions related to performance funding.~~

BAASC, by consensus, endorses updating the definition of “new state funds” in the *Performance Agreement: Funding Guidelines* document as per the language above.

#### **Other Business**

There was no other business.

The meeting adjourned at 11:08 a.m.

## Act on Request for Additional Degree Granting Authority for Ashford University

### Staff Recommendation

*Ashford University requests approval for additional degree granting authority. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms, extended studies and campuses, the institution demonstrates it meets and maintains compliance with all of the statutorily imposed requirements. Staff recommends approval for additional degree granting authority.*

*June 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:

#### Ashford University

Ashford University was approved to operate as a school by the Kansas Board of Regents in November 2009. The school was founded in 1918 as Mount St. Clare College by the Sisters of St. Francis in Clinton, IA, as a junior college for women. In 1967, the college became coeducational. Baccalaureate degree programs began in 1979 and graduate degrees in 2003, coinciding with the name change to the Franciscan University. In 2005, the university was acquired by Bridgepoint Education and renamed Ashford University. Today, Ashford University offers associate, bachelor and master programs at its Clinton, IA campus and online. The program request will be offered online.

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 16% of entering students at Ashford University were counted as “full-time, first-time” in 2012, and a graduation rate of 21% for students who began their studies in fall 2006. The reported cohort default rate for fiscal year 2010 was 16.3%.

Ashford 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 approval.

**Degrees Requested by Ashford University for Approval:**

- Bachelor of Science in Health Information Management

## Act on Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges for Wichita Area Technical College and Neosho County Community College

### Summary and Staff Recommendation

*Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received requests from Wichita Area Technical College to offer an associate of applied science and a technical certificate in Predictive NDT Technologies and a request from Neosho County Community College to offer an associate of applied science and a technical certificate in Heating, Ventilation and Air Conditioning. The programs submitted addressed all criteria requested and were subject to the 14 day comment period required by policy. The programs were reviewed and discussed by the Technical Education Program/ Curriculum Committee and are recommended for approval.*

*06/18-19/2014*

### 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

**Wichita Area Technical College** requests approval for the following program:

- Predictive NDT Technologies (41.0299)—AAS degree/65 credit hours, Certificate C/47 credit hours

The proposed Predictive NDT Technologies associate of applied science degree is designed as a four-semester program focused on preparing individuals to apply non-destructive technology methods to assess current condition of rotating or stationary industrial equipment and predict its lifespan by assigning failure levels to operating equipment. Generally accepted predictive technologies include: vibration analysis, lubricating fluid analysis, thermography, acoustic emission testing and electric motor circuit analysis. Curriculum within the proposed program adheres to the standards established of the American Society of Nondestructive Testing.

During fall 2013, WATC conducted surveys to determine potential student interest and employer need regarding the proposed Predictive NDT Technologies program. Over half of the 91 students responding to the survey indicated an interest in one or more of the technology specialties. An electronic survey was sent to current or potential employers to gauge interest in the proposed program. Eight employers responded to the survey and indicated current and/or future needs for predictive maintenance technicians, industrial thermographers, vibration analysts and machine lubrication analysts. These businesses also indicated within the next three years plans to hire 30+ positions for these occupations with salaries ranging from \$18 to \$33.65 per hour. Those wages correspond with the *Kansas 10 Year Job Outlook*, which reports an average wage of \$47,400 a year in Wichita. For the purposes of reviewing labor data the proposed program is related to the industrial machinery mechanic occupation. The Bureau of Labor Statistics, Office of Occupational Statistic and Employment Projections, states employment for this occupational sector is expected to increase 22% across all industries through 2020. The Kansas Department of Labor projections indicate a change of 21% (730 new, 670 replacement jobs) statewide with an average hourly wage of \$20.54 and average annual wage of \$42,720.

Letters from local business and industry include support for the program by providing assistance in developing and customizing curriculum; sending current employees for training; sharing components, samples and case histories for study; hiring of program graduates, providing guest lecturers; and maintaining a strong presence on the program advisory.

Both Cowley Community College and WATC have existing Nondestructive Evaluation or Nondestructive Testing programs (CIP 41.0204) primarily focused on quality inspection. The content emphasis and outcomes for the proposed Predictive NDT Technologies program (CIP 41.0299) are designed to building a knowledge base for predictive maintenance techniques and serve as an expansion to WATC's current program. Each of the various predictive technologies areas in the program have applications in the aircraft manufacturing industry as well as widespread application in all industries in Kansas such as refining oil and gas; seed oil, food, and feed processing; chemical manufacturing; pharmaceuticals; mining; transportation; and power generation.

