

New Program Request Form

CA1

General Information

Institution submitting proposal	Washburn University Institute of Technology (WIT)
Name, title, phone, and email of person submitting the application (<i>contact person for the approval process</i>)	Marie Z. Hall Assistant Dean, Curriculum, Programs & Grants (785) 670-3327 marie.hall@washburn.edu
Identify the person responsible for oversight of the proposed program	Marie Z. Hall Assistant Dean, Curriculum, Programs & Grants
Title of proposed program	Para Education
Method of program delivery (face to face, online, hybrid)	Face-to-face; online; and hybrid
Proposed suggested Classification of Instructional Program (CIP) Code	13.1501
CIP code description including Title and Definition (from nces.ed.gov/ipeds)	<u>Title:</u> Teacher Assistant/Aide <u>Definition:</u> A program that prepares individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. Includes instruction in techniques of general classroom supervision, maintaining order, assisting with lessons and carrying out related assignments.
Standard Occupation Code (SOC) associated to the proposed CIP code	25-9045
SOC description including title and job description (from onetonline.org)	<u>Title:</u> Teaching Assistants, Except Postsecondary <u>Job Description:</u> 25-9045: This occupation includes the 2018 SOC occupations 25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education; 25-9043 Teaching Assistants, Special Education; and 25-9049 Teaching Assistants, All Other. 25-9042: Assist a preschool, elementary, middle, or secondary school teacher with instructional duties. Serve in a position for which a teacher has primary responsibility

	<p>for the design and implementation of educational programs and services.</p> <p>25-9043: Assist a preschool, elementary, middle, or secondary school teacher to provide academic, social, or life skills to students who have learning, emotional, or physical disabilities. Serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.</p> <p><u>Sample of reported job titles:</u> Classroom Aide, Educational Assistant, Instructional Assistant, Kindergarten Assistant, Paraeducator, Paraprofessional, Preschool Aide, TA (Teacher Assistant), TA (Teaching Assistant), Teacher Aide</p>
Number of credits for the degree <u>and</u> all certificates requested	60
Proposed Date of Initiation	Fall 2025
Specialty program accrediting agency	KSDE Title I Paraprofessional Requirements
Industry-recognized certification(s) to be earned by students	Title I: ParaPro Assessment, Paraeducator Online Training, WorkKeys

Signature of College Official  Date 2/12/25

Signature of KBOR Official _____ Date _____

Narrative

Completely address each one of the following items for new program requests. Provide any pertinent supporting documents in the form of appendices, (i.e., minutes of meetings, industry support letters, CA-1a form).

Institutions requesting subordinate credentials (i.e., requesting a CERTB when an AAS is already approved and coursework is a subset of existing courses) need only submit the following sections:

- 1) General Information,
- 2) Program Rationale,
- 3) Demand for the Program (all 10-year Occupational Outlook data and Perkins CLNA information),
- 4) Complete catalog descriptions (including program objectives) for the proposed program,
- 5) List by prefix, number, title, and description all courses (including prerequisites) to be required or elective in the proposed program,
- 6) List any pertinent program accreditation available (rationale for seeking or not seeking accreditation and plan to achieve accreditation),
- 7) CA-1b if Excel in CTE fees if requesting approved to charge fees that are not already approved,
- 8) CA-1d if requesting eligibility for Promise Scholarship, and
- 7) Program Approval at the Institution Level

Program Rationale

- Provide an overall explanation and background surrounding the development of the proposed program. Include
 - why the program is needed,
 - where the idea to offer the program came from (including the requesting entity),
 - number of projected enrollments, and
 - who was involved in the development of the program

Need: There is a substantial demand for Teachers and Teaching Assistants in Kansas, and within the USD 501 district. The Kansas Department of Labor 2024 *High Demand Jobs* Report lists “Teaching Assistants, Except Postsecondary” with a Total Demand Score of 30, the highest score possible.

Requesting Entity: USD 501 Topeka Public Schools expressed interest in starting a Para Educator program at the Topeka Center for Advanced Learning and Careers (TCALC). USD 501 staff reached out to Washburn University - Institute of Technology to request that a program be established.

Projected Enrollments: We anticipate 15 students per cohort.

Program Development: Program development has included representatives from TCALC, Washburn University - Institute of Technology, Washburn University - School of Applied Studies (Education Department) and Washburn University - College of Arts & Sciences (General Education coursework).

- If the recommended program is duplicative of other programs in the area, please specifically address why the new, additional program is necessary.

N/A – We are not aware of another Para Educator program in Northeast Kansas.

Program Description and Requirements

- Provide a complete catalog description (including program objectives/outcomes) for the proposed program.

The Para Education program is designed to provide students with the skills needed to pursue a career in education. All students complete a well-rounded sequence of general education courses delivered by arts and sciences department faculty. The education core classes provide training in classroom management, leadership, and educational psychology. Students will engage in dedicated apprenticeship time throughout the program culminating in a teaching field experience in the final semester.

This program prepares graduates to immediately enter the workforce as a Para Educator. Students may also continue their education and earn a baccalaureate degree in elementary or secondary education, with 60 credits from the Para Education program counting towards the Bachelor of Education (B Ed) available through the Washburn U – PTP: Paraprofessionals to Teachers Program.

Please note: this program is currently only offered at the Topeka Center for Advanced Learning and Careers (TCALC) through a partnership with USD 501 Topeka Public Schools.

Program-Level Student Learning Outcomes (PSLOs):

1. Students will demonstrate professional skills that assist in the establishment and maintenance of an effective, productive, and safe educational setting.
 2. Students will communicate effectively, both in written and oral communication, in an educational setting with learners, educational professionals, parents, and other staff.
 3. Students will identify, assess, and assist with the education of a diverse student population.
 4. Students will illustrate an understanding of the historical, philosophical, theoretical, psychological, and leadership issues impacting education.
 5. Students will display professional and ethical behaviors required to be a successful education professional.
 6. Students will effectively utilize technology in the design, implementation, and assessment of learning experiences that engage students and improve learning.
- Include any work-based learning requirements of the program, such as clinicals, internships, etc. If clinical experience is required, please identify whether sufficient clinical sites are available.

Students will participate in an apprenticeship each semester of the four-semester program. The apprenticeship is designed to provide high school students with hands-on teaching experience, to develop future educators by combining practical experience with academic coursework and ultimately address the para educator and teacher pipeline needs in the district.

Students will earn high school credit (.5 hrs./semester). USD 501 will provide all the sites and coordinate the apprenticeship requirement.

In the final semester, students will complete EDU 100 Introduction to Teaching Field Experience. This course is designed to allow para education students to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement and assist in instruction. USD 501 will provide the sites and coordinate assignment of students to a cooperating teacher.

