

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

**January 15, 2014  
10:30 a.m.**

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**Board Academic Affairs Standing Committee  
Minutes**

**Wednesday, December 18, 2013**

**10:00 a.m.**

**Crumbine Conference Room  
Curtis State Office Building  
Topeka, Kansas**

The Board Academic Affairs Standing Committee met in the Crumbine Conference Room of the Curtis State Office Building, Topeka, Kansas, at 10:00 a.m. on Wednesday, December 18, 2013.

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

Board Staff: Gary Alexander, Karla Wiscombe, Susan Fish, Jacqueline Johnson, Jean Redeker, Kirk Haskins, and Theresa Marcel Schwartz

Others Present: Sara Rosen, University of Kansas; Rick Muma, Wichita State University; Ruth Dyer, Kansas State University; Karla Fisher, Butler County Community College; Gene George, Butler County Community College; Tony Vizzini, Wichita State University; Debbie Mercer, Kansas State University; Shirley Lefever-Davis, Wichita State University; Ken Weaver, Emporia State University; and Sara Harris, Independence Community College

**Approve December 3, 2013 Minutes**

The December 3, 2013 Board Academic Affairs Standing Committee Conference Call minutes stand approved as submitted.

**Butler County Community College Revised Performance Agreement**

BAASC expressed appreciation to Butler College Community College for submitting its revised performance agreement with the addition of the seventh indicator.

**BAASC 13-05, Teacher Preparation**

Kansas State University Education Dean, Debbie Mercer, made a presentation regarding KSU's College of Education and Wichita State University Education Dean, Shirley Lefever-Davis, gave a presentation regarding Wichita State University's College of Education. These presentations included information on what the institutions are doing well, innovations, how they respond to changing demographics, and how they incorporate the Common Core Standards.

BAASC will report to the full Board on teacher preparation as per the presentations received in its meetings.

**BAASC 13-03, State Authorization Reciprocity Agreement (SARA): Gary Alexander**

Gary Alexander sent materials out to Board members and a recommendation. An estimated fiscal impact report was included.

The Standing Committee agrees by consensus to bring the recommendation to the Board for approval.

**BAASC 13-02, Transfer and Articulation**

Karla Wiscombe apprised the Standing Committee that courses may not be ready for approval at the January 2014 Board meeting because last month's meeting was shortened due to inclement weather. There are six more courses to review and three courses were returned to faculty for clarification. It was noted it is better for the Board to act on courses in early Spring so proper advising can occur. Therefore, depending on how many courses are approved at the Thursday, December 19, 2014 Transfer and Articulation Council meeting, approved courses could be presented to the Board in either January or February.

Quality Assurance was discussed. In the future, data will be available to analyze students' ability to do the course work at the institution to which they have transferred.

**BAASC 13-04, Developmental Education Update**

Susan Fish gave BAASC an update on the progress of the Developmental Education Working Group. At its November 22<sup>nd</sup> meeting, the Group reviewed Neosho County Community College President, Dr. Brian Inbody's presentation to the Kansas Board of Regents; chairs were appointed for the subgroups (Math, Language Arts, and Advising), and the subgroups decided how they would proceed to get their work done. The Working Group agreed to do a survey of the colleges not represented on the developmental education group to find out what they are doing with developmental education. A webinar was conducted regarding available data and what data is needed. Each subgroup will report its findings. The Math and Advising subgroups will report at the Working Group's January meeting.

**Informational Item**

Jean Redeker provided a brief overview of the study regarding retention/graduation rates of students admitted as exception to minimum admission standards as prescribed in K.S.A. 76-717. Students who are less prepared do not perform as well. The study was requested by the Legislature in its 2012 session.

**Other Business**

There was no other business.

**Adjournment**

The meeting adjourned at 11:56 a.m.

**Act on Requests for Additional Degree Granting Authority for the Following Institutions:**

- Columbia Southern University
- University of Phoenix
- The Pennsylvania State University
- Georgetown University
- WellSpring School of Allied Health
- Michigan State University
- University of Southern California
- DeVry University

**Staff Recommendation**

*The following institutions request approval for additional degree granting authority: (1) Columbia Southern University, (2) University of Phoenix, (3) The Pennsylvania State University, (4) Georgetown University, (5) WellSpring School of Allied Health, (6) Michigan State University, (7) University of Southern California, and (8) DeVry University. After a thorough review of staff qualifications, record keeping systems, coursework, materials, website platforms, extended studies and campuses, the listed institutions demonstrate they meet and maintain compliance with all of the statutorily imposed requirements described below. Staff recommends approval for additional degree granting authority.*

**January 2014**

**Summary of Institution Requirements**

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) in order to lawfully “operate” in Kansas. This Act not only covers “brick and mortar” schools having a physical presence within Kansas but also schools that offer or provide on-line distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing schools to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuitions and fees, and refund policies are reviewed by KBOR staff. Schools are also required to provide descriptions of their programs and courses, including class syllabi, clinical or externship contracts, instructor credentials; a statement of the objectives of the programs; and qualifications of administrators and owner information.

**Institution Requests:**

**Columbia Southern University**

The Kansas Board of Regents first approved Columbia Southern University in November of 2011. Columbia Southern University was established in 1993 in Orange Beach, AL. It is an online, for profit institution. Today Columbia Southern University provides online programs at the associate, bachelor, master and doctoral level in a variety of fields including fire science, criminal justice, business management and administration, information technology, human resource management and occupational safety and health. Undergraduate and graduate certificate programs are also available to provide focused

training in specialized areas. Columbia Southern University is currently approved by KBOR to offer 38 programs at the associate, bachelor, master and doctoral level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate for Columbia Southern University of 47% for full-time, first-time students who began their studies in the 2006-2007 school year and a 2010 student loan default rate of 7.9%.