Testing equipment for the new program is in place at the National Center for Aviation Training (NCAT) and includes a fully functional oil lab, vibration analysis data collectors and analyzers with balancing software, an acoustic emission system, airborne ultrasound detectors, infrared thermography cameras, and motor circuit analysis equipment. The college's current contract with the National Institute for Aviation (NIAR) for faculty in the existing NDT program will be extended to the new program at the same rate for an anticipated implementation cost of \$59,000 to be supported by the college's general fund. No additional faculty will be added at this time. There will be no other instructional or equipment costs for the first year.

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

### **Recommendation**

The new program request submitted by Wichita Area Technical College for a technical certificate and an AAS degree in Predictive NDT Technologies was reviewed and discussed by the Technical Education Authority and is recommended for approval.



**Neosho County Community College** requests approval for the following program:

- Heating, Ventilation and Air Conditioning (47.0201)—AAS degree/64 credit hours, Technical Certificate/36 credit hours

The proposed program, prepares students to assume an entry-level position as an HVAC Technician. The program utilizes curriculum developed by the National Center for Construction Education and Research (NCCER) and Neosho County Community College is a certified NCCER training facility. Students completing the first two semesters will attain NCCER Introduction to Craft Skills and HVAC Level 1 and Level 2 certifications. Students completing the final two semesters will attain HVAC Level 3 and Level 4 certifications.

The Eastern Kansas Rural Technology Center opened in Garnett, KS, in the fall of 2013. High school students from multiple districts within NCCC's northern service area are transported to the center to participate in the welding program provided by the college. Local school districts responded to a needs assessment survey to identify additional program areas for delivery at the Center; the most in-demand program identified was an HVAC program. School officials from Ottawa, Wellsville, Osawatimie, Garnett, Central Heights, West Franklin and Baldwin City estimated 20 potential students could be transported to the Center to participate in an HVAC training program during the fall of 2014 with enrollment increases expected once the program is fully operational.

The Kansas Department of Labor, Labor Market Information Services, predicts statewide employment in the field will increase by 21.7% by 2020. A total of 1,143 (630 new jobs, 315 replacement jobs) trained employees will be needed by 2020 to fill job vacancies throughout the state. The statewide average annual wage for this occupational area is \$43,430, median wage is \$40,810. The 2013 Wage Survey indicates entry-level wages of \$13.89 (or \$28,880 annual wage).

Pledges of support for the program from five different local businesses include: donations of tools, equipment, and supplies; student internships; providing learning resources such as DVD's and print materials; assisting with instruction; providing tours; serving as guest speakers; and service on the program advisory committee.

Currently, eleven institutions in the state offer Heating, Air Conditioning and Refrigeration Maintenance programs utilizing CIP code 47.0201: Fort Scott Community College, Highland Community College, Johnson County Community College, Kansas City Kansas Community College, Manhattan Area Technical College, North Central Kansas Technical College, Northwest Kansas Technical College, Salina Area Technical College, Seward County Community College/Area Technical School, Washburn Institute of Technology, and Wichita Area Technical College.

The rationale presented by the college for not pursuing collaboration included the following:

- NCCC was approached by the school districts involved in the Eastern Kansas Rural Technology Center (located in Garnett) to provide HVAC training to high school students from the various districts
- NCCC currently provides a welding program at the Center to high school students from the same school districts and students are already bussed to the Center
- USD 365 is providing the building to house the Center at no charge to NCCC
- Local businesses are available to provide internships to students and other support for an HVAC program provided by NCCC in their geographic area
- Strong partner school district support
- Foundation, grant and donation opportunities

- The closest existing programs to Garnett are Johnson County Community college (60 miles away) and Washburn Institute of Technology (83 miles from Garnett)

The college estimates the initial start-up cost for the program is approximately \$168,897: \$49,000 for salaries; \$10,100 for supplies, travel, and student consumables; and \$109,797 for equipment, tools and lab and classroom preparation.

Funding sources to support the program include:

- \* \$122,000 Foundation and matching funding (\$100,000 foundation: \$12,000 Business/Industry and \$10,000 institutional funding as match)
- \* \$110,592 Estimated SB 155 Tuition for Technical Education Funding
- \* \$ 8,000 Business/Industry donations

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

### **Recommendation**

The new program request submitted by Neosho County Community College for a technical certificate and an AAS degree in Heating, Ventilation and Air Conditioning was reviewed and discussed by the Technical Education Authority and is recommended for approval.

