

COUNCIL OF CHIEF ACADEMIC OFFICERS

AGENDA

January 17, 2018
9:15 am – 10:00 am
or upon adjournment of
SCOCAO reconvene at noon

The Council of Chief Academic Officers will meet in the Suite 530 located in the Curtis State Office Building at 1000 SW Jackson, Topeka, Kansas, 66612.

I. Call To Order

- A. *Approve meeting minutes* April Mason, Chair p. 3
December 20, 2017, regular meeting

II. Program Request

- A. *Bachelor of Science in Education in Elementary Education Unified (K-6) (Second Reading)* PSU p. 6
- B. *Master of Professional Accountancy (Second Reading)* PSU p. 13
- C. *Bachelor of Science in Political Science (First Reading)* FHSU p. 18
- D. *Request approval to change degree titles:*
- Associate of Applied Science in Applied Technology FHSU p. 23
 - Bachelor of Science in Recreation PSU p. 24
 - Associate of Applied Science in Wood Technology PSU
 - Bachelor of Science in Technology PSU

III. Updates

- A. *Council of Faculty Senate Presidents* Brian Lindshield, KSU
- Proposed Amendments to the Credit by Exam Process p. 25

IV. Other Matters

- A. *New Program Proposal Form* Max Fridell, KBOR p. 27
- B. *Proposed Amendments to Accreditation Policy* Jean Redeker, KBOR p. 33
- C. *Proposed Amendments to Audit Policy* Jean Redeker, KBOR p. 34
- D. *Process for Universities to Submit Justification for Baccalaureate Degrees Exceeding 120 Credit Hours* COCAO Members p. 38
- E. *Concurrent Enrollment Partnership Taskforce* COCAO Members
- F. *Set date for April Conference Call* COCAO Members
- G. *Informational Items* COCAO Members

V. Adjournment

**Council of Chief Academic
Officers Meeting Schedule**

MEETING DATES	Location	Lunch Rotation	New Program/Degree Requests Due	Agenda Materials Due
January 17, 2018	Topeka	KSU	December 6, 2017	January 2, 2018
February 14, 2018	Topeka	KU	January 3, 2018	January 29, 2018
March 14, 2018	PSU	PSU	January 31, 2018	February 26, 2018
May 16, 2018	KUMC	KUMC	April 4, 2018	April 30, 2018
June 20, 2018	Topeka	Washburn	May 9, 2018	June 4, 2018

Council of Chief Academic Officers

MINUTES

Wednesday December 20, 2017

The December 20, 2017, meeting of the Council of Chief Academic Officers was called to order by Chair April Mason at 9:32 a.m. The meeting was held in Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	April Mason, KSU Lynette Olson, PSU Rick Muma, WSU	David Cordle, ESU Neeli Bendapudi, KU	Jeff Briggs, FHSU Robert Klein, KUMC
Staff:	Jean Redeker Karla Wiscombe Cynthia Farrier	Scott Smathers Max Fridell	Tim Peterson Sam Christy-Dangermond
Others:	Ed Kremer, KCKC Stuart Day, KU Amy Hite, PSU Kim Krull, Butler CC J.J. Widener, Seward CC Rob Catlett, ESU Harold Arnett, Cowley CC Stephan Bisaha, KMUW	Tosca Harris, Allen CC Ruth Dyer, KSU Erin Shaw, Highland CC Brian Lindshield, KSU Spencer Wood, KSU Ryan Ruda, Garden City CC Brenda Chatfield, NWKTC Adam Borth, Fort Scott CC	Nancy Zenger-Beneda Cloud CC Michael Fitzpatrick, Pratt CC Alysia Johnston, Fort Scott CC Steve Porter, Hutchinson CC Lori Winningham, Butler CC Michael McCloud, Johnson CC Rick Moehring, Johnson CC

Chair April Mason welcomed everyone and started the introductions around the room.

APPROVAL OF MINUTES

Jeff Briggs moved that the minutes of the November 15, 2017, meeting be approved. Following the second of Neeli Bendapudi, the motion carried.

PROGRAM REQUESTS

- PSU – Bachelor of Science in Education in Elementary Education Unified (K-6) (first reading)
Lynette Olson discussed Pittsburg State University's Bachelor of Science in Education degree program. Discussion was held and if there are further comments or questions, please contact Lynette Olson prior to the January 17, 2018, meeting. This is a first reading and no action is required.
- PSU – Master of Professional Accountancy (first reading)
Lynette Olson discussed Pittsburg State University's Master of Professional Accountancy degree program. Discussion was held and if there are further comments or questions, please contact Lynette Olson prior to the January 17, 2018, meeting. This is a first reading and no action is required.
- WSU – New Minors
Rick Muma presented information on the new Japanese minor and the Business Analytics minor at WSU for COCAO approval.

Neeli Bendapudi moved, with the second of Lynette Olson, that the minors in Japanese and Business Analytics at Wichita State University be approved.

- WSU – Rick Muma requested approval to change school name from School of Community Affairs to School of Criminal Justice. Discussion was held about the various degrees and certificates associated with the School of Criminal Justice.

Lynette Olson moved, with the second of Jeff Briggs, that the changing of school name from School of Community Affairs to School of Criminal Justice at Wichita State University be approved. The motion carried.

- KU – Neeli Bendapudi requested approval to merge the Department of Dance and the Department of Theatre into a single Department of Theatre and Dance.

Lynette Olson moved, with the second of Rick Muma, that the merge of the Department of Dance and the Department of Theatre into a single Department of Theatre and Dance at University of Kansas be approved. The motion carried.

- WSU – Rick Muma requested COCAO’s approval to change the degree title for the following:
Master of Science in Electrical Engineering to Master of Science in Electrical and Computer Engineering.
Bachelor of Science in Manufacturing Engineering to Bachelor of Science in Product Design and Manufacturing Engineering.
Bachelor of Science in Health Services Management and Community Development to Bachelor of Science in Health Management.

David Cordle moved, with the second of Lynette Olson, that changing the degree titles listed above at Wichita State University be approved. The motion carried.

- KU - Neeli Bendapudi requested COCAO’s approval to change the degree titles for the Bachelor of Arts, Master of Arts, and Doctorate in French to Bachelor of Arts, Master of Arts, and Doctorate in French and Francophone Studies.

Lynette Olson moved, with the second of Rick Muma, that the changing of degree titles listed above at University of Kansas be approved. The motion carried.

UPDATES

Brian Lindshield, KSU, presented the agenda topics for the Council of Faculty Senate Presidents meeting:

- Alternative Math Pathways
- 120 credit hour degree process
- Alternatives to textbooks

At the November COCAO meeting, Credit for Prior Learning Process revisions as referenced in the policy, regarding the determination of cut scores was discussed and no action was taken. Discussion was held with COCAO and it was decided to add Credit by Exam Process revisions to the January COCAO agenda for action.

OTHER MATTERS

- New Program Proposal Form was presented by Max Fridell.
 - Streamlined the documents by combining four documents into one document
 - Made the process applicable to all programs and four year institutions
 - Allowed individualization on the form to provide additional explanation as needed
 - Requesting feedback from the institutions
 - The approved Program Proposal Form will be effective next academic year

Discussion was held and it was decided to add the revised New Program Proposal Form to the January COCAO agenda for action.
- Proposed Amendments to Accreditation Policy presented by Jean Redeker.
 - Proposing an oral report to the Board by the president or chancellor of the institution when there is a change or update to their accreditation
 - If there is a negative action on accreditation, alert Vice President of Academic Affairs upon occurrence

- Please review with appropriate individuals at your institution

Discussion was held and it was decided to add the revised Proposed Amendments to Accreditation Policy to the January COCAO agenda for action.

- Proposed Amendments to Audit Policy presented by Jean Redeker.
 - Revisions were made based upon feedback from November meeting
 - Added graduate course information back to policy
 - Allows flexibility at institutional level

Discussion was held and it was decided to add the revised Proposed Amendments to Audit Policy to the January COCAO agenda.

The Chair recessed the meeting at 10:07 am.

COCAO reconvened at 12:02 pm.

- Blake Flanders discussed Concurrent Enrollment Partnership (CEP) Taskforce meetings and goals with COCAO. Discussion was held and April Mason will update COCAO via e-mail with available notes. The next CEP meeting will be held January 8th.
- Discuss Process for Universities to Submit Justification for Baccalaureate Degrees Exceeding 120 Credit Hours
 - Reviewed draft degree submission form
 - Requested to add CIP code to the form
 - Institutional Research staff have capability to gather degree information from program inventory
 - Final spreadsheet will list all institutions for global view
 - Focus on Bachelor degrees
 - Review preliminary institutional forms at January COCAO meeting
 - Submit forms to Ronda Franco at rfranco@ksbor.org by January 10th
- Discuss Credit for Prior Learning Allowance
 - Distributed HLC Shared Services Arrangements handout
 - Guidelines for Institutions and Peer Reviewers
 - Distributed HLC Substantive Change handout
 - Overview of HLC Policies and Procedures for Institutional Changes requiring Notification or Approval
 - HLC's guideline for outsourcing is a contractual agreement in writing
 - Next HLC conference is scheduled for April 6-10, 2018

ADJOURNMENT

The chair adjourned the meeting at 12:53 pm.