Columbia Southern University is an accredited member of the Distance Education and Training Council (DETC). The Accrediting Commission of the DETC is listed by the U.S. Department of Education as a nationally recognized accrediting agency. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

**Degree Requested by Columbia Southern University for Approval:**

- Master of Public Administration

**University of Phoenix**

The Kansas Board of Regents first approved the University of Phoenix in March of 2005. The University of Phoenix was founded in 1976 and is a wholly-owned subsidiary of the Apollo Group, Inc. It is designed around the learning characteristics and life situations of the adult learner population, offering undergraduate and graduate degree programs at more than 200 locations, as well as online in most countries around the world. The University of Phoenix has two locations in Kansas: Wichita and Lenexa. These degrees will be offered at the Lenexa campus locations. Currently, University of Phoenix – Lenexa campus is approved by KBOR to offer 67 programs at the associate, bachelor and master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate for University of Phoenix of 13% for full-time, first-time students who began their studies in the 2006-2007 school year and a 2010 student loan default rate of 26%.

The University of Phoenix is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

**Degrees Requested by University of Phoenix for Approval:**

- Bachelor of Arts in English
- Bachelor of Science in Human Services

**The Pennsylvania State University**

The Pennsylvania State University (Penn State) was first approved by the Kansas Board of Regents in February of 2012. Penn State was chartered in 1855 by the Pennsylvania Commonwealth at the request of the Pennsylvania State Agricultural Society with the intention of applying scientific principles to

farming. Penn State has been offering distance education courses for more than 100 years. In 1892, Penn State founded one of the nation's first correspondence courses and in 1998, was one of the first major accredited universities to provide online education. Penn State World Campus, the online division of Penn State, graduated its first class in 2000 and currently serves students from all 50 states, more than 40 countries and 7 continents. Penn State World Campus is currently approved by the Kansas Board of Regents to offer 40 programs at the associate, bachelor and master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate for The Pennsylvania State University World Campus of 25% for full-time, first-time students who began their studies in the 2006-2007 school year and a 2010 student loan default rate of 8%.

The Pennsylvania State University is accredited by the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

#### **Degrees Requested by The Pennsylvania State University for Approval:**

- Bachelor of Arts in Advertising and Public Relations
- Bachelor of Arts in Economics
- Bachelor of Science in Economics
- Bachelor of Science in Labor Studies and Employment Relations
- Bachelor of Science in Organizational Leadership
- Bachelor of Science in Psychology
- Bachelor of Science in Security and Risk Analysis
- Master of Engineering in Acoustics
- Master of Health Administration
- Master of Professional Studies in Enterprise Architecture
- Master of Professional Studies in Renewable Energy & Sustainable Systems
- Master of Science in Mechanical Engineering
- Master of Science in Nursing

#### **Georgetown University**

The Kansas Board of Regents first approved Georgetown University in September of 2011. Established in 1789, Georgetown University is the nation's oldest Catholic and Jesuit University. The School of Nursing and Health Studies was founded in 1903 and offers undergraduate and graduate programs at the main campus in Washington, D.C., as well as in Italy, Turkey and Qatar. The Master of Science in Nursing program online enrolled its first students in February 2011. Currently, Georgetown University has more than 12,000 undergraduate and graduate students and employs more than 5,000 faculty and staff members. Georgetown University is currently approved by the Kansas Board of Regents to offer one program at the master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S.

Department of Education reports a graduation rate for Georgetown University of 93% for full-time, first-time students who began their studies in the 2006-2007 school year and a 2010 student loan default rate of 1.3%.

Georgetown University is accredited by the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

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

- Master of Professional Studies in Emergency and Disaster Management
- Master of Professional Studies in Real Estate
- Master of Professional Studies in Technology Management

**WellSpring School of Allied Health**

WellSpring School of Allied Health was approved by the Kansas Board of Regents to offer certificate programs in April of 2004. The Kansas Board of Regents approved the school's first Associate of Occupational Science degree in September of 2012. WellSpring School of Allied Health, founded in 1988, is located in Kansas City, MO. The school also operates a branch location in Lawrence, KS. The new degree program will be offered at both the Kansas City and Lawrence locations.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. This institution did not admit full-time, first-time undergraduate level students; therefore graduation rate information is not available. The U.S. Department of Education reports a 2010 student loan default rate of 21%.

Wellspring School of Allied Health is accredited by the Accrediting Bureau of Health Education Schools, a United States Department of Education approved accrediting agency. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

**Degrees Requested by WellSpring School of Allied Health for Approval:**

- Associate of Occupational Science in Exercise, Nutrition and Wellness

**Michigan State University**

The Kansas Board of Regents first approved Michigan State University in November of 2012. Michigan State University is a public land-grant university established in 1855. The university was a prototype for 69 land-grant institutions established under the Morrill Act of 1862 and was the first institution of higher learning in the United States to teach scientific agriculture. Today Michigan State University offers undergraduate, graduate, and professional study programs to nearly 49,000 students in all 50 states and more than 130 countries. The University participates in The Great Plains Interactive Distance Education Alliance (GPIDEA), offering program with all course work delivered via the Internet/World Wide Web by faculty from multiple land-grant universities: Michigan State University, Kansas State University, University of Missouri, North Dakota State University, Texas Tech University, and the University of

Nebraska. Currently Michigan State University is approved by the Kansas Board of Regents to offer 17 programs at the bachelor and master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate for Michigan State University of 79% for full-time, first-time students who began their studies in the 2006-2007 school year and a 2010 student loan default rate of 5.9%.

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

**Degrees Requested by Michigan State University for Approval:**

- Master of Arts in Family Community Services
- Master of Arts in Youth Development
- Master of Science in Judicial Administration
- Master of Science in Management, Strategy and Leadership

**University of Southern California**

The University of Southern California (USC) attained its first Certificate of Approval to operate in Kansas in August, 2009. USC was established in 1880 and is located in the heart of Los Angeles, CA. Today, USC serves more than 33,000 students and is home to nearly 3,200 full time faculty. Since 1969, USC has been a member of the Association of American Universities, a consortium of the 63 leading North American research universities. Currently, USC is approved by the Kansas Board of Regents to offer 29 programs at the master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports a graduation rate for the University of Southern California of 90% for full-time, first-time students who began their studies in the 2006-2007 school year and a 2010 student loan default rate of 2.2%.

