

**KANSAS BOARD OF REGENTS
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS
AGENDA**

**February 19, 2020
8:30 am – 9:00 am**

The System Council of Chief Academic Officers will meet in Suite 530, in the Curtis State Office Building located at 1000 SW Jackson, Topeka, KS 66612. SCOCAO is co-chaired by Brad Bennett, Colby CC and David Cordle, ESU.

I. Call to Order Brad Bennett, Co-Chair
A. Introductions
B. Approve Meeting Minutes from January 15, 2020 p. 3

II. Transfer and Articulation Council Update
A. Transfer Kansas Portal Demonstration Karla Wiscombe

III. Open Educational Resource (OER) Steering Committee Update Erin Wolfram

IV. Other Matters
A. High Impact Practices Update Daniel Archer
B. Program Articulation Daniel Archer
C. Policy Revision on Accreditation “nomenclature” Karla Wiscombe p. 5
D. CIP Code Changes Update Marti Leisinger
E. KCIA Update Brad Bennett

V. Next SCOCAO Meeting – March 18th at 8:30 a.m. KUMC

- Approve minutes from February 19, 2020 meeting
- KSDE Individual Plans of Study Discussion

VI. Adjournment

Date Reminders:

System Council of Chief Academic Officers (SCOCAO)

The System Council of Chief Academic Officers, established in 2002, is composed of the six chief academic officers of the state universities, four chief academic officers selected by the nineteen community colleges, one chief academic officer selected by the six technical colleges, and the chief academic officer of Washburn University. The Board's Vice-President for Academic Affairs serves as an ex officio member. The Committee meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Brad Bennett, Co-Chair	Colby CC
David Cordle, Co-Chair	ESU
Jill Arensdorf	FHSU
Charles Taber	K-State
Carl Lejuez	KU
Howard Smith	PSU
Rick Muma	WSU
Lori Winningham	Butler CC
Erin Shaw	Highland CC
Beth Ann Krueger	KCK CC
Matt Pounds	NWKTC
JuliAnn Mazacheck	Washburn
Daniel Archer	KBOR

System Council of Chief Academic Officers AY 2020 Meeting Schedule

<i>Meeting Dates</i>	<i>Location</i>	<i>Institution Materials Due</i>
September 18, 2019	Topeka	August 30, 2019
November 20, 2019	Pittsburg State University	November 1, 2019
December 18, 2019	Topeka	November 29, 2019
January 15, 2020	Topeka	December 27, 2019
February 19, 2020	Topeka	January 31, 2020
March 18, 2020	University of Kansas Med Center	February 28, 2020
April 15, 2020	Kansas State University	March 27, 2020
May 20, 2020	Topeka	May 1, 2020
June 17, 2020	Topeka	May 29, 2020

**System Council of Chief Academic Officers
MINUTES**

Wednesday, January 15, 2020

The January 15, 2020, meeting of the System Council of Chief Academic Officers was called to order by Co-Chair David Cordle at 8:32 a.m. The meeting was held in Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	David Cordle, ESU	Matt Pounds, NWK Tech	Lori Winningham, Butler CC
	Erin Shaw, Highland CC	Jill Arensdorf, FHSU	Charles Taber, K-State
	Carl Lejuez, KU	Adam Borth, Fort Scott CC	Howard Smith, PSU
	Rick Muma, WSU	Juliann Mazacheck, Washburn	Beth Ann Krueger, KCKCC
Staff:	Daniel Archer	Sam Christy-Dangermond	Amy Robinson
	Karla Wiscombe	Tim Peterson	Erin Wolfram
	Natalie Yoza	Charmine Chambers	Scott Smathers
	Cindy Farrier		
Others:	Elaine Simmons, Barton CC	Kim Krull, Butler CC	Michelle Schoon, Cowley CC
	Steve Loewen, Flint Hills Tech	Cindy Hoss, Hutchinson CC	Brian Niehoff, K-State
	Jean Redeker, KU	Michael Werle, KUMC	Mike Calvert, Pratt CC
	Jennifer Ball, Washburn	Linnea GlenMaye, WSU	Kaye Monk-Morgan, WSU
	Heather Morgan, KACCT	Jane Holwerda, Dodge City CC	Marlon Thornburg, Coffeyville CC
	Joe McCann, Seward County CC	Greg Schneider, ESU	Kevin Bracker, PSU

Co-Chair David Cordle welcomed everyone and those present introduced themselves.

