# KANSAS BOARD OF REGENTS
## ACADEMIC AFFAIRS STANDING COMMITTEE

## AGENDA

## May 16, 2018
## 10:15 am – 11:45 am

The Board Academic Affairs Standing Committee will meet in Room 2110 in the Health Education Building on the University of Kansas Medical Center campus, located at 3901 Rainbow Boulevard, Kansas City, KS.

**I.  Call To Order**                                                             Regent Bangerter, Chair
    A.  Approve Minutes                                                                  *p. 2*
        March 14, 2018 regular meeting
        April 30, 2018 conference call

**II.  Consent Agenda for May 16th Board meeting**
    A.  Request Approval for a Master of Arts in Arts Leadership            *WSU*            *p. 5*
        and Management
    B.  Request Approval for a Master of Science in Athletic Training      *KUMC*          *p. 11*
    C.  Request Approval for a Master in Health Administration             *WSU*            *p. 19*
    D.  Request Approval for a Master of Science in Information            *ESU*            *p. 27*
        Technology
    E.  Request Approval for a Bachelor of Science in Business             *ESU*            *p. 33*
        Data Analytics

**III.  Discussion Agenda for May 16th Board meeting**
    A.  Act on Doctorate in Clinical Laboratory Sciences                   *KUMC*          *p. 39*
    B.  Act on Request to Seek Accreditation for a Program                 *FHSU*           *p. 49*
    C.  BAASC 18-05 Receive Report on Program Review                       *Jean Redeker*   *p. 51*

**IV.  Other Matters**
    A.  Approve Proposed Amendments to Labette CC Performance              *Max Fridell*    *p. 60*
        Agreement
    B.  Approve Proposed Amendments to the Credit by Exam Policy          *Karla Wiscombe*  *p. 64*
    C.  BAASC 18-01 Approve Requests for Undergraduate Degrees            *Jean Redeker*   *p. 67*
        in Excess of 120 Credit Hours
    D.  Strategic Program Evaluation                                       *Blake Flanders*
    E.  New Degree Program Proposal Form                                   *Max Fridell*    *p. 69*

**V.  Adjournment**

### Board Academic Affairs Standing Committee
### Meeting Schedule

| MEETING DATES | | TIME | AGENDA MATERIALS DUE |
|---|---|---|---|
| May 16, 2018 | Face to Face - KUMC | 10:15 am | April 30, 2018 |
| June 4, 2018 | Conference Call | 11:00 am | May 21, 2018 |
| June 20, 2018 | Face to Face | 10:30 am | June 4, 2018 |

**Kansas Board of Regents**
**Board Academic Affairs Standing Committee**

**MINUTES**
**Wednesday, March 14, 2018**

The March 14, 2018, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Chair Regent Bangerter at 10:45 a.m.  The meeting was held in the Overman Student Center at Pittsburg State University.

**In Attendance:**

| | | | |
|---|---|---|---|
| Members: | Regent Bangerter<br>Regent Van Etten – by phone | Regent Thomas | Regent Murguia |
| Staff: | Jean Redeker<br>Julene Miller | Karla Wiscombe | Max Fridell |
| Others: | Linnea GlenMaye, WSU<br>Jim Truelove, PSU<br>Erin Shaw, Highland CC<br>Emily Brandt, FHSU | Rob Catlett, ESU<br>Denise Orth, FHSU<br>Jeff Briggs, FHSU<br>Megan McReynolds, ESU | Adam Borth, Fort Scott CC<br>Aron Potter, Coffeyville CC<br>Lori Winningham, Butler CC<br>Steve Loewen, FHTC |

**ANNOUNCEMENT**

Chair Bangerter welcomed everyone.

**APPROVAL OF MINUTES**

Regent Thomas moved that the minutes of the February 14, 2018, regular meeting and the February 26, 2018, conference call be approved.  Following the second of Regent Van Etten, the motion carried.

