



HLC Accreditation Evidence

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- [Print](#)

A. Academic Affairs

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

1. PERFORMANCE AGREEMENTS

In accordance with K.S.A 74-3202d the Kansas Board of Regents has adopted policies and procedures for the development of Performance Agreements with each postsecondary educational institution. These policies and procedures are described in the Board approved document “Performance Agreement Guidelines and Procedures.”

Each postsecondary educational institution’s receipt of new state funds shall be contingent on compliance with its performance agreement, as described in the Performance Agreement Guidelines and Procedures. The failure of a postsecondary educational institution to enter a performance agreement shall prevent that postsecondary educational institution from receiving any new state funds.

2. TRANSFER AND ARTICULATION

a. Purpose

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 systemwide 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 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 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. 72-4453, 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. 72-4453). 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.

(3) The Board President and Chief Executive Officer shall report to the Board on transfer and articulation agreements annually. Such report shall include a description of the agreements preliminarily approved during the last year and a request for 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 f.iii. above.

vi. Public universities may develop program-to-program articulation agreements for the AAS degree.

vii. Completed 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.

3. REVERSE TRANSFER AGREEMENTS

Reverse transfer is an important element of a seamless educational system. The state universities, community colleges, technical colleges, Washburn University and Washburn Institute of Technology shall work together, through the System Council of Presidents and System Council of Chief Academic Officers, to develop a process to assist students to complete coursework for and attain all certificates and degrees for which they are eligible.

The process and resulting agreements shall:

a. Be consistent with state and federal law, Board policies and applicable accreditation standards;

- b. Provide a mechanism for each student who is transferring credits from a community college or technical college to a university to participate in the reverse transfer process; the established mechanism shall include an opportunity for each otherwise eligible student to opt-in to the process, thereby permitting sharing of that student's Family Educational Rights and Privacy Act protected information; and
- c. Provide guidelines for determining which transferring institution will award the credential if the student has transfer credits from more than one institution.

4. CREDIT FOR PRIOR LEARNING

- a Each Kansas public postsecondary educational institution shall award credit for prior learning in accordance with this policy and in a manner that is appropriate to the institution's nature and mission.
- b The Kansas Credit for Prior Learning Task Force consists of representation from each university and representation from the community college and technical college sectors. These representatives shall be appointed by the Vice President for Academic Affairs, in consultation with the Vice President of Workforce Development. The role of the Kansas Credit for Prior Learning Task Force shall be to provide oversight, as directed by the Board, for implementation of this policy and the Kansas Credit for Prior Learning Guidelines. These Guidelines were approved by the Kansas Board of Regents in June 2014.
- c The Kansas Credit for Prior Learning Task Force shall be coordinated by a Board staff member under the oversight of the Board Academic Affairs Standing Committee.
- d The Kansas Credit for Prior Learning Task Force shall work to ensure standardized recognition of credit for prior learning from all Kansas public postsecondary institutions.
- e The Kansas Credit for Prior Learning Task Force shall receive and consider recommendations from the Kansas Collaborative on Military Credit Advisory Committee regarding the evaluation of military training for credentials and awarding of college credit.
- f Each Kansas public postsecondary educational institution shall follow the requirements set forth in the Kansas Credit for Prior Learning Guidelines when evaluating and awarding credit for prior learning. These Guidelines shall provide for:

- i specifications for awarding credit for learning gained outside a traditional academic environment for the state universities, community colleges, technical colleges, Washburn University and Washburn Institute of Technology;
- ii consistency with state and federal law, Board policies, applicable accreditation standards;
- iii a consistent and transparent means for students to advance toward a degree or credential;
- iv annual review for updates by the Kansas Credit for Prior Learning Task Force.

5. APPROVAL OF PROGRAMS FOR COMMUNITY COLLEGES, TECHNICAL COLLEGES AND WASHBURN INSTITUTE OF TECHNOLOGY

a. In accordance with the Higher Education Act requirement that the Board coordinate educational programs, courses of instruction, and program and course locations, Board approval is required for the establishment of new degree and technical certificate programs. When the Board considers the establishment of new degree and certificate programs, information regarding its need, quality, cost and means of assessment become paramount. The minimization of unnecessary program duplication is a high priority of the Kansas Board of Regents. This document outlines the policies, procedures and criteria the Board utilizes when reviewing requests for new degree and certificate programs.

b. Institutions must submit a complete program proposal to board staff, and enter the proposed program into the Kansas Higher Education Data System (KHEDS). Once Board staff has received a complete program proposal from an institution, the proposal will be made available in electronic form on the Kansas Board of Regents website for other institutions to view. All institutions shall be notified of the proposed program by email. Institutions with concerns, comments or objections to the new program must state those concerns, comments or objections in writing to Board Staff within a 14 day time period. At that time, institutions shall submit, in writing, a list of concerns, comments or objections to Board staff. The list of concerns, comments and objections will be compiled by board staff and forwarded to the proposing institution for follow-up. The proposing institution is expected to communicate with other institutions filing concerns, comments or objections to minimize or eliminate the identified issues. Final proposals must contain all required information including evidence that concerns, comments or objections have been addressed and be submitted in the approved format. This process shall not prevent an institution from

submitting a new program proposal, but it is designed to make the approval process more transparent, improve proposals and reduce potential conflict related to unnecessary duplication.

c. The Board President and Chief Executive Officer, or designee, shall determine if each proposed program is similar to others in the state and may serve the same potential student population. A similar program is one that has a like CIP code, title, content or competencies. If the President and Chief Executive Officer, or designee, determines that one or more similar programs exist, the following information shall be provided by the institution.

i. Whether the institution has a valid inability to offer the program collaboratively. This will be determined by geographic proximity of similar programs eligible for collaboration, the transportability of existing programs to the proposed population, and if the proposed program varies to an extent that would not allow collaboration.

ii. The level of interest of new students in the program. This will be determined by the number of students interested through survey analysis, or similar process that demonstrates student interest will support or sustain the program for an excess of three years.

iii. The existing and future labor market demand for graduates of the program. This will be based on the Kansas Job Vacancy Survey and Kansas Department of Labor statistics for a specific job title. This will also be based on the number of projected students that would be required to sustain the proposed program for a minimum of three years.

iv. Student enrollment levels in existing similar programs. This will be based on the number of vacancies in currently approved programs.

v. Whether student waiting lists for similar programs exist. This will be based on the number of students that cannot be accommodated in the existing programs within one year or that cannot be accommodated by expanding existing programs.

vi. Whether sufficient clinical sites are available (if applicable to the program)

d. Board staff shall compile, analyze and make recommendations to the Board on the information provided. The recommendations and information provided shall be reviewed by the Kansas Postsecondary Technical Education Authority and the Board Academic Affairs Standing Committee to

determine whether the program represents unnecessary program duplication before approval will be granted.

i. Procedures for Program Approval

(1) Time Limitations

(a) Notification of new program submissions will include: Program name, proposed CIP code, number of credits, and a link to where the full program proposal may be viewed electronically.