**New Program Proposal: Program Summary
Pittsburg State University**

**Bachelor of Science in Education
Elementary Education Unified (K-6)**

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Title of proposed program: Elementary Education Unified (K-6) Degree to be offered: Bachelor of Science in Education Anticipated implementation: August 2018 Total Number of Credit Hours: 134 CIP code: 13.1202
2. Academic Unit	Teaching and Leadership (College of Education)
3. Program Description	<p>This Bachelor of Science in Education degree, serving undergraduate students on the Pittsburg State University Campus, draws on courses and strengths already in place in the College of Education. The framework for this program is already in existence with the separate certification programs for these areas.</p> <p>This proposed program will prepare students for dual certification: Elementary and Special Education for grades K-6. Each of these areas requires specialized coursework for certification, and the proposed program meets the Elementary Education Unified Standards as set forth by the Kansas State Department of Education.</p> <p>On February 14, 2017, the Kansas State Board of Education approved the Elementary Education (K-6) Standards, thus allowing an educational program that provides students with the opportunities to serve more students at the elementary level and paving the way for teacher candidates to expand their marketability and address the shortage of special education teachers in Kansas and across the country.</p> <p>The proposed program maintains the rigor and reputation of our teacher education program, as students must not only successfully complete the eight-semester, sequential coursework that offers multiple practica opportunities, but must pass the Praxis licensure examinations as well.</p>
4. Demand/Need for the Program	<p>According to the U.S. Census, 2.8 million school-aged children with disabilities across the United States qualify for special education services. That is approximately 5.2 percent of America’s youth aged 5 to 18, and this number, as well as the demand for special education teachers, is expected to continue to increase. The Bureau of Labor Statistics predicts that employment of special education teachers will grow by six percent through 2024, opening roughly 31,000 new special education jobs.</p>

<p>4. Demand/Need for the Program <i>(continued)</i></p>	<p>The need for this program is clear. The Kansas Commissioner of Education’s Blue-Ribbon Task Force on Teacher Vacancies and Supply (KSDE, 2016) identified recruiting elementary and special education teachers as a priority due to the high number of elementary and special education teaching positions left unfilled in Kansas in recent years. Upon recommendation by this Task Force, KSDE allowed for teacher candidates to earn a combined Elementary and Special Education teaching license.</p> <p>At PSU, there are currently 35 Elementary Education majors who are declared Inclusive Education minors. All 35 said they would change to the new Elementary Education Unified program if it were available.</p>
<p>5. Comparative /Locational Advantage</p>	<p>PSU is in a unique position to offer the first Elementary Education Unified (K-6) program in Kansas. Because PSU has a history of a strong Elementary Education program, combined with a successful Inclusive Education minor, the proposed program can build on this foundation and be effective from the first semester of coursework.</p> <p>Three Regent’s institutions have the Early Childhood Unified (Birth-Grade 3) program: WSU, FHSU, and ESU, as does Washburn University. Two Regent’s Institutions, KSU and KU, have an Early Childhood Unified (Birth-Kindergarten) program. Newman University and Southwestern University have an Early Childhood Unified (Birth-Grade 3) program. These programs do not graduate enough special education and general education trained teachers to fill the shortages of special education teachers in Kansas for Birth-Grade 3 teaching positions. None of the programs fill the shortage for special education teachers in grades 4-6 because the graduates in these programs are not licensed for grades 4-6.</p>
<p>6. Curriculum</p>	<p>The 134-semester credit hour program includes 48 credit hours of general education requirements and 86 credit hours of education courses and practica. Included in this total are at least 28 semester credit hours in which teaching candidates have direct, supervised contact with elementary-aged children.</p> <p>Content teaching courses reflect the following disciplines: mathematics, physical education and health, creative expression, art, children’s literature, reading and language arts, and science. Courses in psychology, inclusion, classroom management, technology, diversity, and curriculum development provide the necessary frameworks for a successful teaching experience.</p>
<p>7. Faculty Profile</p>	<p>Eight tenured/tenure-earning faculty, five full-time faculty, and two part-time faculty currently teach in the Elementary Education and Inclusive Education minor. The proposed program includes the Elementary Education and Inclusive Education minor courses, which are fully staffed and have capacity. Therefore, no additional or new faculty are required for this program.</p> <p>Core faculty for this program are listed below.</p>

<p>7. Faculty Profile <i>(continued)</i></p>	<p>Core Faculty Members</p>	<p>Time Allotted to Program</p>	<p>Credentials and Role</p>
	<p>Dr. Julie Samuels, Ph.D. Tenured Assoc. Prof.</p>	<p>75%</p>	<p>Teaches EDUC 261; supervises the field experience; holds teaching credentials for ele and middle level, and building leadership.</p>
	<p>Dr. Kristi Stuck, Ph.D. Tenure Track Assist. Prof.</p>	<p>100%</p>	<p>Teaches EDUC 252 and EDUC 366 including the practicum; graduate degree is in reading; research is in early teacher preparation.</p>
	<p>Dr. Bridgette Fincher, Ph.D. Tenure Track Assist. Prof.</p>	<p>100%</p>	<p>Teaches EDUC 361 and 362; coordinates Math and Science Nights where PSU candidates teach parents how to teach math and science at home</p>
	<p>Ms. Angela Abbott, M.S.Ed. Instructor</p>	<p>50%</p>	<p>Teaches EDUC 367 including the practicum; pursuing a doctorate in Curriculum and Instruction.</p>
	<p>Ms. Amy Bartlow, M.S.Ed. Instructor</p>	<p>100%</p>	<p>Teaches EDUC 320, EDUC 307, and EDUC 464; pursuing a doctorate in Educational Studies.</p>
	<p>Dr. Marti York, Ph.D. Assoc. Prof.</p>	<p>100%</p>	<p>Teaches SPED 511 and SPED 516; early childhood special education specialist.</p>
	<p>Dr. Gloria Flynn, Ph.D. Assist. Prof.</p>	<p>35%</p>	<p>Teaches SPED 510 and SPED 514; area of research is special education and poverty.</p>
	<p>Dr. Marc Daszewitz, Ph.D. Assist. Prof.</p>	<p>50%</p>	<p>Teaches SPED 513; elementary special education specialist. His area of research is social justice and special education.</p>
<p>8. Student Profile</p>	<p>Students who will be drawn to this interactive program will likely have interests in working with students in the K-6 setting, including both general and special education students. Character traits for university students entering this profession often exhibit organization, creativity, intuition, a calming nature, detail-orientation, adaptability, even-temperament, and a good sense of humor.</p> <p>The students for this program will be high school graduates and transfer students who identify both elementary and special education as their preferred major.</p>		
<p>9. Academic Support</p>	<p>The Academic Support provided by PSU has the capacity to meet the needs of the proposed Elementary Education Unified (K-6) program. These support services include: Student Health Center, University Counseling Services, Legal Resource Center, Office of Student Diversity, technology support, tutoring, Writing Center, student advisement, Center for Student Accommodations, Student Success Program, Axe Library, Instructional Resource Center, career services, and computer labs and printing.</p> <p>No additional or new academic supports are necessary for the success of this program.</p>		

10. Facilities and Equipment	<p>The Facilities and Equipment provided by PSU is sufficient to meet the needs of the proposed program. No additional, new or renovated facilities or equipment are necessary for the success of this program.</p>
11. Program Review, Assessment, Accreditation	<p>The Elementary Education Unified program implements the same comprehensive assessment systems as do all other programs at PSU. All Field Experience evaluations are based on the KSDE Elementary Education Unified Standards, PSU Conceptual Framework (four standards and 31 indicators), and the KSDE Professional Education Standards.</p> <p>Assessment Instruments/Rubrics for candidate performance and program improvement meet KSDE Elementary Education Unit program standards. Assessments are administered throughout the program beginning in the sophomore year. Throughout the professional semester, teacher candidate progress is assessed during each supervisor visit (a minimum of four visits per semester), and, at the conclusion of the student teacher experience, the university supervisors and the cooperating teacher use the Professional Knowledge Base Assessment document which assesses the teacher candidate's performance on 31 indicators.</p> <p>Assessments include the Praxis Content test and Principles of Teaching and Learning examinations; Teacher Work Sample; Student Teaching Evaluation; Pre-Post Analysis in Primary Reading and Language Arts; Creative Expressions Portfolio; Universal Design for Learning Portfolio; and course grades. Data from all assessment instruments are used to evaluate the program and make changes as necessary.</p> <p>All undergraduate and graduate teacher education programs at Pittsburg State University are accredited by the Kansas State Department of Education (KSDE) and the Council for the Accreditation of Educator Preparers (CAEP).</p>
12. Costs, Financing	<p>No new General Use Costs are required or requested for this program. The program uses the coursework from the Elementary Education major and the Inclusive Education minor. All courses, but one, have been taught in previous semesters. One new 3-semester credit hour course (SPED 516, Assessment and Individualized Education Planning) is added and will be taught in-load by a professor who is teaching other courses in the program. One of the courses she teaches will no longer be taught by our department; SPED 516 will replace the course she is currently teaching and will become part of her regular teaching load.</p>