- List and describe the admission and graduation requirements for the proposed program.

This program is initially only available to approved USD 501 students attending the Topeka Center for Advanced Learning and Careers (TCALC). Enrollment in the Para Education Program (PEP) will be limited to juniors and seniors who have at least a 3.0 cumulative high school GPA unless special permission is granted by Washburn.

Students must complete all requirements, and any additional hours needed, to reach the minimum 60 credit hours to graduate with an Associate of Applied Science (AAS) degree.

Required courses are listed below.

WIT Code	WIT Course Title	WIT Credits	USD 501 Course Title	USD 501 Credits
<i>Required General Education Courses</i>				
CN 150	Public Speaking	3 hrs.	Speech	.5
EN 101	Introductory College Writing	3 hrs.	English 11A	.5
HI 111	History of the United States through the Civil War	3 hrs.	US History A	.5
MA 112	Contemporary College Math	3 hrs.	Math	1.0
PO 106	The Government of the United States	3 hrs.	U.S. Government	.5
	<i>Subtotal</i>	<i>15 hrs.</i>		<i>3.0</i>
<i>Required Education Courses</i>				
ED 155	Teaching, Learning, Leadership	3 hrs.	Coaching & Leadership	1.0
ED 285	Educational Psychology	3 hrs.	Lifespan Development	.5
ED 165	Ed. 1, Examining Teaching as a Profession: Diversity 1, Literacy 1, Technology 1	3 hrs.	Intro to Teaching	.5
ED 275	Ed. 2 Exploring Teaching as a Profession (Classroom Management 1, Diversity 2, Technology 2) Ed. 2	3 hrs.	Teaching as a Career	1.0
ED 290	The Whole Child	3 hrs.	Human Growth & Development	.5
ED 302	Teaching Exceptional Learners	3 hrs.	Elective	.5
ED 335	Creative Experiences in Early Childhood Through Middle School	3 hrs.	Elective	.5
ED 474	Special Topics in Education	3 hrs.	Elective	.5
EDU 100	Introduction to Teaching Field Experience	1 hr.	Elective	.5
			Teaching Internship (HS Credit Only)	2.0 (.5/semester)

WIT Code	WIT Course Title	WIT Credits	USD 501 Course Title	USD 501 Credits
	<i>Subtotal</i>	<i>25 hrs.</i>		<i>7.5</i>
<i>Other Required Courses:</i> <i>These courses align with the Systemwide Elementary Education (PK-6) transfer associate degree requirements.</i>				
BI 106	Everyday Biology	5 hrs.	Science	1.0
EC 100	Introduction to Economics	3 hrs.	SS Elective	.5
EN 200	Intermediate College Writing	3 hrs.	English 11B	.5
GG 101	Introduction to Geography	3 hrs.	SS Elective	.5
or AN 112	Cultural Anthropology			
or SO 100	Introduction to Sociology			
or PY 100	Basic Concepts in Psychology			
or PY 209	Psychological Development through the Life-Span			
HI 100	Survey of Early World History	3 hrs.	U.S. History B	.5
MU 100	Enjoyment of Music	3 hrs.	Fine Arts	.5
	<i>Subtotal</i>	<i>20 hrs.</i>		<i>3.5</i>
	Total	60 hrs.		14 credits

Demand for the Program

- Using the most recent Kansas Department of Labor's Long Term (10-year) Occupational Outlook, (<https://klic.dol.ks.gov>) identify employment trends and projections for the SOC code identified in the General Information section: annual occupational growth, estimated annual median wages, and typical education level needed for entry.
 - Labor information included should show demand in the occupation *for the level of education being proposed for the program.*

The 2022-2032 Long-term Statewide (Kansas) Projections show the following information:

SOC 25-9045 Teaching Assistants, Except Postsecondary

Annual Openings: 2,267

Percent Change in Employment: 2.4%

Annual Mean Wage: \$30,520

Annual Median Wage: \$29,690

Typical Education Needed for Entry: Some college, no degree*

**Typical Education information is from the Kansas Department of Labor. USD 501 requires a High School diploma or equivalency, or in some cases (depending on the specific Para Position) requires completion of 48 hours of college class credit or a passing score on the Paraprofessional test.*

- Include additional data for local and regional employer demand if available.

According to the Kansas Department of Labor site, regional projections for 2022-2032 will be released in the Summer of 2025. Due to this, we also reviewed the most recent regional projections that are available for 2020-2030.

The *2020-2030 Long-term Regional (Northeast Kansas) Projections* show:

SOC 25-9045 Teaching Assistants, Except Postsecondary

Annual Openings: 385

Percent Change in Employment: 4.9%

Annual Mean Wage: \$27,982

Annual Median Wage: \$28,305

Typical Education Needed for Entry: Some college, no degree*

**Typical Education information is from the Kansas Department of Labor. USD 501 requires a High School diploma or equivalency, or in some cases (depending on the specific Para Position) requires completion of 48 hours of college class credit or a passing score on the Paraprofessional test.*

- For new programs for which state-level labor data is not yet available, additional resources to demonstrate demand for the occupation being trained must be included. Job posting data (cite resource used and date of review) and projected hiring needs for employers (documented in employer letters of support) are examples of additional labor data documentation.

N/A – State level labor market data is available and demonstrates need.

- Show demand from the local community. Provide letters of support from at least three potential employers in your region, which state the specific type of support they will provide to the proposed program. Examples of program supports may include commitments to interview graduates for job positions, providing scholarships, providing internships or other work-based learning opportunities, donation of equipment/materials, assistance with program design, serving on advisory board, etc.

Please see attached letters from Jardine Elementary School, French Middle School, and Topeka High School.

- Provide data from the most recent Perkins Comprehensive Local Needs Assessment recommendations, demonstrating the need for the program initiation.

The secondary Teaching/Training pathway (CIP 13.0101) was identified in the CLNA as a “pathway/program with too few concentrators for the job openings”. Data showed 12 pathways in the region, 68 concentrators, for 417 annual openings.

The O*Net crosswalk completed as part of the Perkins Comprehensive Local Needs Assessment (CLNA) completed for the Topeka Region for FY25-26 showed CIP 13.1501 Teacher Assistant/Aide cross walked to the following SOC:

25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education

25-9043 Teaching Assistants, Special Education

25-9049 Teaching Assistants, All Other

These Occupational Codes were not listed on the *2020-2030 Regional Occupational Projections for Northeast Kansas*, so the CIP 13.1501 Teacher Assistant/Aide was not listed in the CLNA. This was simply an issue of CIP-SOC alignment.