At the time of program submission to board staff, the institutional representative shall enter the new programs into KHEDS.

Board staff will notify all institutions of the proposed program. Within 14 days from the date of notification, institutions shall submit, in writing, a list of concerns, comments or objections to Board staff. The list of concerns, comments and objections will be compiled by Board staff and forwarded to the proposing institution for follow-up. Final proposals shall contain all required information including evidence that concerns and questions have been addressed and be submitted in the approved format.

(b) Completed proposals for technical degree and certificate programs are reviewed by the Kansas Postsecondary Technical Education Authority (Authority). Proposals recommended for approval by the Authority are forwarded to the Kansas Board of Regents for final approval.

(c) Programs recommended for approval normally will be presented to the Kansas Board of Regents for action within two months of receipt of a complete final proposal. The institution will be informed of program status throughout the approval process and of program approval status prior to Board action. Note: Program approval does not indicate eligibility for Perkins funds.

(2) Criteria for Program Approval

(a) The institution shall provide documentation of need at the local, regional, and State levels for the proposed new program. Documentation shall include labor data regarding employment trends, projected job openings, specific support from local business/industry and student enrollment projections. If the program is duplicative, the institution shall provide justification why the program should be approved.

(b) The institution shall submit a plan for financing and providing adequate facilities for the proposed new program. An estimate of costs needed to implement and operate the program for the first two years must be included.

(c) The institution shall include an outline of the proposed program of study that includes the following:

Description of proposed program of study

Method or type of instruction

Proposed Classification of Instructional Program (CIP) code

Syllabus for courses in the proposed program of study

Listing of all the courses in the proposed program of study

Outcome(s) of proposed program of study

Specific faculty requirements, if any

Evidence that concerns, comments and objections raised by other institutions have been addressed.

A review of similar programs in the state and the need for an additional program

Written approval from the institution's curriculum committee and Board of Trustees.

(d) New courses or programs shall be designed to provide instruction in a manner such that the course content is directly related to program content and objectives, and is consistent with the legal limitation and responsibilities applicable to the institution.

(e) The institution shall provide documentation of the involvement of a steering committee and/or advisory council, comprised of local representatives from business and industry and the program area, and curriculum committee in the planning and development of a new technical program (names of committee members and occupational category represented shall be included).

(f) If external accreditation is required for the proposed program (i.e. Board of Nursing), a statement of intent to seek accreditation is to be included.

(g) If a satellite or partnership with another educational institution offering the same program has been established, a statement of intent or Memorandum of Agreement is to be included.

(h) A review of other similar programs being offered in the State and the reason why an additional program is needed as well as other information regarding the needs of the area for this program and its feasibility shall be included.

(i) Any concern, comment or objection from other institutions will be considered by Board staff and the Board as a whole when determining approval.

(3) Application Procedure

Institutions must complete and submit the following forms:

CA-1 Application for New Program

CA-1a Fiscal summary for New Programs

ii. Procedures for Approval of Special Programs - Business and Industry Service Program

The purpose of this program is to allow community colleges, technical colleges, and the Washburn Institute of Technology to design and implement training activities to meet expressed needs of Kansas business and industry. Instructional activities will be approved for a one-year period with an option for reapplication. Forms to be submitted are available on the Kansas Board of Regents website.

6. APPROVAL OF CREDIT COURSES FOR COMMUNITY COLLEGES, TECHNICAL COLLEGES, AND WASHBURN INSTITUTE OF TECHNOLOGY

a. Policy

K.S.A. 71-601 et seq., K.S.A. 71-1801 et seq., K.S.A. 72-4480 and K.S.A. 72-4482 require that the Kansas Board of Regents approve courses for which credit hours are awarded in community colleges, technical colleges and the Washburn Institute of Technology. Procedures for receiving and acting on credit courses submitted by community colleges, technical colleges and the Institute shall be the responsibility of the President and Chief Executive Officer of the Kansas Board of Regents. Procedures will ensure that quality of instruction is properly addressed by the institutions' boards of trustees,

governing boards or board of control and that the approval of credit courses is acted on in a timely and effective manner.

b. Procedure

i. Statutes Regarding Definition of Credit Hour

Chapter 71, Article 6---State Aid and Fiscal Provisions

K.S.A. 2011 Supp. 71-601. (a) "Credit hour" means the basic unit of collegiate level instruction, as determined by the state board, in a subject or course offered at a level not higher than those subjects or courses normally offered to freshmen and sophomores in four-year institutions of post secondary education which subject or course is approved by the state board. (b) The term "credit hour" does not include instruction in a subject or course taken by a student enrolled for audit or in any subject or course not approved by the state board. (c) The state board shall determine whether the subjects and courses offered in the community colleges are at the level of freshmen and sophomore subjects and courses offered in the state educational institutions and shall not approve for funding any subject or course offered at a higher level.

Chapter 71, Article 18---Postsecondary Tiered Technical Education State Aid Act

K.S.A. 2011 Supp. 71-1802. (c)(1) "Credit hour" means the basic unit of collegiate level instruction, as determined by the state board, in a subject or course offered by any community college, technical college or the institute of technology at a postsecondary level not higher than those programs or courses normally offered to freshmen and sophomores in four-year public institutions of postsecondary education, in a program that has been approved by the state board. (2) The term "credit hour" does not include instruction in a program or course taken by a student enrolled for audit or not for postsecondary credit, or in any program or course not approved by the state board. (3) The state board shall determine whether the programs and courses offered are at the level of freshmen and sophomore programs and courses offered in the state educational institutions and shall not approve for funding any program or course offered at a higher level.

ii. Qualitative Process for Course Approval

Quality of instruction is the responsibility of the community college, technical college or institute governing board and chief executive officer. Each institution shall utilize a process whereby credit courses are subjected to a qualitative process review prior to application for course approval. The review by each institution shall minimally comply with the following expectations:

- (1) courses meet the intent of K.S.A. 71-601 and 71-1802(c) in respect to level of instruction
- (2) the amount of credit assigned to each course is appropriate for the skills, knowledge and competencies included therein
- (3) faculty in the discipline or technical field have either initiated the course proposal or have been meaningfully involved in its review and recommendation for approval
- (4) learning outcomes and appropriate assessment methods are clearly defined in the course outline, syllabus, and/or competencies identified
- (5) facilities, equipment, and other learning resources are adequate to support the expected learning outcomes of the course
- (6) a "curriculum committee" or equivalent group composed of faculty and administration has reviewed the course proposals.

iii. Role and Responsibility of the President and Chief Executive Officer or Designee of the Board of Regents

Regarding approval of credit courses, the responsibility of the Board's President and Chief Executive, or designee, is to:

- (1) Ensure compliance with the intent of K.S.A. 71-601 and 71-1802(c)
- (2) Ensure consistency and uniformity in respect to the course approval process
- (3) Ensure that institutions have provided required course information
- (4) Consult with institution administration if problems arise regarding a course
- (5) Provide assistance to institutional staff to facilitate course approval

(6) Approve or disapprove courses

The Board President and Chief Executive Officer is authorized to make judgments about matters or issues that are not specifically addressed in these Procedures for Approval of Credit Courses.