Approval of Minutes

Rick Muma moved that the minutes of the December 18, 2019, meeting be approved. Erin Shaw seconded the motion. With no discussion or corrections, the motion passed.

Transfer and Articulation Council Update

Karla Wiscombe stated the council met last week and they previewed a demonstration of the new Transfer KS portal for systemwide transfer courses. The portal will likely launch the first week of February. It was discussed that a demonstration will be provided at the next SCOCAO meeting. Karla discussed how important it will be to keep each institution's course inventory in KHEDS accurate and noted that KBOR and university IR staff have been working on addressing any errors. She also noted that when an institution sends a request to add or change course information, changes will be done through course inventory and once approved it will automatically be imported into the portal. Karla reminded everyone that if an institution has not previously offered a systemwide transfer course, the deadline for applications is March 1, 2020.

Reverse Transfer Update

Erin Wolfram provided information that included KBOR procedures for reverse transfer, AY 2017-2019 data on reverse transfer associate degrees awarded, and student opt-in data. Erin noted these numbers can be broken down for each year by individual institutions and can be obtained by contacting her through email at ewolfram@ksbor.org. She also noted the reverse transfer degree totals show an increase each year. In addition to

the procedure flow chart, the reverse transfer communication plan and the AY 2017 – 2019 reports can be found at https://www.kansasregents.org/academic_affairs/reverse-transfer. Erin noted a list of institutional contacts is also found on this webpage and asked institutions to look at their information to ensure it is up to date.

GetAHEAD

Tim Peterson provided an update on the Adult Higher Education Accessible Degrees (AHEAD) initiative. His last update to the committee was in November 2018. This KBOR project is funded by the Lumina Foundation and helps Kansas adults who have previous higher education credits to complete an online degree. Tim went over statistics presented to the Committee, including declining Kansas populations and Kansas population projections comparing 2016 with 2066. Tim spent time discussing the plan to increase awareness of this program, including the role Ambassadors can play, a direct mail campaign with follow up emails, a commercial add, and video testimonies from student success stories. The GetAHEAD website also has resources including an inventory of accessible online degrees, financial aid and Kansas scholarships information, CLEP and Military Credit information, online resources for adult students, career and technical education programs, and reverse transfer information. Tim reminded the Committee to check the information on the online degree program page as discussed by Erin previously in the meeting and stated this would also be beneficial for the GetAHEAD program. These resources can be found at www.getaheadkansas.org.

Rick Muma asked Tim if the list of employers providing tuition assistance programs is a complete list. Tim responded that it is not, but he hopes to grow this list to include all employers in Kansas offering tuition assistance programs.

Adjournment

Jill Arensdorf moved to adjourn the meeting. Howard Smith seconded the motion. With no further discussion, the motion passed. The meeting adjourned at 9:05 a.m.

Act on Request for Approval of Policy Change to Align with Recent U.S. Department of Education Regulations and Update other Language

Summary and Staff Recommendation

On November 1, 2019, the U.S. Department of Education issued final regulations governing the recognition of accrediting agencies and other areas of the Higher Education Act to take effect July 1, 2020. One key change was the labeling of accrediting agencies. The Department will no longer categorize accrediting agencies as regional or national. The terms “regionally accredited” and “nationally accredited” will no longer be used or recognized by the department. According to the U.S. Department of Education these regulations seek to “provide increased transparency and introduce greater competition and innovation that could allow an institution or program to select an accrediting agency that best aligns with the institution’s mission, program offerings, and student population” (<https://federalregister.gov/d/2019-23129>). This regulation requires changing Board policy to align with the recognized terms.

2/19/2020

Background

The Higher Learning Commission is the accrediting body currently assigned to the geographic region of 19 states, which includes Kansas. Board policy requires all public post-secondary institutions conferring degrees to achieve and maintain accredited status with the Higher Learning Commission. Recent action of the U.S. Department of Education no longer categorizes accrediting agencies as regional or national and requires the removal of “regional” in policy when referencing accreditation. Three areas of Board policy contain “regional” language and require revisions. These revisions occur in Chapter III under Academic Affairs: Section 2- Transfer and Articulation, Section 12- Accreditation of Degree Granting Institutions, and Section 13- Concurrent Enrollment of High School Students in Eligible Public Postsecondary Institutions Through Concurrent Enrollment Partnerships.