As noted above, aligning CIP 13.1501 to SOC 25-9045 shows the following for Northeast Kansas (2020-2030):

SOC 25-9045 Teaching Assistants, Except Postsecondary

Annual Openings: 385

Percent Change in Employment: 4.9%

Annual Mean Wage: \$27,982

Annual Median Wage: \$28,305

Typical Education Needed for Entry: Some college, no degree*

- Describe/explain any business/industry partnerships specific to the proposed program.
If a formal partnership agreement exists, agreement explaining the relationship between partners and documenting support to be provided for the proposed program must be submitted to the Board office independent from the CAI materials for review purposes. The agreement will not be published or posted during the comment period.

The Para Education program is a collaborative partnership between Washburn University – Institute of Technology, Washburn University – School of Applied Studies (education coursework), Washburn University – College of Arts & Sciences (general education coursework), and USD 501 Topeka Public Schools Center for Advanced Learning and Careers (TCALC).

All Para Education program course instructors will be appointed by USD 501 to serve as teachers for the program and approved by Washburn in accordance with the applicable KBOR and Higher Learning Commission criteria, specifically possessing a master's degree and a minimum of 18 graduate credit hours in the discipline being taught. Instructors who do not possess the necessary qualifications may be approved as provisional instructors, if they make satisfactory progress on an approved academic plan that would see them obtain the necessary credentials by September 2026.

Para Education program courses will be evaluated using student perception forms, as is done for all Washburn courses. Evaluations will be completed only by the students enrolled in the Para Education program course for Washburn credit.

Washburn academic affairs personnel and departmental faculty appointed as academic liaisons for the program will provide the orientation to the Para Education program course instructors on Washburn policies, curriculum, assessment criteria, and related administrative requirements. The academic liaisons will serve as the official faculty of record for the courses and will meet with the Para Education program instructors at least twice a year to exchange information on course philosophy and objectives, curriculum requirements, instructional strategies, and learning outcomes. The Para Education program faculty will also be invited to attend Washburn faculty development programs.

A Memorandum of Agreement (MOA) is being developed between USD 501 Topeka Public Schools and Washburn University Institute of Technology. As requested, this partnership agreement will be submitted separately to the Kansas Board of Regents (KBOR) office.

Duplication of Existing Programs

- Identify similar programs in the state based on CIP code, title, and/or content. For each similar program provide the most recent K-TIP data: name of institution, program title, number of declared majors, number of program graduates, number of graduates exiting the system and employed, and annual median wage for graduates exiting the system and employed.

Wichita State University – Tech (WSU Tech) recently implemented CIP 13.1501 Para Educator. Data for this program is not yet available on the most recent 2023 K-TIP Report.

No other programs utilizing CIP 13.1501 were found in K-TIP.

- Was collaboration with similar programs pursued? Please explain the collaboration attempt, and if not pursued, rationale for why collaboration was not a viable option. (Recommend that collaboration opportunities be explored and documented with existing programs, examples include sharing best practices, recruitment and retention strategies, curriculum or equipment suggestions, working with business and industry on work-based learning opportunities, etc.)

WSU Tech’s curriculum was reviewed when developing the curriculum for the WIT program at USD 501 TCALC.

The Para Education program is a collaborative partnership between Washburn University – Institute of Technology, Washburn University – School of Applied Studies (education coursework), Washburn University – College of Arts & Sciences (general education coursework), and USD 501 Topeka Public Schools Center for Advanced Learning and Careers (TCALC).

Students who complete the Para Education program through Washburn Tech may continue their education and earn a baccalaureate degree in elementary or secondary education, with 60 credits from the Para Education program counting towards the Bachelor of Education (B Ed) available through the Washburn U – PTP: Paraprofessionals to Teachers Program.

Program Information

- If the program has undergone the alignment process at the state level, please review alignment requirements and ensure the courses, industry-recognized certifications, and accreditation requirements are met in the proposal. Listing of aligned programs can be found at: https://www.kansasregents.org/workforce_development/program-alignment

N/A – This is not an aligned program.

- List by prefix, number, title, and catalog description all courses (including prerequisites) to be required or elective in the proposed program.

Required General Education Courses

CN 150 Public Speaking (3)

Focuses on the process of speech preparation and presentations. Emphasizes the development of critical thinking and listening, clear speaking, and the interpretation of human values through the development of public speaking competencies.

Prerequisites: None

EN 101 Introductory College Writing (3)

Introduction to writing at the college level with a focus on developing flexibility and skill as a writer. Analysis of texts and arguments in preparation for creating a variety of essays that include personal, analytical, and argumentative writing. Special attention given to the processes of drafting, revision, and reflection. Instruction in and practice of writing conventions such as grammar, mechanics, and citations. Required, with a minimum grade of C, for graduation.

Prerequisites: None

HI 111 History of the United States through the Civil War (3)

Survey of American history from the first encounters between American Indians, Europeans, and Africans through the period immediately following the Civil War, which introduces students to the study of the past and familiarizes them with records of American experiences. It exposes students to political, economic, social and intellectual forces shaping the American heritage and contributing to the nation's development.

Prerequisites: None

MA 112 Contemporary College Mathematics (3)

This course focuses on mathematical skills and knowledge required for quantitative literacy: basic logical reasoning, understanding numerical relationships, financial mathematics, probability, statistics, mathematical communication, and/or topics related to current events.

Prerequisites: A grade of A or B in MA 090 or an ACT mathematics score of at least 22 or an equivalent background as determined by the Mathematics Department, for example, comparable SAT, COMPASS, or ACCUPLACER score.

MA 090 Preparation for Quantitative Reasoning Pathway (3)

Selected topics in pre-algebra, algebra, geometry and other areas designed to prepare students for quantitative reasoning and beyond. Not open to students with credit for MA 109 or above. Does not count towards degree credit hour requirements, nor general education requirements.

PO 106 The Government of the United States (3)

Theory, organization and functioning of our democratic government in modern society with special emphasis on the national government and its relations with the states. The role of government in a democratic society as a supplier of services, the embodiment of values and the arbiter of conflict is stressed.

Prerequisites: None

Required Education Courses

ED 155 Teaching, Learning, Leadership (3)

This course is designed to acquaint students with the education profession and to help them develop a realistic understanding of teaching, learning, and leadership. Students will examine motives for teaching, explore the qualities of effective teachers and leadership, and discuss the various diversities teachers encounter as well as the implications for teachers and learning. Students will begin to identify strategies and options for successful classroom practice, Ethical, legal, and controversial issues affecting education today will be addressed along with how to become a teacher leader in the profession.