7. APPROVAL OF PROGRAMS FOR WASHBURN UNIVERSITY

The state university process for approval of new academic program proposals, chapter II.A.7.c., shall apply to the review and approval of all graduate programs, specialized professional baccalaureate degree programs (e.g., engineering, architecture), for Washburn University, except that in lieu of Council of Chief Academic Officers and Council of Presidents review and approval, such programs shall be reviewed by the System Council of Chief Academic Officers and the System Council of Presidents, on the same day, for informational purposes only, and the programs will then be reviewed by the Board's Academic Affairs Standing Committee prior to being placed on the Board agenda for approval.

The state university expedited program review process, chapter II.A.7.e., shall apply to the review and approval of Washburn University programs that meet the criteria for expedited review, except that in lieu of Council of Chief Academic Officers and Council of Presidents review and approval, such programs shall be reviewed by the System Council of Chief Academic Officers and the System Council of Presidents.

8. OFF-CAMPUS DELIVERY OF ACADEMIC COURSES AND PROGRAMS

The term "off-campus academic courses and programs," for the purposes of this section, refers to courses and programs offered through off-campus face-to-face instruction, and distance education. However, for purposes of the provisions of this policy dealing with delivery of off-campus academic courses or programs for credit outside an institution's assigned service area, the term shall not include 1) distance education courses or programs, as defined herein, or 2) clinical, practicum, internship

and similar requirements if the program to which the requirement is tied is delivered within the institution's service area.

Changing demographics and changing workplace demands are among the environmental shifts that are challenging traditional requirements for productive employment and enlightened citizenship. Kansas public postsecondary institutions accept the on going responsibility to 1) identify the configurations of knowledge and skills needed by students to compete and thrive and 2) provide programs that assist individuals and groups in acquiring the postsecondary education they need.

This policy is accordingly designed to emphasize students' needs. This philosophy recognizes that students seeking off-campus academic courses and programs are a diverse population with differences in educational requirements, motivation, constraints, goals, access and opportunities. To accommodate these differences, such academic programs are designed to reach established as well as underserved constituencies.

Using available learning resources, including electronic delivery, off-campus academic courses and programs at the Kansas public postsecondary institutions collectively work toward increasing opportunities for the entry and reentry of individuals and groups into higher education by assisting them to overcome or minimize participatory barriers such as location, employment, finance, and family social civic responsibilities. These efforts, which may involve a variety of course and delivery formats, are sustained by a commitment to developing and maintaining convenient, quality and affordable services and instruction.

a. General Provisions

College or university delivery of off-campus academic courses or programs is the administrative vehicle for extending the institution's instructional and research resources through service to the people of the State. Off-campus academic courses and programs may be offered for academic credit or they may be noncredit, and they can be delivered via distance education or through off-campus face-to-face instruction.

Delivery of off-campus academic courses and programs is an integral part of higher education and when offered for credit should be publicly and institutionally supported commensurate with the needs of society and at a level that provides for high quality programs in Kansas.

The Board of Regents expects the public colleges and universities to respond to local educational needs within their approved service areas, including workforce training, and noncredit courses and programs.

The Board of Regents also supports the exploration and use of electronic and other media to deliver quality distance education courses and programs.

The Board encourages and expects coordinated and cooperative efforts in the planning and delivery of off campus face-to-face academic courses and programs. The Board's goal for the Kansas public higher education system is to expand education opportunities for students while avoiding unnecessary duplication.

Decisions to offer off-campus academic courses and programs shall be guided by the following:

- i. The mission of the institution;
- ii. student need for specialization of programs and diversity of formats, time frames or cost structures;
- iii. any other educational and economic needs in a particular area, as identified by the Board;
- iv. the availability of adequate instructional and fiscal resources; and
- v. cooperation between institutions.

b. Definitions

- i. "Campus" is defined as the buildings and grounds of each respective state university, Washburn University, community college, technical college or Washburn Institute of Technology that are located within the institution's service area.
- ii. "Credit" refers to a unit of measure of educational experience within a planned curriculum leading to a certificate or degree.
- iii. "Noncredit academic off-campus courses or programs" refer to educational activities, such as workshops, seminars, conferences and short courses offered for Continuing Education Units without academic credit for which a fee is charged. These activities receive no direct financial support from the state.

iv. A “distance education course” is one in which faculty and students are physically separated in place or time and in which two-thirds or more of the instruction is provided via some form of mediated delivery system (i.e., 10 or more hours of instruction per credit hour are delivered via audio or video recording, live interactive video, CD-ROM, the Internet or World Wide Web, etc.).

v. A “distance education program” is one in which fifty percent or more of the program is delivered via distance education courses.

vi. “Home institution” means each institution that is assigned, in accordance with this policy, to a particular service area. There may be more than one home institution in a given service area.

vii. “Home university” means each university that is assigned, in accordance with this policy, to a particular service area.

viii. “Kansas City metropolitan area” is Johnson and Wyandotte Counties.

c. Administration of Requests for Off-Campus Face-to-Face Academic Courses or Programs to be Delivered Outside Assigned Service Areas

i. At the time a state university or Washburn University seeks approval from the Board to offer an off-campus face-to-face academic course or program outside of its assigned service area, the Vice President for Academic Affairs of the Board shall ascertain that the request has been made in accordance with Board policy.

ii. At the time a community college, technical college or Washburn Institute of Technology seeks approval from the Board to offer an off-campus face-to-face academic course outside its assigned service area:

(1) If the course is part of a technical program, the Vice President of Workforce Development shall ascertain that the request has been made in accordance with Board policy;

(2) If the course is not part of a technical program, the Vice President for Academic Affairs shall ascertain that request has been made in accordance with Board policy.

iii. The Vice President for Academic Affairs of the Board shall also:

- (1) Coordinate systematic assessment of state need for off-campus academic services;
- (2) be responsible for maintaining appropriate off-campus academic services records;
- (3) be responsible for producing state level reports as assigned; and
- (4) be responsible for monitoring the execution of Board policy system-wide.

d. Maintenance of Quality

- i. It is the responsibility of the chief academic officer of each institution to ensure that institutional procedures, including new program approvals and existing program reviews, result in high standards of quality in off-campus academic courses and programs.
- ii. The selection of qualified faculty for off-campus academic courses and programs shall follow established campus appointment and operating procedures.
- iii. Instructional and student support services for off-campus academic courses and programs, including library and laboratory resources, shall be appropriate to the needs of the course and program.

e. State Universities and Washburn University

- i. Credit awarded by a state university or Washburn University for off-campus academic courses shall be accepted for transfer by one another. Application of transfer credit toward fulfilling degree requirements shall remain the prerogative of the faculty of the receiving institution.

ii. Service Areas

(1) In-State Responsibilities and Requirements

- (a) The State shall be divided into three geographic areas to ensure that needs for off campus face-to-face courses and programs are met without unnecessary duplication. These areas shall be served dually by the University of Kansas and Pittsburg State University, Wichita State University and Emporia State University, and Kansas State University and Fort Hays State University. These geographic service areas shall be established by the Board. (See "Map of State University and Washburn University Service Areas" at the end of this policy.) In addition, the University of Kansas, Kansas State University, Emporia State University, and Washburn University will share responsibility for serving Shawnee

County. Instances of apparent duplication in Shawnee County among the state universities and Washburn University shall be evaluated and resolved by the Board's Vice President for Academic Affairs.

