

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairman Denise Apt at
Chairperson

3:30 ~~am~~/p.m. on January 26, 1987 in room 519-S of the Capitol.

All members were present except:

Representative Laird and Representative Patrick who was excused

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office
Ben Barrett, Legislative Research
Carolyn Rampey, Legislative Research
Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Dr. Fred Gainous, State Department of Education
Dr. Merle Hill, Kansas Association of Community Colleges
Bill Berry, State Director of Vocational Technical Schools

Chairman Apt called the meeting to order and asked for a motion to approve the minutes. Representative Vern Williams moved that the minutes be approved, seconded by Representative Gene Amos. Motion carried.

Chairman Apt announced a date change for the K-NEA dinner to February 17 at the Top of the Tower. The Chair also noted the handout that has been provided giving the history of the Truancy bill.

The Chairman announced she would request the committee to introduce the governor's finance bill and work would begin on it in about two weeks. Representative David Miller moved the governor's bill on school finance be introduced. Representative Marvin Smith seconded the motion. Motion carried.

Dr. Fred Gainous, SDOE, gave a preliminary report on the study done on the removal of barriers for community colleges and area vocational schools customized training programs. (Attachment I) He gave information on emergency program approval procedures, provisional course approval and policies adopted by the SBOE relating to credit definitions, requirements for the award of associate degrees, and the occupational certificate. February 20 is the projected date when the complete report will be available.

Dr. Merle Hill, KACC, reported on a survey done by Dr. Downing, Barton County Community College president. Some of the concerns noted in the survey were lack of rapid, effective responses, business and training needs not being met, restriction of traditional curriculum, and the need for centralization of authority. Dr. Hill indicated he would give a more detailed, written report of the survey in a few days.

Bill Berry, representing Vocational Technical Schools of Kansas, related what has been taking place in the area schools in the way of customized training for business and industry. He stated the major barriers are funding and budget authority and expressed a willingness to assist in long range planning for the economic development for Kansas.

After directing comments to Dr. Gainous and the other representatives from SDOE who were present regarding the final report from their agency the Chairman adjourned the meeting at 4:20.

The next meeting will be January 27, 1987 at 3:30 in Room 519-S.

PRELIMINARY REPORT: CONCERNING
RECOMMENDATION TEN OF
THE LEGISLATIVE COMMISSION ON
ECONOMIC DEVELOPMENT

Submitted to:
House Education Committee
Senate Education Committee
Legislative Commission on Economic Development

Submitted by the Kansas State Board of Education

January 14, 1987

ATTACHMENT I
HOUSE EDUCATION 1-26-87

Introduction

The Legislative Commission on Economic Development requested that the State Board of Education provide the opportunity for representatives of community colleges and area vocational technical schools to review the approval procedures and standards for training programs that result in the award of a certificate, credit hours, or a degree. Also requested is to have community colleges and area vocational technical school representatives identify any barriers to rapid and effective responses in meeting the training needs of business and industry, and to recommend changes to reduce identified barriers while still maintaining the integrity of the courses and programs. The recommendation requires the State Board of Education to report the results of the activities to the House and Senate Education Committees and the Legislative Commission on Economic Development on or before January 15, 1987. However, the logistics involved in completing the task prevent a final report from being made at this time. Therefore, the State Board of Education respectfully submits to the aforementioned groups a preliminary report containing the following information:

- 1) emergency program approval procedures,
- 2) provisional course approval, and
- 3) policies adopted by the State Board of Education relating to credit definitions, requirements for the award of associate degrees, and the occupational certificate.

The State Board of Education is committed to quality educational programs and activities that meet the needs of students and those of business and industry in Kansas. This preliminary report is intended to acquaint readers with those processes, procedures and policies used by the State Board to encourage educators and educational institutions to respond to requests for instructional activities in a timely manner. This report will be followed by a final report that will more directly address the elements in the recommendation requiring the report.

Preliminary Report

1.0 Emergency Program Approval Procedures

Kansas Administration Regulations 91-8-30 describes the procedures used by the State Board of Education to approve instructional programs and activities that would receive state aid. The regulation requires that applications for new instructional programs be submitted to the Department of Education by January 13, of the year preceding program implementation. However, K.A.R. 91-8-30(c) states... "except that an "emergency program application" may be made on the first day of any month. "Emergency program application" means an application for the approval of a program which, because of intermediate and documented local or state demand, is to be offered as soon as the program is approved." The emergency program approval procedure provides a mechanism for community colleges and area vocational technical schools to respond to the immediate needs of their service area without prolonged delays. Requiring the applications to be to the Department by the first of the month should not provide a hardship to the educational institution or the business/ industry involved. The need to develop a comprehensive program plan could take the better part of a month. The Department of Education will review an "emergency program application" upon its receipt.

1.2 Provisional Course Approval

The Department of Education will grant provisional course approval to allow an institution to offer a course for a limited period of time. Provisional approval allows an institution to offer a course or instructional activity that does not strictly conform to regulatory requirements for course approval, or to the state's funding methods. One of several circumstances that triggers provisional approval is the need of an institution to fulfill its commitment to a business/industry for skill training. Provisional approval is also used when an institution needs to provide the Department of Education with additional information as to the merit of the course in question. Rather than rejecting the request, an institution is given the opportunity to offer the course for a specified length of time, and make the necessary adjustment to upgrade the approval status of the course.