**New Program Proposal: Curriculum Outline
Pittsburg State University**

**Bachelor of Science in Education
Elementary Education Unified (K-6)**

Basic Program Information

- | | |
|---|---|
| 1. Title of proposed program: | Elementary Education Unified (K-6) |
| 2. Degree to be offered: | Bachelor of Science in Education |
| 3. Anticipated date of implementation: | August 2018 |
| 4. Responsible department(s) or unit(s): | College of Education
Department of Teaching and Leadership |
| 5. Total Number of Semester Credit Hours: | 134 |
| 6. CIP code: | 13.1202 |

A note on the 134-semester credit hour requirement:

The Elementary Education Unified (EEU) program is a 134-semester credit hour program designed to meet the Kansas State Department of Education Standards for EEU which were approved February 14, 2017. Teacher candidates earn two teaching licenses (Elementary and Special Education) which requires specialized coursework in both areas.

The proposed baccalaureate program totals 134 undergraduate credit hours. Most courses will be taught in a face-to-face format on the Pittsburg campus.

Course Code	Course Title	Hours
Freshman Semester 1		
ENGL 101	English Composition	3
BIO: 113	Environmental Life Science	4
HHP 150	Lifetime Fitness	1
PSYCH 155	General Psychology	3
SOC 100	Introduction to Sociology	3
Freshman Semester 2		
GEOG 106	World Regional Geography	3
ENGL 299	Introduction to Research Writing	3
HIST 201 or 202	American History	3
MATH 204	Mathematics for Education I	3
COMM 207	Speech Communication	3
EDUC 261	Explorations in Education	3
Sophomore Semester 1		
POLS 101	U.S. Politics	3
MATH 304	Mathematics for Education II	3
ENGL 113	General Literature	3
HHP 341	Elementary School PE and Health	3
EDUC 321	Methods of Creative Expression	3
SPED 510 or 511	Overview of Special Education	3
Sophomore Semester 2		
ECON 191 or FCS 230	Issues in Today's Economy Consumer Education	3
PSYCH 263	Developmental Psychology	3
PHYS 171/172	Physical Science and Lab	4
EDTH 330	Technology for the Classroom	3
ART 311	Art Education	3
EDUC 551	Diversity in the Classroom	3
Professional Education Block 1		

EDUC 252	Children's Literature	3
EDUC 320	Early Childhood Foundation and Curriculum	3
EDUC 360	Curriculum Development for Elementary Education	3
EDUC 307	Clinical Experience	1
SPED 513	Instructional Approaches for the Inclusive Classroom	3
SPED 512	Characteristics of Students in Inclusive Settings	3
Professional Education Block II		
EDUC 366	Primary Reading and Language Arts with Practicum	4
PSYCH 357	Educational Psychology	3
EDUC 362	Elementary School Science	3
SPED 515	Positive Behavior Support in the Inclusive Setting	3
SPED 514	Professional Collaboration in the Inclusive Setting	3
SPED 516	Assessment and Individualized Education Programming	3
Internship Semester		
EDUC 345	Topics: Internship in Elementary Education Unified	3
EDUC 361	Elementary School Mathematics	3
EDUC 367	Intermediate Reading and Language Arts with Practicum	4
EDUC 363	Elementary School Social Studies	3
EDUC 464	Foundations of Measurement and Evaluation	2
Professional Semester (Student Teaching)		
EDUC 455	Elementary and Middle Level Education	2
EDUC 458	Methods and Curriculum	3
EDUC 475	Supervised Teaching in Elementary Schools	3
EDUC 476	Supervised Teaching in Elementary Schools	5
EDUC 579	Supervised Student Teaching and Follow-Up	2
TOTAL		134

Curriculum: Internships and practica required of students in this program

The internship and practica total over 1,000 contact hours in an elementary and/or special education classroom working directly with Kindergarten through Grade 6 students, classroom, and special education teachers.

Internship/Practica	Description
EDUC 261	Supervised clinical experience to be conducted in area schools
EDUC 307	Supervised clinical experience for students who have completed EDUC 261
SPED 510/511	Tutor a student with special needs in the classroom setting.
EDUC 366	Hands-on teaching experiences at primary grades through supervised, on-site practicum
EDUC 367	Hands-on teaching experiences at intermediate grade level through supervised, on-site practicum.
EDUC 345	Observing, working with small groups of students, grading papers, helping with classroom tasks, and teaching one subject for three to four weeks.
EDUC 475	Directed observation, participation and responsible classroom teaching; taken as part of the professional semester by students in the regular elementary sequence
EDUC 476	Directed observation, participation and responsible classroom teaching; taken as part of the professional semester by students in the regular elementary sequence
EDUC 579	Departmental representatives will visit each student teacher during the professional semester Note: departmental representatives will provide assistance and support for students in their first year of teaching

New Program Proposal: Fiscal Summary

Bachelor of Science in Education Elementary Education Unified (K-6)

Basic Program Information

- | | |
|---|---|
| 1. Title of proposed program: | Elementary Education Unified (K-6) |
| 2. Degree to be offered: | Bachelor of Science in Education |
| 3. Anticipated date of implementation: | August 2018 (FY 2018-2019) |
| 4. Responsible department(s) or unit(s): | College of Education
Department of Teaching and Leadership |
| 5. Total Number of Semester Credit Hours: | 134 |
| 6. CIP code: | 13.1202 |

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	20	5	28	6	35	7
B. Total SCH taken by all students in program	$700 + 85 = \mathbf{785}$		$980 + 102 = \mathbf{1,082}$		$1225 + 119 = \mathbf{1,344}$	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
No new General Use Costs are required or requested for this program. The program uses the coursework from the Elementary Education major and the Inclusive Education minor. These courses are approved and have been taught in previous semesters. One new 3-hour course (SPED 516) is added and will be taught in load by a professor who is teaching other courses in the program.						
<u>Base Budget</u>						
Salaries	NA		NA		NA	
OOE	NA		NA		NA	
Total	NA		NA		NA	

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

**New Program Proposal: Program Summary
Pittsburg State University**

Master of Professional Accountancy

Criteria	Program Summary
1. Program Identification	<p>Title of proposed program: Master of Professional Accountancy Degree to be offered: Master of Professional Accountancy Anticipated implementation: Fall Semester, 2018 Total # of Credit Hours 33 CIP code: 52.0301</p>
2. Department	Accounting and Computer Information Systems Department Kelce College of Business
3. Program Description	<p>This proposed program provides graduate students with the opportunity to complete a Master’s degree at Pittsburg State University in the field of accounting in an accelerated format, whereby students will get an undergraduate and a graduate degree in five years’ time.</p>
4. Demand/Need for the Program	<p>The demand for graduates who go on to earn the CPA designation is strong and is predicted to grow.</p> <p>Each year 10-15 of our Bachelor of Business Administration with a major in accounting graduates go on to study for a Master of Business Administration (MBA) degree. The overwhelming reason for pursuing this degree is to earn the 150-semester credit hours necessary to sit for the Uniform CPA Examination. In addition to those pursuing the MBA, 31 of our 156 current accounting undergraduates (nearly 20%) are double-majoring with the goal of earning all 150-credit hours at the undergraduate level. Because the goal of these students is to become certified accounting professionals, being able to earn the 150-credit hours with a Master’s degree in their field is quite desirable.</p> <p>According to the Bureau of Labor Statistics website¹, there were 1.3 million jobs in accounting and auditing in 2014. This number is expected to increase by 11% during the period of 2014-2024, which is faster than the average of all other reported occupations. With a mean annual wage of \$76,730, these are well-paying jobs, and with 11% expected growth, the industry is in demand of graduates in increasing numbers.</p> <p>As of this writing, according to an online job site², there are 144 entry-level accounting job openings within 25 miles of Wichita, and there are 518 entry-level accounting jobs within 25 miles of Kansas City. (St. Louis has 579; Omaha, 268; Oklahoma City, 247; Tulsa, 149; and Topeka, 60).</p>
5. Comparative/ Locational Advantage	<p>Pittsburg State University offers competitively priced, high-quality degrees at both the undergraduate and graduate levels. While our accounting program has fewer students than some of the larger state universities in the Regents’ system, our graduates have CPA Uniform Examination pass rates that are comparable to those larger institutions.</p> <p>Located in the heart of the Midwest, PSU’s accounting graduates can be found at all the Big 4 public accounting firms (EY, KPMG, Price-WaterhouseCoopers, and Deloitte), in national and regional public accounting</p>

