AGENDA

Council on Postsecondary Education

January 25, 1999

<u>approximately 2:00 pm (ET), Marriott Griffin Gate, Lexington, Kentucky</u>

A. Roll Call

F. Other Business

G. Next Meetings
       March 14-15, 1999, Council office, Frankfort
       April 11-12, joint mtg with KBE, Seelbach Hotel, Louisville

H. Adjournment

Agenda materials are available on the CPE web site at www.cpe.state.ky.us/cpe/meeting/agenda.htm

Monday, January 25

1 p.m. (ET)   Academic Affairs Committee
                            Finance Committee

upon adjournment   Council meeting
of committee meetings

◆◆◆◆◆◆◆◆◆◆◆

Academic Affairs Committee

Peggy Bertelsman, Chair
Lee Todd, Vice Chair
Norma Adams
Steve Barger
Leonard Hardin
Marlene Helm
Wilmer Cody
Lois Weinberg

Finance Committee

Ron Greenberg, Chair
Merl Hackbart, Vice Chair
Walter Baker
John Cary
Leonard Hardin
Philip Huddleston
Shirley Menendez
Marcia Ridings
Charles Whitehead

Executive Committee

Leonard Hardin, Chair
Charles Whitehead, Vice Chair
Peggy Bertelsman
Ron Greenberg
Merl Hackbart
Lee Todd
Walter Baker
Lois Weinberg

Information:

This item is a status report on major activities and actions related to the Commonwealth Virtual University since the September 14 Council meeting.

Staffing

Mr. Davies has announced the appointment of Dr. Mary Beth Susman as Chief Executive Officer of the Commonwealth Virtual University. She will begin work in February and be in Kentucky by March 1. Dr. Susman is currently president of the Colorado Electronic Community College and Executive Director of the Education Technology Center in Denver. A copy of her *curriculum vita* is attached to this item.

Dr. Susman was selected from two finalists recommended by a screening committee appointed by Mr. Davies. The committee consisted of DLAC members Aldona Valicenti, James Nelson, James Votruba, and staff members Sue Moore and Larry Fowler. Dennis Taulbee served as staff to the committee. George Connick also participated in the initial screening. There were 60 applicants for the position.

In addition to the CEO selection, Ling-yuh (Miko) Pattie, who has provided leadership in the development of the Commonwealth Virtual Library (CVL) over the past several months on a temporary basis, has been selected to be Director of the CVL. Ms. Pattie has extensive experience in the field of electronic library services and is highly respected by the postsecondary and public librarians in the state and in the southern region. Her prior experience includes service cataloger at Kentucky State University, Technical Services Director and Library Automation Coordinator at Eastern Kentucky University, and most recently Assistant Director of Technical Services and Statewide Services Librarian at the University of Kentucky.

With the new CEO now selected, the Council staff has been authorized to begin recruiting for the remaining 20 positions. The staff is currently developing position descriptions and advertisements, and posting of the positions will begin soon.

CVU Pilot Projects

At its November 9 meeting, the Council accepted the recommendations of the DLAC and approved nine CVU Pilot Projects. Subsequently, over 100 Kentucky faculty, technical support professionals, and administrative support staff participated in the first CVU faculty development seminar kick-off event held at the William T. Young Library at the University of Kentucky November 12. Thirty-five faculty representing Kentucky's postsecondary education systems showcased their work with distance learning technologies. Mr. Davies, Dr. Bill Graves, president of Collegis Learning Network Systems, and Dr. Connick were featured speakers. Over 90 percent of the participants who completed evaluations of the event rated the program "good"

or "excellent." Their suggestions for future events will be used to plan the spring 1999 CVU faculty development program. Most of the participants were directly or indirectly associated with the CVU pilot projects approved by the Council November 9.

In addition to the systemic issues that will be addressed through the pilot courses, the faculty and professional staff of the nine pilot projects also will be testing a Web-based course management and faculty support system, developed by Collegis Learning Network Services. The faculty will develop their courses using Collegis software and receive on-going support up to and beyond the time courses will be opened for enrollment for the fall 1999 semester.

As a first step following the November 12 event, pilot project team leaders met in December with the Council staff and representatives from Collegis, both as a group and individually, to discuss the goals of the pilot projects and training needs and issues. The team leaders are scheduled to meet again January 14 to discuss systemic issues to be addressed in the pilot projects, accountability and evaluation mechanisms, reporting requirements, and the training schedule. Three training sessions have been scheduled for late January and early February 1999. Faculty developing approximately 25 courses to be offered in fall 1999, technical support staff from offering institutions, Commonwealth Virtual Library representatives, members of the CVU Faculty Development Work Group, and the Council staff will participate in these training sessions.

Faculty Development Work Group

The Faculty Development Work Group continues to operate as a subgroup of the CVU Academic Council. The Academic Council has developed a charge for the Faculty Development Work Group and will request that the DLAC approve the charge. The group is working with staff on a spring 1999 statewide CVU faculty development event, tentatively planned for May 17-18 in Louisville. Work group members, along with CVU pilot project team leaders, and representatives of Collegis are scheduled to meet January 14 to discuss training for faculty developing courses to be offered through the CVU. They will meet again January 25, first with the CVU Academic Council to discuss their charge and then independently to continue planning the spring CVU event.

CVU Academic Council

The CVU Academic Council is scheduled to meet with the Faculty Development Work Group January 25 and will meet with the Council staff and Dr. Connick January 26. The agenda items will include a discussion of future program offerings, criteria for determining institutional eligibility to participate in the CVU, and criteria for accepting a course or program for offering through the CVU.

Commonwealth Virtual Library

Substantial progress has been made toward implementation of major components of the Commonwealth Virtual Library in April 1999. A Request for Proposal (RFP) for electronic databases and another for ground courier service have been developed. Work also is in progress

for defining specifications for the CVL gateway server, library workstations, and Ariel systems (for delivering journal articles via Internet). Another service being pursued is the development of online tutorials for students to learn to do database searching and research. The staff is working closely with the CVU Faculty Development Work Group and the pilot projects to design CVL services that are compatible with CVU services.

The statewide implementation of the common library management system, Endeavor/Voyager, is proceeding well. The goal is to bring some of the institutions to the production stage by summer 1999 and the rest by summer 2000.

Finally, consultants are being sought to help with database and program design for the statewide digitizing project that should be operational early in 2000.

Student Services Work Group

The Student Services Work Group met October 1 to begin development a student flow model for the CVU. Dr. Connick led the group discussion on this topic. In addition, Dr. Pamela MacBrayne, Director of Education Services for the University of Maine Education Network, made a presentation to the group and participated in the discussion.

The group met again December 2 to continue work on the student flow model. On that date, consultants Dr. Connick and Dr. MacBrayne again assisted the work group. In addition, Dr. Patricia Shea and Dr. John Witherspoon from the Western Cooperative for Educational Telecommunications (WCET) also participated. WCET was instrumental in much of the work related to the development of the Western Governor's University and will assist staff in more detailed planning for implementation of the CVU. The next meeting of the work group will be January 27, 1999, in Frankfort.

Technology-Based Student Information and Administrative Systems

The CVU plans to enter into an outsourcing arrangement with the Kentucky Community and Technical College System (KCTCS) for central server support, data base development and administration, and financial and human resource management systems. These databases and information systems developed to support the CVU will be designed to transfer data electronically to Kentucky's public postsecondary providers regardless of the software used by those institutions.