## Request Approval for an Honors Baccalaureate – 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. 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 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**

<b>[Tier 1] Foundation Courses (12 hours – required C- or better)</b>		<b>Grade/Hrs</b>
ENGL 101	English Composition I (3)	_____
ENGL 102	English Composition II (3)*	_____
COMM 111	Public Speaking (3)*	_____
MATH 111	College Algebra (3)**	_____
<b>[Tier 2] Introductory Courses (21 hours)</b>		
<b>Fine Arts (3 hours)</b> HNRS 104 or HNRS 150 recommended (Intro Course) _____		_____
<b>Humanities (6 hours)</b> HNRS 105 or HNRS 151 recommended (Intro Course) _____ (Intro Course) _____		_____ _____
<b>Social and Behavioral Sciences (6 hours)</b> HNRS 106 or HNRS 152 recommended (Intro Course) _____ (Intro Course) _____		_____ _____
<b>Mathematics &amp; Natural Sciences (6 hours)</b> HNRS 107 or HNRS 153 recommended (Intro Course) _____ (Intro Course) _____		_____ _____
<b>[Tier 3] Advanced Further Study and Issues and Perspectives (9 hours)</b> 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](mailto: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.



## Request Approval for a Bachelor of Art and a Bachelor of General Studies in Human Sexuality – 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 Bachelor of Art and Bachelor of General Studies in Human Sexuality. The proposing academic unit has responded to all of the requirements of the program approval process. No institution offers a degree program in this area. Staff concurs with the Council of Presidents and Council of Chief Academic Officers in recommending approval.*

### Background

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Human Sexuality major for the B.A. and B.G.S. degree programs CIP 05.0207
2. Academic Unit	Department of Women, Gender, and Sexuality Studies (WGSS); College of Liberal Arts and Sciences
3. Program Description	<p>The purpose of this major is to educate students in interdisciplinary scholarship related to human sexuality. This new undergraduate program will train interdisciplinary scholars to use gender and sexuality as analytic concepts for understanding human behavior, society, history, literature, and the arts in a global, international, and cross-cultural environment.</p> <p>As a <u>budget-neutral major</u> that easily pairs with various minors in other units, or as a co- or double major, the Human Sexuality major would supplement existing programs in the Humanities and Social Sciences and takes advantage of faculty expertise, courses, programs, and research projects across a broad spectrum of departments and units. Human sexuality is a burgeoning area of research and scholarship and KU has numerous courses related to sexuality, distributed across at least 18 academic units (AAAS, ABSC, AMS, ANTH, CLSX, COMS, EALC, ENGL, HIST, HSES, HWC, PHIL, POLS, PSYC, REL, SOC, SW, and WGSS).</p>
4. Demand/Need for the Program	<p>In February 2012, WGSS surveyed students in two KU courses: an introductory course (WGSS 201, Women's Studies: An Interdisciplinary Introduction, and PSYC/WGSS 689, Conceptual Issues in Human Sexuality). The survey was administered anonymously and asked about students' interest in majoring in human sexuality. The quantitative data and comments given suggested a strong interest in a human sexuality major.</p> <p>The career paths for undergraduate human sexuality majors are abundant. Possessing knowledge and expertise in diversity is a</p>

	<p>sought after skill in most jobs and careers. Cultural competency is becoming a new expected norm in non-profit service organizations and corporate culture as the lines between local and global boundaries continue to blur in private industry. Human sexuality majors will be equipped to pursue careers in policy, advocacy or legislative positions dealing with sexuality issues ranging from gender discrimination to reproductive health to LGBT issues. Careers in the field of sexual &amp; reproductive health (i.e., maternal and reproductive health; family planning; and teenage pregnancy and disease prevention); family &amp; youth health/services; sexual &amp; domestic violence prevention; community/social justice advocacy; and work with law enforcement in the areas of sex crimes and human trafficking are also open to those that major in human sexuality. Dozens of organizations located in Kansas work in these fields alone with many more organizations located throughout the United States.</p> <p>Additionally, in highly competitive entry level corporate and sales positions, prospective employees that are culturally-competent often have a competitive edge over others seeking the same positions. For example, Out for Work, which is a Washington, D.C. based organization, sponsors an annual career conference for college students. Corporations and non-profit organizations attend the conference to actively recruit future employees who are knowledgeable and experienced with LGBT issues. Corporate sponsors include Lockheed Martin, IBM, Marriott, Boeing, Prudential, Walgreens, and American Airlines to name just a few.</p>
5. Comparative/ Locational Advantage	<p>No other universities in Kansas or the neighboring states of the Heartland offer a major in human sexuality. Regional universities that offer a major in sexuality studies are just two: the University of Chicago ("Gender and Sexuality") and Ohio State University ("Sexuality Studies").</p> <p>Other colleges and universities in the US and Canada, however, offer similar undergraduate majors: San Diego State University, Hobart and William Smith Colleges, the University of Toronto, and York University offer majors in Sexuality Studies or in Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies. Other universities, such as Yale University and the University of Cincinnati, offer majors in Women, Gender and Sexuality Studies with a concentration, track, or specialization in Sexuality Studies or LGBT Studies. Others, such as Brown University, Miami University of Ohio, Rice University, and Wesleyan University, offer more generic majors in Gender and Sexuality Studies.</p> <p>Because KU is the only university in Kansas that has a significant number of courses devoted to the study of sexuality, KU is an ideal institution for a Human Sexuality major in the state.</p> <p>Furthermore, KU is well positioned to offer the degree because</p>