(b) Assignment of particular service areas to specific state universities and Washburn University applies only to off-campus academic courses and programs that are offered for credit and delivered on a face-to-face basis. These service areas do not apply to distance education courses or programs or to credit courses offered as part of a conference.

(c) The universities that share a service area have primary responsibility, in coordination with one another, for meeting the needs of the area that are within the university's mission, and have priority in offering off-campus face-to-face academic courses and programs within the area over other state universities and Washburn University.

(d) The universities that share a service area have the responsibility, in coordination with one another, to request that other public institutions in Kansas serve identified or expressed needs in that area when the home institutions are unable to do so.

(e) With the exception of the Kansas City metropolitan area, off-campus face-to-face academic courses that are not part of an approved off-campus academic specialty program and offered by a state university or Washburn University outside the university's service area must be approved by the home universities and by the Vice President for Academic Affairs prior to any public announcement of the course or program.

(f) Off-campus face-to-face academic courses and programs that are not part of an approved off-campus academic specialty program and offered by a state university or Washburn University outside the university's service area in the Kansas City metropolitan area must be approved by the Board and require additional documentation concerning the need/demand and a justification for any duplication. Animal health and food safety and security courses and programs may be offered by Kansas State University at its Olathe location in accordance with the approval requirements of K.S.A. 19-5001 et seq.

(g) Institutions shall maintain a record of off-campus academic courses and programs and provide information to the Board as requested.

(2) Out-of-State Offerings

(a) Courses to be offered by a state university or by Washburn University outside the State of Kansas must be approved by the Vice President for Academic Affairs prior to public announcement of the course; out-of-state degree programs must be approved by the Board prior to public announcement of the program.

Exceptions:

(i) Courses and programs qualifying as distance education courses or distance education programs as defined in paragraph b.iv. or paragraph b.v. are exempt from this provision.

(ii) Field study courses are exempt from approval even when the "field" component includes offering of instruction at a location outside an institution's service area.

(iii) Study abroad courses are exempt from approval.

(iv) Noncredit off-campus academic courses and programs offered by a state university or Washburn University outside the State of Kansas are exempt from approval but must be reported as requested.

(b) Any university offering courses and programs in other states shall comply with those states' statutes, rules and regulations. If compliance is not feasible, the course or program shall not be made available in that state and any students enrolled shall be withdrawn.

(c) Direct costs, including cost of instruction, must be supported by restricted fees with the following exception: credit off-campus academic courses offered to an institution's regularly enrolled students at an out of state location or locations, including abroad, which take advantage of unique educational resources critical to the instruction, may be included in the instructional base.

(d) Except for royalties payable under the university's intellectual property policy, out-of-state instruction designed to produce a profit for any individual who is an employee of the State of Kansas is prohibited.

(3) Approval of Off-Campus Academic Specialty Programs

(a) An "off-campus academic specialty" is a program unique to a state university or Washburn University that may be offered at approved locations or statewide for a period not to exceed ten years.

(b) Approval Procedures

(i) A state university's written request for approval of an academic specialty must be made to the Council of Chief Academic Officers through the Board staff. Washburn University's written request for approval of an academic specialty must be made to the System Council of Chief Academic Officers through Board staff.

(ii) The request must contain the following information:

- 1) Name and CIP code of the proposed program;
- 2) degrees that may be awarded through the program;
- 3) statement of need for the program substantiated with data;
- 4) purpose of the program;
- 5) students likely to enroll in the program and estimated enrollment;
- 6) unique and distinguishing features of the proposed program, such as its faculty, facilities, resources, and history sufficient to support designation as an off-campus academic specialty;
- 7) curriculum, including the department, number, name, and a brief description of content for each course within the program;
- 8) other information the institution may wish to provide in support of its request;
- 9) name, title, address, and telephone number of the designated representative of the program;
- 10) signature of the chief academic officer of the institution authorizing the request;
- 11) date of the request;
- 12) specific locations where the program will be offered; and
- 13) requested approval period.

(iii) By a majority vote, the Council of Chief Academic Officers (or System Council of Chief Academic Officers in the case of Washburn University) shall recommend approval or denial of the proposed specialty program, including the curriculum, to the Board's Vice President for Academic Affairs.

(iv) Any substantive changes in the approved curriculum must be approved by the Council of Chief Academic Officers (or System Council of Chief Academic Officers in the case of Washburn University) and the Vice President for Academic Affairs.

(v) Board staff will maintain information about the curriculum and courses of approved off-campus academic specialties for use in reviewing requests to offer courses outside the university's service area.

(vi) Subsequent to institutional identification of specific courses comprising the curriculum, and approval by the Council of Chief Academic Officers (or System Council of Chief Academic Officers in the case of Washburn University) and the Vice President for Academic Affairs, a university's off-campus face-to-face program will be designated as an "off-campus academic specialty program" and may be offered at approved locations or statewide for a period not to exceed ten years.

(vii) In the tenth year after its approval by the Council, or at the end of the approved period, the university may indicate its desire to continue an off-campus academic specialty by following the approval procedures outlined in (3)(b)(i) and (3)(b)(ii).

f. Community Colleges, Technical Colleges and Washburn Institute of Technology

i The provisions in this policy dealing with community colleges, technical colleges and Washburn Institute of Technology are adopted pursuant to the Board's authority conferred by K.S.A. 71-601, 71-609, 71-620, 71-1801 et seq., 72-4480, 72-4482, and 74-3205d.

ii Service Areas; In-State Responsibilities and Requirements

(1) The areas shown in the "Map of Service Areas for Kansas Community Colleges" and the "Map of Service Areas for Kansas Technical Colleges," both of which are at the end of this policy, shall be considered the service areas for community colleges and technical colleges for purposes of this policy. The service area for the Washburn Institute of Technology shall be Shawnee County for purposes of this policy.