The KCTCS has recently contracted with Peoplesoft to develop statewide, integrated student information and administrative support systems, and the Peoplesoft contract allows CVU operations to be included in those systems. Peoplesoft's student and administrative software is recognized as one of the best in the postsecondary education industry. This approach is very cost-effective in that CVU will "piggyback" on the extensive work already done by KCTCS. Cambridge Technology Partners, the same consultants used by KCTCS, will be used to incorporate CVU needs into the basic KCTCS package and to develop the interfaces that will be necessary to transfer CVU data to and from the institutions, some of which use systems other than Peoplesoft.

Detailed Planning for Implementation of the CVU

Detailed planning for implementation of the CVU began in December with an intense three-day workshop facilitated by Cambridge Technology Partners. In addition to the senior staff, consultants Dr. Connick, Dr. MacBrayne (Maine), and Dr. Shea and Dr. Russ Poulin from WCET participated in the workshop. (WCET was instrumental in the development of the Western Governor's University and is assisting staff in several areas.)

With the information from the workshop, Cambridge is developing a proposal to lead an intensive six-week planning, management, and implementation effort outlining the steps that must be taken in order to successfully begin the CVU. The staff is scheduled to review the proposal with the Cambridge team January 11.

Technology Work Group

Members of the Technology Work Group and its sub-groups have met frequently since late summer. The work of this group touches on virtually all aspects of the CVU including the CVL; the CVU student information system; the standards and criteria for campus infrastructure improvements; further deployment of the Kentucky Information Highway (KIH); CVU central services, including the technology needs of the Call Center and Web Page; and the technical elements of web-based course management and related faculty development services. Installation of the KIH network by DIS is proceeding on schedule.

Financial Affairs Work Group

The Financial Affairs Work Group met November 18. The work group discussed ways of generating long term financial support for the CVU. The staff is developing a report for the CEO on principles related to the generation of CVU revenue, the treatment of CVU students in tuition and fee assessment, and tuition rates for CVU courses.

Bookstore Work Group

The Bookstore Work Group is scheduled to meet January 14. The group will review a draft RFP to provide bookstore services for the CVU. Dr. Witherspoon, a consultant from WCET, developed the draft. Dr. Connick also will participate in the meeting.

Student Financial Aid

Financial aid for students attending multiple institutions and/or taking distance learning courses is a vexing national issue. An informal meeting of chief financial officers from around the state is scheduled for January 13.

Staff Preparation by: Larry Fowler

MARY BETH SUSMAN, Ph.D.

Colorado Electronic Community College
9075 East Lowry Blvd.
Denver, Colorado 80220
(303) 365-8805
Email: MaryBeth.Susman@cecc.cccoes.edu

EDUCATION

Ph.D., 1987	University of Denver	Sociology (Social Psychology) Research Emphasis: Education/Technology Innovation. Dissertation: Computer Implementation in Higher Education: A Social Exchange Perspective
M.A., 1972	University of Denver	Sociology
B.A., 1969	Creighton University	Philosophy, Minor: Theology

POSITIONS

PRESIDENT: Colorado Electronic Community College, Denver Colorado
1995 - Present

- Construct multiple instructional, student support services, and business services processes between private and public agencies for the delivery of Post Secondary degrees and Certificates through telecommunications technologies

- Provide leadership to ensure integration and coordination of all components of the instructional and production areas of the College

- Establish annual program priorities in response to the short-range and long-range goals of the College and the Colorado Community College and Occupational Education System

- Develop annual operating and capital budget requests in accordance with College priorities

- Create and manage consortial arrangements with CCCOES colleges for a self-sustaining asynchronous delivery of degrees and certificates to global learners

EXECUTIVE DIRECTOR: Education Technology Center, Denver, Colorado
1997 - Present

- Manage activities of architects, contractors, system integrators, equipment vendors, and system staff for design and construction of a $10 million Educational Technology Center, a digital television and multimedia production facility for users to employ and create video, CD-ROM, Internet, video-conferencing, cable, multimedia and other present and future technology products to provide a richer and more interactive curriculum with unlimited access potential for learners

- Direct the activities of the ETTC that include establishing a professional development/corporate training and production program for the educators and business/industry to create mediated and interactive curriculum and other products for site-based and distance delivery to the desktop

- Develop partnerships with private and public organizations for the production of high-end video and multimedia products for training and credit bearing curriculum

DIRECTOR OF INSTRUCTION: Colorado Community College and Occupational Education System, Denver, Colorado
January – May 1995

- Coordinate Colorado System College Common Core Curriculum Issues with Baccalaureate and Graduate Degree Programs

- Develop Articulation Agreements with Public and Private College and University Systems for Transfer of Community College Curriculum

- Develop and coordinate Secondary and Postsecondary Tech/Prep programs and School-to-Work Programs between K-12 and Community College Occupational Education Programs

- Create and manage electronic database for SCANS competencies for articulation between K-12 and Postsecondary institutions

- Establish Business/Industry Relationships for developing workforce competencies in CCCOES Curriculum

DEAN: Health and Human Services, Community College of Denver, Denver, Colorado
1991 - 1995

- Management of 15 academic and professional programs (Health and Behavioral Sciences), 60 faculty and support staff, and 2000 student enrollment
- Maintain clinical affiliations with over 20 area hospitals
- Management of full-service day-care-center and education lab for Early Childhood Education students
- Development of Regional Health Education Center; Interagency and intercollege collaboration on the creation of a Regional Health Education Center

PROFESSOR: Community College of Denver, Denver, Colorado
1972 - 1991

- Taught Sociology and Psychology Curriculum
- Wrote State standard student demonstrated exit competencies pursuant to the requirements of HB 1187 requiring measurement of performance and learning in Higher Education
- Chairperson Honors Committee
- Wrote Self-Paced Computer Assisted Curriculum

FACULTY COORDINATOR: Webster University, St. Louis, Missouri - Graduate Program in Denver
1981 - 1987

- Managed 45 adjunct faculty in the MBA, Management, Human Resource Development, and Accounting Graduate programs
    - Evaluated and wrote curriculum
    - Program/class scheduling

- Presented Faculty Development Seminars and Workshops

CONSULTING

DIGITAL EDUCATION SERVICES: Specifications for Electronically Delivered Administrative Services. In process of assisting this private multimedia, digital services company in defining scope and specifications for the delivery of distance curriculum and registration/student services for a new product they are creating; Boulder, Colorado, January 1998 to Present

ILLINOIS COMMUNITY COLLEGE PRESIDENTS: "Lessons Learned in Implementing a Statewide Electronic College", Workshop in successful implementation of instructional technologies in a consortial virtual delivery system; Champaign-Urbana, Illinois, October 1998

IOWA ASSOCIATION OF COMMUNICATION TECHNOLOGIES: Workshop on convergence technologies and their future impact on curriculum delivery; Sioux City, Iowa, September 1998

PUGET SOUND COMMUNITY COLLEGE CONSORTIUM: Workshop on developing consortial self-sustaining, technology-delivered degrees to Washington State Community Colleges; Seattle, Washington, September 1998

OKLAHOMA DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION: Four workshops to the State Vo-Tech Organization on 1) Classroom without Walls: Designing Courses for the Internet; 2) An Institutional Overview of Distance Learning-What it is and How to Get Started; 3) Providing Financial Aid to Distance learners-What are the Barriers and How to Resolve Them; 4) Restructuring Tradition Delivery Systems and Support Services to Accommodate Distance Learners; Tulsa, Oklahoma, August 1998

PRESIDIO TRUST: Workshop to Presidio Trustees, Federal Defense Conversion Project on the feasibility of creating digital multimedia studios and an electronic campus; San Francisco, California, August 1998

