

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

**VIRTUAL MEETING AGENDA  
Wednesday, January 15, 2025  
8:30 – 9:00 a.m.**

The System Council of Chief Academic Officers (SCOCAO) will meet virtually via Zoom. An in-person option will be available at the Curtis State Office Building at 1000 SW Jackson, Suite 530, Topeka, Kansas, 66612.

- I. Call to Order** Mickey McCloud
- A. Roll Call and Introductions
  - B. Approve Minutes from December 18, 2024 p. 3
- II. Systemwide Updates**  
No items
- III. Other Matters**
- A. New Program Proposal for MS in Medical Dosimetry (Informational purposes only) John Fritch, Washburn University p. 6
  - B. AY 2025 Performance Report & Rubric Sam Christy-Dangermond p. 10
  - C. Complete College America Launch Rusty Monhollon
  - D. Academic Affairs Updates Academic Affairs Staff
- IV. Announcements**  
No items
- V. Adjournment**

Date Reminders:

- Updates to Systemwide General Education Master Course Lists – due January 17, 2025 (email to schristy@ksbor.org)
- Dual Credit Report – due January 31, 2025 (email mknox@ksbor.org)
- Next SCOCAO Meeting – February 12, 2025

## SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS

The System Council of Chief Academic Officers (SCOCAO), 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 on the morning of the first day of the monthly Board meeting. Membership includes:

Brandon Galm	Cloud County CC
Mickey McCloud, Co-Chair	JCCC
Brent Thomas	ESU
Jill Arensdorf	FHSU
Jesse Mendez	KSU
Barbara Bichelmeyer	KU
Jason Sharp	Labette CC
Susan Bon, Co-Chair	PSU
Luke Dowell	Seward CCC
John Fritch	Washburn
Shirley Lefever	WSU
Jennifer Seymour	WSU Tech
Rusty Monhollon	KBOR ( <i>ex officio</i> )

### System Council of Chief Academic Officers AY 2025 Meeting Schedule

<b><i>SCOCAO Academic Year 2024- 2025 Meeting Dates</i></b>		
<b>Meeting Dates</b>	<b>Location (virtual or in-person)</b>	<b>Institutional Materials Due</b>
September 18, 2024	Virtual	August 28, 2024
November 20, 2024	Kansas State University	October 30, 2024
December 18, 2024	Virtual	November 25, 2024
January 15, 2025	Virtual	December 24, 2024
February 12, 2025	Virtual	January 22, 2025
March 12, 2025	Virtual	February 19, 2025
April 16, 2025	Pittsburg State University	March 26, 2025
May 14, 2025	Virtual	April 23, 2025
June 11, 2025	Virtual	May 21, 2025

SCOCAO meets at 8:30 a.m. unless otherwise noted.

**KANSAS BOARD OF REGENTS  
SYSTEM COUNCIL OF CHIEF ACADEMIC OFFICERS  
MINUTES  
DECEMBER 18, 2024**

The December 18, 2024, meeting of the System Council of Chief Academic Officers was called to order by Chair Mickey McCloud at 8:30 a.m. The meeting was held virtually through Zoom with an in-person option held in Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS 66612.

**MEMBERS PRESENT:**

Brandon Galm, Cloud County CC	Barbara Bichelmeyer, KU	John Fritch, Washburn
Brent Thomas, ESU	Jason Sharp, Labette CC	Shirley Lefever, WSU
Jill Arensdorf, FHSU	Susan Bon, PSU	Jennifer Seymour, WSU Tech
Jesse Mendez, KSU	Luke Dowell, Seward CC	Rusty Monhollon, KBOR ( <i>ex officio</i> )
Mickey McCloud, JCCC		

**APPROVAL OF MINUTES**

Provost Bichelmeyer moved that the minutes of the November 20, 2024, meeting be approved. Following the second of Provost Arensdorf, the motion carried.

**SYSTEMWIDE UPDATES**

**REVISE REVERSE TRANSFER PROCEDURES**

Associate Director for Academic Affairs Mistie Knox shared the revised Reverse Transfer procedures reflecting the use of the National Student Clearinghouse (NSC) as the systemwide data exchange service for reverse transfer. The Reverse Transfer Working Group reached consensus on October 3, 2024, to move forward with utilizing NSC. Institutional CAOs and reverse transfer institutional contacts were notified of this transition on October 3 to allow for a transition in Fall 2025. The first utilization of NSC for the reverse transfer process will take place in February 2026. Provost Arensdorf moved to approve the Reverse Transfer procedures. Following a second by Provost Bon, the motion carried unanimously.