¹ <https://www.bls.gov/>

² Indeed. (2017, November). Retrieved from: <https://www.indeed.com/>

	<p>firms like BKD, Grant Thornton, Montgomery Coscia Greulich, and Moss Adams, in large corporations such as ConAgra, Cerner, Koch Industries, Phillips 66, and Walmart, among others, and in small to medium-sized businesses across the region.</p> <p>Our entire accounting faculty consist of professionals who either hold the CPA designation or a law degree. Class sizes are capped at a maximum of 90 students in our introductory classes, but most classes in the department are capped at under 50 students each. Classes above the introductory level are all taught by our PhD/CPA, MBA/CPA, or JD credentialed faculty, with no graduate students responsible for primary teaching duties.</p> <p>Geographically we are in a prime location to support the workforce needs of nearby cities, including Wichita, Kansas City, Omaha, Joplin, Springfield, Tulsa, Oklahoma City, and St. Louis, as well as the fast-growing Northwest Arkansas region.</p>
6. Curriculum	<p>The Master of Professional Accountancy is a 33-semester credit hour accelerated degree program. Included in this program are:</p> <ul style="list-style-type: none"> • 9 hours double-counted undergraduate/graduate accounting courses • 6-credit hours of MBA courses • 12-credit hours of graduate accounting/finance courses • 6-credit hours of 500-level or above (accounting, computer information systems, economics or finance electives) <p>No new courses will need to be created, and no new faculty will need to be hired.</p>
7. Faculty Profile	<p>The core accounting faculty for the degree will be:</p> <ul style="list-style-type: none"> • Dr. David O’Bryan (Ph.D. University of Missouri), University Professor and holds 5 professional certifications, including a CPA; • Dr. Theresa Presley (Ph.D. University of Memphis), Ph.D./CPA; • Dr. Mary Jo Goedeke (J.D. University of Kansas and LL.M., University of Missouri-Kansas City); and • Gail Yarick, who recently completed her Ph.D. (Northcentral University), also holds the CPA designation. <p>Faculty who currently teach in the MBA program will be used to offer the six-credit hours of MBA coursework and the Financial Strategy course that Master of Professional Accountancy students will need to take. These faculty include:</p> <ul style="list-style-type: none"> • Dr. Kevin Bracker (Ph.D. University of Kansas); • Dr. Bienvenido Cortes (Ph.D. Oklahoma State University); • Dr. Choong Lee (Ph.D. University of Iowa); • Dr. Kristen Maceli (Ph.D. University of Kansas); • Dr. Lynn Murray (Ph.D. University of Missouri); and • Dr. Jay van Wyk (Ph.D. Tilburg University). <p>All the faculty in this program have terminal degrees; many faculty have significant work experience above their academic careers and hold professional certifications that are vital to their field of expertise. Their vitae are available upon request.</p>
8. Student Profile	<p>The program is designed to be a one-year, accelerated Master of Professional Accountancy, and as such, the target audience for this program will be existing Pittsburg State University accounting undergraduate students. Students will be required to maintain a high GPA in their undergraduate accounting courses to be admitted, and nine-credit hours of coursework will be double-counted at the undergraduate/graduate level; hence the need for the students entering the program to have studied at Pittsburg State University.</p>

	<p>Students enrolling in this program generally share similar personality characteristics, including organization and time management skills, attention to detail, trustworthiness, self-starters, efficient planners, and effective leaders.</p>																
9. Academic Support	<p>Academic services at Pittsburg State University, including advising, library, audio-visual, laboratory, and academic computing resources, are sufficient to support this program. All academic support available at Pittsburg State University and in the Kelce College of Business will be available for students and faculty in the Master of Professional Accountancy program, including institutional support, initiatives offered through the Student Success Center (such as The Writing Center), resources available through the Axe Library, access to support for faculty and student travel, and internal grant funding opportunities.</p> <p>Furthermore, Pittsburg State University provides strong and outstanding support for both hardware and software technology needs. The Accounting and Computer Information Systems Department in the Kelce College of Business will provide computing equipment, computer lab-space, and support infrastructure, including information and communication resources.</p> <p>Library materials, including electronic subscriptions to the most relevant journals and databases in accounting, are sufficient for the proposed program.</p>																
10. Facilities / Equipment	<p>Existing facilities are sufficient for the proposed program. The program will use classrooms and computer labs in the Accounting and Computer Information Systems Department, the Kelce College of Business, and the Axe Library.</p> <p>The only equipment that the department can foresee is access to specialized law and financial databases to be used in the Tax Research class. There will be no other equipment or software expenses, and no classroom or infrastructure costs to start and maintain the program.</p>																
11. Program Review / Assessment / Accreditation	<p>The Master of Public Accountancy degree program will employ the same program review procedures used for all Pittsburg State University programs. In addition, all programs, including the Master of Public Accountancy, are required to submit an annual assessment report to the University Assessment Committee documenting progress toward meeting student learning outcomes.</p> <p>The program level assessment for the Master of Public Accountancy degree will be consistent with the existing Master of Business Administration degree, the only other Master level degree offered by the Kelce College of Business. Faculty in the new program will work with the Pittsburg State University Director of Assessment to continue refining program assessment methods as the new degree program is implemented. Assessment techniques will include the use of CPA Uniform Examination results, Major Field Test results, class projects scored with rubrics, advisement surveys, exit interviews, and employment surveys.</p>																
12. Costs, Financing	<p>The administration of the Master of Professional Accountancy degree will require Program Director and Administrative Specialist support time, as well as two foreseeable costs. Databases for the Tax Research class have a cost of \$10,000 per year, and those costs will be absorbed by the College. Plans for recouping those costs include a reallocation of student technology fees and/or outside fundraising. The other cost will be in the form of one new graduate assistant to support the expansion of graduate offerings from the Department.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Implementation Year</u></th> <th style="text-align: center;"><u>Year 2</u></th> <th style="text-align: center;"><u>Year 3</u></th> </tr> </thead> <tbody> <tr> <td style="padding-left: 40px;">GA Salaries</td> <td style="text-align: center;">\$5,000</td> <td colspan="2" style="text-align: center;">No additional requests</td> </tr> <tr> <td style="padding-left: 40px;">Database Subscriptions</td> <td style="text-align: center;"><u>\$10,000</u></td> <td colspan="2"></td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td style="text-align: center;">\$15,000</td> <td colspan="2"></td> </tr> </tbody> </table>		<u>Implementation Year</u>	<u>Year 2</u>	<u>Year 3</u>	GA Salaries	\$5,000	No additional requests		Database Subscriptions	<u>\$10,000</u>			Total	\$15,000		
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Database Subscriptions	<u>\$10,000</u>																
Total	\$15,000																

**New Program Proposal: Curriculum Outline
Pittsburg State University**

Master of Professional Accountancy

Basic Program Information

1. Title of proposed program:	Master of Professional Accountancy
2. Degree to be offered:	Master of Professional Accountancy
3. Anticipated date of implementation:	Fall Semester, 2018
4. Responsible department(s) or unit(s):	Accounting and Computer Information Systems Department
5. Total Number of Semester Credit Hours:	33
6. CIP code:	52.0301

Course Name and Number

Credit Hours

Double-counted Undergraduate/Graduate Level Courses

ACCTG 710 – External Auditing and Assurance Services	3
ACCTG 711 – Advanced Taxation	3
ACCTG 720 – Advanced Financial Accounting	3

Existing MBA Courses – Pick 2 courses from the list below 6

MGMKT 826 – Quantitative Business Analysis (3)
MGMKT 828 – Leadership and Behavioral Management (3)
MGMKT 830 – Business, Government and Society (3)
MGMKT 831 – International Business (3)
MGMKT 839 – Marketing Strategy (3)

Graduate Level Accounting/Finance Courses

ACCTG 812 – Tax Research	3
ACCTG 813 – Financial Statement Analysis	3
ACCTG 814 – Management Control Systems	3
FIN 836 – Financial Strategy	3

