

## MINUTES OF THE HOUSE HIGHER EDUCATION COMMITTEE

The meeting was called to order by Chairman Terrie Huntington at 1:30 p.m. on February 16, 2009, in Room 786 of the Docking State Office Building.

All members were present except:

Representative Valdenia Winn- excused

Committee staff present:

Renae Jefferies, Office of the Revisor of Statutes  
Mary Galligan, Kansas Legislative Research Department  
Kay Scarlett, Committee Assistant

Conferees appearing before the committee:

Representative Mario Goico  
Cynthia G. Baum, Vice President, College of Social and Behavioral Sciences, Walden University,  
Baltimore, MD (written only)

Others attending:

See attached list.

Midwestern Higher Education Compact's response to questions and requests for more information from Kansas legislators and staff at the January 21, 2009, meeting was distributed. ([Attachment 1](#))

**Hearing on HB 2298 - Distance-learning educational credits for qualifications to take licensure examination by health care providers**

Chairman Huntington opened the hearing on **HB 2298**. Renae Jefferies, Office of the Revisor of Statutes, explained that this bill creates a new statute allowing for course credit obtained through internet learning to be applied in whole or in part to the educational course work required to take a licensing examination for a health care provider. It provides that 1) where an examination is required as one of the qualifications for licensure of a health care provider and 2) where educational course work is a prerequisite for taking the examination, such course work obtained through distance learning, i.e. the internet, shall be applied in whole or in part as the required educational course work by the appropriate licensing agency if: 1) The online course credit work meets in whole or in part the required educational course work as determined by the appropriate licensing agency and 2) Such online course work is approved by the relevant credentialing authority and the appropriate licensing agency as having substantially the same quality as other educational courses approved to meet the educational requirement to take the examination for licensure for that particular classification of health care provider. ([Attachment 2](#))

Representative Mario Goico spoke in support of **HB 2298** introduced at the request of Representative Delia Garcia. He stated that as distance learning and the internet have become more common, it is important to recognize this technology in our educational requirements for licensure of health care providers. He indicated he would have an amendment if the bill is worked in committee.

Cynthia G. Baum, Vice President, College of Social and Behavioral Sciences, Walden University, Baltimore, MD, provided written testimony in support of **HB 2298** which would afford graduates from accredited, online institutions the same opportunities as graduates from accredited, campus-based programs. ([Attachment 3](#))

There being no other conferees, the hearing on **HB 2298** was closed.

It was the consensus of the committee that they would need to hear from the state board of healing arts and other licensing boards before considering this legislation. It was also felt that this bill should be heard and considered by the Health and Human Services Committee. The Chairman will contact House leadership to see if the bill could be re-referred.

**Discussion and action on HB 2197 - State educational institutions; admission standards**

Chairman Huntington opened discussion on **HB 2197**. Renae Jefferies, Office of the Revisor of Statutes,

## CONTINUATION SHEET

Minutes of the House Higher Education Committee at 1:30 p.m. on February 16, 2009, in Room 786 of the Docking State Office Building.

explained that this legislation specifies that students from non-accredited private secondary schools could be admitted to a state university with an ACT score of 21 points or more. Also, up to 10.0 percent of admitted students who would transfer 24 credit hours to a state university would not have to meet the minimum admission standards. This would be the same policy that is currently applied to freshmen admissions to state universities. The Board of Regents would have to establish the criteria and guidelines for exemptions to be applied systemwide. The Board would have to present a report on the number and percentage of exceptions made by January 31 of each year to the Legislature. This and related reports would be submitted at one time to the Legislature.

Under this bill the standard pre-college curriculum would no longer require one unit of computer technology. In addition, for students who attend a school that does not have units of credits or grade point averages, the Board of Regents would determine the students' level of education and grade point average. **HB 2197** would give the Board of Regents the authority to adopt rules and regulations establishing standards for the admission of students to state universities. The standards could be different for each state university in accordance with each institution's educational mission. If the rules and regulations are more rigorous than those outlined in current law, they would not go into effect before the 2014-2015 academic year.

Representative McLeland, seconded by Representative Rhoades, moved to recommend **HB 2197** favorably for passage.

Representative Mah offered a substitute motion to amend **HB 2197** on page 4, lines 16 - 18 by removing the sentence: "Such standards may be different for each state educational institution in accordance with each institution's educational mission." Seconded by Representative Horst, the motion passed.