**SYSTEMWIDE MATH COURSE PLACEMENT SCORES**

Vice President of Academic Affairs Rusty Monhollon shared that the Math Course Placement Measures Committee had recommended guidelines for additional interventions for students who might not be ready to enroll in the gateway course of College Algebra with corequisite support. He noted that institutions can advise students to consider an alternative pathway or additional support, but they cannot bar a student from enrolling in a gateway course with corequisite support. He emphasized that national research shows corequisite support is more effective than traditional prerequisite remedial education. Chair McCloud asked if KBOR had a suggestion for how to advise students with lower scores who already possess a high school diploma. Vice President Monhollon responded that the corequisite model would be most appropriate for this situation.

**SYSTEMWIDE TRANSFER ASSOCIATE DEGREES**

Director for Academic Affairs Karla Wiscombe shared they received Systemwide Transfer Associate Degree submissions for 11 Business Administration programs, four Computer Science programs, eight Pre-BSN Nursing programs, and eight Pre-Social Work programs. When institutions receive their approved check sheets, they should consult with their Institutional Research staff to ensure that the program inventory matches what is approved on the degree check sheet. She emphasized that only systemwide transfer courses are included in systemwide associate degrees. She added that all programs have specific gen-ed requirements and to make sure that any courses added for these degree programs should be added to the institution's master course list.

## **OTHER MATTERS**

### **FIRST 15 INITIATIVE**

Vice President Monhollon shared the Regents have made the expansion of dual and concurrent enrollment for Kansas High School students a top priority for Academic Year 2025. The First 15 initiative will help KBOR staff achieve this goal. A workgroup has been assembled and will meet over the next several months to make recommendations to President Flanders. He shared the workgroup's charge, timeline, and the systemwide general education buckets. He noted that the natural and physical sciences bucket had been left out of this initiative due to variations in the number of credits offered and challenges in finding qualified instructors for these courses at the high school level. He emphasized that the workgroup intends to develop and implement this initiative collaboratively with all system institutions. The concurrent and dual enrollment policy will likely need to be amended, although the intent is to develop the First 15 within the existing policy framework. He also noted that this initiative is not a mandate or directive from the Board, and no institution will be required to offer the First 15. If an institution is unable to offer the First 15 in its service area, the Board may approve another institution to offer the First 15 within that service area. Provost Arensdorf asked if the whole course structure will be approved by President Flanders in May, or if it will be approved in smaller steps. Vice President Monhollon responded that it would be approved as a package. He added that the work is not complete and that he is open to receiving questions or concerns and sharing them with the workgroup. Provost Galm asked if there was discussion regarding how KBOR will track which institutions are offering the First 15. Vice President Monhollon responded that the workgroup had had a cursory discussion of the matter but had not reached a final decision on how it would be done. Provost Bichelmeyer asked if it would make sense to move up the timeline piece regarding National Alliance of Concurrent Enrollment Programs (NACEP) accreditation, given its potential to influence other aspects of the project. Vice President Monhollon responded that the workgroup would consider moving it up. Provost Sharp asked if high schools had expressed concerns regarding students who are not able to be placed into transfer courses. Vice President Monhollon responded that it has not come up in workgroup discussion, but it can be considered. Provost Galm asked if there was any discussion regarding faculty qualification. Vice President Monhollon responded that the Higher Learning Commission (HLC) left the decision up to the institutions. Chair McCloud cautioned against assuming all skill sets will be met for a specific course under HLC. Provost Bichelmeyer added that HLC was originally based on NACEP, which has since refined its guidance. Provost Bon asked if there would be a scenario where two institutions could form an alliance to offer the First 15. Vice President Monhollon responded that he was in favor of the idea. Provost Thomas asked if the First 15 were intended to be all dual enrollment or a combination of dual and concurrent enrollment. Vice President Monhollon responded that the workgroup would need to consider the implications. Provost Bichelmeyer added that it would also depend on the guidance from NACEP. Provost Galm asked if the workgroup had discussed students being allowed to retake a course if they have an unsuccessful first attempt. Vice President Monhollon responded that it would be an institutional decision. Chair McCloud added that it was important to consider how those students are tracked and listed, noting the potential negative implications for community college completion rates.