The Department makes every effort to act upon all course requests within ten working days. Staff are always available to discuss individual course requests, and expedite the request as appropriate.

1.3 Policies Adopted by the State Board of Education

A task force consisting of community college presidents, deans of instruction, area vocational technical school directors, board or regents staff, a representative of Washburn University, and a unified school district superintendent developed the information provided under this section. The State Board of Education in recent months adopted the task forces' recommendations into policies that will in the future become administrative regulations. The task force developed: (1) requirements for the award of associate degrees and the occupational certificate; (2) postsecondary credit definition to define the types of credit postsecondary education may award, and (3) classification of instructional programs and courses to more adequately define programs and activities of the postsecondary education system.

POSTSECONDARY CREDIT DEFINITIONS *

The definitions herein apply to instruction in the following postsecondary institutions: postsecondary area vocational technical schools and community colleges.

(1) Credit.--Credit is a unit of measure assigned to courses or course equivalent learning. Credit is awarded if the learning activity it represents is part of, or preparatory for, an organized and specified program leading to a postsecondary certificate or degree. Credit indicates to the learner, to educational institutions, to employers, and to others how much of the program the learner has completed. The credit awarded may be independent of where the learning occurs. If a learning activity does not meet these requirements, credit shall not be awarded. The only types of postsecondary credit authorized are:

- (a) College Credit. College credit is the type of credit assigned to courses or course equivalent learning that is part of an organized and specified program leading to a graduate, baccalaureate, or associate degree (arts, science and applied science). One (1) college credit is based on the learning expected from not less than 900 minutes of classroom instruction; with credits for laboratory instruction, internships and clinical experience determined by the institution.
- (b) Developmental credit. Developmental credit is the type of credit assigned to courses that are preparatory for an organized and specified program leading to a postsecondary certificate or degree. It applies to courses designed to correct educational deficiencies in the knowledge and skills judged necessary upon entry into a postsecondary certificate or degree program in order to progress satisfactorily through the program. It does not apply to adult general education. Developmental credit does not count towards a certificate or associate degree. One (1) developmental credit is based on the learning expected from the equivalent of 900 minutes of instruction.

(2) Noncredit. Noncredit is a term indicating that credit, as defined herein, is not awarded. It applies, in the case of community colleges, to the instructional classifications of adult supplemental, adult general education, citizenship, recreational, personal and professional development; in the case of postsecondary area vocational- technical schools to the instructional classifications of adult supplemental, and adult general education. The unit measure is clock hours of instruction.

(3) Vocational clock hour instruction. Vocational clock hour instruction is assigned to courses or course equivalent learning that is part of an organized and specified program leading to a vocational education certificate. One (1) vocational clock hour of instruction is sixty (60) minutes of instruction.

* Refers to instruction only - funding not dealt with.

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS AND COURSES

- 1.0 Each community college shall classify its programs and courses according to the classifications contained herein. All program and course data collected and reported by colleges shall be classified and defined according to definitions listed below.
- 2.0 Institutions providing postsecondary educational services may offer courses that fit into more than one classification. The intent is to classify instruction and not the student.
 - 2.1 University Parallel/Transfer - University parallel/transfer includes all courses for which credit is awarded in fields of study or disciplines designed primarily for programs of study leading to a baccalaureate degree and all courses supportive of study in these disciplines.
 - 2.2 Occupational - Occupational includes vocational/technical college credit and non-credit courses designed primarily for programs of study leading to an associate in applied science degree, a certificate or an award, including courses for upgrading and retraining. Included are courses in agricultural, distributive occupations, health occupations, home economics, industrial, business occupations, and technical occupations.
 - 2.3 Developmental - Includes all courses in developmental programs for all fields of study designed to meet the needs of the educationally disadvantaged students. Developmental education programs shall consist of a group of interdependent activities and special types of educational experiences designed to meet the specific academic and personal needs of an educationally disadvantaged student whose need for such programs results from poverty, neglect, delinquency, curriculum deficiencies, cultural attitudes, or cultural or linguistic isolation from the community at large. A developmental education program must include attention to subject matter remediation, development of competencies, and change of attitudes. It is addressed to increasing the likelihood of success at the entry level of any college level certificate or degree program.
 - 2.4 Community Education - Includes organized non-credit instructional activities conducted within the guidelines adopted by the State Board of Education.
 - 2.5 Continuing Education - Learning activities that occur beyond formal entry level job preparatory training programs. Learning activities should be associated with competencies or skills for the purpose of upgrading or recertification.
 - 2.6 Adult Basic Education/General Educational Development - Adult basic education is a series of developmental instructional offerings in the areas of reading, writing, mathematics, science, and social studies. This program is designed to develop skills which will prepare students to successfully pass the GED test. The GED program is a nationally recognized program which provides a standardized method of proving a high school equivalency diploma through a battery of tests.