Chairman Huntington offered a motion to include SAT as well as ACT scores; that wherever "ACT" is used in the bill, "or SAT equivalent" be inserted. Julene Miller from the Kansas Board of Regents reported that this is currently done. The Chairman withdrew her motion.

Representative McLeland moved to recommend **HB 2197**, as amended, favorably for passage. Seconded by Representative Horst, the motion passed.

The meeting was adjourned at 2:30 p.m. The next meeting of the House Higher Education Committee has not been scheduled at this time.

# HOUSE HIGHER EDUCATION COMMITTEE GUEST LIST

DATE February 16, 2009

NAME	REPRESENTING
Julene Miller	KBOR
David Boucher	Intern - Rep. Mah
Matt Warner	
Jonathan Krueger	Emporia State U.
Tom Kutz	KASB
HOWARD SMITH	PITTSBURG STATE UNIVERSITY
Kip Peterson	KBOR
Cullie Coco	Kearney + Associates, Inc.
John Beland	Pinegas - Smith
Kim Warren	Dept. of Administration
Mary Plubaugh	KSBN
LARRY BERG	KACCT
LINDA FORD	KACCT



**MHEC Response to  
Questions and Requests for Information from  
Kansas Legislators and Staff  
January 21, 2009**

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House Higher Education Committee  
February 16, 2009  
Attachment 1

Prepared February 4, 2009

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## 1. Textbook Costs and Alternative Access Programs

Concerns about the cost of college textbooks are widespread. Pretty much everyone with a stake in the matter—federal and state lawmakers; postsecondary institutions, systems, faculty, and students; publishers; bookstores and booksellers; wholesalers/distributors; and content developers—have expressed frustration with the way the textbook market operates. Since significant changes are occurring in the way knowledge is delivered, long-term solutions may focus on the digital marketplace rather than on traditional printed textbooks.

Until that time, solutions focused on mitigating the cost of textbooks for students include a variety of approaches such as those outlined in a report from the Advisory Committee on Student Financial Assistance, *Turn the Page: Making College Textbooks More Affordable*, May 2007, page 24 (<http://www.ed.gov/about/bdscomm/list/acsfa/turnthepage.pdf>).

<b>Textbook Costs: Potential Solutions</b>	
<ol style="list-style-type: none"> <li>1. Strengthen the market for used textbooks               <ul style="list-style-type: none"> <li>• Used textbook initiatives</li> <li>• Guaranteed buy-back program</li> <li>• Book Swaps</li> </ul> </li> <li>2. Utilize faculty textbook guidelines               <ul style="list-style-type: none"> <li>• Submit textbook orders on time</li> <li>• Retain textbooks for a longer period</li> <li>• Know the price of textbooks</li> <li>• Consider less expensive alternatives</li> <li>• Use the same textbook for multiple courses</li> <li>• Retain older editions</li> </ul> </li> <li>3. Provide key information to students/parents               <ul style="list-style-type: none"> <li>• Send information before term starts</li> <li>• Post textbook lists and ISBNs online</li> </ul> </li> <li>4. Increase library resources               <ul style="list-style-type: none"> <li>• Textbook reserve programs</li> <li>• Faculty use of E-reserves</li> <li>• Donations of textbooks to libraries</li> <li>• Textbook lending libraries</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>5. Adopt alternatives that lower price               <ul style="list-style-type: none"> <li>• No-frills textbooks (format alternatives)</li> <li>• Custom textbooks (content alternatives)</li> <li>• Buying consortiums</li> <li>• Profit margin reduction</li> </ul> </li> <li>6. Implement a textbook rental program               <ul style="list-style-type: none"> <li>• Full rental programs</li> <li>• Partial rental programs</li> <li>• Hybrid rental programs</li> </ul> </li> <li>7. Improve related financial aid policies               <ul style="list-style-type: none"> <li>• Provide emergency vouchers, credits, or loans</li> <li>• Create need-based grants for textbooks</li> <li>• Increase financial aid to cover textbook expenses</li> </ul> </li> <li>8. Utilize technology               <ul style="list-style-type: none"> <li>• Electronic textbook</li> <li>• No-cost education resources (OER)</li> <li>• Print on demand</li> <li>• Electronic readers</li> <li>• Online collections of educational content</li> </ul> </li> </ol>

Choosing a solution requires weighing potential advantages against potential disadvantages. Textbook rental programs provide a case in point. The University of Wisconsin System's Office of Operations Review and Audit report (<http://www.uwsa.edu/audit/textbookcosts.pdf>) states, "Several UW institutions operate textbook rental programs, which are often cited as a model for controlling textbook costs. However, other institutions, including some UW institutions, have considered but decided against establishing a textbook rental program."



