

**AGENDA**  
**Council on Postsecondary Education**  
**May 22, 2000**

Central Kentucky Technical College  
Manufacturing Technology Building  
Lexington, Kentucky

8:30 a.m. – Academic Affairs Committee meeting, Room 122  
8:30 am. – Finance Committee meeting, Room 120  
10:00 a.m. – tour of Central Kentucky Technical College  
10:30 a.m. – Council on Postsecondary Education meeting, Room 122

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**MINUTES**  
**Council on Postsecondary Education**  
**March 20, 2000**

The Council on Postsecondary Education met March 20, 2000, at 8:30 a.m. at the Council offices in Frankfort. Chair Whitehead presided.

*ROLL CALL*

The following members were present: Norma Adams, Walter Baker, Peggy Bertelsman, Ron Greenberg, Merl Hackbart, Philip Huddleston, Hilda Legg, Kevin Listerman, Shirley Menendez, Kevin Noland, Charlie Owen, Joan Taylor, Lee Todd, Lois Weinberg, and Charles Whitehead. Steve Barger did not attend.

*CALLAN  
PRESENTATION*

Patrick M. Callan, president of the National Center for Public Policy and Higher Education, spoke to the Council about the work of the National Center. The Center, headquartered in San Jose, California, was created two years ago to focus on the broad public interest in higher education and what society and the individual states need from institutions of postsecondary education for the country to be successful.

Mr. Callan discussed three levels of policy activity – society, institution, and market – that are present in every state. He urged the Council to pay particular attention to social needs and market factors. Strong institutions are essential, Mr. Callan said, but are not ends in themselves. He warned against investing in things that raise the costs of higher education, such as facilities and salaries; states should know what they will get in return for these investments. Mr. Callan reminded the Council that it is very difficult to have a program of financial support for higher education that works in hard times as well as in good times.

Mr. Davies thanked Mr. Callan for speaking about the National Center. Mr. Davies said that Mr. Callan has discussed with the Council members the National Center's Report Card project, a national effort to grade state systems (not individual institutions) on the adequacy of their postsecondary education services. Mr. Davies has volunteered Kentucky as a model state system for this project.

The Council recessed to hold Academic Affairs and Finance Committee meetings and then reconvened at 11:15 a.m.

*APPROVAL OF  
MINUTES*

The minutes of the January 24 meeting were approved as distributed.

*PRESIDENT'S  
REPORT*

A written report from the Council president was included in the agenda book. Mr. Davies said that the major activity during the past few months has centered on the session of the General Assembly. He said that both the House and the Senate appear strongly committed to supporting at least the Council budget recommendation, which was part of the budget proposed by Governor Patton.

Mr. Davies reported that U.S. Secretary of Education Richard Riley has acknowledged the partnership agreement between his department's Office for Civil Rights and Kentucky. Site visits to Western Kentucky University and Murray State University are planned in April.

Mary Beth Susman, CEO of the Kentucky Commonwealth Virtual University, reported that the Distance Learning Advisory Committee met in February. Items of discussion included creation of a business subcommittee to develop a business plan for making KCVU self-sustaining, new policies for high school students registering for college courses through KCVU, and a request from Maine that Maine residents enrolled in KCVU courses pay in-state tuition. Maine would reciprocate for Kentucky students. The committee also discussed a list of services to be provided by KCVU, such as on-line assessment, on-line remediation, credit for prior learning, career counseling, job placement, and on-line tutorials. Dr. Susman reported that Miko Pattie, director of the Kentucky Commonwealth Virtual Library, has been invited by the Massachusetts Board of Higher Education to serve on the review team to evaluate Harcourt Higher Education's virtual library resources and delivery system.

Mr. Davies said that the Literacy and Mathematics Curriculum Alignment Teams had their first meetings. These teams were formed by the P-16 Council to align the curricula between the two systems to allow greater continuity as students proceed through their educational careers.

The degree program productivity review is under way. The staff has sent each institution a list of its programs under review. Beginning with universities, reviews will take place every other year for the universities and the KCTCS.

At its meeting March 3, the Paducah Regional Advisory Committee favorably reviewed a proposal from the University of Kentucky and Murray State University to offer a master's degree in health administration in Paducah beginning in fall 2000.

Mr. Davies mentioned three upcoming conferences: 1) April 13-14, summit of virtual university chief executive officers, to be held in Lexington; 2) May 21-23, Faculty Development Conference in northern Kentucky to discuss the effective use of distance learning and the use of digital technology on campus to improve student learning; and 3) June 1-2, conference on remediation at Somerset Community College, sponsored by the Council, the KCTCS, and the Prichard Committee.

*LEGISLATIVE  
UPDATE*

Mr. Davies gave an update on recent legislative action. More than 1,400 bills have been submitted, but to date only about ten percent have made it through the legislature. Three bills are particularly important to the Council: 1) SB 1 assigns the Council responsibility for planning and coordinating adult education while the Department of Adult Education manages the actual services; 2) HB 437, regarding teacher quality, creates a

separate Education Professional Standards Board independent of the Department of Education with a majority of its members teachers and requires middle school teachers to demonstrate competence in their teaching areas; and 3) IIB 572, the knowledge-based economy bill, requires the Council to administer three funds – the Research & Development Voucher Fund to support R&D partnerships between small and medium-size companies and Kentucky universities; the Rural Innovation Fund to support small, rural firms in partnerships with Kentucky colleges and universities; and the Kentucky Commercialization Fund to provide seed funding to promising R&D work at the universities.

Ms. Adams presented the report of the Academic Affairs Committee.

*NEW PROGRAM  
PROPOSALS*

RECOMMENDATIONS:

- That the Master of Arts program in Education Instructional Leadership proposed by Northern Kentucky University be approved provisionally and registered in CIP 13.0405 (Elementary, Middle, and Secondary Education Administration).
- That the Associate of Applied Technology program in Medical Office Technology proposed by Laurel Technical College be provisionally approved and registered in CIP 52.0404 (Medical Administrative Assistant/Secretary).
- That the Associate of Applied Technology program in Industrial Maintenance Technology proposed by Somerset Technical College be provisionally approved and registered in CIP 47.0303 (Industrial Machinery Maintenance and Repairer).

MOTION: Ms. Adams moved that the recommendations be approved. Ms. Bertelsman seconded the motion.

VOTE: The motion passed.

*KCTCS REVIEW  
PROCESS FOR SUB-  
ASSOCIATE LEVEL  
PROGRAMS*

RECOMMENDATION: That the Council approve the process for KCTCS review of sub-associate level certificate and diploma programs at the research and comprehensive universities.

MOTION: Ms. Adams moved that the recommendation be approved. Mr. Greenberg seconded the motion.

VOTE: The motion passed.

*MINIMUM  
ADMISSIONS  
REQUIREMENTS  
ADMINISTRATIVE  
REGULATION*

RECOMMENDATION: That the Council approve the draft administrative regulation that establishes guidelines for admission to postsecondary institutions.

MOTION: Ms. Adams moved that the recommendation be approved. Ms. Weinberg seconded the motion.

Ms. Menendez said that this administrative regulation is of great concern to the superintendents of elementary and secondary education since it is unclear whether there is a sufficient number of adequately prepared teachers of foreign language to implement the requirement that high school students have at least two years in a foreign language.

Ms. Adams said foreign language teachers have stated that the supply of teachers is adequate and added that if there are areas of the state where foreign language teachers are not available, the requirement could be accomplished through courses offered by the Kentucky Virtual High School.

VOTE: The motion passed.

*BUDGET STATUS  
REPORT*

Mr. Baker reported that the Finance Committee heard a briefing on the status of the budget in the General Assembly. (At the time of this meeting, the budget had passed the House and was pending in the Senate Appropriations and Revenue Committee.) Mr. Baker suggested that Council members contact members of the Senate, especially members of the Appropriations and Revenue Committee, to urge support for the postsecondary education budget recommendation submitted by the Council and included by the Governor in his budget.

*WKU PROGRAM OF  
DISTINCTION*

Representatives from Western Kentucky University gave a presentation on the status of the program of distinction in Applied Research and Technology. The report is the fourth in the series of institutional presentations on programs of distinction.

RECOMMENDATION: That the Council allocate an additional \$400,000 for fiscal year 1999-2000 from the Regional University Excellence Trust Fund to Western Kentucky University's program of distinction in Applied Research and Technology to support increased activity within the program's existing centers and the creation of a new center in astronomy. The funds are reserved for WKU's use. WKU has indicated that the funds will be used for nonrecurring expenditures. These funds will not become part of the recurring base for the program of distinction in Applied Research and Technology.

MOTION: Ms. Weinberg moved that the recommendation be approved. Mr. Todd seconded the motion.

Ms. Weinberg said that this is what a really dynamic program of distinction looks like. She commended the university for its accomplishments and wished it future success for the program.

Mr. Huddleston said that when the WKU program was first presented to the Council it seemed to be quite difficult to define, and some Council members may have had reservations about approving the program. He said that the program that has developed is an excellent example of the whole mission of postsecondary education – coming together to coordinate, to exchange ideas and challenges, and to make things work by using the resources of multiple disciplines.

VOTE: The motion passed.

*ENGINEERING  
EDUCATION*

RECOMMENDATIONS:

- That the Bachelor of Science in Construction Engineering and Management, Electrical Engineering, and Mechanical Engineering proposed by Western Kentucky University not be approved at this time.
- That the University of Kentucky, the University of Louisville, Western Kentucky University, and Council staff, in consultation with the other comprehensive universities and the KCTCS, design an alternative proposal to expand engineering education in Kentucky for consideration by the Council on Postsecondary Education at the earliest possible time, but no later than November 2000.

Sue Hodges Moore, the Council's vice president for academic affairs, said that Kentucky needs more engineers. Several analyses, including that of Western Kentucky University, show that Kentucky does not educate enough engineers and engineering technologists to meet the needs of employers or the demands of the 21<sup>st</sup> century economy as envisioned in the new economy legislation being discussed by the Kentucky General Assembly. Dr. Moore said that the question is how Kentucky can best meet this challenge. She said that WKU's response is to establish stand-alone engineering programs that can meet the engineering needs of southcentral Kentucky. But the need for more engineers is not a southcentral Kentucky problem. It is a statewide problem and it is one that requires a solution that uses all the resources of Kentucky postsecondary education.

The Council staff did not recommend that Western be authorized to begin engineering programs in fall 2000. But even if WKU could lay to rest every objection about its proposals, the staff would recommend a statewide strategy. The Council should thoroughly explore statewide approaches to complex problems. Creating stand-alone programs at several institutions is an outdated response to the demands of new economy.

MOTION: Mr. Huddleston moved that the Council approve the application of Western Kentucky University and authorize the establishment of the proposed engineering baccalaureate programs with the direction that WKU in good faith expend every reasonable effort to coordinate both the establishment and the operation of its programs with the University of

Kentucky and the University of Louisville. Mr. Greenberg seconded the motion.

WKU President Gary Ransdell discussed the state's need for engineers, the limited number of engineering programs and graduates in the state, and the fact that local industries often recruit engineers from out of state. President Ransdell said that *2020 Vision* calls for change in Kentucky that will bring about economic development, additional high-paying jobs, recruitment of business and industry to the Commonwealth, and more students to the campuses. It also calls for institutional change – to identify programs of distinction, set priorities that are best for Kentucky, reallocate internal resources to support those priorities, and generate additional outside resources to support those priorities.

President Ransdell said that WKU determined that the single most important thing the institution could do to respond to *2020 Vision* was to create practice-based baccalaureate engineering programs to serve all of Kentucky but to principally serve the area of Kentucky from Owensboro to Bowling Green to Glasgow. Dr. Ransdell said that WKU has not asked and will not ask for new state appropriations to fund these programs but will reallocate money from other services within the university and will raise outside funding to support the programs.

Dr. John Russell, WKU Director of Engineering and Technology, responded to the concerns of the Council staff that WKU does not have the faculty, space, equipment, and students to establish the proposed engineering program in fall 2000 and distributed information to support Western's proposal.

Dr. Barbara Burch, WKU Provost and Vice President for Academic Affairs, reviewed the process WKU used to submit the proposal to the Council and addressed the university's concerns about how Council staff handled the proposal.

Mr. Todd said that this should not be a discussion about turf or staff but about engineering. He said the Council should discuss what is important to this state – to provide educated engineers for businesses and to provide an education for our students. Mr. Todd said that while WKU has the commitment and the desire to reallocate funds for an engineering program, another institution in the state wanting to offer engineering programs may not have that same drive and may ask for legislative help to establish engineering programs at that institution.

Mr. Todd said that he opposes Mr. Huddleston's motion because he wants to look at the need for engineers throughout the entire state. Mr. Todd said that he and Mr. Davies had discussions with Presidents Shumaker and Wethington and both presidents agreed a statewide strategy is needed to produce more engineers for the state. They pledged to cooperate in developing such a strategy.

VOTE: The motion failed by a vote of 1-12.

MOTION: Mr. Todd moved that the staff recommendation as presented in the agenda book be approved. Ms. Bertelsman seconded the motion.

AMENDMENT TO MOTION: Ms. Bertelsman amended the second bullet of the motion to state that "the University of Kentucky, the University of Louisville, Western Kentucky University, and Council staff, *along* with the other comprehensive universities and the KCTCS, design an alternative proposal . . ." instead of "*in consultation.*" Ms. Weinberg seconded the amendment. Mr. Todd accepted the changes to the original motion.

VOTE: The motion passed.

MOTION: Mr. Todd moved that, in recognition that Western Kentucky University has brought to the Council's attention the need for more engineers in Kentucky, and has already begun targeting its resources to meet this need through internal reallocation, and has raised a significant amount of private dollars, Western Kentucky University work with the University of Kentucky and the University of Louisville to develop a prototype for a statewide strategy to meet Kentucky's need for more engineers. The other comprehensive universities and the KCTCS should be involved in developing this strategy to ensure that it applies statewide. And other institutions should follow Western's lead in being responsive to needs and undertaking resource allocation. The Council staff and the institutions should report to the Council as soon as possible, no later than this summer. Ms. Weinberg seconded the motion.

VOTE: The motion passed.

*ANNUAL  
PERFORMANCE  
REVIEW OF COUNCIL  
PRESIDENT*

Mr. Whitehead appointed an ad hoc committee to conduct the annual performance review of Mr. Davies consisting of Ms. Adams, Mr. Baker, Mr. Barger, and Ms. Weinberg. He asked Ms. Weinberg to serve as chair. The evaluation will be presented to the Council at the July meeting.

*NOMINATING  
COMMITTEE*

Mr. Whitehead asked Mr. Baker, Mr. Barger, and Ms. Weinberg to serve with him on the Council's nominating committee to select a chair and vice chair. He asked Mr. Barger to serve as chair. Recommendations of the nominating committee will be presented to the Council for action at the July 2000 meeting.

*BOARD OF STUDENT  
BODY PRESIDENTS*

Mr. Listerman said that the Board of Student Body Presidents recently passed two resolutions: the first, to fully support the Council budget as proposed to the Governor; the second, to encourage the Council to fully fund as expeditiously as possible the renovations to dormitory sprinkler systems at the public universities. The board has also asked the Council staff to provide a place to archive its history and documents because its membership changes each year. Mr. Davies said that the Council staff will



work with the Board of Student Body Presidents to provide staff assistance and continuity.

Mr. Davies said that since Mr. Listerman cannot attend the May meeting, this may be his last meeting as a Council member. He thanked Mr. Listerman for his many contributions to the Council's work and for his constructive approach to issues that come before the body. The Council joined in wishing Mr. Listerman well in his future endeavors.

*NEXT MEETING*

The next Council meeting is May 22.

*ADJOURNMENT*

The meeting adjourned at 2:00 p.m.

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Gordon K. Davies  
President

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Phyllis L. Bailey  
Secretary

**PRESIDENT'S REPORT**

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Much of the staff activity during the past two months has revolved around the legislative session. As I have written to you earlier, the session came out quite well for postsecondary education despite a few bumps in the road. Our major objective going into the session was to support the operating and capital budget recommendations that you made and the Governor included in his budget as presented to the General Assembly late in January. Specifically, we wanted to sustain the benchmark approach to setting operating budgets for Kentucky public postsecondary institutions, get enough money to sustain the momentum of reform, and maintain a disciplined approach to capital outlay. We were quite successful in the first two objectives, coming out with slightly more operating money than you had recommended. But the general principles of a benchmark approach were maintained and we now can refine the approach in preparation for 2002.

There was more capital outlay than you recommended, especially in view of the surpluses throughout the system as measured by space planning guidelines. But the amounts are relatively modest compared to the significance of what this budget can accomplish: substantial renovations of existing space at the comprehensive universities, shared responsibility for research space at the University of Kentucky and the University of Louisville, and the beginning of a new KCTCS community technical college in northern Kentucky.

While successful in its outcome, the legislative session revealed profound differences in judgment about what it will take to accomplish significant improvement in Kentucky postsecondary education. I am convinced, even more today than I was two years ago, that Kentucky's public universities have to reshape themselves in fundamental ways if they are to provide the services Kentucky needs and, indeed, flourish as institutions. A little gradual change, a new curriculum here or a new building there, may alter the competitive balance among the universities. But it will not get the job done.

These differing views are unresolved today. It is good that the session helped get this disagreement out into the open. Now a lot remains to be done.

I need to mention in passing that Northern Kentucky University supported the creation of a new KCTCS community technical college in northern Kentucky. During discussions, I agreed that NKU should be protected against enrollment losses, if any occur, while it and the new college adjust their roles in relation to one another. We shall work out details with Presidents McCall and Votruba and present them for your consideration later this year. I do not think this is a major issue, but it is one that warrants careful consideration.

In other business unrelated to the legislative session, we have extended Kentucky's tuition reciprocity agreement with Illinois through June 2005 and with Tennessee through 2004. The current agreements include provisions for these extensions. We are net importers of students from these states: only about

20 from Illinois but about 500 from Tennessee. These agreements provide additional affordable opportunities for Kentuckians in border counties to attend postsecondary education institutions close to them.

We have received initial institutional responses to the program productivity review. We now shall begin discussing the responses with the universities (KCTCS will be done in odd-numbered years). We expect to have reports and possible actions for you at the July, November, and January 2001 meetings.

We continue to work with the KCTCS and the universities on a statewide engineering strategy. Council member Lee Todd has been very involved in discussions since your March meeting and has provided excellent guidance to the system. We intend to have a strategy ready for your consideration at the July meeting.

I traveled to Birmingham, England, in mid-April to address the annual meeting of the Higher Education Funding Council for England. The vice chancellors, who are the chief executives of the English universities, gather annually to discuss with HEFCE new initiatives and approaches to funding. I gave particular attention to distance learning and the community college movement in the U.S. The government has proposed creation of an “e-University” for England and also has proposed the creation of a new two-year “Foundation Degree” to be awarded by the universities. We talked a good deal about both subjects.

HEFCE and the English universities use enrollment-driven formulas to allocate resources appropriated by the government. One difference from this country is that enrollments are counted in the spring – at the end of the academic year – rather than at the beginning. Obviously, this puts a premium on retention, which is very high.

## **Green Flags**

- The Council's funding recommendations were included in the enacted budget bill.
- The Council's recommendation that research buildings for UK and UofL be split-funded was included in the enacted budget bill.
- The enacted budget bill includes an additional \$3 million each year for the Early Reading Incentive Grant program and the Collaborative Literacy Center.
- The Council was assigned policy leadership and planning responsibility for adult education.
- The Council was assigned a substantial role in efforts to make Kentucky a stronger participant in the new knowledge-based economy.

## **Yellow Flags**

- The enacted budget includes several community development projects that are not well defined in budget documents. Some of these may eventually be assigned to a postsecondary education institution, most likely the KCTCS.
- The enacted budget moved \$8 million in Enrollment Growth and Retention program funds from the second year to the first year of the biennium. This action reduces the recurring funding base in 2001-02 by \$8 million.
- The enacted budget does not include new funds to expand the SREB Faculty Diversity program or the Minority Student College Preparation program, or to fund the Early Mathematics Testing Program (House Bill 178). The Council staff agreed to fund these initiatives in 2000-02 from existing resources.

## **Red Flags**

- The enacted budget bill includes funding for new buildings at ECU and WKU that are not justified based on space planning guidelines.
- The enacted budget allows UK to spend \$1 million of its agency funds to plan and design a new classroom building at LCC. LCC is governed by UK which has large amounts of classroom and laboratory space that is not used after 3 p.m. and on weekends. If a building is authorized eventually, it might be good to renovate existing space in downtown Lexington. This would help revitalize the core city and provide easier access to African American and Hispanic residents.

**FACULTY AND STAFF TUITION  
WAIVER PROGRAM**

***ACTION***  
**Agenda Item D-1**  
**May 22, 2000**

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**Recommendation:**

That the revised Faculty and Staff Tuition Waiver Program policy be amended as set out in the attached document.

**Description:**

- The 2000 General Assembly in Senate Bill 240 extended the current Faculty and Staff Tuition Waiver Program to regular full-time employees of state or locally operated secondary area technology centers.
- Employees of those area technology centers seek to enroll in classes for the 2000 fall semester.
- The effective date of the legislation is July 1, 2000.

**Background:**

In 1997, the General Assembly created a Faculty and Staff Tuition Waiver Program for employees of public, postsecondary education institutions. The policy implementing the waiver program permits regular, full-time employees of those institutions to enroll at any public postsecondary education institution for six college credit hours per semester and to have the tuition waived by the enrolling institution.

The 2000 General Assembly extended the Faculty and Staff Tuition Waiver Program to employees of state and locally operated secondary area technology centers. The revised policy incorporates that legislative mandate and makes minor adjustments in the language of the current policy.

A version of the policy showing proposed changes is enclosed. Once adopted by the Council, the final version will be circulated to local schools and postsecondary education institutions.

## 2:51: FACULTY AND STAFF TUITION WAIVER PROGRAM POLICY

### I. Statement of Purpose

The 1997 First Extraordinary Session of the General Assembly resulted in the creation of a faculty and staff tuition waiver program [KRS 164.020(32)] with the express purpose of promoting employee and faculty development. Specific responsibility was granted to the Council on Postsecondary Education to develop and implement this program. Consistent with stated legislative purpose, this policy sets out the parameters of this program, which is intended to enhance the professional development opportunities of the faculty and staff of the public postsecondary institutions and of state or locally operated secondary area technology centers.

### II. Statutory Authority

~~[Authority is expressly granted in]~~ KRS 164.020(32) ~~[which]~~ provides that the Council on Postsecondary Education shall:

(32) Develop a statewide policy to promote employee and faculty development in all postsecondary institutions and in state and locally operated secondary area technology centers through the waiver of tuition for college credit coursework in the public postsecondary education system. Any regular full-time employee of a postsecondary public institution or a state or locally operated secondary area technology center may, with prior administrative approval of the course offering institution, take a maximum of six (6) credit hours per term at any public postsecondary institution. The institution shall waive the tuition up to a maximum of six (6) credit hours per term; . . .

Additional requirements for employees of the Kentucky Community and Technical College System are stated in KRS 164.5807:

(6) A regular full-time employee may, with prior administrative approval, take one (1) course per semester or combination of summer sessions on the University of Kentucky's campus or at a community college during the employee's normal working hours. The University of Kentucky shall defray the registration fee up to a maximum of six (6) credit hours per semester or combination of summer sessions.

### Section A. Definitions

1. "Course-offering institution" means the institution where an employee has enrolled to take a college credit course under the provisions of this policy.

2. “Employing institution” means the institution or a state or locally operated secondary area technology center where an employee seeking a benefit under this policy works on a full-time basis.
3. “Institution” means a state-supported postsecondary institution as described in KRS 164.001(10).
4. “Regular full-time employee” or “employee” means an employee so classified by an employing institution or area technology center within the human resources system of that institution or area technology center. ~~[NOTE: Until July 1, 1998, participation by the technical branch of the Kentucky Community and Technical College System (KCTCS) is limited to employees of the postsecondary technical institutions and the postsecondary faculty of the area centers. On July 1, 1998, all KCTCS employees will become eligible.]~~
5. “Summer term” or “summer session” means the period in the academic calendar between the spring and the fall semester.
6. “Technology Center” means a state operated secondary area technology center as defined in KRS 151B.110 or a locally operated secondary area technology center.

## **Section B: General Requirements**

1. The program is to be titled the Faculty and Staff Tuition Waiver Program.
2. The Faculty and Staff Tuition Waiver Program applies to the waiver of tuition and does not include mandatory student fees, course and other fees, textbooks or other charges assessed by a course-offering institution.
3. The Council on Postsecondary Education requires that all tuition waived under this program be:
  - a. ~~{be}~~ recorded consistent with residency requirements; and
  - b. ~~{be}~~ recorded in the financial accounting system of the course-offering institution consistent with financial reporting guidelines of the Council-~~;~~ and
  - e. ~~[be] separately identified in the course offering institution’s student database consistent with Council guidelines]~~.
4. A student participating in the Faculty and Staff Tuition Waiver Program shall be separately identified in the course offering institution’s student database consistent with Council guidelines.

5. The Faculty and Staff Tuition Waiver Program applies to all courses offered for college credit not specifically excluded by this policy.
- ~~6. [5.]~~ A course-offering institution may, through a written policy, exclude non-credit continuing or community education courses, courses offered through overseas programs, correspondence courses, and audited courses.
- ~~7. [6.]~~ Participation in the Faculty and Staff Tuition Waiver Program may generate additional taxable income under the provisions of the federal tax code for graduate, professional and doctoral level programs.
  - a. The course-offering institution shall provide a report to the chief personnel officer of each employing institution or technology center on all employees participating in the Faculty and Staff Tuition Waiver Program. The report shall designate the course number and whether the course is undergraduate, graduate, doctoral or professional.
  - b. The employing institution is responsible for withholding proper taxes and for reporting taxable income regardless of where the course is taken.
  - c. Any tax liability incurred through participation in this program is the responsibility of the participating employee.
- ~~8. [7.]~~ This policy confers a financial benefit to regular, full-time employees and is not intended to guarantee access or preferential treatment to any academic course or program.
- ~~9. [8.]~~ An employee eligible to participate in this program may take courses during normal working hours with written permission of the employing institution.
- ~~10. [9.]~~ An institution is not required to offer a course during an academic term unless there are a sufficient number of tuition-paying students taking the course. An institution may restrict enrollment in a course if space is not available.
- ~~11. [10.]~~ An institution or technology center may offer additional benefits to its own employees or to employees of other postsecondary institutions that exceed the benefits of this policy.
- ~~12. [11.]~~ Credit hours earned under the state policy are not assignable; however, an employing institution that wishes to allow its employees to assign credit hours to third parties may do so, either by having the employee sign a waiver of the state policy in favor of the institutional policy or by the institution granting credit hours in excess of those provided by the state.

### **Section C: Eligibility Criteria**



1. An employee, to be eligible for participation in the Faculty and Staff Tuition Waiver Program, must be classified by the employing institution or technology center as a regular full-time employee. Certification of employment shall be provided by the employing institution or technology center for each academic term in which the employee seeks to participate in the program.
2. If employment is terminated prior to the first day of classes, an approved tuition waiver will be cancelled.
3. An employee is not eligible to receive a tuition waiver under this program in excess of six credit hours per academic term from an institution or combination of institutions.
4. Employees must meet the course-offering institution's:
  - a. general admission requirements; and
  - b. any specific program requirements.
5. ~~{e.}~~ A course-offering institution may require that a student achieve a minimum grade level, not to exceed a 2.0 on a 4.0 grade scale, in order to continue to be eligible to participate in the Faculty and Staff Tuition Waiver Program in subsequent academic terms.