500-level or above courses

ACCTG 522 – Information Systems Auditing and Controls	3
Choose any ACCTG, CIS, ECON or FIN course at the 500-level or above	3

Total Credit Hour Requirement: 33 hours

**New Program Proposal: Fiscal Summary
Pittsburg State University**

Master of Professional Accountancy

Basic Program Information

- | | |
|---|--|
| 1. Title of proposed program: | Master of Professional Accountancy |
| 2. Degree to be offered: | Master of Professional Accountancy |
| 3. Anticipated date of implementation: | Fall Semester, 2018 |
| 4. Responsible department(s) or unit(s): | Accounting and Computer Information Systems Department |
| 5. Total Number of Semester Credit Hours: | 33 |
| 6. CIP code: | 52.0301 |

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Full-Time, Part-Time Headcount:	20	0	25	0	30	0
Total SCH taken by all students in program	660		825		990	
Part II. Program Cost Projection						
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 only include the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
GA Salaries	\$5,000		No additional request		No additional request	
Database Subscription	\$10,000		No additional request		No additional request	
Total	\$15,000		No additional request		No additional request	

One new graduate assistant is needed to support the expansion of the department's graduate offerings. Databases for the Tax Research class have a cost of \$10,000 per year, and those costs will be absorbed by the College. Plans for recouping those costs include a reallocation of student technology fees and/or outside fundraising.

Fort Hays State University
Request to Add New Degree to an Existing Program
Program Summary
Kansas Board of Regents

<u>Criteria</u>	<u>Program Summary</u>
1. Program Title and Degree	Bachelor of Science in Political Science Add to Department of Political Science with existing Bachelor of Arts in Political Science
2. CIP Date of Implementation	CIP: 45.1001 Fall 2018
3. Academic Unit	Department of Political Science College of Arts, Humanities, and Social Sciences
4. Program Description	<p>Fort Hays State University’s main goal for this proposal is to offer a balanced political science program for students. Both the Bachelor of Science degree and the Bachelor of Arts degree have distinct advantages. The current Bachelor of Arts in Political Science degree is an excellent option for students interested in a broader education in the major; it includes foreign language and increased opportunities for electives. The proposed Bachelor of Science in Political Science degree is more specialized and geared for students interested in a career that is technical in orientation. Beyond these broad descriptions, there are several factors that determine the best degree path, including career requirements, academic abilities, and aptitude.</p> <p>By offering the Bachelor of Science in Political Science degree at a more in-depth level, students may take, in lieu of foreign language and electives, additional credit hours of mathematics, science, or applied coursework as approved by the advisor. FHSU will continue to offer the Bachelor of Arts in Political Science, which is especially well-suited to students wishing to pursue foreign language as part of their degree program.</p>
5. Rationale for Degree	<p>The addition of a Bachelor of Science in Political Science degree option will offer opportunities for students to better address the expectations of certain careers or advanced study, especially those requiring a stronger background in math or science. For example, students interested in research or campaign management may opt for statistics or computer science; whereas students venturing into public health or agriculture policy may be well-served by additional coursework in biology or agriculture; and, likewise, students may choose more courses in economics or finance if their career future includes economic policy.</p> <p>This degree option will also serve our online adult learners, providing them with continued flexibility in their academic programming.</p>
6. Student Profile	<p>Students drawn to this program will likely have interests in political science, mathematics, science, and specialized interests in the social sciences.</p> <p>Skills attained in this field are broadly applicable to a variety of career options: investment banking, lobbyist, campaign manager, city planner, academic or business research, financial consultant, public finance and administration, international affairs, non-profit, teaching, social media administrator, public relations, etc.</p>

7. Faculty Profile	<table border="1"> <thead> <tr> <th>Faculty Name</th> <th>Faculty Rank</th> <th>Highest Degree</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td>Bryan Bennett*</td> <td>Assistant Professor</td> <td>J. D.</td> <td>1.0</td> </tr> <tr> <td>Leland Coxe</td> <td>Instructor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Lawrence Gould*</td> <td>Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Josephine Squires*</td> <td>Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Jian Sun*</td> <td>Associate Professor</td> <td>Ph.D.</td> <td>0.5</td> </tr> <tr> <td>Vacant*</td> <td>Assistant Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Vacant*</td> <td>Assistant Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> </tbody> </table> <p><i>*Tenured/Tenure-Track Faculty</i></p> <p>Areas of specialty pertinent to this program from the faculty include Science, Technology and Public Policy, American Politics, International Studies, Public Administration and Public Policy, Legal Studies, Political Management and Political Theory</p>	Faculty Name	Faculty Rank	Highest Degree	FTE	Bryan Bennett*	Assistant Professor	J. D.	1.0	Leland Coxe	Instructor	Ph.D.	1.0	Lawrence Gould*	Professor	Ph.D.	1.0	Josephine Squires*	Professor	Ph.D.	1.0	Jian Sun*	Associate Professor	Ph.D.	0.5	Vacant*	Assistant Professor	Ph.D.	1.0	Vacant*	Assistant Professor	Ph.D.	1.0
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8. Curriculum	<table border="1"> <thead> <tr> <th>Requirements</th> <th>SCH</th> </tr> </thead> <tbody> <tr> <td>General Education</td> <td>55</td> </tr> <tr> <td>Major Core Courses</td> <td>22</td> </tr> <tr> <td>Concentration Courses for Major</td> <td>12</td> </tr> <tr> <td>Math, Science, and/or Applied Courses</td> <td>20</td> </tr> <tr> <td>Electives</td> <td>11</td> </tr> <tr> <td>Total Semester Credit Hours (SCH)</td> <td>120</td> </tr> </tbody> </table> <p>The curricular sequence allows students to develop foundational knowledge and skills, attain discipline specific knowledge and skills, and integrate and apply knowledge and skills through research, internship, and capstone experiences.</p>	Requirements	SCH	General Education	55	Major Core Courses	22	Concentration Courses for Major	12	Math, Science, and/or Applied Courses	20	Electives	11	Total Semester Credit Hours (SCH)	120																		
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9. Academic Support	<p>In addition to having a faculty members engaged as academic advisors, students also have access to FHSU’s Kelly Center for Academic Success, which includes counseling, tutoring, and assistance with acquiring special resources. Students also have access to a wide range of services available in the Forsyth Library and at the Academic Advising and Career Exploration Center located in Picken Hall.</p>																																
10. Facilities and Equipment	<p>The Bachelor of Science in Political Science degree program will be housed in Rarick Hall on the FHSU campus. Current facilities and equipment being used for the BA in Political Science will also be used for this program. No additional facility or equipment is requested.</p>																																
11. Program Review and Accreditation	<p>The Bachelor of Science in Political Science program will be reviewed and assessed within the College of Arts, Humanities, and Social Sciences with foci on content, instruction, and attainment of learning outcomes. These course-based assessments include instructor/course student evaluations.</p> <p>Assessment of program learning outcomes will occur on an annual basis, reporting through the annual department review process and coordinating with the university assessment committee.</p> <p>Additionally, the program will be reviewed per KBOR requirements. There is no specialized accreditation available for this degree program.</p>																																
12. Costs, Financing	<p>No additional resources or costs are requested for this program.</p>																																

Fort Hays State University
Curriculum Outline
Request to Add New Degree to an Existing Program
Kansas Board of Regents

- I. Identify the New Degree: Bachelor of Science in Political Science
 Note: This degree is to be added in the Political Science Department (which has an existing BA in Political Science degree).