The University of Southern California is accredited by the Western Association of Schools and Colleges. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for degree granting approval.

**Degrees Requested by the University of Southern California for Approval:**

- Master of Education in School Leadership

## **DeVry University**

DeVry University was previously approved by the Kansas Department of Education in August of 1987. This certification continued under the Kansas Board of Regents with the enactment of Senate Bill 345 placing control of “proprietary school” under the Kansas Board of Regents. DeVry University was founded in 1931 by motion picture technology innovator Dr. Herman DeVry. It has more than 90 locations in metro areas across the United States and Canada and on-line. Currently, the following DeVry University campuses are approved: Phoenix, AZ, Westminster, CO, 2 locations in Kansas City, MO, Irving, TX and the online division operated in Naperville, IL. The degree’s requested will be offered at all campus locations. DeVry University is approved by KBOR to offer programs at the associate, bachelor, and master level.

Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates who attend this institution. The U.S. Department of Education reports 11% of entering DeVry University students were counted as full-time, first-time in 2012. DeVry University’s graduation rate for full-time, first-time students who began their studies in the 2006-2007 school year is reported at 27%. A 2010 student loan default rate of 23.4% is also reported.

DeVry University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. This accreditation, according to K.S.A. 74-32,168 of the Postsecondary Educational Institution Act, may be accepted as evidence of compliance with the statutory standards for approval.

### **Degrees Requested by the DeVry University for Approval:**

- Bachelor of Science in Health Information Management
- Master of Science in Educational Technology
- Master of Science in Finance

## Act on Recommendation to Approve Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges

### Summary and Staff Recommendation

*Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received a request from North Central Kansas Technical College to offer an associate of applied science degree and a technical certificate in Digital Marketing. The program submitted addressed all criteria requested and was subject to the 14 day comment period required by policy. The program was reviewed by the Technical Education Authority and is recommended for approval.*

*01/02/14*

### Background

Community colleges and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria addressed during the application process include, but are not limited to, the following:

- Student and employer demand for the program
- Current and projected job openings and anticipated wages
- Level of program duplication across institutions, based on Classification of Instructional Program (CIP) code, and any efforts to collaborate to provide the needed program
- Rationale for why collaboration is not a viable option and/or need for a duplicative program
- Program description and designation of required and elective courses
- Measurable program outcomes and course competencies
- Process and frequency for review of program content, level of program success, and process for addressing any areas of concern
- Any specialized accreditation required and/or available for the proposed program
- Faculty qualifications and proposed student to faculty ratio
- Description of facilities and equipment needed and available
- Projected program costs and designation of adequate resources
- Membership of a steering/advisory committee for the program
- Approval by institutional academic committee and local governing board

### Description of Proposed Programs

**North Central Kansas Technical College** requests approval for the following program:

- Digital Marketing (52.1499)—AAS degree/68 credit hours; Technical Certificate/37 credit hours

The proposed Digital Marketing program prepares students for a career in the specialized field of social and digital media marketing. Upon completion, students will be able to efficiently run several digital media platforms, create digital media marketing plans and analyze the success of each plan. Students will receive training in marketing, social medial applications, web development, privacy and security issues, ethics and trends in this field. Students completing the associate degree will also gain practical experience in creating and executing social media marketing campaigns during internships.

The proposed program was developed in response to discussions with local business leaders concerning their own ability to remain current with the rapidly advancing field of digital marketing, including its many forms, as well as finding qualified employees to assist businesses in these efforts. The Marketing

field is growing more and more specialized to include outreach and marketing mediums such as email, social media, search engine and website alternatives. This trend is primarily due to the low cost associated with social media and digital marketing when compared to the high return on investment from these efforts. Many organizations are adding specialists, well versed in particular marketing areas, to support marketing managers.

A survey of current college students and seniors from Beloit High School indicates desire of at least 16 students to enroll in the proposed program. It is anticipated the number of high school students and graduates enrolling in the program will increase significantly once local and statewide articulation agreements are finalized connecting this program to the established marketing pathway. Letters of support received from local business and industry and economic/community development entities include commitments to send current employees to the college for training; hiring of program graduates; developing and providing internship opportunities, assisting with curriculum development, including sharing of actual case studies; and providing monetary support for equipment.

Although this marketing specialty is relatively new, a national search done on Careerbuilder.com indicates over 5,000 job listings for Digital Marketing and over 5,000 listings for Social Media Marketing with salaries from \$30,000 to \$60,000 nationally. The Kansas Department of Labor's Occupational Outlook projects a growth rate of approximately 9% and average wages ranging from \$20 to \$30 per hour for Advertising, Marketing, Promotions and Public Relations occupations (those most closely associated with the proposed program).

Marketing programs (under the traditional 51.1401 CIP code) are currently being offered at seven colleges in the system—Allen County Community College, Butler Community College, Garden City Community College, Johnson County Community College, Kansas City Kansas Community College, Neosho Community College, and Seward County Community College. None of the existing programs are located in the north central region of the state nor are these programs focused on digital marketing strategies.

The college will hire one additional full-time faculty member and utilize existing space with the sufficient infrastructure to accommodate the computer needs for this program. During the implementation year the college estimates a minimal cost of \$38,000 (for instructor salary—186 day contract). Support for these costs will be provided through student tuition and the college's general operating budget.

The proposed program was subject to the 14-day comment period during which one letter of comment was received from Barton County Community College. The comment and the response from North Central Kansas Technical College were presented and discussed by the Technical Education Authority.

### **Staff Recommendation**

The new program request submitted by North Central Technical College for an AAS degree and technical certificate in Digital Marketing was reviewed by the Technical Education Authority during the December 12, 2013 meeting and is recommended for approval.