**Certification:** \_\_\_\_\_  
Gordon K. Davies, President

**Previous Actions:** \_\_\_\_\_

**Original Approval:** \_\_\_\_\_

**LEGISLATIVE WRAP-UP**

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In addition to the biennial budget (discussed in Agenda Item G-3), several important pieces of legislation were passed in the last few days of the session. SB 1 revamps the state's approach to adult education, giving the Council responsibility for adult education policy leadership and for administration of the Adult Education and Literacy Initiative Fund. The fund will receive \$19 million over the next biennium. The Department for Adult Education and Literacy is charged with implementing the strategy established by the Council.

SB 77 was expanded to include a few of the provisions of the ill-fated teacher quality bill, HB 437. It creates a Teachers' Professional Growth Fund (\$2 million over the biennium) to provide financial incentives – stipends, tuition reimbursement, etc. – to teachers who pursue professional development. In 2000-02, priority will be given to middle school math teachers. SB 77 also establishes the Center for Middle School Academic Achievement at an institution to be selected by the Council.

HB 572, the knowledge-based economy package, creates within the Council three new funds: the Research & Development Voucher Fund to support R&D partnerships between small and medium-size companies and Kentucky universities; the Rural Innovation Fund to support small, rural firms in partnerships with Kentucky colleges and universities; and the Kentucky Commercialization Fund to provide seed funding to promising R&D work at the universities. The bill anticipates that the Council will contract with a science and technology corporation to administer at least two of the funds. HB 572 also directs the Council to create regional technology corporations to support clusters of similar or complementary businesses.

Other bills of interest also were enacted.

HB 178 establishes a statewide math diagnostic testing program for high school juniors and seniors. Its aim is to reduce the amount of remediation needed and to encourage high school students to take advanced math courses. The Council is required to select a university to administer the program.

HB 180 creates a pre-paid tuition program in the State Treasurer's office. Families could lock in current tuition rates by paying into an account that would be invested and guaranteed to cover the cost of tuition when a student enters college.

A final bill chart follows.

**COUNCIL ON POSTSECONDARY EDUCATION  
BILL TRACKING CHART  
FINAL ACTION, 2000 GENERAL ASSEMBLY**

BILL/ SPONSOR	DESCRIPTION	ORIGINATING CHAMBER		NON-ORIGINATING CHAMBER	
		Committee Referred To	Status	Committee Referred To	Status
SB 1 Williams	Adult education package	Education	Passed Senate 38-0	Education	Passed House 98-0 SIGNED BY GOVERNOR
SB 53 Bailey	Changes the calculation to determine the amount of osteopathic scholarship	Education	Passed Senate 38-0	Education	Passed House 94-0 SIGNED BY GOVERNOR
SB 56 Boswell	Allows for partial awards in the National Guard tuition assistance program	Education	Passed Senate 36-0	Education	Passed House 98-1 SIGNED BY GOVERNOR
SB 58 Boswell	National Guard tuition assistance available to all, not just enlisted, members	Education	Passed Senate 34-0	Education	Passed House 97-0 SIGNED BY GOVERNOR
SB 77 McGaha	Center for Middle School Academic Achievement/Teacher quality	Education	Passed Senate 36-1	Education	Passed House 98-0 SIGNED BY GOVERNOR
SB 125 Shaughnessy	Technical changes to KEES program	Education	Passed Senate 36-0	Education	Passed House 97-0 SIGNED BY GOVERNOR
SB 131 Westwood	KCTCS – may not dismiss employees except for just cause	State & Local Government	DEAD		
SB 204 Stine	KEES – numerical grading scale	Education	Defeated in committee		
SB 237 McGaha	Exemption from prevailing wage for postsecondary education	Ec Dev, Tourism & Labor	DEAD		
SB 240 Seum	Waives tuition up to 6 hours for secondary area technology center employees	Ec Dev, Tourism & Labor	Passed Senate 37-0	Education	Passed House 97-0 SIGNED BY GOVERNOR
SB 244 Scorsone	Full vote to KCTCS student, faculty, staff members	Education	DEAD		
SB 249 Buford	Parkinson’s Centers at UK, UL		WITHDRAWN		
SB 259 Seum	Staff member on community college boards	Education	Passed Senate 35-0	Education	Passed House 96-0 SIGNED BY GOVERNOR
SB 267 Buford	Parkinson’s Centers at UK, UL	A&R	Passed Senate 37-0; funds deleted	A&R	DEAD
SB 270 Boswell	Biotechnology tax credits	A&R	DEAD		
SB 271 Kelly	Increased funding for Collaborative Center for Literacy Development & Early Reading Incentive Fund	A&R	DEAD		

SB 278 Miller	Statewide resource center for dyslexia	A&R	DEAD		
SB 321 Bailey	UK Center of excellence in rural health	Health & Welfare	Passed Senate 38-0	Health & Welfare	DEAD
SB 328 Pendleton	\$20 million to Lung Cancer Research Fund		WITHDRAWN		
SR 43 Borders	Seminar on credit for college freshmen	Education	Passed Senate 36-0		
HB 40 Yonts	Nominating commissions for community colleges	Education	Passed House 95-0	Education	Passed Senate 36-0 SIGNED BY GOVERNOR
HB 44 Crimm	State aid for students attending colleges accredited by regional accrediting agencies other than SACS	Education	Passed House 96-0	Education	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 76 Weaver	Alternative certification for veterans to become teachers	Seniors, Military Affairs & Public Safety/Education	Passed House 98-0	Education	Passed Senate 36-0 SIGNED BY GOVERNOR
HB 93 Stumbo	Confirms executive order changing name of Commonwealth Merit Scholarships to KEES	Education	Passed House 95-0	Education	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 118 Hoffman	Creates special license plates for independent colleges/increase license plate fees-public univs.	Transportation	Passed House 97-0	Transportation	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 138 Graham	National Guard tuition assistance available to all, not just enlisted, members	Education	DEAD (See SB 58)		
HB 149 Nunn	Tuition waiver for foster and adopted children	A&R	DEAD		
HB 177 Nunn	Telemedicine program - UK and UofL	Health & Welfare	Passed House 94-0	Health & Welfare	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 178 Draud	Statewide math diagnostic testing program	Education	Passed House 91-0 with amendment to make the test web-based	Education	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 180 Adkins	Prepaid tuition program	Education	Passed House 98-0	Education	Passed Senate 34-0 SIGNED BY GOVERNOR
HB 181 Haydon	Tuition waiver for stepchildren of deceased veterans	Seniors, Military Affairs & Public Safety	Passed House 92-0 with amndmt to waive tuition for dependents of veterans killed on active reserve duty	A&R	Passed Senate 35-0 SIGNED BY GOVERNOR
HB 185 Yonts	Adult education package	Education	DEAD (See SB 1)		
HB 198 Crimm	Tuition discount (25%) for volunteer firefighters, paramedics, EMTs	Education	DEAD		

HB 206 Graham	Allows for partial awards in the National Guard tuition assistance program	Seniors, Military Affairs & Public Safety	Passed House 93-0	A&R	DEAD (See SB 58)
HB 321 Wayne	Housing safety for disabled students	Education	Passed House 95-0 with amendment that maintains sovereign immunity of public colleges & universities	Education	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 322 Wayne	Campus safety policies; crime log	Education	Passed House 90-0 with amendment that maintains sovereign immunity of public colleges & universities	Education	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 384 Buckingham	Restricts credit card solicitation of students	Banking & Insurance	Passed House 92-3	Banking & Insurance	DEAD
HB 399 Callahan	Tuition waiver for disabled police officers, firefighters, & volunteer firefighters	Education	Passed House 97-0	A&R	DEAD
HB 437 Moberly	Teacher quality package	Education	Passed House 88-9	Education	DEAD
HB 462 Rasche	Technical changes to Ky. Educational Savings Plan Trust	Education	Passed House 97-0	A&R	Passed Senate 37-0 SIGNED BY GOVERNOR
HB 502 Stumbo	Executive branch budget	A&R	Passed House 90-8	A&R	Passed Senate 36-0 SIGNED BY GOVERNOR
HB 509 Weaver	Registration for Selective Service made a requirement for admission to public colleges & universities	State Government	DEAD		
HB 572 Richards	Knowledge-based economy initiative	A&R	Passed House 96-1	Education	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 583 Barrow	Lung Cancer Research Governance Board	A&R	Passed House 96-0	A&R	Passed Senate 36-0 SIGNED BY GOVERNOR
HB 608 Palmer	Lung Cancer Research Governance Board/Municipal colleges in 3 <sup>rd</sup> & 4 <sup>th</sup> class cities	Banking & Insurance	Passed House 94-0	Health & Welfare	Passed Senate 34-0 SIGNED BY GOVERNOR
HB 631 Richards	Transfers Comm. on Fire Protection to KCTCS	Education	Passed House 94-0	Economic Development, Tourism & Labor	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 721 Geveden	Exemption from salary cap	A&R	DEAD		
HB 801 Alexander	Requires KCTCS to establish salary schedule for faculty & staff	Education	DEAD		
HB 855 Barrows	Hemp can be grown; research program established	Agriculture & Small Business	Passed House 63-31 with amendment deleting provision allowing hemp to be grown	Ag & Natural Resources	DEAD

HB 883 Stein	Theology and divinity students eligible for state aid	Education	DEAD		
HB 903 Palmer	Municipal colleges in 3 <sup>rd</sup> and 4 <sup>th</sup> class cities	Education	Passed House 86-1	A&R	DEAD (passed as amendment to HB 608)
HB 918 Wilkey	Criminal Justice Loan Assistance program	A&R	DEAD		
HB 945 Johns	Information technology accessible to blind		WITHDRAWN		
HB 975 Upchurch	Somerset CC to Southern KY CC	Education	DEAD		
HB 1004 Anderson	Numerical grading scale – KEES	Education	DEAD		
HB 1011 L. Clark	Approval for transfer of assets – public colleges & universities	State Government	Passed House 71-6	A&R	DEAD
HB 1032 Johns	Information technology accessible to blind and deaf	A&R	DEAD		
HCR 88 Treesh	LRC to study academic preparation in K-12, including need for remedial instruction	Education	Passed House 94-2	Education	Passed Senate 37-0 SIGNED BY GOVERNOR
HJR 98 Anderson	EPSB to review preparation and certification of science teachers	Education	DEAD		
HJR 141 Riner	Eagle Scout scholarships	Education	Passed House 95-0	Education	Passed Senate 38-0 SIGNED BY GOVERNOR
HJR 144 Riner	Directs medical schools to enroll disabled students	State Government	DEAD		

# DEVELOPMENT OF KEY INDICATORS OF PROGRESS TOWARD POSTSECONDARY REFORM

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Agenda Item D-3  
May 22, 2000

## Information:

*The Kentucky Postsecondary Education Improvement Act of 1997* directs the Council to develop a strategic agenda, a plan to implement that agenda, financial incentives and funding policies that support the plan's accomplishment, and indicators and benchmarks for measuring progress. In July 1998, the Council approved *2020 Vision: An Agenda for Kentucky's System of Postsecondary Education*. The more detailed *Action Agenda: 1999-2004* was put in place in September 1999. And the General Assembly approved in April 2000 the allocation of funds to the system, its universities, and the KCTCS based on the new benchmark funding guidelines and incentive trust fund proposals approved by the Council in November 1999.

These plans and funding decisions lay the foundation for the development of a short list of key indicators for measuring progress toward the reforms outlined in HB1. These key indicators should answer these five questions:

- Are more students ready for college?
- Are more students enrolling in college?
- Are students advancing through the system?
- Are students prepared for life and work?
- Is Kentucky's economy benefiting?

For each of these questions, the Council staff proposes the identification of 3-5 specific, measurable indicators, each with its own goal and timeline for reaching them. Some of these goals will be institution-specific; others will be systemwide. Attachment A provides further detail about progress on this work.

Over the past several months, the Council staff has:

- Consulted with the Presidents, Chief Academic Officers, and institutional research staff at the campuses.
- Met with educational testing vendors.
- Reviewed statewide accountability programs in other states.
- Formed a Survey Advisory Group composed of institutional representatives.



- Coordinated this initiative with the national report card project being sponsored by the National Center on Public Policy and Higher Education.
- Begun development of a web-based “consumer information system,” which will include these key indicators, broader social indicators, and other information of interest to key stakeholders, particularly students, parents, state policy makers, and employers.

Attachment B outlines a timeline for completing this work. We anticipate bringing a recommendation to the Council before the end of the year.

Staff Preparation by Sue Hodges Moore

**KEY INDICATORS OF PROGRESS TOWARD POSTSECONDARY REFORM****Working Outline****1. *Are more students ready for college?***

- ◆ Adult literacy rates
- ◆ High school coursework and test scores
- ◆ Remediation rates

**2. *Are more students enrolling?***

- ◆ Enrollments in postsecondary education
  - ◆ Program-seeking
  - ◆ Customized workforce training
  - ◆ Adult participation
  - ◆ KCVU
- ◆ College-going rates of high school graduates
- ◆ Transition rate from adult basic to postsecondary education

**3. *Are students advancing?***

- ◆ Transition rates
  - ◆ from first to second year of study
  - ◆ from two-year to four-year institutions
  - ◆ from undergraduate to graduate/professional programs
- ◆ Completion and graduation rates
  - ◆ Certificates, diplomas, degrees awarded

**4. *Are students prepared for life and work?***

- ◆ Foundational skills
  - ◆ writing, reading, mathematics, science reasoning, critical thinking, problem solving
- ◆ Alumni satisfaction
  - ◆ undergraduate and graduate surveys
- ◆ Pass rates on licensure and certification exams
  - ◆ expand current data collection
- ◆ Undergraduate student experience
  - ◆ National Survey of Student Engagement

**5. *Is Kentucky's economy benefiting?***

- ◆ Employer satisfaction
  - ◆ with completers and graduates
  - ◆ with services and support
- ◆ Research and development
  - ◆ external research support
  - ◆ business start-ups

**KEY INDICATORS OF PROGRESS TOWARD POSTSECONDARY REFORM**

**Development Timeline  
2000**

**APRIL**

- ◆ Discussion with Council of Chief Academic Officers
- ◆ First Survey Advisory Group meeting
- ◆ Meeting in Bloomington with National Survey of Student Engagement staff
- ◆ Meeting with National Center for Higher Education Management Systems on statewide testing pilot project and national report card project

**MAY**

- ◆ Presentation to Education Professional Standards Board
- ◆ Meeting with KCTCS on key indicators
- ◆ Meeting with UK/UL on research & development/economic indicators
- ◆ Staff work on adult education/literacy indicators
- ◆ Survey Advisory Group meeting
- ◆ Review of benchmark data for goal-setting
- ◆ Council information item on general outline and timeline

**JUNE**

- ◆ Discussion with P-16 Council
- ◆ Discussion with Congress of Senate Faculty Leaders
- ◆ Meeting with Workforce Development Cabinet on adult education/literacy indicators
- ◆ Survey Advisory Group meeting

**JULY-AUGUST**

- ◆ Council discussion on draft indicators and goals
- ◆ Draft indicators and goals circulated for review and comment

**SEPTEMBER-OCTOBER**

- ◆ Discussion session on indicators and national report card at trusteeship conference
- ◆ SCOPE meeting to discuss draft indicators and goals
- ◆ Development of 2000 annual progress report

**NOVEMBER**

- ◆ Council action on key indicators and goals
- ◆ Council agenda item on 2000 annual progress report

**P-16 COUNCIL REPORT**

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**Information:**

At its March 20 meeting, the P-16 Council considered an array of statewide projects to improve teacher quality, coordination of high school and college curricula, and the transition of students from high school to college.

Council members endorsed the state Department of Education's Teacher Data System Improvement Project. The system will use web technology to integrate and make accessible the various databases distributed throughout several units of the Kentucky Department of Education. Led by Stephen Clements of the University of Kentucky, the project steering committee includes staff from the KDE, the Education Professional Standards Board, and the Council on Postsecondary Education, as well as members of other agencies at all levels of K-12 education. The data system will help agencies and researchers monitor teacher quality and supply, track student transition to postsecondary education, recruit minority teachers, and correlate performance in the K-12 curriculum with postsecondary performance.

Kentucky is seeking funding from two federal programs. At the March P-16 Council meeting, KDE, the Council on Postsecondary Education, and Education Professional Standards Board staff reported on preparation of a Title II Teacher Quality Enhancement state grant. The funding would be used to improve the training and professional development of teachers, provide accountability for teacher preparation programs through data collection, and provide seed money for local P-16 councils. In addition, staff from the CPE, KDE, and the Kentucky Higher Education Assistance Authority, with assistance from postsecondary faculty, are preparing a statewide GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant. The grant will be used to improve the ability of middle schools with large numbers of economically disadvantaged students to prepare these students for college.

The P-16 Literacy and Mathematics Alignment Teams held their first meetings in March. CPE member Peggy Bertelsman is chairing the Literacy Alignment Team, and KBE (and P-16 Council) member Lydia Carol Gabbard is chairing the Mathematics Alignment Team. The teams are composed of representatives from each public university, the Kentucky Community and Technical College System, the Association of Independent Kentucky Colleges and Universities, and six teachers or administrators from Kentucky schools. The groups will identify what students need to know and be able to do to be ready for college.

P-16 Council members addressed several measures to increase successful passage from high school to college. They endorsed a statewide conference requested by the presidents of the state institutions on the best ways to provide remedial education. They also reviewed and endorsed a proposal for a

summer institute to help school counselors raise student and family expectations for achievement and college-going. Counselors would also assist teachers in preparing and motivating students for college. P-16 Council members also reviewed revisions to the administrative regulation outlining admission guidelines to postsecondary institutions, which was documented at the March CPE meeting. Council members received a letter from Acting Commissioner Kevin M. Noland to Kentucky's high school principals advising them of research correlating a fourth year of high school mathematics with successful completion of a baccalaureate degree.

The P-16 Council is responding to the growing interest in forming local councils. Council members recognize the importance of statewide standards of teaching quality and student performance and the need to develop coherent education policy throughout the system. At the same time, local organizational structures have the flexibility to address specific problems and needs of limited geographical scope. The staff has written to the Chief Academic Officers of the public universities and to the president of the independent college association asking them to identify their three to five most effective partnership activities and to envision ideal P-16 partnerships for their areas of the state. As we receive information from the institutions, the P-16 Council will consider how to establish local councils.

Since September, P-16 Council meetings have featured exemplary local partnership programs and structures. In March, Council members heard a presentation on The Renaissance Learning Program, an after-school enriched learning project at Johnson Elementary School in Lexington. Working with The Community School That Never Closes Inc., Georgetown College, and several local arts organizations, the program is a model of focused effort among public and private institutions and agencies required to effect education reform.

CPE member Shirley Menendez has been reappointed by Council Chair Charles Whitehead to the P-16 Council for a three-year term.

Staff Preparation by Dianne M. Bazell

**WESTERN KENTUCKY UNIVERSITY  
PROGRAM OF DISTINCTION**

**ACTION  
Agenda Item D-5  
May 22, 2000**

**Recommendation:**

- That the Council approve the Center for 21<sup>st</sup> Century Media as a second program of distinction at Western Kentucky University.
- That the Council award \$500,000 to Western Kentucky University from the Regional University Excellence Trust Fund to support creation of the Center.

**Background and Rationale:**

The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) created the Regional University Excellence Trust Fund to implement the goal of having six Kentucky comprehensive universities with at least one nationally recognized program of distinction at each institution. The Council approved WKU's first program of distinction-- the Applied Research and Technology Program-- at the July 13, 1998, Council meeting. WKU indicated then that it would later propose journalism and broadcasting as a second program of distinction and budgeted its first program of distinction request to accommodate this plan.

*Program Summary*

The proposed Center for 21<sup>st</sup> Century Media will expand and deepen the teaching, research, and outreach of WKU's nationally prominent School of Journalism and Broadcasting. Specifically, the Center will increase training and other practice-oriented opportunities for students in advertising, public relations, newscasting, and related fields. It will emphasize the new areas of electronic publishing and the Internet and prepare students for rapid change in and convergence of modern media. The Center will boost financial and logistical support to WKU's internationally recognized debate program. It will establish the Kentucky High School Media Institute to introduce high school teachers and students to media studies and careers, and will help media professionals stay current through its newly created Media Continuing Education Institute.

The strength of the journalism, broadcasting, and debate programs at WKU is already recognized nationally. School and Center director Jo-Ann Albers won the national Freedom Forum Award for Journalism Administrator of the Year last fall. In April this year WKU became the first Kentucky university to win the Hearst Foundation Intercollegiate Journalism Competition (in a field of one hundred schools), having placed third in 1998-1999 and in the top ten for the last five years. In the photojournalism division of the Hearst competition, WKU has won eleven consecutive times. The student staff of the *College Heights Herald* won the national Gold Crown Award from the Columbia Scholastic Press Association in 1999 and 2000 and won its seventh Pacemaker Award from the Associated Collegiate Press in November 1999. The debate team placed first in the International Forensic Association World Championship in Paris, France, this March and also in Rome, Italy, in March 1999. Broadcasting students won Student Emmy Awards in 1991, 1994, and 1997, while advertising students have advanced to the finals of the National Student Advertising Competition six times in the past eleven years. WKU has won many additional honors in these fields.

The Center will consist of five bachelor's degree programs (advertising, broadcasting, photojournalism, print journalism, and public relations) plus forensics, The Mountain Workshops in photojournalism, WKU's student radio station (WWHR-FM), a student-directed public relations agency, and a student-directed advertising agency. WKU has chosen not to offer a master's degree as part of the program of distinction because it wants the Center to focus exclusively on undergraduates and because it wishes to avoid unnecessary duplication. WKU will encourage Center graduates to pursue master's degrees in the WKU Department of Communication or elsewhere in the Commonwealth.

The Center's focus on undergraduates will further the School of Journalism and Broadcasting's strengths in mentoring, career placement, and practice-based curricula. "We practice what we teach" is the School's credo, which helps explain why most faculty have extensive professional experience in their fields (and why only 38 percent hold doctorates, since a Ph.D. is not the terminal degree in many practice-based pre-professional disciplines such as journalism and broadcasting). The Center will seek to increase by 10 percent the number of students enrolled and graduated by 2003-2004 and will concentrate particularly on out-of-state and minority students. The Center will offer scholarships totaling \$32,500 in 2000-2001, reaching \$70,000 annually by 2002-2003.

In 2002-2003 the Center will move into a new facility, for which the General Assembly appropriated \$18.5 million during the 1998 session (construction is scheduled to begin this fall).

WKU has established assessment criteria for the Center relating to professional out-of-classroom student activities, job placement, student-body diversity, continued student success in national and international competitions, and the impact of outreach to high schools and continuing education in relevant workplaces. The Council staff will evaluate the Center at least once every two years, beginning in the spring of 2001.

#### *Funding Summary*

WKU will over-match the \$500,000 from the Trust Fund with \$533,350 from external sources and internal reallocation in 1999-2000. Council staff members have worked with WKU senior administration to verify that required matching funds are available to support the Center.

WKU has a five-year budget plan for the Center in which non-recurring revenues and expenses will be steadily replaced by recurring revenues and expenses. The Center will use the money from the trust fund primarily to support the addition of three faculty and three staff and the purchase of new computer equipment, for example, to increase the number of workstations from 80 to 140.

After financing the creation of the Center, WKU will have \$373,000 remaining in its share of the Regional University Excellence Trust Fund.

Staff Preparation by Daniel A. Rabuzzi

**Information:**

Northern Kentucky University will report briefly on the status of its program of distinction, the Center for Integrative Natural Science and Mathematics. The report stems from the Council's review of all programs of distinction as discussed in Agenda Item C-3 at the January 24, 2000, Council meeting. The report is the sixth and final in the series of institutional presentations, following the January 24 reports by Morehead State University, Eastern Kentucky University, and Murray State University, and the March 20 report by Western Kentucky University.

Staff Preparation by Daniel Rabuzzi



**MIKO PATTIE RECEIVES OUTSTANDING  
ALUMNUS AWARD FROM UK COLLEGE  
OF COMMUNICATIONS AND  
INFORMATION STUDIES**

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**Agenda Item E-1  
May 22, 2000**

Miko Pattie, Director of the Kentucky Commonwealth Virtual Library, received the Outstanding Alumnus Award from the University of Kentucky's College of Communications and Information Studies at a banquet held in her honor April 28, 2000, at Spindletop.

She was cited for her exemplary pioneering work in the planning and implementation of the KCVL. The award was presented by Dr. Timothy Sineath, Chair of the UK school, who congratulated Ms. Pattie on her outstanding contributions to library and information science.

## **FIRST INTERNATIONAL VIRTUAL EDUCATION EXECUTIVES SUMMIT**

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**Agenda Item E-2  
May 22, 2000**

The Kentucky Commonwealth Virtual University organized a two-day summit where leaders of virtual education systems from across the United States, United Kingdom, Canada, and Mexico assembled for the first time. The summit was held at the Marriott Griffin Gate in Lexington, Kentucky, April 13-14, 2000. One of the purposes of the meeting was to form strategic alliances in the virtual education environment. Invitees were executive officers of systemwide, statewide, and countrywide institutions.

In order to meet the demand for a quality e-learning, summit attendees agreed to establish an informal association that would focus on topics such as public policy, marketplace, barriers to mobility, financial aid, and research and expertise. It has been named "The Lexington Group." The attendees signed a Memorandum of Agreement (attached). The agreement pledged to encourage transfer arrangements and other types of collaboration among their institutions. William Graves, CEO of Eduprise, which sponsored the event, volunteered to build and maintain a website and electronic forum for the group.

Leaders of various other virtual institutions who were unable to attend the summit have since signed the Memorandum of Agreement bringing the current number of signatures to 31. News of the meeting and agreement appeared in the Chronicle of Higher Education and on National Public Radio.

Three national associations (Southern Regional Education Board, EDUCAUSE, and Western Cooperative for Education Technology) have invited the Lexington Group to affiliate with them.

Governor Paul E. Patton welcomed the group to Kentucky at the opening of the event April 13. Mr. Barclay Knapp, President and CEO of NTL Inc., a leading communications company in the United Kingdom, delivered the keynote address at the evening banquet.

## **Virtual Education Executives' Memorandum of Agreement**

**April 14, 2000**

**Lexington, Kentucky**

Whereas, the leaders assembled for the first virtual education executive officers' International Summit are dedicated to:

- Promoting anywhere, anytime learning;
- The ability for students to make informed decisions about options in anywhere, anytime learning;
- Abolishing unnecessary barriers to the beginning, continuation, or completion of personal education goals; and

Whereas, the assembled leaders value the learner as customer; the new market-place of 21<sup>st</sup> Century economies; the employer expectations for documented skilled graduates; and

Whereas, the assembled leaders desire to:

- Create seamless mobility and choice for customers;
- Expand the opportunities for lifelong learning and access to that learning;
- Collaborate with like-minded institutions, corporations, and agencies to fulfill their mission,

The assembled leaders (undersigned) do hereby agree to:

- Encourage articulation and transfer agreements that serve the life-long learner;
- Publish and promote articulation and transfer agreements through their own resources; and
- Continue dialogues with collaborating partners to refine and update agreements as appropriate.

**Memorandum of Agreement Signed By:**

Athabasca University

Colorado Electronic Community College

Connecticut Distance Learning Consortium

e-University of Great Britain

Georgia G.L.O.B.E.

