

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

AGENDA

**February 14, 2018
10:30 am – noon**

The Board Academic Affairs Standing Committee will meet in the Board Room located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612.

- I. Call To Order** Regent Bangerter, Chair
 - A. Approve Minutes *p. 2*
 - December 20, 2017 regular meeting
 - January 20, 2018 conference call

- II. Consent Agenda for February 14th Board meeting**
 - A. Request Approval for Master of Professional Accountancy PSU *p. 6*

- III. Consent Agenda for March 14th Board meeting**
 - A. Request Approval for Bachelor of Science in Education in Elementary Education Unified (K-6) PSU *p. 12*

- IV. Receive Reports**
 - A. BAASC 18-08 Approval of Private Postsecondary Report Crystal Puderbaugh, KBOR
 - B. BAASC 18-09 Approval of Adult Education Report Connie Beene, KBOR *p. 20*

- V. Adjournment**

**Board Academic Affairs Standing Committee
Meeting Schedule**

MEETING DATES		TIME	AGENDA MATERIALS DUE
February 14, 2018	Face to Face	10:30 am	January 29, 2018
February 26, 2018	Conference Call	11:00 am	February 12, 2018
March 14, 2018	Face to Face - PSU	10:30 am	February 26, 2018
April 30, 2018	Conference Call	11:00 am	April 23, 2018
May 16, 2018	Face to Face - KUMC	10:30 am	April 30, 2018
June 4, 2018	Conference Call	11:00 am	May 21, 2018
June 20, 2018	Face to Face	10:30 am	June 4, 2018

**Kansas Board of Regents
Board Academic Affairs Standing Committee**

**MINUTES
Wednesday, December 20, 2017**

The December 20, 2017, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Chair Regent Bangerter at 10:32 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS.

In Attendance:

Members:	Regent Bangerter	Regent Murguia	Regent Van Etten
Staff:	Jean Redeker April Henry Charmine Chambers	Scott Smathers Max Fridell	Karla Wiscombe Cynthia Farrier
Others:	Ed Kremer, KCKCC Robert Klein, KUMC Stuart Day, KU Rick Muma, WSU Rob Catlett, ESU Ruth Dyer, KSU	Tosca Harris, Allen CC Rick Moehring, JCCC Megan McReynolds, ESU Brian Lindshield, KSU Emily Brandt, FHSU Spencer Wood, KSU	Michael Fitzpatrick, Pratt CC Ryan Ruda, Garden City CC Michael McCloud, JCCC Adam John, Dodge City CC Erin Shaw, Highland CC

ANNOUNCEMENT

Chair Bangerter welcomed everyone.

APPROVAL OF MINUTES

Regent Murguia moved that the minutes of the November 15, 2017, regular meeting and the December 4, 2017, conference call be approved. Following the second of Regent Van Etten, the motion carried.

Approve AY2016 Performance Reports

BAASC heard from Adam John, Dodge City CC, Ryan Ruda, Garden City CC, and Michael Fitzpatrick, Pratt CC. Each individual stated his reasoning for his institution to receive 100% funding for the AY2016 Performance Reports. Discussion followed the presentations.

Regent VanEtten moved to fund Dodge City Community College, Garden City Community College, and Pratt Community College at 100% for the AY2016 Performance Reports. Following the second of Regent Murguia, the motion carried.

Regent VanEtten moved to approve AY2016 Performance Report funding for other institutions listed below. Following the second of Regent Murguia, the motion carried.

Community/Technical College	Funding Recommendation
Cowley Community College	100% funding
Highland Community College	100% funding
Independence Community College	100% funding
Kansas City Kansas Community College	100% funding
Neosho County Community College	100% funding
Seward County Community College	100% funding
North Central Kansas Technical College	100% funding
Northwest Kansas Technical College	100% funding
Salina Area Technical College	100% funding
Wichita Area Technical College	100% funding
Colby Community College	90% funding

Approve Consent and Discussion items for the December 20th Board Agenda

CONSENT AGENDA

Bachelor of Science in Homeland Security - WSU

Wichita State University requested approval to offer a Bachelor of Science in Homeland Security degree. Rick Muma, WSU, was available to answer questions.

Regent Van Etten moved, with the second of Regent Murguia, that the Consent Agenda be approved. The motion carried.