A Minnesota Office of Higher Education report, *Strategies for Reducing Students' Textbook Costs* (February 2007, page 12, <http://www.ohe.state.mn.us/pdf/textbookCostsReport.pdf>) points out the advantages and disadvantages of book rental programs as follows:

<b>Textbook Rental Programs</b>	
<p><u>Advantages</u></p> <p>They can reduce students' out-of-pocket expenditures for textbooks at the beginning of each term;</p> <p>Each student in the class will have a copy of the text(s) being used for the class;</p> <p>Students may have a voice in setting the rental fee each year;</p> <p>Prospective students and their parents are attracted by the potential for saving money on textbooks; and</p> <p>With the option to buy current and discontinued texts at a discount, students may develop a personal and professional library at minimal cost.</p>	<p><u>Disadvantages</u></p> <p>They are less flexible than book purchase systems;</p> <p>Textbook rental systems tend to be very expensive to establish;</p> <p>Programs require ongoing financial support for staff, space, and inventory; and</p> <p>Savings to students may be only short-term.</p>

In the Midwest, textbook rental programs have been established at Southeast Missouri State, Southern Illinois University – Edwardsville, Eastern Illinois University, and the University of Wisconsin campuses at Eau Claire, LaCrosse, Platteville, River Falls, Stevens Point, Stout, and Whitewater. An example of an online book rental can be found at <http://www.chegg.com/>.

### **Federal Legislation**

In 2008 the College Opportunity and Affordability Act (HR 4137) was passed by Congress and signed by President Bush, reauthorizing the Higher Education Act of 1965 by amending and extending its provisions and programs through 2013. Among its many provisions, Section 134 (a) of the legislation addresses the issue of textbook affordability.

*The purpose of this section is to ensure that every student in higher education is offered better and more timely access to affordable course materials by educating and informing faculty, students, administrators, institutions of higher education, bookstores, distributors, and publishers on all aspects of the selection, purchase, sale, and use of course materials.*

(<http://www.opencongress.org/bill/110-h4137/text>)

The bill helps students by providing them with advance information on textbook prices and gives them detailed information on the textbooks their courses require; requires college textbook publishers to provide full pricing information about both bundled textbooks and unbundled alternatives, requiring them to sell unbundled versions of every bundled textbook they sell; and

requires colleges and universities to list online and on the campus the prices of required and recommended textbooks.

### State Legislation and Policy

Of the 45 states that levy sales taxes 18 provide an exemption for textbooks, including Minnesota, Missouri, and North Dakota. In six other MHEC states, sales tax exemption measures have been introduced but failed on one or more occasions between 1999 and 2007 – once in Nebraska, twice in Iowa and Wisconsin, four times in Indiana, five times in Michigan, and seven times in Illinois.

For tables showing legislation by state and by year, see the National Association of College Store's website at <http://www.nacs.org/news/statebills.asp>. The site includes bill numbers, summaries, and status. A sample of legislation is shown below.

<b>2009</b>	<b>Textbook Costs Bill Tracking – Samples from the Midwest</b>
NE	LB 127 – exempts college textbooks, certain clothing, school supplies and computers from sales and use taxes. (Introduced 1/9/2009. Status: Referred to Revenue Committee)

<b>2008</b>	<b>Textbook Costs Bill Tracking – Samples from the Midwest</b>
IL	<p><u>Status: None of the following have been enacted</u></p> <p>HB 4903 – Transparency in College Textbook Publishing Practices Act          SB 2616 – A bill to create textbook rental programs          SB 2832 – Creates the Higher Education Textbook Act          (SB 2833, SB 2835, &amp; SB 2836 also create the Higher Education Textbook Act)          SB 326 – Textbook Consumer Information Act</p>
IN	SB 141 and HB 1073 – exempts textbooks required for college courses from sales taxes (Status: No action taken)
IA	HF 2197 – requires that textbook titles and ISBNs be posted online and on campus (Status: Signed by the governor 5/7/08)
KS	<p>SB 678 – requires campus policies to minimize the cost of course materials (Status: Died in committee)</p> <p>SB 437 – ROTC programs, but required faculty to consider least cost textbook options and mandated textbook price information be available to students at enrollment (Status: Signed into law without textbook section)</p>