Harcourt Higher Education

Illinois Virtual Campus

Jones International University

Kentucky Commonwealth Virtual University

Kentucky Virtual High School

Magellan University

Maryland Online

Michigan Virtual University

Minnesota Virtual University

Monterrey Tech Virtual University

National Technological University

New Jersey Virtual University

Ohio Learning Network

Online College of Oklahoma

South Dakota Electronic University Consortium

Tennessee Board of Regents@Renaissance Center Virtual Education

Tennessee Virtual University

The Florida On-Line High School

The University of Texas System

UNET, University of Maine System

Universidad Regiomontana, Mexico

University of Phoenix

University of Tennessee

US Open University

Western Governors University

Wisconsin Learning Innovation

# THE CHRONICLE

## of Higher Education.

May 5, 2000 • \$3.25 Volume XLVI, Number 35

### INFORMATION TECHNOLOGY

## Virtual Universities Pledge to Ease Transfer and Encourage Other Kinds of Collaboration

BY JEFFREY R. YOUNG

**E**XECUTIVE OFFICERS from 28 virtual universities around the world have signed an agreement pledging to encourage transfer arrangements and other types of collaboration among their institutions. The agreement was one result of a two-day summit for virtual-university leaders organized by the Kentucky Commonwealth Virtual University.

"We have to cooperate in order to grow the business," said Mary Beth Susman, chief executive officer of the Kentucky university.

### **SEAMLESS TRANSFER**

The intent of the accord is that students taking courses online will one day be able to transfer their course credits seamlessly from one virtual university to another. That would make it easier for students to earn degrees by weaving offerings from a number of online providers.

The agreement is largely symbolic, however, since some of the

leaders who signed it don't have the authority to set policy on transferring credits. Kentucky's virtual university, for instance, doesn't deliver its own courses, but instead provides support services for colleges in the state that deliver distance education. Those institutions determine what course credits they will accept from other colleges.

But even a pledge to cooperate is unusual considering that, in many ways, the institutions are competitors. One theme of the summit was that online universities have much to gain by working together.

The leaders also discussed other ways that virtual universities might work together, such as buying equipment and software in groups.

"NoW we have a network of people," said Cathy Guna, director of the Illinois Virtual Campus.

Leaders from 22 institutions signed the agreement at the summit, and six other, institutions joined later.

The signers of the accord are:

Athabasca University (Canada) Colorado  
Electronic Community College  
Connecticut Distance Learning Consortium  
E-University (Great Britain)  
Florida Online High School  
Georgia G.L.O.B.E.  
Illinois Virtual University  
Jones International University  
Kentucky Commonwealth Virtual University  
Kentucky Virtual High School  
Magellan University  
Maryland Online  
Michigan Virtual University  
Minnesota Virtual University  
National Technological University  
New Jersey Virtual University  
Ohio Learning Network  
Online College of Oklahoma  
South Dakota Electronic University Consortium  
Tennessee Virtual University  
UNET, University of Maine System  
U.S. Open University  
Universidad Regiomontana (Mex.)  
University of Phoenix  
University of Tennessee  
University of Texas System  
Western Governors University  
Wisconsin Learning Innovations

Tuesday, April 18, 2000

<http://chronicle.com/free1200010412000041801U.htm>

## Leaders of 22 Virtual Universities Sign Pledge to Cooperate

By JEFFREY R. YOUNG

Executive officers from 22 virtual universities across North America signed an agreement Friday pledging to encourage transfer arrangements and other types of collaboration among their institutions. The agreement was one result of a two-day summit for virtual-university leaders organized by the Kentucky Commonwealth Virtual University.

“We have to cooperate in order to grow the business,” said Mary Beth Susman, chief executive officer of the Kentucky university, in an interview Monday.

The intent of the agreement is that students taking courses online will one day be able to transfer their course credits seamlessly from one virtual university to another, said Ms. Susman. That would make it easier for students to get a degree by cobbling together offerings from a number of online providers.

The agreement is largely symbolic however, since some of the leaders who signed it don’t have the authority to set policy on transferring credits. Kentucky’s virtual university, for instance, doesn’t deliver its own courses, but instead provides support services for colleges and universities in the state that are involved in distance education. Those institutions determine what course credits they will accept from other colleges and universities.

But even a pledge to cooperate is unusual considering that, in many ways, the 22 institutions are competitors in cyberspace. One theme of the summit was that virtual universities have much to gain by working together.

“The colleges and universities who accept each other’s credits, those are the colleges and universities that will be the best survivors in this environment,” Ms. Susman added.

The leaders who attended the summit also discussed other ways that virtual universities might work together, such as buying equipment and software in groups and sharing best-practice information and research.

For Cathy Gunn, director of the Illinois Virtual Campus, the most valuable part of the two day summit was talking with her peers from other institutions. She said the meeting was the first time that so many virtual-university leaders had gathered in one place.

“I really need to talk to other people who are going through the same things that I am,”  
<http://chronicle.com/cgi2-bin/printable.cgi> 4/18/00

said Ms. Gunn. "Now we have a network of people."

The leaders tentatively agreed to start an association of virtual-university executive officers, though details have not yet been worked out.

**NEW PROGRAM PROPOSAL:  
DOCTOR OF NURSING PRACTICE,  
UNIVERSITY OF KENTUCKY**

***ACTION***  
**Agenda Item F-1-a**  
**May 22, 2000**

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**Recommendation:**

That the Doctor of Nursing Practice degree program proposed by the University of Kentucky be approved and registered in CIP 51.1608 (Nursing Science-Post R.N.)

**Rationale:**

- The proposed Doctor of Nursing Practice (D.N.P.) degree would build upon baccalaureate and master's level nursing education and prepare nurses for senior clinical leadership and executive level positions in an increasingly complex clinical and organizational health services delivery environment. It is intended to give graduates the tools to balance clinical and management issues.
- The Pew Health Professions Commission, journal articles, and position announcements indicate a need for nurses whose knowledge and skills are a blend of strong clinical expertise and the ability to plan, organize, implement, and evaluate complex health delivery programs and systems. A survey of Kentucky employers conducted by the UK College of Nursing concludes that employment prospects for graduates of this program are excellent. The types of positions for which graduates are likely to be employed include faculty and upper-level administrative positions in health care facilities.
- Based on a survey of licensed Kentucky nurses, student interest in doctoral education in nursing is high. Further, the interest in the professional doctorate is much higher than interest in the research oriented Ph.D. Another indicator of demand for the professional doctorate is that the newest program of this type - at University of Tennessee-Memphis - received 100 applications for 10 positions in the program's first entering class.
- Students can choose between two tracks, Clinical Practice Leadership or Executive Management, but each is designed to integrate the strengths of both segments. After students complete their coursework they will participate in a clinical residency that is project-focused and research-based. The residency will be the culminating experience of the program.
- While there will be some full-time students, the proposed program is being designed to meet the needs of students who are employed full-time. Courses are delivered in non-traditional formats, such as one-week blocks or one weekend per month. There will be extensive use of distance learning and other electronic technologies to supplement classroom work and facilitate faculty/student/clinical mentor communication.

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

Staff Preparation by Larry Fowler



## EXECUTIVE SUMMARY

**The purpose of the proposal is to provide a program to develop expert nurse leaders for clinical practice and executive positions who will shape health care to improve health outcomes.**

Health care delivery and the environment in which it occurs is rapidly changing resulting in increasing demands for nurses to assume major leadership roles in the clinical arena and in management of care delivery. In view of the changing expectations for nurses and the emerging opportunities in health care, the College of Nursing believes it is timely to propose the development of a professional doctoral program to provide practicing nurses with advanced leadership and clinical decision making capabilities to enable them to respond to the challenges of practice in the new millennium.

This program supports the institution's mission and its **long-range instructional plan**. In keeping with the University's mission, graduates will be prepared to continue learning throughout their lives, will enhance human and economic development through their leadership activities in the health care arena and will provide public service as they attempt to improve the health of the residents of the commonwealth.

With movement toward a higher degree of health care system integration, more managed care and increased attention to evidence-based decision-making, nurses will be needed who have advanced clinical preparation as well as advanced preparation in dealing with system issues such as developing quality clinical programs and assessing care processes and outcomes. The proposed program will be separate from but complementary to the Ph.D. in nursing program and will be comparable to other professional degree programs such as the Doctorate of Public Health, the Doctorate of Pharmacy, and the Doctorate of Psychology. Doctoral level expertise in business, psychology, education and nursing is available within the College. In addition, local individuals with experience as administrators in health care settings have expressed an interest in participating in the program.

The Doctorate of Nursing Practice (D.N.P.), a professional program, prepares nurses for senior leadership positions in health systems of today and tomorrow. Learning experiences include an innovative, evidence-based practice residency. This unique program builds on the advanced practice of nursing at the masters level and develops nursing leaders to improve health care by improving outcomes at the individual client, population, and system levels. The program will be placed within the Chandler Medical Center in the College of Nursing. As a professional program the degree would be granted by the University through the College of Nursing.

Because of the potential characteristics of the student pool for this program, professional nurses throughout the Commonwealth and the region who will pursue much of the program while employed full or part-time, it is anticipated that distance learning modalities will be necessary for the delivery of a significant proportion of the offerings. Initially enrollment for the program will be limited to ten new students each academic year.

The curriculum of the proposed professional nursing doctorate program will be composed of:

- 1) a required core in program evaluation;
- 2) a required core in leadership;
- 3) a required

- clinical residency that culminates in an evaluation project;
- 4) a series of cognates that support specialization in a domain related to the student's clinical expertise and career goals, and
- 5) a

choice of a track that focuses either on executive management or clinical leadership. Students who receive approval from the faculty mentor and Program Director to take cognate courses at another institution may do so. This includes up to 9 credit hours of coursework.

The program has mandatory clinical experiences. Clinical sites for the program encompass a wide variety of settings and differ according to which track the student selects. Students who select the executive management track will be placed in both health care agencies, and non-health related settings that range from local to international networks and service areas (e.g. for-profit companies with stockholders to not-for profit health delivery consortiums). Students within the clinical track will choose settings across the care continuum. These settings will vary in complexity of health services and diversity of populations being served (e.g., a network of mobile clinics providing primary care services as well as an academic medical center with a multi-purpose mission). The aim of using these sites in the program is to provide a reality-based experience for the student that exposes the student to the complex and conflicting demands placed upon nursing leaders and executives when dealing with multiple constituencies. There has been an outpouring of community support for the implementation of this program. Agencies represented by these supporters will serve as the initial clinical sites. In a survey of 392 employers, with 111 responding, 80 positions were identified for the graduate if available today.

This program does not prepare students for certification post-graduation. There are no professional nursing accrediting or certifying bodies that examine doctoral level programs in nursing. The College of Nursing is accredited by the National League for Nursing and the Commission on Collegiate Nursing Education. The Ph.D. program is reviewed by SACS. The Ph.D. program met SACS requirements during the University of Kentucky accreditation visit in 1992. The Ph.D. program will be reviewed again in the upcoming University accreditation process. The new proposed program will be reviewed by SACS and will be held to the SACS standards as is the Ph.D. program. This program will adhere to the published policies and admission procedures for the graduate programs in the College of Nursing.

At the completion of the program, students will be able to:

1. Integrate clinical expertise with population focused care management, research, and health care policy to provide leadership in health care.
2. Design, implement, manage, and evaluate care delivery systems to meet the needs of populations.
3. Apply clinical, political, organization, and economic theories to care delivery systems to improve health outcomes for populations.
4. Develop networks and manage constituencies in complex health systems.
5. Plan, manage, evaluate and re-direct continuous personal and professional self-development.
6. Solve problems that affect health and health care delivery through clinical leadership.
7. Create environments that foster innovation and risk taking.
8. Create practice environments in which decisions are based on critical analysis of levels of evidence.

Oversight of the program will be provided by the Program Director, by an Advisory Committee composed of experts and individuals representing potential employers, and by the Professional

Doctoral Program Coordinating Committee composed of faculty teaching or advising in the program. The Professional Doctoral Program Coordinating Committee will be responsible for summative evaluation of the program every three years. In addition, the Committee will submit an Annual Report of Activities related to the program to the Chair of the College Evaluation Effectiveness Committee that monitors the overall College evaluation plan as well as the strategic indicators of the College on a yearly basis.

The proposed Doctorate of Nursing Practice Program is unique. No comparable program exists in the state and only two programs with limited similarity exist in the southeast (University of Tennessee-Memphis and University of South Carolina-Columbia). The proposed program will admit master's graduates in nursing from the University of Kentucky and other accredited nursing programs. This program is designed to prepare students for state and regional markets and will not duplicate any existing program in the Commonwealth.

The general prospects for applicants to the proposed program are excellent. Specific prospects have been identified through a statewide market survey of potential students. A statewide survey of 10,000 of the 45,000 registered nurses in Kentucky in January, 1999 yielded a total of 1927 respondents for a response rate of 19.3%. Respondents reported a very strong interest in this program ( $N=805$ ).

The only avenue currently available in the Commonwealth for continued study in nursing at the doctoral level is the Ph.D. level. Ph.D. programs prepare nurse scientists for the development and conduct of original research. The Ph.D. degree option does not meet the need to prepare individuals for expert advanced clinical nursing practice and executive nursing management who focus on research utilization, rather than research generation.

Initial enrollment projections are made on the assumption that no more than 10 students will be admitted each year, with 30% studying full time and 70% part time. The first graduates are projected for spring, 2003. Further, it is assumed that the full-time students will take three years to complete the program with the first graduates in the spring of 2003 and part-time students will take up to six years, with the first graduates in the spring of 2006. Within 6 years the program expects to graduate a minimum of 10 students per year.

Current facilities in the College of Nursing and Health Science Learning Center will be used on a permanent basis for the proposed program. New facilities will not be required. The holdings of the Medical Center Library and the W.T. Young Library with their continuing acquisitions are adequate to support the proposed program. The pool of faculty identified to participate in the program is considered to have adequate preparation. These faculty will be complemented by carefully selected clinical mentors who will participate with students and faculty advisors in planning the students' program of study and in clinical practice settings. There will be one clinical mentor per student at any point in time. These mentors will be chosen from arenas related to each student's career goals.

**NEW PROGRAM PROPOSAL:  
BHS IN DIAGNOSTIC IMAGING SCIENCES,  
UNIVERSITY OF LOUISVILLE**

***ACTION***  
**Agenda Item F-1-b**  
**May 22, 2000**

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**Recommendation:**

That the Bachelor of Health Science in Diagnostic Imaging Sciences proposed by the University of Louisville be approved and registered in CIP 51.0907 (Medical Radiologic Technology/ Technician).

**Rationale:**

- The proposed program provides advanced training in radiology and diagnostic imaging. It responds to needs in the health care community for individuals trained in the use of sophisticated, state-of-the-art imaging equipment.
- The program also addresses growing cost issues in health care by providing technicians qualified to fill several different positions. UofL's current associate degree program in Medical Radiologic Technology does not provide adequate multi-competency training and will be phased out following implementation of the proposed baccalaureate program.
- The proposed program supports UofL's goal to become a "premier, nationally-recognized metropolitan university" by responding to the changing needs of the health care field in general and UofL's medical service area in particular.
- Articulation and transfer agreements with the Kentucky Community and Technical College System, Morehead State University, and Northern Kentucky University support movement of students from related associate degree programs to the proposed baccalaureate program. Another agreement provides for transfer between UofL's program and a complementary baccalaureate program offered by MoSU.

An executive summary submitted by the University of Louisville is attached to this agenda item.

Staff Preparation by Barbara Cook

## **Introduction**

Changes in reimbursement have dramatically influenced policy development within the healthcare environment. Healthcare providers continuously struggle with three prominent issues: quality patient care, cost containment, and personnel productivity. Fortunately, this three-fold concern can easily be minimized through the educational process.

The University of Louisville (UofL) School of Allied Health Sciences has developed a baccalaureate program in Diagnostic Imaging Sciences (DIS). The goal of the DIS program is to provide radiography students and other qualified healthcare professionals with additional education opportunities beyond the associate or certificate level. These opportunities include studies in advanced imaging modalities such as magnetic resonance imaging (MRI), computed tomography (CT), and diagnostic medical sonography (DM5). Program graduates will create a workforce of multi-skilled imaging professionals. This workforce will increase personnel productivity and efficiency within hospitals and medical clinics offering such services. Ultimately, the DIS program will promote quality improvement and facilitate cost containment within the healthcare delivery system.

## **Mission, Influence, Organization**

Internal and external sources have facilitated change within the university's mission. The Kentucky Postsecondary Education Improvement Act of 1997 called for the University of Louisville to become a "premier, nationally, recognized metropolitan research university." Clarifying statements adopted in 1997 by UofL address its commitments to undergraduate programs and professional programs. The School of Allied Health Science has established as part of its strategic plan a goal to "Develop innovative programs to meet evolving healthcare needs of the local community and the Commonwealth of Kentucky." Establishment of the DIS program is planned as an outcome of this goal. Implementation of this program will give the school a pathway to access opportunities for collaborative research projects as well as for participation in distance education activities.

## **Program Description**

The DIS curriculum blends a liberal arts foundation with both basic and clinical medical imaging sciences content. The present radiography curriculum will serve as a foundation for preparing students to enter the advanced imaging concentrations. Clinical education will be integrated with the didactic courses so that students receive hands-on experience with patients in routine and emergency situations.

After completing the DIS curriculum with appropriate documentation of clinical experience, the students will be eligible to take two (2) national board certification examinations. Examples of dual certification include radiography coupled with CT, radiography coupled with MRI, and radiography coupled with DMS.

On August 6, 1999 articulation transfer cooperation agreements were discussed among representatives from Morehead State University, Northern Kentucky University, the Kentucky Community and Technical Colleges System (KCTCS), and the University of

Louisville. Advanced imaging concentrations will be made available through the DIS program to students from these institutions through such agreements once they are negotiated and officially approved. Students entering from other established radiography programs located in hospitals, KCTCS institutions, as well as other state colleges or universities will be able to transfer into the UofL baccalaureate program under transfer guidelines in force at that time.

In addition to regular classroom offerings, the Diagnostic Imaging Sciences curriculum will be delivered through a computer-generated distance learning environment. Also, clinical resources not available within a student's own community may be made available in other designated areas. Faculty members from related institutions will develop and share numerous instructional modules. Through a distance learning approach, instructional resources will be shared by all faculty members.

### **Supportive Data**

Employment prospects for DIS graduates are excellent. According to the Pew Health Professions Commission, "The changing health care delivery system is creating a demand for allied health professionals who offer a wider range of clinical skills... and more flexibility in adapting to practice settings than they currently have. ...A major obstacle to preparing the allied health workforce to face these upcoming challenges is lack of career ladders allowing individuals to expand and diversify their array of skills." Several formal surveys have determined that the level of student interest in a baccalaureate program in imaging sciences is high—that respondents preferred to graduate with multi-competencies.

Although there is one (1998) CPE-approved baccalaureate degree program in imaging sciences available at Morehead State University, the UofL DIS program will not be an unnecessary duplication of that program. Located in very different environments, both programs will offer basic professionals curriculum components, and the UofL program will complement the Morehead program in imaging study areas not offered through that program but available in Louisville.

Other out-of-state institutions offer programs similar to the one being proposed by UofL. For example, there are 20 medical imaging baccalaureate programs in the U.S. and several institutions (Thomas Jefferson University, University of North Carolina at Chapel Hill, and University of Alabama at Birmingham) offer baccalaureate programs similar to the one proposed. The major similarity of these programs is their goal to produce graduates with multiple skills in advanced imaging technology. The major difference among the programs is the availability of clinical education resources needed to teach numerous advanced imaging technologies.

Using interactive video, web-based instruction, and satellite or cable teleconferencing, state postsecondary institution students enrolled in radiography programs will have an opportunity to access and complete portions of the core didactic curriculum in their local communities. This distance education model will be delivered primarily through the Kentucky Commonwealth Virtual University (KCVU). Additionally, students may elect to perform their clinical education on the local level.

## Resources

The University of Louisville Health Sciences Center campus has adequate classroom and laboratory space to accommodate instructional and research activities. The University has six classrooms equipped for distance learning, one of which is housed on the Health Sciences Center campus. Tuition-based projected enrollment, with potential increased enrollment and internal reallocation of resources, will provide the needed support to implement and sustain the program.

## Definition of Terms

Because the differences between the various radiologic sciences modalities discussed in the proposal may be obscure to a lay audience, a brief definition of terms follows.<sup>1</sup>

Radiography. Two general types of x-ray procedures—radiographic examinations producing fixed photographic images and fluoroscopic examinations producing dynamic images revealed on a fluoroscope or a television monitor--are involved in radiography. An x-ray is “a high-energy electromagnetic wave.... X-rays are produced by bombarding a target in a vacuum tube with high-velocity electrons” (2171-2).

Ultrasound. Ultrasonography(sonography) is a modality that requires special equipment and is used to “produce an image or photograph of an organ or tissue. Ultrasonic echoes are recorded as they strike tissues of different densities.... (Ultrasound is an) “inaudible sound in the frequency range of approximately 20,000 to 10 billion (10~) cycles per second. Ultrasound has different velocities in tissues that differ in density and elasticity from others. This property permits the use of ultrasound in outlining the shape of various tissues and organs” (p. 2069).

Computed tomography. Tomography is “any of several noninvasive special techniques of roentgenography designed to show detailed images of structures in a selected plane of tissue by blurring images of structures in all other planes.... (CT is a) “tomography in which transverse planes of tissue are swept by a pinpoint radiographic beam and a computerized analysis of the variance in absorption produces a precise reconstructed image of that area” (p. 2005).

Magnetic resonance imaging. In MRI, the body is placed in a magnetic field, and the body part is exposed to an oscillating magnetic field in the radiofrequency region of the electromagnetic spectrum. “When certain atomic nuclei with an odd number of protons or neutrons or both are subjected to a strong magnetic field, they absorb and re-emit electromagnetic energy. Analysis of the net magnetization vectors deflection by application of a radiofrequency pulse provides image information” (1157).

<sup>1</sup>Material in quotation marks is from Taber’s Cyclopedic Medical Dictionary (17<sup>th</sup> ed.) edited by Clayton L. Thomas, 1993. Philadelphia: F. A. Davis. Page numbers for individual quotations are enclosed in parentheses at the end of the defining statement.

**NEW PROGRAM PROPOSALS:  
DEGREE PROGRAMS AT KCTCS**

***ACTION***  
**Agenda Item F-1-c**  
**May 22, 2000**

**Recommendation:**

- That the following Associate in Applied Technology (AAT) programs be provisionally approved for the corresponding eight technical colleges:
  - ◆ Business and Office Technology (CIP 52.0402) – Northern Kentucky Technical College
  - ◆ Culinary Arts (CIP 20.0402) – Bowling Green Technical College.
  - ◆ Industrial Maintenance Technology (CIP 47.0303) – Hazard Technical College
  - ◆ Machine Tool Technology (CIP 48.0503) – Madisonville Technical College
  - ◆ Machine Tool Technology (CIP 48.0503) – Owensboro Technical College
  - ◆ Machine Tool Technology (CIP 48.0503) – Rowan Technical College
  - ◆ Medical Laboratory Technology (CIP 51.1004) – Cumberland Valley Technical College
  - ◆ Welding Technology (CIP 48.0508) – Jefferson Technical College

**Rationale:**

- KRS 164.580(7) provides that “The Technical Institutions’ Branch (of the Kentucky Community and Technical College System) through its faculty and accrediting procedures may develop technical degree programs that shall be considered for approval by the board of regents and the Council on Postsecondary Education.”
- At its April 1999 meeting, the Council delegated program approval to the KCTCS Board of Regents except for new programs that would result in the offering of a new credential at a KCTCS technical or community college.
- The eight proposed programs are the first degree programs for each of these institutions. With approval of these proposals, all technical colleges within KCTCS will have authority to offer associate degree programs and be “degree-granting” for purposes of accreditation and student financial aid.
- All proposed programs address the KCTCS and institutional missions to provide education and training to develop a skilled and versatile workforce for employment in a changing economy. The institutions justify the need for the program through a combination of statistical employment information, employer and student surveys, and advisory committee recommendations.



- Several articulation agreements have been reached to provide transfer to four-year institutions, while others are in development.
- The faculty members in all programs meet the standards for degree programs required by the Council on Occupational Education. Most faculty members hold the appropriate educational credentials; some meet the requirements through extensive and specialized occupational experience.
- Library materials and technology are adequate. Additional library access will be provided through extensive use of community college and university libraries and access to the Kentucky Commonwealth Virtual Library.
- Technical classroom and laboratory facilities are adequate. The technical courses in all eight of the proposed programs are currently offered at the certificate or diploma level. Space for general education courses is available at all institutions.
- The proposals identify the required financial resources to start and sustain each program. The Machine Tool program at Madisonville Technical College indicates a need for equipment expenditures in Year 2 through Year 4 and an additional faculty member by Year 2. KCTCS states that these funds are included in the budget and acknowledges that program approval does not imply CPE authorization to request additional resources.
- Each program is recommended for provisional approval contingent upon satisfactory results of a site visit to be conducted by the Council on Occupational Education within 90 days after the program begins. The on-site visit will validate whether the technical college has the institutional capacity to offer the degree-level program as described in the proposal.

Executive summaries for each proposal are attached.

Staff Preparation by Charles Wade

**Kentucky Community and Technical College System**  
**NORTHERN KENTUCKY TECHNICAL COLLEGE**

**Proposal for Initiation of a New Degree Program**  
**Associate in Applied Technology in Business and Office Technology**

**EXECUTIVE SUMMARY**

**Mission Influence Organization**

This degree proposal is consistent with the mission and objectives of Northern Kentucky Technical College to provide preparatory education and initial training and retraining of workers in order to develop a skilled and versatile workforce. This proposal is also congruent with the mission of the Kentucky Community and Technical College System, and the goals of the Council on Postsecondary Education. The degree will support the level of excellence envisioned by the *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1).

Since the passage of House Bill 1, collaborative efforts among postsecondary education providers in Northern Kentucky have flourished. This proposal supports the intent of House Bill 1 for institutional collaboration and resource sharing since both Northern Kentucky University and Thomas More College are collaborating to provide the transferable general education component.

**Program Description**

The Business and Office Technology program contains a general education component and a technical core, which provide a uniform base of knowledge and skill for all students obtaining the degree. In addition to the technical core, it provides multiple technical options or areas of expertise in order to accommodate individual career goals. Students may choose to specialize in the following areas: accounting; administrative assistant; and computer systems operator. At the same time the college will continue to offer previously approved certificates and diplomas for those not wishing to pursue a degree.

The program incorporates the necessary workforce skills found in the SCANS 2000 report and will produce graduates who can meet nationally recognized skill standards and are qualified for specialty credentials such as the Microsoft Office User Specialist (MOUS) testing and certification program. Such nationally recognized credentials are recognized by employers across the country and throughout the world.

## **Supportive Data**

A need assessment conducted by Northern Kentucky Technical College indicated that 61 local employers have a strong to very strong need for an AAT degree in Business and Office Technology.

The Greater Cincinnati Labor Market Study, *Characteristics of Employment Opportunities*, revealed that by 2001, the number of jobs that require a college or advanced degree will increase by almost nineteen percent. The *Top 50 Northern Kentucky Occupations with the Most Annual Job Openings Projected Through 2005* include computer support specialists, general office clerks, secretaries, clerical supervisors, accounting and audit clerks. The Kentucky Workforce Development Cabinet has identified computer support specialists, with 58.2 percent growth, as one of the twenty-five fastest growing Kentucky occupations requiring extensive postsecondary training through 2005.