DEVELOPING A VIRTUAL COLLEGE: Kentucky Council on Postsecondary Education. Subject matter expert on developing consortial delivery of electronic curriculum and statewide agreements for offering degrees online; Frankfort, Kentucky, February 1998

BENCHMARKING ELECTRONIC STUDENT SERVICES: State Higher Education Executive Officers Organization. Subject matter expert for a year long, nationally sponsored benchmarking study in the effective delivery of asynchronous student and customer services, conducted by the American Productivity and Quality Control Center; Houston, Texas 1996-1997

EDUCATION TECHNOLOGY CONSULTANT: University of Missouri-Kansas City Institute for Instructional Development; Advise the Institute for Instructional Development for the University of Missouri on appropriate application of telecommunications and electronics to instructional content and delivery; Missouri-Kansas City, Missouri, January - June 1996

COMMUNITY AFFILIATIONS

- Denver Planning Board, 1995 - Present
  A 9 member board that creates the land-use, urban design, zoning, economic development plans for the City of Denver and reviews all proposals for implementation and alteration of the Denver Comprehensive Plan. Recommends action to the Denver City Council.

- Lowry Redevelopment Authority Board, 1996 - Present
  An 11 member board charged with the redevelopment of Lowry Air Force Base for the cities of Denver and Aurora

- Denver International Airport Leadership Council 1997 - Present
  A 25 member group of industry and education CEO's to assist economic development in the DIA corridor

- Lowry Air Force Base Economic Recovery Project: Chair for Denver, 1992 - 1996
  Project to create successful economic conversion of Lowry Air Force Base after 1995 closure

- Governor's Defense Conversion and Retention Council, Executive Committee - 1993 - 1995
  A 21 member council charged with recommending to Governor Roy Romer state policy and procedures that will assist in the successful conversion of that part of Colorado's economy affected by military downsizing

- National Civilian Conservation Corps Board, 1993 - Present
  A 20 member board for the support and development of the Denver location of this Americorps project of 250 youth in community service

- Healthy Futures 2000, Denver Health and Hospitals, 1993
  A 15 member committee charged with analyzing and restructuring the organization of Denver Health and Hospitals to more effectively meet the financial exigencies relevant to the region's public health care system

- Year One Inc.: Vice-Chair, 1992 - 1993
  A Community Service Initiative for Youth 17-22 who perform community service and receive weekly stipend and scholarship for training and education upon completion. Modeled after City-- Year in Boston

- Denver Public Schools Bond Election Review Committee, 1991 - 1994
  Oversight committee for $200 Million Capital Construction General Obligation Bond for the Denver Public Schools

AWARDS

- Leadership Denver Fellow 1994 - 1995 Metro Denver Chamber of Commerce
- National Institute for Leadership Development Fellow 1993 League for Innovation, American Association of Women in Junior and Community Colleges
- National Science Foundation Fellow 1969 - 1971
- Colorado Scholars Fellow 1984 - 1985
- Master Teacher Award from National Institute of Staff and Organizational Development, University of Texas, Austin, Texas
- Who's Who in America
- Who's Who Among Scholars in American Community & Junior Colleges

PAPERS, PRESENTATIONS 1995 - Present

- "Distance Learning – What Is It?", Rocky Mountain Student Financial Aid Advisors '98 Outer Limits 30 Years & Beyond; Colorado Springs, Colorado, October 1998

- "Financial Aid in Distance Learning", Colorado Student Loan Program; Vail, Colorado, September, 1998

- "Developing Instruction on the Internet", AACRAO Annual Meeting; Taos, New Mexico, July 1998

- "Student Assessment Online", ACT Conference; Vail, Colorado, June 1998

- "The Virtual Community College System", AACC/CAUSE Conference: Taming Technology Institute"; Seattle, Washington, June 1998

- "Faculty Development in the Digital Age", Management of Distance Education Institute Western Cooperative for Telecommunications; Denver, Colorado, May 1998

- "Creating a Virtual Learning Experience", The College Board conference *Instructional Technology and the Adult Student;* Washington D.C., May 1998

- "Colorado Community College Online", American Association of Community Colleges Annual Convention; April 1998

- "Creating anywhere any time education", Futures Institute at Rio Salado College Conference: "Embracing the Future-Unleashing the Creative Potential"; April 1998

- "Creating an Digital Video and Multimedia Technology Center for Education" , American Association of Community Colleges; Anaheim, California 1997

- "The Virtual Community College", American Association of Community Colleges; Anaheim, California 1997

- "Distributed Learning and Universal Access", Association of Rehabilitation Programs in Computer Technology; Denver, Colorado, May 1996

- "Financial Issues in Education Technology", National Association of College and University Business Administrators; Cambridge, Massachusetts, May 1996

- "Universal Access Issues", Universal Access Roundtable, State Higher Education Executive Officers Meeting; Denver, Colorado, April 1996

- "Faculty Development in Technology", Faculty to Faculty Conference; Denver, Colorado, April 1996

- "How not to be Road Kill on the Information Highway", Colorado Education Association; Denver, Colorado, April 1996

- "Consortial Efforts in Electronic Delivery", Colorado Telecoop Conference; Colorado Springs, Colorado, April 1996

- "Faculty Development in Education Technology", National Education Association Meeting; Phoenix, Arizona, March 1996

- "Colorado Electronic Community College", Wyoming Education Leadership Conference; Riverton, Wyoming, March 1996

- "Curriculum Delivery on the Information Highway", Florida Education Technology Conference; Orlando, Florida, February, 1996

- "Student Drivers on the Information Highway", Colorado Community College Student Organization Annual Meeting; Denver, Colorado, February 1966

- "College Development for Distributed Delivery Systems", National Council for Resource Development; Washington D.C., December 1995

- "Educating Amy", National Teleconference on Distance Education; Augusta, Maine, November 1995

- "Electronic Delivery of Associate of Arts Degrees", Missouri Governor's Conference; St. Louis, Missouri, October, 1995

- "Student Services in Electronic Delivery", Association for Non-traditional Students in Higher Education; Lakewood, Colorado, October 1955

- "Electronic Delivery of a System Degree", Colorado Telecoop Conference; Glenwood Springs, Colorado, September 1995

- "Economic Development Opportunities in Defense Conversion", Colorado Women's Business Council; Denver, Colorado, October 1995

Recommendation:

- That the Council approve the Institute for Regional Analysis and Public Policy as a program of distinction for Morehead State University.

- That the Council award to Morehead State University from the Regional University Excellence Trust Fund $865,000 in the 1997-98 appropriation, $885,000 in the 1998-99 appropriation, and $882,000 in the 1999-2000 appropriation. The 1999-2000 award level is contingent upon Morehead State University certifying that its matching funds from an anticipated external grant have been received.

Rationale:

- The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) created the Regional University Excellence Trust Fund to implement the goal of having six Kentucky comprehensive universities with at least one nationally-recognized program of distinction or one nationally-recognized applied research program at each university.

- The proposal submitted by Morehead State University satisfactorily addresses the key components and criteria outlined in the application guidelines developed by the Council.

- The proposed program of distinction is appropriate for Morehead State University since it responds to the university's primary mission to provide academic, applied research, and public service programs to meet the needs of Eastern Kentucky.

- The Council staff has worked with university representatives to verify that required matching funds have been made available to support the proposal.