DISCUSSION AGENDA

BAASC 18-03 Approval of Regents Distinguished Professor.

Max Fridell presented background information for the Regents Distinguished Professorships. Stuart Day, KU, was introduced to present the information on Dr. Blake Peterson. Rick Muma, WSU, was introduced to present the information on Dr. Kenneth Kriz.

Regent Murguia moved, with the second of Regent Van Etten, that the Discussion Agenda be approved. The motion carried.

Receive Reports

BAASC 18-07 – Approval of the Transfer and Articulation Report

Karla Wiscombe introduced Bruce MacTavish and Lisa Beck, co-chairs for the Transfer and Articulation Council (TAAC). Bruce MacTavish presented the TAAC Quality Assurance Subcommittee Report which is available at: https://www.kansasregents.org/academic_affairs/transfer-articulation/transfer_articulation_council.

Act on Request for Approval of Courses for Systemwide Transfer

Karla Wiscombe distributed a handout listing the 79 Kansas Systemwide Transfer Courses and the Transfer and Articulation Council (TAAC) members.

TAAC recommends the following courses for systemwide transfer effective summer 2018:

- ✓ Environmental Science (offered as three separate courses)
 - Lecture
 - Lab
 - Lecture & Lab
- ✓ Financial Accounting
- ✓ Managerial Accounting

TAAC reviewed the reports from the October 13, 2017 Kansas Core Outcomes Groups Conference and approved the outcomes for the recommended courses.

Regent Van Etten moved, with the second of Regent Murguia, that the courses listed above for Systemwide Transfer be approved and placed on January Board agenda. The motion carried.

BAASC 18-06 Approval of Qualified Admissions Report

Max Fridell presented the Exceptions to the Minimum Admission Standards at State Universities (Qualified Admissions) annual report. Discussion included the data for the resident and non-resident freshmen applicants under the age of 21. Admitting applicants as exceptions is at the discretion of the state university, and each student admitted as an exception receives an individual success plan. No state university exceeded the 10 percent threshold for the minimum admission standards and staff recommends approval of the report.

BAASC inquired on the type of questions that are utilized during the admission process to determine students meeting the exception criteria. Discussion followed, and Lisa Beck, KU, will provide BAASC with the questions that are used at her institution as an example.

Other Matters

Chair Bangertter discussed the January 2, 2018 conference call. As the BAASC agenda does not have any items for the Board January 17, 2018 agenda, the decision was made to cancel the conference call. The BAASC meeting was tentatively set for January 17, 2018.

ADJOURNMENT

There being no further business, the Chair adjourned the meeting at 11:45 a.m.

**Kansas Board of Regents
Board Academic Affairs Standing Committee**

**Monday, January 29, 2018
MINUTES**

The Board Academic Affairs Standing Committee of the Kansas Board of Regents met by conference call at 11:02 a.m. on Monday, January 29, 2018.

In Attendance:

Members:	Regent Bangerter	Regent Van Etten	Regent Murguia
Staff:	Jean Redeker Karla Wiscombe Sam Christy-Dangermond	April Henry Max Fridell	Renee Burlingham Julene Miller
Institutions Represented:	KSU KUMC Cloud County CC Seward County CC	PSU WSU Colby CC Multiple unidentified institutions	KU Washburn Highland CC

Meeting was called to order at 11:02 a.m. by Regent Bangerter.

Regent Bangerter addressed PSU's Master of Accountancy degree proposal and no questions were raised by BAASC. He noted he is looking forward to discussing PSU's Bachelor of Science in Education in Elementary Education Unified (K-6) at the February 14th meeting.

Meeting adjourned at 11:10 am.

Request Approval for a Master of Professional Accountancy - PSU

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval and the proposing academic unit has responded to all the requirements of the program approval process. Board staff concurs with the Council of Chief Academic Officers and Council of Presidents in recommending approval.

Background

Criteria	Program Summary
1. Program Identification	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
2. Department	Accounting and Computer Information Systems Department Kelce College of Business
3. Program Description	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.
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>

¹ <https://www.bls.gov/>

	<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 firms like BKD, Grant Thornton, Montgomery Coscia Greilich, 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.