	<p>WGSS fosters an interdisciplinary research and educational agenda, with slavery and human trafficking being recent areas of study. The global, national, and regional initiative to combat contemporary slavery and human trafficking is one of the fastest growing global human rights movements, bringing together practitioners, academics, and civic leaders to find innovative strategies to identify trafficking patterns, to prevent the social inequality that fosters enslavement, and to build stronger communities.</p> <p>KU recently partnered with the Office of Governor Sam Brownback, the FBI office in Kansas City, the US Attorney for Kansas, the US Attorney for Missouri, the Anti-trafficking Coalition for Missouri and Kansas, hospitals, police stations, and the national guard and held a conference to determine the state of scholarly research in the field and to identify potential long term educational and research programs. KU is ideally positioned to develop multiple educational and research programs on this issue, given its strengths in immigration, inequality, international studies, peace and conflict studies, and gender studies. A degree in Human Sexuality would support this educational and research agenda.</p>
6. Curriculum	<p>To complete the major, students are required to complete 30 structured credit hours according to the following plan:</p> <ul style="list-style-type: none"> <li>• 1 introductory course (either HSES 489, SW 303, or PSYC 502);</li> <li>• 4 core courses in human sexuality in both the Social Sciences and the Humanities (or in an interdisciplinary program) -- at least one course from each area;</li> <li>• 1 methods course, designed to teach students the principles of research;</li> <li>• 2 more courses in either the Humanities or Social Sciences, designed to allow the student to explore an area of human sexuality in depth; and</li> <li>• 1 elective course in human sexuality of the student's choice, designed to allow the student to explore the subject in greater depth or breadth.</li> <li>• 1 capstone seminar experience, designed specifically for majors to investigate a topic related to human sexuality from an interdisciplinary perspective.</li> </ul> <p>As the above outline makes clear, students who pursue the Human Sexuality major will emerge with both a broad and a deep understanding of the subject from perspectives in both the Humanities and Social Sciences; and they will have gained knowledge about designing and conducting a research project through the methods</p>

	course and the capstone seminar experience.
7. Faculty Profile	<p>The WGSS Department already offers an undergraduate minor in Human Sexuality and a Ph.D. in Women, Gender, and Human Sexuality; WGSS core faculty members teach courses relevant to the proposed Human Sexuality Major. WGSS has nine faculty with regular appointments, and one visiting assistant professor, providing 6.5 FTE.</p> <p><u>WGSS Core Faculty Members in 2013-2014</u></p> <p>Alesha Doan, Associate Professor, Chair , PhD Texas A&amp;M  Charlene Muehlenhard, Professor, PhD Wisconsin 0.5 FTE  Ann Schofield, Professor, PhD SUNY Binghamton 1.0 FTE  Omofolabo Ajayi, Professor, PhD Ife-Ife, Nigeria 0.5 FTE  Hannah Britton, Associate Professor, PhD Syracuse 0.5 FTE  Marta Vicente, Associate Professor, PhD Johns Hopkins  Tanya Hart, Assistant Professor , PhD Yale  Akiko Takeyama, Assistant Professor, PhD Illinois 0.5 FTE  Rachel Vaughn, Visiting Assistant Professor, PhD Kansas 1.0 FTE  Assistant Professor, TBD, Spring 2014 1.0 FTE  TOTAL FTE 6.5</p> <p>In addition, numerous faculty members in other departments teach human sexuality-related courses. KU offers courses related to human sexuality in at least 18 academic units (AAAS, ABSC, AMS, ANTH, CLSX, COMS, EALC, ENGL, HIST, HSES, HWC, PHIL, POLS, PSYC, REL, SOC, SW, and WGSS).</p>
8. Student Profile	<p>KU undergraduate students interested in a multidisciplinary perspective on human sexuality, including the biology of sexuality, the history of sexuality, sexuality in the arts and literature, sexuality in health education, or cross-cultural explorations of sexuality, will be interested in the <u>academic</u> field of human sexuality. While Human Sexuality minors are pursuing this academic field to complement their major field of study, majors will be pursuing human sexuality as their primary field of expertise and will choose other academic fields to complement their knowledge in human sexuality.</p>
9. Academic Support	<p>No additional resources are necessary to support the new major. Existing support services such as advising and library materials are in place to support the new major.</p> <p>As the number of WGSS students has continued to grow, an undergraduate advising specialist was assigned to the WGSS Department in October 2013. WGSS works closely with the advising specialist to help address and meet students' advising needs to improve the consistency and efficiency of undergraduate advising.</p> <p>The Women, Gender and Sexuality Studies collection is located in Watson Library and numbers over 1500 volumes, 400 print and</p>

