

Approved March 26, 1991  
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Rick Bowden at  
Chairperson

3:30 ~~a.m.~~<sup>XXX</sup>p.m. on March 18, 19<sup>91</sup> in room 519-S of the Capitol.

All members were present except:

Reps. Blumenthal, Smith, Larkin, Reardon, Jennison, Crumbaker,  
Reinhardt - All Excused

Committee staff present:

Avis Swartzman, Revisor of Statutes Office  
Ben Barrett, Legislative Research  
Dale Dennis, State Department of Education  
Donna Luttjohann, Secretary to the Committee  
Conferees appearing before the committee:

David Monical, Washburn University  
Rep. Sherman Jones  
Mardelle Pringle, KAFC Chairman  
Sharon Tally, Administrator, KAFC  
Linda Weaver, Pauline South School

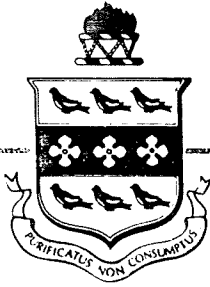
Chairman Bowden opened the meeting and invited David Monical to comment on a packet of information passed out to the committee regarding the tour of Washburn University on March 25. (Attachment 1)

Rep. Jones was then asked to report on the Governance Subcommittee Report. (Attachment 2). Rep. Amos made the motion to accept the report and it was seconded by Rep. Wiard. Motion carried.

Mardelle Pringle, KFAC Chairman from Yates Center was introduced by Chairman Bowden. She presented along with Sharon Tally, a report on programs offered to teachers through the KFAC. (Attachment 3). Linda Weaver a teacher from Pauline South Schools also spoke of her experiences while at KSU in this program. The 1990 Annual Report is on file in 281-W or with the Chairman.

Minutes for February 14, February 25, and March 7 were passed out for review by the committee.

The meeting was adjourned at 4:36 p.m. with the next meeting scheduled for March 19th, 1991 in Rm. 519-S at 3:30 p.m.



# WASHBURN UNIVERSITY OF TOPEKA

Office of the President  
Topeka, Kansas 66621  
Phone 913-295-6556

March 18, 1991

TO: MEMBERS OF THE HOUSE EDUCATION COMMITTEE

Welcome to our campus. I am pleased that you will be able to visit Washburn University on Monday, March 25. It will be a pleasure for us to host you and to allow you an opportunity to become acquainted with our faculty, students, and facilities.

The materials in this packet are designed to explain the arrangements for your visit and to provide background information which you may find of interest. The enclosed materials include an outline of our academic programs, a View Book which we provide to prospective students, the 1991 Fact Book which describes certain general characteristics of the University and its students, and our Student Profile for Fall 1990 which provides a more detailed overview to our student body.

Also included is a campus guide and map which identifies our physical facilities, a one-page summary of features and characteristics of Washburn University, and a statement of our request for "redefining the relationship between Washburn and the state of Kansas."

While we will be pleased to have the opportunity, through a campus tour, to show you the excellent quality of our physical facilities, we also welcome the opportunity for you to engage in formal and informal discussions with faculty, staff, and students. The greatest resource of any university is its faculty and its greatest strength is the education it provides to its students. Our faculty are extremely well qualified and are highly committed to the instruction of students in undergraduate, graduate, and professional programs.

Our student body differs from that of many residential colleges in that almost one-half of our students attend on a part-time basis and are unable, due to family or job commitments, to attend other universities. The average age of our students is over 27, a characteristic shared by other universities in an urban environment. It is the purpose of Washburn University to provide geographic and financial accessibility to these students and to ensure that they receive a high quality education during their time with us.

I think that after you have seen our facilities and visited with our students and faculty, that you will join with me in taking great pride in the service which Washburn University provides to the citizens of Kansas.

I look forward to seeing you on Monday, March 25.

Cordially,

Hugh L. Thompson  
President

HOUSE EDUCATION  
Attachment 1  
March 18, 1991



# WASHBURN UNIVERSITY OF TOPEKA

Vice President for Planning and Governmental Relations  
Topeka, Kansas 66621  
Phone 913-295-6712

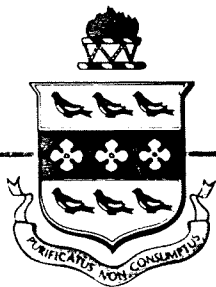
## **HOUSE EDUCATION COMMITTEE WASHBURN UNIVERSITY VISIT Monday, March 25, 1991**

We have arranged to have the House Education Committee visit the Washburn University Campus from 11:30 a.m. to 1:15 p.m. on Monday, March 25. We have enclosed a campus map and a parking pass to enable you to park in any unrestricted lot on the campus. If you wish, we will be able to provide transportation - please contact either my office, or Mr. Ed Walbourn or Mr. Ping Enriquez.

### **SCHEDULE**

- 11:30 a.m. -- Welcome by President Hugh L. Thompson  
Thompson Room, 2nd floor of Memorial Union  
Washburn University
- 11:45 a.m. -- Lunch with faculty, staff, and students.
- 12:30 p.m. -- Tour of campus facilities with faculty, staff,  
and students.
- 1:15 p.m. -- End of campus tours. For those committee members  
who do not have 1:30 meetings, faculty, staff and  
students will be available to discuss any items of  
interest or to conduct more detailed visits to  
specific campus facilities.

If you have any questions about these arrangements or wish additional information, please do not hesitate to contact David Monical, Vice President for Planning and Governmental Relations, at 295-6712.



# WASHBURN UNIVERSITY OF TOPEKA

Vice President for Planning and Governmental Relations  
Topeka, Kansas 66621  
Phone 913-295-6712

## REDEFINING THE RELATIONSHIP BETWEEN WASHBURN UNIVERSITY AND THE STATE OF KANSAS

There are two bills in the House of Representatives that redefine the relationship between Washburn University and the State of Kansas:

### House Bill 2338

This bill would make Washburn University a state regents institution, effective July 1, 1991. It provides for a freeze on student tuition, a five-year financial phase-in, and the retention of a three-mill local levy for debt retirement and capital improvements. The bill was introduced as an Appropriations Committee bill and has been referred to the House Committee on Education.

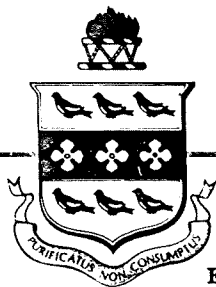
### House Bill 2333

This proposal would shift existing state authority for Washburn's funding from the State Board of Education to the State Board of Regents. It eliminates credit hour and state out-district aid and would have all of Washburn's funding appropriated in a single operating grant administered through the State Board of Regents. Washburn University does not become a regents institution, but the bill establishes a formal relationship between the State Board of Regents and the Washburn University Board of Regents. This legislation does not include any increase in funding. It was introduced as an Appropriations Committee bill and has been referred to the House Committee on Education.

### REQUEST

Washburn University has full state affiliation as its ultimate goal and requests support for HB 2338 as a means to achieve this end. Full state affiliation is inevitable, and the quality of the delivery of public higher education in Kansas will be improved when Washburn is a member of the state system. However, until Washburn is a state university, a positive interim stage is to shift the state's coordinating authority from the State Board of Education to the State Board of Regents. House Bill 2333 redefines Washburn's relationship to the state by having the University's funding administered and reviewed by the State Board of Regents. If necessary, Washburn University considers passage of HB 2333 an acceptable alternative until full state affiliation is achieved.

PGR: 3-18-91



# WASHBURN UNIVERSITY OF TOPEKA

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Vice President for Planning and Governmental Relations  
Topeka, Kansas 66621  
Phone 913-295-6712

## FEATURES AND CHARACTERISTICS OF WASHBURN UNIVERSITY

- . Founded in 1865; fourth largest university with 6,500 students.
- . Publicly supported under a municipal charter since 1941; the only remaining municipal university in the U.S.; began receiving state funding in 1961.
- . Offers more than 70 degree programs and grants over 1,000 degrees annually.
- . Educates students from 93 of the state's 105 counties.
- . Fifty percent of students are part-time, place bound; average age of students is 27 years (characteristic of urban universities like Wichita State University).
- . Fifty-eight percent of students are women place bound by family and/or employment.
- . Serves the highest percentage of minority students among state universities at 11.0 percent.
- . Ninety-seven percent of students are Kansas residents, the highest among state public universities.
- . Operates a public television station (KTWU-Channel 11) serving Northeast Kansas and, through a repeater station in Iola-Moran, most of Southeast Kansas (serves 45 counties). Carried by more than 100 cable companies in Kansas and Missouri.
- . Thirty-eight percent of the revenues are from student tuition charges which are the highest paid by resident students in any public university in the surrounding seven states.
- . The state provides only 22.0 percent of Washburn's funding, but exercises control through more than 50 statutes that directly affect its operation.
- . Washburn Board of Regents has three members appointed by the governor; the Mayor of Topeka and his four appointments approved by City Council, and a representative from the State Board of Regents.
- . Washburn has alumni in every county; fifty percent of the alumni reside outside of Shawnee County and are evenly distributed among the state's five congressional districts.
- . The economic impact of Washburn University on the state of Kansas is, conservatively, in excess of \$100 million annually.
- . Washburn University houses the Mulvane Art Museum, the oldest in the state and one of the three art museums in Kansas to be accredited by the American Association of Museums.



# WASHBURN UNIVERSITY OF TOPEKA

## ACADEMIC PROGRAMS COLLEGE OF ARTS AND SCIENCES

CREATIVE AND PERFORMING ARTS PROGRAMS
<b>Art &amp; Theatre Arts</b> Theatre - BA Art - BA Art - BA Art - BFA Art Education - BFA Art History - BA
<b>Music</b> Music - BA Music - BM Music Education (K-12) Music Performance: Piano, Organ, Harpsichord, Voice, Strings, Woodwinds, Brass, Percussion

General Studies - BGS Natural Sciences & Math - AA Humanities & Creative & Performing Arts - AA
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University Honors Program
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HUMANITIES PROGRAMS
<b>English</b> English - BA Emphasis in: Writing Literature Secondary Education
<b>Communication Studies - BA</b> Emphasis in: Broadcast/Mass Media Print/Journalism Speech/Organizational Comm. Public Relations Secondary Education
<b>Modern Foreign Language</b> French - BA German - BA Spanish - BA Secondary Education Russian (no major) Japanese (no major)
<b>Philosophy and Religion</b> Philosophy - BA Religious Studies - BA Pre-Professional Pre-Seminary Pre-Law in Philosophy

SOCIAL SCIENCES PROGRAMS
<b>Criminal Justice</b> Corrections - BA Law Enforcement - BA Criminal Justice - AA
<b>History</b> History - BA Secondary Education
<b>Political Science</b> Political Science - BA Secondary Education
<b>Public Administration</b> Public Administration - BPA
<b>Psychology</b> Psychology - BA Psychology (Clinical) - MA
<b>Sociology</b> Sociology - BA Anthropology - BA
<b>Social Work</b> Social Work - BSW
<b>Economics</b> Economics - BA Pre-Professional - Pre-Law

NATURAL SCIENCES PROGRAMS
<b>Biology</b> Biology - BA - BS Secondary Education Medical Technology - BS
<b>Chemistry</b> Chemistry - BA, BS Secondary Education
<b>Mathematics &amp; Statistics</b> Mathematics - BA, BS Math (Secondary Ed.) - BA, BS Math/Computer - BA, BS
<b>Computer Information Sciences</b> Computer Information Systems - AA, BA, BS Computer Information Sciences - BA, BS
<b>Physics &amp; Astronomy</b> Physics - BA, BS Secondary Education Emphasis in Astronomy
<b>Pre-Professional</b> Pre-Dentistry Pre-Engineering Pre-Medicine Pre-Pharmacy Pre-Veterinary Medicine
General Science - BS

EDUCATION PROGRAMS
<b>Education</b> Early Childhood Education - AA, BA Elementary Education - B.Ed. Secondary Education M. Ed. with emphasis in: Curriculum & Instruction Reading Administration Special Education (LD & BD)

HEALTH, PHYSICAL EDUCATION AND DANCE PROGRAMS
<b>Physical Education</b> Physical Education (K-12) - B.Ed. Physical Education - BA Concentrations in: Exercise Physiology Sports Facilities Management Athletic Training

## SCHOOLS

SCHOOL OF BUSINESS
Business - BBA Accounting Economics Finance Management Marketing General Business General Business Computer Information Systems Business Administration - MBA

SCHOOL OF NURSING
Nursing - BSN School Nurse Certification

SCHOOL OF APPLIED AND CONTINUING EDUCATION
Alcohol & Drug Abuse - CT, AA Banking - AAS Court & Conference Reporting - AA Electronic Technology - AS Food Service, Hotel & Hospitality Management - AA Gerontology - CT, AA Legal Assistant - AA Medical Record Technology - AS Mental Health - CT, AA Office Administration - CT, AA Physical Therapist Assistant - AS Purchasing - CT, AAS Radiation Therapy Technology - CT Radiologic Technology - AS Respiratory Therapy, AS Youth Service/Child Care Worker - CT, AA