Background:

Program Summary

Morehead State University has a primary mission to provide academic, applied research, and public service programs to meet the needs of Eastern Kentucky. The university proposes to create the Institute for Regional Analysis and Public Policy as a program of distinction. The Institute will integrate teaching, applied research, and public service activities to address issues, including economic development, that significantly affect Eastern Kentucky, Appalachia, and rural America in general.

The Institute will consist of two divisions – the Division of Academic Programs and the Division of Applied Research, Service, and Policy. The Institute will combine elements of natural and social sciences and will involve faculty members in geography, biology, chemistry, economics, political science, education, sociology, and social work to teach students to solve problems common to the region. This interdisciplinary approach, particularly at the undergraduate level, combined with opportunities for students to address rural problems and issues through the centers, creates the potential for the Institute to be nationally recognized.

The Division of Academic Programs will offer degree programs in environmental science (bachelor's), biology (master's), geography (bachelor's), government (bachelor's), social work (bachelor's), and sociology (bachelor's and master's). These programs will result in traditional degrees in these fields but also will include an emphasis on regional analysis and public policy. Degree programs in the Institute will include an interdisciplinary core of liberal arts courses, interdisciplinary seminars that diminish boundaries between academic disciplines, and cooperative education opportunities that allow students to apply classroom knowledge to real-life issues and situations. Interdisciplinary seminars involving community leaders and concerned citizens will help determine the research and service projects, grant applications, and action plans to be pursued by Institute participants. When fully implemented, the university expects the Institute to produce 25 to 50 bachelor's and 6 to 10 master's graduates annually. Creation of new degree programs (for example, a master's degree program in Regional Analysis) will be considered after the Institute is fully staffed.

The Division of Applied Research, Service, and Policy will include the Center for Regional Biodiversity; the Center for Community and Economic Development; the Hardwood Institute; the Training Resource Center; the Institute for Correctional Research and Training; the Research and Development Center for Students, Schools, and Communities; and the Small Business Development Center. This Division and its member centers will provide opportunities to bring faculty and students together with citizens, local school teachers and officials, policymakers, and political leaders to develop action plans that promote sustainable economic development in the region and address other issues and problems that challenge the region. Each center will be directed by a faculty member affiliated with the Institute and will involve other faculty affiliated with the Institute. Through these centers the Institute will seek opportunities to cooperate with other public and private postsecondary education institutions, initially with the Kentucky Community and Technical College System, Eastern Kentucky University, the University of Kentucky, and Berea College. The Institute also will initiate contact with institutions in other states, including the University of West Virginia, East Tennessee State University, and Appalachian State University.

The Institute also will include the Center for Virtual Appalachia. This center will use resources in the Camden-Carroll Library and the university's information technology unit to provide World Wide Web resources and other technical support for academic programs and research and service centers associated with the Institute. The Center for Virtual Appalachia will be the point of connection between the Institute and other postsecondary education institutions and resources, including the Commonwealth Virtual Library.

The university expects the Institute to produce graduates with highly marketable skills for jobs in the environmental resources and human services sectors. For example, graduates in environmental science, biology, geography, government, and sociology will compete for local and state government positions in city and rural planning and development, and environmental health and safety management. They also will compete for industrial and other private sector jobs to comply with governmental environmental regulations. Sociology and social work graduates will compete for public sector and private sector jobs including family resource centers, child welfare, adult and juvenile corrections, and personnel management positions. Graduates of each program in the Institute will be expected to demonstrate skills necessary to communicate and work with individuals from a variety of disciplines and perspectives. Program curricula will require linkages between students and employers, workers, community leaders, and citizens in the region. These connections should increase the likelihood that graduates of Institute programs will remain in the region.

Two centers -- the Research and Development Center for Students, Schools, and Communities and the Regional Biodiversity Center -- will link the Institute with the university's College of Education and Behavioral Sciences. The Research and Development Center for Students, Schools, and Communities will combine Education faculty members with behavioral scientists and science educators to conduct research investigating educational success, retention, and performance. Results of this research should have implications for teacher education programs. The Regional Biodiversity Center will involve Biology and Chemistry faculty members and plans to conduct summer workshops for science teachers to strengthen their content knowledge and skills.

The university has established three instructional, three research, and two public service objectives for the Institute. These objectives are quantifiable and will be used as assessment criteria for the Institute. The objectives are:

- ◆ Instructional

    - The Institute plans to annually admit 30 – 50 undergraduate students and 8 – 10 graduate students. The Institute plans to produce 25 – 50 bachelor's degrees and 6 – 10 master's degrees each year.
    - The Institute plans to award at least $100,000 in academic scholarships and other financial aid to students each year beginning in 1999-2000.
    - The Institute expects that its graduates will have higher employment rates, salaries, and graduate school admissions than other Morehead State University graduates.

- ♦ Research

    - The Institute plans for its participating faculty and staff to develop 10 proposals for external funding, 20 conference papers, and 10 publications by 1999-2000. These numbers will increase annually as additional faculty are recruited into the Institute.
    - The Institute will establish a visiting scholar and speaker series by December 1999.
    - The Institute will establish a monograph series by June 2002.

- ♦ Service

    - The Institute plans to establish at least five partnerships with other public universities, the KCTCS, private colleges and universities, or other agencies in 1998-99. This number will increase in subsequent years.
    - The Institute plans to implement at least one annual regional service project by fall 2002. These projects will involve Institute faculty, staff, and students.

Funding Plan

Funds from the Regional University Excellence Trust Fund will be matched by funds currently available to Morehead State University. The $865,000 from the 1997-98 appropriation will be matched by institutional funds to create a $1,730,000 endowment to support campus-wide workforce development and job creation initiatives. Initially, investment income from this endowment will be used for expenditures such as classroom and other technology, library materials, and career planning and placement.

The Institute will have a budget of $808,400 in 1998-99 and $1,306,100 in 1999-2000. In each year, one-half of the funds will come from the Regional University Excellence Trust Fund and one-half of the funds will be reallocated from other resources already available to the university. The university also will create an endowment for the Institute. The endowment will have an initial corpus of $961,600 in 1998-99 and an additional $457,900 in 1999-2000, resulting in a $1,419,500 endowment by the end of this biennium. Again, one-half of these funds will come from the Regional University Excellence Trust Fund and one-half of the funds will be reallocated from other resources already available to the university. The university plans to meet its matching requirements through both recurring and nonrecurring reallocations of existing resources.

Staff Preparation by Ken Walker

Recommendation:

That the Council approve the attached revised administrative regulation, *13 KAR 2:045 Determination of Residency Status for Admission and Tuition Assessment Purposes*, and file the revised administrative regulation with the Legislative Research Commission in accordance with the statutory requirements in KRS Chapter 13A.

Rationale:

- Kentucky Revised Statutes give the Council the responsibility to determine tuition and establish minimum standards for admission. The Council has established different tuition rates for resident students and nonresident students, which in turn requires a process whereby the residency status of students can be determined.

- As part of the on-going review of Council activities, the Council staff reviewed the residency determination process and concluded that the residency appeal reviews currently conducted by the Council staff should be assigned to the institutions. An institutional residency appeals officer will make the initial residency determination; the institutional residency review committee will handle the intermediate appeals process. The institutions also will provide for formal hearings that are substantially equivalent to those granted under KRS Chapter 13B.

- The administrative regulation approval process builds in several opportunities for comment and revision prior to its final adoption.

Background:

The residency administrative regulation has undergone significant review and changes over the past three years. This proposed revision is designed to remove the Council staff from the residency appeals process, assigning that responsibility to each institution.