MO	HB 2048 Textbook Transparency Act (Status: Signed into law 6/25/08)
OH	SB 151 – requires textbook transparency and requires at least one pilot textbook rental project. (Status: Referred to Committee & given hearing 10/30/07)  HB 535 – sets up a task force to study and make recommendations for implementing e-book programs (Status: Referred to committee)
WI	Assembly Bill 883 – requires campus bookstores to allow students to purchase unbundled course materials, provide retail prices, disclose how new textbook editions differ from previous ones, implement and promote buyback programs, etc. (Status: Failed to pass by deadline)

2007	<b>Textbook Costs Bill Tracking – Samples</b>
AR	SB 27 – prevents state employees from receiving inducements to adopt textbooks for classes. Faculty may receive sample copies and instructor's copies and may earn royalties on materials not adopted for their own classes. (Status: Signed into law as Act 105, 2/15/07)  SB 30 – regulates royalties earned by faculty on materials adopted for classes at their institution. Such royalties would be considered property of the school and placed in a scholarship fund. (Status: Signed into law as Act 106, 2/15/07)
MD	HB 204 – <i>Original bill</i> : Provides a credit on state income taxes for textbook expenses that exceed \$500 in the taxable year. The credit is capped at \$500.  <i>Amended bill</i> : Deletes tax credit. Establishes a task force to study the cost of higher education textbooks, including how faculty choose books, retail margins, how publishers set list prices and market books to faculty, and other factors affecting retail prices. <i>Second amendment</i> : Omits task force. Requires the Department of Legislative Services, with help from committees, to study and compile information on retail textbook prices, including factors that impact pricing, how professors choose books, retail margins, how publishers set prices, barriers to competition, and marketing; and to explore posting textbook information online and including book costs in tuition. (Status: Signed into law as Chapter 295, 5/8/07)
TN	HB 1257 and SB 2076 (identical) <i>Original bill</i> : Requires the University of Tennessee system and Tennessee Board of Regents to develop policies requiring: faculty to submit booklists in a timely manner to ensure available quantities and for posting online with ISBNs; faculty to consider the least costly options for course materials; campus bookstores to disclose retail pricing of books to faculty on a per-course basis; campus stores to sell bundled components individually; campus stores to promote buyback programs. Copies of textbooks must be made available to students at no charge through the academic department or library. <i>Amended bill</i> : Adds that all inventory and monitoring required by new policies must be accomplished by existing bookstore staff. Clarifies that department/library copies pertain only to copies provided free by publishers. (Status: HB 1257 signed into law as Chapter 504, 6/22/07)

**Resources:**

- *Affordable Textbooks for the 21<sup>st</sup> Century: A Guide to Establishing Textbook Rental Services*, U.S. Public Interest Research Groups (PIRG), 2005, [www.maketextbooksaffordable.org/rental\\_report.pdf](http://www.maketextbooksaffordable.org/rental_report.pdf)
- *College Textbooks: Enhanced Offerings Appear to Drive Recent Price Increases*, General Accounting Office report, July 2005, <http://www.gao.gov/products/GAO-05-806>
- *An Economic Analysis of Textbook Pricing and Textbook Markets*, Dr. James V. Koch, September 2006, <http://www.ed.gov/about/bdscomm/list/acsfa/kochreport.pdf>
- FAQ sheet, National Association of College Stores, [www.nacs.org/common/research/faq\\_reltals.pdf](http://www.nacs.org/common/research/faq_reltals.pdf)
- *A Generational Opportunity: A 21st Century Learning Content Delivery System*, Patrick McElroy, May 2007, <http://www.ed.gov/about/bdscomm/list/acsfa/mcelroypapermay2007.pdf>
- *Proposed and Passed State Legislation Pertaining to Textbook Affordability (2004-2007)*, Updated May 7, 2007, [http://www.immagic.com/eLibrary/FIN\\_AID/US\\_ED/A070507S.pdf](http://www.immagic.com/eLibrary/FIN_AID/US_ED/A070507S.pdf)
- *Report on Textbook Rental Study*, Illinois Board of Higher Education, February 2005, [www.ibhe.org/Board/agendas/2005/February/Item%2010.pdf](http://www.ibhe.org/Board/agendas/2005/February/Item%2010.pdf)
- *Strategies for Reducing Students' Textbook Costs*, Minnesota Office of Higher Education, February 2007, <http://www.ohe.state.mn.us/pdf/textbookCostsReport.pdf>
- State Bills, National Association of College Stores ([www.nacs.org/news/statebills.asp](http://www.nacs.org/news/statebills.asp))
- *Textbook Costs in Higher Education*, Office of Operations Review and Audit, University of Wisconsin System, April 2007, <http://www.uwsa.edu/audit/textbookcosts.pdf>
- *Turn the Page: Making College Textbooks More Affordable*, Advisory Committee on Student Financial Assistance, U.S. Department of Education, May 2007, <http://www.ed.gov/about/bdscomm/list/acsfa/turnthepage.pdf>