(2) Assignment of particular service areas to specific colleges and the Washburn Institute of Technology applies only to off-campus academic courses and programs that are offered for credit and submitted for state reimbursement, and delivered on a face-to-face basis. These service areas do not apply to distance

education courses or programs. These service areas and this geographic jurisdiction policy do not apply to courses, whether face-to-face or distance, delivered on a military reservation, installation or enclave pursuant to a contract with the federal government.

(3) The community college and technical college in a service area have primary responsibility for meeting the needs of that area that are within the college's mission, and have priority over other community colleges and technical colleges in offering off-campus face-to-face academic courses and programs within that area.

(4) The colleges in a service area have the responsibility to request that other public institutions in Kansas serve identified or expressed needs in that area when the home institutions are unable to do so.

(5) To maintain eligibility of the course for state reimbursement, prior to offering any off-campus face-to-face academic courses for credit in a service area other than its own, each community college, technical college and Washburn Institute of Technology shall seek approval for offering the course or program from the chief executive officer of each two-year college assigned to that service area. In addition, to maintain eligibility of the course for state reimbursement, prior to offering any new off-campus face-to-face academic courses for credit in a service area other than its own and in a county in which the main campus of a state university or Washburn University is located, each community college, technical college and Washburn Institute of Technology shall seek approval for offering the course or program from the chief executive officer of that university. Each institution from which approval is required shall have the option to offer the course or program itself, approve the request of the out-of-service-area institution, or reject the request of the out-of-service-area institution. If each home institution is unable or chooses not to offer the course or program and approves the request, or does not respond to the request within 30 days, then the out-of-service-area institution may proceed in accordance with Board policy. If a home institution rejects the out-of-service-area institution's request, the out-of-service-area institution may appeal in accordance with paragraph g.

(6) Institutions shall maintain a record of off-campus academic courses and programs and provide notice to the Board of all agreements allowing off-campus face-to-face academic courses outside an institution's service area, including those agreements with the federal government for delivery of courses on a military reservation, installation or enclave.

g. Appeal Process

i. Each home institution shall reply within 30 calendar days of having received a request for an off-campus academic course or program to be offered in its service area. Failure to reply within 30 calendar days of receiving a request shall be deemed an approval.

ii. If an institution is denied approval to offer an off-campus academic course or program in the service area of another institution, the requesting institution may appeal the denial to the Board of Regents President and Chief Executive Officer, who shall have ultimate authority to decide the issue. Factors to be considered in arriving at a decision shall include:

(1) Whether there is student need for the course or program in the service area that is not being met by the home institution(s);

(2) whether one or more of the home institutions intend to offer the course or program within a reasonable time period;

(3) the extent to which the requesting and home institutions have attempted to reach a cooperative agreement with regard to deliverance of the course or program;

(4) the feasibility of a cooperative effort between the interested institutions;

(5) whether the course or program is within the mission of the institution that wishes to offer it; and

(6) whether the course or program is within the mission of any of the home institutions.

[Downloadable Service Area Maps for the State Universities, Washburn University, Community Colleges, and Technical Colleges](#)

9. DEGREES

The following applies to all institutions governed, supervised, or coordinated by the Board of Regents:

a. Definitions of Terms

i. "Office" means the Office of the Kansas Board of Regents, as represented by the administrator or designated agent.

ii. “Program” means an academic plan that is approved by the appropriate governing board and leads to an award, for example, a degree or a career/technical certificate.

iii. “Graduate degree program” or “post-baccalaureate degree program” means a program leading to a master’s or doctor’s degree conferred upon completion of a course of study for which admission can be gained only through possession of a bachelor’s degree satisfactory to the university offering the graduate instruction.

iv. “Professional practice degree program” means a program leading to a master’s or doctor’s degree conferred on completion of a course of study for which admission into some schools may be gained with less than a baccalaureate, but for which pre-admission and professional study together invariably require more time than is required for a bachelor’s degree alone, regardless of how many matriculants already have a bachelor’s degree. While these degrees may contain doctorate in the title, they are not considered research doctoral degrees.

v. “Lower-division instruction” means course content and teaching at a level appropriate for first and second-year postsecondary students generally, but available to more advanced students who have no prior experience in the subject, and “upper-division instruction” means course content and teaching appropriate for third and fourth-year students or others with a strong background in the subject.

vi. “Full-time student” means a student who is engaged in academic study as the primary occupation, thus ordinarily requiring 36 to 48 hours per week divided between interaction with teachers and independent preparation. A full-time student receives “full-time instruction,” ordinarily 12 to 18 teacher hours weekly.

vii. “Part-time student” means a student who is not engaged in academic study as the primary occupation, thus ordinarily requiring less than 36 hours per week divided between interaction with teachers and independent preparation. A part-time student receives “part-time instruction,” ordinarily less than 12 teacher hours per week.

viii. “Academic Year” means a period of time approximately 9 months in length commencing with the fall term during which full-term instruction is provided. An academic year is generally divided into two equal length semesters.

b. Standards

In order to receive and hold authorization to offer a given degree, an institution must remain open to inspection at all times and continuously satisfy each of the following standard requirements as written, except where the Office approves modification in writing.

i. Quality

(1) All institutions shall justify a degree offer by assuring the quality of all attendant teaching, learning, and faculty-student interaction.

(2) The quality and content of each course or program of instruction, training, or study shall be such as may reasonably and adequately achieve the stated objective for which the course or program is offered.

ii. Curriculum

The curriculum shall have a structure that reflects acceptance of responsibility by the faculty at the degree-granting institution for what is to be learned overall, as well as in each course, and thus for the logical sequence and increasing difficulty of subjects and instructional levels. The curriculum shall reflect the distinction between the liberal disciplines and the occupations and professions, the nature of specialization in study and work, the contribution of liberal arts and sciences, and the relationship between teaching and faculty creativity. A graduate curriculum shall reflect a concept of the graduate school as a group of scholars, the faculty members of which have had extensive collegiate teaching experience and are engaged in the advancement of knowledge. Periods of study and other fundamental requirements for the five levels of academic degree are as follow:

(1) "Associate degree" means a degree consisting of courses totaling a minimum of 60 semester credit hours. Additional requirements for specific types of associate degrees follow:

(a) "Associate in arts degree" means a transfer-oriented degree:

(i) Granted to those who successfully complete programs equivalent to the freshman and sophomore level requirements for a bachelor of arts degree; and

(ii) In which not less than 30 semester credit hours in general education are required.

(b) "Associate in science degree" means a transfer- or professional-oriented degree:

(i) Granted to those who successfully complete programs equivalent to the freshman and sophomore level requirements for a bachelor of science degree; and

(ii) In which not less than 30 semester credit hours in general education are required.

(c) "Associate in applied science degree" means a degree:

(i) Granted to those who successfully complete programs which emphasize preparation in the applied arts and sciences for careers, typically at the technical or semi-professional level; and

(ii) Consisting of a minimum of 60 semester credit hours and a maximum of 68 semester credit hours, in which not less than 15 semester credit hours in general education and not less than 30 semester credit hours in the area of specialized preparation are required. An exception/waiver to the 68 semester credit hour limit may be granted to meet specific criteria such as external program accreditations or other special requirements. Selected courses may transfer to a college or university upon validation of applicable coursework.