### **COMPLETE COLLEGE AMERICA (CCA) LAUNCH**

Vice President Monhollon shared that Kansas has become the 48<sup>th</sup> state to join the Complete College America Alliance. The official launch will take place on February 11 at Washburn. Registration will open shortly, with a 5-person limit per institution. Any remaining spots may be allocated to institutions in mid-January.

### **ANNOUNCEMENTS**

Vice President Monhollon announced that Provost Lefever will retire in January and be replaced by Dr. Monica Lounsbery. He expressed the committee's appreciation for her work and well wishes for her retirement. Chair McCloud reminded the committee that the next SCOCAO meeting will be a virtual meeting on January 15, Systemwide General Education master course lists are due on January 17, and Dual Credit Reporting is due on January 31.

**ADJOURNMENT**

Provost Bon moved that the meeting be adjourned. Following the second of Provost Mendez, the motion carried unanimously.

## **Program Approval**

### **Summary**

*Washburn University may apply for approval of new graduate programs following the guidelines in the [Kansas Board of Regents Policy Manual](#), Ch. III.A.7. As such, the university has submitted an application for approval and the proposing academic unit has responded to the requirements of the program approval process.*

*This proposal is reviewed by the System Council of Chief Academic Officers and the System Council of Presidents for informational purposes only. It is reviewed by BAASC for placement onto the Board agenda, at which time it is subject to Kansas Board of Regents approval. The Washburn Board of Regents reviewed the cost and funding structure of the program and approved it at its December 5, 2024 meeting. The new program will be fully funded by the University, and no state support will be used.*

*January 15, 2024*

### **I. General Information**

#### **A. Institution**

Washburn University

#### **B. Program Identification**

Degree Level:	Master's
Program Title:	Medical Dosimetry
Degree to be Offered:	Master of Science
Responsible Department or Unit:	Allied Health Department/School of Applied Studies
CIP Code:	510907
Modality:	Online
Proposed Implementation Date:	July 2026

Total Number of Semester Credit Hours for the Degree: 44 credits

### **II. Clinical Sites:** Does this program require the use of Clinical Sites? Yes

Each student in the Medical Dosimetry program will be assigned to a clinical site. Clinical sites will be located across the United States and will vary depending on student needs. There are no other Medical Dosimetry programs in Kansas and therefore will not be competing with other state universities for the same clinical sites. We have not had conversations with other Medical Dosimetry programs outside of Kansas about competing for clinical sites. We have talked to clinical preceptors at clinical sites used in the Washburn Radiation Therapy program and have received positive feedback regarding potential use as clinical site for Medical Dosimetry. Typically, clinical sites are selected based on student location. Each clinical site has the authority to approve or deny student placement. The accrediting body for Medical Dosimetry, Joint Review Committee on Education in Radiologic Technology (JRCERT), also informs programs if a site is a shared clinical site. If the site is identified as a shared site, the Medical Dosimetry program faculty will have conversations with the clinical site at the time of securing student placement to verify that the JRCERT's requirements for clinical sites are met and that the student load requirement is not exceeded. Washburn's Allied Health Department is well-versed in this method of securing clinical placements as many of our accredited healthcare programs involve clinical education experiences. The use of clinical sites in the Medical Dosimetry program will be very similar to that of Washburn's existing Radiation Therapy program and we feel confident in our ability to secure the sites needed to serve our students.

### III. Justification

The 2020 American Association of Medical Dosimetrists (AAMD) Medical Dosimetry Workforce Study indicated that there will be a steady increase in the demand for certified medical dosimetrists due to a surge in retirement rates and rising cancer incidence. Since 2017, medical dosimetrists are required to graduate from a JRCERT-accredited program to be eligible to take the national certification board exam. However, there are only a small number of accredited programs, and the number of graduates will not be enough to fill the projected job vacancies. Recently, JRCERT and AAMD reached out to existing JRCERT-accredited Radiation Therapy programs, including Washburn, to explain the urgent need for additional programs in medical dosimetry.