## 2. Kansas Participation in the Master Property Program

At the present time, Johnson County Community College is the only Kansas institution participating in the MHEC Master Property Program (MPP). From time to time, MHEC receives inquiries about whether the Kansas Board of Regents institutions are able to participate in the program.

Currently, the primary insurer for the MPP is Lexington (an AIG company), which is a surplus lines (non-admitted) insurer. Surplus lines insurers are not licensed nor regulated by states as are admitted insurers; hence, they do not file rates and policy forms with states. To the contrary, admitted carriers are required to submit their manuscripts with the state and contribute to a state fund designed to protect insureds in case an insurer suffers financial failure.

This flexibility gives these insurers the ability to customize programs and provide insurance on risks for which insurance is not readily available in the standard (admitted) market. This flexibility has allowed MHEC to customize a property insurance program to meet the unique needs and risks of higher education while maintaining costs that typically benchmark below industry averages.

Lexington is considered a surplus lines insurer in all twelve MHEC member states, where each state has a surplus lines law governing surplus lines procurement. Kansas, like other states, allows surplus lines carriers to transact business in the state under certain conditions. Lexington is therefore able to offer insurance coverage to private entities as well as some governmental entities in the state of Kansas because it meets these surplus lines carrier conditions.

Kansas statute section 75-4101(d) gives Kansas postsecondary institutions the ability to purchase insurance independent of the Kansas Commissioner of Insurance as long as such insurance is purchased from an insurance company authorized to transact business in the state of Kansas. The phrase "an insurance company authorized to transact business in the state of Kansas" is open to different interpretations. It is not clear whether it means an admitted carrier (which would exclude Lexington as a surplus lines carrier) or merely a carrier that is on file with the Commissioner of Insurance and is authorized to write coverage (which would include both admitted and surplus lines carriers). The Kansas Board of Regents, following the guidance of the Commissioner of Insurance office, has interpreted it to mean only an admitted carrier. This interpretation means the Board of Regents institutions are unable to purchase coverage from Lexington. Unless the Commissioner of Insurance office changes its interpretation or there is a change in the statute, the Board of Regents institutions will not be able to participate in the Master Property Program as it is currently constituted.

Kansas statute section 75-4101(d) is interpreted as only applying to the Board of Regents institutions and not the other Kansas postsecondary institutions. Johnson County Community College is therefore able to purchase surplus lines insurance from Lexington and participate in the Master Property Program. This ability to purchase surplus lines insurance is consistent with the other eleven states in MHEC.

### 3. Kansas and the Midwest Student Exchange Program

Each college and university that opts to participate in the Midwest Student Exchange Program (MSEP) can establish guidelines regarding the number of MSEP slots they create for out-of-state students, the specific academic programs where the slots are allocated, and the academic requirements for admissions. MSEP not only expands opportunity and reduces costs for the region's students and families, but it also functions as a useful enrollment management tool for participating institutions.