## **Resources**

The Business and Office Technology program combines the talent, expertise, and other resources from all three Northern Kentucky Technical College campuses in collaboration with Northern Kentucky University and Thomas More College to prepare employees for the high tech offices in Northern Kentucky and Greater Cincinnati.

NKTC has space allocated for a Learning Resource Center that is tied electronically to the Kentucky Commonwealth Virtual Library and other Internet resources. In addition, there are resource materials located in each of the laboratory areas that will be used as part of this program. The existing program classroom and lab facilities are capable of supporting the AAT degree program without renovations or structural changes.

Qualified faculty members are currently employed. No additional funding is requested for implementation of the degree program.

## **Conclusion**

When approved by the Board of Regents of the Kentucky Community and Technical College System and the Council on Postsecondary Education, the Northern Kentucky Technical College will be able to provide a degree program needed by citizens. This program will enhance the educational and employment opportunities of students and meet workforce needs of employers. Students choosing the transferable general education option will experience a seamless system of postsecondary education. The approval of this degree will reinforce the value of collaboration in Northern Kentucky and will set the stage for future postsecondary educational endeavors.

Kentucky Community and Technical College System  
**BOWLING GREEN TECHNICAL COLLEGE**

**Proposal for Initiation of a New Degree Program  
Associate in Applied Technology in Culinary Arts**

**EXECUTIVE SUMMARY**

**Mission, Influence, Organization**

Bowling Green Technical College requests authorization to offer an Associate in Applied Technology Degree (AAT) in Culinary Arts effective August 2000. The proposed program is consistent with the mission of Bowling Green Technical College and the Kentucky Community and Technical College System to offer programs designed to prepare students for immediate technical and professional employment. The program will also provide students with high quality education and skills training which will ensure South Central Kentucky employers a skilled and versatile workforce.

**Program Description**

The program prepares graduates for supervision and management roles in the food and beverage, hospitality, and tourism industry. Classroom instruction is supplemented by practice in the culinary arts kitchen lab and by off-campus lab experiences in actual working environments. Graduates will be certified by the National Restaurant Association in Serve Safe Food Procedures, and can be eligible for certification by the American Culinary Federation as Certified Culinarian or Certified Pastry Culinarian, which is the first step to certification as "Chef."

Students will receive 45-47 semester hours of culinary skills training at the Bowling Green Technical College and 15-16 hours of general education courses from Bowling Green Community College for a total of 60-63 hours. General education credits earned through KCVU or KIET may also be applied toward the degree. The program will also serve as the regional provider of continuing education courses for this profession.

**Supportive Data**

Professional food service and lodging managers' jobs, under DOT code 15026, ranked second as the fastest growing among executive, administrative & managerial occupations in the ten-county labor market region of the Barren River Area. From 1994-2005, 41 percent more managers will be needed for a total projection of 231 positions or 33 job openings per year. Twenty-one of the 33 positions projected per year in the Barren River Area for this category will be specifically focused in food and beverage management. In the Commonwealth, 498 job openings per year or a growth rate of 35.64 percent is predicted. In 1994, some 9,305 food service and lodging managers were employed. By 2005 it is anticipated that the need in this category will approach 12,622. Eating and drinking establishments employ 62.9 percent of

this category, or 313 of the estimated yearly job openings. There will be a need for 7,939 food and beverage managers by the year 2005. These data indicates a continuous and immediate need for this program. Support also comes from local employers serving on the program advisory board, the college administration, faculty, and staff of both Bowling Green Technical College and Bowling Green Community College of Western Kentucky University.

Having earned an associate degree and certification by the American Culinary Federation Certification, graduates will be eligible for better, higher-paying positions at local, state, regional, and national levels. However, the primary objective of the program is to serve the students and employers in the South Central Kentucky region.

### **Resources**

Facilities currently exist to support the program as all courses are being offered at the respective institutions. All Culinary Arts courses will be held at the Bowling Green Technical College. Students may take general education courses at any of the WKU campuses with selected courses available through telecourse options and the KCVU.

Culinary Arts reference materials are located at Bowling Green Technical College. Students enrolled in Western Kentucky University will have access to the University's libraries and resources available through the KCVU.

Faculty who meet the accreditation requirements of the Southern Association of Colleges and Schools will teach the general education courses. Faculty at BGTC meet the Council on Occupational Education standards as well as American Culinary Federation standards. No additional personnel are required to deliver the technical components since the diploma programs that form the basis of the program are already being offered at the BGTC. Classes for general education are already being offered at BGCC and via the KCVU. The development of the new lab structure will require an internal re-allocation of funds.

### **Conclusion**

Without additional resources, BGTC can expand employment opportunities for local citizens and better meet workforce needs through the addition of this degree option to the existing diploma programs. This represents yet another collaborative endeavor between BGTC and BGCC designed to make optimal use of existing resources to expand employment opportunities while promoting economic development.

Kentucky Community and Technical College System  
**HAZARD TECHNICAL COLLEGE**

**Proposal for Initiation of a New Degree Program  
Associate in Applied Technology in Industrial Maintenance Technology**

**EXECUTIVE SUMMARY**

**Mission, Influence, Organization**

Hazard Technical College, at the request of local industrial companies, is seeking approval to offer an Associate in Applied Technology degree in Industrial Maintenance Technology effective fall 2000. The proposed program is consistent with the mission of Hazard Technical College and the Kentucky Community and Technical College System to offer programs designed to prepare students for immediate technical and professional employment. The program will also provide students with high quality education and skills training which will ensure regional employers a skilled and versatile workforce. The offering of this degree will continue Hazard Technical College's tradition of meeting industries' need for a well-educated workforce with high-quality training.

**Program Description**

This degree will meet the need for high quality, well-educated maintenance personnel in this region of eastern Kentucky. The Associate in Applied Technology degree program requires completion of 60-69 credit hours. Students will complete general education (15 hours) courses, technical core (27 hours) courses, and 18-27 credit hours of electives in identified specialty areas. General education courses will focus on building the general employability skills such as communication, problem solving and teamwork required in today's work environment. The curriculum will develop competencies in the core areas of math, blueprint reading, electricity, fluid power, and mechanical fundamentals. The elective courses will be taken from the areas of Air Conditioning Technology, Electrical Technology, Electronics Technology, Machine Tool Technology, Welding Technology, and/or Carpentry. These elective courses allow the advisor and students to customize training to meet local industry needs

**Supportive Data**

Local employers (Trus Joist McMillan, D J Plastics, Perry Manufacturing, Wayne Supply, and Service Pump) have identified sixty-two vacancies for program graduates over the next five years. Industrial donations valued at well over a hundred thousand dollars have been provided to support this program. Additionally, the Hazard area is experiencing a diversification of the economy, moving from primarily mining to industrial. Both the mining and manufacturing industry are now looking for employees who are highly skilled and highly qualified to maintain state-of-the-art equipment that is currently used in the region. Mining companies have replaced older equipment with processor controlled equipment. New factories have installed state-of-the-art equipment

for production processes. Students are highly motivated and extremely interested in becoming and remaining competent in order to meet industry's technological demands.

### **Resources**

All of the courses required for completion of the Associate in Applied Technology degree are currently available through the collaborative arrangement between Hazard Technical College and Hazard Community College. Existing funds will cover the cost of salaries, supplies, and overhead. Libraries at both the Technical College and the Community College, as well as services available through KCVL, will meet the needs of this program. No new funding will be required for initiating this degree program.

### **Conclusion**

With no additional funding requirements, Hazard Technical College will be able to provide advanced opportunities in industrial maintenance education for area residents while meeting emerging workforce needs. The Associate in Applied Technology degree in Industrial Maintenance Technology is essential to achieve the KCTCS mission and Hazard Technical College's goal of being responsive to industry needs.

**Kentucky Community and Technical College System  
MADISONVILLE TECHNICAL COLLEGE**

**Proposal for Initiation of a New Degree Program  
Associate in Applied Technology in Machine Tool Technology**

**EXECUTIVE SUMMARY**

**Mission, Influence, Organization**

The proposed Associate in Applied Technology in Machine Tool Technology program is consistent with the mission of Kentucky Community and Technical College System and Madisonville Technical College. This program will prepare students for immediate technical and professional employment through technical and related training and will develop a skilled workforce that is competitive in meeting the changing demands of business and industry. It will also enhance and expand students' options that lead to success in the workforce and provide continued opportunities for a seamless, lifelong education.

The AAT degree is a collaborative effort between Madisonville Technical College and Madisonville Community College. The general education courses required for the associate degree will be completed at Madisonville Community College. Madisonville Technical College will offer the technical courses necessary to complete the program. This will comply with Governor Patton's desire to create a seamless educational system in Kentucky. The consolidation of some functions, services, and programs between Madisonville Technical College and Madisonville Community College will allow for many more educational opportunities for students.

**Program Description**

The 75 credit hour Associate in Applied Technology degree requires a minimum of 57 credit hours of technical courses, 15 semester credit hours of general education courses and a three credit hour computer literacy course. Machinists make parts to exact measurements by shaping them from metal or plastic castings, stampings, or from solid stock. The complex technology requires working knowledge of the use and operation of various metalworking machines and machines that cut, drill, grind, or otherwise form a piece of metal accurately into precise dimensions. Nearly all products used in farming, mining, manufacturing, construction, transportation, and communication depend upon the precision toolmaker.

Madisonville Technical College has offered the Machine Tool Technology diploma program since 1962. While the program has undergone many changes since that time, the College continues to prepare students to become highly skilled machinists in order to meet the increasing demand from industry. The degree program in Machine Tool Technology will offer the student an opportunity to reach a personal career goal including



the development of a high level of technical proficiency along with general employability skills such as communication, teamwork, and problem solving that are increasingly important in today's workplace.

The Machine Tool Technology student must learn to read blueprints, determine the sequence of operations, make set-ups, and choose the correct machines for the job. Earning potential in the metal working occupations correlates with the amount of education attained.

### **Supportive Data**

A regional needs assessment and the *Occupational Outlook Handbook* demonstrated that employers in this region are having difficulty finding machinists with the highly technical skills and knowledge to meet the changing needs of the workplace. This program is designed to allow multiple exit points with certificate level competencies, diploma level competencies, or associate degree level competencies. The machining program at Madisonville Technical College is an incremental program that will allow a student to begin his/her career at entry-level and move up the career ladder. In addition, an associate degree will increase the annual salary the graduate earns.

### **Resources**

The general education courses necessary to complete the AAT degree may be completed at Madisonville Community College, or through the Kentucky Commonwealth Virtual University, or Kentucky Educational Television. All technical courses will be completed at Madisonville Technical College.

A full-time librarian oversees the media center, which houses adequate resource and reference materials. In addition, the media center has full access to the Kentucky Virtual Library and its many resources.

### **Conclusion**

Without requiring additional funding, the Associate in Applied Technology degree will allow area residents the opportunity to pursue additional postsecondary education in machine tool technology while providing local employers an educated, highly skilled workforce. The degree will also enable KCTCS and Madisonville Technical College to demonstrate responsiveness to the demand from local employers for well-trained workers in this field.

**Kentucky Community and Technical College System  
OWENSBORO TECHNICAL COLLEGE**

**Proposal for Initiation of a New Degree Program  
Associate in Applied Technology in Machine Tool Technology**

**EXECUTIVE SUMMARY**

**Mission, Influence. Organization**

The Machine Tool Technology AAT Degree program will support the streamlining of educational opportunity envisioned by the *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1). It also supports the mission of the Kentucky Community and Technical College System and Owensboro Technical College's mission by providing education and training to develop a skilled and versatile workforce for Owensboro and the surrounding communities

The Associate in Applied Technology (AAT) degree in Machine Tool Technology will enhance and expand student options that lead to success in the workforce. It will provide continued opportunities for seamless, lifelong education and give graduates the advantage of being competitive with other degree-holding individuals in the current job market.

**Program Description**

The AAT degree program is a 75 credit hour program that requires a minimum of 57 credit hours of technical courses, 15 semester credit hours of general education courses and a three credit hour computer literacy course. OTC and OCC are collaborating to provide the general education component of this program through consolidation of programs, services and functions.

The current program provides training for adults seeking to learn a new career, training for adults wanting to upgrade their machinist skills and dual credit training for high school students. Two diplomas and three certificates are presently offered in the program.

**Supportive Data**

Owensboro and the surrounding areas have shown a dramatic growth in the manufacturing field which has created an escalating demand for qualified machinists, quality control personnel, CNC programmers, and tool room supervisors.

The community need for the AAT degree program has been demonstrated through need assessment, surveys, letters of support, and verbal reports during program advisory committee meetings. The manufacturing industry in the Owensboro area has an increased demand for quality machinists as a result of the impressive industrial growth in the community. Thirteen

new major manufacturing firms have located in Daviess, Hancock, Ohio, and McLean counties over the past three years. This count does not include the many machine shops located in Henderson County, the “Mold Capital of Kentucky,” which is only thirty miles away. These Henderson manufacturing firms also hire program graduates from Owensboro’s program. In addition to the new companies in the area, 16 existing manufacturing firms in and around Owensboro have expanded greatly.

Machine Tool Technology has been revitalized in the past five years to meet the extraordinary demands for skilled personnel in the area. Since the methods of machining have changed dramatically, students now receive training on both conventional equipment and technologically advanced computer numerically-controlled equipment. The hiring of machine tool students is at an all-time high with Machine Tool Technology students from Owensboro Technical College being placed in positions such as machinists, CNC operators, CNC programmers, and set-up personnel. Earning an AAT degree will enable graduates to advance more quickly into lead positions such as department programmers, job route specialists, and quality control technicians.

### **Resources**

All Machine Tool Technology courses will be held at Owensboro Technical College where facilities are already available to support the program. Students may take general education courses at Owensboro Community College, through KCVU, or through KET.

No new equipment funding is required for the AAT program. The salaries of two instructors are fully funded, and the salary of a third instructor is funded by a grant.

Current library resources are available in the Owensboro Technical College media center. Owensboro Technical College and Owensboro Community College have also entered into a Library Services Collaboration Agreement that extends borrowing privileges to all students of either institution. Library services are also available via the KCVL.

### **Conclusion**

With no additional funding, an AAT degree in Machine Tool Technology will allow former graduates, current students, and future students to pursue expanded educational opportunities in the machine tool area. The degree program will provide employers a more qualified pool of applicants, resulting in economic benefits for new employees and employers. The AAT degree will also respond to numerous requests from regional industries and to student demand for more educational opportunities.

Kentucky Community and Technical College System  
**ROWAN TECHNICAL COLLEGE**

**Proposal for Initiation of a New Degree Program  
Associate in Applied Technology in Machine Tool Technology**

**EXECUTIVE SUMMARY**

**Mission, Influence, Organization**

The Machine Tool Technology AAT Degree program will support the streamlining of educational opportunity envisioned by the *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1). It also supports the mission of the Kentucky Community and Technical College System and Owensboro Technical College's mission by providing education and training to develop a skilled and versatile workforce for Owensboro and the surrounding communities. The mission of Rowan Technical College is to provide education and training to develop a skilled and versatile workforce for Morehead and the surrounding community. The Machine Tool Technology program supports the college mission by providing state-of-the-art training that enables current industry personnel to upgrade skills and provides students the opportunity to pursue a career in the Machine Tool field.

The Associate in Applied Technology degree in Machine Tool Technology will enhance and expand student options that lead to success in the workforce. It will provide continued opportunities for seamless, lifelong education as the students with degrees make choices about when and where to continue their educational experiences. The degree will afford these students the advantage of being able to compete with other degree-holding individuals in the current job market.

**Program Description**

The 75 credit hour Associate in Applied Technology degree requires a minimum of 57 credit hours of technical courses, 15 semester credit hours of general education courses and a three credit hour computer literacy course. Workplace readiness skills such as communication and problem solving will be enhanced through the broadened general education component. Rowan Technical College students may take their general education courses via distance learning or from Maysville Community College or other postsecondary institutions. Workplace readiness skills such as communication and problem solving will be enhanced through the broadened general education component.

Since the establishment of Rowan Technical College, the Machine Tool technology program has provided quality training for career-seeking adults and continuing education classes for those wanting to upgrade skills. Two diplomas and three certificates are currently given upon completion of assigned tasks for the program. The methods of machining have changed dramatically, and students now receive training on both

conventional equipment and technologically advanced computer numerically-controlled equipment

### **Supportive Data**

The hiring of Machine Tool students is at an all-time high with 100% of the Machine Tool Technology students from Rowan Technical College being placed in positions such as machinists, CNC operators, CNC programmers, and set-up personnel. Earning an Associate in Applied Technology degree would enable students to advance into supervisor positions like department programmers, job route specialists, and quality control technicians much more quickly. The Associate in Applied Technology degree will respond to student demand for more educational opportunities and to numerous requests from regional industries. The manufacturing industry in the Morehead area has expressed an increased demand for quality machinists and related employees because of the impressive industrial growth in the community. New major manufacturing firms have located in Rowan, Montgomery, Mason, Fleming, and Bath counties over the past ten years. In addition to the new companies in the area, existing manufacturing firms within a 50-mile radius have expanded greatly. Morehead and the surrounding area have shown a dramatic growth in the manufacturing field with the creation of a regional industrial park, located approximately three miles from Rowan Technical College. The industrial park will create an escalating demand for qualified machinists, quality control personnel, CNC programmers, and tool room supervisors. The community has further demonstrated support for the Associate in Applied Technology degree program through need assessment surveys, letters of support, and verbal testimony at craft advisory meetings.

### **Resources**

The degree program will build on the current certificate and diploma programs at Rowan Technical College. All of the Machine Tool Technology courses will be held at Rowan Technical College where facilities and faculty are already available to support the program. Students may take general education courses at Maysville Community College through KCVU, or through KET or may transfer credit from other colleges and universities. Since this degree program will build on the existing programs no new funding is required for the AAT program. Current library resources are available at Rowan Technical College. Library services are also available through Kentucky's Commonwealth Virtual Library.

### **Conclusion**

An Associate in Applied Technology degree in Machine Tool Technology will allow former graduates, current students, and future students to pursue additional educational opportunities in the Machine Tool area. The degree program will provide employers a qualified pool of applicants, resulting in economic benefits for new employees and employers. Program implementation can be accomplished without any new funding.

**Kentucky Community and Technical College System  
CUMBERLAND VALLEY TECHNICAL COLLEGE**

**Proposal for Initiation of a New Degree Program  
Associate in Applied Technology in Medical Laboratory Technology**

**EXECUTIVE SUMMARY**

**Mission, Influence, Organization**

The proposed Associate in Applied Technology (AAT) degree in Medical Laboratory Technology is consistent with Cumberland Valley Technical College's mission to provide education and training to develop a skilled and versatile workforce for employment, lifelong learning and independence in a changing global economy. The establishment of this program will also meet the College's goals of responding to the needs of business and industry, and developing partnerships that lead toward a comprehensive workforce preparation system.

Changes in industry regulations have established an associate degree as the minimum educational level for job entry in this field. To continue to serve industry needs and respond to a changing workforce, we must provide this educational avenue for our students.

This program is also consistent with the mission of KCTCS to promote collaboration between institutions and to promote a seamless educational experience. Cumberland Valley Technical College and Southeast Community College (SECC) will continue to work together to provide this degree offering.

**Program Description**

This program prepares students for a career in medical laboratory technology. The graduate will be able to perform routine analytical procedures in the various departments of the laboratory to include hematology, urinalysis, biochemistry, serology, microbiology, and immunohematology.

Cumberland Valley Technical College will provide all technical course work. General education requirements will be provided primarily by Southeast Community College, but will also be obtainable through transfer from accredited institutions, distance learning, and the Kentucky Commonwealth Virtual University. Clinical fieldwork will be coordinated by Cumberland Valley Technical College with the support and cooperation of participating area clinical facilities.

## **Supportive Data**

Cumberland Valley Technical College has operated a Medical Laboratory Technology diploma program since 1993. Graduates of this program have successfully obtained employment as Medical Laboratory Technicians in area hospitals, laboratories, and clinics. The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Regulatory changes made by the accrediting and licensing bodies for this profession necessitate making an associate degree available to students. The Clinical Laboratory Improvement Act (CLIA '88) requires medical laboratory professionals who perform high complexity testing to possess a minimum of an associate degree with national certification. Two national certifying agencies have instituted this minimum requirement. The American Society of Clinical Pathologists requires an associate degree or equivalent. The National Certifying Agency requires an associate degree with no equivalency pathway. Other national accrediting agencies indicate they will follow suit. Without an associate degree, graduates of the Medical Laboratory Technology Diploma program would not be eligible for certification and therefore would not be eligible for employment with a majority of health care facilities.

Southeast Community College has partnered with CVTC since 1994 to offer joint programs in the health care field. Southeast Community College offered an Associate in Applied Science degree in Clinical Laboratory Technology beginning in 1972, which was deactivated in 1986. SECC applied for reactivation of this program in 1999 in order to provide the graduates of Cumberland Valley Technical College with an avenue to earn an associate degree. An assessment of the program resulted in ongoing collaboration meetings between CVTC and SECC, and a determination that degree program approval should reside with CVTC since it offers all the technical courses needed for the degree. It was further agreed that SECC would continue to provide the general education component.

## **Resources**

Resources at Cumberland Valley Technical College are adequate to meet the needs of this program. No additional resources are required. A fully equipped laboratory is available. Qualified and credentialed faculty are on staff. Southeast Community College will continue to provide general education requirements.

## **Conclusion**

Changing requirements for professional certification in the field of medical laboratory technology make it essential that an associate degree be available in the area. The technical expertise available through CVTC makes it the logical college to award the degree. Program implementation will require no additional funding.

**Kentucky Community and Technical College System**  
**JEFFERSON TECHNICAL COLLEGE**

**Proposal for Initiation of New Degree Program**  
**Associate in Applied Technology in Welding Technology**

**EXECUTIVE SUMMARY**

**Mission, Influence, and Organization**

The Associate in Applied Technology (AAT) degree in Welding at Jefferson Technical College will help fulfill the mission of the Kentucky Community and Technical College System, and achieve the goals of the Council on Postsecondary Education. The degree will contribute to the streamlining of educational opportunities envisioned by the *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1). The Associate in Applied Technology (AAT) degree in Welding also supports Jefferson Technical College's (JTC) mission to "provide education and training to develop a productive and versatile workforce. This degree program is designed to provide a two-year technical degree for meeting clearly defined needs of the manufacturing, fabrication, and metal repair industries in the Greater Louisville Metropolitan Area. Welders trained in advanced methods and techniques are necessary to manufacture the next generation of products in a highly competitive and global marketplace. In addition, the AAT in Welding helps the college achieve its goal of being the primary provider of short and long-term training for the welding and metal fabrication industry in the Louisville metropolitan area.

**Program Description**

Industry and business entities from the Louisville area have expressed their need for a skilled workforce that has the potential to continue to learn and keep abreast of the changes in technology and material. This degree will be responsive to the technical needs of the welding industry and, at the same time, developing general workplace readiness skills such as communication and problem solving through general education offerings. The opportunity for technical electives permits students to customize their training to meet their needs and the needs of their employers. Elective courses also lend themselves to the customization of industrial training and upgrade offerings that may vary by geographical area and the manufacturing needs of the region. This program will allow students to develop specific skills required as a condition of employment, increase their skills for pay incentives, and allow for advancement into supervisory positions.

The sixty-four (64) credit hour curriculum for the AAT in Welding requires completion of forty-nine (49) hours of technical course work and fifteen hours (15) of general education course work. Students will complete the technical course work at JTC and the general education requirements at Jefferson Community College (JCC), or they may choose to take distance learning courses via KET or KCVU. Students who have



completed general education classes at another college or university may have their transcript evaluated and courses may, if they meet the requirements, transfer to the AAT program. The general education component may transfer to the University of Louisville or any other Kentucky college or university on a course by course basis. An innovative feature of the program is the delivery of technical welding courses via distance learning. Plans include offering three courses via distance learning technology.

This program offering will be a collaborative effort between JTC and JCC. Technical college faculty will teach the required and elective technical courses while the community college faculty will teach the general education courses on either the JTC campus or the downtown campus of JCC.

### **Supportive Data**

This advanced degree has been requested by the Advanced Welding Technology Center, a consortium of welding manufacturers and supplier in the Louisville area in conjunction with the Louisville Office of Economic Development and Greater Louisville, Inc. Having an associate degree will allow graduates to qualify for national certification one year sooner than diploma graduates.

The projected total number of jobs statewide by 2005 is 6,780 with around 270 openings per year according to the Kentucky Career Outlook and Job Opportunities, Dec. 1997. Although an AAT program in Welding was recently approved for Elizabethtown Technical College, one program cannot be expected to meet the demands of its own area and the Louisville/Jefferson County area, as well.

### **Resources**

Resources are already in place for implementing the degree program. Recently renovated physical facilities will meet the facilities needs, current technical and community college faculty are qualified to offer their respective portions of the program, and financial resources derived from state appropriations and tuition are adequate for ongoing program support. The many Memoranda of Agreement (MOA) between the two collaborating institutions document strong ongoing efforts to make optimal use of existing resources of JTC and JCC.

### **Conclusion**

Approval of this program will provide another value-added educational option for students while meeting needs of the businesses and industries involved in the manufacturing and fabrication of metal products in Louisville and the surrounding area. This program not only expands efforts to provide an effective and efficient workforce, but also encourages lifelong learning. This proposal exemplifies the cooperation between Jefferson Technical College and Jefferson Community College to work together and share vital resources to meet the needs of the community.

## **KEES ADMINISTRATIVE REGULATION**

**ACTION**  
**Agenda Item G-1**  
**May 22, 2000**

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### **Recommendation:**

That the Council approve the proposed amendment to the administrative regulation titled *13 KAR 2:090. Kentucky Educational Excellence Scholarship (KEES)* and file the administrative regulation with the Legislative Research Commission in accordance with the statutory requirements in KRS Chapter 13A.

### **Background:**

Administration of the KEES program involves three agencies (the Council, the Kentucky Higher Education Assistance Authority, and the Kentucky Department of Education), each with different roles and responsibilities. As the policy-making body that oversees the KEES program, the Council is required to issue an administrative regulation that will not only fulfill its statutory requirements but also will provide a framework for the other agencies' activities.

The Council filed the initial KEES administrative regulation in September 1998 based on Senate Bill 21 as enacted by the 1998 General Assembly. The regulation needs to be updated and revised to incorporate two pieces of legislation enacted by the 2000 General Assembly.

The proposed amendment to the administrative regulation:

- Makes technical changes prescribed by SB 125 as enacted by the 2000 General Assembly.
- Adds Academic Common Market institutions – out-of-state institutions that offer programs not available in Kentucky to Kentucky residents at in-state tuition rates – prescribed by HB 462 as enacted by the 2000 General Assembly.
- Allows expiration of the 1998-99 and 1999-2000 provision that required using the 1997-98 grade scale in determining KEES awards. Grade scale decisions will be made by each high school consistent with KERA's emphasis upon local decision-making.

The administrative regulation process is complex. Two public hearings will be scheduled. Changes may be made during the review process. Once the administrative regulation has finally been adopted by the

Legislative Research Commission, we will distribute it to the Council members as an information item. We estimate it will be adopted in August 2000.