	electronic journal subscriptions, and 8 databases. This core multidisciplinary collection is enhanced and supported by other WGSS information located in other campus libraries.
10. Facilities and Equipment	The current space allocated to WGSS is sufficient and no additional resources are requested for purchase of equipment to support the new major.
11. Program Review, Assessment, Accreditation	The program will be reviewed in accordance with the Board of Regents program review schedule and the review will look at aspects of the program such as number and quality of majors/graduates, number and quality of faculty, student learning outcomes, external funding and career path of graduates. There is no specialized accrediting agency for a Human Sexuality major in WGSS.
12. Costs, Financing	No additional resources are required to support the new major in Human Sexuality.

**Curriculum Outline  
New Degree Proposals  
Kansas Board of Regents**

**I. The New Degree**

Human Sexuality major

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**II. Courses required for each student in the major:**

	<b>Course Name &amp; Number</b>	<b>Credit Hours</b>
<b>Survey</b>	<b>either</b> HSES 489 (Health and Human Sexuality) <b>or</b> PSYC 502 (Human Sexuality) <b>or</b> SW 303 (Human Sexuality in Everyday Life)	<u>3</u>
<b>Core</b>	<b><u>Core Social Science Courses</u></b>	<u>3</u>
	AAAS 372/ANTH 372—Religion, Power & Sexuality in Arab Lands	
	ANTH 359—Anthropology of Sex	
	ANTH 583/WGSS 583—Love, Sex, and Globalization	
	POLS 640—Reproductive Policy	
	PSYC 410—Intimate Relationships	
	PSYC 555—Evolutionary Psychology	
	PSYC 521/WGSS 521—Women and Violence	
	PSYC 689/WGSS 689—Conceptual Issues in Human Sexuality	
	<b><u>Core Humanities Courses</u></b>	<u>3</u>
	AAAS 598/HIST 598—Sexuality and Gender in African History	
	CLSX 315—Women in Ancient Art and Society	
	CLSX 374/HWC 374—Gender and Sexuality, Ancient and Modern	
	EALC 418/618—Sexual Politics Dynastic China	
	EALC 575—Love, Sexuality and Gender in Japanese Lit	
	ENGL 572—Women and Literature (if relevant)	
	HIST 608—History of Sexuality	
	PHIL 504—Philosophy of Sex and Love	
	REL 374—Religious Perspectives on Selfhood & Sexuality	
	WGSS 327—Perspectives: Lesbian, Gay, Bisexual, Transgender	
	WGSS 333—The Politics of Physical Appearance	
	WGSS 345—Pop Culture in Africa: Thrills, Romance & Sexualities	
	WGSS 396—Topic: Gay & Lesbian Cultures	
	WGSS 396—Topic: Sexuality & Sexual Constructions	
	WGSS 396—Topic: History, Theory, & Representation of Lesbianism	

	WGSS 396—Topic: Gender & Sexuality in Cyberspace	
	WGSS 396—Topic: Sex & Gender: Fairbanks to Marilyn	
	WGSS 563—Gender, Sexuality and the Law	
	<b>Two more Core courses from the above</b>	<u>6</u>
<b>Capstone Seminar</b>	<b>WGSS 6XX—Seminar in Human Sexuality</b>	<u>3</u>
<b>Methods</b>	<b><u>One methods course</u></b>	<u>3</u>
	WGSS 3XX—Research Methods in Human Sexuality	
<b>Secondary courses</b>	<b><u>Two Secondary courses (or survey or core courses)</u></b>	<u>6</u>
	AAAS 554—Contemporary Health Issues in Africa	
	ABSC 268—Introduction to Marriage and Family Relations	
	ABSC/PSYC 626—Psychology of Adolescence	
	AMS 110/112 / SOC 110/112—American Identities	
	AMS 344/WGSS 396—African Amer Women: Colonial to Present	
	ANTH 389/WGSS 389—Anth of Gender: Female, Male & Beyond	
	COMS 344—Relational Communication	
	COMS 440—Gender and Communication	
	COMS 455/REL 475—Loving Relationships	
	COMS 552—Rhetoric of Women's Rights	
	HIST 324/WGSS 324—History of Women and the Body	
	HWC 570/WGSS 570—Men and Masculinities	
	HWC 575/WGSS 575—The Body, Self and Society	
	PHIL 674—Philosophy of Law	
	POLS 600/WGSS 600—Contemporary Feminist Political Theory	
	POLS 630/WGSS 630—Politics of Identity	
	PSYC 465—Stereotypes & Prejudice Across Cultures	
	PSYC/WGSS 468—Psychology of Women	
	PSYC 642—Psychology of Families*	
	SOC 220—Sociology of Families	
	SOC 617—Women and Health Care	
	SOC 628—Families and Social Inequalities	
	WGSS 333—Politics of Physical Appearance	
	WGSS 396—Topic: Public Health & the Human Body	
<b>Electives</b>	<b><u>One elective course (or additional survey, core, or secondary courses)</u></b>	<u>3</u>