Many institutions have imposed GPA, class rank, or admissions test requirements; however, of the eight MHEC states that participate in MSEP only Kansas has established state-wide enrollment limits. This makes competition for MSEP slots at Kansas institutions quite competitive. In comparison, the only Missouri institution that appears to limit MSEP enrollment is the University of Central Missouri, which employs a 100 student maximum – considerably higher than the 35 to 50 slots available at each of the participating Kansas institutions. Inquiries to MHEC suggest that demand for MSEP slots in Kansas is greater than the current supply.

Outlined below are the enrollment and admissions guidelines currently in place for each of the Board of Regents universities.

#### **Guidelines for the University of Kansas**

The University of Kansas awards 35 exchanges each year to incoming first-year students. Students must meet the following criteria for consideration:

1. A high school GPA of at least 3.25 on a 4.0 scale;
2. An ACT score of 24 or higher or a SAT score of 1090 or higher;
3. A rank in the top 25% of one's high school graduation class;
4. Completion of the 13-unit college preparatory curriculum as defined by ACT, including four units of English and three units each of social science, natural science, and mathematics;
5. Enrollment as a full-time student in one of 22 designated fields at the University of Kansas, Lawrence campus and retention of good scholarship standing with the Office of Admission and Scholarships; and
6. Residency in one of the participating MSEP states.

#### **Guidelines for Kansas State University**

Requirements for participation in MSEP are as follows:

1. Reside in one of the participating MSEP states;
2. Meet GPA and ACT criteria of at least a 3.5 high school GPA and at least 24 on the ACT;
3. Enroll in one of the 23 curriculums covered by MSEP and maintain full-time student status.

MSEP eligible students pay 150% of in-state tuition. To retain the tuition reduction benefit students must maintain a cumulative K-State grade point average of at least 3.0 in one of the

curriculums covered by MSEP, remain a resident in a participating state, and make acceptable progress toward the degree as verified by the department chair.

### **Guidelines for Emporia, Fort Hays, Pittsburg, and Wichita State Universities**

All students participating in the Midwest Student Exchange Program must do the following:

1. Complete the pre-college curriculum prescribed by the Board of Regents with a minimum grade point average of 2.5 on a 4.0 scale, which includes four units each of English and math and three units each of social science and natural science;
2. Earn a composite ACT score of at least 21 or an SAT-1 re-centered score of at least 990;
3. Enroll full time and make acceptable progress toward the degree as verified by the department chair; and
4. Reside in one of the participating MSEP states.

Only students declaring a major in specific degree programs will be considered. Tuition is assessed at 150% of Kansas undergraduate rates.

All undergraduate students participating in the Midwest Student Exchange Program in Kansas must meet the admission requirements. However, specific academic programs may have higher or additional requirements that students must meet in order to be admitted. Graduate students will be admitted to MSEP academic programs according to the admissions requirement of the graduate school at the participating university.

Enrollment limits by campus and the number of degree programs available to MSEP students are as follows:

Institution	MSEP Enrollment Limits	Number of Degree Programs Available to MSEP Students
Emporia State University	35	8
Fort Hays State University	35	6
Pittsburg State University	35	10
Wichita State University	50	12

#### 4. Advanced Placement and State Policy

A question was raised regarding laws or policies in place that address how and to what extent Advanced Placement (AP) courses are offered at public high schools, specifically any state legislation or state higher education agency policy that pertains to AP.

The American Association of State Colleges and Universities (AASCU) provides a succinct summary of the goals, objectives, and growth of Advanced Placement programs in the 50 states, noting that “educators and policymakers need to understand the facts, to set realistic expectations, and to engage in activities that promote positive outcomes.”

([http://www.aascu.org/policy\\_matters/pdf/april2007.pdf](http://www.aascu.org/policy_matters/pdf/april2007.pdf))

The Academic Pathways to Access and Student Success project at the University of Illinois has documented efforts in each of the 50 states to promote student participation in accelerated learning options such as Advanced Placement, dual credit, and International Baccalaureate, as well as other efforts to facilitate the enhance the transition to postsecondary education.

(<http://www.apass.uiuc.edu/states/>)

The Education Commission of the States (ECS) provides a summary of different policy levers available to states to promote participation by schools and by students in Advanced Placement program. The brief cites Arkansas as a model and provides examples of legislative language used to promote Advanced Placement. (<http://ecs.org/clearinghouse/67/44/6744.pdf>)



## 5. Update on State P-20 Councils

The Education Commission of the States (ECS) supports an online database of P-20 councils that includes a summary of efforts in each of the 50 states.