COUNCIL ON POSTSECONDARY EDUCATION

(PROPOSED AMENDMENT)

**13 KAR 2:090. Kentucky Educational Excellence Scholarship (KEES) ~~[Program]~~.**

RELATES TO: KRS 154A.130(4), 156.070, 164.7871, 164.7874, 164.7877, 164.7879, 164.7881, 164.7885, 164.7889

STATUTORY AUTHORITY: KRS 164.020(28), 164.7874 ~~[(1), (3), (7)]~~, 164.7877(3), 164.7879(1) and ~~[ ]~~ (3), 164.7881(4)(a) and ~~[ ]~~ (6) ~~[, EO 98-1592]~~

NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.7877(3) requires the Council to administer the ~~[Commonwealth Merit Scholarship Trust Fund. EO 98-1592 renamed the scholarship as the]~~ Kentucky Educational Excellence Scholarship (KEES) ~~[program]~~. KRS 164.7877(3) requires the council to administer the funds appropriated to the trust fund for the program. KRS 164.7874~~(13)~~~~[(7)]~~ requires the council to develop and implement standards for high school curriculum as they relate to eligibility for participation in the program. KRS 164.7879(3)(c) requires the council to determine the eligibility of a noncertified, nonpublic high school graduate and for a GED recipient for a supplemental award. KRS 164.7874(3) requires the council to establish a table to convert an SAT score to an ACT standard. KRS 164.7881(6) requires the council to establish a five (5) year postsecondary education program standard. KRS 164.7881(4)(a) requires the council to establish overall award levels for the program. This administrative regulation establishes those requirements relating to the Kentucky Educational Excellence Scholarship (KEES) ~~[program]~~.

- 1 Section 1. Definitions. (1) "Academic term" means the fall or spring semester or their equivalence
- 2 under a trimester or quarter system at a postsecondary education institution and shall not include
- 3 summer sessions.

- 1 (2) "Academic year" is defined in KRS 164.7874(2).
- 2 (3) "ACT" means the test:
- 3 (a) Administered to a student for entrance to a Kentucky postsecondary education institution; and
- 4 (b) Owned by the ACT Corporation of Iowa City, Iowa.
- 5 (4) "Advanced placement" means a cooperative educational endeavor between secondary schools
- 6 and colleges and universities administered by the College Board of the Educational Testing Service and
- 7 recognized by KDE.
- 8 (5) "Authority" or "KHEAA" is defined in KRS 164.7874(4).
- 9 (6) "Council" or "CPE" is defined in KRS 164.7874(~~6~~)(~~9~~).
- 10 (7) "Eligible high school student" is defined in KRS 164.7874(~~7~~)(~~10~~).
- 11 (8) "Enrolled" means the status of a student who has completed the registration requirements, except
- 12 for the payment of tuition and fees, at a participating institution that a ~~the~~ student is attending.
- 13 (9) "GED" means a general educational development diploma awarded to a student.
- 14 (10) "High school" is defined in KRS 164.7874(~~11~~)(~~13~~).
- 15 (11) "International baccalaureate course" means a course in a secondary education program
- 16 sponsored by the International Baccalaureate Organization and recognized by the KDE in 704 KAR
- 17 3:340, Section 2(3)(b).
- 18 (12) "KDE" means the Kentucky Department of Education authorized and established pursuant to
- 19 KRS 156.070.
- 20 (13) "KEES curriculum" is defined in KRS 164.7874(13).
- 21 (14) "Participating institution" is defined in KRS 164.7874(17) and shall include only those out-of-
- 22 state institutions that participate in the Academic Common Market(~~15~~).

1       (15) ~~[(14)]~~ "SAT" means the Scholastic Assessment Test administered to a Kentucky student  
2 seeking admission to a Kentucky postsecondary education institution.

3       ~~[(15) "Scholarship curriculum" is defined in KRS 164.7874(7).]~~

4       Section 2. High School Grade Point Average Calculation and Reporting. (1) An eligible student's  
5 grade point average, as defined in KRS 164.7874(10) ~~[(12)]~~, for an academic year shall be calculated  
6 using each grade awarded for all courses taken during an academic year.

7       (2)(a) Except as provided in paragraph (b) of this subsection, an eligible student's grade point  
8 average shall be calculated by:

9       1. Taking the number of units in a course multiplied by the course grade as expressed on a 4.0 point  
10 grading scale where 4.0 is an "A" and 0.0 is an "F;"

11       2. Adding the total number of points accumulated for an academic year; and

12       3. Dividing the total number of points accumulated in subparagraph 2 of this paragraph by the total  
13 number of units for the academic year.

14       (b) Notwithstanding the provisions of subparagraph 1. of paragraph (a) of this subsection, for an  
15 eligible high school ~~[a]~~ student taking an advanced placement or international baccalaureate course  
16 during the academic year, the grade assigned ~~[in paragraph (a)1. of this subsection]~~ shall be calculated  
17 using a 5.0 point scale where 5.0 is an "A" and 1.0 is an "F."

18       (3) The grade point average reported for an eligible high school ~~[each]~~ student for each academic  
19 year shall include all information as set forth in KRS 164.7885(1) and in the manner as the KDE or the  
20 KHEAA shall require.

21       ~~[(4) For the 1998-1999 and 1999-2000 school years, the grade point average reported for each~~  
22 ~~eligible student shall be based on the grade scale in place in that school during the 1997-98 academic~~

1 year.

2 (5) ~~During the 1999-2000 fiscal year, the council shall request the assistance of the Kentucky Board~~  
3 ~~of Education to develop minimum threshold levels for letter grades to be used in 2000-2001 for the~~  
4 ~~purposes of this program.]~~

5 Section 3. KEES ~~{Scholarship Curriculum}~~. (1) A student shall complete the KEES ~~{scholarship}~~  
6 curriculum established in this section to qualify for the base scholarship award.

7 (a) Except as provided in paragraph (b) of this subsection, the KEES ~~{scholarship}~~ curriculum shall  
8 consist of the courses and electives required by this paragraph.

9 1. For a student enrolled in high school during the 1998-1999 academic year, the curriculum required  
10 in 704 KAR 3:305, Section 1 or 2, as appropriate without restriction on the type of electives taken.

11 2. For a student enrolled in high school during the 1999-2000 and 2000-01 academic years and  
12 who is required to meet the curriculum standards in 704 KAR 3:305, Section 1, the eight (8) electives  
13 required by 704 KAR 3:305, Section 1, shall be taken in the areas and according to the standards  
14 established in subparagraph 4 of this paragraph.

15 3. For a student enrolled in high school during 1999-2000 and for each year thereafter who is  
16 required to meet the curriculum standards in 704 KAR 3:305, Section 2, five (5) of the seven (7)  
17 electives required by 704 KAR 3:305, Section 2 shall be taken in the areas and according to the  
18 standards established in subparagraph 4 of this paragraph.

19 4. The following subject areas and standards shall be applicable for electives. An elective in:

20 a. Social studies, science, mathematics, English/language arts, or arts and humanities shall be a  
21 course whose academic content is as rigorous as the content established for courses in this area in 703  
22 KAR 4:060.

1 b. Physical education or health shall be a course whose academic content is as rigorous as the  
2 content established for courses in this area in 703 KAR 4:060, and shall be limited to one-half (1/2)  
3 academic unit of credit for each area.

4 c. Nonnative languages shall be a course whose academic content includes teaching the spoken and  
5 written aspects of the language.

6 d. Agriculture, industrial technology education, business education, marketing education, family and  
7 consumer sciences, health sciences, technology education, or career pathways shall be a course whose  
8 academic content is beyond the introductory level in the vocational education areas of study as  
9 established by 703 KAR 4:060.

10 (b) A high school may substitute an integrated, applied, interdisciplinary, or higher level course for a  
11 required course or required elective if:

12 1. The course provides the same or greater academic rigor and the course covers the minimum  
13 required content areas or exceeds the minimum required content areas established in 703 KAR 4:060,  
14 and the document "Academic Expectations;" or

15 2. The course is an honors course, cooperative education course, advanced placement course,  
16 international baccalaureate course, dual credit course, or a course taken at a postsecondary education  
17 institution.

18 (2) A high school annually shall provide written documentation to a student on whether the student's  
19 schedule of coursework meets the requirements of the KEES ~~[scholarship]~~ curriculum.

20 Section 4. Eligible Postsecondary Education Programs. (1) An eligible program shall be a certificate  
21 or degree program offered by a participating institution and recognized by the Council.

22 (2) An eligible program at an out-of-state participating institution shall be limited to those programs



1 that qualify through the Academic Common Market.

2 (3) Pursuant to KRS 164.7881(6), the following academic programs shall be approved as five (5)  
3 year baccalaureate degree programs:

4 (a) Architecture (04.0201);

5 (b) Landscape architecture (04.0601); and

6 (c) Engineering (14.0101, 14.0301, 14.0701, 14.0801, 14.0901, 14.1001, 14.1201, 14.1701,  
7 14.1801, 14.1901, 14.2101, 14.9999.01).

8 Section 5. Base Scholarship Award. [~~Beginning July 1, 1998,~~] A Kentucky resident enrolled in a  
9 Kentucky high school who is eligible for a base scholarship award shall be limited to a maximum of four  
10 (4) base scholarship awards.

11 Section 6. SAT Conversion Table. Pursuant to KRS 164.7874(3), the following SAT to ACT  
12 Conversion Table shall be used:

Table C-2  
Concordance Between SAT I Recentered V+M Score and ACT Composite Score

SAT I V+M	ACT Composite	SAT I V+M	ACT Composite	SAT I V+M	ACT Composite	SAT I V+M	ACT Composite	SAT I V+M	ACT Composite
1600	35-36	1370	31	1140	25	910	19	680	14
1590	35	1360	31	1130	25	900	19	670	14
1580	35	1350	30	1120	24	890	18	660	14
1570	35	1340	30	1110	24	880	18	650	13
1560	35	1330	30	1100	24	870	18	640	13
1550	34	1320	30	1090	24	860	18	630	13
1540	34	1310	29	1080	23	850	17	620	13
1530	34	1300	29	1070	23	840	17	610	13
1520	34	1290	29	1060	23	830	17	600	13
1510	34	1280	29	1050	22	820	17	590	13
1500	33	1270	28	1040	22	810	17	580	12
1490	33	1260	28	1030	22	800	16	570	12
1480	33	1250	28	1020	22	790	16	560	12
1470	33	1240	28	1010	21	780	16	550	12
1460	33	1230	27	1000	21	770	16	540	12
1450	32	1220	27	990	21	760	16	530	12
1440	32	1210	27	980	21	750	15	520	12
1430	32	1200	26	970	20	740	15	510	11
1420	32	1190	26	960	20	730	15	500	11
1410	32	1180	26	950	20	720	15		
1400	31	1170	26	940	20	710	15		
1390	31	1160	25	930	19	700	14		
1380	31	1150	25	920	19	690	14		

This table can be used to relate SAT I V+M scores to ACT Composite scores.

The estimates are based on the test scores of 103,525 students from fourteen (14) universities and two (2) states who took both the ACT and the SAT I between October 1994 and December 1996. Because the ACT and the SAT I have different content, students' actual scores on the ACT could differ significantly from the concordance estimates in the table.

Source: ACT, Inc. Questions about the concordance study may be directed to ACT's Research Division (319/337-1471).

January 1998

1 Section 7. Criteria for Supplemental Award to Noncertified, Nonpublic High School Students and to  
2 GED Students. (1) A Kentucky resident who is a citizen, national or permanent resident of the United  
3 States and who graduates from a nonpublic Kentucky high school not certified by the Kentucky Board  
4 of Education shall be eligible for a supplemental award if:

5 (a) The student is not a convicted felon;

6 (b) The date of the student's graduation is May 1999 or thereafter;

7 (c) The student takes the ACT or SAT and has at least a minimum score as established by KRS  
8 164.7879(3); and

9 (d) The student enrolls in a participating institution within five (5) years after graduation from high  
10 school.

11 (2) A Kentucky resident who is a citizen, national or permanent resident of the United States and  
12 who has not graduated from either a certified Kentucky high school or a nonpublic Kentucky high  
13 school that is not certified by the Kentucky Board of Education shall be eligible for a supplemental  
14 award if:

15 (a) The student is not a convicted felon;

16 (b) The student's eighteenth (18) birthday occurs on or after January 1, 1999;

17 (c) The student takes and receives a GED diploma in Kentucky within five (5) years of attaining  
18 eighteen (18) years of age;

19 (d) The student takes the ACT or SAT and achieves a minimum score for eligibility as established by  
20 KRS 164.7879(3); and

21 (e) The student enrolls in a participating institution after July 1, 1999, and within five (5) years of  
22 receiving the GED diploma.

1 (3) A student requesting a supplemental award under this section shall notify the participating  
2 institution where the student has or intends to enroll.

3 (4)(a) Residency shall be determined by a participating institution in accordance with 13 KAR 2:045.

4 (b) A participating institution shall determine a student's eligibility for a supplemental award under this  
5 section and shall notify KHEAA of the student's eligibility.

6 Section 8. Supplemental Award. An eligible high school ~~[A]~~ student who receives a supplemental  
7 award as a result of taking and receiving a GED within five (5) years of obtaining eighteen (18) years of  
8 age shall have a maximum of five (5) years eligibility beyond the date the GED is received.

9 Section 9. Administrative Responsibilities and Expenses of Program. (1) The CPE annually shall  
10 determine the level of funding for expenses associated with the program and shall allocate funds from the  
11 "Wallace G. Wilkinson Commonwealth Merit Scholarship Trust Fund" described in KRS 164.7877(1)  
12 and (3).

13 (2) The KDE and the KHEAA ~~[authority]~~ annually, by April 1, shall provide to the CPE a budget  
14 proposal indicating the amount of funds requested and a detailed listing of the expenditures necessary to  
15 operate the program.

16 (3) The CPE shall notify the KDE and the KHEAA ~~[authority]~~ of the amount of funds available for  
17 the next fiscal year no later than April 30 of the fiscal year preceding the fiscal year that funds are to be  
18 made available.

19 (4) The CPE shall develop an allotment schedule for the release of the administrative funds and shall  
20 notify the KDE and the KHEAA of that schedule.

1 Section 10. Incorporation by Reference. (1) "Kentucky's Learning Goals" as set forth in KRS  
2 158.6451 and "Academic Expectations," ~~[";]~~ as set forth in 703 KAR 4:060 are ~~[July 1994, is]~~  
3 incorporated by reference.

4 (2) This material may be inspected, copied or obtained at the Council on Postsecondary  
5 Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, Monday through Friday, 8 a.m.  
6 to 4:30 p.m.

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Charles Whitehead  
Chair  
Council on Postsecondary Education

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Date

APPROVED AS TO FORM:

\_\_\_\_\_  
Dennis L. Taulbee  
General Counsel  
Council on Postsecondary Education

\_\_\_\_\_  
Date

**UNIVERSITY OF KENTUCKY  
SWINE FACILITY IN PRINCETON**

***ACTION***  
**Agenda Item G-2**  
**May 22, 2000**

---

**Recommendation:**

That the Council approve the University of Kentucky's request for a \$1,741,000 capital project from agency funds and federal funds to construct a swine facility at the experimental station in Princeton, Kentucky.

**Background:**

The Council has the statutory responsibility to review and approve postsecondary education capital construction projects costing \$400,000 or more, regardless of the source of funds. The University of Kentucky Board of Trustees has approved this project.

The new facility will support instructional and research programs to assist current and potential swine producers, especially in western Kentucky. The facility will include classrooms, laboratories, support space, and some residential space.

The University of Kentucky has certified that funds necessary for completion of the capital project are available. The total project scope is \$1,741,000 -- \$870,500 from fund balances and \$870,500 from federal funds. The University of Kentucky assumes all responsibility for operations and maintenance of the facility in the first year of operation but will seek state support for operation and maintenance for the facility in the 2002-04 budget. The university's request for state support for recurring operations and maintenance costs will be addressed at that time. The College of Agriculture will operate the facility.

Following Council action at the May 22 meeting, the staff will forward the Council's recommendation to the Secretary of the Finance and Administration Cabinet and to the Capital Projects and Bond Oversight Committee.

## **2000-02 OPERATING AND CAPITAL BUDGET REPORT**

**Agenda Item G-3  
May 22, 2000**

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The House and Senate passed the budget bill (HB 502) April 14 and the Governor signed the bill April 26. There were several line item vetoes, but none that related to postsecondary education programs or funding. This budget provides \$1,052,805,600 in 2000-01 and \$1,159,611,300 in 2001-02 in State General Funds for postsecondary education – a 19.1 percent increase for the biennium. This funding level represents a \$185.7 million increase over the biennium.

In addition to these totals, the budget includes \$120 million in 2000-01 in the Surplus Expenditure Plan for the “Bucks for Brains” program. Included in the Tobacco Settlement funds are \$5,055,000 in 2000-01 and \$6,080,000 in 2001-02 for the Lung Cancer Research Program and \$1,400,000 in 2000-01 and \$1,409,500 in 2001-02 for the Early Childhood Scholarship Program.

Here are some of the funding highlights for postsecondary education.

- Funding to assure at least a 2.7 percent increase in 2000-01 and at least a 3.7 percent increase in 2001-02 for all institutions.
- \$8 million in each year of the biennium for the Enrollment Growth and Retention program.
- \$10 million in 2001-02 for the Action Agenda program in the Regional University Excellence Trust Fund.
- \$6 million in each year of the biennium for the Workforce Training program in the Workforce Development Trust Fund.
- \$4 million in 2000-01 for the KCTCS Administrative Information Software System.
- \$7.5 million in 2001-02 for the Technology Trust Fund. This includes:
  - \$3.8 million for debt service for equipment replacement;
  - \$1.2 million for network infrastructure;
  - \$1.0 million for faculty development; and
  - \$1.5 million for the public communication campaign program.
- \$20.9 million in 2001-02 for the Physical Facilities Trust Fund in debt service for capital projects described below.
- \$22.4 million in 2000-01 and \$37.5 million in 2001-02 for the Student Financial Aid & Student Advancement Trust Fund. Funding in excess of the KEES scholarship requirements may be used for the Council’s Contract Spaces Program, the Kentucky National Guard Tuition Assistance Program, the Council’s Public Communication Campaign Program within the Technology Trust Fund, and the Collaborative Center for Literacy Development.



- \$7 million in 2000-01 and \$12 million in 2001-02 for the Adult Education and Literacy Trust Fund to implement provisions of Senate Bill 1, the Adult Education Bill.
- \$1.25 million in 2000-01 and \$4.25 million in 2001-02 for the Science and Technology Trust Fund to implement provisions of House Bill 572, the Knowledge-based Economy Bill.
- \$6,255,000 in 2000-01 and \$6,405,000 in 2001-02 for KCVU and KCVL.
- An additional \$3 million in each year of the biennium for the Early Reading Incentive Grant program and the Collaborative Literacy Center. These funds will be appropriated to the Council and transferred to the Kentucky Department of Education and the University of Kentucky.
- \$13,326,800 in 2000-01 and \$9,415,400 in 2001-02 for pass-through programs administered by the Council.
- \$3,992,000 in 2000-01 and \$4,088,000 in 2001-02 for the Council's Agency Operations Program.
- Based on 2000-02 tuition rates set by the institutions, estimated tuition and fees revenue will increase \$42.8 million systemwide over the biennium.

The Physical Facilities Trust Fund includes debt service for the \$30 million capital renewal and maintenance program; \$103.4 million renovation, replacement, and infrastructure projects; and \$74 million to partially fund new research buildings at UK and UofL. The \$30 million capital renewal and maintenance projects will be matched dollar-for-dollar by the institutions. UK and UofL will provide 40 percent of the total project scopes (\$25 million at UK and \$16.4 million at UofL) to partially fund the research buildings.

The Conference Committee added two new projects to the capital projects requested by the Council and recommended by the Governor. In addition, it deleted one project, the EKV Cammack Building renovation. HB 502, as enacted, reflects these additions and moves \$5 million in state bonds from EKV's Cammack Building renovation to partially fund a new Business and Technology Building at EKV. The Business and Technology Building also will be funded with at least \$4 million in Economic Development bonds. The second project is a new \$10 million capital construction project, the South Campus Building, at WKU. Economic Development bonds will fund at least \$4 million of the project.

The General Assembly approved a \$35 million agency bond pool. The projects eligible for funding from this pool were approved by the Council at the November 1999 meeting and are shown on Table 10. The budget bill includes authorization for UK to expend \$1 million in agency funds for the planning and design of a classroom building for LCC.

The budget bill includes funding for several postsecondary education community development projects specifically identified as postsecondary education projects. These projects are to be appropriated to KCTCS, Morehead State University, and UofL. These total \$540,000 in cash-funded projects and \$11.2 million in bond-funded projects. As project plans are developed, other community development projects may be associated with postsecondary education institutions. The Council staff will provide details on these projects when they become available.

Language in the Special Provisions section of the budget bill relates to several postsecondary education programs. This language is included in Table 11. Tables 1 through 9 show the details of funding included in HB 502.

The passage of House Bill 1 during the May 1997 Special Session of the General Assembly resulted in a major shift in the priority accorded postsecondary education in the statewide budgetary process. The Graphs 1-3 and Table 12 illustrate this situation.

The following is a brief summary of some of the significant milestones of this new budgetary emphasis:

- House Bill 4, passed in May 1997, provided an additional \$38 million to postsecondary education for fiscal year 1998.
- In the 1998-2000 biennium, the postsecondary education General Fund budget grew by 21.4 percent.
- For the 2000-02 biennium, the enacted postsecondary education General Fund budget grows by 19.1 percent while General Fund revenue grows by only 11.6 percent. This \$185.7 million increase is the largest dollar increase ever for postsecondary education.
- In the original fiscal year 1998 budget, before the May 1997 Special Session on postsecondary education reform, postsecondary education accounted for 13.9 percent of the total General Fund appropriations. Based on the enacted budget, by fiscal year 2002 postsecondary education will account for 15.8 percent of the total General Fund appropriations.

Since the passage of House Bill 1, the General Assembly, at the request of the Governor, has appropriated significant new funds to the system of postsecondary education through institutional base adjustments, incentive trust funds, capital projects, endowment funds, and debt issuance. Among major policy areas, postsecondary education, over the past four years, has become the major budget priority of state government. Funding the Council's 2000-02 budget request ensures that the existing budget momentum for postsecondary education will be sustained over the next two years.

Table 1

## 2000-2002 POSTSECONDARY EDUCATION - ADDITIONAL FUNDING

<u>Institution</u>	<u>State Funds</u>	<u>Tuition and Fees Revenue</u>	<u>Total</u>
Eastern Kentucky University	9,853,700	5,113,000	14,966,700
Kentucky Community and Technical College System	28,770,300	4,757,400	33,527,700
Kentucky State University	3,480,500	1,349,200	4,829,700
Morehead State University	5,457,800	1,140,800	6,598,600
Murray State University	7,835,000	3,771,400	11,606,400
Northern Kentucky University	12,366,400	3,696,100	16,062,500
University of Kentucky	31,747,500	10,446,300	42,193,800
University of Louisville	15,012,800	8,042,900	23,055,700
Western Kentucky University	11,403,200	4,495,400	15,898,600
<i>Subtotal Institutions</i>	<i>125,927,200</i>	<i>42,812,500</i>	<i>168,739,700</i>
CPE	29,685,000	-	29,685,000
KHEAA	30,086,800	-	30,086,800
<b>Total</b>	<b>185,699,000</b>	<b>42,812,500</b>	<b>228,511,500</b>

Table 2

**2000-02 EXECUTIVE BUDGET - ENACTED  
STATE GENERAL FUND**

	1999-00 Revised Base	2000-01	2001-02	Biennial Percent Change
<b>Institutions</b>				
Eastern Kentucky University	67,359,600	68,242,100	77,213,300	14.6%
Kentucky Community & Technical College System	170,190,400	183,601,400	198,960,700	16.9%
Kentucky State University	21,336,800	22,264,700	24,817,300	16.3%
Morehead State University	38,527,400	40,676,200	43,985,200	14.2%
Murray State University	46,324,800	47,914,400	54,159,800	16.9%
Northern Kentucky University	35,460,700	40,171,300	47,827,100	34.9%
University of Kentucky	296,485,300	309,030,100	328,232,800	10.7%
University of Louisville	167,890,000	172,603,200	182,902,800	8.9%
Western Kentucky University	61,071,200	65,028,400	72,474,400	18.7%
<i>Subtotal Institutions</i>	<i>904,646,200</i>	<i>949,531,800</i>	<i>1,030,573,400</i>	<i>13.9%</i>
<b>CPE</b>				
Incentive Trust Funds	-	10,680,900	26,275,100	NA
Pass Through Programs	6,421,500	13,326,800	9,415,400	46.6%
KCVU	6,128,000	6,255,000	6,405,000	4.5%
Agency Operations	3,949,000	3,992,000	4,088,000	3.5%
<i>Subtotal CPE</i>	<i>16,498,500</i>	<i>34,254,700</i>	<i>46,183,500</i>	<i>NA</i>
<b>KHEAA</b>	52,767,600	69,019,100	82,854,400	57.0%
<b>Total Postsecondary Education</b>	973,912,300	1,052,805,600	1,159,611,300	19.1%

**2000-02 EXECUTIVE BUDGET - ENACTED  
STATE GENERAL FUND**

<b>2000-01</b>	<b><u>EKU</u></b>	<b><u>KCTCS</u></b>	<b><u>KSU</u></b>	<b><u>Morehead</u></b>	<b><u>Murray</u></b>	<b><u>NKU</u></b>	<b><u>UK*</u></b>	<b><u>UofL</u></b>	<b><u>WKU</u></b>	<b><u>Subtotal Institutions</u></b>	<b><u>CPE**</u></b>	<b><u>KHEAA</u></b>	<b><u>Total</u></b>
Appropriations to the Institutions	67,392,100	170,101,400	21,864,700	40,326,200	47,714,400	39,821,300	307,830,100	172,153,200	64,328,400	931,531,800	72,173,800	49,100,000	1,052,805,600
Research Challenge Trust Fund													
Enrollment Growth and Retention	-	-	-	-	-	-	1,200,000	450,000	-	1,650,000	(1,650,000)		-
Regional University Excellence Trust Fund													
Enrollment Growth and Retention	850,000	-	400,000	350,000	200,000	350,000	-	-	700,000	2,850,000	(2,850,000)		-
Action Agenda	-	-	-	-	-	-	-	-	-	-	-		-
Physical Facilities	-	-	-	-	-	-	-	-	-	-	-		-
Workforce Development													
Enrollment Growth and Retention	-	3,500,000	-	-	-	-	-	-	-	3,500,000	(3,500,000)		-
Workforce Training	-	6,000,000	-	-	-	-	-	-	-	6,000,000	(6,000,000)		-
KCTCS Administrative System	-	4,000,000	-	-	-	-	-	-	-	4,000,000	(4,000,000)		-
Student Financial Aid & Advancement Trust Fund	-	-	-	-	-	-	-	-	-	-	(19,919,100)	19,919,100	-
<b>Total</b>	<b>68,242,100</b>	<b>183,601,400</b>	<b>22,264,700</b>	<b>40,676,200</b>	<b>47,914,400</b>	<b>40,171,300</b>	<b>309,030,100</b>	<b>172,603,200</b>	<b>65,028,400</b>	<b>949,531,800</b>	<b>34,254,700</b>	<b>69,019,100</b>	<b>1,052,805,600</b>

<b>2001-02</b>	<b><u>EKU</u></b>	<b><u>KCTCS</u></b>	<b><u>KSU</u></b>	<b><u>Morehead</u></b>	<b><u>Murray</u></b>	<b><u>NKU</u></b>	<b><u>UK*</u></b>	<b><u>UofL</u></b>	<b><u>WKU</u></b>	<b><u>Subtotal Institutions</u></b>	<b><u>CPE**</u></b>	<b><u>KHEAA</u></b>	<b><u>Total</u></b>
Appropriations to the Institutions	72,435,200	184,748,000	22,717,900	41,030,700	50,737,100	44,613,400	322,210,600	179,478,800	67,701,700	985,673,400	124,558,400	49,379,500	1,159,611,300
Research Challenge Trust Fund													
Enrollment Growth and Retention	-	-	-	-	-	-	1,200,000	450,000	-	1,650,000	(1,650,000)		-
Regional University Excellence Trust Fund													
Enrollment Growth and Retention	850,000	-	400,000	350,000	200,000	350,000	-	-	700,000	2,850,000	(2,850,000)		-
Action Agenda	2,433,000	-	732,000	1,435,000	1,659,000	1,414,000	-	-	2,327,000	10,000,000	(10,000,000)		-
Physical Facilities	1,495,100	4,712,700	967,400	1,169,500	1,563,700	1,449,700	4,822,200	2,974,000	1,745,700	20,900,000	(20,900,000)		-
Workforce Development													
Enrollment Growth and Retention	-	3,500,000	-	-	-	-	-	-	-	3,500,000	(3,500,000)		-
Workforce Training	-	6,000,000	-	-	-	-	-	-	-	6,000,000	(6,000,000)		-
KCTCS Administrative System	-	-	-	-	-	-	-	-	-	-	-		-
Student Financial Aid & Advancement Trust Fund	-	-	-	-	-	-	-	-	-	-	(33,474,900)	33,474,900	-
<b>Total</b>	<b>77,213,300</b>	<b>198,960,700</b>	<b>24,817,300</b>	<b>43,985,200</b>	<b>54,159,800</b>	<b>47,827,100</b>	<b>328,232,800</b>	<b>182,902,800</b>	<b>72,474,400</b>	<b>1,030,573,400</b>	<b>46,183,500</b>	<b>82,854,400</b>	<b>1,159,611,300</b>

\* Includes Lexington Community College.