**The following comment from Barton County Community College was received (via e-mail) on November 5, 2013:**

Rita, in response to New Program Alert, I am forwarding the following comments:

In regards to North Central Kansas Technical College petition to provide Digital Marketing AAS and Technical Certificate programming, Barton does not have a similar program to that which is being petitioned. However, general comments are being forwarded concerning the proposed program that draws question as to the need for the program. The research information does not conclusively support the belief that there will be long term significant enrollments; that enrollments will support long term program expenses; and that there is substantive industry need for the program. As well, if you audit existing Marketing degree and certificate programs (see attachment) you will determine that the Marketing programs routinely include courses common to the proposed Digital Marketing programs – i.e. Intro to Marketing, Leadership, Internet Apps, Website Development I and II, Presentation Graphics, Video Apps, Change Management...along with Psych, Comp, etc. I also believe it is relevant to note that the listed courses are all recognized as eligible four-year transfer courses.

The noted reservations above are all the more noteworthy when you assess the recent proliferation of new programs that contribute to the diminishing pool of available funds that are critical to the support for existing programs. Particularly existing programs that have proven to generate significant long term enrollments and that are in response to significant industry labor needs.

Carl R. Heilman, President  
Barton Community College  
245 NE 30 Road, Great Bend, KS 67530  
Office (620) 792-9302  
FAX (620) 792-5624

**The following response from North Central Technical College was received (via e-mail) on November 11, 2013:**

Rita:

Below is our response to the concerns expressed concerning our application for Digital Marketing.

First of all, concerning the diminishing pool of funds. While we acknowledge additional programs within the system could further stress the system, there have been several programs added by other institutions. It is also worth noting that when the cost model was implemented, NCK Tech had two programs being offered that have subsequently been suspended or cancelled. NCK Tech has made and will continue to make conscious efforts to ensure we are offering viable programs for our institution and the state. At the same time, NCK Tech must strive to develop new and innovative programs that will benefit the state and our region. Digital Marketing fits this mold and is drawing great interest from our local and regional business and industry partners. As stated in the letters of support, not only are these partners willing to hire graduates, but also willing put existing employee's through training.

I'm not sure I understand how having transferrable credits as part of this program would be considered detrimental. In fact, with the concept of creating stackable credentials and trying to increase degree attainment, I think this would be construed as a positive element of this proposed program. In addition, statewide articulation agreements are ready to be put in place once program approval is granted which will enhance enrollment from the digitally driven Millennial Generation in our state's high schools. Local high school students have shown interest and interest from our current student body is also growing.

It is our contention that the Digital Marketing program being proposed is materially different than the other Marketing programs mentioned by Dr. Heilman. Additionally, it is important to note that the nearest marketing program mentioned in Dr. Heilman's list is Butler County Community College, which is 163 miles away from our Beloit campus. NCK Tech is excited about the potential to offer a unique program to the region in which it serves.



**Act on Request for Approval of a Bachelor of Science in Personal Financial Planning (CIP 52.0804)  
–KSU**

**Summary**

*Universities may apply for approval of new academic programs following the guidelines of in the Kansas Board of Regents Policies and Procedures Manual. Kansas State University has submitted an application for approval of a Bachelor of Science in Personal Financial Planning. The proposing academic unit has responded to all of the requirements of the program approval process. No other university utilizes this Classification of Instructional Program (CIP) code. Board staff concurs with the Council of Presidents and Chief Academic Officers in recommending approval. 1/2/2014*

**Background**

<b><u>Criteria</u></b>	<b><u>Program Summary</u></b>
Program Identification CIP	52.0804
2. Academic Unit	College of Human Ecology, School of Family Studies & Human Services
3. Program Description	Currently, Personal Financial Planning is a sub-plan within the Family Studies and Human Services degree. The proposal is for a stand-alone major in Personal Financial Planning to meet the professional demands of solidifying Personal Financial Planning as an independent and growing program. Students take courses in general personal finance, insurance, taxes, investments, retirement planning, and estate planning. Furthermore, students take coursework to develop skills to connect with clients. The curriculum includes several business and economics courses to provide an understanding of the financial and economic world in which consumers reside. A final capstone course integrates all financial planning content and provides experience writing and presenting a financial plan. Graduates find placement in comprehensive or small financial planning practices, insurance, investments, retirement planning, as well as in banks, trust departments, and Cooperative Extension. There is a real need for financial planners in our society as people strive to manage their money and reach their financial goals, providing tremendous growth projections for the field.
Demand/Need for the Program	There are currently more internship and job opportunities available for undergraduate students than we have graduating students. With the aging population and growing demand for financial planners, this issue is not likely to disappear soon. The U.S. Bureau of Labor Statistics projected 32% job growth for financial planners between 2010 and 2020. The Kansas Department of Labor projected even greater growth, at 43% for the same period.
5. Comparative/Locational Advantage	A 2011 <i>Financial Planning</i> magazine article ranked Kansas State University's Personal Financial Planning program as a top 10 financial planning program. In 2012, <i>Financial Planning</i> once again ranked Kansas State University's Personal Financial Planning program as one of the 25