([http://www.ecs.org/html/educationissues/HighSchool/highschooldb1\\_intro.asp?topic=p-20](http://www.ecs.org/html/educationissues/HighSchool/highschooldb1_intro.asp?topic=p-20))

In addition, a 2006 policy brief by ECS provides helpful background and historical information on the development of P-20 councils with examples from Georgia, Indiana, and Kentucky.

(<http://www.ecs.org/clearinghouse/68/71/6871.pdf>)

The June 5, 2008 edition of Education Week focused on P-20 councils with a variety of articles covering various aspects of the topic. (<http://www.edweek.org/ew/toc/2008/06/05/index.html>)

A September, 2008 briefing prepared for Washington Governor Christine Gregoire provides data on the number of states that have created P-12 councils and their respective origination, membership, goals, authority, and staffing. Examples are provided from Arizona, Georgia, Kentucky, and Rhode Island.

(<http://www.p20council.wa.gov/meetings/20080911/P-16andP-20CouncilsAcrossTheUS.pdf>)

## 6. Academic Credit for “Life Experience”

Many colleges and universities offer credit for “life experience” through formal assessments of prior learning in paid or volunteer work, military service, participation in workshops and training programs, or other activities. Prior learning is usually assessed by a formal examination or via documented evidence presented in a portfolio. Credit is generally not given for an experience itself but rather for the demonstrable learning and competencies that resulted from said experience. This factor often distinguishes legitimate, accredited educational providers from diploma mills and other unaccredited entities presenting themselves as colleges or universities.

A formal policy statement on assessing and awarding credit for online learning was passed by the Portland State University Faculty Senate in 2005. The document is a helpful introduction to the topic and the variables associated with proper recognition of prior learning. The document also provides a list of institutions known to award credit for prior learning as of 2005.

([http://www.oirp.pdx.edu/portfolio/requiredDocs/standard\\_2/credit\\_for\\_prior\\_learning.pdf](http://www.oirp.pdx.edu/portfolio/requiredDocs/standard_2/credit_for_prior_learning.pdf))

## 7. Data on Enrollments in Postsecondary Education

It was suggested that the graphic that appears on page 13 of MHEC's *Kansas State Report 2007-08* does not provide an accurate picture of postsecondary participation. The graphic shows the percentage of citizens age 18-24 that were enrolled in college at two-year intervals between 2000 and 2008. The figures were taken from *Measuring Up 2008* and were calculated from data from the Census Bureau and the National Center for Education Statistics. The figures represent the percentage of 18-24 year olds in a given state who were enrolled in education or training programs at Title IV degree-granting colleges and universities (including both full- and part-time enrollment) in a given year. The figures include students who are enrolled in non-degree programs only if they are enrolled at an institution that also offers associate's or bachelor's degrees. The figure, therefore, does not include students who are enrolled at technical institutions, proprietary schools, and the like.

There is no complete, reliable data on the percentage of high school graduates who enter any form of postsecondary education or training. While selected states may attempt to collect this data, it is not available at the national level nor is sufficient state data available to make interstate comparisons. This is partly a function of the lack of interoperability between K-12 and postsecondary data systems in most states.

We do know from the Census Bureau that in 2006, 66% of all high school completers enrolled in a two-year or four-year college (but only 55.5% of African Americans and 57.9% of Latino/as). We do not know what percentage of high school completers enrolled in any type of education or training program.

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MEMORANDUM

To: House Committee on Higher Education  
From: Renae Jefferies, Assistant Revisor  
Date: February 16, 2009  
Subject:: House Bill No. 2298

HB 2298 creates a new statute allowing for course credit obtained through internet learning to be applied in whole or in part to the educational course work required to take a licensing examination for a health care provider.

Subsection (a) sets out the definitions to be applied to the terms used in the act.

Subsection (b) is the meat of the act. It provides that: (1) Where an examination is required as one of the qualifications for licensure of a health care provider and (2) where educational course work is a prerequisite for taking the examination, such course work obtained through distance-learning, i.e., the internet; shall be applied in whole or in part as the required educational course work by the appropriate licensing agency if: (1) The online course credit work meets in whole or in part the required educational course work as determined by the appropriate licensing agency and (2) such online course work is approved by the relevant credentialing authority and the appropriate licensing agency as having substantially the same quality as other educational courses approved to meet the educational requirement to take the examination for licensure for that particular classification of health care provider.