\*\* Includes funding for agency operations, pass-through programs, KCVU, Technology Trust Fund, Science and Technology Trust Fund, and Adult Education Trust Fund.

Note: Negative values for CPE indicate funds as allocated to the institutions and KHEAA.

Table 4

**BUDGETED 1999-2000 AND ESTIMATED 2000-2002 TUITION AND FEES REVENUE\***

<u>Institution</u>	<u>Budgeted</u> <u>1999-00</u>	<u>Estimated</u> <u>2000-01</u>	<u>Annual Increase</u>		<u>Estimated</u> <u>2001-02</u>	<u>Annual Increase</u>		<u>Biennial Increase</u>	
			<u>Dollar</u> <u>Increase</u>	<u>Percent</u> <u>Increase</u>		<u>Dollar</u> <u>Increase</u>	<u>Percent</u> <u>Increase</u>	<u>Dollar</u> <u>Increase</u>	<u>Percent</u> <u>Increase</u>
Eastern Kentucky University	38,722,500	41,186,600	2,464,100	6.4%	43,835,500	2,648,900	6.4%	5,113,000	13.2%
Kentucky Community & Technical College System	50,599,700	52,756,600	2,156,900	4.3%	55,357,100	2,600,500	4.9%	4,757,400	9.4%
Kentucky State University	7,515,900	8,137,500	621,600	8.3%	8,865,100	727,600	8.9%	1,349,200	18.0%
Morehead State University	22,043,700	22,605,700	562,000	2.5%	23,184,500	578,800	2.6%	1,140,800	5.2%
Murray State University*	27,734,000	29,551,500	1,817,500	6.6%	31,505,400	1,953,900	6.6%	3,771,400	13.6%
Northern Kentucky University*	38,058,800	39,857,400	1,798,600	4.7%	41,754,900	1,897,500	4.8%	3,696,100	9.7%
University of Kentucky	119,290,400	124,384,100	5,093,700	4.3%	129,736,700	5,352,600	4.3%	10,446,300	8.8%
University of Louisville	72,301,800	76,328,300	4,026,500	5.6%	80,344,700	4,016,400	5.3%	8,042,900	11.1%
Western Kentucky University	38,229,000	40,389,600	2,160,600	5.7%	42,724,400	2,334,800	5.8%	4,495,400	11.8%
<b>Total</b>	<b>414,495,800</b>	<b>435,197,300</b>	<b>20,701,500</b>	<b>5.0%</b>	<b>457,308,300</b>	<b>22,111,000</b>	<b>5.1%</b>	<b>42,812,500</b>	<b>10.3%</b>

\* 2000-02 tuition revenue as reported by institutions. Fee revenue reflects budgeted 1999-2000 amounts - revenue was not increased over the biennium.

Table 5

**2000-02 EXECUTIVE BUDGET - ENACTED  
INCENTIVE TRUST FUNDS**

<b>Incentive Trust Funds</b>	<b>2000-01</b>	<b>2001-02</b>
<b>Research Challenge Trust Fund</b>		
Enrollment Growth and Retention	1,650,000	1,650,000
Lung Cancer Research*	-	-
<b>Total</b>	<b>1,650,000</b>	<b>1,650,000</b>
<b>Regional University Excellence Trust Fund</b>		
Enrollment Growth and Retention	2,850,000	2,850,000
Action Agenda	-	10,000,000
<b>Total</b>	<b>2,850,000</b>	<b>12,850,000</b>
<b>Postsecondary Workforce Development Trust Fund</b>		
Enrollment Growth and Retention	3,500,000	3,500,000
Workforce Training	6,000,000	6,000,000
KCTCS Administrative System	4,000,000	-
<b>Total</b>	<b>13,500,000</b>	<b>9,500,000</b>
<b>Technology Trust Fund</b>		
Equipment Replacement-Debt Service on \$20 million authorization	-	3,800,000
Network Infrastructure	-	1,200,000
Public Communication Campaign - Restricted Agency (KEES Transfer)	-	1,500,000
Faculty Development	-	1,000,000
<b>Total</b>	<b>-</b>	<b>7,500,000</b>
<b>Physical Facilities Trust Fund (all debt service)</b>		
Capital Renewal & Maintenance - \$30 million authorization	-	3,018,000
Renovation, Replacement, & Infrastructure - \$103.4 million authorization	-	10,436,000
New Construction - \$74 million authorization	-	7,446,000
<b>Total</b>	<b>-</b>	<b>20,900,000</b>
<b>Student Financial Aid &amp; Student Advancement Trust Fund - KEES Program</b>	<b>22,350,000</b>	<b>37,500,000</b>
<b>Adult Education and Literacy Trust Fund</b>	<b>7,000,000</b>	<b>12,000,000</b>
<b>Science and Technology Trust Fund</b>		
Research & Development	-	3,000,000
Commercialization	-	750,000
Regional Technology Service	-	500,000
Entrepreneurial Audit	250,000	-
Rural Innovation Fund	1,000,000	-
<b>Total</b>	<b>1,250,000</b>	<b>4,250,000</b>
<b>Total Incentive Trust Funds</b>		
State General Fund	48,600,000	104,650,000
Restricted Agency Receipts (KEES Transfer)	-	1,500,000
<b>Total</b>	<b>48,600,000</b>	<b>106,150,000</b>

\*

Table 6

**2000-02 EXECUTIVE BUDGET - ENACTED  
SURPLUS EXPENDITURE PLAN  
ENDOWMENT MATCH PROGRAMS**

	<u>2000-01</u>	<u>2001-02</u>
<b>Research Universities</b>		
University of Kentucky	66,667,000	-
University of Louisville	33,333,000	-
<b>Total</b>	<b>100,000,000</b>	<b>-</b>
<b>Comprehensive Universities</b>		
Eastern Kentucky University	4,900,000	-
Kentucky State University	1,503,000	-
Morehead State University	2,925,000	-
Murray State University	3,383,000	-
Northern Kentucky University	2,664,000	-
Western Kentucky University	4,625,000	-
<b>Total</b>	<b>20,000,000</b>	<b>-</b>
<b>Total Endowment Match Program</b>	<b>120,000,000</b>	<b>-</b>

**TOBACCO SETTLEMENT FUNDS**

	<u>2000-01</u>	<u>2001-02</u>
<b>University of Kentucky/University of Louisville</b>		
Lung Cancer Research	5,055,000	6,080,000
<b>KHEAA</b>		
Early Childhood Scholarship Program	1,400,000	1,409,500
<b>Total</b>	<b>6,455,000</b>	<b>7,489,500</b>



Table 7

**2000-02 EXECUTIVE BUDGET - ENACTED  
COUNCIL ON POSTSECONDARY EDUCATION  
AGENCY OPERATING, KCVU/KCVL, AND PASS THROUGH PROGRAMS**

Category	2000-01	2001-02
<b>Agency Operations</b>	<b>3,992,000</b>	<b>4,088,000</b>
<b>KY Commonwealth Virtual University</b>		
State General Funds	6,255,000	6,405,000
Restricted Agency Funds	1,355,000	1,355,000
<b>Total KCVU</b>	<b>7,610,000</b>	<b>7,760,000</b>
<b>Pass-Through Programs</b>		
Contract Spaces Program - Restricted Agency Funds	2,430,900	2,525,100
Professional Education Preparation Program (PEPP)	437,400	447,600
Telecommunication Consortium (ETV)	191,500	196,100
Metroversity Consortia	60,500	61,800
Minority Student College Preparation Program	226,300	231,700
EPSCoR	6,564,600	2,626,200
State Autism Training Center	228,500	234,000
Kentucky Rural Development Center	750,000	750,000
Early Reading Incentive Grant (ERIG) - Base	1,800,000	1,800,000
Early Reading Incentive Grant (ERIG) - Expansion	2,400,000	2,400,000
Collaborative Center for Literacy - Expansion	600,000	600,000
SREB Doctoral Scholars Program - Base Restoration	68,000	68,000
<b>Total Pass-Through</b>		
State General Fund	13,326,800	9,415,400
Restricted Agency Funds	2,430,900	2,525,100
<b>Total</b>	<b>15,757,700</b>	<b>11,940,500</b>
<b>Eisenhower Mathematics and Science (Federal Funds)</b>	<b>1,100,000</b>	<b>1,100,000</b>
<b>Total Agency Request</b>		
State General Fund	23,573,800	19,908,400
Restricted Agency Funds	3,785,900	3,880,100
Federal Funds	1,100,000	1,100,000
<b>Total</b>	<b>28,459,700</b>	<b>24,888,500</b>

Table 8

## 2000-02 EXECUTIVE BUDGET - CAPITAL PROJECTS

<u>Institution/Project</u>	<u>State Supported Debt Service</u>		
	<u>Bond Authorization</u>	<u>Physical Facilities Trust Fund</u>	<u>Technology Initiative Trust Fund</u>
<b>Eastern Kentucky University</b>			
Capital Renewal and Maintenance	2,814,000	283,100	
Renovation, Replacement, and Infrastructure			
Cammack Building Renovation	-	-	
Health Education Center, Phase I	7,000,000	706,000	
Business and Technology Building *	5,000,000	506,000	
<b>Subtotal</b>	<b>14,814,000</b>	<b>1,495,100</b>	
* Total scope of this project is \$15 million - \$5 million to be funded with bonds, \$10 million to be funded with restricted funds.			
<b>Kentucky Community and Technical College System</b>			
Capital Renewal and Maintenance	5,086,000	511,700	
Renovation, Replacement, and Infrastructure			
Jefferson CC-Renovation of Downtown Campus	8,800,000	886,000	
Ashland TC-Original College Renovation	6,900,000	696,000	
Mayo TC-Campus Renovation	7,582,000	765,000	
Cumberland Valley TC-Harlan Campus Renovation, Bldg. 2	4,114,000	417,000	
Elizabethtown CC-Science Building Renovation	2,200,000	225,000	
Southeast CC-Newman Hall Renovation	2,000,000	206,000	
New Construction			
Community and Technical College in northern KY, Phase I	10,000,000	1,006,000	
<b>Subtotal</b>	<b>46,682,000</b>	<b>4,712,700</b>	
<b>Kentucky State University</b>			
Capital Renewal and Maintenance	759,000	76,400	
Renovation, Replacement, and Infrastructure			
Hathaway Hall Renovation	3,796,000	385,000	
Carver Hall Renovation	5,000,000	506,000	
<b>Subtotal</b>	<b>9,555,000</b>	<b>967,400</b>	
<b>Morehead State University</b>			
Capital Renewal and Maintenance	1,625,000	163,500	
Renovation, Replacement, and Infrastructure			
Student Center Renovation, Phase I	10,000,000	1,006,000	
<b>Subtotal</b>	<b>11,625,000</b>	<b>1,169,500</b>	
<b>Murray State University</b>			
Capital Renewal and Maintenance	2,532,000	254,700	
Renovation, Replacement, and Infrastructure			
Blackburn Science Replacement, Phase I	13,000,000	1,309,000	
<b>Subtotal</b>	<b>15,532,000</b>	<b>1,563,700</b>	
<b>Northern Kentucky University</b>			
Capital Renewal and Maintenance	1,359,000	136,700	
Renovation, Replacement, and Infrastructure			
Power Plant	12,000,000	1,207,000	
Old Science Building - Planning and Design	1,000,000	106,000	
<b>Subtotal</b>	<b>14,359,000</b>	<b>1,449,700</b>	
<b>University of Kentucky</b>			
Capital Renewal and Maintenance	8,929,000	898,200	
Renovation, Replacement, and Infrastructure	-	-	
New Construction			
Biomedical Sciences Research Building*	39,000,000	3,924,000	
<b>Subtotal</b>	<b>47,929,000</b>	<b>4,822,200</b>	

**2000-02 EXECUTIVE BUDGET - CAPITAL PROJECTS**

<u>Institution/Project</u>	<u>Bond Authorization</u>	<u>State Supported Debt Service</u>	
		<u>Physical Facilities Trust Fund</u>	<u>Technology Initiative Trust Fund</u>
<b>University of Louisville</b>			
Capital Renewal and Maintenance	4,553,000	458,000	
Renovation, Replacement, and Infrastructure	-	-	
New Construction			
Research Building*	25,000,000	2,516,000	
<b>Subtotal</b>	<b>29,553,000</b>	<b>2,974,000</b>	
<b>Western Kentucky University</b>			
Capital Renewal and Maintenance	2,343,000	235,700	
Renovation, Replacement, and Infrastructure			
Thompson Sc. Complex Replacement/Renovation, Phase I	15,000,000	1,510,000	
<b>Subtotal</b>	<b>17,343,000</b>	<b>1,745,700</b>	
<b>Council on Postsecondary Education</b>			
Equipment Replacement Pool	20,000,000		3,800,000
<b>Subtotal</b>	<b>20,000,000</b>	-	<b>3,800,000</b>
<b>Total</b>			
Capital Renewal and Maintenance	30,000,000	3,018,000	-
Renovation, Replacement, and Infrastructure	103,392,000	10,436,000	-
New Construction	74,000,000	7,446,000	-
Equipment Replacement Pool	20,000,000	-	3,800,000
<b>Total</b>	<b>227,392,000</b>	<b>20,900,000</b>	<b>3,800,000</b>
<b>Agency Bond Pool</b>	<b>35,000,000</b>		
<b>Agency Bonded Projects</b>			
University of Kentucky			
Parking #2, Expansion/Renovation/Replacement **	11,000,000		
Keenland Hall - HVAC **	2,821,000		
Jewell Hall - HVAC **	1,040,000		
Boyd Hall - HVAC **	1,633,000		
Cooperstown - Phase IV **	1,313,000		
Seaton Center Addition/Renovation**	15,350,000		
Biomedical Sciences Research Building*	26,000,000		
<b>Subtotal</b>	<b>59,157,000</b>		
University of Louisville			
Research Building*	<b>16,368,000</b>		
<b>Total Agency Bonded Projects</b>	<b>75,525,000</b>		
<b>Total Bond Authorization - State and Agency</b>	<b>337,917,000</b>		
<b>Projects Funded in other Agency Budgets</b>			
Eastern Kentucky University			
Law Enforcement Basic Training Complex			
Department of Criminal Justice Training - Agency Bonds	7,000,000		
Business and Technology Building			
Restricted Funds (Econ. Dev. Bonds)	10,000,000		
<b>Total</b>	<b>17,000,000</b>		
Western Kentucky University			
South Campus Building - Restricted Funds (Econ. Dev. Bonds)	<b>10,000,000</b>		

\* State funding for the research buildings at the University of Kentucky and the University of Louisville is contingent upon commitment by each of the institutions to match the state funding. This represents 60 percent funding by the state and 40 percent funding by the institution. The total project scope of the UK building is \$65,000,000. The total project scope of the UofL building is \$41,368,000.

\*\* These projects were originally eligible for funding from the \$35 million agency bond pool.

Table 9

**2000-02 EXECUTIVE BUDGET - ENACTED  
COMMUNITY DEVELOPMENT PROJECTS**

<u>Institution/County</u>	<u>Project</u>	<b>2000-02</b>	<b>General Fund</b>	
		<b>Bond</b>	<b>2000-01</b>	<b>2001-02</b>
		<b>Authorization *</b>		
<b>KCTCS</b>				
Technical College - Clinton County	Construction of a new Technical College	2,000,000		
Daviess County	Advanced Technology Center Study	375,000		
Floyd County	East KY Cntr for Science, Math, and Tech	1,000,000		
Elizabethtown CC - Hardin County	School of Nursing computer program for home visitation - operating funds		40,000	
Southeast CC - Harlan County	Planning and preliminary design of the Appalachian Development Center	500,000		
Maysville CC - Harrison County	KCTCS Building	200,000		
Madisonville CC - Hopkins County	Parking lot, completion of Science Bldg., new road into campus, road for service access, new walkways, tennis courts, and campus signs.	850,000		
Hazard CC - Knott County	KCTCS parking structure	1,000,000		
	Pedestrian Walkway in Hindman	100,000		
Madisonville CC Satellite Site - Muhlenberg County	Complete funding for construction of satellite campus	700,000		
Perry County	Funding to locate a Center for Rural Health in Eastern Kentucky.	4,000,000		
<b>Total</b>		<b>10,725,000</b>	<b>40,000</b>	<b>-</b>
<b>Morehead State University</b>				
Rowan County	Radiological Imaging Equipment	100,000	-	-
<b>University of Louisville</b>				
Jefferson County	Cardinal Park - Construction of playground State Autism Center - operating funds	350,000	500,000	
<b>Total</b>		<b>350,000</b>	<b>500,000</b>	<b>-</b>
<b>System Total</b>		<b>11,175,000</b>	<b>540,000</b>	<b>-</b>

\* Debt service for these projects will be approximately \$1.2 million.

Table 10

**2000-02 Capital Projects  
Agency Bond Projects Pool  
Projects Eligible for Funding**

<u>Institution / Institutional Priority / Project Title</u>	<u>Project Scope</u>
<b>Eastern Kentucky University</b>	
2 Student Housing Fire Safety	\$2,000,000
3 Dormitory Renovation, Combs Hall	5,000,000
14 Greek Row	4,000,000
<b>EKU Subtotal</b>	<b>11,000,000</b>
<b>Kentucky State University</b>	
4 Young Hall Renovation	3,672,000
<b>KSU Subtotal</b>	<b>3,672,000</b>
<b>Morehead State University</b>	
1 Auxiliary Facilities Life Safety	2,030,000
5 Americans with Disabilities Act Compliance-Aux	1,560,000
8 Capital Renewal - Auxiliary Facilities	2,300,000
25 Construction of Family Housing Complexes	4,000,000
<b>MoSU Subtotal</b>	<b>9,890,000</b>
<b>Murray State University</b>	
6 Deferred Maintenance: H & D Pool < \$400,000	930,000
7 Life Safety: H & D Pool <\$400,000	40,000
12 Capital Renewal: H & D Pool < \$400,000	195,000
22 Replace Clark Hall	8,000,000
<b>MuSU Subtotal</b>	<b>9,165,000</b>
<b>Northern Kentucky University</b>	
5 Classroom Project Initiative	3,000,000
15 Safety Lighting	910,000
<b>NKU Subtotal</b>	<b>3,910,000</b>
<b>University of Kentucky</b>	
15 Student Housing/Fraternity House Replacement	6,000,000
185 Chiller Replacement - Cooling #3	2,500,000
203 Cooling Plant #1 Expansion	14,755,000
227 Communication Project	1,735,000
<b>UK Subtotal</b>	<b>24,990,000</b>
<b>Western Kentucky University</b>	
2 Thompson Sc Complex Replacement & Renovation - Phase I	11,000,000
<b>WKU Subtotal</b>	<b>11,000,000</b>
<b>System Total</b>	<b>\$73,627,000</b>

**HOUSE BILL 502, LANGUAGE PROVISIONS**

**Research Challenge Trust Fund Account:** The proceeds of the endowment program authorized in Part X, Section 1 of this Act shall be deposited in the Research Challenge Trust Fund Account and invested at the direction of the Council on Postsecondary Education until such time as the Council receives a certification from the Presidents of the University of Kentucky or the University of Louisville stating that cash or a binding written contract or agreement has been secured by the respective universities to provide the matching requirements as determined by the Council. Upon receipt of the certification, the Council shall transfer the endowment funds from the account to the respective universities for management and investment by the university foundations if the foundations have been previously created to manage and invest private gifts and donations on behalf of the universities over time, otherwise by the university itself. The proceeds of the Research Challenge Trust Fund Account transferred to the universities shall not be managed or invested by an independent board or foundation separate from the foundations previously created to manage and invest funds on behalf of the respective universities.

**Regional University Excellence Trust Fund:** The proceeds of the endowment program authorized in Part X, Section 1 of this Act shall be deposited in the Regional University Trust Fund Account and invested at the direction of the Council on Postsecondary Education until such time as the Council receives a certification from the Presidents of Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, and Western Kentucky University stating that cash or a binding written contract or agreement has been secured by the respective universities to provide the matching requirements as determined by the Council. Upon receipt of the certification, the Council shall transfer the endowment funds from the account to the respective universities for management and investment by the university foundations if the foundations have been previously created to manage and invest private gifts and donations on behalf of the universities over time, otherwise by the university itself. The proceeds of the Regional Excellence Trust Fund transferred to the universities shall not be managed or invested by an independent board or foundation separate from the foundations previously created to manage and invest funds on behalf of the respective universities.

**Kentucky Commonwealth Virtual University:** The Kentucky Commonwealth Virtual University is encouraged to acquire on-line courses and degree programs which are available from a Kentucky public postsecondary institution.

**Workforce Development Trust Fund:** Notwithstanding KRS 164.7925, the General Assembly directs that Lexington Community College shall be eligible for funding from the \$6,000,000 General Fund appropriations each fiscal year, to postsecondary institutions in Part I, Section L, Operating Budget, in the Workforce Development Trust Fund, for initiatives to provide workforce training programs.

**Kentucky Community and Technical College System Faculty and Staff Salaries:** The number one budget request priority of the Kentucky Community and Technical College System is to correct the historically low salaries of the faculty and staff. The average 1998-99 salary of the

community college faculty member is approximately \$2,800 less than the midpoint between the average 1998-99 salary of a Kentucky K-12 teacher and the average salary of a faculty member in Kentucky's other state-supported higher education institutions. The Kentucky Community and Technical College System shall place the highest priority on improving salaries of the Kentucky Community and Technical College System faculty and nonexecutive and nonmanagerial staff.

**Endowment Program Private Match:** It is the intent of the General Assembly that the Council on Postsecondary Education should establish a fair and reasonable method of dispersing the Endowment Program funding of the Research Challenge Trust Fund to the universities in such a way that requires the private match to be available in cash or by means of a binding written contract or agreement to qualify for the disbursement of state funds. It is the intent of the General Assembly that the method of disbursement should not impede the ability of the universities to prudently and expeditiously raise private funds.

**Board of Regents Employee Exemption:** Notwithstanding KRS 164.360(2), any person employed at a public postsecondary education institution at least 36 months or more before the person's relative was appointed to the board of regents of that institution and the individual is currently serving as a Regent shall continue to be an employee of that institution.

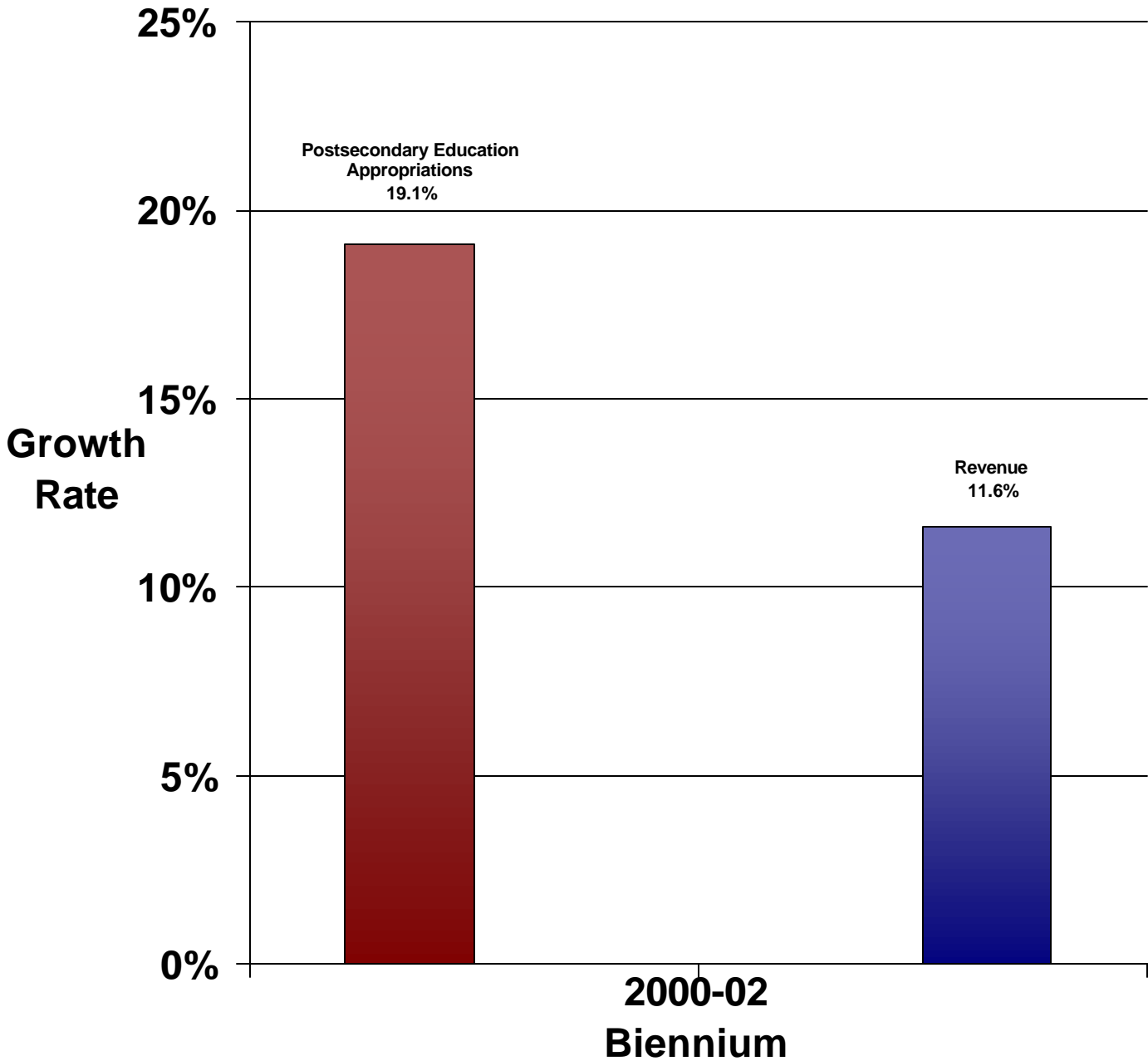
**Maintenance and Operation Funds for New Postsecondary Education Facilities:** The General Fund appropriations to postsecondary institutions in Part I, Section L, Operating Budget includes the amounts of \$2,067,900 in fiscal year 2000-2001 and \$19,068,600 in fiscal year 2001-2002 allocated for maintenance and operation of new facilities at each institution authorized by 1998 Kentucky Acts, Chapter 615, Part II (HB 321). Any corresponding unexpended amounts for this purpose shall not lapse, notwithstanding KRS 45.229, but shall be allotted to the respective institutions for program purposes.