**Receive the Concurrent Enrollment Partnership Report (CEP)**
Karla Wiscombe, Director for Academic Affairs, presented the CEP report.  Participation in Concurrent Enrollment Partnerships (CEP) has consistently grown in Kansas and provides an opportunity for high school students to earn college credit. The Concurrent Enrollment Report for AY 2017 (fall 2016 & spring 2017) summarizes course enrollments for all CEP courses, and examines successful completion rates and faculty qualifications of System Wide Transfer (SWT) courses offered through CEP.

Discussion was held throughout the presentation.  BAASC appreciates the work involving Concurrent Enrollment Partnerships.

**Approve Consent items for the March 14th Board Agenda**
- Bachelor of Science in Political Science - FHSU
- Degree granting authority for Research College of Nursing and Simmons College

Regent Thomas moved, with the second of Regent Murguia, that the Board Consent Agenda for March 14th be approved.  The motion carried.

**Discussion Agenda for May 16th Board meeting**

Accreditation Policy Amendments
Jean Redeker, Vice President for Academic Affairs, presented the proposed amendments to the Accreditation Policy. The current policy directs the state universities to provide the Board with an annual accreditation report. Because there are very few changes from year-to-year, the amendments would change the reporting requirement from annually to once every four years and would require the universities to notify the Board's Vice President for Academic Affairs when the accreditation status of a program or the institution changes. The Governance Committee discussed the importance of the Board being updated on all adverse changes in accreditation status as well as when an accrediting body decides on the status of a new program seeking accreditation. Board staff will incorporate language regarding Board notification into the policy.

Regent Murguia moved, with the second of Regent Thomas, that the proposed amendments to the Accreditation Policy be placed on the May 16th Board Discussion agenda. The motion carried.

Auditing Courses Policy Amendments
General Counsel Julene Miller presented the proposed amendments to the Auditing Courses Policy. The amendments clarify the scope of the policy. It also defines authority of the state universities to set admission standards for non-degree seeking students, place additional admissions criteria on undergraduate programs, as well as graduate programs, for any student where conditions warrant, and clarifies that institutions make all determinations regarding eligibility of a student to audit particular courses pursuant to this policy. General Counsel Miller reviewed the history of the policy and noted the Board has had an auditing policy for senior citizens since the early 1970s. The Governance Committee concurred with the proposed amendments, requesting an amendment to clarify that a state university may prohibit the auditing of distance education courses.

Regent Van Etten moved, with the second of Regent Thomas, that the proposed amendments to the Auditing Courses Policy be placed on the May 16th Board Discussion agenda. The motion carried.

**ADJOURNMENT**

There being no further business, the Chair adjourned the meeting at 11:19 a.m.

**Kansas Board of Regents**
**Board Academic Affairs Standing Committee**

**Monday, April 30, 2018**
**MINUTES**

The Board Academic Affairs Standing Committee of the Kansas Board of Regents met by conference call at 11:01 a.m. on Monday, April 30, 2018.

**In Attendance:**

Members:    Regent Bangerter        Regent Van Etten        Regent Murguia
                Regent Thomas

Staff:          Jean Redeker          Renee Burlingham       Sam Christy-Dangermond
                Max Fridell

Institutions Represented:

| | | |
|---|---|---|
| FHSU | KSU | Hutchinson CC |
| KUMC | WSU | Labette CC |
| KU | Barton County CC | |

Meeting was called to order at 11:01 a.m. by Regent Bangerter.

Regent Bangerter asked about the varying credit hour requirements for Master's degrees. Jean Redeker, KBOR, indicated the standard for Master's Degrees is 30 – 36 credit hours; however, accreditation and licensure requirements can mean some degrees are in the 42 – 68 credit hour range. No further questions were raised.

Regent Bangerter mentioned the May 16th agenda item of Undergraduate Degrees in Excess of 120 Credit Hours.

Regent Thomas discussed the Friends University letter regarding WSU's Master in Health Administration degree proposal. WSU will provide an update at the BAASC May 16th meeting.

Meeting was adjourned at 11:06 am by Regent Bangerter.