SCHOOL OF LAW
Law - JD

## REQUIREMENTS COMMON TO ALL DEGREES

1. A minimum of 62 semester hours of credit for an Associate Degree and 124 hours of credit for a Bachelor Degree, including Composition. Physical Education is required. (See Area I below).
2. To meet the English Composition requirement, a student must take English 101 during the freshman year and English 300 the junior or senior year. Candidates for the degree must earn at least a C in both Freshman and Junior Composition. In evaluating transcripts, Washburn accepts the second semester of Freshman Composition, English 102, formerly given here or its equivalent given at another accredited institution, as substitute for English 300, provided that the grade earned in the course was a C or higher. A student with more than three hours of credit in Freshman Composition may, however, elect to take English 300 also, the number of hours in excess of six being regarded as general elective credit. These additional hours, however, do not apply toward the required hours in Division-I Humanities.
3. A specified number of hours in General Education is required (See Area II below).
4. A cumulative grade average of at least C (2.0 grade point) is required.
5. Forty hours of Junior-Senior work are required for all Bachelor Degrees. (Courses numbered 300 or 400).
6. At least twelve hours in the major for all Bachelor Degrees must be in the upper-division courses.
7. For the Bachelor Degree at least thirty hours must be earned in residence at Washburn, including twenty of the last thirty, or forty of the last sixty presented for the Degree. For the Associate Degree, at least twenty-four hours must be earned in residence in Washburn, including twelve of the last twenty-four presented for the Degree.
8. No more than twelve hours of correspondence work may be offered toward any Degree. This applies to correspondence courses only and not to extension courses. A course failed by a student in residence may not be repeated by correspondence. Normally, courses offers on campus may not be taken by correspondence.
9. To count toward a major or correlation, course work must be of C grade or better.
10. While there is no specific limit to the total number of semester hours that may be taken of a non-graded nature such as pass/fail, credit by examination, advanced placement, and/or military service; a minimum of 84 hours presented for graduation must be on a graded basis for all Bachelor Degrees and 42 hours must be graded for all Associate Degrees.
11. Pass/Fail option cannot be taken in a major course or correlated area unless written permission is obtained from the head of the major department for that course and filed with the Registrar's Office.
12. A student may be awarded a Degree after completing the requirements for that degree in effect when he/she first enrolled or, if he/she chooses, in effect in any subsequent year except that no Degree shall be awarded based upon requirements not in effect within six years of the date of the graduation.
13. A double major may be completed within the 124 hour total by meeting the requirements of the two majors for all Bachelor Degrees.
14. The application for the Degree must be on file before the student enrolls for the last 15 hours for all Associate Degrees.

### PLANNING YOUR SCHEDULE

#### AREAS IN WHICH YOU WILL BE TAKING CLASSES

#### AREA I-REQUIREMENTS (REQUIRED OF ALL STUDENTS)

EN 101 Freshman Composition (3 hrs.) \_\_\_\_\_  
 EN 300 Junior Composition (3hrs.) (not required for Associate Degrees) \_\_\_\_\_  
 PE 100+ Physical Education Activity (2hrs.) (taken on pass/fail basis) \_\_\_\_\_

#### AREA II-GENERAL EDUCATION

You may choose your general education required hours from the Division and Subject Areas listed below. Courses accepted toward completing the major requirements may not be applied to completing these divisions. Courses must be selected from at least 2 subject areas within each division. Six (6) hours are required within each division for all Associate Degrees. Nine (9) hours are required within each division for the BS, BBA, BFA, and BM Degrees. Twelve (12) hours are required within each division for the BA, BPA, and B. Ed. Degrees.

#### HUMANITIES

English (excluding composition hours from Area-1) \_\_\_\_\_  
 Philosophy \_\_\_\_\_  
 Music \_\_\_\_\_  
 Art \_\_\_\_\_  
 Communication Studies \_\_\_\_\_  
 Modern Foreign Language \_\_\_\_\_  
 Theatre \_\_\_\_\_  
 Religion \_\_\_\_\_

#### NATURAL SCIENCES AND MATHEMATICS

Biology \_\_\_\_\_  
 Chemistry \_\_\_\_\_  
 Physics \_\_\_\_\_  
 Astronomy \_\_\_\_\_  
 Mathematics\* \_\_\_\_\_  
 Geology \_\_\_\_\_  
 \* (Basic Algebra does not count toward a degree)

#### SOCIAL SCIENCE

Political Sciences \_\_\_\_\_  
 History \_\_\_\_\_  
 Psychology \_\_\_\_\_  
 Economics \_\_\_\_\_  
 Sociology \_\_\_\_\_  
 Anthropology \_\_\_\_\_  
 Geography \_\_\_\_\_

AREA III-MAJOR - See Department for Courses  
 (See Education Department if you plan to teach)

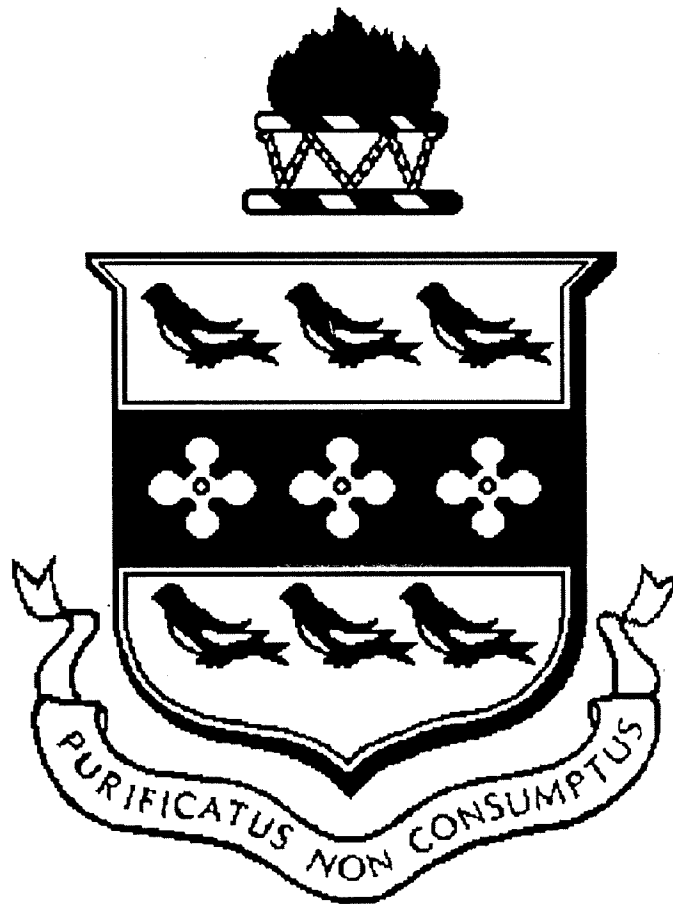
AREA IV-ELECTIVES - MAY BE TAKEN FROM ANYWHERE WITHIN THE UNIVERSITY

#### For School of Business

AC 224  
 225  
 EC 201  
 202  
 211  
 BU 250

# WASHBURN UNIVERSITY

Founded in 1865



1991 Fact Book



# WASHBURN UNIVERSITY

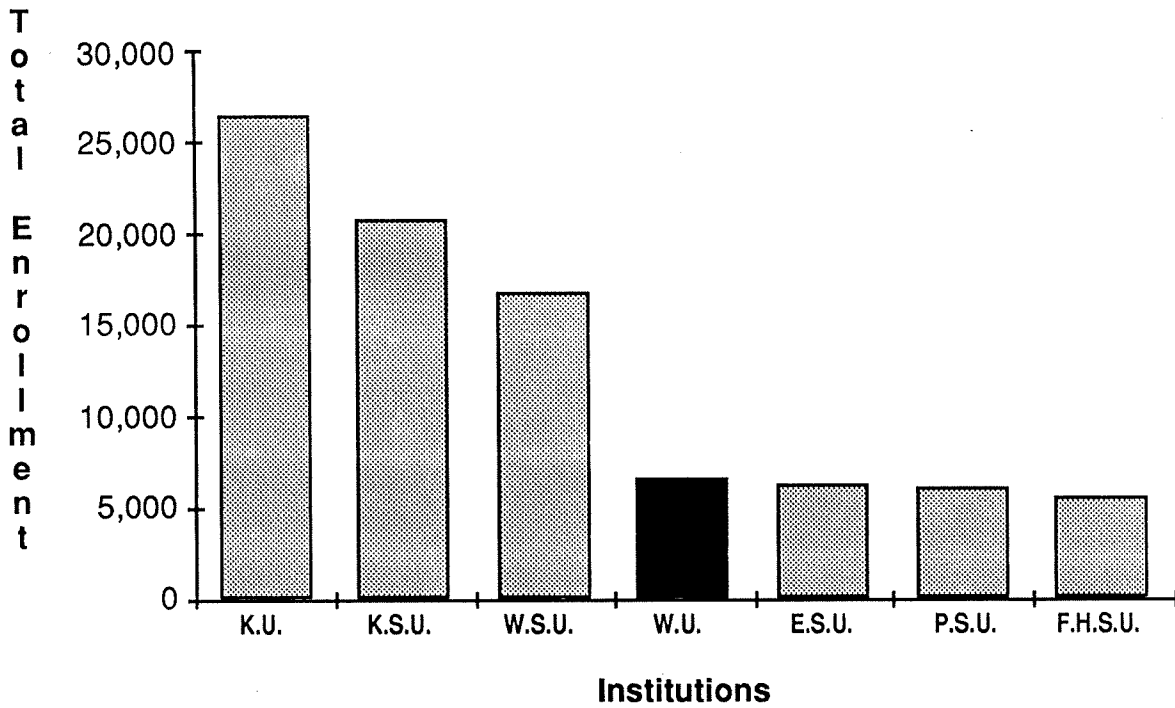
## Washburn University — A Profile:

- 6,500 Students
- 4th Largest University in Kansas
- 96% of Students are Kansans
- 1/2 of Students are Part-time
- 58% of Students are Women
- 11% of Students are Minorities
- Average Age of Students is 27

*Washburn — 4th Largest University in Kansas*

## **Total Headcount Enrollment**

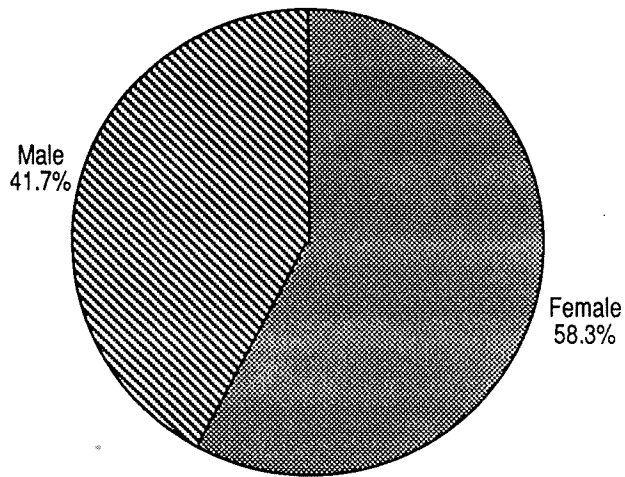
**Regents Institutions & Washburn - Fall 1990**



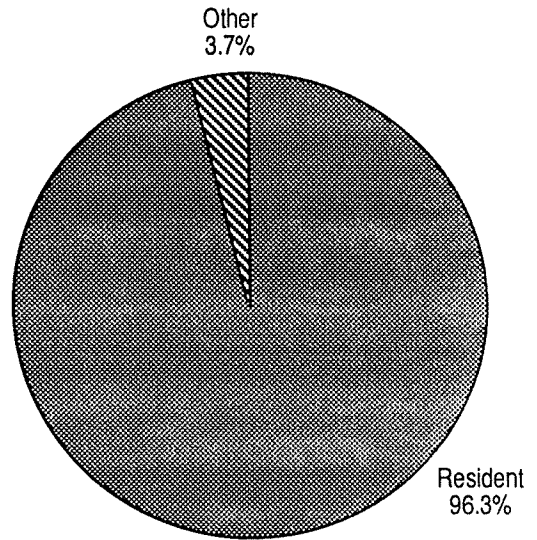
**Source: Legislative Research, Fall 1990**