In addition to the updated language for accreditation, the recent launch of the Transfer Kansas portal provided an opportunity to remove outdated language in the Systemwide Transfer and Articulation section of Board policy. These minor changes do not affect the intent or purpose of the policies.

Staff Recommendation

Staff recommends approval of the proposed policy changes below to update language of current practice and align with the final regulations of the *Student Assistance General Provisions, The Secretary’s Recognition of Accrediting Agencies, The Secretary’s Recognition Procedures for State Agencies* from the Office of Postsecondary Education of the U.S. Department of Education.

CHAPTER III: COORDINATION¹ - STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES, WASHBURN UNIVERSITY AND/OR THE WASHBURN INSTITUTE OF TECHNOLOGY

A **ACADEMIC AFFAIRS** (See Chapter II., Section A. for additional academic affairs policies applicable to state universities)

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2 **TRANSFER AND ARTICULATION**

a Purpose

¹ See Chapter I., Section A.3 for definition of Coordination.

Transfer is recognized as a crucial element within a seamless educational system. The purpose of this policy is to promote seamlessness in the public postsecondary education system in Kansas. A seamless educational system offers the best resources to provide a high quality education for every student, and empowers and encourages each student to reach maximum potential by engaging in life-long learning. This includes:

- i Aligning high school and college expectations and standards to improve access and success;
 - ii Providing access to postsecondary education;
 - iii Providing high quality advising and information at every point of the journey to ensure that students understand the preparation required to succeed at the next level;
 - iv Building connections and strengthening communications within and between the parts of the system; and
 - v Providing a smooth transition from one level of learning to the next level, including graduate and professional education.
- b Systemwide Transfer and Articulation

To facilitate transfer and articulation across the Kansas public postsecondary education system, the Board shall provide for a Transfer and Articulation Council with oversight responsibility for implementing the Board's systemwide transfer and articulation policy. The Council's mission is to create structures and processes that facilitate student transfer and degree completion within Kansas higher education. The Council provides status reports, as appropriate, to the System Council of Chief Academic Officers.

- i The Transfer and Articulation Council shall:
 - (1) Charge the Kansas Core Outcomes Groups with developing specific course articulations;
 - (2) Adjudicate disagreement from the Kansas Core Outcomes Groups;
 - (3) Provide final recommendation on systemwide transfer of specific courses;

(The Board of Regents approves specific courses to be accepted for systemwide transfer from any public postsecondary educational institution in Kansas. Each course approved and accepted for systemwide transfer by the Board is identified by a shared course number that supports a student-first philosophy, and is designed to enhance educational planning and effortless course transfer. A Kansas Regents Shared Number (KRSN) uses a 3-letter prefix and a 4-digit course number to differentiate the KRSN number from individual institution course prefixes and numbers. Each institution retains its own unique course prefix and course number.)

 - (4) Assure quality and adherence to the agreed-upon learning outcomes of courses articulated across the institutions; and
 - (5) Review proposed revisions to Board policies and bring forward issues and trends that affect transfer and articulation.
- ii In addition, the Transfer and Articulation Council shall:
 - (1) Identify courses acceptable for systemwide articulation and transfer with a focus on lower division general education courses and introductory courses to majors;
 - (2) Create an effective, faculty-led structure for discipline level course articulations based on learning outcomes;

- (3) Ensure that appeals processes exist: (a) for individual students at the institutional level; and (b) at the system level to ensure equitable resolution of transfer concerns between institutions;
 - (4) Address barriers to inter-institutional cooperation as they arise;
 - (5) Use learning outcomes to determine course equivalency; and
 - (6) Implement a clear and ongoing transfer structure.
- iii The Transfer and Articulation Council shall have a core outcomes subcommittee and a quality assurance subcommittee.
 - iv Kansas Core Outcomes Groups – These groups composed of faculty representing specific disciplines, shall carry out the work of course transfer articulation in accordance with the *Kansas Transfer and Articulation Procedures*. Each Kansas core outcomes group shall:
 - (1) Receive its charge from the Transfer and Articulation Council;
 - (2) Review specific courses within the discipline to articulate learning outcomes associated with courses and agree upon system-wide transfer of course credit as direct equivalents for transfer; and
 - (3) Report to the Transfer and Articulation Council.