(d) "Associate in general studies" means a degree:

(i) Granted to those who successfully complete programs with an emphasis on a broad range of knowledge; and

(ii) In which not less than 24 semester credit hours in general education and not less than 36 semester credit hours in a program of college-level work are required.

(e) Other specific types of associate degrees may be offered upon approval by the Board office.

(2) "Baccalaureate degree" means a degree:

(a) Requiring the equivalent of at least four academic years of full-time postsecondary study consisting of courses totaling a minimum of 120 semester credit hours in the liberal arts, sciences or professional fields.

(b) Incorporating in its program design the equivalent of two or more academic years of full-time study consisting of courses totaling a minimum of 60 semester credit hours from institutions that have a majority

of degree conferrals at or above the baccalaureate level, and a minimum of 45 semester credit hours in upper division courses. Institutions are not permitted to make programmatic exceptions. Institutions may make a limited number of exceptions from the 60-hour requirement for individual students, up to a maximum of 6 hours.

(c) The degree shall require distinct specialization, i.e., a “major,” which should entail approximately the equivalent of one academic year of work in the main subject plus one academic year in related subjects, or two academic years in closely related subjects within a liberal arts interdisciplinary program.

(d) The equivalent of the first two academic years of full-time study (associate degree programs ordinarily require 64, but in some cases may extend up to 72, semester credit hours) may be from institutions that have a majority of degree conferrals below the baccalaureate level.

(3) “Master’s degree” means a degree:

(a) Granted to those who successfully complete an educational program in the liberal arts and sciences or a professional field; and

(b) Requiring not less than one year of academic work or the equivalent in part-time attendance beyond the baccalaureate degree.

(c) The curriculum shall specialize in a single discipline or single occupational or professional area and culminate in a demonstration of mastery such as a research thesis, a work of art, or the solution of a practical professional problem.

(d) A professional practice master’s degree may be authorized for study beyond fulfillment of undergraduate requirements approved by the Office if the total period of study is at least five academic years.

(4) “Educational specialist degree” means a degree granted to those who successfully complete an educational program requiring not less than one year of academic work or the equivalent in part-time attendance beyond the master’s degree in the field of education.

(5) “Doctor’s degree” means a degree:

(a) Granted to those who successfully complete an educational program requiring three or more academic years of full-time study or the equivalent in part-time attendance beyond the baccalaureate degree and may be either a research degree or a professional practice degree. For the research degree and the professional practice degree:

(i) Study for a closely related master's degree may be counted toward doctoral requirements.

(ii) The doctor's degree shall represent a student's ability to perform independently basic or applied research at the level of the professional scholar or to perform independently the work of a profession that involves the highest levels of knowledge and expertise.

(iii) Requirements for the degree shall include demonstration of mastery of a significant body of knowledge through comprehensive examination, unless a graduate must pass a similar examination in order to be admitted to professional practice in Kansas.

(b) In addition, for the research degree:

(i) Evidence of competence in independent research, usually in the form of a doctoral dissertation, is required.

(ii) The curricular program shall be appropriately broad and shall manifest full understanding of the level and range of doctoral scholarship, the function of a dissertation and its defense, the nature of comprehensive examination, and the distinction between matriculation and degree candidacy.

(6) "Honorary degree" is a degree that is awarded as an exceptional honor bestowed upon a person without the fulfillment of the usual requirements. State universities may award honorary degrees upon approval by the Kansas Board of Regents and only in accordance with the following:

(a) Criteria

(i) Honorary degrees may be conferred only upon persons of notable intellectual, scholarly, professional, or creative achievement, or service to humanity. A candidate's qualifications must be deeply grounded in a career of scholarship, research, creative activity, service to humanity or other profession consistent with the academic endeavors of the University awarding the degree.

(ii) Honorary degrees will be awarded only to exceptional candidates. Awarding this degree need not be considered an annual occurrence.

(iii) An honorary degree shall not be awarded for philanthropic activity or service to the University or the State of Kansas.

(iv) An honorary degree shall not be conferred upon any faculty member, administrator, or other official associated with the University until at least five years after such individual has been separated from the institution.

(v) An honorary degree shall not be conferred upon any holder of a Kansas elected or appointed public office until at least five years after such individual has vacated office.

(b) Process

The chief executive officer of the state university shall nominate to the Board for consideration, in accordance with K.S.A. 76-716, the name of any candidate for an honorary degree at least two months before the commencement at which the degree is to be conferred. The nomination shall include such statements or materials demonstrating that the nominee's achievements and/or service are of such exceptional character as to merit the award of an honorary degree.

(c) At the time the agenda item is submitted, the name shall not be included; however, the state university shall send the proposed nomination, statement and materials individually to Regents and the President and Chief Executive Officer at the same time the state university sends its agenda material requests to the Board office for the Board meeting at which the nomination is to be considered. No public communication of a proposed nomination shall be made until the name is presented for consideration to the open meeting of the Board.

(7) "Posthumous degree" is a degree that is awarded after the death of a person when the usual requirements have not been completed. Individual institutions may award posthumous degrees consistent with an institution's degree granting authority (e.g., a regional institution normally will not award doctoral degrees). It is the responsibility of each institution may establish procedures that will identify and evaluate persons nominated for a posthumous degree. The only systemwide requirement is that, normally, the

local procedures shall ascertain that the deceased was a degree-seeking student (e.g., declared major, filed plan of study).

iii. Degree and Program Inventory Procedures, Policies, Definitions

(1) Only programs listed in the Program Inventory may be listed as majors or publicized as degree programs offered by the institution.

(2) The program classification code as used in the NCES document: Classification of Instructional Programs shall be used as the basis of identifying degree and certificate programs at the Kansas public postsecondary education institutions.

(3) Institutions shall report their degrees conferred each year on the Higher Education General Information Survey under the same codes as in the Degree and Certificate Program Inventory.

(4) Institutions retain the choice of “major” nomenclature, but concurrence by the Board office must be obtained in the choice of the CIP code under which majors are listed.

(5) Programs listed in the Inventory are subject to minimum degree productivity standards adopted by the Board of Regents.

(6) Additions to the Inventory require approval through the regular Board procedures for approval of new programs.

10. DEFINITION OF CERTIFICATE FOR COMMUNITY COLLEGES AND TECHNICAL COLLEGES

Community colleges and technical colleges may offer two types of certificates based upon the number of credit hours required of the student. A Technical Certificate may be granted for programs of instruction that are less than 60 semester hours in length but more than 15 semester hours. Certificates of Completion may be awarded for a course or sequence of courses not exceeding 15 semester hours.