Currently a student who is initially determined by the institutional residency appeals officer and by the institutional residency review committee to be a nonresident of Kentucky for tuition purposes may file an intermediate appeal to the Council. If the Council Residency Appeals Officer affirms the institutional determination, the student has the right to an administrative hearing before an impartial hearing officer.

New language in the administrative regulation is noted by <u>underlining</u>, while deleted language is noted by [brackets and strikethroughs].

The administrative regulation will be filed with the Legislative Research Commission in February and will follow the required statutory schedule for review. Notice of the proposed change will be published in the state's *Administrative Register*. A public hearing will be scheduled and any oral and written testimony received will be commented upon by the Council staff in a subsequent report to the Legislative Research Commission. A standing subcommittee of the Legislative Research Commission, the Administrative Regulations Review Subcommittee, will conduct a hearing on the revised administrative regulation. The Interim Education Committee will then review the proposed regulation. Once the review processes are complete, the administrative regulation will go into effect.

Once the administrative regulation has been adopted, the staff will advise the Council members. The staff expects that the regulation will be adopted in June 1999.

Staff Preparation by Ken Walker

REVISED IMPLEMENTATION DATE FOR A MINIMUM ADMISSION REQUIREMENT

Recommendation:

That the Council revise the implementation date for the new non-native language component of the minimum admissions requirements to the fall semester of 2004.

Rationale:

- At its last meeting, the Council approved an implementation date of 2008 for the non-native language component of the pre-college curriculum.

- The delayed implementation was chosen in an effort to allow high schools the time needed to explore alternatives for meeting the increased demand for these courses.

- New data compiled by the Kentucky Department of Education reveal that there is an adequate supply of certified foreign language teachers to provide two years of high school instruction to the current number of college-bound students. Based upon this information, Dr. Wilmer S. Cody, Commissioner of the Kentucky Department of Education, supports changing the implementation date of the non-native language requirement to the fall semester of 2004.

- The expected demand for non-native language courses can be accommodated through interactive distance instruction and through teachers hired on an intermediate term contract through foreign embassies. An effective date of 2004 should provide high schools with the time needed to make either of these arrangements.

Background:

The Council staff held a public hearing December 22, 1998 to receive comments on the draft administrative regulation that establishes admissions guidelines to the state's postsecondary education system. The Council had given prior approval to the draft regulation and the staff's "Plan for Revising Minimum Admission Requirements" at its November 9 meeting. Nine persons—all members of the Kentucky Council for the Teaching of Foreign Languages— attended the public hearing to comment upon the non-native language requirement contained in the regulation. The speakers voiced strong support for the Council's decision to add two units of non-native language instruction to the pre-college curriculum. However, KCTFL members were concerned about the relatively late implementation date for this requirement.

The Council had set the effective date for this requirement as the fall semester of the year 2008, based upon the recommendations of the Minimum Admission Requirements Study Group. The

Study Group felt that the delayed implementation offered high schools the time needed to explore alternatives for meeting the increased demand for these courses. Moreover, postponing the implementation of the requirement would help colleges and universities encourage students now entering baccalaureate study to prepare themselves for new opportunities as high school teachers of non-native languages.

The speakers attending the hearing argued that the shortage of foreign language teachers in the Commonwealth has been overstated. One person presented statistics from the Kentucky Department of Education showing that only five public high schools in Kentucky did not offer two years of a foreign language during the 1997-98 school year. Several speakers also discussed two options for meeting the anticipated demand for non-native language courses. First, the Kentucky Educational Television Star Channels system now offers interactive distance instruction to students in German and Latin. Students are able to talk with the instructor by telephone during class and to obtain assistance from tutors after school. French also is offered to several school systems using other interactive television systems. Second, certified language teachers may be hired on an intermediate term contract through the Embassies of Spain, France, Belgium, and Germany. For instance, the Embassy of Spain has contractual agreements to furnish teachers to ten states, including Illinois, Texas, Georgia, and Tennessee.

Based upon this new information and support from Commissioner Cody, the staff agreed to reconsider the effective date of the non-native language requirement. An implementation date of 2004 should allow high schools enough time either to hire new teachers or arrange for distance learning instruction in non-native languages.

Finally, it should be noted that a few persons and groups have expressed their opposition to the non-native language requirement. While no opponents of the requirement attended the public hearing, a few individuals sent letters or telephoned the Council staff to raise their objections. For example, the Kentucky Vocational Association wrote that the proposed requirement "will limit the number of electives a student may pursue, which will result in restricting the student's ability to concentrate on a vocational, technical or career field." The Council staff notes that the non-native language requirement and other pre-college curriculum requirements apply only to baccalaureate degree-seeking students at the public universities. The ability to speak a non-native language offers an advantage to employees who compete in the global economy and provides a student with insight into the culture of the people who speak the language. The Council staff thinks these benefits outweigh the disadvantage of limiting the number of electives available to students.

Staff Preparation by Roger Sugarman

Information:

At its July 1998 meeting the Council approved planning assumptions and guidelines to be used by KCTCS and the comprehensive universities in planning each regional postsecondary education center authorized by the 1998-2000 Appropriations Bill (HB 321). Since that meeting, the presidents of KCTCS and the comprehensive universities have initiated efforts to develop proposals responsive to the Council's planning assumptions and guidelines.

Attached is a memorandum of agreement between KCTCS and Morehead State University covering the Northeast Regional Postsecondary Education Center in Prestonsburg. The facility will be located on the campus of Prestonsburg Community College and will be jointly planned and designed for the benefit of both institutions. Representatives of KCTCS and Morehead State University are developing a plan to implement the provisions of this memorandum of agreement. The Council staff anticipates that this plan will be presented for action at the March 1999 Council meeting.

Staff Preparation by Ken Walker

Information:

Pursuant to KRS 164.020(18), the Council on Postsecondary Education can receive new academic program proposals during calendar year 1999 from 18 of 22 postsecondary education institutions – either through automatic eligibility or the waiver process as provided in 13 KAR 2:060, *Policy on Degree Program Approval; Equal Opportunity Goals.*

In accordance with 13 KAR 2:060, an institution that fails to make the necessary progress to gain automatic eligibility is eligible for a one-year waiver. HB 1, enacted in the 1997 Special Session of the General Assembly, made the Kentucky Tech System a part of the postsecondary education system. The KY Tech institutions are not part of *The 1997-2002 Kentucky Plan for Equal Opportunities* and are not yet included in the evaluation.

The Committee on Equal Opportunities oversees the implementation of *The Kentucky Plan.* Administrative regulation 13 KAR 2:060 sets forth the procedures to be used to determine institutional status (eligible to submit or postpone approval). The administrative regulation lists the degree program eligibility status that may result from data analysis.

The process for evaluating institutional progress in implementing the various objectives of *The Kentucky Plan* was revised to reflect the method employed by the Council in accountability reporting. The evaluation method adopted is "continuous progress" as the determining element of institutional success in implementing each specific measurable objective. Continuous progress means that an institution shows an increase in the number of students or employees over the previous year for each category of objectives.

At the July 21, 1997, meeting, the Council adopted *The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education.* The plan is intended to provide oversight and to guide equal opportunity initiatives over the next five years. When the plan was adopted, the CEO and the Council agreed that, for purposes of establishing degree program eligibility status, the Council staff would evaluate and provide a report certifying institutional progress at the January Council meeting.