	<p>great schools for future financial planners. Kansas State University's Personal Financial Planning program students have always been selected as finalists for the national Ameriprise/Financial Planning Association financial planning competition. They have won 5 of the 11 competitions, which is more than any other university. We maintain our accreditation with the Certified Financial Planning Board of Standards and a memorandum of understanding with the Association for Financial Counseling and Planning Education so that our students may take the rigorous exams of both associations. Fort Hayes State University also has a financial planning program registered with the Certified Financial Planning Board of Standards; however their program is a concentration within the Bachelor of Business Administration degree, versus our proposed stand-alone degree.</p>
<p>6. Curriculum</p>	<p>The primary academic objectives are to provide students with the opportunity to: Solve real world problems; Apply their creativity in helping others meet challenges; Develop and refine communication skills; Work in multidisciplinary and diverse teams; Obtain an understanding of 21<sup>st</sup> century technologies; Learn through instruction by faculty committed to both teaching and research; Participate in professional groups and activities; Assume leadership positions in school and professionally; Understand and conduct scholarly research in personal financial planning; Be part of a growing program that is devoted to building the finest personal financial planning program in the nation while meeting the growing need for well-trained graduates.</p> <p>Other academic program objectives include: Providing courses that meet the criteria to maintain the program's registered status with the Certified Financial Planning Board of Standards, Inc. Students will be able to comprehensively integrate financial planning content areas into the development of financial plans and targeted financial planning recommendations that meet specific individual and family need sets; Providing opportunities for students to demonstrate the ability to apply verbal, written, and graphic communication and presentation skills to client presentations; Providing students with opportunities to integrate knowledge about family finance, relationships, and management issues in families that are experiencing financial distress through the development of a comprehensive assessment and plan of action based on possible alternatives; Providing opportunities for students to study abroad; Encouraging students to participate in scholarly research; Encouraging student participation in professional publishing activities; Encouraging students to take and pass the national CFP Certification Examination.</p> <p>Specific courses are outlined on the following pages.</p>
<p>7. Faculty Profile</p>	<p>The Personal Financial Planning unit in the School has five Assistant Professors (three holding the AFC and/or CFP® designation) ) and one Professor working with the undergraduate degree program. The unit</p>

	recently received approval to hire another tenure-track Assistant Professor to serve undergraduate and graduate student course needs.
8. Student Profile	The typical undergraduate student in personal financial planning is interested in helping people, but is also quantitatively inclined. Having interpersonal and strong quantitative skills is a unique combination; so we attract the very best students. The typical student would be considered a “traditional” undergraduate in terms of age and family composition. However, we do have some non-traditional students seeking a new career in financial planning.
9. Academic Support	The personal financial planning major’s development and growth will be supported by seven faculty members, all with terminal degrees in the field; three of them are Certified Financial Planners. Additionally, the School’s full-time academic advisor will provide support services and contribute to recruiting additional students.
10. Facilities & Equipment	No additional space requirements, facilities, renovations will be immediately needed. We intend to add computer stations to an existing classroom upon the attainment of sufficient external funding.
11. Program Review, Assessment, Accreditation	In FY 2019, the degree programs in the College of Human Ecology will go through a formal review process by the Kansas Board of Regents. In the last review of the program as contained within the School of Family Studies and Human Services degree, there were no issues identified with the Personal Financial Planning unit. An internal review occurs on an annual basis as required by the CFP Board since we maintain registration with the CFP Board to allow students to take the CFP Exam upon graduation.

**CURRICULUM OUTLINE  
NEW DEGREE PROPOSALS  
Kansas Board of Regents**

I. Identify the new degree: B.S. Personal Financial Planning

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	<b>Course Name &amp; Number</b>	<b>Credit</b>
	<a href="#"><u>COMM 105 Public Speaking IA</u></a>	2
	or	
	<a href="#"><u>COMM 106 Public Speaking I</u></a>	3
	<a href="#"><u>ENGL 100 Expository Writing I</u></a>	3
	<a href="#"><u>ENGL 200 Expository Writing II</u></a>	3
	<a href="#"><u>ECON 110 Principles of Macroeconomics</u></a>	3
	PSYCH 110 General Psychology	3
	SOCIO 211 Introduction to Sociology	3
	Humanities	6
	Natural and physical sciences	7
	<a href="#"><u>STAT 350 Business and Economic Statistics I</u></a>	3
	<a href="#"><u>MATH 100 College Algebra</u></a>	3
	or	
	A college-level calculus course	3
	<a href="#"><u>GNHE 210 Foundations of Human Ecology</u></a>	1
	<a href="#"><u>FSHS 350 Family Relationships and Gender Roles</u></a>	3
	or	
	<a href="#"><u>GNHE 310 Human Needs</u></a>	3
Core	FSHS 100 Family Financial Planning as a Career	1 (taken twice)
	FSHS 110 Introduction to Human Development	3
	FSHS 301 The Helping Relationship	3
	FSHS 405 Advanced Personal Financial Planning	3
	FSHS 595 Professional Seminar in Family Financial	3
	FSHS 756 Financial Counseling	3
	FSHS 760 Families, Employment Benefits, and	3
	FSHS 762 Investing for the Family's Future	3
	FSHS 764 Estate Planning for Families	3
	FSHS 772 Personal Income Taxation	3
	ACCTG 231 Accounting for Business Operations	3
	ACCTG 241 Accounting for Investing and Financing	3
	ECON 120 Principles of Microeconomics	3
	ECON 530 Money and Banking	3
	FINAN 460 Insurance	3
	or	
	FSHS 766 Insurance Planning for Families	3
	MANGT 390 Business Law I	3
	MKTG 400 Introduction to Marketing	3
	AGEC 513 Agricultural Finance	3
	or	
	FINAN 450 Principles of Finance	3
Electives:	varies by student	23-24
Research:	none required	
Practica:	none required	
		<b>Total: 120</b>

**Fiscal Summary for Proposed Academic Program  
IMPLEMENTATION YEAR FY 2015**

**Institution: Kansas State University  
Proposed Program: Personal Financial Planning**

<b>Part I. Anticipated Enrollment</b>	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
	40 B.S.	2 B.S.	50 B.S.	3 B.S.	60 B.S.	5 B.S.
B. Total SCH taken by all students in program		1,224 B.S.		1,536 B.S.		1,860 B.S.
<b>Part II. Program Cost Projection</b>						
<p align="center">D. In implementation year one, list all identifiable General use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.</p>						
	Fall, Implementation	Year 2		Year 3		
Costs:	0	0	0	0	0	0
Salaries						
OOE	0	0	0	0	0	0
Total	0	0	0	0	0	0