Prerequisites: None

ED 285 Educational Psychology (3)

The purpose of this course is for students to develop a working knowledge of theories, concepts and models derived from the discipline of psychology as they apply to teaching, learning, and other aspects of educational practice. In addition to theories of learning, motivation, intelligence, students study child and adolescent development. Students also address social, cultural, and family influences on human behavior and human development as well as the experiences of diverse student populations in school settings. ED 285 must be taken prior to admission to the Professional Teacher Education Program.

Prerequisites: None

ED 165 Ed. 1, Examining Teaching as a Profession: Diversity 1, Literacy 1, Technology 1 (3)

First in a series of four courses that comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. Topics in the first phase are centered around diversity, literacy, and technology. The foundational courses are sequential in nature and build upon the previous course. The courses are intended to be taken in consecutive semesters.

Prerequisites: None

ED 275 Ed. 1 Exploring Teaching as a Profession (Classroom Management 1, Diversity 2, Technology 2) Ed. 2 (3)

Second in a series of four courses that comprise the foundational education program for future teachers. The four courses address four topics that are essential to establishing and maintaining a successful learning environment: Classroom Management, Diversity, Literacy and Technology. Topics in this phase are centered around further building on diversity and technology and introducing classroom management. The foundational courses are sequential in nature and build upon the previous course.

Corequisite: ED 165

ED 290 The Whole Child (3)

The Whole Child is an educational child psychology-oriented course which looks at the whole child from birth to age 12. The course explores the developmental levels of the elementary child along with the academic, physical, and social-emotional areas of the child in relation to educating the whole child.

Prerequisites: None

ED 302 Teaching Exceptional Learners (3)

A survey of the characteristics and educational needs of all types of exceptional learners, with particular emphasis given to those students included in the regular classroom. Instructional strategies and appropriate resources for various exceptionalities are explored in detail.

Prerequisites: Admission to the Professional Teacher Education Program (waived for TCALC Para Education students)

ED 335 Creative Experiences in Early Childhood Through Middle School (3)

Explores various elements of aesthetics, including art, music, drama, dance, and movement and the relationship of such activities to the teaching-learning environment. Emphasis will emphasize use of creative activities to enrich other content areas.

Prerequisites: Admission to the Professional Teacher Education Program (waived for TCALC Para Education students)

ED 474 Special Topics in Education (3)

Courses in special topics that will vary from semester to semester and will be announced in advance. ED 474 may be taken for more than one semester.

Prerequisites: Permission from the Department Chairperson.

EDU 100 Introduction to Teaching Field Experience (1)

Designed to allow para education students to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement and assist in instruction.

Prerequisites: None

Other Required Courses

These courses align with the Systemwide Elementary Education (PK-6) transfer associate degree requirements.

BI 106 Everyday Biology (3)

An integrated lecture and laboratory course designed for people pursuing degrees outside the natural or health sciences and who are interested in understanding basic biological concepts and their applications in everyday life. Topics include scientific inquiry, health, nutrition, natural resources, ecosystems, and biotechnology. Laboratory exercises apply biological concepts towards investigating pertinent questions. This course requires no previous science or mathematics background and cannot count towards Biology Department degree programs. Fulfills the general education requirement of a natural science course with lab. Course consists of three hours of lecture and three hours of laboratory exercises per week.

Prerequisites: None

EC 100 Introduction to Economics (3)

Factors determining the general levels of employment and inflation are examined as well as an analysis of markets, prices and production. Current economic problems are used to illustrate these concepts. Not open to students who have credit in EC 200 or EC 201. EC 100 may not be used as a substitute for EC 200 or EC 201.

Prerequisites: None

EN 200 Intermediate College Writing (3)

This class builds on writing process skills developed in EN 101, including drafting, revising, and reflecting with additional emphasis on developing and supporting an academic argument, analyzing and synthesizing sources, and making choices appropriate for a variety of rhetorical situations encountered in college-level writing. Required, with a minimum grade of C, for graduation.

Prerequisites: EN 101

GG 101 Introduction to Geography (3)

A study of the principal themes of geography: human and environment in interaction, the patterns of distribution of natural phenomena affecting human use of the earth, and the cultural patterns of occupancy and exploitation of the physical world. This course satisfies general education requirements.

Prerequisites: None

or AN 112 Cultural Anthropology (3)

Students will learn about contemporary global cultures to develop a culturally relative understanding of and appreciation for diverse societies. Students will explore major domains of culture (such as economics, kinship, social stratification, political organization, communication, and religion) and the impact of globalization and colonialism on culture. Finally, students will explore how anthropological work is applied to contemporary social problems.

Prerequisites: None

or SO 100 Introduction to Sociology (3)

This course introduces students to theories, concepts, and methods used by sociologists in the study of society. Through this course, students should come to realize how many aspects of their lives are influenced by the social world in which they live and, as a result, should obtain a better understanding of themselves as social individuals and their place in society. Students will also develop an awareness and appreciation of how other individuals, groups, and/or societies have arrived at quite different perspectives.

Prerequisites: None

or PY 100 Basic Concepts in Psychology (3)

An introduction to fundamental areas of Psychology including an overview of the concepts and methods of such areas as perception, learning, motivation, memory, development, personality, abnormal and social.

Prerequisites: None

or PY 209 Psychological Development through the Life-Span (3)

Psychological research and theories which describe and explain life-cycle stability and change in perception, cognition, language, psychomotor behavior, personality, interpersonal relationships, etc.

Prerequisites: None

HI 100 Survey of Early World History (3)

Stone-age origins to c. 1200 CE. Basic introductory survey of earliest eras of world cultures and history. Covers late pre-history; first and classical age civilizations of the Mediterranean, Asia, and Americas; and emerging peripheral cultures and civilizations of Africa, Asia, Europe and Americas.

Prerequisites: None

MU 100 Enjoyment of Music (3)

The materials and structure of music, as they relate to perceptive listening and increased listening enjoyment. Frequent use of recordings and lecture recitals places the course on a plane of practical appreciation. Planned primarily for non-music majors.

Prerequisites: None

- Provide a Program of Study/Degree Plan for the proposed program including a semester-by-semester outline that delineates required and elective courses and notes each program exit point.
 - Degree plan/map in application should match degree map on institution website
 - KBOR links individual institution Degree Map landing pages at <https://www.kansasregents.org/students/advising-resources>

- Please refer to Guidance on Academic Degree Maps at https://www.kansasregents.org/academic_affairs/performance-agreements

Attached.

- If the proposed program includes multiple curricula (e.g., pathways, tracks, concentrations, emphases, options, specializations, etc.), identify courses unique to each alternative.

N/A

- List any pertinent program accreditation available:
 - Provide a rationale for seeking or not seeking said accreditation.
 - If seeking accreditation, also describe the plan to achieve it.