Special Topics Courses / Studies in \_\_\_\_ / Seminar in \_\_\_\_  
Independent Study/Directed Study (e.g., WGSS 498)  
Internship Courses (e.g., PSYC 483: Undergraduate  
Internship)  
Honors Thesis/Senior Essay/Honors Essay  
Service Learning Courses (e.g., WGSS 650: Service  
Learning)

**TOTAL**

**30**



Implementation Year FY \_\_\_\_\_

### Fiscal Summary for the Proposed Academic Program

Institution: University of Kansas - Lawrence

Proposed Program: Human Sexuality Major

#### Part I. Anticipated Enrollment

	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
	6	0	9	0	12	0
A. Headcount						
B. Total SCH taken by all students in the program	18		21		30	

year 1: 6 students/3 courses (starting)

year 2: 6 students/4 courses (continuing); 3 students/3 courses (starting)

year 3: 6 students/3 courses (finishing); 3 students/4 courses (continuing); 3 students/3 courses (starting)

#### Part II. Program Cost Projection

A. In the implementation year, list all identifiable **General Use** costs to the academic unit(s) and how they will be funded.

In subsequent years, please include **only** the additional amount budgeted.

	Implementation Year	Year 2	Year 3
<u>Base Budget</u>			
Salaries	\$ -	\$ -	\$ -
OOE	-	-	-
Total	\$ -	\$ -	\$ -

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

## Act on Request to Approve the Radiologic Technology Program (CIP 51.0911) Alignment

### Summary

*After thorough review and discussion, the Technical Education Authority (TEA) endorses the proposed radiologic technology program alignment and map (June 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 Radiologic Technology program.*

*06-18-19-2014*

### 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.

### ***Radiologic Technology Program Alignment (CIP: 51.0911)***

The Radiologic Technology 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 three institutions with active, approved Radiologic Technology programs. The institutions include:

<b>Institutions</b>	
Hutchinson Community College	Labette Community College
Washburn University	

### **EXECUTIVE SUMMARY**

#### **Phase I: State Business & Industry Recommendation:**

The American Society of Radiologic Technologist (ASRT), 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. On March 12, 2014 a letter was received from the Joint Review Committee on Education in Radiologic Technology stating that limiting the program length to 68 credit hours would not adequately prepare students for practice in the profession as an entry-level radiographer due to the number of health science laboratory and clinical courses and general requirements for Radiologic programs.

#### **Phase II: State Curriculum Committee:**

Radiologic Technology program faculty from all three institutions and KBOR staff met on March 17, 2014 to begin discussions regarding alignment of courses within these Radiologic Technology programs. 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. The ASRT curriculum guide, used for program accreditation and student preparation for the credentialing exam, designates competency areas to be addressed as well as types of general education courses to be included in accredited programs. Through the discussion it was apparent each of these accredited programs include the requirements outlined in the ASRT guide; however, each program does so by combining these competency areas in different course combinations within each program's sequence of courses. The group was able to reach consensus on some of the common support courses and the credit hour maximum.

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), 11-12 credit hours of common support courses, as well as a maximum of 78 credit hours for the program—including all pre-requisites, general education, and professional courses—was created. The meeting minutes and proposed alignment map were sent to the participating faculty for a review/comment period from March 25, 2014 and April 4, 2014.

The attached proposed alignment map, reflecting the final recommendations from the faculty committee, was issued for presidential comment from April 16, 2014 through May 5, 2014. No comments were received.

*Phase III: Approval of Aligned Program:*

The Technical Education Authority recommends adoption of the proposed Radiologic Technology program alignment and that for state funding purposes all programs must be delivered within the 78 credit hour maximum.

**Radiologic Technician**

Registered Radiologic Technologist

**A.A.S.**

**Maximum of 78 Credits**

***Required Courses within Program***

**Common Courses**

***All courses in Radiologic Technology programs must include the competencies established by the American Society of Radiologic Technologist Radiography Curriculum guide.***

**Support Courses**

**11-12 credits:**

***Anatomy and Physiology***

***5-6 credits***

***College Algebra***

***3 credits***

***English Composition***

***3 credits***

***Institutions may add additional competencies based on local demand.***

**Notes**

Specifics pertaining to Radiologic Technology programs:

1. Graduates will take and are expected to pass the National American Registry of Radiologic Technologists (ARRT) exam.
2. Register as a Radiologic Technologist (L.R.T) with the Kansas State Board of Healing Arts
3. Educational Competencies align with American Society of Radiologic Technologists (ASRT) Radiography Curriculum guide.