II. Required Courses:

<u>Course Number and Name</u>	<u>Credit Hours</u>
Core Courses:	
POLS 100: Orientation to Political Science	3
POLS 101: American Government	3
PHIL 201: Political Philosophy	3
POLS 230: Introduction to International Relations	3
POLS 280: Introduction to Public Policy	3
POLS 455: Research Methods	3
POLS 689: Internship	1
POLS 490: Capstone	<u>3</u>
Total for Core Courses:	22

Concentration Courses: select 12 hours (3 credit hours from 4 of the 5 subfields)

Subfield 1: American Politics

POLS 103: State and Local Government	3
POLS 401: The Congress	3
POLS 403: The Presidency	3
POLS 660: Political Campaign Management	3
POLS 661: American Political Parties	3
POLS 664: Political Behavior	3
POLS 665: Interest Groups and Lobbying	3
Other (note here if a Seminar or Topics course has been included)	3

Subfield 2: International Relations/Comparative Politics

POLS 609: Model UN (1+ hours)	1+
POLS 240: Comparative Governments of Industrialized Societies	3
POLS 631: American Foreign Policy	3
POLS 632: Problems and Issues in World Politics	3
POLS 640: Comparative Politics	3
Other (note here if a Seminar or Topics course has been included)	

Subfield 3: Public Law

POLS 320: Introduction to Law	3
POLS 422: Legal Advocacy	3
POLS 425: Legal Research Methods	3
POLS 620: Constitutional Law	3
POLS 621: American Civil Liberties	3
PHIL 310: Legal Philosophy	3
Other (note here if a Seminar or Topics course has been included)	

Subfield 4: Political Theory

POLS 650: History of Political Theory	3
POLS 651: Recent Political Theories	3
POLS 653: American Political Thought	3
PHIL 301: Philosophy of Law	3
Other (note here if a Seminar or Topics course has been included)	

Subfield 5: Administration/ Public Policy

POLS 310: Introduction to Public Administration	3
POLS 400: Urban Politics	3

POLS 611: Policy Analysis	3
POLS 612: The Administrative Process	3
POLS 614: Budgeting	3
POLS 616: Public Personnel Management	3
Other (note here if a Seminar or Topics course has been included)	—
Total Concentration Courses from Subfields	12

III. Semester Credit Hour Requirements

General Education	55
Major Core Courses	22
Concentration Courses for Major from Subfields	12
Math, Science, and/or Applied Courses	20
Electives	<u>11</u>
Total Semester Credit Hours	<u>120</u>

**Fort Hays State University
Fiscal Summary
Request to Add New Degree to an Existing Program
Kansas Board of Regents**

Proposed Program: **Bachelor of Science in Political Science**
Add to Department of Political Science with existing Bachelor of Arts in Political Science

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	10	5	20	10	30	15
B. Total SCH taken by all students in program	132		300		450	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
Salaries	No new costs		No new costs		No new costs	
OOE	No new costs		No new costs		No new costs	
Total	No new costs		No new costs		No new costs	

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



FORT HAYS STATE UNIVERSITY

Forward thinking. World ready.

December 12, 2017

OFFICE OF THE PROVOST

TO: Council of Chief Academic Officers
FROM: Jeff Briggs, Interim Provost and VPAA, FHSU
RE: Degree Name Change Request

Fort Hays State University is requesting approval to change the name of the Associate of Applied Science in Applied Technology to Associate of Applied Science in Technology and Leadership. The change will allow for additional concentrations to be developed, with a special interest in providing a pathway for military occupational specialties to be more fully utilized in academic credential completion.



Pittsburg State University

OFFICE OF THE PROVOST

December 4, 2017

Dr. Jean Redeker
Vice President for Academic Affairs Kansas Board of
Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear Dr. Redeker:

Pittsburg State University has changed the name of three existing degrees as follows:

1. Bachelor of Science with a major in Recreation to a BS with a major in Recreation Services, Sport and Hospitality Management (CIP: 31.0101);
2. Associate of Applied Science with a major in Wood Technology to an AAS with a major in Architectural Manufacturing Technology (CIP: 15.0612); and
3. Bachelor of Science in Technology with a major in Wood Technology to a BST with major in Architectural Manufacturing Management and Technology (CIP: 15.0612).

These degree name changes have been fully legislated and approved at PSU. Sincerely,

A handwritten signature in cursive script, reading "Lynette J. Olson".

Lynette J. Olson, PhD, CFLE
Provost and Vice President for Academic Affairs tp

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A. ACADEMIC AFFAIRS

3. CREDIT BY EXAMINATION

- a. College-Level Examination Program (CLEP) and Advanced Placement (AP) credit awarded by any state university in conformity with this policy shall be accepted by all other state universities.
- b. Beginning July 1, 2017, each state university shall award:
 - i. Credit for all Advanced Placement (AP) examination scores of three (3) or above for the equivalent course or courses at their institution.
 - ii. Credit for all College-Level Examination Program (CLEP) examination scores at or above the American Council of Education's (ACE) credit-granting recommended score of 50 for the equivalent course or courses at their institution.
- c. Any academic discipline may establish a higher systemwide AP exam score above three (3) using the process for establishing a higher AP exam score that was proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on May 18, 2016.
- d. All other Kansas public postsecondary educational institutions are encouraged to adopt this state university policy.
- e. Institutions shall have discretion on awarding additional credit for scores above three (3) on AP exams and scores above the ACE credit-granting recommended score of 50 for CLEP exams.

Process for establishing a higher system-wide score [proposed by the Council of Faculty Senate Presidents and approved by COCAO]:

- 1- Charge the members of CoFSP to distribute the default system-wide cut scores in draft form, to the department heads whose faculty members are responsible for each of those equivalent courses at each of the applicable universities.
- 2- If no university's department objects to the default cut score for a given exam, let that default cut score be established as the system-wide cut score for the equivalent course.
- 3- If one or more departments object to a particular default cut score, let all of the university department heads responsible for that particular exam discuss the issue by email or conference call, facilitated by the chair of the CoFSP, with the objective of reaching consensus on a different score. If a consensus cannot be reached, convene a meeting of the university department heads responsible for the exam in question at the Kansas Core Outcomes Group annual fall meeting. If consensus still cannot be reached, let the Council of Chief Academic Officers set the system-wide cut score for that particular exam.

Process of reviewing and changing system-wide scores [recommended by the Council of Faculty Senate Presidents; tracked changes indicate changes since first considered at the November COCAO meeting]:

AP and CLEP scores will be reviewed every five years unless an interim review is triggered at the request of at least two regents' institutions. If the five-year, or interim review, reveals that at least two regents institutions would like to change a system-wide cut score, the CoFSP chair will facilitate an email, or conference call, of the university department heads responsible for that particular exam with the objective of reaching consensus on a score. ~~If consensus cannot be reached, a meeting of the university department heads responsible for the exam in question at the Kansas Core Outcomes Group annual fall meeting will be convened.~~ If consensus ~~still~~ is not reached, the Council of Faculty Senate of Presidents will vote and make a system-wide cut score recommendation to the Council of Chief Academic Officers ~~will set the system-wide cut score~~ for that particular exam.

Cut scores are announced to high schools and high school students at the beginning of each academic year. To allow adequate time for proper updates and communication to relevant constituents, all cut score changes should have a future effective date. For example, if the decision is made in academic year 2017-2018 to change a cut score, then the cut score will be effective for the next academic year 2018-2019. This will allow students who have made decisions based on the current cut scores to have that score honored.

Draft Version of the New Program Proposal Form

As part of the approval process, Kansas universities seeking to implement new programs are required to submit a New Program Proposal form to the Kansas Board of Regents. To provide the most relevant information, the Program Proposal form is undergoing an update and transformation. Instead of requiring four documents with often repeated information, this streamlined, single form focuses on areas that are most pertinent, including the deletion of less important questions and the request for more financial data.

The new format is organized in five major categories: General Information, Justification and Program Demand, Curriculum, Core Faculty, and Expenditures and Revenue. Opportunities to provide written explanations necessary for the review process are included. What is presented today is a draft version that affords each institution the opportunity for discussion and feedback.

**Kansas Board of Regents
Academic Affairs**

PROPOSAL FOR A NEW DEGREE PROGRAM

Please check one Baccalaureate Program Master's Program Doctoral Program

A. General Information

1. Institution: ESU FHSU K-State KU KUMC PSU WSU
(circle one)

3. Program Identification:

Program Title: _____

Degree to be Offered: _____

Responsible Department or Unit: _____

CIP Code: _____ Proposed Implementation Date: _____

Total Number of Semester Credit Hours for the Degree: _____

B. Justification and Program Demand

1. Justification:

In the space below, provide a brief description of the program and indicate why this program is important to your institution and to the state of Kansas.

2. Demand: Select one of the two options for indicating student demand:

Option A. Survey of Student Interest

Number of surveys administered: _____
 Number of completed surveys returned: _____
 Percentage of students interested in program: ... _____

Option B. Statistical and Degree Audit Analysis

Attach a one-page analysis that reflects historical trends, changing student demographics, and curricular growth patterns to forecast student demand for this program. Please provide citations for your data sources.

3. Demand: Projected Enrollment for the Initial Three Years of the Program

Indicate how many students/credit hours are projected in the charts below.

Year	Headcount		Sem Credit Hrs	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation				
Year 2				
Year 3				

4. Demand: Employment

Based on your research on the employment market for graduates of this program, indicate the number of available job openings on the following chart. Limit your figures to current or projected job openings that would require a degree such as the one proposed. Provide a description of your findings in the space provided, which may include such sources as the Kansas labor market information from the KS Department of Labor and/or the US Department of Labor.

Numbers of Projected Job Openings

	Year 1	Year 2	Year 3
State			
Nation			

Description of Specific Employment Opportunities for Graduates of this Program
(please provide citations for sources)

C. Curriculum

1. Admission/Requirements:

In the space below, describe the admission standards for the program.