# Washburn's Students Are:

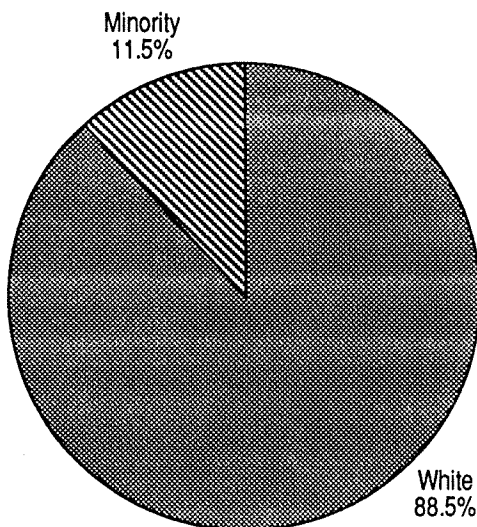
## Sex



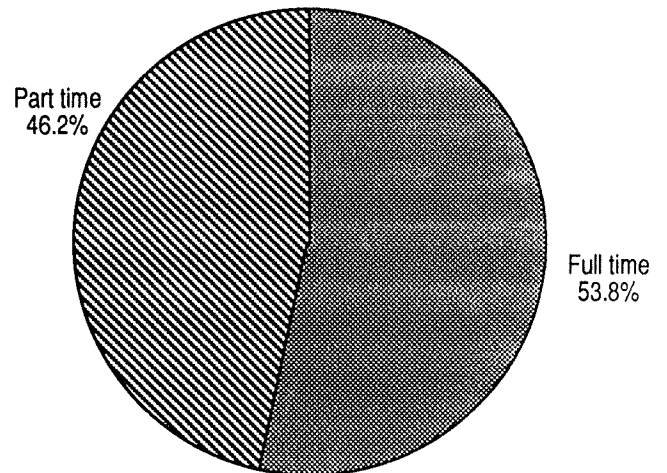
## Residency



## Ethnicity



## Enrollment Status

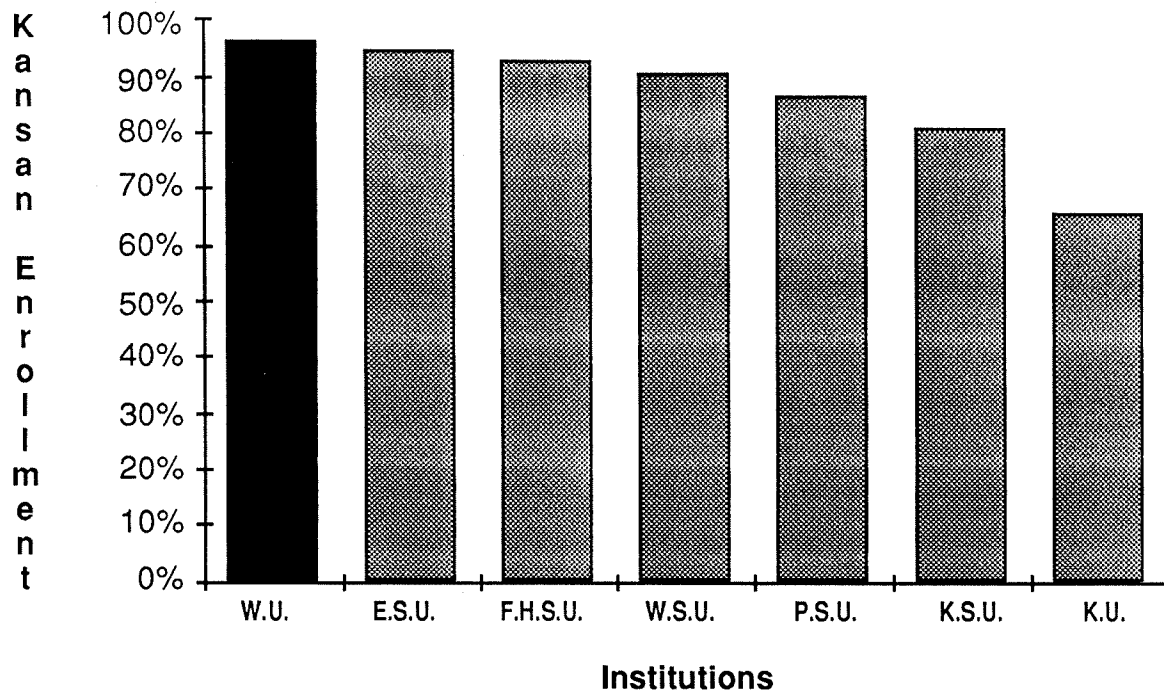


Source: Washburn University, Fifth Week Enrollment, Fall 1990

*Washburn — Enrolls Largest Percentage of Kansans*

## **Percentage of Kansas Students**

**Regents Institutions & Washburn - Fall 1990**

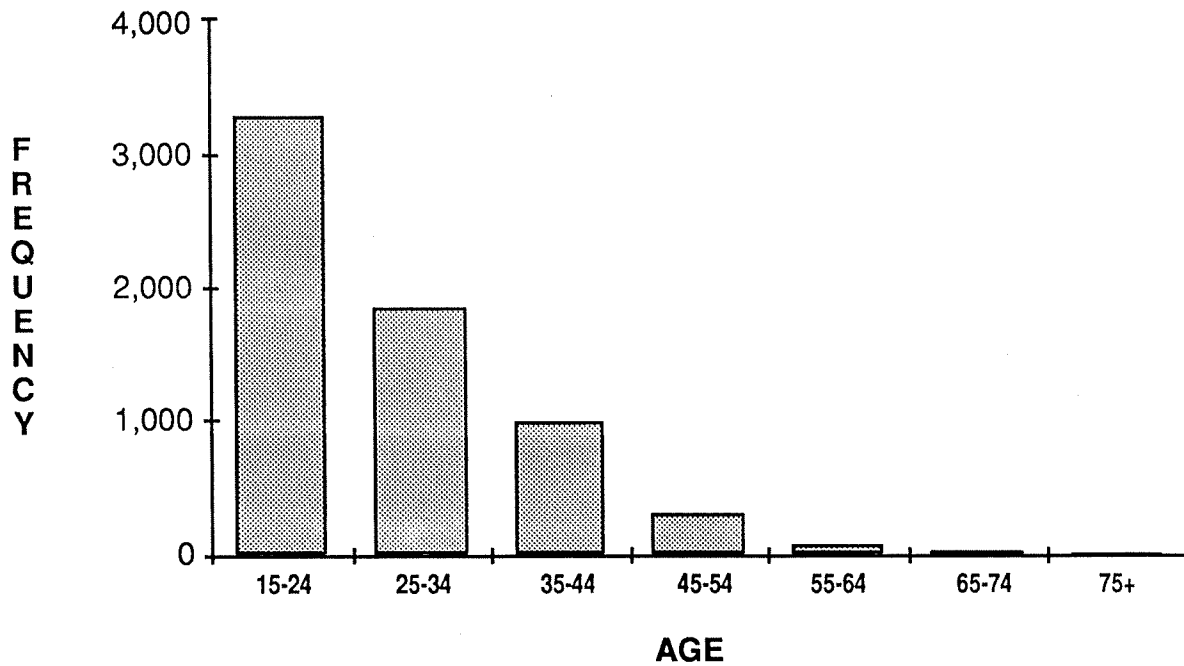


**Source: Legislative Research, Fall 1990**

# Age Distribution

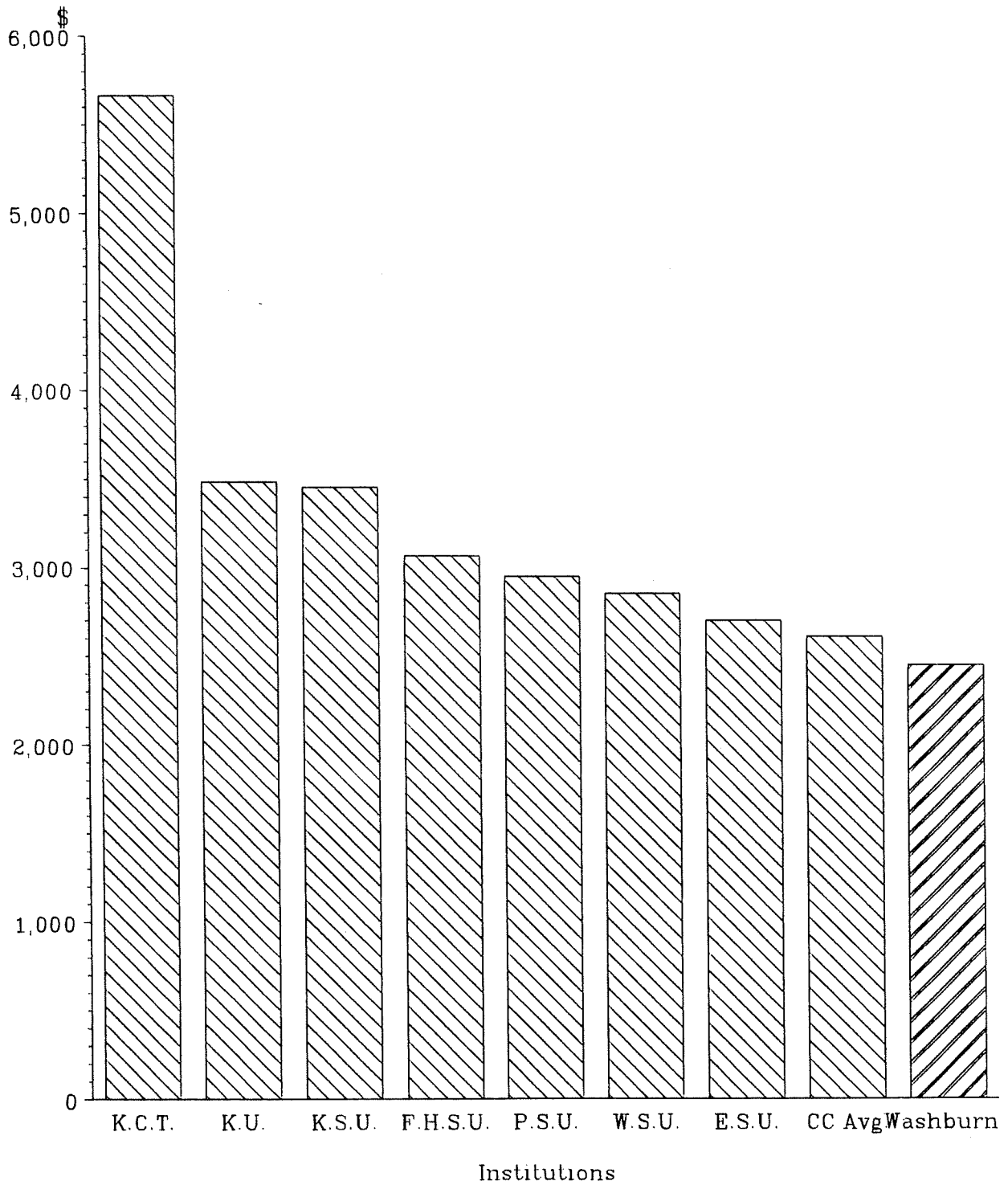
All Students

Fall 1990



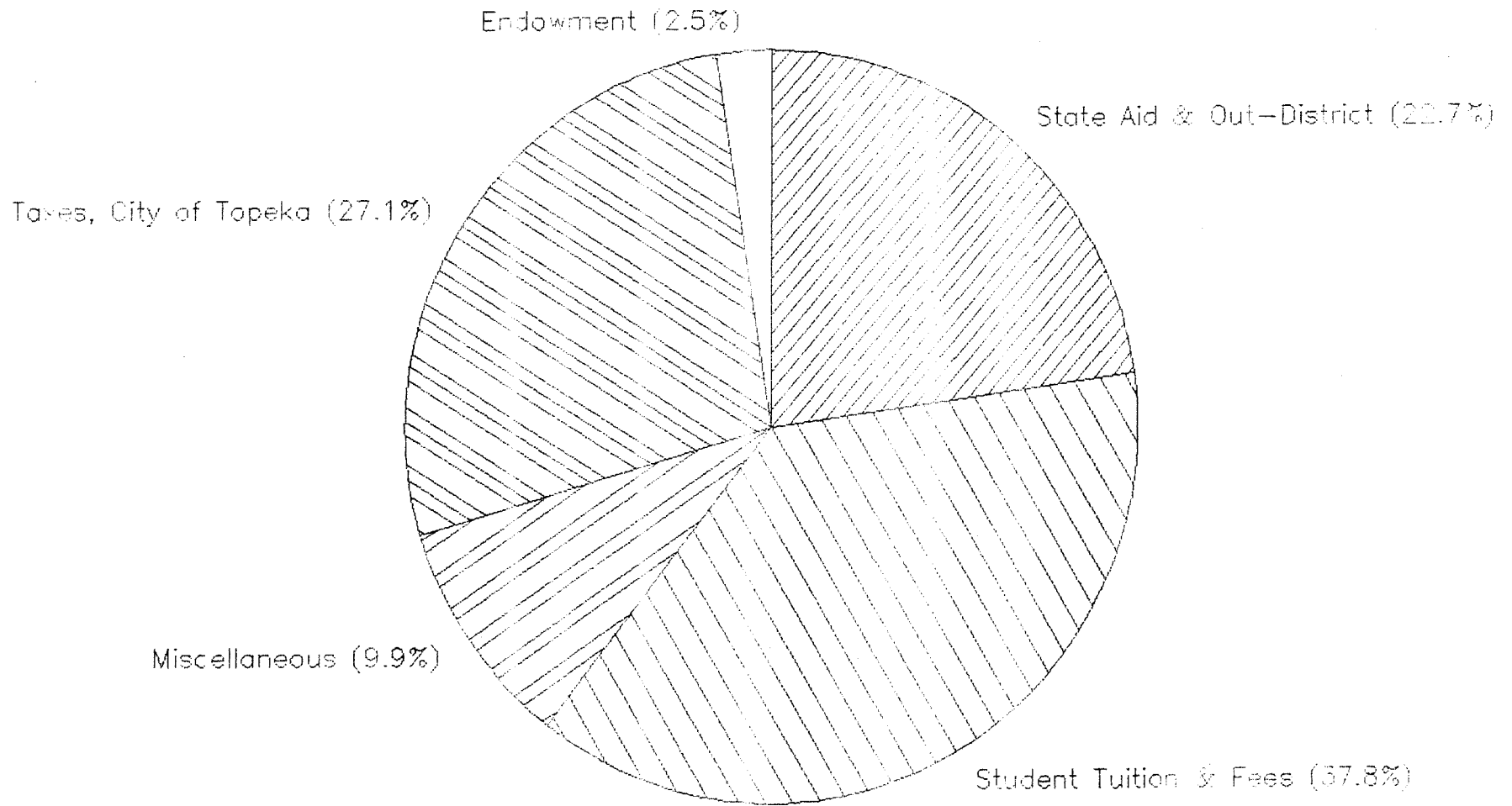
Source: Washburn University, Fifth Week Enrollment, Fall 1990