N/A

- If the program/coursework will be made available to high school students, provide letters of support from local high schools and/or districts that intend to participate.

Please see attached letters from Jardine Elementary School, French Middle School, and Topeka High School.

Faculty

- Describe faculty qualifications and/or certifications required to teach in the proposed program.

All Para Education Program instructors appointed by the USD to serve as teachers for the education courses in the program and will also be approved by Washburn in accordance with the applicable KBOR and Higher Learning Commission criteria, specifically possessing a master's degree and a minimum of 18 graduate credit hours in the discipline being taught. Instructors who do not possess the necessary qualifications may be approved as provisional instructors, provided they make satisfactory progress on an approved academic plan that would see them obtain the necessary credentials by September 2026.

Washburn academic affairs personnel and departmental faculty appointed as academic liaisons for the program will provide the orientation to the Para Education program course instructors on Washburn policies, curriculum, assessment criteria, and related administrative requirements. The academic liaisons will serve as the official faculty of record for the courses and will meet with the Para Education program instructors at least twice a year to exchange information on course philosophy and objectives, curriculum requirements, instructional strategies, and learning outcomes. The Para Education program faculty will also be invited to attend Washburn faculty development programs.

Washburn faculty teaching general education courses are required to possess a master's degree and a minimum of 18 graduate credit hours in the discipline being taught.

Cost and Funding for Proposed Program

- Provide a detailed budget narrative that describes all costs associated with the proposed program (physical facilities, equipment, faculty, instructional materials, accreditation, etc.).

Salaries, benefits and travel costs for the General Education instructors will be born by Washburn University. Estimating 6 Part-time/Adjunct instructors. Adjuncts earn \$900/credit hour. Costs calculated as follows:

Year 1: 3.0 FTE x \$2,700/course x 2 semesters = \$16,200

Year 2: 6.0 FTE x \$2,700/course x 2 semesters = \$32,400

Tuition rates for the program have been reduced by \$135/credit hour to offset the costs incurred by TCALC to offer the para education coursework. TCALC tuition discount is calculated as follows:

Year 1: \$135/credit hour x 15 students x 30 hrs = \$60,750

Year 2 & 3: \$140*/credit hour x 30 students x 30 hrs = \$126,000

**Tuition increases unknown at this time; estimating \$5/credit hour tuition increase.*

- Provide detail on **CA-1a form**.

See attached.

- Describe any grants (including requirements of the grant) or outside funding sources that will be used for the initial startup of the new program and to sustain the proposed program.

N/A at this time – We do not intend to use grants and/or outside funding sources for this program.

- **Additional cost and funding documents to include as needed:**
 - Provide Excel in CTE fee details on the **CA-1b form** if the program will be offered to high school students and requesting approval for fees.

N/A

- If the program is requesting Perkins funding, provide details on the **CA-1c form**.

N/A

- If the program is requesting KS Promise Act eligibility, provide details on the **CA-1d form**.

See attached.

Program Review and Assessment

- Describe the institution's program review cycle, and anticipated review timeframe for proposed program.

WIT programs are on a four-year review cycle, utilizing the Association for Career and Technical Education (ACTE) Quality CTE Program of Study Framework. Data collection is broken into three yearly submissions with year four being the culmination and program review presentation.

The program will complete Section I of the program review process in 2025-2026 and complete the full review in 2028-2029.

Program Approval at the Institution Level

- Provide copies of the minutes at which the new program was approved from the following groups:
 - Program Advisory Committee
(Including a list of the business and industry members)

Approved on January 9, 2025. Minutes attached.

Business and Industry Members:

Dustin Dick, Principal, Topeka High School, USD 501 Topeka Public Schools

Robin Dixon, PreK-5 ELA/SS Consulting Teacher, Topeka Public Schools

Dr. Kelly Erby, Dean, College of Arts & Sciences, Washburn University

Dr. Zach Frank, Dean, School of Applied Studies, Washburn University

Dr. John Fritch, Provost, Washburn University

Marie Hall, Assistant Dean, Curriculum, Programs & Grants, Washburn Institute of Technology

Diane Kimsey, Instructor: Teaching as a Profession, Topeka Center for Advanced Learning & Careers

Laura Nichols, Associate Principal, Topeka Center for Advanced Learning & Careers

Beth O'Neill, Washburn University

Scott Smathers, Dean, Washburn Institute of Technology

- Curriculum Committee

Approved on January 21, 2025. Minutes attached.

- Governing Board
(Including a list of all Board members and indicate those in attendance at the approval meeting)

Approved on February 6, 2025. Letter verification attached. Official minutes will be voted on at the next board meeting on March 13, 2025.

Washburn Board of Regents members:

Shelly Buhler – in attendance

John Dicus – in attendance

John Dietrick – in attendance

Jake Fisher – in attendance

Linda Jeffrey – in attendance

John Nave – in attendance

Mike Padilla – in attendance

Angel Romeo – in attendance

Jennifer Sourk – in attendance

Program Proposal Submission

- Please enter proposed program into the Kansas Higher Education Data System (KHEDS)
- Please create a single PDF packet including all documents, and submit the completed application to the following:

Charmine Chambers
Director for Workforce Development
cchambers@ksbor.org

Crystal Roberts
Associate Director for Workforce Development
croberts@ksbor.org

Kansas Promise Eligibility Request Form

CA-1d Form (2024)

This application should be used for new programs (currently in the program approval process) or existing programs the institution would like reviewed for Kansas Promise eligibility.

Program Eligibility

Per statutory language (Section 28), a “promise eligible program” means any two-year associate degree program or career and technical education certificate or stand-alone program offered by an eligible postsecondary educational institution that is:

- 1) approved by the Board of Regents;
- 2) high wage, high demand or critical need; and
- 3) identified as a “promise eligible program” by the Board of Regents pursuant to [K.S.A. 2021 Supp. 74-32,272](#):
 - Information Technology and Security
 - Mental and Physical Healthcare
 - Advanced Manufacturing and Building Trades
 - Early Childhood Education and Development

Section 29 (9d), states that the Board of Regents may designate an associate degree transfer program as an eligible program only if such program is included in:

- 1) An established 2+2 agreement with a Kansas four-year postsecondary education institution; or
- 2) An articulation agreement with a Kansas four-year postsecondary educational institution and is part of an established degree pathway that allows a student to transfer at least 60 credit hours from the eligible postsecondary educational institution to a four-year postsecondary education institution for the completion of an additional 60 credit hours toward a bachelor’s degree.