A new Medical Dosimetry Program will help alleviate the projected shortage of certified medical dosimetrists in the radiology oncology job market. The program would be organized similar to Washburn’s existing Radiation Therapy program, which has a long tradition of graduating high-quality radiation oncology professionals. This program would offer an additional graduate degree option for allied health professionals and would attract several radiation therapists from across the country.

### IV. Program Demand: Select one or both of the following to address student demand:

#### A. Survey of Student Interest

Number of surveys administered: .....	<u>245</u>
Number of completed surveys returned: .....	<u>87</u>
Percentage of students interested in program: ...	<u>54</u>

Washburn’s Allied Health Department surveyed current students in the Radiation Therapy program along with program graduates (within the past five years). The intent of the survey was to determine student/graduate interest in obtaining a Medical Dosimetry degree, interest in returning to Washburn, and if clinical sites would be interested in affiliating with a Medical Dosimetry program. The survey included relevant questions asking students if they were considering becoming a Medical Dosimetrist in the near future (60% yes), how soon they would be interested in pursuing Medical Dosimetry (81% of those students would be interested in the next 1-5 years), if they would be interested in returning to Washburn to complete an online Medical Dosimetry program if available (93% responded absolutely), which type of degree they would find most beneficial (41% master’s degree), and whether or not their current employer and/or assigned clinical site would be interested in becoming a clinical affiliate for a Medical Dosimetry program (32% yes and 51% maybe).

#### B. Market Analysis

A Hanover Research Report concluded that demand for medical dosimetrists appears adequate, and Washburn should establish a Medical Dosimetry program if the investment is minor and if there is a strong internal pipeline of students. Creating a new Medical Dosimetry program does require an initial investment over the next 1.5 years without enrolled students because of the accreditation process for new Medical Dosimetry programs. This investment is minor considering the long-term revenue projections of the program. Washburn does have a strong internal pipeline of students through our well-established Radiation Therapy program. Radiation therapy graduates are the most common pipeline for Medical Dosimetry programs and student/graduate surveys support that Washburn will have a natural pipeline for this program, as 60% of Radiation Therapy graduates who responded were interested in becoming a medical dosimetrist in the near future.

There are currently no Medical Dosimetry programs in Kansas or the surrounding states, and Washburn will become the only accredited program in the area. Currently there are only six accredited Master’s Degree programs in the United States, located in Michigan, Indiana, Illinois, Massachusetts, Florida, and Wisconsin. The program will be fully online and will also be able to attract students nationally, similar to Washburn’s Radiation Therapy program.

## V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation (FY27)	10	0	440	0
Year 2 (FY28)	15	0	660	0
Year 3 (FY29)	20	0	880	0

Due to JRCERT's initial accreditation application requirements, our first program students will enroll in FY 27 and the above table reflects that as the "Implementation" year.

## VI. Employment

Medical Dosimetrists work primarily in Radiation Oncology clinics. They are responsible for creating radiation treatment plans that meet a prescribed tumor/target dose while limiting radiation dose and damage to surrounding anatomy. The Bureau of Labor Statistics reports that the average salary for Medical Dosimetrists in 2023 was \$132,880 per year. To become certified in Medical Dosimetry, a person must pass a national certification exam, which requires graduation from a JRCERT-accredited program.

From the *2020 American Association of Medical Dosimetrists (AAMD) Workforce Study*: "In 2020, supply approximately equals demand, between 2021 and 2035, the undersupply will grow from 10 to nearly 50 Medical Dosimetrists less than the number of positions open per year. The model predicts the undersupply is expected to steadily increase with the continued increase in cancer incidence as well as the surge in retirement around 2028-2030 when all baby boomers will be over 65, leading to a possible surge in retirement rates. The cumulative effect will be a potential shortage of over 400 Medical Dosimetrists by 2035 given no changes in workload per Medical Dosimetrist or change in cancer incidence."

## VII. Admission and Curriculum

### A. Admission Criteria

Admission requirements include the following:

1. Bachelor's degree or higher in a health or science field.
2. Minimum cumulative GPA of 3.0 (on a 4.0 scale)
3. Prerequisite Coursework:
  - o Human Biology (BI100 or equivalent)
  - o Human Anatomy & Physiology (BI250 & BI230 or equivalent), no lab required
  - o College Algebra (MA116 or equivalent) or higher
  - o Radiation Physics
  - o Medical Terminology (AL141 or equivalent)
  - o Introductory Writing (EN100 or equivalent)
  - o Communication (any course in verbal or public speaking)
  - o 8+ hours of documented on-site observation in Medical Dosimetry

\*Experience in Radiation Therapy is preferred but not required.