# Cost of Instruction Per FTE Student Fiscal 1989



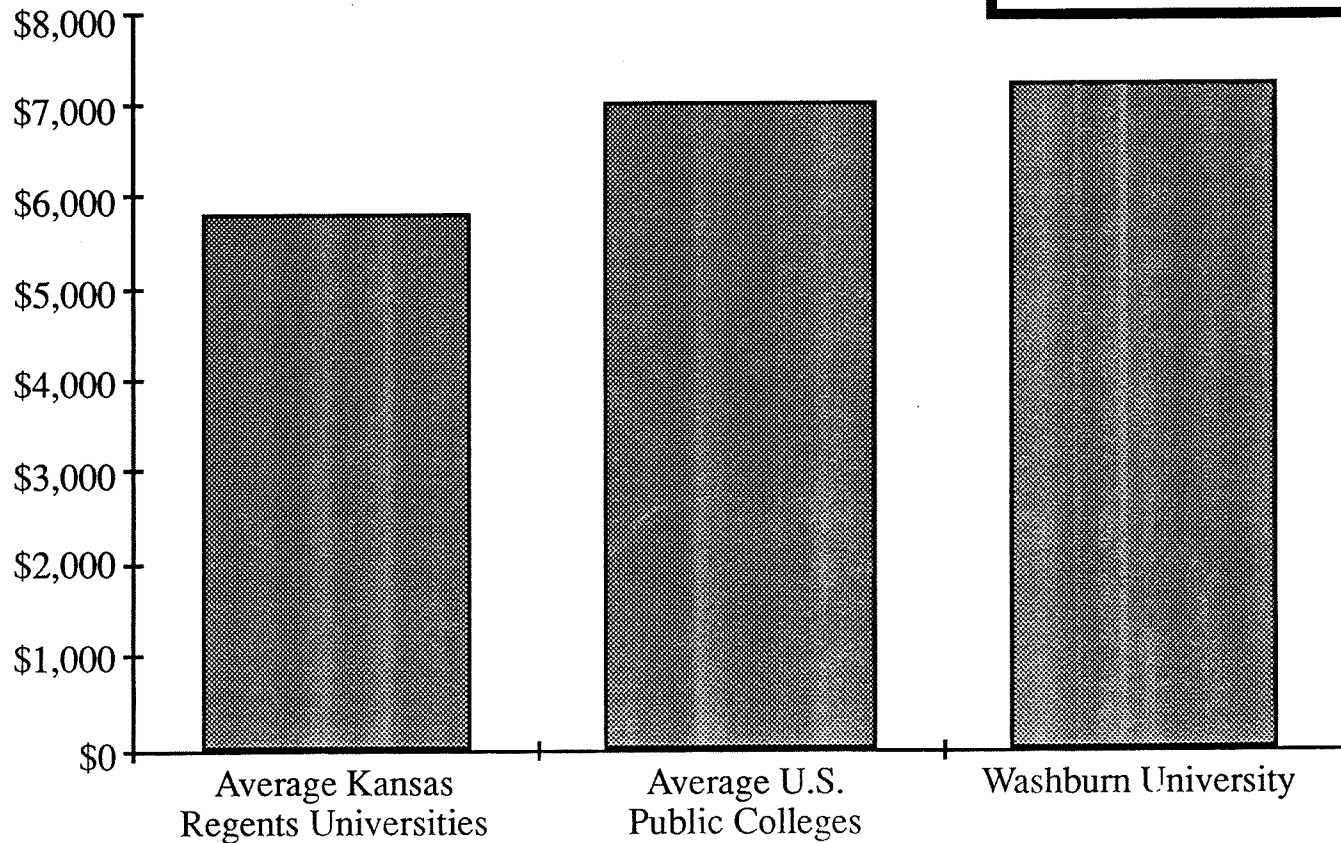
Source: IPEDS, Survey of 1988-89 Finances

# WASHBURN UNIV. E & G REVENUE SOURCES FY 1991



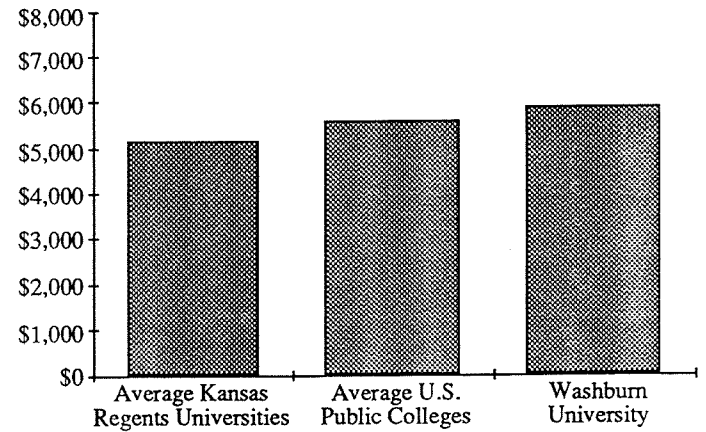
# Average College Costs 1990-91

## Resident Student Total Cost\*



*\*Includes Tuition & Fees, Room & Board, Books & Supplies, Transportation and Personal Expenses.*

## Commuter Student Total Cost\*



*\*Excludes Housing*

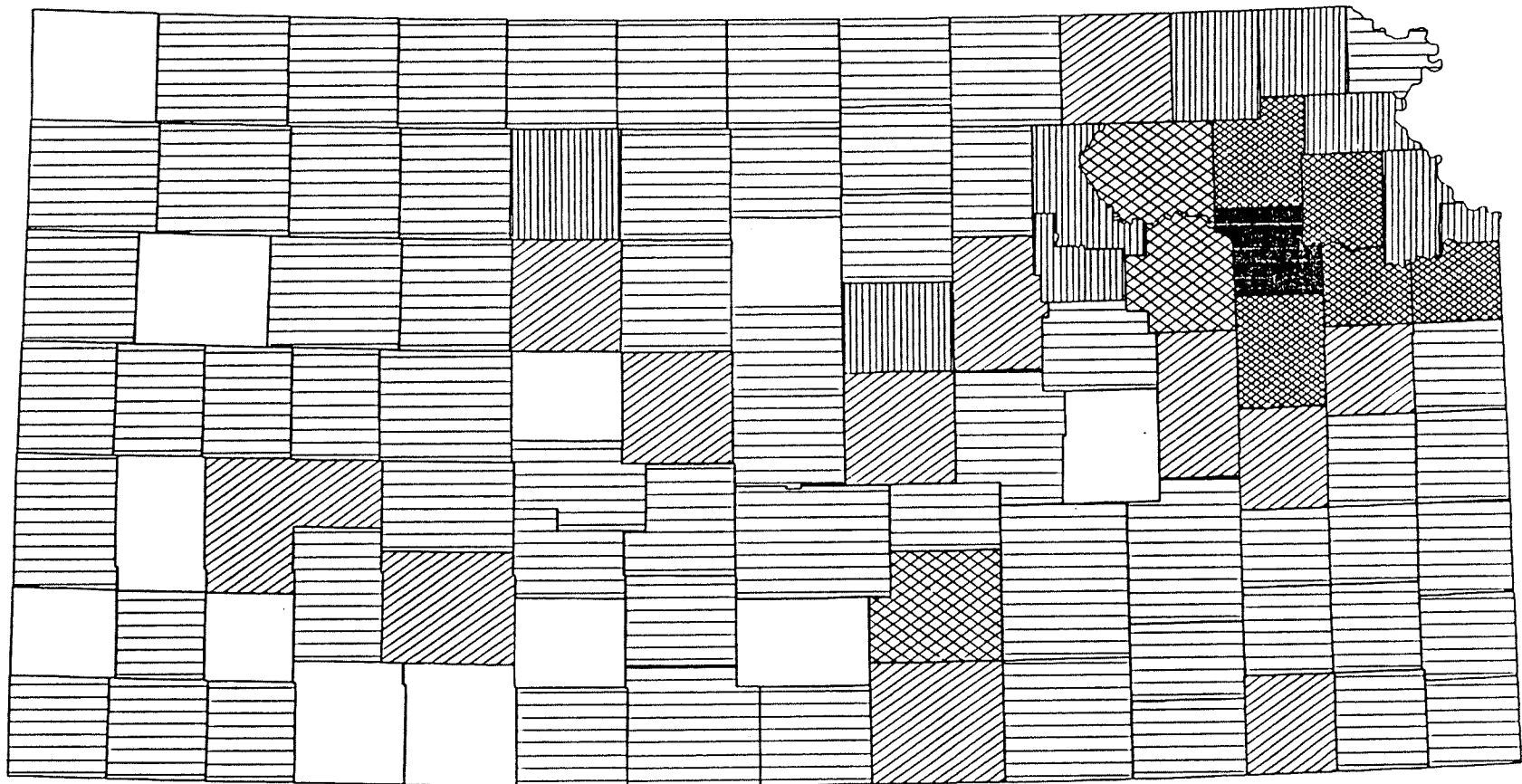


# WASHBURN UNIVERSITY

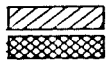
## Washburn University — Service to Kansas:

- 96% of Washburn Students are Kansans
  - 6,200 Kansas Students Each Semester
  - Students from 93 Kansas Counties
  
- Alumni in Every Kansas County
  - Nearly 1/2 of Alumni Reside Outside Shawnee County
  - Alumni Residing Outside Shawnee County Are Evenly Distributed Among the State's Five Congressional Districts

# Distribution of Washburn Students in Kansas Fall 1990



1 to 9  
50 to 99

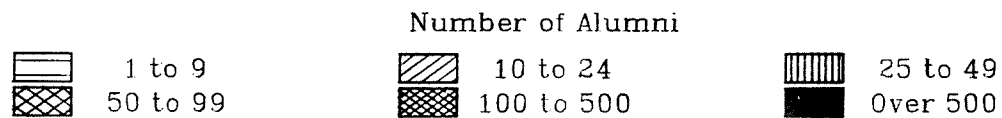
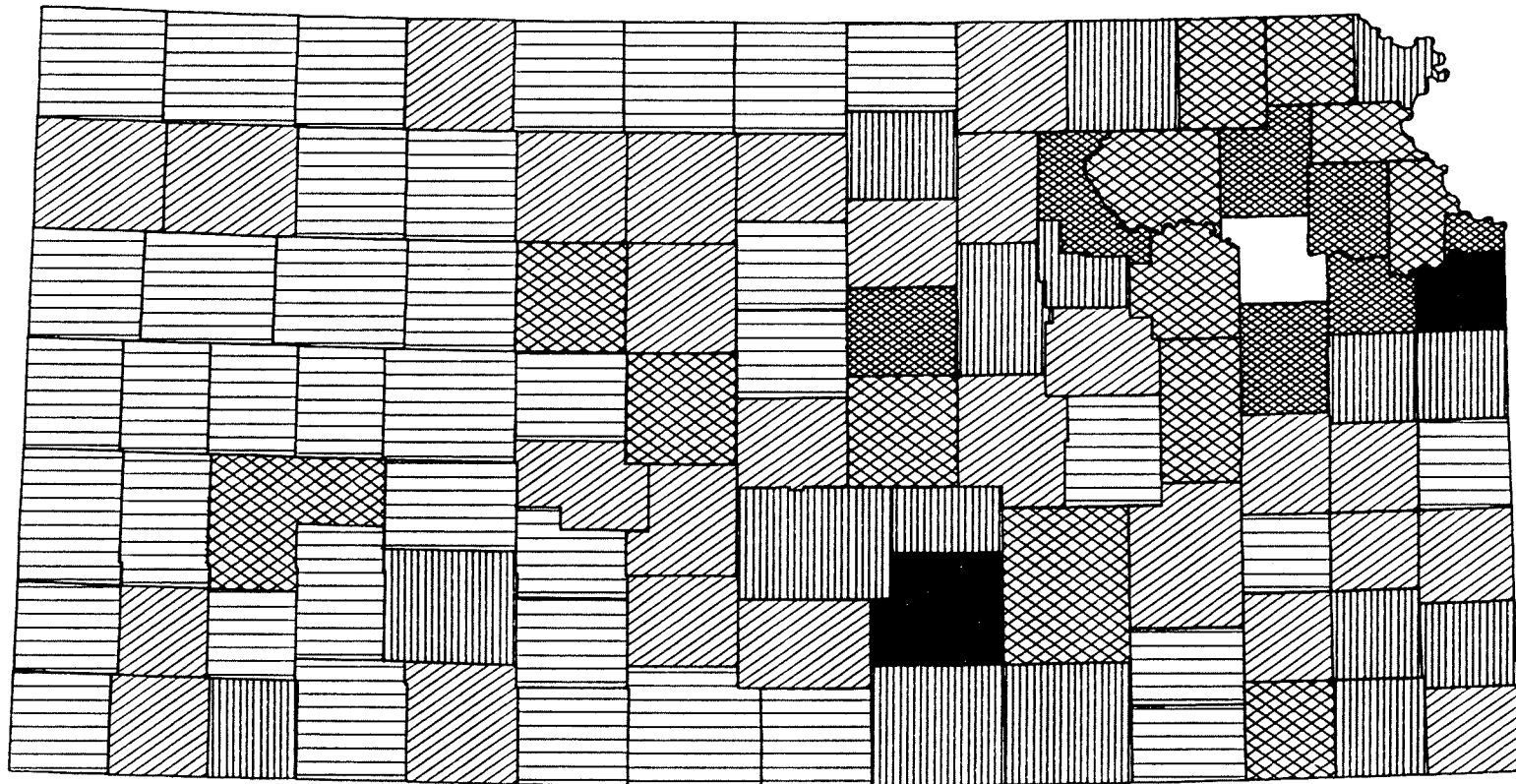