One Transfer and Articulation Council member shall be appointed by the Council to serve as a non-voting ex officio member liaison to each discipline-specific core outcomes group. The Council liaison's role is to ensure that the mission of the Transfer and Articulation Council is communicated to, and carried out by, each core outcomes group and to ensure excellent communication between the Council and each core outcomes group.

- c System Support. Board staff shall support the Board's systemwide transfer initiative by:
 - i Maintaining a website for dissemination of transfer information;
 - ii Maintaining ~~a Common Course Equivalency Guide including a Common Course Matrix~~ a list of equivalent courses offered by institutions for all courses that transfer systemwide; and
 - iii Collecting and reporting common data on transfer student success and completion as one measure of system effectiveness.
- d Institutional Transfer and Articulation. To promote seamlessness, each public postsecondary educational institution shall develop and publicize its own transfer policy.
 - i Each public university shall appoint a point person for transfer and articulation issues and shall clearly identify that individual's contact information on the university web site.
 - ii An institutional transfer policy shall not conflict with the Board's systemwide transfer policy.
 - iii An institutional transfer policy shall include an appeal process.
 - iv An institutional transfer policy shall treat transfer students the same way academically as non-transfer students.
 - v An institutional transfer policy shall ensure transfer of substantially equivalent courses from any Kansas public postsecondary institution.

- vi An institutional transfer policy shall ensure transfer of general education courses from any ~~HLC accredited~~ Kansas public postsecondary institution accredited by a nationally recognized agency, subject to conditions in paragraphs f.(iii) and b.
- vii Courses not substantially equivalent to a course offered by the receiving institution may be transferred at the discretion of the receiving institution.

e Articulation Agreements

i Between Community Colleges, Technical Colleges and the Institute of Technology

In accordance with K.S.A. 74-32,420, the board of trustees of each Kansas community college, the governing board of each Kansas technical college and the board of control of the Institute of Technology shall establish transfer and articulation agreements providing for the transferability of substantially equivalent courses of study and programs in order to facilitate the articulation of students to and among those institutions.

(1) The Board of Regents shall be notified of each agreement at the time the agreement is executed.

(2) Each agreement shall be effective only after submission to and approval by the Board of Regents. (K.S.A. 74-32,420). Preliminary approval shall be given by the Board President and Chief Executive Officer, or designee, upon verification that the agreement is consistent with this policy. Final approval shall require ratification by the Board.

ii Between Community Colleges, Technical Colleges, the Institute of Technology, State Universities, and Washburn University

In accordance with K.S.A. 72-4454, Kansas technical colleges, community colleges, the Institute of Technology, state universities and Washburn University shall establish articulation agreements providing for the transferability of substantially equivalent courses of study and programs that are offered at those institutions in order to facilitate articulation of students in technical programs to and among the Kansas technical colleges, community colleges, Institute of Technology, state universities and Washburn University.

iii Institutions are strongly encouraged to develop program-to-program articulation agreements. Such agreements may provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.

f General Transfer Provisions

i Each Kansas public postsecondary educational institution shall establish its residency requirements, graduation requirements, and any admission requirements to professional or specific programs.

(1) Admission to an institution shall not equate with admission to a professional school or a specific program.

(2) Except as provided in paragraph f.iii., students must complete all graduation requirements of the receiving institution.

(3) Students with a completed associate degree who transfer into a professional school or specialty program may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.

ii Requirements for transfer of credits between and among Kansas public postsecondary educational institutions include the following:

- (1) Transfer coursework must be transcribed in credit hours.
- (2) Students transferring to Kansas public universities with a completed AA or AS degree shall be given junior standing.
- iii Transfer of general education credit to and among Kansas public universities, including state universities and Washburn University, shall follow the requirements below.

Although the following distribution of courses does not necessarily correspond to the general education requirements for the bachelor degree at any Kansas public university, it shall be accepted as having satisfied the general education requirements for the bachelor degree of all Kansas public universities.

A minimum of 45 credit hours of general education with distribution in the following fields shall be required. General education hours totaling less than 45 shall be accepted, but transfer students must complete the remainder of this requirement before graduation from the receiving institution, which may require an additional semester(s).