### B. Curriculum

#### Year 1: Summer

SCH = Semester Credit Hours

Course #	Course Name	SCH
AL 630	Foundations of Radiation Oncology	3
AL 632	Cross-sectional Anatomy for Medical Dosimetry	3



**Year 1: Fall**

Course #	Course Name	SCH
AL 634	Oncology Principles I	3
AL 636	Radiation Oncology Treatment Planning I	4
AL 638	Radiation Physics	3
AL 640	Ethics & Professionalism in Medical Dosimetry	2
AL 660	Medical Dosimetry Clinical I	4

**Year 1: Spring**

Course #	Course Name	SCH
AL 644	Oncology Principles II	3
AL 646	Radiation Oncology Treatment Planning II	4
AL 648	Research Methodology for Medical Dosimetry	3
AL 650	Quality Improvement in Radiation Oncology	2
AL 665	Medical Dosimetry Clinical II	4

**Year 2: Summer**

Course #	Course Name	SCH
AL 670	Medical Dosimetry Clinical III	3
AL 675	Medical Dosimetry Capstone	3

**Total Number of Semester Credit Hours** ..... 44

**VIII. Core Faculty**

A program director with expertise in medical dosimetry will be hired to oversee this program.

**IX-X. Expenditure and Funding Sources**

The Washburn Board of Regents approved the Master of Science in Medical Dosimetry at its December 5, 2024 meeting. The Board reviewed the cost and funding structure of the program and fully supported moving forward with creating this important program. The new program will be fully funded by the University, and no state support will be used.

**XI. References**

Hanover Research. (2023). *Academic Program Assessment Post-Bacc in Medical Dosimetry*.

Joint Review Committee on Education in Radiologic Technology & American Association of Medical Dosimetrists. (2022). *Letter to Washburn's Radiation Therapy Program Director*.

Mills, M. (2020). Medical Dosimetrist Workforce Study 2020. *American Association of Medical Dometrists Annual Meeting*.

United States Bureau of Labor Statistics. (2024, August 29). *Occupational Outlook Handbook – Medical Dosimetrists*. <https://www.bls.gov/ooh/healthcare/medical-dosimetrists.htm>

Institution:

Contact:

Email:

### AY 2025 Performance Report (AY 2026 Funding Cycle)

**Due by July 1, 2025**

**1. Please include:**

- a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and
- b. A plan to implement Math Pathways full scale in 2026-2027  
*(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*

20 Points  
(a = 10 pts)  
(b = 10 pts)

- a. **Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:**

**Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026  
OR  
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:**

- b. **Plan to implement math pathways full scale in 2026-2027**

**Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)**

**List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027**

**# of College Algebra course sections:**                                      **# of students per course section:**

**# of Contemporary Math course sections:**                                      **# of students per course section:**

**# of Elementary Statistics course sections:**                                      **# of students per course section:**



<b>3. Please provide:</b> a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points  (a = 10 pts) (b = 10 pts)
<p><b>a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:</b></p> <p><b>Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u></b>  <u>OR</u>  <b><u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:</b></p> <p><b>b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)</b></p> <p><b>Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:</b></p> <p><b># of corequisite support sections for English Composition I:</b>                                <b># of students per course section:</b></p>	

<p><b>4. Please detail your institution’s plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027.</b></p> <p><b>a.</b> Plan to implement systemwide English course placement measures (for English Composition I); and</p> <p><b>b.</b> Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus.</p> <p><i>(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)</i></p>	<p>20 Points</p> <p>(a = 10 pts)</p> <p>(b = 10 pts)</p>
<p><b>a. Plan to implement systemwide English course placement measures (for English Composition I)</b></p> <p><i>Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found <a href="#">here</a> to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:</i></p> <p><b>What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?</b></p> <p><b>Do you plan to adopt the approved systemwide measures and the institutional measures above <u>full-scale for AY 2026</u> (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)</b></p>	

**b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus**

*Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found [here](#) for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:*