10 to 24  
100 to 200



25 to 49  
Over 200

# Distribution of Washburn Alumni in Kansas



Note. Excludes Shawnee County Alumni

# **WASHBURN UNIVERSITY**

## **Washburn University Offers The State of Kansas:**

- \$110 Million Well Maintained, Modern, Accessible Physical Plant
- 160 Acre Urban Campus in the State's Capital City
- \$39.1 Million Endowment
- Financially Sound University
- Efficiency of Operation — Washburn Has the Lowest Cost of Education of Any University in Kansas
- KTWU — PBS Affiliate Television Station

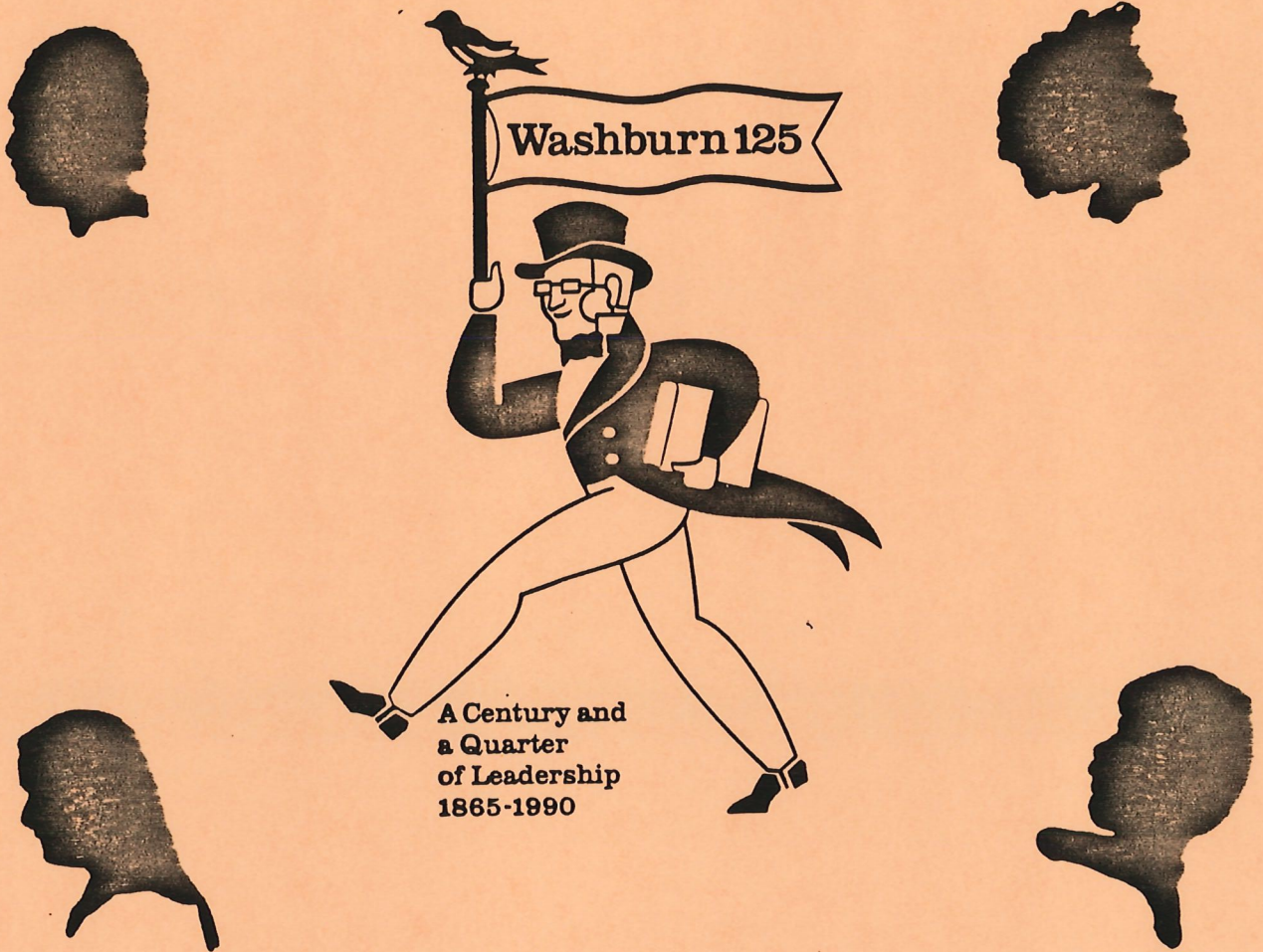
# WASHBURN UNIVERSITY

## Washburn University — A State University?

- 20% of Washburn's Revenues are from the State of Kansas
- State Controls and Restricts Local Property Tax Revenues
- State Appoints Four Members of Washburn's Nine Regents
- State Board of Education Monitors Washburn's Programs
- Over 70 State Statutes Define the Municipal University and Govern Much of Washburn's Operation
- The Kansas Constitution states that municipal universities "shall be operated, supervised, and controlled as provided by law." (ART. 6, SEC. 2 (c)).

For Additional Information Contact:  
Office of Planning and Governmental Relations  
Morgan Hall 270  
Washburn University  
1700 College  
Topeka, Ks 66621  
(913) 295-6712

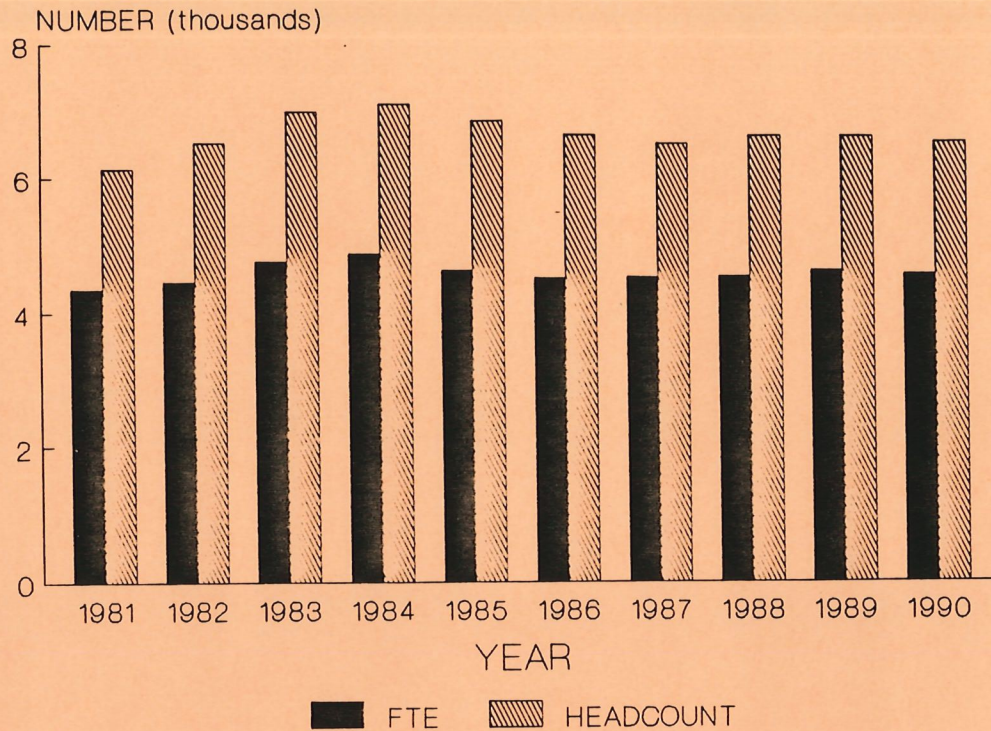
# WASHBURN UNIVERSITY



A Century and  
a Quarter  
of Leadership  
1865-1990

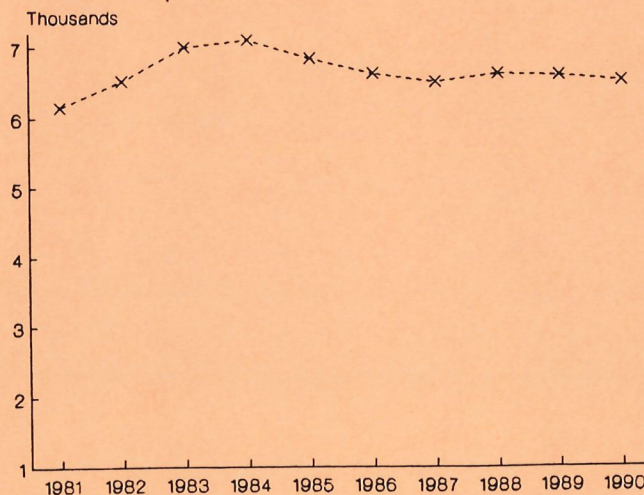
## STUDENT PROFILE FALL 1990

## COMPARISON OF HEADCOUNT ENROLLMENT AND FTE ENROLLMENT

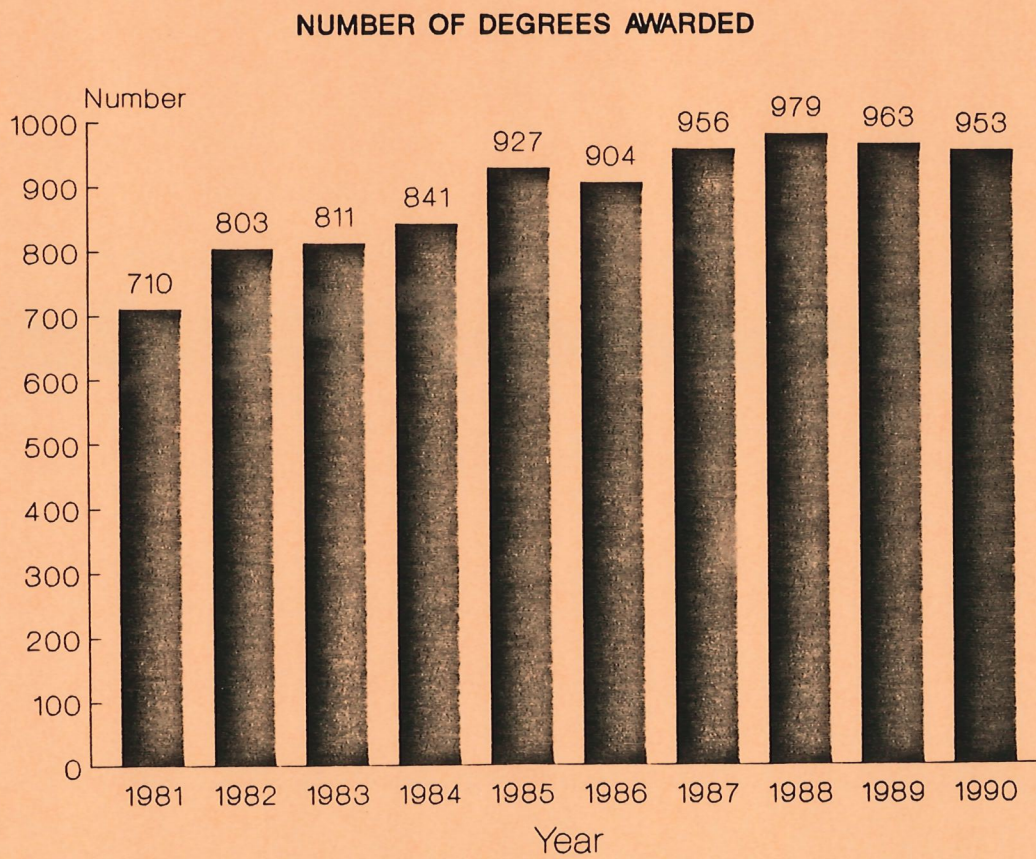


Enrollment at Washburn University has stabilized. Although there was a small decrease from 1989 to 1990, the head count enrollment for Fall 1990 of 6,492 is still close to the 10-year average enrollment of 6,630. Similarly, the Fall 1990 full time equivalent enrollment of 4,531 is only slightly lower than the 10-year average of 4,568.

### HEADCOUNT ENROLLMENT



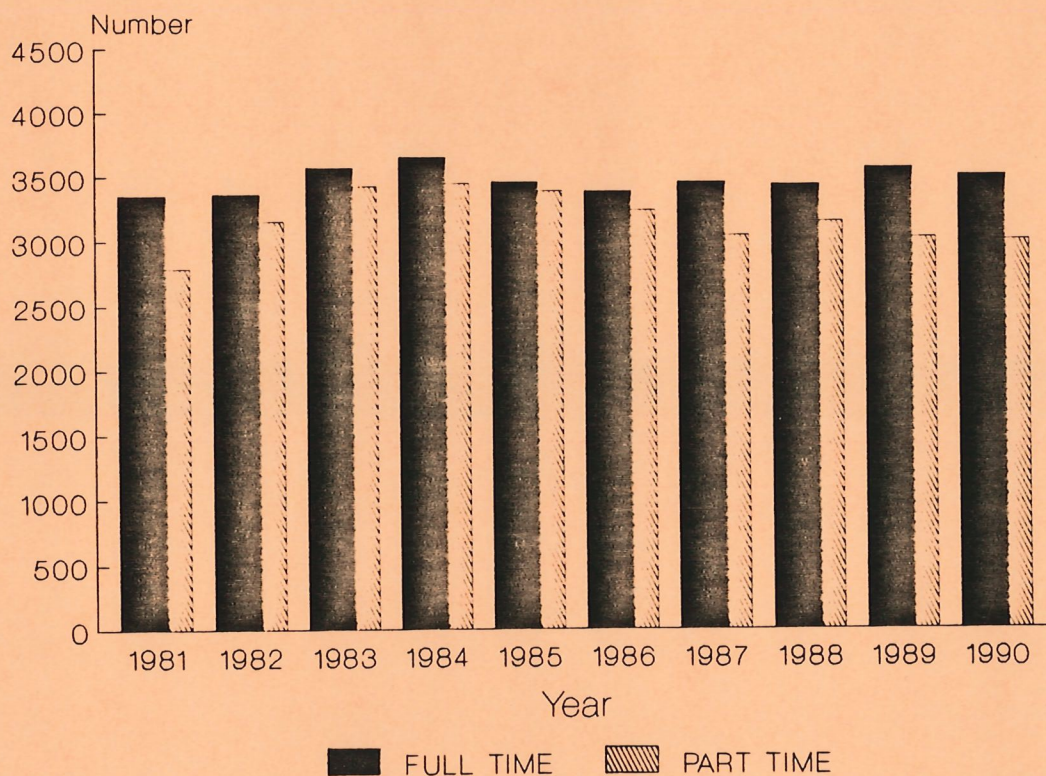
Following a significant decrease at the beginning of the decade, the trend of number of degrees awarded has also stabilized, and has been above 950 for the past four years.