**Approved:** \_\_\_\_\_

## Act on Request to Approve the Electrical Technology (460302) Program Alignment

### Summary

*After thorough review and discussion, the Technical Education Authority (TEA) endorses the proposed Electrical Technology program alignment and map (dated 12/12/13) as the best available solution to preserve the four objectives of the alignment process while providing colleges with maximum institutional flexibility. The TEA recommends approval of the aligned Electrical Technology program.* 01/02/13

### Background

#### Program Alignment Objectives

- Business/industry identification of common program exit points
- Business/industry identification of industry-recognized credentials
- Identification of common courses and competencies as well as institutional program flexibility
- Established common program length for all aligned programs

#### Program Alignment Process

##### **Phase I—Research and Business/Industry Input**

Survey local college advisory committees and employers in the field  
Complete research on current programs at colleges and industry-based credential options  
State business and industry representatives establish recommendations  
14 day comment period for college presidents

##### **Phase II—Program and Course Alignment**

Statewide program faculty curriculum meeting #1  
Administrative Review #1  
14 day comment period for college presidents  
Statewide program faculty curriculum meeting #2  
Administrative Review #2  
14 day comment period for college presidents  
State business and industry review and endorsement  
14 day comment period for college presidents

##### **Phase III—Approval of Aligned Program**

Technical Education Authority Program/Curriculum Committee review and recommendation  
Technical Education Authority review and recommendation  
Board Academic Affairs Standing Committee review and recommendation  
Kansas Board of Regents approval

##### **Phase IV—Implementation of Aligned Program**

Institutions make program/curricular modifications to implement the aligned program

##### **Phase V—Review of Aligned Programs**

Periodic review of previously aligned programs to ensure programs/courses continue to meet business and industry needs as well as program accreditation and/or licensing requirements.

## **EXECUTIVE SUMMARY**

The following ten institutions currently offer Electrical Technology (46.0302) programs at the technical certificate and/or associate of applied science degree levels: Coffeyville Community College, Highland Community College, Hutchinson Community College, Johnson County Community College, Kansas City Kansas Community College, North Central Kansas Technical College, Northwest Kansas Technical College, Pratt Community College, Salina Area Technical College, and Washburn Institute of Technology.

During Phase I of the alignment process, business and industry representatives from the electrical technology field met, in February 2013, and emphasized the need to gauge the skill level of all potential employees. This group recommended the Journey Worker Licensure Exam as the most appropriate tool for this purpose. Industry representatives noted that varying amounts of actual work experience are required for an individual to acquire the actual Journey Worker License; however, the recommendation from business and industry is that students exiting an aligned Electrical Technology program (at either the technical certificate or AAS level) take and pass the examination portion of the licensing process. In addition, business and industry representatives recommended general work-related competencies (as identified in the “Notes” section of the alignment map) to be incorporated within the aligned curriculum for this program.

During Phase II of the alignment process, a statewide curriculum committee, comprised of faculty from approved Electrical Technology programs and two representatives from the state business and industry committee, met on May 3, 2013, to bring further definition to the alignment map by clarifying value-added exit points, common courses and agreed upon competencies. After lengthy discussion, two exit points were designated. Committee members agreed the first exit point needed to be a Certificate B (30-44 credit hours), the minimum amount of instruction needed for students to be employable and to test for the Journey Worker Exam. The committee also concluded that an AAS degree (maximum 68 credit hours) was an appropriate exit point.

The proposed alignment map dated 11/19/13, reflecting the recommendations of the state business and industry committee and the state curriculum committee, was issued for presidential comment from 10/01/13 to 10/23/13. No comments were received.

The Electrical Technology program alignment was reviewed and discussed by members of the Technical Education Authority Program/Curriculum committee on November 19, 2013 and by the full TEA on December 12, 2013. The Technical Education Authority endorses and recommends approval of the Electrical Technology program alignment and map as presented.

### Electrical Technology

- OSHA 10 or 30 card
- Journey Worker Licensure Exam

**Certificate B**  
Maximum of 44 Credits

### Electrical Technology Degree

- Certificate B Requirements
- 15 Credit Hours of General Education (minimum)

**A.A.S.**  
Maximum of 68 Credits

#### *Required Courses within Program*

<u>Common Courses</u>	<u>23-25 credits:</u>
<i>National Electrical Code I</i>	<i>4 credits</i>
<i>National Electrical Code II</i>	<i>4 credits</i>
<i>AC/DC Circuits I</i>	<i>4 credits</i>
<i>Print Reading</i>	<i>2 credits</i>
<i>Commercial Wiring I</i>	<i>4 credits</i>
<i>Residential Wiring I</i>	<i>4 credits</i>
<i>Safety (OSHA 10 or 30)</i>	<i>1-3 credits</i>

*Course list sequence has no implication on course scheduling by colleges.*

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

### Notes

Specifics pertaining to Electrical Technology programs:

1. Passing the Journey Worker Exam does not qualify a student to be a licensed Journeyman. Electricians are “licensed” to practice following acquisition of passing the licensure exam AND validation of the required on-the-job work experience (typically two years).
2. OSHA 10 or 30 card is required.
3. Competencies identified within the 23-25 credit hours of common courses represent opportunities for articulation with K-12.
4. Additional recommended competencies to be incorporated within the Electrical Technology curriculum: listening skills, oral communication skills, human relations skills, decision-making skills, problem-solving, teamwork, time & resource management, work ethics, & career planning.

## Accept Annual Report on Qualified Admissions

### Summary and Recommendation

*Annual reports on admission of the 2012-2013 freshmen class and 2012-2013 transfer students are mandated by K.S.A. 76-717. This statute requires the Board to submit to the Legislature information on the following categories of student admissions: (1) the number and percentage of freshmen class admissions permitted as exceptions to the minimum admissions standards and (2) the number and percentage of transfer student admissions permitted as exceptions to the minimum admissions standards. Staff recommends acceptance of this report for submission to the Legislature to fulfill K.S.A. 76-717 reporting requirements.*

### Background

K.S.A. 76-717, which established admission criteria for state universities, requires the Board to submit an annual report that includes the following information on student admissions: (a) the number and percentage of **freshmen class admissions** permitted as exceptions to the minimum admissions standards (Table 1) and (b) the number and percentage of **transfer student admissions** permitted as exceptions to the minimum admissions standards (Table 6).