**Space Allocation:** Morehead State University shall provide sufficient classroom, open laboratory, teaching laboratory and other space necessary for the Kentucky Community and Technical College System and other public entities to provide course offerings to assist in meeting the academic and workforce training needs of the region within the West Liberty Extended Campus Building authorized by 1998 Kentucky Acts, Chapter 615, Part II (HB 321).

**Section 41, subsection a – Murray State University, Breathitt Veterinary Center:** Included in the General Fund appropriation is \$2,375,500 in fiscal year 2000-2001 and \$2,432,500 in fiscal year 2001-2002 for the Breathitt Veterinary Center. Included in the Restricted Funds appropriations is \$242,700 in each fiscal year for the Breathitt Veterinary Center. Notwithstanding KRS 48.130 and 48.600, there shall be no reduction in funding for these programs. These funds shall be expended solely for the programs of the Breathitt Veterinary Center.

**University of Kentucky –** The University of Kentucky shall place the highest priority on improving the salaries of the Lexington Community College faculty and staff.

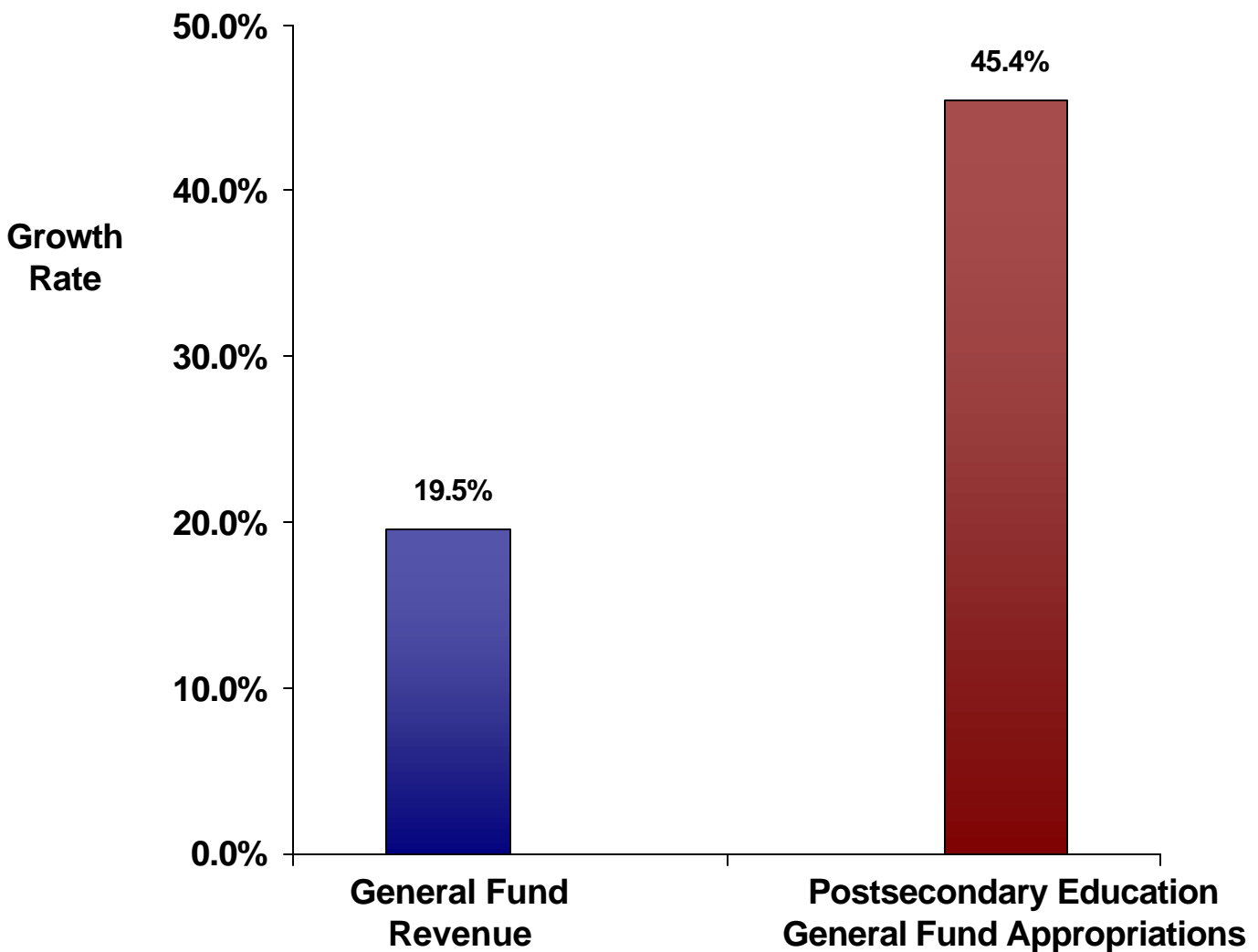
## Comparison of Postsecondary Education General Fund Appropriations Growth with General Fund Revenue Growth 2000-02



**Note:** Postsecondary education appropriations growth reflects the enacted postsecondary education budget per HB 502, and revenue growth reflects the numbers contained in House Joint Resolution 83.



## Comparison of General Fund Revenue Growth with Postsecondary Education Appropriations Growth Since House Bill 1 (FY 1998 – FY 2002)

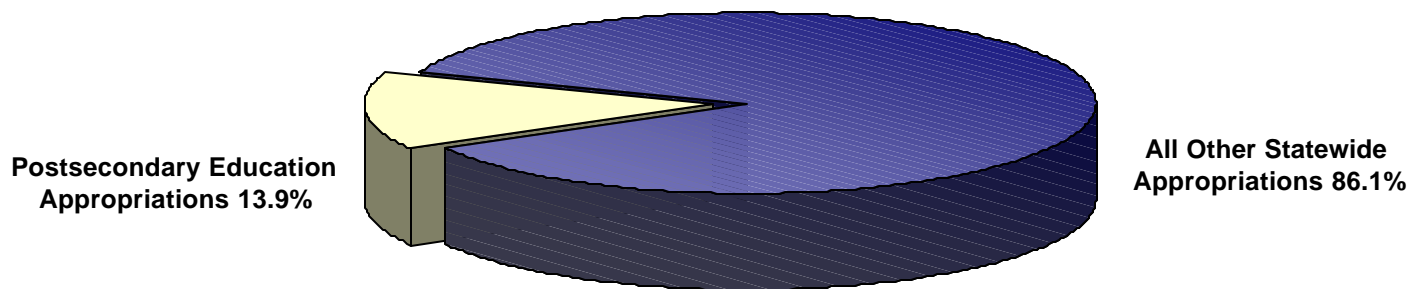


**Note:** The comparison on the revenue side is actual FY 1998 General Fund revenue and the FY 2002 estimated numbers that are included in House Joint Resolution 83, as enacted. The comparison on the appropriations side are the actual FY 1998 postsecondary education General Fund appropriations in the enacted 1996-98 budget and the postsecondary education appropriations for FY 2002 included in House Bill 502, as enacted.

**Before and After House Bill 1 Comparison:**

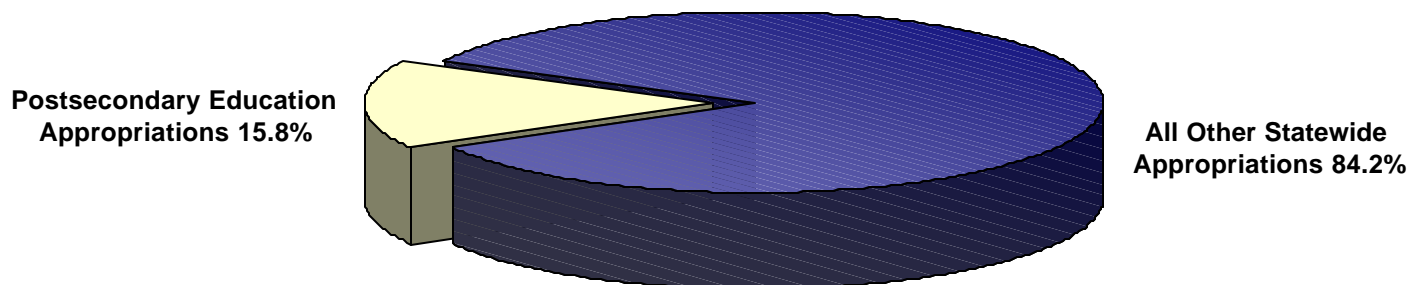
**Postsecondary Education General Fund Appropriations with Total Statewide General Fund Appropriations**

**FY 1998 Enacted \*  
(April 1996)**



\* Source: The 1996-98 Budget of the Commonwealth.

**FY 2002 Enacted \*\*  
(April 2000)**



\*\* Sources: House Bill 502 and House Joint Resolution 83, as enacted.

**Table 12**

**Postsecondary Education Operating  
Appropriations Over Four Years  
(In Millions)**

Enacted 2001-02	1,159.6
Original 1997-98	<u>797.5</u>
<b>Operating Increase</b>	<b>362.1</b>

**Postsecondary Education  
Funds Increases Since HB 1  
(In Millions)**

Postsecondary Education	
Operating Increase	362.1
"Bucks for Brains" (1998 and 2000)	230.0
"Bucks for Brains" Matching (1998 and 2000)	<u>230.0</u>
<b>Total</b>	<b>822.1</b>

**BENCHMARK INSTITUTIONS'  
FACULTY SALARIES, 1999-2000**

**Agenda Item G-4  
May 22, 2000**

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The benchmark institutions approved by the Council in 1999 have been used to analyze 1999-2000 faculty salaries. The faculty salary data used in this analysis were reported by the institutions in the American Association of University Professors' (AAUP) annual salary survey. Not all of the benchmark institutions participate in the survey – "NA" is used on the tables to indicate these institutions. Data on the attached tables have been sorted based on the all ranks average salaries.

Traditionally the AAUP survey focuses on four-year colleges and universities. While some two-year institutions do participate in the survey, many do not. Because of the low number of two-year institutions that participate in the survey, our analysis does not include the Kentucky Community and Technical College System and Lexington Community College.

The data show that only Eastern Kentucky University's all ranks average salaries are above the median for its benchmark group. A summary table follows.

**ALL RANKS AVERAGE SALARY**

	<b><u>Rank</u></b>	<b><u>\$ Below Median</u></b>
UK	20 of 20	5,550
UofL	14 of 16	6,350
EKU	6 of 18	*
KSU	14 of 20	6,050
Morehead	20 of 20	7,150
Murray	18 of 19	3,500
NKU	19 of 19	11,300
WKU	14 of 19	1,200

\* The EKU all ranks average salary is \$2,400 above the median.

**1999-2000 FACULTY SALARIES BY RANK - AAUP SURVEY**  
**UNIVERSITY OF KENTUCKY BENCHMARK INSTITUTIONS**  
(\$ in thousands)

<u>Institution</u>	<u>All Ranks</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>
University of California - Los Angeles	85.4	106.1	67.4	58.3	--
University of Virginia	78.0	101.2	68.9	53.7	41.2
University of North Carolina - Chapel Hill	75.3	93.8	67.4	55.2	58.1
University of Michigan - Ann Arbor	75.0	100.9	71.8	57.7	50.2
University of Minnesota - Twin Cities	74.9	89.5	63.9	53.6	45.6
University of Illinois - Urbana-Champaign	74.6	91.6	63.4	54.1	--
University of Wisconsin - Madison	74.0	84.5	64.8	55.4	43.7
University of Iowa	71.3	89.6	60.8	52.7	42.2
Ohio State University - Main Campus	70.1	88.8	61.1	51.0	44.3
University of Maryland - College Park	68.1	88.8	63.5	57.5	43.3
University of Texas - Austin	67.8	89.4	58.2	54.2	39.7
Purdue University - Main Campus	67.8	86.9	60.1	51.4	28.5
University of Arizona	67.5	81.9	57.2	49.8	--
University of Georgia	66.8	82.8	58.9	50.2	35.7
University of Washington - Seattle	65.3	80.6	58.4	51.4	34.9
North Carolina State University	64.8	85.3	62.2	53.9	38.8
University of Florida	64.2	76.9	56.9	49.9	--
Texas A&M	63.3	80.5	57.9	50.0	--
Pennsylvania State University - Main Campus	63.2	89.9	60.4	50.2	34.2
<b>University of Kentucky</b>	<b>62.4</b>	<b>76.5</b>	<b>57.1</b>	<b>46.8</b>	<b>--</b>
Rank*	20 of 20	20 of 20	19 of 20	20 of 20	NA

**Source:** AAUP data.

\* UK's rank among the institutions participating in the AAUP survey and reporting data in the category.

-- No faculty reported in this category.

**1999-2000 FACULTY SALARIES BY RANK - AAUP SURVEY  
UNIVERSITY OF LOUISVILLE BENCHMARK INSTITUTIONS  
(\$ in thousands)**

<u>Institution</u>	<u>All Ranks</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>
Temple University	73.2	92.5	68.8	46.8	43.0
State University of New York - Buffalo	68.3	88.8	63.8	50.5	31.9
University of Illinois - Chicago	67.3	84.5	62.3	51.8	41.9
State University of New York - Stony Brook	66.8	88.0	62.8	49.8	39.2
Virginia Commonwealth University	66.3	84.9	66.7	52.1	36.2
University of Nevada - Reno	65.7	84.3	60.9	49.3	--
University of Pittsburgh - Main Campus	64.4	85.9	60.6	50.8	39.4
University of Cincinnati - Main Campus	63.7	78.1	57.7	46.8	36.4
Wayne State University	63.0	84.3	63.6	49.9	45.6
University of South Carolina - Columbia	62.5	79.3	58.5	48.8	36.6
University of Missouri - Columbia	62.3	79.0	59.3	47.7	37.2
University of Missouri - Kansas City	59.3	77.1	56.0	45.1	42.9
Indiana University - Indianapolis	57.2	76.3	57.5	48.3	--
<b>University of Louisville</b>	<b>57.0</b>	<b>70.8</b>	<b>53.6</b>	<b>44.7</b>	<b>36.2</b>
University of Alabama - Birmingham	56.8	75.6	52.0	45.1	31.0
University of South Florida	53.7	70.2	53.2	44.6	33.2
Rank*	14 of 16	14 of 16	13 of 16	14 of 16	11 of 13

**Source:** AAUP data.

\* UofL's rank among the institutions participating in the AAUP survey and reporting data in the category.

-- No faculty reported in this category.

**1999-2000 FACULTY SALARIES BY RANK - AAUP SURVEY  
EASTERN KENTUCKY UNIVERSITY BENCHMARK INSTITUTIONS  
(\$ in thousands)**

<u>Institution</u>	<u>All Ranks</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>
California State University - Sacramento	65.7	72.6	56.5	45.8	38.5
California State University - Fresno	63.8	73.0	58.8	45.8	38.0
West Chester University of Pennsylvania	63.5	78.1	64.4	49.2	42.4
Youngstown State University	55.3	66.8	52.5	42.8	33.4
Grand Valley University	54.0	69.3	56.4	43.9	38.0
<b>Eastern Kentucky University</b>	<b>53.1</b>	<b>65.4</b>	<b>54.6</b>	<b>43.4</b>	<b>31.8</b>
Illinois State University	51.1	66.5	51.9	43.4	31.8
East Carolina University	50.9	68.9	54.4	46.1	39.2
Central Missouri State University	50.9	61.6	52.1	43.4	31.6
Southern Illinois University-Edwardsville	50.5	63.7	54.2	43.9	32.2
Ball State University	50.0	67.1	52.4	40.2	29.7
University of Wisconsin - Oshkosh	49.5	63.0	50.9	44.9	--
Western Illinois University	49.1	61.5	50.2	40.5	29.3
East Tennessee State University	46.9	59.5	48.1	40.1	32.3
Marshall University	46.4	56.3	46.2	36.7	26.8
Eastern Illinois University	45.4	57.1	48.3	38.2	25.7
Lamar University - Beaumont	43.1	54.9	45.0	38.9	34.4
Northeast Louisiana University	41.1	54.5	45.5	38.6	29.2
Indiana State University	NA	NA	NA	NA	NA
University of Arkansas - Little Rock	NA	NA	NA	NA	NA
Rank*	6 of 18	9 of 18	5 of 18	10 of 18	11 of 17

**Source:** AAUP data.

NA - Institution did not participate in AAUP survey.

\* EKU's rank among the institutions participating in the AAUP survey and reporting data in the category.

-- No faculty reported in this category.

**1999-2000 FACULTY SALARIES BY RANK - AAUP SURVEY**  
**KENTUCKY STATE UNIVERSITY BENCHMARK INSTITUTIONS**  
(\$ in thousands)

<u>Institution</u>	<u>All Ranks</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>
California State University - Bakersfield	59.3	72.0	57.9	46.4	35.3
North Carolina Central University	55.4	73.5	55.8	47.2	--
Northern Michigan University	55.1	68.5	52.9	40.7	37.5
North Carolina A&T	54.0	63.7	56.6	49.3	37.4
Delaware State University	53.9	67.9	54.4	46.3	39.4
University of North Carolina-Pembroke	52.4	70.3	53.3	43.6	--
Morgan State University	51.7	74.2	57.1	48.6	41.4
Albany State University	51.4	64.3	52.9	44.7	35.5
Fayetteville State University	51.2	66.6	53.4	48.1	--
Savannah State University	50.3	60.0	49.2	42.2	36.2
Virginia State University	50.0	59.6	53.0	45.3	35.6
Jackson State University	46.5	57.6	52.3	43.2	32.8
South Carolina State University	44.7	53.3	47.8	40.3	32.1
<b>Kentucky State University</b>	<b>44.1</b>	<b>53.3</b>	<b>45.0</b>	<b>39.9</b>	<b>31.1</b>
Southern Arkansas University - Main Campus	43.6	56.3	45.4	39.0	32.6
Langston University	43.3	49.9	49.3	41.6	39.4
Southeastern Oklahoma State University	41.5	53.6	46.9	39.9	31.9
Lincoln University - Missouri	40.3	52.8	43.2	35.4	29.1
University of Arkansas at Pine Bluff	39.7	49.0	44.9	38.2	30.7
Minot State University	39.4	51.2	42.5	37.5	29.3
Rank*	14 of 20	16 of 20	17 of 20	15 of 20	14 of 17

**Source:** IPEDS and AAUP data.

NA - Institution did not participate in AAUP survey.

\* KSU's rank among the institutions participating in the AAUP survey and reporting data in the category.

-- No faculty reported in this category.



**1999-2000 FACULTY SALARIES BY RANK - AAUP SURVEY  
 MOREHEAD STATE UNIVERSITY BENCHMARK INSTITUTIONS  
 (\$ in thousands)**

<u>Institution</u>	<u>All Ranks</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>
California University of Pennsylvania	64.7	78.1	62.3	50.0	33.7
Millersville University of Pennsylvania	63.6	78.9	63.0	47.0	--
West Chester University of Pennsylvania	63.5	78.1	64.4	49.2	42.4
Bloomsburg University of Pennsylvania	63.4	77.8	63.2	48.6	--
Slippery Rock University of Pennsylvania	62.1	78.8	62.8	50.6	39.7
Rowan University - New Jersey	60.6	79.5	63.0	49.2	35.1
Clarion University of Pennsylvania	60.5	78.9	62.7	46.9	34.5
Northern Michigan University	55.1	68.5	52.9	40.7	37.5
State University of New York at Brockport	52.7	69.3	57.9	44.1	--
Western Carolina University	51.4	65.3	52.9	45.0	--
Central Missouri State University	50.9	61.6	52.1	43.4	31.6
Valdosta State University	50.8	64.8	52.7	43.8	34.4
State University of New York at Oswego	49.6	60.7	50.1	39.7	--
Pittsburg State University - Kansas	49.2	57.6	49.4	39.8	35.6
Southeast Missouri State University	48.9	61.1	50.1	40.6	32.5
State University of New York at Plattsburgh	47.6	58.7	48.4	39.3	--
University of Nebraska at Kearney	46.9	59.7	50.4	40.4	40.8
Jacksonville State University - Alabama	45.8	56.8	45.6	40.0	35.8
Northeastern State University - Oklahoma	45.6	54.8	46.6	42.0	36.6
<b>Morehead State University</b>	<b>44.0</b>	<b>59.6</b>	<b>45.6</b>	<b>40.5</b>	<b>27.5</b>
Rank*	20 of 20	16 of 20	20 of 20	15 of 20	14 of 14

**Source:** AAUP data.

NA - Institution did not participate in AAUP survey.

\* MoSU's rank among the institutions participating in the AAUP survey and reporting data in the category.

-- No faculty reported in this category.

**1999-2000 FACULTY SALARIES BY RANK - AAUP SURVEY  
MURRAY STATE UNIVERSITY BENCHMARK INSTITUTIONS  
(\$ in thousands)**

<u>Institution</u>	<u>All Ranks</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>
California University of Pennsylvania	64.7	78.1	62.3	50.0	33.7
West Chester University of Pennsylvania	63.5	78.1	64.4	49.2	42.4
Shippensburg University of Pennsylvania	62.6	79.2	62.5	48.2	36.5
Slippery Rock University of Pennsylvania	62.1	78.8	62.8	50.6	39.7
Indiana University of Pennsylvania	61.8	78.4	62.7	48.3	36.0
Wright State University	54.6	73.8	54.6	45.4	32.3
Florida A&M University	53.9	66.8	55.5	47.9	35.6
University of North Carolina - Greensboro	52.4	75.7	54.8	44.2	--
Western Carolina University	51.4	65.3	52.9	45.0	--
Central Missouri State University	50.9	61.6	52.1	43.4	31.6
Southern Illinois University - Edwardsville	50.5	63.7	54.2	43.9	32.2
Tennessee Tech University	49.5	60.8	45.8	39.3	29.6
Western Illinois University	49.1	61.5	50.2	40.5	29.3
Southeast Missouri State University	48.9	61.1	50.1	40.6	32.5
University of Tennessee - Chattanooga	48.4	59.2	46.9	41.0	28.9
University of West Florida	48.2	62.4	51.1	41.6	34.3
SUNY College - Plattsburgh	47.6	58.7	48.4	39.3	--
<b>Murray State University</b>	<b>47.4</b>	<b>60.8</b>	<b>50.1</b>	<b>41.4</b>	<b>--</b>
East Tennessee State University	46.9	59.5	48.1	40.1	32.3
Indiana State University	NA	NA	NA	NA	NA
Rank*	18 of 19	16 of 19	15 of 19	13 of 19	NA

**Source:** AAUP data.

NA - Institution did not participate in AAUP survey.

\* MuSU's rank among the institutions participating in the AAUP survey and reporting data in the category.

-- No faculty reported in this category.

**1999-2000 FACULTY SALARIES BY RANK - AAUP SURVEY  
NORTHERN KENTUCKY UNIVERSITY BENCHMARK INSTITUTIONS  
(\$ in thousands)**

<u>Institution</u>	<u>All Ranks</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>
California State University - Hayward	65.2	73.4	60.6	47.7	37.9
University of Massachusetts - Boston	64.7	78.2	63.9	51.8	--
West Chester University of Pennsylvania	63.5	78.1	64.4	49.2	42.4
Kean University - New Jersey	63.3	76.7	61.8	49.1	33.3
Oakland University - Michigan	61.1	73.2	58.6	48.7	50.8
California State University - San Bernadino	61.0	72.5	57.6	46.8	36.8
Rowan University - New Jersey	60.6	79.5	63.0	49.2	35.1
University of Nevada - Las Vegas	60.5	81.5	61.5	47.4	--
Central Connecticut State University	58.8	74.9	55.6	44.6	40.5
Portland State University	56.4	64.5	49.9	43.7	36.0
Youngstown State University	55.3	66.8	52.5	42.8	33.4
University of North Carolina - Charlotte	54.9	73.6	55.3	46.1	--
State University of New York at Brockport	52.7	69.3	57.9	44.1	--
Wichita State University	51.2	66.2	51.4	45.1	35.0
University of Wisconsin - Oshkosh	49.5	63.0	50.9	44.9	--
University of Central Oklahoma	49.0	57.4	50.3	44.7	37.1
Boise State University	48.4	56.8	48.6	41.6	--
Salem State University	46.8	54.8	46.1	40.1	31.0
<b>Northern Kentucky University</b>	<b>45.1</b>	<b>63.9</b>	<b>46.8</b>	<b>40.8</b>	<b>34.7</b>
University of Arkansas - Little Rock	NA	NA	NA	NA	NA
Rank*	19 of 19	15 of 19	18 of 19	18 of 19	10 of 13

**Source:** AAUP data.

NA - Institution did not participate in AAUP survey.

\* NKU's rank among the institutions participating in the AAUP survey and reporting data in the category.

-- No faculty reported in this category.

**1999-2000 FACULTY SALARIES BY RANK - AAUP SURVEY  
WESTERN KENTUCKY UNIVERSITY BENCHMARK INSTITUTIONS  
(\$ in thousands)**

<u>Institution</u>	<u>All Ranks</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>
West Chester University of Pennsylvania	63.5	78.1	64.4	49.2	42.4
Indiana University of Pennsylvania	61.8	78.4	62.7	48.3	36.0
Appalachian State University	52.7	64.4	52.7	43.6	--
Minnesota State University - Mankato	52.7	61.5	53.2	42.9	30.6
University of North Carolina at Greensboro	52.4	75.7	54.8	44.2	--
University of Northern Iowa	52.2	70.0	53.8	44.8	36.9
Eastern Michigan University	52.0	65.5	50.7	43.2	41.9
Illinois State University	51.1	66.5	51.9	43.4	31.8
University of South Alabama	51.0	68.6	51.5	45.4	33.9
East Carolina University	50.9	68.9	54.4	46.1	39.2
Central Missouri State University	50.9	61.6	52.1	43.4	31.6
Southern Illinois University - Edwardsville	50.5	63.7	54.2	43.9	32.2
Ball State University	50.0	67.1	52.4	40.2	29.7
<b>Western Kentucky University</b>	<b>49.7</b>	<b>63.1</b>	<b>49.8</b>	<b>41.8</b>	<b>32.7</b>
Western Illinois University	49.1	61.5	50.2	40.5	29.3
Southeast Missouri State University	48.9	61.1	50.1	40.6	32.5
East Tennessee State University	46.9	59.5	48.1	40.1	32.3
Marshall University	46.4	56.3	46.2	36.7	26.8
Eastern Illinois University	45.4	57.1	48.3	38.2	25.7
Indiana State University	NA	NA	NA	NA	NA
Rank*	14 of 19	12 of 19	16 of 19	13 of 19	7 of 17

**Source:** AAUP data.

NA - Institution did not participate in AAUP survey.