As a result of external accreditation, three of the four purposes of program alignment are met when applied to the Associate Degree in Radiologic Technology program.

- 1) The identification of a nationally recognized third-party industry credential is satisfied with the American Registry of Radiologic Technologist (ARRT) credential; and state licensure as a Radiologic Technologist (L.R.T.).
- 2) The American Registry of Radiologic Technologist (ARRT) requires a minimum of an associate degree for entry into employment as a Radiologic Technologist. Educational competencies align with American Society of Radiologic Technologist (ASRT) – Radiography Curriculum Guide.
- 3) The 78 credit hour maximum program length is inclusive of prerequisite, academic support and professional courses.

**Act on Request for New Degree Granting Authority for the following institutions:**

- **Maryville University**
- **Kaplan University**
- **Webster University**

**Staff Recommendation**

*The following institutions request approval for new degree granting authority: (1) Maryville University, (2) Kaplan University, and (3) Webster University. After a thorough review of staff qualifications, record keeping systems, coursework, materials, extended studies delivery, and online platforms, the institutions demonstrate they meet and comply with all statutorily imposed requirements. Staff recommends approval for new degree granting authority.*

*June 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 Request****Maryville University**

Founded in 1872, Maryville University is located in St. Louis, MO. Maryville University is a private, non-profit institution offering programs at the undergraduate and graduate level. Currently, Maryville serves over 5,000 students on campus and online from 49 states and 28 countries. The programs in this request will be offered online.

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 44% of entering students at Maryville University were counted as full-time, first-time in 2012, and a graduation rate of 70% for students who began their studies in fall of 2006. The reported cohort default rate for fiscal year 2010 was 5.6%.

Maryville University is accredited by the North Central Association of Colleges and Schools of the Higher Learning Commission, an institutional accrediting agency recognized by the U.S. Department of

Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

**Degrees Requested by Maryville University for Approval:**

- Bachelor of Science in Nursing (RN-BSN)
- Master of Business Administration
- Master of Science in Nursing
- Doctor of Nursing Practice

**Kaplan University**

Kaplan University was established in 1937 as the American Institute of Commerce (AIC) located in Davenport, IA offering workplace education. During this same time period, Stanley Kaplan started a small business offering tutoring services to help immigrant families expand their educational opportunities in America. The two officially merged in 2001, when AIC became Kaplan College, and later Kaplan University in 2004. Today Kaplan University serves students on ground campuses in Indiana, Iowa, Main, Maryland, Missouri, Nebraska, and Wisconsin and online. The programs in this request will be offered online.

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 11% for students who began their studies in fall of 2006. The reported cohort default rate for fiscal year 2010 was 26.2%.

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

**Degrees Requested by Kaplan University for Approval:**

- Associate of Applied Science in Information Technology
- Bachelor of Science in Accounting
- Bachelor of Science in Communication
- Bachelor of Science in Fire Science
- Bachelor of Science In Nutrition Science
- Master of Health Informatics
- Master of Health Information Management
- Master of Science in Criminal Justice
- Master of Science in Homeland Security and Emergency Management

**Webster University – Kansas City, Mo**

Webster University was founded in 1915 in St. Louis, MO by the Sisters of Loretto as one of the first Catholic women's colleges west of the Mississippi River. In 1962 the school became coeducational and made a limited number of classes available to men. The Kansas City, MO campus was the schools second campus, opening in 1966. Today, Webster University serves 22,000 students online and worldwide at

campus location in the U.S., Austria, China, Ghana, Great Britain, the Netherlands, Switzerland and Thailand.

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 46% of entering students at Webster University were counted as full-time, first-time in 2012 and a graduation rate of 64% for students who began their studies in fall of 2006. The reported cohort default rate for fiscal year 2010 was 8.8%.

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

**Degrees Requested by Webster University for Approval:**

- Bachelor of Arts in Management
- Master of Arts in Human Resources Development
- Master of Arts in Human Resource Management
- Master of Arts in Management and Leadership
- Master of Business Administration
- Master of Health Administration



EMPORIA STATE  
UNIVERSITY

## OFFICE OF THE PRESIDENT

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May 28, 2014

Dr. Andy Tompkins, President/CEO  
Kansas Board of Regents  
Curtis State Office Building, Suite 500  
1000 SW Jackson  
Topeka, Kansas 66612

Dear Andy:

Consistent with Chapter II, Section A9, of the Kansas Board of Regents Policy and Procedure Manual, I am writing to request consideration, by the Academic Affairs Committee and the Board of Regents, to name an Academic Center at Emporia State University. It is our request that this be considered at the upcoming Academic Affairs Committee meeting and the June 18, 2014 meeting of the Kansas Board of Regents. We are prepared to publicly communicate the proposed name at the open meeting of the Academic Affairs Committee, pursuant to the policy.