- (1) 12 hours of Basic Skills courses, including:

- 6 hours of English Composition
- 3 hours of Public Speaking or Speech Communication
- 3 hours of college level Mathematics; college Algebra and/or Statistics will be required of transfer students where the curriculum of the receiving institution requires it

- (2) 12 hours of Humanities courses from at least three of the following disciplines:

- Art*
- Theater*
- Philosophy
- Music*
- History**
- Literature
- Modern Languages

- (3) 12 hours of Social and Behavioral Science courses from at least three of the following disciplines:

- Sociology
- Psychology
- Political Science
- Economics
- Geography
- Anthropology
- History**

- (4) 9 hours of Natural and Physical Science courses from at least two disciplines (lecture with lab)

- *Performance courses are excluded.

- **The receiving institution will determine whether history courses are accepted as humanities or as social sciences.

- iv Many of the Board approved systemwide transfer courses meet general education requirements at the public postsecondary educational institutions in Kansas.
- v Although a transfer general education curriculum has not been established for associate degrees, the transfer curriculum is assumed to be a subset of the curriculum in paragraph j. above.

- vi Public universities may develop program-to-program articulation agreements for the AAS degree.
- vii Courses completed as part of technical programs (non-degree) and completed AAS degrees shall transfer according to option (1) or (2) below:
 - (1) As a block to articulated programs at community colleges, technical colleges, and to those universities that have program to program articulation agreements.
 - (2) On a course-by-course basis
 - (a) General education courses may be transferred according to paragraphs d.vi., f.iii., and f.v. above.
 - (b) Substantially equivalent courses may be transferred on a course-by-course basis according to paragraph d.v. above.
 - (c) Other courses may be transferred as electives according to paragraph d.vii. above.
- g Students who intend to transfer are responsible for becoming acquainted with the program and degree requirements of the institution to which they expect to transfer.

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12 ACCREDITATION OF DEGREE GRANTING INSTITUTIONS

It is the policy of the Board of Regents that all public post-secondary institutions conferring college degrees achieve and maintain accredited status with ~~the Higher Learning Commission of the North Central Association,~~ an nationally recognized accrediting commission agency for higher education in the United States.

Any public post-secondary institution that has not achieved or does not maintain accredited status with ~~the Higher Learning Commission of the North Central Association~~ a nationally recognized accreditor may be subject to loss of degree granting authority.

Each public post-secondary institution pursuing ~~HLC~~ institutional accreditation shall continue to comply with all standards established by the institution's current accrediting agency; and shall submit an end of fiscal year report to the Board of Regents confirming adequate progress toward accredited status ~~with the HLC,~~ including as applicable any supporting documentation.

13 CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN ELIGIBLE PUBLIC POSTSECONDARY INSTITUTIONS THROUGH CONCURRENT ENROLLMENTS PARTNERSHIPS

It is the policy of the Kansas Board of Regents to encourage high school students to take advantage of postsecondary education opportunities by enrolling in postsecondary courses while still in high school or participating in home schooling. K.S.A. 72-11a01 through 72-11a05 provide for these opportunities through the Kansas Challenge to Secondary School Pupils Act. The act commonly is known as concurrent enrollment of high school students in eligible postsecondary institutions. Statutory language provides conditions under which secondary schools and eligible postsecondary institutions may establish cooperative agreements, defined as a Concurrent Enrollment Partnership.

While various forms of dual enrollment may be offered under the statute, this policy applies only to Concurrent Enrollment Partnerships formed between a high school and eligible postsecondary education institution in which a high school faculty member teaches a college-level course to high school students at the high school during the regular high school day. These partnerships must conform to paragraph b. of this policy.

Concurrent Enrollment Partnerships do NOT include the following: (1) programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer; (2) programs in which college faculty travel to the high school to teach separate courses to high school students; and (3) the College Board Advanced Placement Program and the International Baccalaureate Program, which use standardized tests to assess the student's knowledge of a curriculum developed by a committee consisting of both college and high school faculty.

a Purposes of Concurrent Enrollment Partnerships

As established by the Kansas Board of Regents, the system-wide purposes of Concurrent Enrollment Partnerships are threefold:

i To Reduce Time-to Degree and Lower Costs

Concurrent Enrollment Partnerships enable students to get an early start on their college education, thus potentially reducing the time required to complete a degree and lowering the costs borne by parents, students and taxpayers.