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

	<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>
<p>8. Student Profile</p>	<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>
<p>9. Academic Support</p>	<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>
<p>10. Facilities / Equipment</p>	<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>																
<p>11. Program Review / Assessment / Accreditation</p>	<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>																
<p>12. Costs, Financing</p>	<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;"><u>\$15,000</u></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	<u>\$15,000</u>		
	<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	<u>\$15,000</u>																

**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
<u>Double-counted Undergraduate/Graduate Level Courses</u>	
ACCTG 710 – External Auditing and Assurance Services	3
ACCTG 711 – Advanced Taxation	3
ACCTG 720 – Advanced Financial Accounting	3
 <u>Existing MBA Courses – Pick 2 courses from the list below</u>	
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)	
 <u>Graduate Level Accounting/Finance Courses</u>	
ACCTG 812 – Tax Research	3
ACCTG 813 – Financial Statement Analysis	3
ACCTG 814 – Management Control Systems	3
FIN 836 – Financial Strategy	3
 <u>500-level or above courses</u>	
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.

Request Approval for a Bachelor of Science in Education in Elementary Education Unified (K-6) - PSU

Summary

<p>Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval and the proposing academic unit has responded to all the requirements of the program approval process. Board staff concurs with the Council of Chief Academic Officers and Council of Presidents in recommending approval.</p>	
<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	<p>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</p>
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 (continued)</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 elem 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>
<p>10. Facilities and Equipment</p>	<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>
<p>11. Program Review, Assessment, Accreditation</p>	<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>
<p>12. Costs, Financing</p>	<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 = 785		980 + 102 = 1,082		1225 + 119 = 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	NA	NA	NA
OOE	NA	NA	NA	NA	NA	NA
Total	NA	NA	NA	NA	NA	NA

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

Accept Annual Report on Adult Education

Summary and Recommendation

This is the annual report on the Adult Education programs funded by the federal Adult Education and Family Literacy Act. Programs include Adult Basic Education, Adult Secondary Education, and English as a Second Language. Staff recommends acceptance of this report.

Background

Approximately 220,000 Kansas adults lack a high school diploma. Of these, about 169,000 are of working age. Additionally, about 49,000 Kansas adults describe themselves as having limited proficiency in English.

Adult Education Programs in Kansas

In FY 2017, Kansas Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) programs assisted over 7,000 adults to improve their basic skills, prepare for the GED® Test, and enter postsecondary education. ABE/ASE/ESL instruction was provided by 20 local programs at community and technical colleges, unified school districts, and community based-organizations, spanning over 40 sites across the state. Learners represented all ethnic groups in Kansas, and entered programs with less than college or career ready skills in math, reading, writing, or listening.

While programs served only a small share of the target population, they were very successful, ranking tenth in the nation in the federal measure of the percent of students who enrolled in postsecondary education or training. Success in transitioning to higher education is attributable to several factors, including the sponsorship of 16 of 20 programs by community or technical colleges, the incentives provided by performance-based funding, and the integrated career pathways model, Accelerating Opportunity: Kansas (AO-K).

Adult Education Students

Kansas adults enroll in Adult Basic Education and Adult Secondary Education for many reasons: to meet life tasks such as obtaining a driver's license or helping with homework, to prepare for the GED® Test, or to gain skills for success in college and careers.

Students enroll in English as a Second Language classes to improve their abilities in reading, writing, speaking, and listening. All Adult Education ESL students are immigrants who need to be able to communicate in English to help their families, participate in their communities, and be successful at work.

Consequences of Lacking a High School Credential

Completing a basic skills program or passing the GED® Test will not guarantee success in college or careers, but a lack of fundamental skills or a high school credential places an individual at a huge disadvantage. The U.S. Department of Labor data for 2016 indicates that the median earnings for someone without a high school diploma is about \$26,208 annually, which is \$10,000 less than someone with a high school diploma. The unemployment rate for dropouts is generally four percentage points higher than the national average, and the poverty rate for dropouts is over twice as high as college graduates.

In addition, there are consequences for families, communities, and states. Young women who leave high school without a diploma are nine times more likely to be, or become, young single mothers, and over 80% of incarcerated adults do not have a high school credential. Over their lifetime, individuals without a high school credential, cost taxpayers an average of \$292,000 more than a high school graduate due to the expenses associated with incarceration, health care, and other factors such as lost tax revenue.