Section 30 states an eligible postsecondary educational institution may designate an additional field of study to meet local employment needs if the promise eligible programs within this field are two-year associate degree programs or career and technical education certificate or stand-alone programs approved by the Board of Regents that correspond to jobs that are high wage, high demand, or critical need in the community from one of the following fields:

- 1) Agriculture;
- 2) Food and Natural Resources;
- 3) Education and Training;
- 4) Law, Public Safety, Corrections, and Security; or
- 5) Transportation, Distribution and Logistics

Name of Institution	Washburn University Institute of Technology (WIT)
Name, title, and email of person responsible for Academic program	Marie Z. Hall Assistant Dean, Curriculum, Programs & Grants marie.hall@washburn.edu
Name, title, and email of Financial Aid contact	Andy Fogel, Director, Student Financial Aid andrew.fogel@washburn.edu

Kansas Promise Eligibility Request Form

CA-1d Form (2024)

Information Technology and Security				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Mental and Physical Healthcare				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Advanced Manufacturing and Building Trades				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

Early Childhood Education and Development				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date
13.1501	Para Education	High Demand	AAS	Fall 2025

College Designated Field of Study:				
CIP Code	Program Name	High Wage, High Demand, or Critical Need	Type of Award (AAS, AA, AS, AGS, Certificate)	Scholarship Effective Date

****If any programs are claiming "critical need" status, please provide supporting documentation:**

Signature of College Official 

Date 2/20/25

Signature of KBOR Official _____

Date _____



Jardine Elementary STEAM Signature School

Angela Pomeroy
Principal, Jardine Elementary STEAM Signature School
Topeka Public Schools Lead Elementary Principal
apomeroy@tps501.org

To Whom it May Concern,

I am writing to express my strong support for the Youth Teacher Apprenticeship Program, an initiative designed to cultivate the next generation of educators by providing high school students with invaluable hands-on teaching experience while pursuing an associate degree leading to a bachelor's degree in education. This program is a strategic and necessary approach to addressing the growing demand for qualified teachers within our community.

The benefits of this program for students are immense. It offers them a unique opportunity to gain paid teaching experience while working towards their education degree, ensuring they develop practical skills early in their academic journey. Additionally, the program provides a structured pathway from an associate to a bachelor's degree, supported by financial assistance, making higher education more accessible and attainable. The flexibility of online class options further enables students to balance their academic and professional commitments effectively.

For the district, the Youth Teacher Apprenticeship Program serves as a proactive solution to the ongoing teacher shortage. By investing in local talent, the district can develop a pipeline of skilled, homegrown educators who are already familiar with the community's needs and values. The program fosters mentorship opportunities, allowing experienced teachers to guide and shape future educators, ensuring continuity and stability within our schools. Furthermore, financial support through tuition reimbursement from the Youth Apprenticeship Program alleviates financial barriers and encourages more students to pursue teaching careers.

This initiative is a forward-thinking solution to strengthening our education system, and I wholeheartedly support its implementation and expansion. Jardine Elementary will support this apprenticeship and internship program by hosting students in our school, placing them in classrooms and with groups of students, and with the hope of one day hiring them into open positions when they complete their degrees. I urge stakeholders to invest in this program to ensure its continued success in developing dedicated and well-prepared educators for our community. Thank you for your time and consideration. I look forward to seeing the positive impact this program will have on both students and our education system.

Angela Pomeroy

Principal, Jardine Elementary STEAM Signature School
Topeka Public Schools Lead Elementary Principal
apomeroy@tps501.org

Kelli Hoffman
Principal
Tracy Keegan
Assistant Principal
French Middle School

February 3, 2025

Mr. Smathers,

I am writing in support of a Teacher Apprenticeship Program at TCALC in Topeka Public Schools. This program would allow TPS to create a grown your own program for our current students and future educators. We are currently experiencing great difficulty filling classroom vacancies. Providing another avenue for future educators to obtain their teaching license would be extremely beneficial.

This teaching pathway would allow our district to train specific to our district needs. It would allow hands-on experience for future teachers so they are better prepared for their own classroom. Having a teaching apprentice program also benefits our students by having another set of hands in the classroom working with children alongside the teacher. Within this program we can provide practicum experience and the flexibility to work with an intern's schedule. Financially, such an apprenticeship would also benefit students pursuing degrees while getting paid.

The TCALC Teacher Apprenticeship Program will provide an opportunity for our district to invest in and mentor future teachers while building a sense of community. It is a creative solution to an ever growing need of finding skilled educators to address the current staffing shortages happening in TPS and the state of Kansas. I support this program 100% and would be happy to host teacher apprentices in my middle school building.

Sincerely,

Kelli Hoffman

Principal, French MS

Lead Principal, Topeka Public Schools

Mr. Dustin L. Dick
Principal, Topeka High School & TCALC

Mr. Dustin L. Dick
Principal, Topeka High School & Topeka Center for Advanced Learning and Careers (TCALC)
Topeka Public Schools
February 12, 2025

Marie Z. Hall
Assistant Dean, Curriculum, Programs & Grants
Washburn Institute of Technology

Subject: Letter of Support for Apprenticeship Teaching Pathway

Dear Ms. Hall,

On behalf of Topeka Public Schools, the Topeka Center for Advanced Learning and Careers (TCALC), and Topeka High School, I am pleased to express our full support for the Apprenticeship Teaching Pathway in partnership with Washburn University and the Washburn Institute of Technology. This initiative presents an invaluable opportunity to address the ongoing teacher shortage by accelerating the pathway for students to earn their degrees and enter the teaching profession.

We recognize the critical need for qualified educators, and this program aligns with our commitment to growing our own future teachers. Through this partnership, we will provide students with meaningful apprenticeship positions, financial support for tuition, and hands-on work-based learning experiences within Topeka Public Schools. By integrating classroom learning with real-world teaching experience, we believe this initiative will cultivate a highly skilled and prepared generation of educators.

We appreciate the collaboration and dedication of Washburn University and Washburn Tech in making this pathway a reality. We look forward to working together to support aspiring educators and strengthen the future of education in our community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Dustin L. Dick', is written over a light blue horizontal line.