Requirements for Associate Degrees and the Occupational Certificate

ASSOCIATE IN ARTS DEGREE

Each community college shall provide programs of instruction consisting of college credit courses to prepare students for transfer into universities with advanced standing. These courses shall be comparable to lower division level courses offered at Kansas Regents colleges and universities. The associate in arts degree shall consist of college credit courses. Developmental courses offered by an institution shall not count toward fulfilling degree requirements.

Upon satisfactory completion of a planned program of not less than sixty (60) college credit hours, the associate in arts degree may be awarded.

A minimum distribution of credits shall be:

1. General education requirements to include:
 - o Written composition - 6 credit hours
 - o oral communications - 3 credit hours
 - o natural sciences and mathematics - 6 credit hours
 - o social or behavioral sciences - 6 credit hours
 - o arts and humanities - 6 credit hours
 - o health and/or physical education - 1 hour
 - o electives - an additional three credit hours from any of the above categories for a minimum of 30 credit hours in general education

2. The awarding of an associate in arts degree requires a minimum of 35 credit hours of instruction in the fields of English, fine arts, languages, and history or social sciences.

ASSOCIATE IN SCIENCE DEGREE

Each community college shall provide programs of instruction consisting of college credit courses to prepare students for transfer into universities with advanced standing. These courses shall be comparable to lower division level courses offered at Kansas Regents' colleges and universities. The associate in science degree shall consist of college credit courses. Developmental courses offered by an institution shall not count toward fulfilling degree requirements.

Upon satisfactory completion of a planned program of not less than sixty (60) college credit hours, the associate in science degree may be awarded.

A minimum distribution of credits shall be:

1. General education requirements to include:
 - o oral and written communication - 9 credit hours
 - o mathematics and laboratory science - 8 credit hours
 - o social and behavioral sciences - 6 credit hours
 - o arts and humanities - 6 credit hours
 - o health and/or physical education - 1 credit hour
2. The awarding of an associate in science degree requires a program of study in the sciences, mathematics, business, or related technologies.

ASSOCIATE IN GENERAL STUDIES

Each community college may provide programs of instruction consisting of college credit courses to provide students the opportunity to develop knowledge, skills, attitudes, and greater philosophical appreciation for life-long learning. The associate in general studies degree shall consist of college credit courses. Developmental courses offered by an institution shall not count toward fulfilling degree requirements.

Upon satisfactory completion of a planned program of not less than sixty (60) college credit hours, the associate in general studies degree may be awarded.

A minimum distribution of credits shall be:

1. General education requirements to include:
 - o Humanities - 6 credit hours
 - o Communications - 6 credit hours (3 credit hours must be written communications)
 - o natural sciences/mathematics - 6 credit hours
 - o social science - 6 credit hours

The awarding of an associate in general studies requires a student, in addition to 1 above, to complete a minimum of 36 credit hours of fine arts, business occupations, computer technology, and other courses as selected.

ASSOCIATE IN APPLIED SCIENCE DEGREE

Each community college shall provide programs of instruction consisting of college credit courses to prepare persons for entry into an occupation or closely related cluster of occupations. The courses shall be based in theory and of sufficient complexity, rigor, and theory to be judged as college credit courses. Developmental courses offered by an institution shall not count toward fulfilling degree requirements. The courses shall be classified primarily as occupational but also may include transfer courses. The associate in applied science degree may be awarded upon attainment of predetermined and specified performance requirements. Students must satisfactorily complete a planned program of not less than sixty (60) college credits distributed as follows:

- I. Specialization and Related Contextual Courses/Competencies--(Minimum of 45 college credits---the mix of offerings from a. and/or b. is to be determined by using the requirements of the occupation(s) as the basis.)
 - A. Specialization Courses/Competencies
 1. Technical Knowledge (theory)
 2. Technical Skills (laboratory)
 - B. Contextual Courses/Competencies appropriately distributed among the following:
 1. Mathematics
 2. Science
 3. Communication
 4. Interpersonal Skills (employability skills)
 5. Courses from other Technical Disciplines
- II. General Education Courses/Competencies--(Minimum of 15 college credits) Should be from not less than two of the following areas:
 - o communication
 - o mathematics and science
 - o social science
 - o arts and humanities
 - o health and/or physical education

OCCUPATIONAL CERTIFICATE

Each community college may provide programs of instruction consisting of college credit courses that are designed to prepare persons for entry into an occupation or closely related cluster of occupations. A certificate may be awarded upon satisfactory completion of a planned program, including the demonstration of the attainment of predetermined and specified performance requirements. The courses shall be based in theory and of sufficient complexity, rigor, and theory to be college credit. Most certificate programs should be designed to allow a duly enrolled full-time student to complete the program within one school year.

SUPPLEMENTAL AND FINAL REPORT

A final report will be submitted by the State Board of Education in February. The State Board of Education welcomes the opportunity to address elements contained in the attached preliminary report, and the forthcoming final report should questions arise. The attached preliminary report represents prior efforts of the State Board and the Department of Education related to quality educational courses and programs and economic development. It is and has long been the premise of the State Board of Education that quality educational programs and activities are essential for economic development.

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