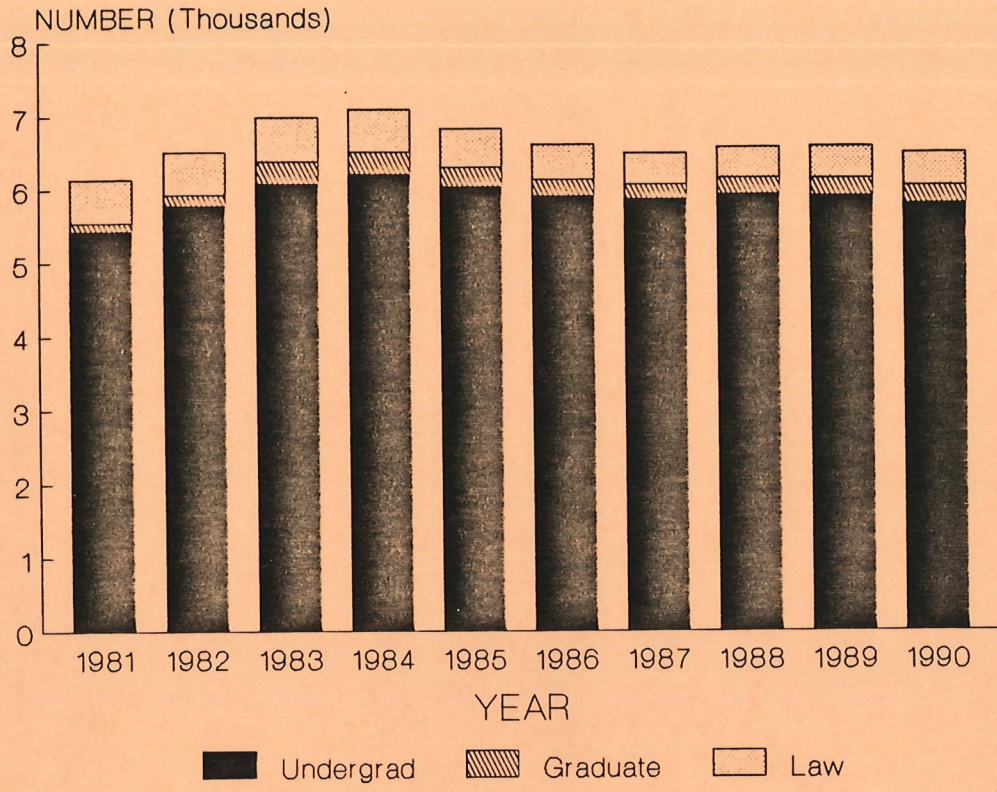


Part-time students constitute a significant segment of Washburn's enrollment. The large number of part-time students is a reflection of Washburn's multiple missions as an urban university. Forty-six percent of Washburn's students attended on a part-time basis during Fall, 1990.

### ENROLLMENT BY LOAD



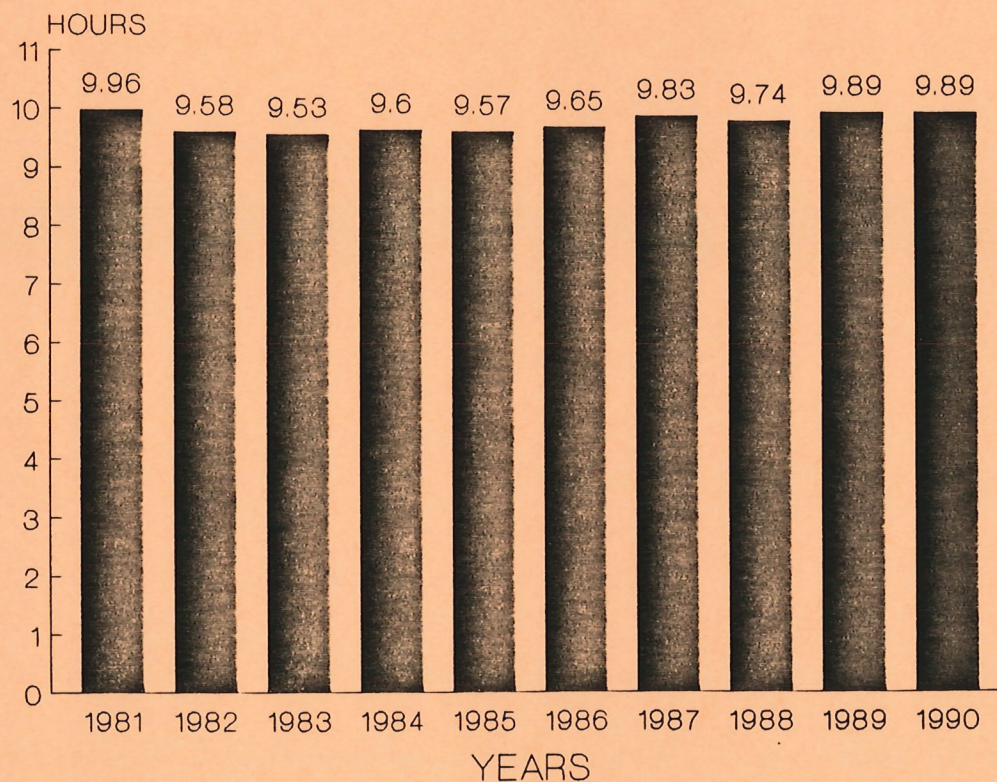
# ENROLLMENT BY LEVEL

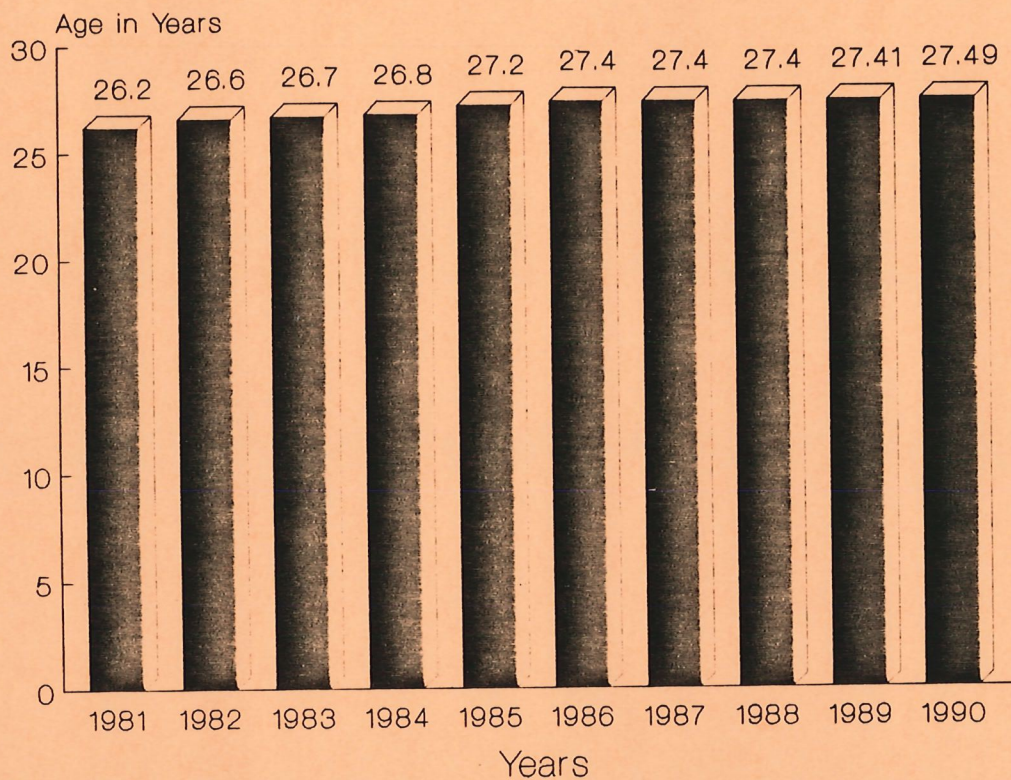


Washburn is primarily an undergraduate institution dedicated to excellence in teaching. Approximately 90% of our 6,492 students are enrolled at the undergraduate level.

Washburn has a commitment to serve adult and nontraditional students who may not be able to attend full time. Evidence of this commitment is provided by the fact that the average credit hour load of Washburn students has remained below 10 credits for the past 10 years. This trend remains intact despite rising tuition rates and financial aid restrictions which make part-time attendance less attractive.

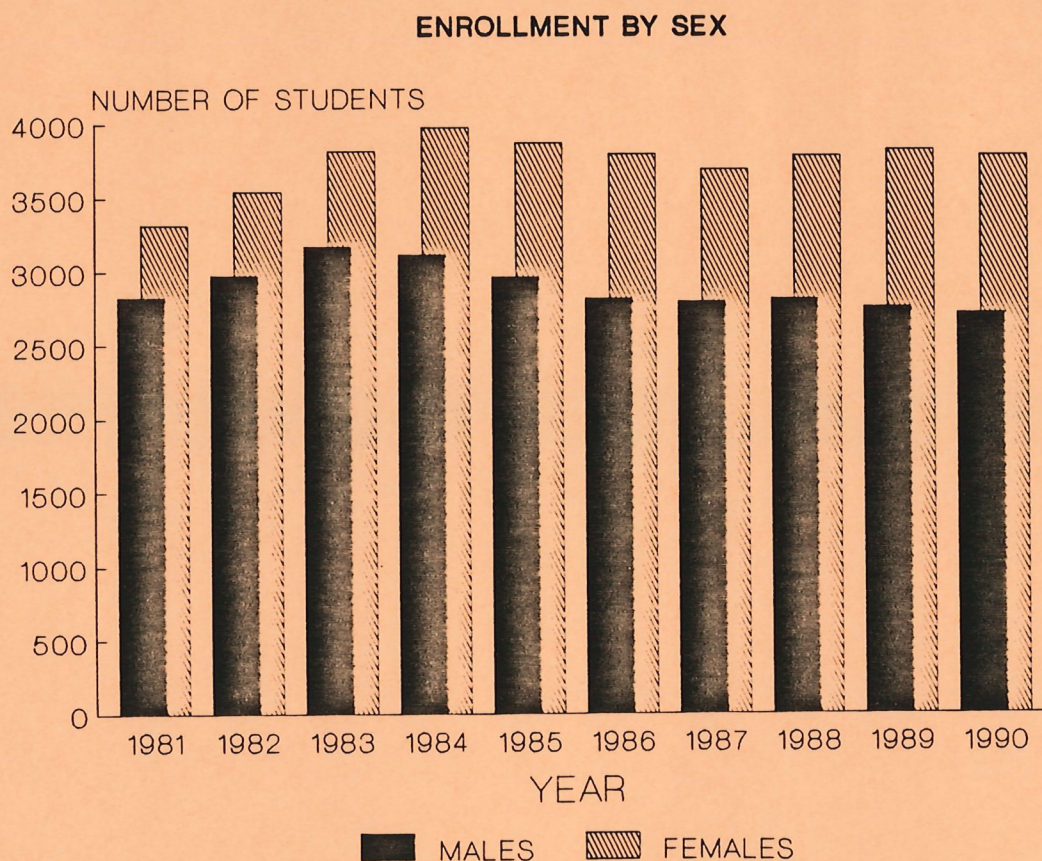
#### AVERAGE CREDIT HOUR LOAD

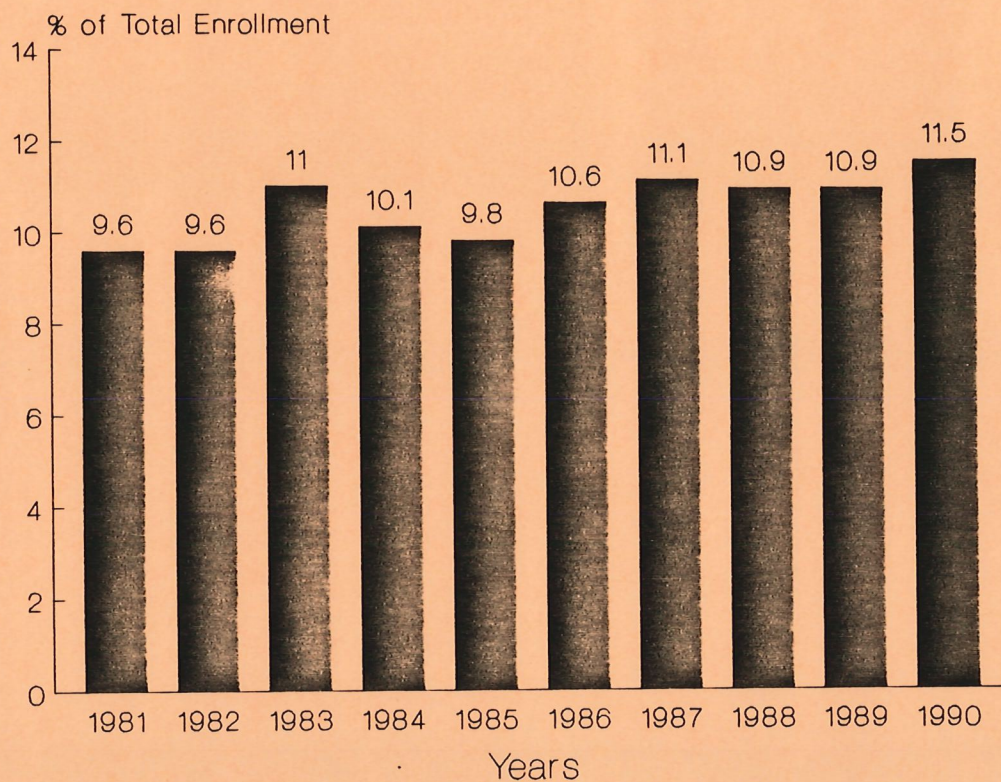


**AVERAGE AGE OF STUDENTS**

The non-traditional nature of Washburn's student body is further reflected in the average age of our students, which has remained at about 27.4 years of age over the past six years. Many of these older students are place bound family members who could not travel elsewhere to school.