Though not required by statute, Tables 2, 3, 4, 5, 7, and 8 are included to place admission, enrollment and denial information in a broader context. In addition, an addendum provides an overview of the current Qualified Admissions criteria.

### Freshmen Applicants

Required Report #1. Number of Resident Freshmen Exceptions (Table 1)

K.S.A. 76-717 requires that on or before January 31 of each year, the Board of Regents report to the legislature on the number and percent of resident freshmen admitted as exceptions. The statute specifies this information be disaggregated by institution. The number of resident freshmen admitted as exceptions is limited by statute to 10 percent of the university's total freshmen admissions.

Table 1 presents the number and percent of resident freshmen students admitted under the 10% exception window, disaggregated by institution. No institution exceeded the 10% limit.

*Table 1: Number of Resident Freshmen Exceptions*

	Exceptions	Admits	Percent
<b>Emporia State University</b>	110	1,327	8.3%
<b>Fort Hays State University</b>	135	1,868	7.2%
<b>Kansas State University</b>	298	8,432	3.5%
<b>Pittsburg State University</b>	121	2,299	5.3%
<b>University of Kansas</b>	59	11,870	0.5%
<b>Wichita State University</b>	44	3,385	1.3%

*Voluntary Information on Freshmen Applicants (Optional Tables 2, 3, 4, and 5)*

Though not required by statute, Tables 2, 3, 4, and 5 provide information on freshmen exceptions, admission by categories, enrollment rates and denial rates. The Board of Regents has decided to voluntarily include information in Tables 2 through 5 to provide a broader context for freshmen admissions.

Table 2 presents the number and percent of non-resident freshmen students admitted as exceptions, disaggregated by institution. The Board of Regents has set the maximum number of exceptions under this category as either 10 percent of the total number of admitted non-resident freshmen, or 50 students, whichever is greater. Kansas State University (K-State) exceeded the use of the exception window by 2.3% for this report (2012-2013) and by 1% on last year's report (2011-2012). Consequently, K-State has 85 fewer allowable exceptions in 2013-2014.

*Table 2: Number of Non-Resident Freshmen Exceptions*

	Exceptions	Admits	10% Percent or 50 students, whichever is greater (the greater is shown)
<b>Emporia State University</b>	21	143	21 students
<b>Fort Hays State University</b>	59	586	10.1%
<b>Kansas State University</b>	338	2,756	12.3%
<b>Pittsburg State University</b>	61	835	7.3%
<b>University of Kansas</b>	107	6,128	1.7%
<b>Wichita State University</b>	9	287	3.1%

Table 3 displays the aggregate number of students admitted under the ACT, class rank or precollege curriculum criteria. Students are counted only in the criterion on which they were admitted even though they may have met more than one criterion. Table 3 shows 74.6% of resident students under the age of 21 who graduated from high school were admitted under the test score criterion; 7.5% were admitted on the class rank criterion; and 9.3% were admitted on the curriculum criterion. Approximately one percent of resident freshmen applicants were admitted on the GED criterion and 3.3% of resident freshmen applicants gained admission by virtue of being at least 21 years of age with a high school diploma. Universities chose to admit as exceptions 4.2% of resident applicants who did not meet minimum admission criteria.

*Table 3: Freshmen Admitted by Categories*

	Resident		Non-Resident	
	State Totals	Percent of Admits	State Totals	Percent of Admits
<b>Test Score</b>	13,759	74.6%	7,244	67.5%
<b>Class Rank</b>	1,380	7.5%	1,055	9.8%
<b>Curriculum</b>	1,711	9.3%	1,456	13.6%
<b>GED</b>	224	1.2%	23	0.2%
<b>21+ H.S Diploma</b>	605	3.3%	362	3.4%
<b>Exception</b>	767	4.2%	595	5.5%

Table 4 and displays the “yield rate,” or the number of freshmen students admitted under the test score, class rank, precollege curriculum, GED or 21+ diploma criteria, or as exceptions, who actually enrolled.

*Table 4: Freshmen Admitted by Categories Who Enrolled*

	Resident		Non-Resident	
	Enrolled	Yield Rate <sup>1</sup>	Enrolled	Yield Rate <sup>1</sup>
<b>Test Score</b>	6,663	48.4 %	1,550	21.3 %
<b>Class Rank</b>	633	45.8 %	204	19.3 %
<b>Curriculum</b>	1,042	60.9 %	427	29.3 %
<b>GED</b>	171	76.3%	5	2.8%
<b>21+ Diploma</b>	390	64.5%	193	53.3%
<b>Exception</b>	482	62.8 %	226	37.9 %

<sup>1</sup>Yield Rate is the number of students who enrolled divided by the number of students who were admitted.

Table 5 shows the number of freshmen applicants denied admission to state universities.

*Table 5: Number of Freshmen Applicant Denials*

	Resident			Non-Resident		
	Denials	Applied	Percent	Denials	Applied	Percent
<b>Emporia State University</b>	18	1,202	1.5 %	2	145	1.4 %
<b>Fort Hays State University</b>	106	1,388	7.6 %	100	686	14.6 %
<b>Kansas State University</b>	20	5,696	0.4 %	8	2,764	0.3 %
<b>Pittsburg State University</b>	41	1,505	2.7 %	58	893	6.5 %
<b>University of Kansas</b>	177	5,919	3.0 %	513	6,641	7.7 %
<b>Wichita State University</b>	120	3,218	3.7 %	35	322	10.9 %

## Transfer Applicants

Required Report #2: Transfer Students Admitted as Exceptions (Table 6)

K.S.A. 76-717 requires the Board of Regents report the following to the legislature on or before January 31 of each year: (1) the number and percent of resident transfer students admitted as exceptions, and (2) the number and percent of non-resident transfer students admitted as exceptions. The statute specifies this information be disaggregated by institution. The number of resident transfer exceptions is limited to 10% of the university’s resident transfer admissions. The number of non-resident transfer exceptions is limited to 10% of the university’s non-resident transfer admissions.