2. Courses:

Attach a one-page semester-by-semester degree plan.

D. Core Faculty

1. Inventory

Provide an inventory of core faculty directly involved with program. For each faculty member, provide the following information.

If applicable, place an * next to the faculty member who will direct this program.

Rank refers to *Adjunct, Instructor, Assistant Professor, Associate Professor, Professor*, etc.

FTE refers to *Full Time Equivalent* to this program (1.0 = full time)

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program

2. Identify the number of graduate assistantships who will be assigned to the program: _____

E. Expenditures and Revenue: Please complete the information below and provide explanations* as clearly-labeled attachments.

I. EXPENDITURES	List Amounts in Dollars		
	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions* <i>(*Provide written explanations as necessary and attach to this document)</i>			
Faculty			
Administrators <i>(other than instruction time)</i>			
Graduate Assistants			
Support Staff for Administration <i>(e.g., secretarial)</i>			
Fringe Benefits <i>(total for all groups)</i>			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing			
Personnel – New Positions* <i>(*Provide written explanations as necessary and attach to this document)</i>			
Faculty			
Administrators <i>(other than instruction time)</i>			
Graduate Assistants			
Support Staff for Administration <i>(e.g., secretarial)</i>			
Fringe Benefits <i>(total for all groups)</i>			
Other Personnel Costs			
Total New Personnel Costs -- New Positions			
Start-up Costs – One-Time Expenses* <i>(*Provide written explanations as necessary and attach to this document)</i>			
Library/learning resources			
Equipment			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs			
Operating Costs – Recurring Expenses <i>(*Provide written explanations as necessary and attach to this document)</i>			
Supplies/Expenses			
Library/learning resources			
Equipment			
Travel			
Other			
Total Operating Costs			
GRAND TOTAL COSTS			

	<i>List Amounts in Dollars</i>			
II. FUNDING SOURCES (<i>projected as appropriate</i>) (*Provide written explanations as necessary and attach to this document)	Current	First FY	Second FY	Third FY
Tuition				
Student Fees				
State Funds				
Federal Funds				
Other Grants				
Other				
GRAND TOTAL FUNDING				
Projected Surplus/Deficit (+/-) (Grand Total FUNDING <i>minus</i> Grand Total Costs)				

Institutional Contact Person:

Name: _____ E-mail: _____

Date of Proposal Submission: _____

Proposed Amendments to the Accreditation Policy

Board policy states “the Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the state universities and their accredited programs each year.” Staff is exploring the potential impacts of changing the reporting requirements, and is seeking COCAO’s guidance. Any changes to the accreditation policy will require Board approval.

12/05/2017

Background

Each year state universities report to the Board on the accreditation status of the institution and all accredited programs. Because there is little variance from year-to-year in these reports, staff is exploring the potential impacts of changing the reporting requirements. Guidance from the Chief Council of Academic Officers on this issue is critical. Following is the current Board accreditation policy and possible proposed amendments to that policy.

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A. ACADEMIC AFFAIRS

7. NEW ACADEMIC UNITS AND ACADEMIC PROGRAMS

...

I. Accreditation Policy

The Kansas Board of Regents believes that accreditation is an important indicator of institutional and program quality but that it must be balanced by considerations such as the relationship of accreditation to institutional mission, role, and aspiration, as well as the costs associated with accreditation visits and recommendations.

i. Board approval is required when any state university seeks accreditation for any program that it does not hold. Board approval shall be preceded by a formal proposal to the Board to seek accreditation. Where a program at any state university is unaccredited, Board approval must be obtained and granted prior to beginning the accreditation process. The proposal should include information on the accrediting agency and a table of costs associated with accreditation.

~~ii. The Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the state universities and their accredited programs each year. The report shall include information on a) whether the institution or the program is accredited for the full term of accreditation and b) whether the institution or the program has received full accreditation status or is on probationary status.~~

State universities shall maintain a list of accredited programs and a list of institutional accreditations. When a state university is notified of continued accreditation of the institution or program, the university chief executive officer shall report that out at the next regular Board meeting. Each state university shall promptly notify the Vice President for Academic Affairs in writing when the accreditation status of a program or the institution adversely changes.

iii. Copies of all final accreditation reports shall be ~~mailed~~ made available to the Board office upon ~~their receipt from the accrediting agency request.~~

Consider Amendments Clarifying Policy on Auditing Courses

Summary and Staff Recommendation

Due to confusion for aged 60 and older students seeking the tuition waiver afforded by the Board's course auditing policy, staff recommends Board approval of amendments to the policy to further clarify its scope and the authority of the state universities to 1) set admission standards for non-degree seeking students, including those who are auditing courses pursuant to this policy, 2) place additional admissions criteria on undergraduate programs for any student, including those seeking to audit courses pursuant to this policy, and 3) clarify graduate courses are exempt from auditing

Background

As early as 1974, the Board of Regents has had a tuition waiver program that permits senior citizens to audit courses at state universities on a space available basis. Initially, the waiver was for persons aged 65 and older.

In 1978, at the request of then-Governor Robert Bennett, the age for participation was reduced from 65 to 60. In his written request for this change, expressed in a letter dated December 27, 1977, Governor Bennett describes what he believed the intent of the Board's course auditing program to be:

“Our senior citizens have important needs for recreational and educational activity that the state should make every effort to meet. You have responded to this need by establishing a tuition waiver program that permits any Kansan over age 65 to enroll in courses for audit on a space available basis. By restricting the waiver to the auditing of a course, the student does not take examination nor receive grades yet benefits from the lectures and class discussions. Experience suggests that senior citizens are more interested in the activity of learning and less interested in receiving credit by taking examinations. I would like to request that you extend this opportunity to more older Kansans by lowering the minimum age of eligibility from 65 to 60.”

That same year, this program and practice was adopted into Board policy:

Any person 60 year of age or older upon the presentation of sufficient proof of age shall be permitted to audit courses at Regents institutions on a no fee, space available basis. All determinations as to the age of the applicant and the space available for the auditing of courses by such persons shall be made by the Regents institution involved.

In 1982 then Governor John Carlin was asked by a private citizen to provide for older citizens to be allowed to study for degrees at state universities without the payment of required tuition and fees. This individual had received an associate degree from Johnson County Community College pursuant to a program at JCCC that allowed persons 60 years of age or older to attend classes for credit at no charge and she wanted to pursue a four-year degree from one of the state universities, also for no charge (other than for books). In a letter responding to this individual's request, Governor Carlin explained that the Board's policy at that time provided only for course auditing for no credit on a space available basis, and that the universities were required to “provide a substantial portion of their operating expenses from student fee income. Because of these requirements, and because of fiscal problems resulting from a tight economic picture nationally and within the state, it has not been feasible for the Regents universities to waive tuition for any of their students, with the exception of the small number of graduate teaching assistants who perform classroom duties as part of their graduate training.” Governor Carlin also noted that he would nevertheless forward the request to the Board, as that was the entity with authority to act on her request. The Council of Chief Academic Officers (COCAO) was asked to explore the impact and desirability of allowing senior citizens to audit courses for credit on a no-fee, space available basis. The Council noted “that the current program permitting persons over 60 years of age to audit courses on a no fee, space available basis was working well” and concluded “since there has been no large degree of interest registered at any of the campuses

on behalf of waiving tuition for elder citizens; in light of financial stringencies being placed on institutions and state budgets at this time; and, the precedent that would be set by establishing fee waivers for special interest groups of various sorts, that the proposed policy should not be favorably recommended.” The Council of Presidents (COPs) accepted the report of COCAO and no change was made to the Board’s policy in response to this citizen’s request.

In 1986, the auditing of courses policy was moved into the Board’s Admissions policy. No other change was made to the auditing policy at that time.

Amendments were made to the course auditing policy in 1991 to clarify that the waiver only pertained to Kansas residents and that determination of residency was to be made by the state university involved, and in 1995 it was again amended to clarify that the waiver was of tuition and fees required of every student as a condition of enrollment, but that any specific academic fees were to be paid by the student.

In 2007 the Board (with the favorable recommendations of COCAO and COPs) amended all three subsections of the Admissions policy to reflect the adoption of the Board’s updated qualified admissions regulations. At the time, language was added to the course auditing provision of Board policy stating that such auditors were to be considered non-degree seeking students (continuing the rule that qualified admission standards are inapplicable to these auditors). However, the requirement that the courses be taken not-for-credit was already in place, as evidenced by the discussions in 1977 and 1982. The 2007 amendments also clarified that state universities could set admissions standards for non-degree seeking students, and place additional restrictions on admission to undergraduate special programs and graduate programs as appropriate, as long as those standards and restrictions were compliant with the Board’s regulations. Again, the authority of the institutions over their admissions, even for students only auditing not-for-credit, pre-existed these amendments, the amendments being clarifying in nature as provisions dealing with the new qualified admissions rules were being woven in.