Another aspect of the non-traditional nature of Washburn's student body is the gender distribution. The proportion of women (58.3%) to men in our student body has risen steadily since 1978.

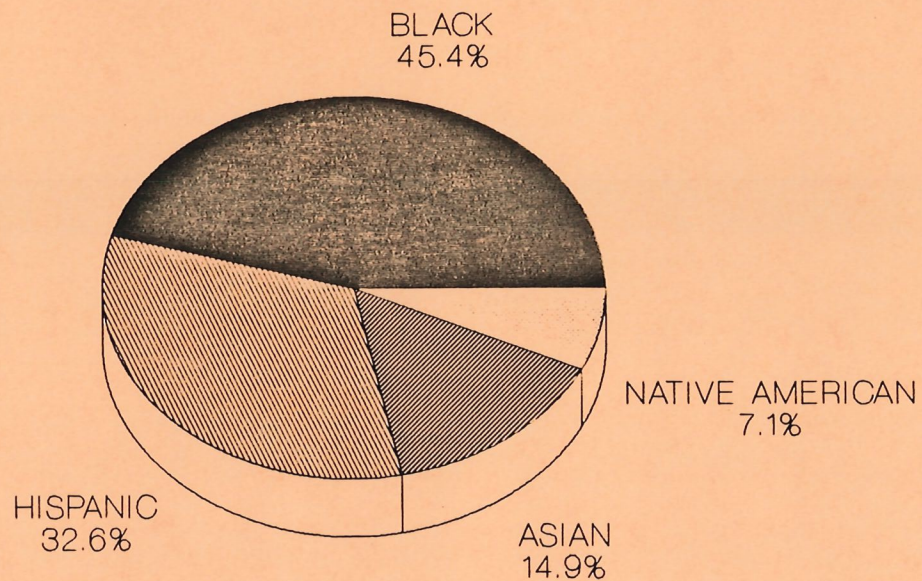


**MINORITY DISTRIBUTION**

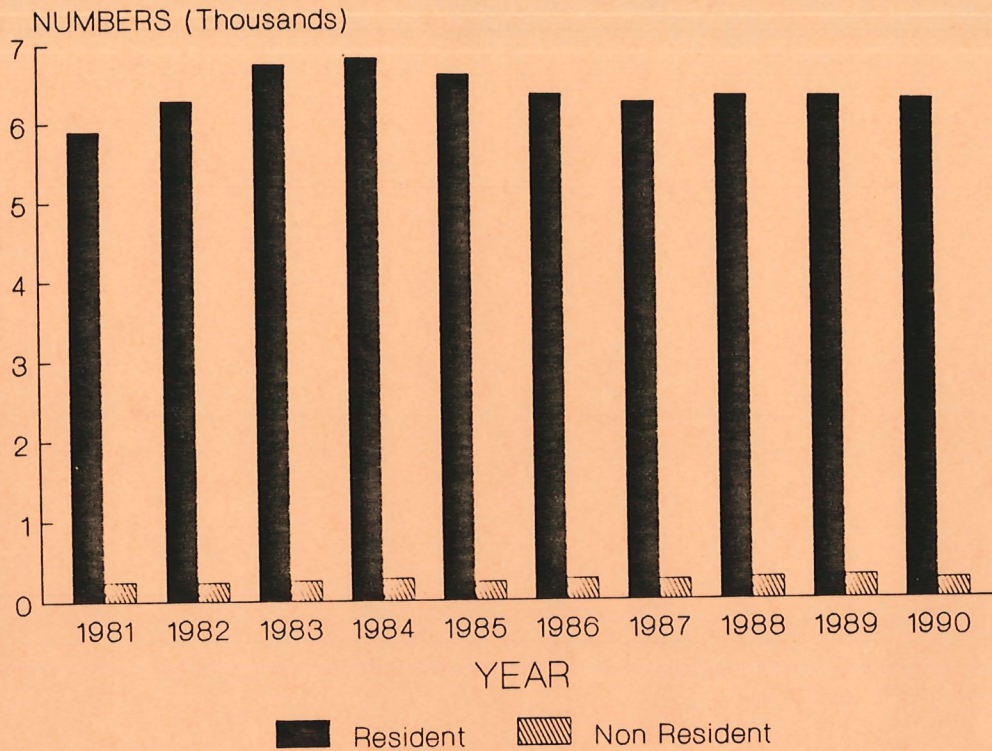
As an urban university, Washburn serves a large number of minority students. Over the past 10 years minority students have constituted an average of 10.51% of our student body. During Fall of 1990, 11.5% of our students were from minority groups.

The representation of the various minority groups in our student body has changed over the years. Black students now constitute 45.4% of our minority students, compared to 60% in 1978. In contrast, Hispanic students have increased from 26% in 1978 to 32.6% this year.

#### MINORITY DISTRIBUTION FOR 1990



**STATE RESIDENCY  
ALL STUDENTS**

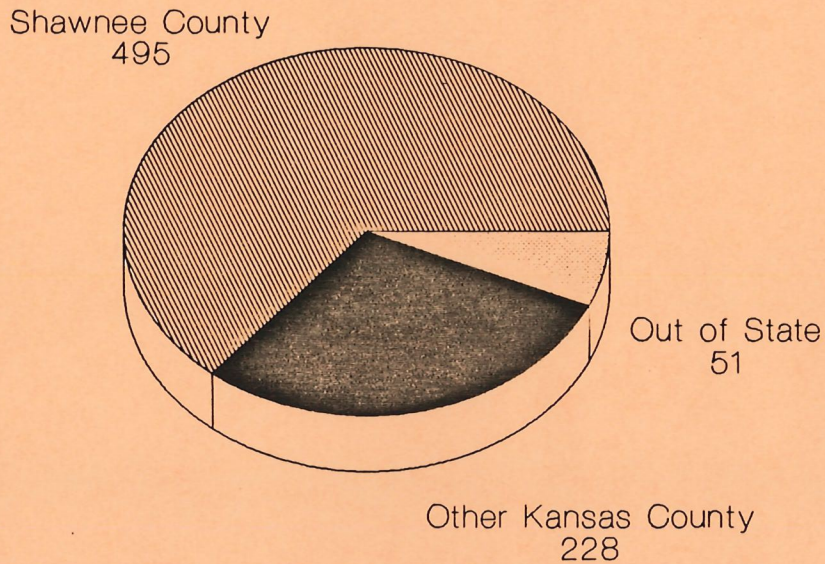


Washburn's students are overwhelmingly Kansas state residents. Only 3.7% of students enrolled during Fall of 1990 were not state of Kansas residents.



RESIDENCY OF  
NEW FIRST-TIME FRESHMEN 1990

11



Although perceived as primarily serving Shawnee County residents, Washburn is truly a state school in that a large portion of our students from Kansas come from outside the county. During Fall of 1990, 31.5% of our freshman students from Kansas, enrolling for the first time at Washburn, indicated a county of residence other than Shawnee County.

March 11, 1991

## REPORT OF THE SUBCOMMITTEE ON EDUCATIONAL GOVERNANCE TO THE HOUSE COMMITTEE ON EDUCATION

### Committee Activities

The Subcommittee met on February 18, February 25, and March 4, 1991 to seek answers to a charge presented it by House Education Committee Chairman Rick Bowden. During the three days of hearings and discussions, the Subcommittee heard testimony from the State Board of Education (Bill Musick and Connie Hubbell), Kansas Board of Regents (Dr. Stanley Z. Koplik); Community Colleges (Merle Hill), Washburn University (David Monical), Kansas Association of School Boards (John Koepke), Kansas-National Education Association (Craig Grant), and others.

The charge was in the form of five questions, which was condensed into four basic areas of discussion. This report will address those four areas.

1. Does the present structure of state and local boards provide the best system?
2. How do the vocational schools and community colleges fit into the present system?
3. How can the role of the State Department of Education (service versus regulation) better serve the needs of education?
4. What options and/or changes are worthy of serious consideration in the area of governance in Kansas schools?

It was explained to the Subcommittee by the Chairman that a Governor's Committee on Educational Governance was appointed by Governor Mike Hayden in 1990 to make recommendations by December 1990. At the same time, H.C.R. 5010 had been passed by the Legislature and presented to the voters to remove the present governance concept from the state Constitution. H.C.R. 5010 would have given authority to the Legislature instead of the State Board of Education and, I believe, the Board of Regents. As we all know, H.C.R. 5010 failed to pass, but the Governor's committee continued its task and reported its findings in December, 1990. The principal governance recommendation of that Committee has been introduced as legislation in S.C.R. 1610.

### State and Local Boards

It is the general feeling of the Subcommittee and of those who testified that educational governance, as established by the Constitution, is adequate in Kansas and should remain in that manner. Although, some provisions by the Legislature could enhance the systems. This will be addressed later in this report.

The matter of having "self-executing powers" by the State Board of Education and not having it by the State Board of Regents was brought up and reference was given to the "*Peabody Case*" 1973. A copy of that court ruling was given to each Subcommittee member.

Local control of public schools is most desirable with general supervision by the State.

## **Vocational Schools and Community Colleges**

In regard to governance, both local schools and community colleges are under the control of locally elected boards and are subject to general supervision by the State Board of Education. Vocational schools are attached to community colleges, for funding, in some areas of the state and to local school boards in other areas. That attachment is also necessary for the various technical programs offered by both types of local boards.

It should be noted that one of the primary reasons given for the establishment of a State Board of Education was to satisfy federal requirements under the Vocational Educational Act of 1963. (C. Hubbell, State Board of Education).

Dr. Stanley Koplik, however, testified that the community colleges should be under the control of the Kansas Board of Regents. A third board for community colleges is not recommended. There is no recommendation by the Subcommittee for Committee consideration.

## **State Board of Education (Service Versus Regulation)**

This matter was not discussed at great length although Connie Hubbell of the State Board of Education testified and provided a summary. The State Department of Education spends a great deal of time and effort in assuring compliance with laws, rules, and regulations. To provide additional technical assistance or service, funding for the Department would have to be, most likely, increased.

## **Options or Changes for Consideration**

### **State Board of Education**

- remain constitutional
- remove self-executing powers
- due to reapportionment, uncouple from senate districts
- increase to 11-13 member board

### **Constitution**

- add a preamble (S.C.R. 1610 establishes education as a fundamental right of all people in Kansas)

### **Washburn University**

- integrate into Board of Regents (S.B. 92, H.B. 2338, and H.B. 2333; constitutional change not needed)

**Master Plan**

- a master plan for postsecondary education is needed (present plans and concepts are coming from too many areas, legislative committees, LEPC, and others; this will avoid present fragmentation into next century)

**Cabinet Level Authority**

- enact a statute to create the position of Secretary of Education to allow for education authority in the Governor's Cabinet (education requires 60 percent of the state budget and yet there is no representative of education, with cabinet-level authority)

Respectfully submitted,

Representative Sherman Jones  
Chairman

Representative Don Crumbaker  
Representative Lisa Benlon  
Representative Jesse Harder  
Representative JoAnn Pottorff  
Representative Richard Lahti

## ***Resource Library***

The KFAC office in Bluemont Hall at Kansas State University offers a wide variety of ag-related educational resources for loan and purchase. Educators are welcome to stop by and browse or call the office to learn what's available.

## ***KFAC Resources***

Examples:

Ag-Citing News -- semesterly teacher resource newsletter, free

Resource Guide to Educational Materials about Agriculture -- free

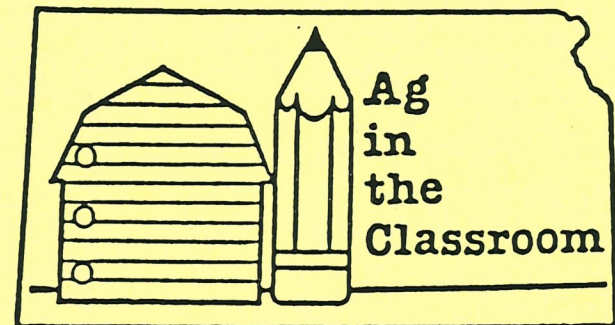
Library Guide to Books about Agriculture -- free

Farm and Food Bytes Introduction to Agriculture software -- \$31

Farm and Food Bytes Soil and Water Conservation software -- \$36

Farm and Food Bytes Animal Agriculture software -- \$24

# **Integrating Agriculture into K-12 Classes**

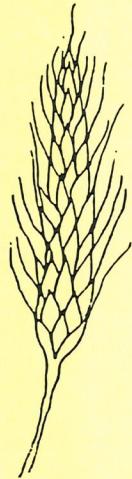


**Kansas Foundation for  
Agriculture in the Classroom  
Bluemont 124, KSU  
Manhattan, KS 66506  
913 532-7946**

## Kansas Foundation for Agriculture in the Classroom

Agriculture in the Classroom offers resources to help K-12 teachers integrate agricultural information into their regular curricula. Ag in the Classroom follows the interdisciplinary approach to combine agricultural information with math, science, social studies, language arts and other subjects.