Table 6 presents the number and percent of transfer students admitted by each state university under the 10% exception window. This information is disaggregated by institution and by residency status.

Table 6: Number of Transfer Students Admitted as Exceptions

	Resident			Non-Resident		
	Exceptions	Admits	Percent	Exceptions	Admits	Percent
	<b>Emporia State University</b>	11	664	1.7%	2	76
<b>Fort Hays State University</b>	82	1,819	4.5%	96	1,152	8.3%
<b>Kansas State University</b>	20	1,852	1.1%	6	974	0.6%
<b>Pittsburg State University</b>	8	599	1.3%	9	275	3.3%
<b>University of Kansas</b>	45	1,693	2.7%	8	668	1.2%
<b>Wichita State University</b>	52	2,261	2.3%	5	243	2.1%

*Voluntary Information on Transfer Student Admissions and Denials (Optional Tables 7 and 8)*

Table 7 and Table 8 are not required by statute. The information is voluntary and included because the tables provide information that contextualizes the number of transfer exceptions admitted. Table 7 displays the “yield rate,” or number of admitted transfer students who actually enrolled in the university. Transfer students meeting minimum admission requirements were admitted under the GPA criterion.

Table 7: Admitted Transfer Students Who Enrolled

	State Total: Resident			State Total: Non-Resident		
	Admitted	Enrolled	Yield Rate <sup>1</sup>	Admitted	Enrolled	Yield Rate <sup>1</sup>
<b>GPA</b>	8,670	6,264	72.2 %	3,262	1,766	54.1 %
<b>Exception</b>	218	169	77.5 %	126	93	73.8 %

<sup>1</sup>Yield Rate is the number of students who enrolled divided by the number of students who were admitted.

The number of transfer applicants denied admission to state universities is presented in Table 8.

Table 8: Number of Transfer Applicant Denials

	Resident			Non-Resident		
	Denials	Applied	Percent	Denials	Applied	Percent
<b>Emporia State University</b>	0	664	0.0%	0	76	0.0%
<b>Fort Hays State University</b>	6	1,825	0.3%	18	1,170	1.5%
<b>Kansas State University</b>	17	1,869	0.9%	69	1,043	6.6%
<b>Pittsburg State University</b>	6	605	1.0%	7	282	2.5%
<b>University of Kansas</b>	69	1,762	3.9%	79	747	10.6%
<b>Wichita State University</b>	95	2,356	4.0%	14	257	5.4%

# Addendum

## **Admission Criteria for Freshmen Applicants**

K.S.A. 76-717 requires resident and non-resident freshmen applicants under the age of 21 to meet one of the following criteria to gain admittance to a state university: (1) graduate from an accredited high school and earn a minimum ACT score of 21; (2) graduate from an accredited high school and in the top one-third of the class; (3) graduate from an accredited high school and complete the precollege curriculum with a GPA of at least 2.0 for residents and 2.5 for non-residents; or (4) graduate from an unaccredited high school and earn a minimum ACT score of 21; or (5) earn a GED with the prescribed minimum scores (Kansas residents only).

When making admission decisions for freshmen applicants under the age of 21 who graduate from an accredited high school, state universities review student materials in the following order: ACT score, class rank and precollege curriculum. The process works as follows:

1. Students with a composite ACT score of 21 or higher (or a SAT score of 980 or higher) are admitted under the test score criterion.
2. If the student's ACT test score is below 21, the university reviews the student's high school class rank. Students graduating in the top one-third of their high school class are admitted under the class rank criterion.
3. If the student's ACT test score is below 21 and the student ranks in the bottom two-thirds of the high school class, the university reviews the student's GPA in the precollege curriculum. Kansas residents with a 2.0 GPA (or higher) on the precollege curriculum are admitted under the curriculum criterion; non-residents with at least a 2.5 GPA on the precollege curriculum are admitted under the curriculum criterion.

Kansas residents 21 and older must meet one of the following criteria to gain admittance to a state university as freshmen: (1) graduate from an accredited high school; (2) graduate from an unaccredited high school; or (3) earn a GED with the prescribed minimum scores. Non-resident freshmen applicants 21 and older must meet one of the following criteria to be considered for admission to a state university: (1) graduate from an accredited high school or (2) earn a GED with prescribed minimum scores.

### *Exceptions to the Minimum Admission Standards*

State universities may, at their discretion, admit applicants who do not meet the minimum freshmen admissions criteria. The number of resident freshmen admitted as exceptions is limited by statute to 10 percent of the university's total freshmen admissions. The number of non-resident freshmen exceptions is limited to either 10 percent of the total number of admitted non-resident freshmen, or 50 students, whichever is greater. Each state university has a written policy to guide decisions about exceptions.

## **Admission Criterion for Transfer Applicants**

State universities are required to admit resident transfer applicants who have earned at least 24 credit hours of transferable coursework with a cumulative grade point average of at least 2.0 on a 4.0 scale. State universities may admit non-resident transfer applicants who have met these minimum criteria, but are not required to do so. State universities may adopt additional and/or more stringent standards to admit non-resident transfer applicants.

*Exceptions to the Minimum Admission Standards*

State universities may admit transfer applicants who have earned less than a 2.0 on 24 or more transferable credit hours, but the number of these exceptions is limited by statute. The number of resident transfer exceptions is limited to 10% of the university's resident transfer admissions. The number of non-resident transfer exceptions is limited to 10% of the university's non-resident transfer admissions. Admitting applicants as exceptions is at the discretion of the state university.