The bill is effective upon publication in the statute book.

There is no fiscal note at this time.

# WALDEN UNIVERSITY

February 13, 2009

Honorable Terrie Huntington  
Kansas State Capitol  
300 SW 10<sup>th</sup> Street, Room DSOB  
Topeka, Kansas 66612

Honorable Chairperson Huntington;

Walden University would like to thank Chairperson Huntington, Vice-Chairman Rhoades, Ranking Minority Member Mah, and the other members of the Higher Education Committee for providing us the opportunity to voice our support for House Bill 2298 (HB 2298), which would afford graduates from accredited, online institutions the same opportunities as graduates from accredited, campus-based programs.

More specifically, HB 2298 would allow the appropriate licensing agency to accept course credit obtained through distance education to meet in whole or in part, the educational course work required for individuals to be eligible to take the licensure examination for health care providers.

Walden University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, one of the six regional accrediting agencies recognized by the U.S. Department of Education and Council for Higher Education Accreditation (CHEA).

Walden University has focused on providing high quality education to adult learners for over 38 years and has helped to equip more than 25,000 alumni with the confidence and knowledge to make the world a better place. Walden was founded in response to the need of working adult learners, whose schedules and responsibilities prevent them from be able to continue their education through more traditional routes. Today, Walden University students primarily are mid-career professionals who are dedicated to lifelong learning, professional achievement, and social change.

***Walden University Mission***

*Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they may transform society.*

***Walden University Vision***

*Walden University envisions a distinctively different 21st-century learning community where knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good.*

The University exists exclusively to serve the needs of adult learners seeking professional growth and personal enrichment in order to help enact social change in the world. We grant advanced degrees in the social, behavioral, health, and engineering sciences in a distance-learning environment using innovative, appropriate technology. Students and graduates of our programs are tied to their communities and, unlike students who relocate for the post-secondary education, are highly likely to stay in and serve the communities in which they reside. We currently have 240 students enrolled at Walden who list Kansas as their place of residence.

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House Higher Education Committee  
February 16, 2009  
Attachment 3

# WALDEN UNIVERSITY

Our mission and vision of addressing societal challenges and creating positive social change are becoming increasingly more relevant in today's society. Demanding schedules and constraining financial times are encouraging more individuals to explore flexible educational opportunities. In fact, in many cases, distance learning is the only option available for working professionals. A recent report by the National Center for Educational Statistics found that the primary reasons institutions offered distance education courses was to meet student demands for flexible schedules and to provide access to higher education for students who otherwise would not have access<sup>1</sup>.

As a long-standing pioneer in the field of distance education, Walden is well situated to respond to these societal needs by providing access to relevant programs with real-world application and a goal of producing graduates who are scholarly, reflective practitioners and agents of positive social change that results in the improvement of human and social conditions.

As evidence of our diverse community of learners and consistent with our mission of social change, Walden has been ranked by *Diverse: Issues in Higher Education* as a top producer of master's and doctorate minority graduates in the following disciplines:

**Master's:**

Education – Total Minority (No. 5)  
Education – African American (No. 6)  
Education – Native American (No. 6)  
Education – Asian American (No. 7)  
Education – Hispanic American (No. 8)

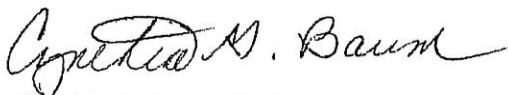
**Doctorate:**

Business – African American (No. 2)  
Psychology – African American (No. 3)  
Business – Total Minority (No. 5)

Walden takes great pride in its commitments to enhancing the access, diversity, and focus on social change among the higher education community.

Thank you again for the opportunity to comment on HB 2293 and your time and attention to this important matter. Walden welcomes the opportunity to work with the legislature in providing greater access to higher education to the residents of Kansas.

Sincerely,



Cynthia G. Baum, Ph.D.  
Vice President, College of Social and Behavioral Sciences  
Walden University

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<sup>1</sup> Distance Education at Degree-Granting Postsecondary Institutions: 2006-07. National Center for Education Statistics. December, 2008.