Dustin L. Dick
Principal, Topeka High School & TCALC
Topeka Public Schools



Para Education Associate of Applied Science (AAS)

First Year					
Fall			Spring		
Number	Title	Hours	Number	Title	Hours
EN 101	Introductory College Writing (SGE) ^{010, a}	3	PO 106	The Government of the United States (SGE) ⁰⁵⁰	3
CN 150	Public Speaking (SGE) ⁰²⁰	3	GG 101 or AN 112 or SO 100 or PY 100 or PY 209	Introduction to Geography (SGE) ⁰⁵⁰ Cultural Anthropology Introduction to Sociology Basic Concepts in Psychology Psychological Development through the Life-Span	3
HI 111	History of the United States through the Civil War (SGE) ⁰⁶⁰	3	MU 100	Enjoyment of Music (SGE) ⁰⁶⁰	3
ED 155	Teaching, Learning, Leadership	3	ED 165	Ed. 1, Examining Teaching as a Profession: Diversity 1, Literacy 1, Technology 1	3
ED 285	Educational Psychology	3	ED 275	Ed. 2 Exploring Teaching as a Profession (Classroom Management 1, Diversity 2, Technology 2) Ed. 2	3
Total Hours		15	Total Hours		15

Second Year					
Fall			Spring		
Number	Title	Hours	Number	Title	Hours
EN 200	Intermediate College Writing (SGE) ^{010, a}	3	BI 106	Everyday Biology (SGE) ⁰⁴⁰	3
MA 112	Contemporary College Math* (SGE) ⁰³⁰	3	EC 100	Introduction to Economics (SGE) ⁰⁷⁰	3
HI 100	Survey of Early World History (SGE) ⁰⁷⁰	3	ED 474	Special Topics in Education	3
ED 290	The Whole Child ^b	3	ED 335	Creative Experiences in Early Childhood Through Middle School	3
ED 302	Teaching Exceptional Learners	3	EDU 100	Introduction to Teaching Field Experience	3
Total Hours		15	Total Hours		15

^a Grade of "C" or higher is required

^b Offered in Fall semester only

^c Offered in Spring semester only

^d Course can also fulfill a general education requirement; discuss with advisor

*Indicates a course that may need to be substituted if student is interested in secondary education; discuss with advisor

Systemwide General Education (SGE) Key

010 English

020 Communications

030 Math & Statistics

040 Natural & Physical Sciences

050 Social & Behavioral Sciences

060 Arts & Humanities

070 Institutionally Designated

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

Institution: Washburn University Institute of Technology (WIT)

Proposed Program: 13.1501 Para Education

<u>IMPLEMENTATION COSTS</u>				
Part I. Anticipated Enrollment		Implementation Year		
Please state how many students/credit hours are expected during the initial year of the program? 15 students / 30 credit hours				
		Full-Time	Part-Time	
A. Headcount:		15	0	
Part II. Initial Budget		Implementation Year		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#	\$	\$0	
Part-time/Adjunct	# 6	\$16,200	\$0	General Fund
		Amount	Funding Source	
B. Equipment required for program		\$0		
C. Tools and/or supplies required for the program		\$0		
D. Instructional Supplies and Materials		\$0		
E. Facility requirements, including facility modifications and/or classroom renovations		\$0		
F. Technology and/or Software		\$0		
G. Other <i>(Please identify; add lines as required)</i> :		\$60,750	Gen. Fund – TCALC Discount	
Total for Implementation Year		\$76,950		

<u>PROGRAM SUSTAINABILITY COSTS (Second and Third Years)</u>				
Part I. Program Enrollment		Second and Third Years		
Please state how many students/credit hours are expected during the first two years of the program? 30 students / 60 credit hours				
		Full-Time	Part-Time	
A. Headcount:		30	0	
Part II. Ongoing Program Costs		First Two Years		
A. Faculty		Existing:	New:	Funding Source:
Full-time	#	\$	\$	
Part-time	# 12	\$32,400	\$	General Fund
		Amount	Funding Source	
B. Equipment required for program		\$0		
C. Tools and/or supplies required for the program		\$0		
D. Instructional Supplies and Materials		\$0		
E. Facility requirements, including facility modifications and/or classroom renovations		\$0		
F. Technology and/or Software		\$0		
G. Other <i>(Please identify; add lines as required)</i>		\$126,000	General Fund – TCALC Tuition Discount	
Total for Program Sustainability		\$158,400		

KBOR Fiscal Summary for Proposed Academic Programs

CA-1a Form (July 2024)

Please indicate any additional support and/or funding for the proposed program:

N/A

Submit the completed CA-1a application and supporting documents as a PDF included in the CA1 completed application packet.



CIP 13.1501 Para Education

1.9.2025 Minutes

Attendance:

Name	Organization
Dustin Dick	Topeka Public Schools – TCALC
Dr. Kelly Erby	Washburn University – College of Arts & Sciences
Dr. Zach Frank	Washburn University – School of Applied Studies
Dr. John Fritch	Washburn University – Provost’s Office
Laura Nichols	Topeka Public Schools – TCALC
Beth O’Neill	Washburn University – Provost’s Office
Scott Smathers	Washburn University - Institute of Technology

Program Need:

Topeka Public Schools expressed a strong need to hire qualified para educators for the district, as well as increase the pipeline of students seeking a professional career in education. WSU Tech provided notification of their intent to offer their Para Educator program in conjunction with USD 501 TCALC. Upon review, Washburn Institute of Technology decided to implement a Para Education program at USD 501 TCALC.

Program Structure:

TCALC representatives expressed interest in a two-year, 60 credit hour program. Students will earn an AAS upon completion. The 60 credit hours will apply towards a baccalaureate degree if students decided to further their education through the Washburn U – PTP: Paraprofessionals to Teacher Program.

Partners:

Program development needs to include the College of Arts and Sciences at Washburn University for the general education courses, and the School of Applied Studies at Washburn University for the education core courses. Dean Smathers will set up additional meetings with these partners to develop a draft curriculum to present to USD 501.

Implementation:

The goal is to start this program in Fall 2025. We will need to quickly move through our internal governance processes and the KBOR TEA requirements in order to meet this deadline.

Vote:

The committee unanimously voted to move forward with program development.

January 2025 – Email Minutes

Attendance:

Name	Organization
Robin Dixon	Topeka Public Schools
Dr. Kelly Erby	College of Arts & Sciences, Washburn University
Dr. Zach Frank	School of Applied Studies, Washburn University
Marie Hall	Washburn Institute of Technology
Diane Kimsey	Topeka Public Schools – TCALC
Laura Nichols	Topeka Public Schools – TCALC
Scott Smathers	Washburn Institute of Technology

Curriculum:

Draft curriculum was sent out to all committee members via email. Edits were made as needed by the appropriate partners.

Vote:

The committee unanimously voted to approve the curriculum.