SUMMARY OF ELIGIBILITY STATUS

Eligibility Category	Community Colleges		Universities		Total	
	1999	1998	1999	1998	1999	1998
Automatic	5	7	5	5	10	12
Quantitative Waiver	4	3	1	2	5	5
Qualitative Waiver	1	3	2	0	3	3
Not Eligible	4	1	0	1	4	2
Total	14	14	8	8	22	22
Inst. Granted Waivers		4		1		5

INSTITUTIONAL ELIGIBILITY FOR CALENDAR YEAR 1998

The eligibility status of the institutions is determined through the application of the administrative regulation (13 KAR 2:060). The status of each institution:

COMMUNITY COLLEGES

Institution	Objectives Showing Continuous Progress	Total Objectives Evaluated	Degree Program Eligibility Status	
			1999	*1998*
Ashland CC	2	4	Not Eligible	*Quantitative*
Elizabethtown CC	3	4	Automatic	*Automatic*
Hazard CC	2	4	Quantitative	*Automatic*
Henderson CC	3	4	Automatic	*Automatic*
Hopkinsville CC	2	4	Not Eligible	*Quantitative*
Jefferson CC	3	4	Automatic	*Automatic*
Lexington CC	4	4	Automatic	*Automatic*
Madisonville CC	2	4	Quantitative	*Automatic*
Maysville CC	2	4	Quantitative	*Automatic*
Owensboro CC	2	4	Not Eligible	*Quantitative*
Paducah CC	2	4	Quantitative	*Qualitative*
Prestonsburg CC	2	4	Not Eligible	*Qualitative*
Somerset CC	1	4	Qualitative	*Qualitative*
Southeast CC	3	4	Automatic	*Not Eligible*

Notes:

Community colleges have four equal opportunity objectives.

Automatic eligibility equals continuous progress in 3 of 4 objectives.

Quantitative waiver equals continuous progress in 2 of 4 objectives and no new academic programs submitted to CPE under the waiver provisions during the 1998 calendar year.

Qualitative waiver equals continuous progress in fewer than 2 of 4 objectives and no new academic programs submitted to CPE under the waiver provisions during the 1998 calendar year.

UNIVERSITIES

Institution	Objectives Showing Continuous Progress	Total Objectives Evaluated	Degree Program Eligibility Status	
			1999	1998
Eastern Kentucky Univ.	7	8	Automatic	Automatic
Kentucky State Univ.	5	7	Automatic	Automatic
Morehead State Univ.	6	8	Automatic	Quantitative
Murray State Univ.	6	8	Automatic	Automatic
Northern Kentucky Univ.	5	8	Quantitative	Not Eligible
University of Kentucky	6	8	Automatic	Automatic
University of Louisville	3	8	Qualitative	Quantitative
Western Kentucky Univ.	4	8	Qualitative	Automatic

Notes:

Universities (except Kentucky State University) have eight equal opportunity objectives. Kentucky State University has seven objectives (the objective related to Enrollment of Graduate Students does not apply to KSU).

Automatic eligibility equals continuous progress in 6 of 8 objectives. KSU is 5 of 7 objectives.

Quantitative waiver equals continuous progress in 5 of 8 objectives and no new academic programs granted by CPE under the waiver provisions during calendar year 1998. KSU is 4 of 7 objectives.

Qualitative waiver equals continuous progress in fewer than 5 of 8 objectives and no new academic programs granted by CPE under the waiver provisions during calendar year 1998. KSU is 4 of 7 objectives.

Staff Preparation by Sherron Jackson

Information:

The Committee on Equal Opportunity (CEO) oversees the implementation of *The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education (The Kentucky Plan)*.

The CEO visits campuses to hear from members of the campus community (the process is not meant to be a scientific, empirical data-gathering exercise) about the success of *The Kentucky Plan* implementation on campus. During fall 1998, the CEO visited Eastern Kentucky University (Attachment A) and Northern Kentucky University (Attachment B). The site visit reports were shared with CEO members and the institutions.

The reports support the oversight of *The Kentucky Plan* and outline the impressions of selected members of the campus community about the success of equal opportunity plan implementation on campus. The reports highlight some of the strengths and areas of concern regarding activities that support the objectives of *The Kentucky Plan*.

The president of Northern Kentucky University shared a number of comments on the draft report. The university response included concerns that some strengths and areas of concern identified by the CEO may give rise to unnecessary misapprehension on the part of the university's constituents about the nature of the institution. President Votruba suggested that the report should include references to initiatives that have been implemented since the CEO visit October 21.

The CEO members noted that the institutional effort and the level of priority given to achieving the goals and objectives set forth by *The Kentucky Plan* were encouraging. The focus was on how successful institutions were in providing access and equal opportunity rather than the number of programs or amount of dollars expended. The institutions are committed to ensuring that the campus experiences of minorities are as rich and rewarding as the experiences of majority students.

Recommendations to the Committee on Equal Opportunities

- NKU requested that the CEO investigate, based on proximity, allowing the institution to recruit and admit students from Cincinnati to help create a critical mass of diversity and to allow those students to be included in *The Kentucky Plan* evaluation process.
- The CEO should consider revising the campus visit format to allow institutions to provide information on activities and programs prior to the campus visit.
- The CEO should explore the benefits of diversity to white students and include a more comprehensive report when evaluating the progress of institutions in the areas of diversity.

- The CEO should look at allowing institutions to admit some out-of-state students to be included in *The Kentucky Plan* evaluation and focus more on total campus diversity and not focus solely on Kentucky residents.

The committee made a number of observations and recommendations to each institution. A summary of selected observations and recommendations follow.

Eastern Kentucky University

- EKU has a strong support program for recruitment and retention of African American and white students to graduation. The university is also committed to developing a faculty complement whose make-up includes increased representation of African Americans within departments throughout the university campus.
- The committee was pleased with the level of satisfaction expressed by students regarding the commitment of the university to making the campus environment conducive to learning and to meeting their need for interaction with the larger student body.
- The number of African Americans participating in graduate programs as full-time students at EKU has not shown a significant increase over the years. Although the graduate school indicated that strategies are being developed to address this problem, the committee is concerned that the priority and resources committed will hamper the probability of achieving success.
- EKU should commit more resources to creating a strategic plan that identifies strategies to increase the current retention and graduation rates for African American students.
- The CEO challenges EKU to intensify its efforts to increase the level of diversity among the faculty and professional staff. This could be accomplished by identification of promising junior faculty or professionals to participate in intensive training or education programs.
- The university should work with the Council and the two doctoral institutions to identify students to participate in the Southern Regional Education Board Compact for Faculty Diversity program. This would help create a larger pool of minorities with a terminal degree to fill faculty and executive and administrative positions.

Northern Kentucky University

- NKU has a renewed commitment by the board and president to achieving *The Kentucky Plan* objectives. The president shared the institution's new vision for becoming a "learner centered, metropolitan university recognized for its contributions to the intellectual, social, economic, cultural, and civic vitality of its region." Prominent among the core values of the vision is a renewed emphasis on access with the opportunity to succeed and multiculturalism.
- NKU has a strong commitment to implementing successful programs for recruitment and retention. The university is strongly committed to providing access and the opportunity to succeed by focusing more attention on students in the freshman year.
- The university continues to experience great difficulty making meaningful progress toward increasing access and retention of Kentucky resident African American students at the

undergraduate level, graduate level, and in the professional program.

- The university is experiencing difficulty in creating a critical mass to support initiatives to improve the campus environment for under-represented minority groups, especially African Americans.
- NKU should increase its efforts to expand communications among its African American students, faculty, and professional staff to increase awareness of programs and services.
- The university should review existing policies and develop and implement a more effective program to increase retention and graduation rates for African American students.
- The university should develop and provide the Committee on Equal Opportunities a recommendation which addresses the issue of incorporating students from the Cincinnati area as a primary target group to increase the level of diversity on the NKU campus.