11. COLLABORATIVE PROGRAM/DEGREE

The Kansas Board of Regents encourages and supports system-wide cooperative and collaborative efforts among postsecondary institutions within the State of Kansas and between Kansas institutions and out-of-state institutions, including international institutions.

a. Definition of collaborative programs/degrees

Collaborative programs/degrees are defined as programs/degrees developed and/or approved jointly by more than one institution; students from each participating institution may study parts of the program/degree at the collaborating institutions. In this policy, “program” refers to a formal academic course of study. Although most programs result in a degree or a major within a degree, in some cases, such as teaching endorsements, a program does not result in a major or a degree.

b. Requirements for collaborative programs/degrees

i. All new collaborative programs must be reported to the System Council of Chief Academic Officers and the System Council of Presidents and include the following information:

- (1) A brief description of the nature of the collaboration and the benefits to Kansas
- (2) Lists of partners in the collaboration and degrees/certificates (if any) to be conferred by each partner
- (3) Description of faculty load and faculty compensation for each partner
- (4) Tuition/fees for each partner
- (5) Description of student support services provided by each partner

Academic Advising

Financial Aid

Access to facilities

Transcripting procedures

- (6) Plans for joint use of facilities

(7) Plans for joint purchase and/or maintenance of facilities

The purpose of the report is to announce the program and to facilitate advisory input related to issues of program duplication, and the structure/operation of the collaboration.

ii. If the program falls into either of the two categories below, a new program proposal must be submitted for Board approval in accordance with program approval policies for governed and coordinated institutions and including the information requested in paragraph b.i. above.

(1) The proposed program is new to any of the Kansas public collaborating institutions.

(2) The proposal involves an institution that is not accredited by a regional accrediting agency approved by the U.S. Department of Education, including international institutions.

Kansas public collaborating institutions should submit a single proposal. [Programs not leading to a major or degree are exempt from the requirements of paragraph b.ii.]

iii. If the program involves a private or out-of-state postsecondary institution, the private and/or out-of-state institution must have degree-granting authority in Kansas as stipulated by K.S.A. 74-32,167, as amended, of the Kansas Private and Out-of-State Postsecondary Educational Institution Act.

iv. Each of the collaborating institutions is responsible for assessing the quality of instruction and services in accordance with its institutional effectiveness plan.

v. State universities participating in collaborative degree programs must include the collaborative program in the program review process. If the collaboration involves more than one state university, the universities must coordinate the program review.

vi. Collaborative programs must be so indicated on applicable degree inventories.

vii. Discontinuation of collaborative programs, or withdrawal and/or addition of one or more collaborative partners must be reported to the System Council of Chief Academic Officers and the System Council of Presidents as an information item.

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 accrediting commission 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 may be subject to loss of degree granting authority.

Each public post-secondary institution pursuing HLC 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 standards established by the Higher Learning Commission of the North Central Association, as stated that the body's Criteria for Accreditation and Assumed Practices 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.

14. DEVELOPMENTAL EDUCATION

Developmental education includes courses in all fields of study that are designed to increase the likelihood of student success at the entry level of a certificate or degree program. Developmental education programs include activities that address subject matter remediation, development of competencies, and change of attitudes toward learning. The content of developmental education courses is at a level below that normally included in the first and second year college-level curricula.

Developmental education programs include interdependent activities and special types of educational experiences that are designed to meet academic and personal needs of students. Developmental

education intervention strategies take into consideration the needs of the individual student and are least intrusive for the student.

Additional guidelines are:

- a.** To meet the developmental needs of students, Kansas public postsecondary educational institutions may offer courses in developmental reading, mathematics, English, and other content areas. Beginning August 15, 2015, except as provided in K.S.A. 2012 Supp. 76-7,151, as amended, no funds appropriated from the state general fund for any state university shall be expended for the purposes of providing developmental courses in the area of mathematics or language arts.
- b.** The definition of developmental education in this policy will be used when reporting information, gathering data, or structuring learning activities for developmental education.
- c.** Developmental education course credits may not be used to fulfill graduation requirements for any degree.

Procedures for implementation of this policy are the responsibility of the President and Chief Executive Officer.

15. PRINCIPLES AND GUIDELINES FOR INSTITUTIONAL AFFILIATIONS WITH STATE UNIVERSITIES

Proposals for institutional affiliations prepared by the state universities and potential partners must demonstrate potential to increase student access to higher education, enhance the quality and variety of academic programs, and provide benefits to students and the State that justify any increased costs associated with affiliation. The proposal must include an appropriate feasibility study, with third party validation of the data, that will address each of the principles and guidelines above and assess the likelihood of success in meeting the stated goals with identified resources and timelines.

a. The primary benefits of, and key reasons for, the proposal must be clearly and succinctly stated in the introduction to the proposal.

b. The affiliation proposal must clearly articulate and integrate the mission of the affiliated institution.

i. Basic institutional purposes, service areas, scope of programming, and admissions policies must be explicit.

ii. Teaching, scholarship and public/community service responsibilities for the affiliated institution must be delineated.

c. The affiliation proposal must define the authority and responsibilities of any local boards that are retained.

i. The responsibility of the local board regarding decision making must be identified. Specifically, the role of the board regarding authority versus advisory must be stated.

ii. The chief administrative officer of the affiliated institution will be appointed by and report to the chief executive officer of the state university or his or her designee.

iii. The responsibility of a local board relative to appropriation and allocation of revenues received from property taxes will be stated in the proposal.

iv. The functions and authority of local foundations, if retained, must be clearly articulated.

d. The affiliation proposal must explain the responsibility for the maintenance, enhancement and future expansion of the physical plant and infrastructure of the affiliated institution. The proposal must identify how physical plant decisions will be made by the chief executive officer, local board, chief administrative officer of the affiliated institution, and Board of Regents, respectively.

Alternatives to new building construction, such as new or expanded telecommunication networks, must be included in the affiliation proposal, if applicable.

e. The affiliation proposal must identify how the quality of and access to academic programs will be enhanced.

- i.** Plans for the improvement, integration and/or consolidation of programs must be evident where this is consistent with the goals for the affiliation.
- ii.** Pre/post affiliation performance data must demonstrate program improvements, if applicable.
- iii.** Opportunities for program delivery by other state universities at the instructional sites of the affiliated institution must be identified, if applicable.
- iv.** Faculty employment, evaluation, and development policies and programs must be consistent with the goals of affiliation.
- v.** Plans for the integration of libraries and other academic units must be evident where this is consistent with the mission of the state university and affiliated institution.
- f.** A comprehensive budget analysis of the affiliation must be included in the proposal. Such analysis will show impact on revenues and expenditures, before and after the affiliation (projected for three years).
- g.** The affiliation proposal must identify administrative efficiencies and economies of scale that will be achieved. These efficiencies may consist of expenditure reductions, enhanced services, or both. The proposal must identify any efficiencies to be achieved.
- h.** The affiliation proposal must delineate the mix of revenue from state, local, student, and other sources.
- i.** Current or projected resources for the state universities, community colleges, technical colleges, Washburn University or Washburn Institute of Technology must not be diminished by the affiliation. This includes current or projected appropriations, or other unspecified resources, for all institutions combined or for an individual institution.
- ii.** Revenue from local property taxes must contribute to support the physical facilities, students of the affiliated institution, or other purposes as identified in the proposal. (Applicable only if the affiliated institution is authorized to generate property taxes.)
- iii.** If the affiliation projects an increase in expenditures by the state or increase in revenue to either of the institutions from state, local taxpayers, or students, a justification for such increases must be stated clearly.