**What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for**

**College Algebra:**

**Contemporary Math:**

**Elementary Statistics:**

**Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)**

<b>5. Please provide a link to all <a href="#">academic degree maps</a> effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked <a href="#">here</a> and the general education framework guidance reflected <a href="#">here</a>.</b>	<b>20 Points</b>
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	Meets	Partially Meets	Does not Meet
<b>1 (20 points total)</b>	Includes all components	Includes some components but something is missing (a course or course section, number of students, number of course sections, or an explanation is missing)	Did not provide information or did not complete
Link(s) showing at least one section of each gateway math course applying to degrees on campus for Fall 2025	5	NA	0
Link showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 <b>OR</b> (if schedule hasn't been set yet) statement indicating intent to offer at least one section of each gateway math course applying to degrees on campus	5	NA	0
Plan to implement math pathways full scale in 2026-2027 - Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)	5	2.5	0
List number of course sections and number of students estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027	5	2.5	0
<b>2 (20 points total)</b>	Includes all components	Includes some components but something is missing (a course or course section, number of students, number of course sections, or an explanation is missing)	Did not provide information or did not complete
Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025	5	NA	0



Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 <b>OR</b> (if schedule hasn't been set yet) statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026	5	NA	0
Plan to implement corequisite math support developmental education full scale in AY 2027 - Indicate whether you plan to continue to offer prerequisite for these courses during AY 2026. (If you plan to continue with prerequisite support for any of the math courses what will you do over AY 2026 to fully implement corequisite developmental education for math by AY 2027?)	5	2.5	0
Identify number of students and number of course sections estimated to be taught in each respective corequisite math support developmental education course per year when initiative is fully scaled in 2026-2027	5	2.5	0
<b>3 (20 points total)</b>	Includes all components	Includes some components but something is missing (a course or course section, number of students, number of course sections, or a statement is missing)	Did not provide information or did not complete
Link(s) showing at least one section of corequisite English support developmental education for Fall 2025	5	NA	0
Link(s) showing at least one section of corequisite English support developmental education for Spring 2026 <b>OR</b> (if schedule hasn't been set yet) statement indicating intent to offer at least one section of corequisite English support developmental education for Spring 2026:	5	NA	0

Plan to implement corequisite English support developmental education full scale in AY 2027 - Indicate whether you plan to continue to offer prerequisite support for English Comp I during AY 2026. (If you plan to continue with prerequisite support for any of the math courses what will you do over AY 2026 to fully implement corequisite developmental education for English Comp I by AY 2027?)	5	2.5	0
Identify number of students and number of course sections estimated to be taught in each English Comp I support developmental education course per year when initiative is fully scaled in 2026-2027	5	2.5	0
	<b>Meets</b>	<b>Partially Meets</b>	<b>Does not Meet</b>
<b>4 (20 points total)</b>	Includes all components	Includes some components but something is missing (institutional placement measures for a course, answer to question, or explanation)	Did not provide information or did not complete
placement measures (for English Composition I) - What institutional measures will you use alongside approved systemwide placement measures for English Comp I?	5	2.5	0
Will you adopt approved systemwide measures and institutional measures above full-scale for AY 2026? If not, please explain what measures you will use and how this will work alongside the soft launch.	5	2.5	0
Plan to implement systemwide math course placement measures for 3 gateway math courses - What institutional measures will you use alongside approved systemwide placement measures for each of the 3 gateway math courses?	5	2.5	0
Will you adopt approved systemwide measures and institutional measures above full-scale for AY 2026? If not, please explain what measures you will use for each of the math courses and how this will work alongside the soft launch.	5	2.5	0

<p style="text-align: center;"><b>5 (20 points total)</b></p>	<p>Includes all components: link and degree map for each program</p>	<p>Includes some components: may be missing single landing page, did not include degree map for all programs, does not include semester-by-semester layout for degree map, or degree map does not adhere to the guidance or general education coding standards</p>	<p>Did not provide any degree maps</p>
<p>Provide a link to a single landing page for all academic degree maps for each undergraduate program effective for students starting in Fall 2024 or Spring 2025, which should reflect new Systemwide General Education Framework for Universities and Community Colleges (includes certificates)</p>	<p style="text-align: right;">20</p>	<p style="text-align: right;">10</p>	<p style="text-align: right;">0</p>