ii To Challenge High School Students and Promote College-Level Success

Concurrent Enrollment Partnerships are aimed at providing a college-level learning experience for qualified students by enhancing the amount, level and diversity of learning in high school beyond the traditional secondary curriculum. First year experience courses, performing and visual arts courses and advanced science, mathematics and language offerings not available in high school are especially encouraged.

iii To Foster Improved Relationships Between Kansas Public Postsecondary Education Institutions and Kansas Secondary Schools

Concurrent Enrollment Partnerships are intended to foster improved relationships among stakeholders by clarifying expectations, roles, and responsibilities

b Procedures and Standards for Implementing Concurrent Enrollment Partnerships

i Definitions

For purposes of this policy:

(1) "Concurrent Enrollment Partnership student" means a person who is in grades 10, 11, or 12, or who is gifted and is in grade 9 (see paragraph b.v.(2)); has been admitted to an eligible postsecondary education institution as a degree-seeking or non-degree seeking student; and is enrolled in courses at a high school at which approved high school faculty teach college credit courses during the normal school day.

(2) "Concurrent Enrollment Partnership agreement" means a written memorandum of understanding between an eligible postsecondary institution and a school district for the purpose of offering college-level learning to students who are eligible to enroll in college courses offered at a high school at which approved high school faculty teach said college courses during the normal school day.

(3) "Eligible postsecondary institution" means any state university, community college, technical college, municipal university or affiliated institute of technology.

ii Agreement between Eligible Postsecondary Institutions and School Districts

A Concurrent Enrollment Partnership agreement shall be established between the eligible postsecondary institution and the school district. Such agreement shall satisfy the requirements of

K.S.A. 72-11a04 and contain the essential elements provided in this policy. The agreement shall contain, at a minimum:

- (1) the names and contact information of the liaisons for both parties, term of the agreement and any provisions for early termination, the individual and joint responsibilities of both parties, information, guidelines and necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming;
- (2) an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution's faculty;
- (3) a clause addressing issues of compensation, awarding of credit and course listings for each party;
- (4) acknowledgement that the academic credit shall be granted for course work successfully completed by the student at the postsecondary partner institution, which shall qualify as college credit and may qualify as both high school and college credit;
- (5) acknowledgement that such course work shall qualify as credit applicable toward the award of a degree or certificate at the postsecondary partner institution;
- (6) acknowledgement that the student shall pay to the postsecondary partner institution the negotiated amount of tuition, fees and related costs charged by the institution for enrollment of the student except in the case of tiered technical courses. Secondary students admitted to postsecondary tiered technical courses conducted by a community college, technical college or institute of technology may be charged fees, but shall not be charged tuition; (K.S.A. 72-4417, as amended)
- (7) a plan for ensuring that courses offered through a Concurrent Enrollment Partnership are annually reviewed by college faculty in the discipline at the postsecondary partner institution according to the criteria described in iii.(5); and
- (8) a statement indicating the Concurrent Enrollment Partnership agreement shall be reviewed at least every five years by the postsecondary partner institution to assure compliance and quality considerations as outlined in this policy.

iii Curriculum Standards, Course Content/Materials, and Assessment of Students

- (1) Courses administered through a Concurrent Enrollment Partnership shall be university/college catalogued courses with the same departmental id, course descriptions, numbers, titles and credits. Courses must have been approved through the curriculum approval process of the postsecondary partner institution.
- (2) The high school and college-level prerequisites, the content of courses, course goals and objectives, must be the same as those for the same courses offered to students at any location or by any delivery method.
- (3) Materials such as textbooks must be comparable to those used in the same course throughout the postsecondary partner institution. Procedures for selection of textbooks and related material by high school faculty who teach concurrently enrolled students must follow the postsecondary partner's institutional policies.
- (4) If a course has been approved by Board staff as competency-based, the competencies for the courses must be the same as those for courses not taught to concurrently enrolled students.

(5) College faculty at the postsecondary partner institution shall annually review Concurrent Enrollment Partnership courses in their discipline to ensure that:

(a) Concurrent Enrollment Partnership students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections;

(b) Concurrent Enrollment Partnership students are being assessed using the same methods (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections;

(c) high school faculty are utilizing the same final examination for each Concurrent Enrollment Partnership course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit; and

(d) high school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.