Sincerely,

Michael D. Shonrock, Ph.D.  
President

C: Dr. Gary Alexander, Vice President for Academic Affairs  
Ms. Julene Miller, General Counsel

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**APPROVE CHANGES TO PERFORMANCE AGREEMENT: FUNDING GUIDELINES****Summary and Recommendations**

Staff recommends updating the definition of “new state funds” in the *Performance Agreement: Funding Guidelines* document. The proposed changes provide clarification and subjects two additional funds to performance.

05/28/2014

**Background**

Staff asks that BAASC endorse updating the definition of “new state funds” in the *Performance Agreement: Funding Guidelines* document which can be accessed online at: [http://www.kansasregents.org/performance\\_agreements](http://www.kansasregents.org/performance_agreements).

The proposed revisions: 1) incorporate the Board’s May 2013 determination that Tuition for Technical Education distributions (secondary students) meet the statutory definition of funds that are subject to performance funding; 2) add the Postsecondary Education Performance-Based Incentive Special Revenue Fund to the list of funds that are statutorily subject to performance funding; and 3) provide clarification. The proposed changes were reviewed by SCOCAO at its May 2014 meeting and discussed by the community colleges presidents at a May 15<sup>th</sup>, 2014 meeting with President Tompkins.

The proposed revisions to the definition of “new state funds” follow.

**Definition of New State Funds**

Pursuant to K.S.A. 74-3202d, each public postsecondary educational institution’s receipt of “new state funds” shall be contingent upon achieving compliance with its performance agreement, as determined by the Kansas Board of Regents. Any Except as otherwise specifically required by statute or appropriation proviso, only those funds that are designated appropriated by the Legislature for to a specific postsecondary educational institution or for a specific purpose by using a separate line item shall be exempted from performance funding not to be considered “new state funds” for this purpose.

Accordingly, the Board has determined that the following line items are subject to performance: (1) State university and Washburn University operating grants increases; (2) community college, technical college and Washburn Institute of Technology Postsecondary Tiered Technical State Aid and Non-Tiered Course Credit Hour Aid increases; (3) eligible institutions’ Career Technical Education Capital Outlay Aid and Technology Grant Funding increases; and (4) Tuition for Technical Education (secondary students); (5) Postsecondary Education Performance-Based Incentive Special Revenue Fund; and (6) any other state funding increases consistent with the statutes. apply to any “New state funds” received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 76-771, will also be subject to performance.

Pursuant to K.S.A. 74-3202d, the Board of Regents will determine the amount of new state funds to be received by each institution, taking into account the institution’s level of compliance with its performance agreement and the funds available for distribution. For the purpose of this statute, “New state funds” will equal means the amounts of additional state funding each institution received appropriated for the fiscal year from a particular line item that is in excess of state funding that institution received appropriated for the previous fiscal year from that line item. The Board will determine the amount of new state funds each institution is eligible to receive for each line item if the institution is determined to be in full compliance

with its performance agreement. If the Board determines that an institution is not in full compliance with its performance agreement, the Board may allocate to the institution none or a portion of the new state funds for which the institution would otherwise be eligible. Any portion not allocated to an institution in the fiscal year shall not be reallocated to any other institution. ~~Any~~ Except for those funds that never become a part of the institution's base, any portion not allocated to an institution will be deemed to be part of the institution's base budget for the purpose of determining the following fiscal year's allocation. This provision precludes an institution from permanently losing multi-year state funding due to noncompliance with its performance agreement. The intended effect of this provision is that such loss of funds would be only for one fiscal year.

~~Pursuant to K.S.A. 74-3202d, any funds designated appropriated by the Legislature for to a specific institution for a specific purpose shall be exempted from these provisions related to performance funding.~~

### **Staff Recommendation**

Staff recommends updating the definition of “new state funds” in the *Performance Agreement: Funding Guidelines* document.

## 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

...

##### 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.

**88-24-2. Test score requirements.** Each applicant who meets the test score requirements shall be issued a Kansas state high school diploma. The test score requirements shall be a minimum standard score of ~~420~~ 150 on each test in the battery and ~~an average~~ a cumulative standard score of at least ~~450~~ 600 on all ~~four of~~ the tests in the battery. (Authorized by and implementing K.S.A. ~~2006~~ 2013 Supp. 72-4530; effective Oct. 18, 2002; amended July 27, 2007; amended P - \_\_\_\_\_.)