For example, students might study wheat -- learn why the Mennonites brought wheat to Kansas; study where wheat is grown; compute crop and flour yield math problems; grow a wheat plant; interview a wheat farmer; grind flour and make bread.



The Kansas Foundation for Agriculture in the Classroom is a non-profit organization. Members include teachers, ag organization leaders, legislators and others who want to help educators teach their students about Kansas' No. 1 industry -- agriculture.

## *Summer Courses*

Each summer the foundation sponsors two-week Integrating Agriculture into the Classroom courses. Teachers learn about agriculture through field trips, speakers and activities. In addition, they learn how to integrate this information into their teaching. The teachers also develop projects they can use with their students.

In 1991 classes will be in Hays, Kansas City, Manhattan and Wichita. The 25 teachers selected for each course receive scholarships to cover tuition. These scholarships are sponsored by ag organizations, agribusinesses, foundations and individuals that support the program.

## *In-Service Programs*

KFAC offers free in-service programs to share the concepts of integrating agriculture into classes and to provide teacher resources. Summer course teachers share what they've learned with other educators, plus the KFAC staff and members present staff development programs.

### Funding

Private donations continue to increase. More KFAC projects will be proposed for specific funding from various organizations, corporations and foundations.

To learn more about KFAC,  
how to participate  
or contribute to the program,  
contact:

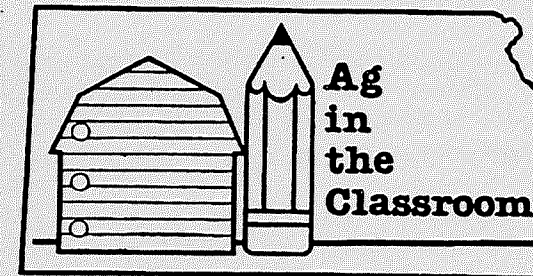
Sharon S. Tally, Administrator  
Kansas Foundation for Agriculture in the Classroom  
Bluemont 124, Kansas State University  
Manhattan, KS 66506  
913/532-7946

or

Mardelle Pringle, KFAC Chairman  
Route 1  
Yates Center, KS 66783  
316/625-2098.

2/91

## *Kansas Foundation for Agriculture in the Classroom*



### *Activities UpDate*

*Bluemont 124  
Kansas State University  
Manhattan, Kansas 66506  
913/532-7946*

*Kansas Foundation for  
Agriculture in the Classroom*

**UPDATE**

**The Kansas Foundation for  
Agriculture in the Classroom**

The Foundation is made up of agricultural organization leaders, farmers, educators, legislators and others who work together to help teach children about agriculture. Rather than teaching separate classes, the Foundation helps teachers integrate information about agriculture into regular math, science, social studies, language arts and other classes. This interdisciplinary approach helps young people have a better understanding of their food and fiber and Kansas No. 1 industry.

**Ag-Citing Experience at the Kansas State Fair**

More than 1,350 children learned about agriculture at the 1990 fair through this experience. Students visited ag-related exhibits to answer questions on activity sheets. They were then rewarded for what they learned with prizes donated by ag organizations and businesses. Additional students took home sheets. More than 240 children took part in mini-classes; some of these were conducted by Astronaut Steve Hawley. About 500 teachers received packets. A kit for a similar Ag-Citing Experience at county fairs is available from KFAC.

**Summer Courses for Teachers**

A total 78 teachers took part in the two-week *Integrating Agriculture into the Classroom* courses in 1990 at Manhattan, Kansas City and Wichita.

Four courses are scheduled for 1991:

Hays	June 4-14	Kansas City	June 25-July 5
Manhattan	July 8-19	Wichita	July 15-26

In addition to learning about various areas of agriculture and how they can use that information in their classes, summer course teachers develop a teaching unit that is shared with other teachers across the state.

Scholarships from various ag organizations, agribusinesses, foundations and interested individuals make this program possible for the teachers.

**Adopt a Classroom Program**

Farm families teach children about life on their farms through correspondence with a class. Letters, photos, crop samples and much more can be shared. The students can in turn write letters back to the family or essays about what they've learned about agriculture. A highlight might be a trip to the farm. So far this year, about 60 classes have been adopted.

**Ag Week Activities**

The Foundation helps volunteers and teachers take agricultural activities into classrooms during Ag Week in March. The 1991 program will feature a melodrama, art projects and activities related to agriculture. KFAC will ask Gov. Joan Finney to proclaim March 18-22, 1991, as Agriculture in the Classroom Week in Kansas.

**Resource Library**

A library of teaching units, audiovisuals, resource materials, posters and other educational materials provides information to teachers. A phone call or note to the KFAC office can lead a teacher to a variety of resources on various agricultural topics at different grade levels.

**Newsletters**

The *Ag-Citing News* newsletter is mailed to teachers on the KFAC mailing list plus every school library media specialist in the state to update teachers about how to integrate agriculture into their classes. News about resource materials, teaching units, computer software and KFAC programs are included in each semester's newsletter that reaches more than 3,000 contacts.

**In-Service Training**

The KFAC Administrator and Foundation members plus teachers who take the summer course conduct in-service training for teachers to share how to integrate agriculture into their classes and resources available. Plans call for in-service training about the Farm and Food Bytes computer software and Integrating Agriculture activities.



The Kansas Foundation for Agriculture in the Classroom (KFAC) has the activity information listed inside, adaptable to a variety of grade levels and situations. Some include suggestions for ordering additional materials from other sources.

\$.05/page reimbursement for KFAC copy costs is asked.

To order one or more activity contact:

KFAC  
Bluemont 124, KSU  
Manhattan, KS 66506  
913 532-7946

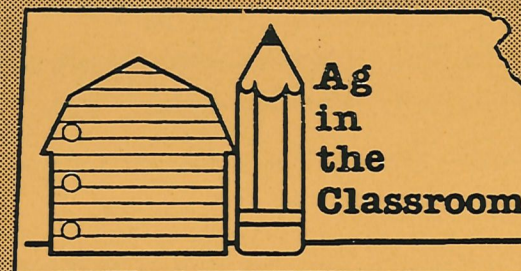
OR

Contact your county Farm Bureau office. Ask if they can obtain these materials for you.

*Tell us how Ag Week goes for your class!  
We'd love to know!*

## *Ag Week '91 Available Activities*

Ag Week will be March 18-22, 1991.  
What an appropriate time  
to include agriculture  
in daily classroom teaching!



*Kansas Foundation for  
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## *Art Activities Introduced - Ag Week '90*

**Pasta Leaf** - Using leaves to create a design teaches students about the leaf and its food cycle. Different pastas are used to represent the different parts of the leaf section. 3 page

**Udderly Awesome Painting** - By using balloons filled with primary colors, students can "hand milk" their paintings inside a paper bag. A remarkable combination of Dairy Science and Art. 2 pages

**Where's the Beef** - Making a puzzle of the wholesale areas of a beef animal provides an avenue to discuss the types of beef cuts, where they come from on the animal and what they are called. 2 pages

**Kansas Crops** - Wet painting a drawing of a corn plant or a sunflower introduces students to some common agronomy plants in Kansas. 4 pages

**Two Trees in One** - Teaches positive-negative concepts using black & white paper, scissors and glue. 1 page

**Woolly Lamb** - Yarn glued to construction paper creates sheep that feel real. 2 page

**Texture Rubbings** - Rubbings of real leaves create visual texture that "feel" rough, smooth. 1 page

**Seed Landscape** - Filling space with an assortment of seeds teaches perspectives. 1 page

**Potato Printing** - Raw food items are used to teach the print-making process. 1 page

**Brand Prints** - Cattle ranching techniques are mimiced by creating and producing painted brands with pipe cleaners. 1 page

## *New Activities - Ag Week '91*

**Hog Humor, Pig Puns & Swine Lines** - A collection of swine humor and pig facts provide fun ways to study hog farming language. 8 pages

**Gone With the Wind** - Shirley Stieger, Leavenworth, received recognition from the Mid-America Association of Conservation Districts for her teaching using this original play. In a melodrama about soil erosion farmers Darrell, Larry and Larry work with Courageous Kurt, the County Conservation Agent and his Soil Agents to defeat Nasty Ned the North Wind and his Erosion Gang. Grades 3-5. 10 pages

## *Activities Introduced - Ag Week '89*

**Grow Your Own Tree** - Request kits Grow Your Own Tree free to 2nd grades, Trees Are Terrific free to 5th grades, from National Arbor Day Foundation, 100 Arbor Avenue, Nebraska City, NE 68410, phone 402 474-5655.

**Real Dairy Foods** - Insructions for making butter-in-a-jar. 2 pages

**The Power of Food** - Ten foods from the Milk Group are hidden in a Seek-and-Find puzzle. 1 page

**America the Beautiful** - Includes 6 activity sheets on seeds plus instructions for ordering free seeds (for cost of postage and handling) for your class. 8 pages

**Wheat From Field to Food** - Suggested wheat hands-on activities and information on written resources available from the Kansas Wheat Commission. 1 page

**Cattle Are More Than Beef** - By-Products are less known but very important to people. 2 pages

**Getting to the Core** - Uses an apple to demonstrate the earth's top soil for food production. 2 pages

# Integrating Agriculture into the Classroom

## Summer Courses for Teachers

Ft. Hays -- June 4-14, 1991  
Kansas City -- June 24-July 5, 1991  
Manhattan -- July 8-19, 1991  
Wichita -- July 15-26, 1991

Sponsored by the Kansas Foundation for Agriculture in the Classroom

**What Is This Class?** During the two weeks, teachers are exposed to a variety of agricultural topics. Lectures, field trips and projects show how the food chain touches each person's life.

The instructors are ag educators, producers, researchers, processors, marketing specialists, teacher educators and others. Rather than just teaching you about agriculture, they will help you integrate this information into the classes you now teach. The course will provide hands-on experience for integrating agriculture into all subject areas. The information is not designed to be taught as a separate class.

The Hays course will be based on or near the Fort Hays State University campus, the Manhattan course will be based on the Kansas State University campus, the Kansas City class at the Farmland Industries Research Farm north of Bonner Springs and the Wichita class on or near the Wichita State University campus.

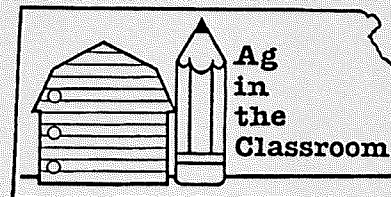
**What's Required?** In addition to taking an active part in the course, each teacher is required to develop a teaching unit for his/her class. A list of agricultural subjects will be provided for selecting topics. These units will then be made available to other teachers so they can also integrate agriculture into their classes. Each teacher is also required to give an in-service presentation within two years of the course and to report back to their scholarship sponsor.

**Who May Enroll?** Since class size must be limited, teachers are selected through application by the Kansas Foundation for Agriculture in the Classroom. Each teacher selected receives a scholarship to cover tuition. The scholarships are sponsored by agribusinesses, ag organizations, foundations and others who support the program.

**What Do I Get?** In addition to three hours of graduate credit, teachers receive challenging and exciting educational experiences. Each also receives a curriculum guide and many educational resources plus ideas for a multitude of projects and activities for integrating agriculture into all K-12 curricula. Credit for the Manhattan and Kansas City courses will be from Kansas State University -- 2 hours Agriculture and 1 hour Education. The Wichita course offers 2 hours from the Wichita State University Education and 1 hour Kansas State University Agriculture. Hays credits will include 1 hour Ft. Hays Education, 1 hour Ft. Hays Agriculture, and 1 hour Kansas State Agriculture.

### How Do I Find Out More?

Kansas Foundation for  
Agriculture in the Classroom  
Bluemont 124, Kansas State University  
Manhattan, KS 66506 (913) 532-7946



# Integrating Agriculture into the Classroom

## 1991 Summer Course Application

Deadline for application: April 1, 1991

Name \_\_\_\_\_

School \_\_\_\_\_

Grade/Subjects \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ State/Zip \_\_\_\_\_

School Phone \_\_\_\_\_ County \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State/Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ County \_\_\_\_\_

Feel free to use additional pages to complete this application.

1. Indicate your concept of an integrated curriculum and specify your experience in using an integrated curriculum.

2. Why do you want to integrate agriculture into your teaching?



7. Is the course to be used for a graduate degree, recertification or personal professional development?

8. The foundation requests that you report to the group sponsoring your scholarship in written form and with a presentation to the board of directors or at an annual meeting. Please indicate how you might meet this obligation.

9. To which course are you applying?

Hays--June 4-14 \_\_\_\_\_

Manhattan--July 8-19 \_\_\_\_\_

Kansas City--June 24-July 5 \_\_\_\_\_

Wichita--July 15-26 \_\_\_\_\_

Please call if you have questions about the course. Deadline for applications is **April 1**.

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