Staff Preparation by Sherron Jackson

**NEW PROGRAM PROPOSAL: AAS IN
COMPUTER INFORMATION SYSTEMS,
OWENSBORO COMMUNITY COLLEGE**

ACTION
Agenda Item D-1-a
January 25, 1999

Recommendation:

That the Associate in Applied Science in Computer Information Systems proposed by Owensboro Community College be approved and registered in CIP 11.0201.

Rationale:

- Owensboro Community College was able to submit program proposals in calendar year 1998. The KCTCS exercised its option for a quantitative waiver for the college under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- The proposed associate in applied science in computer information systems is consistent with the mission of Owensboro Community College.

- The proposed program will allow students to transfer to baccalaureate programs at other institutions. Owensboro Community College has developed an agreement with Kentucky Wesleyan College that provides for a smooth transition for program graduates. A course conversion guide for Western Kentucky University and UKCCS courses will supplement the statewide Transfer Framework. A Statewide Education Articulation Agreement will provide seamless transfers for technical and community college graduates. Owensboro Community College and Owensboro Technical College faculty are developing a formal articulation/transfer agreement that will create multiple exit points from the OTC diploma program in computer repair to OCC's proposed program.

- OCC surveyed local employers and identified an anticipated need for 116 new employees with computer technologies expertise over the next five years. The existing Management Information Systems option in OCC's Business Technology program will not meet the needs of local employers seeking these computer specialists, nor the needs of students seeking such training. Henderson Community College's Computer Information Systems program does not produce enough graduates to meet the documented workforce needs in this area.

- Distance learning will be used to increase student access to portions of the proposed program. The college's Office Systems program is one of the Commonwealth Virtual University pilot projects. Students in this program complete CIS courses in software applications. These CIS courses will be delivered over the Internet and will be available to students in both the existing Office Systems program and the proposed program.

- Resources are available for faculty and equipment. Faculty members assigned to the Management Information Systems option will provide the instruction for the proposed program and an existing computer lab will support the program. The college technology fee will be used for operating costs.

An executive summary submitted by the KCTCS is attached to this agenda item.

Staff Preparation by Charles Wade

NEW PROGRAM PROPOSAL:
AAS IN HUMAN SERVICES,
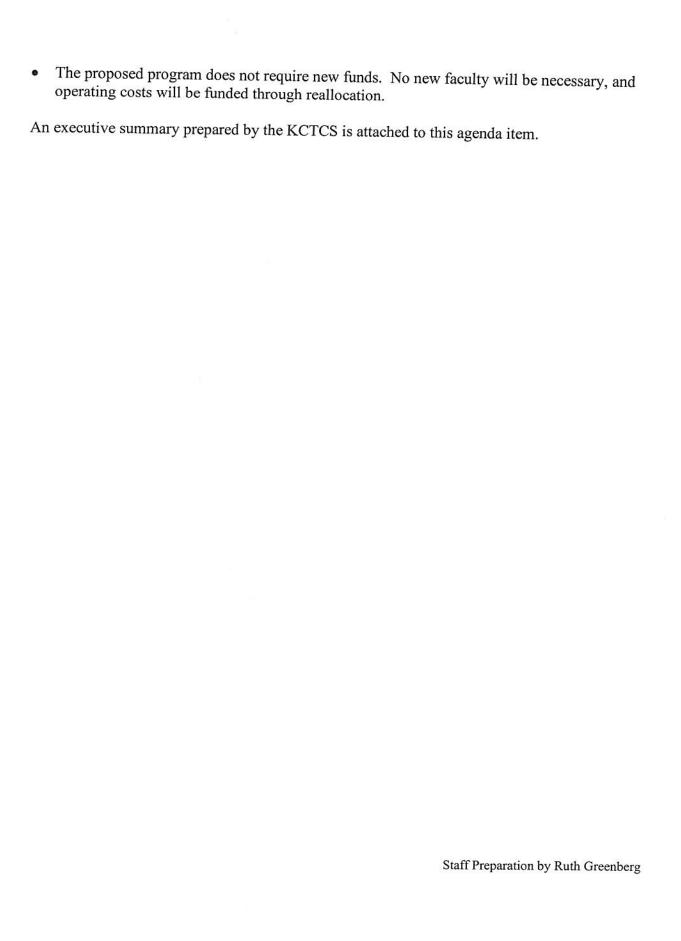**PRESTONSBURG COMMUNITY COLLEGE**

ACTION
Agenda Item D-1-b
January 25, 1999

Recommendation:

That the Associate in Applied Science in Human Services program proposed by Prestonsburg Community College be approved and registered in CIP 44.0701.

Rationale:

- Prestonsburg Community College was eligible to submit program proposals in calendar year 1998. The Council granted a KCTCS request for a qualitative waiver for the college under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- The proposed associate in applied science in human services is consistent with the mission of Prestonsburg Community College.

- Employer surveys conducted by the college indicate that between 50 and 60 full-time positions will be available between 1998 and 2000. Graduates of the program will be able to find immediate employment in childcare facilities, educational institutions, correctional facilities, and social service agencies. Student survey results document a strong interest in the proposed program.

- Prestonsburg Community College will cooperate with Hazard Community College to deliver this program by sharing faculty, reviewing course offerings and schedules, and using distance learning to deliver and pair human services courses. To maximize student access to diverse career opportunities, the two community colleges will offer different program area emphases. Mayo Technical College does not offer human services programs. However, its Child Care Center will serve as a practicum site for students in the proposed program, particularly those students seeking a career emphasis in community and family services.

- The proposed program will expand student access to seamless postsecondary education opportunities. A proposal to articulate the proposed program and Morehead State University's Bachelor of Social Work has been developed. Discussions to articulate all of the human services courses into Morehead's Bachelor of Arts in Sociology with an emphasis in criminology and a minor in social work have begun. Morehead faculty currently deliver upper division level human services courses at the university's Big Sandy Center, adjacent to Prestonsburg Community College. The core courses in Morehead's Bachelor of Social Work and Bachelor of Arts in Sociology may be offered there as well. Prestonsburg Community College and Eastern Kentucky University have developed a two-plus-two agreement for the proposed program and EKU's bachelor's degree in corrections and juvenile services. An articulation agreement with Pikeville College's baccalaureate degree in human services is being considered.

- The proposed program does not require new funds. No new faculty will be necessary, and operating costs will be funded through reallocation.

An executive summary prepared by the KCTCS is attached to this agenda item.

Staff Preparation by Ruth Greenberg

**NEW PROGRAM PROPOSAL: BS IN
COMPUTER ELECTRONIC NETWORKING,
EASTERN KENTUCKY UNIVERSITY**

ACTION
**Agenda Item D-1-c
January 25, 1999**

Recommendation:

That the Bachelor of Science in Computer Electronic Networking proposed by Eastern Kentucky University be approved and registered in CIP 15.0301.01.

Rationale:

- Eastern Kentucky University was automatically eligible to submit program proposals in calendar year 1998 under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- The proposed Bachelor of Science in Computer Electronic Networking is consistent with the mission of Eastern Kentucky University.

- Eastern Kentucky University has developed formal articulation agreements with Morehead State University and Kentucky State University, which will be finalized once the proposed program is approved. An articulation agreement with Harlan Technical College is also being discussed. Possible articulation between the KCTCS Network and Information Systems Technology associate degree program has been discussed, particularly the electronics/hardware option being considered by the KCTCS. The proposed program will also articulate with EKU's existing associate degree program in Computer Electronics Technology.