(6) Remedial/developmental course work shall not be offered as a Concurrent Enrollment Partnership course.

iv High School Faculty

(1) Qualifications

(a) High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses shall ~~attain instructional eligibility by meeting the~~ faculty qualifications and standards established by the ~~Higher Learning Commission of the North Central Association, as stated that the body's Criteria for Accreditation and Assumed Practices~~ nationally recognized agency that accredits the sponsoring higher education institution regarding faculty roles and qualifications.

(b) Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership shall attain instructional eligibility by meeting the academic standards addressed above or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field.

(c) Postsecondary partner institutions may set higher standards.

(2) Orientation, Professional Development and Evaluation

(a) Before approving high school faculty to teach college-level Concurrent Enrollment Partnership courses, the postsecondary partner institution shall provide the high school faculty with orientation and training in course curriculum, assessment criteria, course philosophy, and Concurrent Enrollment Partnership administrative requirements.

(b) The postsecondary partner institution shall provide the high school faculty with ongoing professional development opportunities.

(c) Orientation and/or professional development activities shall include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies.

(d) The postsecondary partner institution shall annually conduct evaluations of high school faculty teaching Concurrent Enrollment Partnership courses to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.

v Student Eligibility for Enrollment, Advising and Student Guides

(1) High school students enrolled in courses administered through a Concurrent Enrollment Partnership shall be enrolled as degree or non-degree/non-matriculated students at the postsecondary partner institution. Each Concurrent Enrollment Partnership student must meet the postsecondary partner institution's requirements for admission as a degree-seeking or non-degree/non-matriculated student. Concurrently enrolled students shall have met institutional enrollment requirements; satisfied course prerequisites; and followed institutional procedures regarding assessment/placement. In order to enroll in a Concurrent Enrollment Partnership course, students shall achieve the same score or subscore on a standardized placement test as is required for students enrolled in the same on-campus course. Postsecondary partner institutions may establish higher standards.

(2) Students who are enrolled in grade 9 and are classified by a school district as "gifted" according to the State Department of Education's definition, K.A.R. 91-40-1(bb), as amended, may be admitted as concurrently enrolled students provided all other applicable requirements as outlined above are satisfied.

(3) The student must be authorized by the high school principal to apply for enrollment.

(4) Advising of students who desire to enroll in Concurrent Enrollment Partnership courses must be carried out by both the high school and postsecondary institution.

(5) Students shall be provided with a student guide created as part of the Concurrent Enrollment Partnership that outlines their rights and responsibilities as university/college students. The student guide shall also provide a description of how courses may be transferred in the Kansas public postsecondary education system.

vi Concurrent Enrollment Partnership Courses that Include Students Enrolled for Secondary and/or Postsecondary Credit

A course may include students enrolled for postsecondary and/or secondary credit. The postsecondary partner institution is responsible for ensuring that academic standards (course requirements and grading criteria) are not compromised.

c Reporting of Concurrent Enrollment Partnerships

i Institutions will report the following as a part of the regular Kansas Postsecondary Database collection:

- (1) Directory information for each high school student enrolled;
- (2) Credit hours generated by each high school student;
- (3) Credentials of faculty teaching Concurrent Enrollment Partnership courses; and
- (4) Concurrent Enrollment Partnership credit hours generated by each high school student.

ii By January 31 of odd-numbered years, each public postsecondary institution shall provide to Board staff a list of high schools with which it has Concurrent Enrollment Partnership agreements. For each institution, Board staff will select no more than two high schools for reporting. For each high school selected, each institution will submit the following to the Board office:

- (1) Copy of the Concurrent Enrollment Partnership agreement that includes the criteria described in b.ii.;
- (2) Student Guide for Concurrent Enrollment Partnership students as described in b.v.(5); and

- (3) Report resulting from the annual review of Concurrent Enrollment Partnership courses by postsecondary partner institution, aggregated by discipline (as described in section b.iii.(5).
- iii By January 31 of odd-numbered years, each institution shall forward to the Board office a copy of all reports resulting from the five-year institutional review of Concurrent Enrollment Partnerships (as described in b.ii.(8)).
- iv All reports shall be reviewed for compliance and the results will be reported to the Board President and Chief Executive Officer.