Finally, in 2012, when the Board was conducting a comprehensive review of the entire policy manual, the course auditing policy was again amended, this time to reflect that more changes had been made to the Board’s qualified admission regulations; senior citizen students auditing courses pursuant to the Board’s policy continued to be considered non-degree seeking and thus not subject to qualified admission requirements.

Currently, the policy reads as follows:

c Auditing Courses

Any Kansas resident 60 years of age or older upon the presentation of sufficient proof of age shall be permitted to audit courses at state universities on a space available basis with no requirement for payment of tuition and fees required of every student as a condition of enrollment. A person meeting these requirements shall be considered a non-degree seeking student for purposes of K.A.R. Articles 88-29, 29a and 29b. Special academic fees shall be paid by the student. All determinations as to residency, the age of the applicant and the space available for the auditing of courses by such persons shall be made by the state university involved.

Universities and the Board office continue to field questions about the Board’s course auditing policy, whether the Board would consider opening it up to senior citizens who are degree-seeking or otherwise wish to earn credit for the courses they audit, and whether state universities have the ability to place restrictions on the type or number of courses that students may audit under this policy.

Staff Recommendation: Clearly, located as it is in the student admissions section of the policy manual, it has long been at least implicit that the auditing of courses policy assumes that students seeking to audit courses under its provisions (tuition-free and space available) would have to be admitted to the university, as well as into any

program having additional admission requirements. Just as clearly, the policy requires that the courses being audited by these students be non-credit bearing. Nevertheless, there apparently remains confusion for students aged 60 and older seeking the tuition waiver afforded by this provision. Therefore, staff recommends Board approval of amendments to the Board's course auditing policy to further clarify its scope and the authority of the state universities to 1) set admission standards for non-degree seeking students, including those who are auditing courses pursuant to this policy, 2) place additional admissions criteria on undergraduate programs for any student, including those seeking to audit courses pursuant to this policy, and 3) clarify graduate courses are exempt from auditing. The Admissions policy, including the proposed changes, is set forth below:

1. ADMISSION

a. Admission of Undergraduate Students to State Universities

Admission of all undergraduate degree-seeking students to state universities shall be in compliance with the Board's Qualified Admission Regulations, K.A.R. Articles 88-29, 29a and 29b, as applicable. State universities may set admission requirements for undergraduate non-degree seeking students, ~~as long as those requirements do not conflict with K.A.R. Articles 88-29, 29a, 29b and paragraph c. below.~~

b. Admission to Undergraduate Special Programs and Graduate Programs

State universities ~~are permitted to~~ may restrict admission to undergraduate ~~special~~ programs and graduate programs where conditions warrant, ~~so long as those restrictions do~~ Any such restrictions shall not conflict with K.A.R. Articles 88-29, 29a, and 29b, as applicable. ~~Universities shall notify the Board's President and Chief Executive Officer, or designee, of such restrictions prior to implementation.~~

c. Auditing Undergraduate and Graduate Courses

Any Kansas resident 60 years of age or older ~~upon the presentation of sufficient proof of age~~ shall be permitted to audit eligible courses ~~at~~ offered by a state universities on a space available basis university with no requirement for payment of tuition and fees ordinarily required of every student as a condition of enrollment. ~~A person meeting these requirements shall be considered a non-degree seeking student for purposes of K.A.R. Articles 88-29, 29a and 29b. Special academic fees shall be paid by the student. All determinations as to residency, the age of the applicant, and the space available for the auditing of courses by such persons shall be made by the state university involved.~~ under the following conditions:

- i. Any person interested in auditing an undergraduate or graduate course pursuant to this provision shall present sufficient proof of age and residency to the state university prior to enrollment;
- ii. any qualifying person interested in auditing an undergraduate course pursuant to this provision shall be admitted to the state university as a non-degree seeking student for purposes of K.A.R. Articles

88-29, 29a and 29b, and subject to all other university policies related to non-degree seeking students enrolled in such undergraduate courses including, if any, limits on the number of credit hours that may be taken per semester;

- iii. any qualifying person interested in auditing a graduate course pursuant to this provision shall meet the university and program conditions for admission as a non-degree seeking graduate student, and shall be subject to all other university policies related to non-degree seeking students enrolled in such graduate courses including, if any, limits on the number of credit hours that may be taken per semester;
- iv. the state university may restrict the enrollment of any otherwise qualifying person interested in auditing undergraduate or graduate courses that meet the Board's definition of distance education courses, or that are part of an undergraduate program with program-specific admissions requirements;
- v. a qualifying person may audit eligible undergraduate or graduate courses only on a space-available basis; and
- vi. a qualifying person may be required to pay any special fees associated with the course being audited.

All determinations as to residency, age, admission restrictions on non-degree seeking students, the designation of undergraduate and graduate courses and programs eligible for auditing, and the space available for the auditing of courses pursuant to this provision shall be made by the state university involved.

Background

At its May 2017 meeting, the Board reviewed its policy on credit hour requirements for baccalaureate degree programs to determine if it met best practices for on-time completion and found 33% of system baccalaureate programs require 120 credit hours; 50% require 124 credit hours; and 17% exceed 124 credit hours. The Board decided to implement a process to evaluate which programs should exceed 120 credit hours and directed staff to develop such a process for discussion at the August 2017 retreat.

Process to Evaluate Baccalaureate Degree Programs in Excess of 120 Credit Hours

The Board of Regents may approve a request for a bachelor's degree program to exceed 120 credit hours.

(1) Programs may be approved for the following reasons:

- (a) Additional credit hours are required to meet specialized accreditation standards for program content, and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared; or
- (b) Additional credit hours are required to meet state or federal mandated criteria for professional licensing; or
- (c) Other compelling academic reasons.

(2) Requests for approval for a degree program to exceed 120 credit hours must be received by the second Friday in March. In the request, the university must:

- (a) identify all majors by program title and CIP code within the degree program and the number of credit hours required for each major;
- (b) provide the full program of study for each major;
- (c) identify which criterion selected as the basis for approval (1a, 1b, or 1c above), and provide documentation to support the justification. Such justification could also include the credit hour limits of similar programs regulated by state/federal agencies or accredited by the same accrediting body.

(3) The Board Academic Affairs Standing Committee reviews all requests and makes recommendations to the full Board.

Process for Universities to Identify Baccalaureate Degrees Requiring 120 Credit Hours

Universities will download from Program Inventory an Excel file list of bachelor's degrees that currently require or will require 120 credit hours to complete. University IR staff may download fields a-e directly from Program Inventory. Data for fields f-h must be manually entered by institution.

- a. Institution
- b. Degree Title
- c. Award
- d. CIP Code
- e. Required Hours
- f. Proposed Required Hours
- g. Completed (Enter Date)
- h. Expected Completion Date (Enter Date)

(Note: Include data for fields a-f for each program; however, only enter data for field g or field h.)

The completed Excel file is due to Max Fridell (mfridell@ksbor.org) by the second Friday of March. The list must be submitted in an Excel file, and contain the fields listed above.

Process for Universities to Identify Baccalaureate Degrees Exceeding 120 Credit Hours

To request approval for a bachelor's degree program to exceed 120 credit hours, universities shall submit the following:

- An Excel file list of bachelor's degree programs the institution is proposing exceed 120 credit hours. University IR staff may download these fields directly from Program Inventory.
 - a. Institution
 - b. Degree Title
 - c. Award
 - d. CIP Code
 - e. Required Hours
- A one-page program of study for each degree program proposed to exceed 120 credit hours.
- A one or two paragraph justification that includes the criterion selected as the basis for the request. Use the sample header below and then include the justification below the header.

SAMPLE HEADING:

XYZ University, BA & BS in Enology, CIP Code 01.0309, 134 Credit Hours

The Excel file, the one-page program of study for each degree program, and justification are due to Max Fridell (mfridell@ksbor.org) by the second Friday of March.

Process for Institutions Undertaking Revision of General Education (FHSU and PSU only)

For universities in the midst of revising their general education curriculum, please submit the following:

- An Excel file list of all bachelor's degrees. University IR staff may download the list with the following fields directly from Program Inventory.
 - a. Institution
 - b. Degree Title
 - c. Award
 - d. CIP Code
 - e. Required Hours

- In no more than one page describe the process being undertaken to revise the general education curriculum, the timeline for completion, and the expected outcome. The expected outcome should include a guesstimate of the number or percent of undergraduate degrees that will not exceed 120 credit hours.

The Excel file and a description of the process being undertaken to revise the general education curriculum are due to Max Fridell (mfridell@ksbor.org) by the second Friday of March.