\* WKU's rank among the institutions participating in the AAUP survey and reporting data in the category.

-- No faculty reported in this category.

**BENCHMARK INSTITUTIONS'  
TUITION RATES, 1999-2000**

**Agenda Item G-5  
May 22, 2000**

The benchmark institutions approved by the Council in 1999 have been used to analyze 1999-2000 tuition and fees. The annual tuition and fees data used in this analysis were reported by the institutions to the National Center for Education Statistics. Data on the attached tables are sorted by in-state and out-of-state rates.

Attachment A shows 1999-2000 annual undergraduate in-state and out-of-state tuition and fees for the benchmark institutions. For KCTCS, an average was calculated for each of the benchmark states. The tables show the Kentucky institution's rank among the benchmark institutions.

At its April 1999 meeting, the Council delegated the tuition-setting process to the institutions, beginning with academic year 2000-01. Tuition rates for the 2000-02 biennium were reported to the Council at its September 1999 meeting. Attachment B shows these rates. Table 3 in the 2000-2002 Budget Report, Agenda Item G-3, shows the estimated tuition and fees revenue based on these rates.

The data show that in-state tuition and fees exceed the benchmark medians only at KSU and LCC. Out-of-state tuition and fees for all Kentucky institutions are below their benchmark medians. A summary table follows.

**In-State and Out-of-State Tuition and Fees**

<b>Institution</b>	<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
	<b>Rank</b>	<b>\$ Below Median</b>	<b>Rank</b>	<b>\$ Below Median</b>
UK	12 of 20	365	18 of 20	2,629
UofL	13 of 16	458	10 of 16	1,043
EKU	15 of 20	467	17 of 20	2,262
KSU	10 of 20	*	11 of 20	374
Morehead	16 of 20	1,369	14 of 20	1,515
Murray	15 of 20	590	17 of 20	2,266
NKU	15 of 20	825	17 of 20	2,527
WKU	17 of 20	602	15 of 20	1,721
LCC	6 of 20	*	18 of 20	2,105
KCTCS				
Community Colleges	8 of 10	331	8 of 10	1,208
Technical Colleges	9 of 10	806	10 of 10	3,188

\* KSU in-state rates are \$23 above the median.  
LCC in-state rates are \$420 above the median.

**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
UNIVERSITY OF KENTUCKY BENCHMARK INSTITUTIONS**

In-State Tuition and Fees		Out-of-State Tuition and Fees	
<b><u>Institution</u></b>		<b><u>Institution</u></b>	
Pennsylvania State University - Main Campus	6,436	University of Michigan - Ann Arbor	19,761
University of Michigan - Ann Arbor	6,333	University of Virginia	16,603
University of Maryland - College Park	4,939	University of California - Los Angeles	13,857
University of Illinois - Urbana-Champaign	4,770	Pennsylvania State University - Main Campus	13,552
University of Minnesota - Twin Cities	4,649	University of Wisconsin - Madison	13,049
Ohio State University - Main Campus	4,137	University of Minnesota - Twin Cities	12,789
University of Virginia	4,130	Purdue University - Main Campus	12,348
University of Wisconsin - Madison	3,735	Ohio State University - Main Campus	12,087
Purdue University - Main Campus	3,724	University of Washington - Seattle	12,029
University of California - Los Angeles	3,683	University of Illinois - Urbana-Champaign	11,862
University of Washington - Seattle	3,638	University of Maryland - College Park	11,827
<b>University of Kentucky</b>	<b>3,296</b>	North Carolina State University	11,580
University of Texas - Austin	3,128	University of North Carolina - Chapel Hill	11,464
University of Georgia	3,034	University of Iowa	10,440
University of Iowa	2,998	University of Georgia	10,276
Texas A&M	2,640	University of Texas - Austin	9,608
North Carolina State University	2,414	University of Arizona	9,416
University of North Carolina - Chapel Hill	2,298	<b>University of Kentucky</b>	<b>9,216</b>
University of Arizona	2,264	University of Florida	9,130
University of Florida	2,141	Texas A&M	7,824
Rank*	12 of 20		18 of 20

\* UK's rank among the benchmark institutions.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).

**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
UNIVERSITY OF LOUISVILLE BENCHMARK INSTITUTIONS**

<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
<b><u>Institution</u></b>		<b><u>Institution</u></b>	
University of Pittsburgh - Main Campus	6,698	University of Pittsburgh - Main Campus	14,014
Temple University	6,612	Virginia Commonwealth University	13,041
University of Cincinnati - Main Campus	4,998	University of Cincinnati - Main Campus	12,879
University of Illinois - Chicago	4,648	Temple University	11,730
University of Missouri - Columbia	4,299	University of Missouri - Columbia	11,685
University of Missouri - Kansas City	4,247	University of Missouri - Kansas City	11,634
State University of New York - Stony Brook	4,142	Indiana University - Indianapolis	10,961
State University of New York - Buffalo	3,909	University of Illinois - Chicago	10,924
Wayne State University	3,818	University of South Carolina - Columbia	9,814
University of South Carolina - Columbia	3,740	<b>University of Louisville</b>	<b>9,326</b>
Indiana University - Indianapolis	3,713	University of South Florida	9,245
Virginia Commonwealth University	3,587	State University of New York - Stony Brook	9,042
<b>University of Louisville</b>	<b>3,406</b>	State University of New York - Buffalo	8,809
University of Alabama - Birmingham	3,240	University of Nevada - Reno	8,492
University of South Florida	2,256	Wayne State University	8,249
University of Nevada - Reno	2,145	University of Alabama - Birmingham	5,970
Rank*	13 of 16		10 of 16

\* UofL's rank among the benchmark institutions.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).

**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
EASTERN KENTUCKY UNIVERSITY BENCHMARK INSTITUTIONS**

<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
<b><u>Institution</u></b>		<b><u>Institution</u></b>	
West Chester University of Pennsylvania	4,422	Illinois State University	10,465
Illinois State University	4,210	University of Wisconsin - Oshkosh	9,862
Grand Valley University	4,048	West Chester University of Pennsylvania	9,850
Western Illinois University	3,835	Ball State University	9,846
Eastern Illinois University	3,783	East Carolina University	9,564
Youngstown State University	3,762	Eastern Illinois University	9,416
Ball State University	3,686	California State University - Sacramento	9,242
Indiana State University	3,426	California State University - Fresno	9,050
University of Wisconsin - Oshkosh	2,998	Lamar University - Beaumont	9,011
Central Missouri State University	2,970	Grand Valley University	8,830
Southern Illinois University-Edwardsville	2,744	Indiana State University	8,554
University of Arkansas - Little Rock	2,724	Northeast Louisiana University	8,029
East Tennessee State University	2,532	East Tennessee State University	7,648
Marshall University	2,440	Western Illinois University	6,565
<b>Eastern Kentucky University</b>	<b>2,390</b>	University of Arkansas - Little Rock	6,540
Lamar University - Beaumont	2,376	Marshall University	6,512
Northeast Louisiana University	2,077	<b>Eastern Kentucky University</b>	<b>6,430</b>
East Carolina University	1,998	Central Missouri State University	5,940
California State University - Sacramento	1,862	Youngstown State University	5,526
California State University - Fresno	1,670	Southern Illinois University-Edwardsville	4,888
Rank*	15 of 20		17 of 20

\* EKU's rank among the benchmark institutions.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).



**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
KENTUCKY STATE UNIVERSITY BENCHMARK INSTITUTIONS**

<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
<b><u>Institution</u></b>		<b><u>Institution</u></b>	
Morgan State University	3,706	North Carolina Central University	9,452
South Carolina State University	3,184	California State University - Bakersfield	9,175
Northern Michigan University	3,146	North Carolina A&T	9,159
Delaware State University	3,096	Fayetteville State University	9,046
Virginia State University	3,086	University of North Carolina-Pembroke	8,976
Jackson State University	2,688	Morgan State University	8,810
University of Arkansas at Pine Bluff	2,620	Virginia State University	8,630
Savannah State University	2,356	Savannah State University	7,780
Minot State University	2,331	Albany State University	7,678
<b>Kentucky State University</b>	<b>2,300</b>	Delaware State University	7,088
Albany State University	2,254	<b>Kentucky State University</b>	<b>6,340</b>
Lincoln University - Missouri	2,208	South Carolina State University	6,248
Langston University	2,189	Minot State University	5,755
North Carolina Central University	2,182	Northern Michigan University	5,582
Southern Arkansas University - Main Campus	2,112	Jackson State University	5,546
Southeastern Oklahoma State University	2,036	University of Arkansas at Pine Bluff	5,322
North Carolina A&T	1,889	Langston University	4,852
California State University - Bakersfield	1,795	Lincoln University - Missouri	4,416
Fayetteville State University	1,770	Southern Arkansas University - Main Campus	3,240
University of North Carolina-Pembroke	1,706	Southeastern Oklahoma State University	2,670
Rank*	10 of 20		11 of 20

\* KSU's rank among the benchmark institutions.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).

**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
MOREHEAD STATE UNIVERSITY BENCHMARK INSTITUTIONS**

<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
<b><u>Institution</u></b>		<b><u>Institution</u></b>	
Rowan University - New Jersey	4,920	California University of Pennsylvania	10,169
California University of Pennsylvania	4,741	Millersville University of Pennsylvania	10,033
Clarion University of Pennsylvania	4,698	Bloomsburg University of Pennsylvania	9,883
Millersville University of Pennsylvania	4,595	West Chester University of Pennsylvania	9,850
Slippery Rock University of Pennsylvania	4,484	Slippery Rock University of Pennsylvania	9,840
Bloomsburg University of Pennsylvania	4,455	Western Carolina University	9,351
West Chester University of Pennsylvania	4,422	State University of New York at Brockport	8,914
State University of New York at Brockport	4,014	State University of New York at Oswego	8,875
State University of New York at Oswego	3,975	State University of New York at Plattsburgh	8,857
State University of New York at Plattsburgh	3,957	Rowan University - New Jersey	8,670
Jacksonville State University	3,660	Jacksonville State University	7,320
Northern Michigan University	3,146	Pittsburg State University - Kansas	6,608
Southeast Missouri State University	3,010	Clarion University of Pennsylvania	6,508
Central Missouri State University	2,970	<b>Morehead State University</b>	<b>6,480</b>
University of Nebraska at Kearney	2,728	Central Missouri State University	5,940
<b>Morehead State University</b>	<b>2,440</b>	Northern Michigan University	5,582
Valdosta State University	2,290	Valdosta State University	5,424
Pittsburg State University - Kansas	2,142	Southeast Missouri State University	5,418
Western Carolina University	2,081	University of Nebraska at Kearney	4,581
Northeastern State University	1,926	Northeastern State University	4,581
Rank*	16 of 20		14 of 20

\* Morehead's rank among the benchmark institutions.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).

**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
MURRAY STATE UNIVERSITY BENCHMARK INSTITUTIONS**

<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
<b><u>Institution</u></b>		<b><u>Institution</u></b>	
California University of Pennsylvania	4,741	University of North Carolina - Greensboro	10,590
Shippensburg University of Pennsylvania	4,550	California University of Pennsylvania	10,169
Slippery Rock University of Pennsylvania	4,484	Shippensburg University of Pennsylvania	9,978
Indiana University of Pennsylvania	4,469	Indiana University of Pennsylvania	9,915
West Chester University of Pennsylvania	4,422	West Chester University of Pennsylvania	9,850
Wright State University	4,128	Slippery Rock University of Pennsylvania	9,840
SUNY College - Plattsburgh	3,957	Western Carolina University	9,351
Western Illinois University	3,835	Florida A&M University	9,324
Indiana State University	3,426	University of West Florida	9,282
Southeast Missouri State University	3,010	SUNY College - Plattsburgh	8,857
Central Missouri State University	2,970	Indiana State University	8,554
Southern Illinois University - Edwardsville	2,744	Wright State University	8,256
University of Tennessee - Chattanooga	2,660	University of Tennessee - Chattanooga	7,870
East Tennessee State University	2,532	East Tennessee State University	7,648
<b>Murray State University</b>	<b>2,400</b>	Tennessee Tech University	7,290
Tennessee Tech University	2,390	Western Illinois University	6,565
Florida A&M University	2,336	<b>Murray State University</b>	<b>6,440</b>
University of West Florida	2,294	Central Missouri State University	5,940
University of North Carolina - Greensboro	2,136	Southeast Missouri State University	5,418
Western Carolina University	2,081	Southern Illinois University - Edwardsville	4,888
Rank*	15 of 20		17 of 20

\* Murray's rank among the benchmark institutions.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).

**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
NORTHERN KENTUCKY UNIVERSITY BENCHMARK INSTITUTIONS**

<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
<b><u>Institution</u></b>		<b><u>Institution</u></b>	
Rowan University - New Jersey	4,920	University of Massachusetts - Boston	12,357
West Chester University of Pennsylvania	4,422	Portland State University	11,661
Kean University - New Jersey	4,384	Oakland University - Michigan	11,267
University of Massachusetts - Boston	4,227	University of Wisconsin - Oshkosh	9,862
Oakland University - Michigan	4,108	West Chester University of Pennsylvania	9,850
State University of New York at Brockport	4,014	Central Connecticut State University	9,311
Central Connecticut State University	3,771	University of North Carolina - Charlotte	9,190
Youngstown State University	3,762	California State University - San Bernadino	9,127
Boise State University	3,645	California State University - Hayward	9,060
Portland State University	3,468	Wichita State University	9,025
University of Wisconsin - Oshkosh	2,998	Salem State University	8,924
Salem State University	2,904	State University of New York at Brockport	8,914
University of Arkansas - Little Rock	2,724	Rowan University - New Jersey	8,670
Wichita State University	2,573	University of Nevada - Las Vegas	8,538
<b>Northern Kentucky University</b>	<b>2,408</b>	Boise State University	8,525
University of Nevada - Las Vegas	2,191	University of Arkansas - Little Rock	6,540
University of Central Oklahoma	1,936	<b>Northern Kentucky University</b>	<b>6,448</b>
University of North Carolina - Charlotte	1,920	Kean University - New Jersey	6,081
California State University - San Bernadino	1,747	Youngstown State University	5,526
California State University - Hayward	1,680	University of Central Oklahoma	4,456
Rank*	15 of 20		17 of 20

\* NKU's rank among the benchmark institutions.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).

**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
WESTERN KENTUCKY UNIVERSITY BENCHMARK INSTITUTIONS**

<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
<b><u>Institution</u></b>		<b><u>Institution</u></b>	
Indiana University of Pennsylvania	4,469	University of North Carolina at Greensboro	10,590
West Chester University of Pennsylvania	4,422	Illinois State University	10,465
Illinois State University	4,210	Appalachian State University	10,064
Western Illinois University	3,835	Indiana University of Pennsylvania	9,915
Eastern Illinois University	3,783	West Chester University of Pennsylvania	9,850
Eastern Michigan University	3,753	Ball State University	9,846
Ball State University	3,686	East Carolina University	9,564
Indiana State University	3,426	Eastern Illinois University	9,416
Southeast Missouri State University	3,010	Eastern Michigan University	8,822
Mankato State University	2,996	Indiana State University	8,554
University of Northern Iowa	2,988	University of Northern Iowa	7,748
Central Missouri State University	2,970	East Tennessee State University	7,648
University of South Alabama	2,911	Western Illinois University	6,565
Southern Illinois University - Edwardsville	2,744	Marshall University	6,512
East Tennessee State University	2,532	<b>Western Kentucky University</b>	<b>6,430</b>
Marshall University	2,440	Central Missouri State University	5,940
<b>Western Kentucky University</b>	<b>2,390</b>	Mankato State University	5,796
University of North Carolina at Greensboro	2,136	University of South Alabama	5,581
East Carolina University	1,998	Southeast Missouri State University	5,418
Appalachian State University	1,832	Southern Illinois University - Edwardsville	4,888
Rank*	17 of 20		15 of 20

\* WKU's rank among the benchmark institutions.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).

**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
LEXINGTON COMMUNITY COLLEGE BENCHMARK INSTITUTIONS**

<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
<b><u>Institution</u></b>		<b><u>Institution</u></b>	
Prairie State College	4,092	Hudson County Community College	6,655
Hudson County Community College	2,800	Frederick Community College	6,568
Normandale Community College	2,447	Bunker Hill Community College	6,504
Dutchess Community College	2,420	Tacoma Community College	6,345
Frederick Community College	2,368	South Puget Sound Community College	6,333
<b>Lexington Community College</b>	<b>1,956</b>	Polk Community College	5,265
Baltimore City Community College	1,707	J. Sargeant Reynolds Community College	5,062
Tacoma Community College	1,695	Prairie State College	4,932
South Puget Sound Community College	1,683	Volunteer State Community College	4,922
Bunker Hill Community College	1,632	Manatee Community College	4,919
St. Charles County Community College	1,440	Chattanooga State Technical Community College	4,822
Polk Community College	1,437	Dutchess Community College	4,720
Manatee Community College	1,359	Baltimore City Community College	4,697
Chattanooga State Technical Community College	1,334	Normandale Community College	4,563
Volunteer State Community College	1,334	John Tyler Community College	4,042
Jefferson State Community College	1,320	Evergreen Valley College	3,804
J. Sargeant Reynolds Community College	1,231	St. Charles County Community College	3,060
El Centro College	1,214	<b>Lexington Community College</b>	<b>2,766</b>
John Tyler Community College	978	Jefferson State Community College	2,520
Evergreen Valley College	321	El Centro College	2,054
Rank*	6 of 20		18 of 20

\* LCC's rank among the benchmark institutions.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).

**1999-2000 ANNUAL UNDERGRADUATE TUITION AND FEES BY RESIDENCY  
KCTCS BENCHMARK STATES**

<b>In-State Tuition and Fees</b>		<b>Out-of-State Tuition and Fees</b>	
<b><u>State</u></b>		<b><u>State</u></b>	
Ohio	2,299	Connecticut	5,438
Minnesota	2,233	Tennessee	4,900
Iowa	2,033	Virginia	4,818
Connecticut	1,814	Ohio	4,811
Virginia	1,467	North Carolina	4,762
South Carolina	1,314	Minnesota	4,414
Tennessee	1,250	South Carolina	3,937
<b>KCTCS - Community Colleges</b>	<b>1,060</b>	<b>KCTCS - Community Colleges</b>	<b>3,380</b>
Arkansas	961	Iowa	3,183
<b>KCTCS - Technical Colleges</b>	<b>640</b>	Arkansas	2,391
North Carolina	585	<b>KCTCS - Technical Colleges</b>	<b>1,400</b>
Rank*			
Community Colleges	8 of 10		8 of 10
Technical Colleges	9 of 10		10 of 10

\* KCTCS' rank among the benchmark states.

**Source:** National Center for Education Statistics (tuition and fees are not separately identified).

**2000-2002 TUITION RATES  
(Per Semester)**

<u>Institution/Level/Residency Status</u>	<u>1999-00*</u>	<u>2000-01**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>	<u>2001-02**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>University of Kentucky</b>							
<i><b>Undergraduate</b></i>							
Resident	1,480	1,555	75	5.1%	1,635	80	5.1%
Nonresident	4,440	4,665	225	5.1%	4,905	240	5.1%
<i><b>Graduate</b></i>							
Resident	1,630	1,715	85	5.2%	1,805	90	5.2%
Nonresident	4,890	5,145	255	5.2%	5,415	270	5.2%
<i><b>Law</b></i>							
Resident	2,780	2,939	159	5.7%	3,125	186	6.3%
Nonresident	7,465	7,725	260	3.5%	8,012	287	3.7%
<i><b>Medicine</b></i>							
Resident	4,945	5,100	155	3.1%	5,283	183	3.6%
Nonresident	12,640	12,640	-	0.0%	12,640	-	0.0%
<i><b>Dentistry</b></i>							
Resident	4,080	4,250	170	4.2%	4,489	239	5.6%
Nonresident	10,320	10,700	380	3.7%	11,136	436	4.1%
<i><b>Pharmacy</b></i>							
Resident	2,365	2,500	135	5.7%	2,670	170	6.8%
Nonresident	6,945	7,375	430	6.2%	7,887	512	6.9%
<b>Lexington Community College</b>							
<i><b>Undergraduate</b></i>							
Resident	810	810	-	0.0%	810	-	0.0%
Nonresident	2,430	2,555	125	5.1%	2,685	130	5.1%
<b>University of Louisville</b>							
<i><b>Undergraduate</b></i>							
Resident	1,480	1,575	95	6.4%	1,669	95	6.0%
Nonresident	4,440	4,724	284	6.4%	5,008	284	6.0%
<i><b>Graduate</b></i>							
Resident	1,630	1,735	105	6.4%	1,839	104	6.0%
Nonresident	4,890	5,203	313	6.4%	5,515	312	6.0%



**2000-2002 TUITION RATES  
(Per Semester)**

<u>Institution/Level/Residency Status</u>	<u>1999-00*</u>	<u>2000-01**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>	<u>2001-02**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>University of Louisville (continued)</b>							
<i><b>Law</b></i>							
Resident	2,780	2,989	209	7.5%	3,213	224	7.5%
Nonresident	7,465	8,025	560	7.5%	8,627	602	7.5%
<i><b>Medicine</b></i>							
Resident	4,945	5,440	495	10.0%	5,984	544	10.0%
Nonresident	12,640	13,904	1,264	10.0%	15,295	1,391	10.0%
<i><b>Dentistry</b></i>							
Resident	4,080	4,570	490	12.0%	5,118	549	12.0%
Nonresident	10,320	11,559	1,239	12.0%	12,946	1,387	12.0%
<b>Eastern Kentucky University</b>							
<i><b>Undergraduate</b></i>							
Resident	1,010	1,086	76	7.5%	1,167	81	7.5%
Nonresident	3,030	3,257	227	7.5%	3,502	245	7.5%
<i><b>Graduate</b></i>							
Resident	1,110	1,193	83	7.5%	1,283	90	7.5%
Nonresident	3,330	3,580	250	7.5%	3,848	268	7.5%
<b>Kentucky State University</b>							
<i><b>Undergraduate</b></i>							
Resident	1,010	1,050	40	4.0%	1,098	47	4.5%
Nonresident	3,030	3,151	121	4.0%	3,293	142	4.5%
<i><b>Graduate</b></i>							
Resident	1,110	1,154	44	4.0%	1,206	52	4.5%
Nonresident	3,330	3,463	133	4.0%	3,619	156	4.5%
<b>Morehead State University</b>							
<i><b>Undergraduate</b></i>							
Resident	1,010	1,040	30	3.0%	1,070	30	2.9%
Nonresident - Contiguous Tier Counties	NA	1,040	NA	NA	1,070	30	2.9%
Nonresident	3,030	3,120	90	3.0%	3,210	90	2.9%
<i><b>Graduate</b></i>							
Resident	1,110	1,140	30	2.7%	1,170	30	2.6%
Nonresident	3,330	3,430	100	3.0%	3,530	100	2.9%

**2000-2002 TUITION RATES  
(Per Semester)**

<u>Institution/Level/Residency Status</u>	<u>1999-00*</u>	<u>2000-01**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>	<u>2001-02**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Murray State University</b>							
<i><b>Undergraduate</b></i>							
Resident	1,010	1,071	61	6.0%	1,135	64	6.0%
Nonresident	3,030	3,212	182	6.0%	3,405	193	6.0%
<i><b>Graduate</b></i>							
Resident	1,110	1,177	67	6.0%	1,247	71	6.0%
Nonresident	3,330	3,530	200	6.0%	3,742	212	6.0%
<b>Northern Kentucky University</b>							
<i><b>Undergraduate</b></i>							
Resident							
Full-Time (12 SCH)	1,010	1,066	56	5.5%	1,124	58	5.4%
Part-Time (per credit hour)	NA	90	NA	NA	95	5	5.6%
Nonresident							
Full-Time (12 SCH)	3,030	3,197	167	5.5%	3,372	175	5.5%
Part-Time (per credit hour)	NA	267	NA	NA	282	15	5.6%
<i><b>Graduate</b></i>							
Resident							
Full-Time (9 SCH)	1,110	1,171	61	5.5%	1,235	64	5.5%
Part-Time (per credit hour)	NA	131	NA	NA	138	7	5.3%
Nonresident							
Full-Time (9 SCH)	3,330	3,513	183	5.5%	3,706	193	5.5%
Part-Time (per credit hour)	NA	390	NA	NA	412	22	5.6%
<i><b>MBA</b></i>							
Resident							
Full-Time (9 SCH)	1,110	1,277	167	15.0%	1,468	191	15.0%
Part-Time (per credit hour)	NA	143	NA	NA	164	21	14.7%
Nonresident							
Full-Time (9 SCH)	3,330	3,829	499	15.0%	4,404	575	15.0%
Part-Time (per credit hour)	NA	425	NA	NA	489	64	15.1%

**2000-2002 TUITION RATES  
(Per Semester)**

<u>Institution/Level/Residency Status</u>	<u>1999-00*</u>	<u>2000-01**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>	<u>2001-02**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Northern Kentucky University (continued)</b>							
<i>Law</i>							
Resident							
Full-Time (12 SCH)	2,780	2,933	153	5.5%	3,097	164	5.6%
Part-Time (per credit hour)	NA	245	NA	NA	258	13	5.3%
Nonresident							
Full-Time (12 SCH)	7,465	7,876	411	5.5%	8,309	433	5.5%
Part-Time (per credit hour)	NA	658	NA	NA	693	35	5.3%
<b>Western Kentucky University</b>							
<i>Undergraduate</i>							
Resident							
Full-Time - Main Campus	1,010	1,075	65	6.4%	1,145	70	6.5%
Full-Time - Community College	NA	1,010	NA	NA	1,010	-	0.0%
Part-Time - Main Campus (per credit hour)	NA	90	NA	NA	95	5	5.6%
Part-Time - Community College (per credit hour)	NA	84	NA	NA	84	-	0.0%
Nonresident							
Full-Time	3,030	3,225	195	6.4%	3,435	210	6.5%
Full-Time - Incentive Grant Counties	NA	1,275	NA	NA	1,345	70	5.5%
Part-Time (per credit hour)	NA	269	NA	NA	286	17	6.3%
Part-Time - Incentive Grant Counties (per credit hour)	NA	106	NA	NA	112	6	5.7%
<i>Graduate</i>							
Resident							
Full-Time	1,110	1,175	65	5.9%	1,245	70	6.0%
Part-Time (per credit hour)	NA	132	NA	NA	140	8	6.1%
Nonresident							
Full-Time	3,330	3,330	-	0.0%	3,330	-	0.0%
Part-Time (per credit hour)	NA	370	NA	NA	370	-	0.0%

**2000-2002 TUITION RATES  
(Per Semester)**

<u>Institution/Level/Residency Status</u>	<u>1999-00*</u>	<u>2000-01**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>	<u>2001-02**</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Kentucky Community and Technical College System</b>							
<b><i>Community Colleges</i></b>							
Resident	550	575	25	4.5%	605	30	5.2%
Nonresident	1,650	1,725	75	4.5%	1,815	90	5.2%
<b><i>Technical Colleges</i></b>							
Resident	330	380	50	15.2%	440	60	15.8%
Nonresident	660	760	100	15.2%	880	120	15.8%

\* As approved by CPE

\*\* As set by individual institutions

## **NOMINATING COMMITTEE REPORT**

**Agenda Item H  
May 22, 2000**

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The Bylaws require that a nominating committee be created for the selection of officers by March 31 and that officers be selected prior to June 30. The nominating committee will make its recommendations at the July 17 Council meeting.

Staff Preparation by Dennis Taulbee