- iv. The method for determining the tuition rate of the affiliated institution will be identified in the proposal.
- i. The affiliation proposal must address personnel matters relating to current and future employees, including topics, including but not limited to, classification, collective bargaining, retirement, and continuing contracts.
- j. The impact on accreditation of the institutions must be addressed in the context of an affiliation.
- k. The proposal must provide at least a three-year projection for student enrollment for the affiliated institutions, respectively. Population and demographic trends, or other analytical data supporting the enrollment projections, must be included.
- l. If the affiliation or merger is approved and implemented, an evaluation report from the chief executive officer to the Board will be expected no later than three years from the official date of implementation.
- m. These principles may be revised as necessary in the future, as the context for higher education evolves in the state.

16. PARTICIPATION IN MIDWEST STUDENT EXCHANGE PROGRAM FOR STATE UNIVERSITIES, COMMUNITY COLLEGES, TECHNICAL COLLEGES AND WASHBURN UNIVERSITY

- a. Each institution shall identify the programs that will be available for enrollment of students pursuant to the Midwest Student Exchange Program (MSEP), and shall report such programs to the System Council of Chief Academic Officers as an information item.
- b. Programs will be approved or discontinued by action of the institution and reported to the System Council of Chief Academic Officers as an information item.
- c. Programs will be removed from the Midwest Student Exchange program (MSEP) by action of the institution and reported to the System Council of Chief Academic Officers.

- d. Tuition for students enrolled under the MSEP program shall be 150% of the participating institution's in-state resident tuition rate.
- e. Students enrolled through MSEP shall not displace qualified Kansas residents, i.e., MSEP students shall be admitted only into degree programs that have enrolled all qualified Kansas residents wishing to pursue the program.
- f. Each participating institution shall establish guidelines for program participation in MSEP, which will be filed in the Board Office of Academic Affairs.
- g. An annual report shall be provided to the President and Chief Executive Officer regarding approved programs and student participation in the MSEP program.
- h. Board staff will maintain a list of programs approved by institutions for MSEP participation and monitor student participation via the MSEP annual report.

B. Fiscal Management

[\(See Chapter II., Section B. for additional fiscal management policies applicable to state universities\)](#)

1. UNIFIED STATE APPROPRIATION REQUEST

Pursuant to K.S.A. 74-3202c, the Board of Regents develops a unified budget for state funding of state universities, community colleges, technical colleges, Washburn University and the Washburn Institute of Technology, presents that budget to the Governor and the Legislature each year, and receives and allocates the state funds appropriated to the Board for those institutions in accordance with any legislative directives.

2. KANSAS TECHNOLOGY INNOVATION AND INTERNSHIP GRANTS

Under the authorization of the Board of Regents, the President and Chief Executive Officer established the following procedures

Procedures

a. Background

K.S.A. 72-4466 et seq. established the Kansas Technology Innovation and Internship program for:

- i. start-up support for innovative technical courses or programs in emerging technologies, manufacturing or areas of skill shortages; or
- ii. internships to enable faculty of a career technical education institution to work in a business/industry setting or to enable employees from business/industry to work in an educational setting at a career technical education institution.

b. Participation

Any “career technical education institution” may participate in the program. For purposes of this provision, “career technical education institution” shall mean any “community college,” “technical college” or “institute of technology,” as those terms are defined in K.S.A. 72-4412, and amendments thereto.

c. Conditions for Participation/Application Guidelines

i. Private business must provide financial or in-kind support, or any combination thereof, to the career technical education institution equaling 100% of the amount of the grant request. A letter from the business/industry validating this support must accompany the grant application.

ii. Technology Innovation grants

(1) The technical course or program must be new to Kansas, or, if an equivalent course or program is already in existence in Kansas, the new course or program is not offered at a site within 100 miles of a site at which the existing, equivalent course or program is offered.

(2) The technical course or program must relate to a business or industry located in the service area of the career technical education institution.

(3) The technical course or program must relate to emerging technologies, manufacturing or areas of skill shortages. Board staff will determine if an area has a skill shortage by utilizing data from multiple sources.

(4) The application must include a plan for implementation of the grant if awarded. The application must explain how the grant project is innovative in addressing emerging technologies, manufacturing, or areas of skill shortages.

(5) The application must include a budget and budget narrative for the grant that has been signed by the institution's president.

iii. Internship grants

(1) Internship grants may be awarded to full-time career technical faculty to participate in an internship with a business, industry, or other agency, for the purpose of upgrading knowledge and skills in a particular profession, vocation, or trade. Similarly, full-time employees in private industry or other agencies may participate in an internship in a postsecondary career technical education institution.

(2) A career technical teacher or employee from business/industry may be awarded no more than two internships over a three-year period.

(3) The internship may range from a minimum of two weeks to a maximum of 16 weeks during a fiscal year, July 1 to June 30.

(4) The state funds may be used to support the internship salary, which shall not exceed \$25 per hour with a maximum salary of \$1,000 per week. The maximum grant from state funds for an internship shall not exceed a total of \$6,000, inclusive of all proposed expenditures.

d. Allowable Expenditures

i. Technology Innovation grants: Instructional salaries, equipment, instructional supplies and materials, curriculum development, vendor training, and other related costs pre-approved by Board staff and itemized in the application budget.

ii. Internship grants: salaries, internship related travel, and related training costs itemized in the application budget.

e. Transfer and Expenditure of Funds

Upon implementation of the grant activities, an institution may request up to 80 percent of the grant funds. The remaining 20 percent of the awarded funds may be requested from Board Finance and Administration staff upon submission and approval of all completed Board final reports. Funds must be expended within the fiscal year in which the grant was awarded. A postsecondary educational institution must act as the fiscal agent for the grant funding.

f. Reporting Requirements

All final reports must be submitted to Board staff regarding the outcomes of the grant project within the specified timeframe and prior to the release of the final 20 percent of the awarded funds. Interns and their supervisor(s) must also submit timesheets and an evaluation report to Board staff upon completion of the internship.

g. Application Forms

Electronic application forms for both the Innovative Technology and Internship grants are available from Board workforce development staff.

h. Application Timeframe

Grant announcements will be made periodically during the year as funds are available. Grants are awarded on a competitive basis.

i. Allocation of Funds for Grants

Each year the President and Chief Executive Officer, or designee, will determine the amount of funds available for grants.