Program Innovation: Curriculum & Assessment Committee
January 21, 2025

I. Roll Call:

Name	Division	Present
Ali Setayesh	Technology	P
Ashley Tyler	Health Occupations	P
Chaz Havens	Curriculum & Instruction	P
Corey Grame	Health Occupations	
Crystal Raub	Student Services	
Darrin Dillingham	Transportation	
Ian Marples	Student Services	
Jaime Fluke	Technology/Construction	P
James Robbins	Manufacturing	
Jennifer Ewing	Student Services	P
John Rasmussen	Manufacturing	P
Laura Keighley	Health Occupations	P
Lindsay Cubbage	Transportation	
Marcus Dice	Construction	P
Mandy Cox	Adult Education	P
Marie Hall	Curriculum, Programs, Grants	P
Vacant	Academic Advising	
Pam Masters	Curriculum & Instruction	P
Paul Mallory	Technology	P
Steven Bryant-Collier	Student Services	P
Teresa Beauclair	Health Occupations	P
Tisha Prather	Institutional Research	P

II. Adoption of the proposed agenda (Motion, Discussion, Action)

III. Approval of Minutes (Motion, Discussion, Action)

a. November 2024

Discussion: Laura motioned to approve the minutes, Jaime second, motion passed.

IV. Public Comments (Information)

Discussion: Marie reviewed the key details of the draft Hybrid Policy and shared feedback received prior to the meeting. The floor was then opened for discussion and public comment. Each person was given the opportunity to speak.

Positives:

- All homework for the week could be covered on the Remote Day. This provides instructors with additional time to complete other tasks.
- Instructors can utilize the attendance widget in D2L. This will track how long students were logged on, when they logged on, etc. Provides verification of students attendance & time when connecting from a remote location.
- This policy provides flexibility for students. May save time & money on transportation costs. Allows students time to prep/review concepts before attending class in-person.
- Remote day could be a make-up day for students who have missed class.
- May benefit students who are struggling to get additional 1:1 or small group time with instructor.
- Could help with student & instructor burn out.
- Tisha confirmed there are no concerns with this policy from an IR perspective. Does not impact KBOR, IPEDs, etc. reporting.
- Like the intentional, written policy. Provides clarity for HS partners and aids in communication.
- Keeps us competitive with other universities that offer hybrid options.

Edits and/or Need More Info

- Clarified that HS students need parent/guardian approval and school approval to attend remotely. Parent/guardian and/or school can choose to opt out.

Concerns:

- May take more time to set up remote work content.
- High School Coordination, transportation.
- Instructors could use additional training on D2L widget attendance tracking.

Day of Week & Why:

- Discussed that we all need to agree on the same day of the week that could be attended from a remote location. Assists in clear communication to partners (internal and external).
- Three people suggested Monday. Remote day would help prepare students for week, and get all homework out of way. Also provides Culinary with a day that an instructor could purchase all of the food for the week.
- Some other comments were Monday or Friday.
- Others had no preference.

V. Reports (Information ONLY)

- a. Divisions
 - i. Technology
 - ii. Healthcare

Discussion: Pam: State Board of Nursing on campus next week for ADN site visit.

- iii. Human Services
- iv. Construction
- v. Manufacturing
- vi. Transportation

b. Grants

Discussion: The National Science Foundation (NSF) Advanced Technological Education (ATE) Grant we submitted was not approved. There is an NSF mentoring process we can go through prior to resubmitting next year.

WIOA Competitive RFP for 2025-2030 is due January 31. It is routing through the Office of Sponsored (OSP) approval now.

WWVP Applications – Marie will notify all when the new RFP is released.

c. Curriculum and Instruction

Discussion: We have been asked to review and update our Shared Governance Council Charge. Marie will email to committee. Please review prior to the February meeting.

d. Student Services

Discussion: There are some national changes in policies anticipated/occurring (DEI policies, Title IX, etc.) due to changes in federal administration. Steve will update everyone on the policy changes and their implications once more guidance is available.

Academic calendar is in the works. Calendar for the next 3 years will be released soon. The new standard will be to ensure there are calendars available for the upcoming 3 years to aid in planning.

VI. Old Business (Motion, Discussion, Action)

VII. New Business (Motion, Discussion, Action)

a. Hybrid Course Policy:

- i. Hybrid Day Designation
- ii. Policy Review and/or Vote

Discussion: Paul motioned to approve for Monday. Marcus Second. Motion passed.

b. CIP 13.1501 ParaEducator AAS: New program in partnership with TCALC

Discussion: Tisha asked about Tiered/Non-Tiered funding. Scott clarified that this will be a Tech program and go through full TEA approval.

Scott shared that this program was in response to WSU Tech planning to offer the program at TCALC (in our service area). We either need to offer the program, or WSU Tech will be allowed to come into our service area and offer the program.

Program will only be offered at TCALC, not at Washburn Tech. It will be a full-day program at TCALC. TCALC instructors will be offering the Education courses. The Gen Ed courses will be offered by WU instructors in a hybrid format at TCALC.

Jaime motioned to approve, Laura second, motion passed.

- c. CIP 47.0303 Industrial Machine/Maintenance Technology – Program Revisions due to KBOR Alignment
 - i. Cert A
 - ii. Cert C

Discussion: John shared information about the Industrial Machine/Maintenance Technology program. Cert A and Cert C options have been created in response to KBOR program alignment requirements.

Ali expressed concern in regard to students completing 14 credit hours in the first semester. Chaz shared that several courses in the first semester are lecture based (Tech Math, OSHA), or primarily lecture based.

Laura motioned to approve, Jennifer second, motion passed.

- d. CIP 15.1302 Engineering, Drafting & Design – Program Revisions
 - i. Cert A: 24 hours
 - 1. Manufacturing Emphasis
 - 2. CAD/Civil Emphasis
 - 3. Construction Emphasis
 - ii. Cert B: 36 hours
 - iii. Cert C: 48 hours

Discussion: Jaime reviewed the new Engineering, Drafting & Design Curriculum. This will provide new exit points, as well as the ability to accept Spring Starts again. Jaime has discussed the new curriculum with her current Year 1 students. All have expressed interest in changing to the new curriculum to finish Year 2.

Paul motioned to approve, Chaz second, motion passed.

VIII. Adjournment

Discussion: Paul motioned to adjourn, Jaime second, motion passed.

The difference between winning and losing is most often not quitting. – Walt Disney

February 10, 2025

Technical Education Authority
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368

**RE: Washburn University Board of Regents
Confirmation of action taken by Board**

Dear Sir/Madam:

The undersigned, as Secretary to the Washburn University Board of Regents, hereby confirms the Board took the following action at its board meeting on February 6, 2025.

The Washburn University Board of Regents voted unanimously to approve the addition of the Associate of Applied Science Degree in Para Education at Washburn Institute of Technology.

Members of the Board who were present and voted on the item were: Shelly Buhler, John Dietrick, John Dicus, Jake Fisher, Linda Jeffrey, John Nave, Michael Padilla, Angel Romero and Jennifer Sourk.

Sincerely,



Marc B. Fried
General Counsel and Secretary
to the Board of Regents