- Eastern Kentucky University will use Internet courses and KTLN facilities for courses not requiring laboratories. These approaches will allow courses to be shared with other institutions and to be offered at the university's extended campuses.

- Eastern Kentucky University's industry-based advisory committee has identified potential job opportunities for program graduates both in Kentucky and out-of-state. Schools, government offices, banks, retailers, hospitals, and industries with networked computer systems will need networking specialists with expertise in software and hardware implementation and maintenance.

- Existing electronics labs will be used to implement the proposed program, and qualified manufacturing technology faculty will teach the computer networking technology courses. When fully implemented, the program will require one additional faculty member. This position will be filled through a reallocation made possible by the university's early retirement program. Computer and networking equipment upgrades will be funded through reallocations.

An executive summary submitted by Eastern Kentucky University is attached to this agenda item.

Staff Preparation by Charles Wade

NEW PROGRAM PROPOSAL:
BS IN PRINTING MANAGEMENT,
EASTERN KENTUCKY UNIVERSITY

ACTION
Agenda Item D-1-d
January 25, 1999

Recommendation:

That the Bachelor of Science in Printing Management program proposed by Eastern Kentucky University be approved and registered in CIP 48.0201.03 with the title Graphic Production.

Rationale:

- Eastern Kentucky University was automatically eligible to submit program proposals in calendar year 1998 under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- The proposed bachelor's degree program in printing management is consistent with the mission of Eastern Kentucky University.

- Printing has been offered for several years by EKU as an option of its bachelor's degree program in manufacturing technology.

- The proposed bachelor's program builds on EKU's existing associate degree printing program without any loss of credit.

- EKU is discussing an articulation arrangement with Jefferson Technical College. Appropriate JTC graphic arts courses will articulate into the proposed four-year printing management curriculum. Once this articulation agreement is in place, articulation agreements with other technical colleges offering graphic arts programs will be pursued.

- EKU faculty will teach a print estimating course via KTLN to the Jefferson Technical College campus and could share the course with Murray State University. Murray faculty will teach two of its printing management courses to EKU students.

- EKU has documented a need for the proposed program. EKU's Advisory Committee members, all of whom represent printing establishments in central, northern, and eastern Kentucky, support the proposed program. Many of these companies have been unable to recruit graduates from Murray State University which offers the only other bachelor's printing management program in the state. Few students from central, northern, and eastern Kentucky enroll in MuSU's program.

An executive summary prepared by Eastern Kentucky University is attached to this agenda item.

Staff Preparation by Barbara Cook

STREAMLINING ACADEMIC PROGRAM POLICIES: DELEGATION OF NEW PROGRAM APPROVAL TO THE KCTCS BOARD OF REGENTS

Agenda Item D-2
January 25, 1999

Discussion:

At its September 14, 1998, meeting, the Council directed the staff to develop by the January 1999 meeting a recommendation for a new program approval policy that would "enable institutions to respond quickly to changing market demands and place primary responsibility for quality assurance with institutional governing boards, within broad systemwide guidelines that address statewide needs and protect consumer interests." At the November 1998 Council meeting, Mr. Davies noted that a good approach to the development of a new program approval policy might be to deregulate selectively in places where evidence exists that institutions are cooperating to develop and deliver new programs and where the initiative comes from the institutions and not the Council.

The KCTCS Board of Regents has demonstrated its commitment to collaborative program development and delivery. It has developed a comprehensive policy on collaborative program development. It has also submitted to the Council proposals for new programs that were initiated collaboratively by technical and community colleges in support of House Bill 1. Council action to delegate to the KCTCS Board of Regents program approval authority represents a first step in the development of a set of program approval policies that reflects the intentions detailed in the September 1998 Council action.

The attachment to this agenda item was developed by the staff as a draft recommendation to delegate to the KCTCS new program approval authority. It serves as a first step in the development of a complete system of academic program policies that will support the goals of House Bill 1. Existing Council policies related to new program approval at the comprehensive and research universities as well as other academic program-related policies (for example, the program advisory statements and program registration categories and procedures) remain applicable until new policies are developed. This agenda item will affect new program approval only at KCTCS community and technical colleges. Action on this recommendation is proposed at the March 1999 Council meeting.

Staff Preparation by Ruth Greenberg

Discussion:

The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) changed the way public postsecondary education was funded. The key element of change was the creation of the investment and incentive trust funds. Each of the six incentive trust funds targets funding designed to advance progress toward the goals of HB 1.

The 1998 General Assembly appropriated a total of $237 million to the incentive trust funds - $150 million in 1998-99 and $87 million in 1999-2000. The 1998-99 appropriation includes $110 million from the surplus expenditure plan for the endowment trust fund program.

The attached table provides additional detail on the appropriations and the status of the incentive trust funds.

Staff Preparation by Norma Northern

1998 - 2000 STATE GENERAL FUND APPROPRIATION
INVESTMENT AND INCENTIVE TRUST FUNDS
STATUS REPORT ($ IN MILLIONS)

TRUST FUND		1998 - 1999 BUDGETED	1998 - 1999 ALLOCATED	1999 - 2000 BUDGETED	1999 - 2000 ALLOCATED
Research Challenge					
UK		4.000	4.000	4.000	4.000
UL		2.000	2.000	2.000	2.000
	Total	$6.000	$6.000	$6.000	$6.000
Research Challenge Endowment					
UK		66.670	42.464	NA	NA
UL		33.330		NA	NA
	Total	$100.000	$42.464	NA	NA
Regional University Excellence					
EKU		1.498	1.400	1.504	1.400
KSU		0.465		0.464	
MoSU		0.885	* .885	0.882	* .882
MuSU		1.026	1.026	1.025	1.025
NKU		0.739		0.739	
WKU		1.387	1.000	1.386	0.500
	Total	$6.000	$4.311	$6.000	$3.807
Regional University Endowment					
EKU		2.498		NA	NA
KSU		0.774		NA	NA
MoSU		1.475		NA	NA
MuSU		1.710		NA	NA
NKU		1.232		NA	NA
WKU		2.311	1.000	NA	NA
	Total	$10.000	$1.000	NA	NA
Postsecondary Workforce Development					
KCTCS		$6.000		$6.000	
Physical Facilities (all debt service)					
Deferred Maintenance Pool		NA	NA	1.958	1.958
Central Regional Center		NA	NA	0.803	0.803
South Regional Center		NA	NA	0.539	0.539
Southeast Regional Center		NA	NA	0.778	0.778
Institutional Projects		NA	NA	27.473	27.473
	Total	NA	NA	$31.551	$31.551
Technology					
CVU Operating & Debt Service		8.000	8.000	9.605	9.610
Central Regional Center Debt Service				0.478	0.478
KCTCS Admin Systems Debt Service				0.147	
Northeast Regional Center Debt Service				0.634	
South Regional Center Debt Service				0.336	0.336
Southeast Regional Center Debt Service				0.478	0.478
West Regional Center Debt Service				0.634	
	Total	$8.000	$8.000	$12.312	$10.902
Student Financial Aid					
KHEAA		14.000	14.000	15.000	
KEES				7.000	
Literacy				3.000	3.000
	Total	$14.000	$14.000	$25.000	$3.000
GRAND TOTAL		$150.000	$75.775	$86.863	$55.260

* - Pending approval of Agenda Item C-2