**Master of Arts in Arts Leadership and Management**

**Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*                                                                                      *April 2018*

| Criteria | Program Summary |
|---|---|
| **1. Program Identification**<br><br>Title of proposed program:<br>Degree to be offered:<br>Anticipated date of implementation:<br>Responsible department(s) or unit(s):<br>Total Number of Sem. Credit Hours:<br>Modality:<br>CIP code: | <br><br><br>Arts Leadership and Management<br>Master of Arts<br>Fall 2018<br>Interdisciplinary Department, College of Fine Arts<br>30<br>Completely Online<br>50.1001 |
| **2. Program Description** | The arts as an academic discipline has changed dramatically over the past decade. The curriculum is moving toward teaching entrepreneurship; artists are considering broader career options beyond performer; and leaders of arts organizations are being trained in the business of art creation and appreciation, leadership, and management.<br><br>   The Master of Arts in Arts Leadership and Management degree is designed to be a fully online program geared for current or future leaders in non-profit arts organizations. The program will be divided into two categories: Leadership and Management.<br><br>   Leadership courses stress various leadership styles necessary to address current, long-term challenges, while the management curriculum focuses on day-to-day operation skills. The program will engage with various non-profit arts organizations and rely on teachers who are currently in the industry. |
| **3. Demand/Need for the Program** | Student demand was evident in the results of a survey administered to the College of Fine Arts and Hugo Wall School of Public Affairs students, both undergraduate and graduate. Of the 78 surveys returned, 43 students indicated some degree of likelihood of enrolling in the program, and 45 expressed positive views of the two-certificate step toward attaining the online degree.<br><br>   Regionally, there is a limited number of programs that offer such a degree, and only two exist in the Midwest (Colorado State University-Fort Collins, and Southern Methodist University in Dallas). |

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| **3. Demand/Need for the Program (continued)** | A research study was undertaken by the Education Advisory Board (a company designed to provide research-based, decision-making assistance for universities) to assess the market demand for this WSU program. Results signify a growth demand between FY 2014-2016 of 45% for candidates with a graduate degree in arts management/leadership. This same study indicated that an online, stackable-certificate program would appeal to both those interested in the development of skills within arts management or leadership. |
| **4. Employment Demand** | Demand for graduate-level arts leadership and management professionals grew 45 percent between 2014 and 2016. The Bureau of Labor Statistics (BLS) projects average growth for occupations relevant to graduate-level arts leadership and management professionals. The BLS projects the employment of "general and operations managers" and "public relations and fundraising managers" to both grow seven percent between 2014 and 2024. The BLS projects the employment of all occupations to grow on average six and a half percent in this time frame, for both undergraduate and graduate degree holders.[1] <br><br> The Education Advisory Board's report concluded that WSU has a market for managerial skills (e.g., project management, budgeting) that composes three of the top twenty demanded skills listed by employers. <br><br> Furthermore, this same report states that graduate-level arts leadership and management professionals with arts-related skills (e.g., video production, etc.) compose eight of the top twenty demanded skills by regional employers.[2] <br><br> In addition to museums and concert halls, companies seeking arts management graduates include Live Nation World, Fox, Philips Arena, Cornerstone Ondemand, Missouri Botanical Garden, 20th Century Fox, and Cinemark USA. |
| **5. Comparative/ Locational Advantage** | Among the six state universities, none offers a comparable degree at the graduate level. Because WSU is located in the largest city in Kanas, it is uniquely positioned to offer students access to the major arts organizations in Kansas, as well as to the Kansas Leadership Center, a non-profit organization committed to fostering leadership in Kansas communities. The proposed master's program will capitalize on the already existing partnerships between WSU and surrounding arts organizations (e.g., Music Theater Wichita, The Wichita Symphony, and the Wichita Art Museum) for internships, research, and teaching opportunities. |
| **6. Curriculum** | The MA in Arts Leadership curriculum consists of 30 credit hours (for thesis or non-thesis options) Students are required to take 18 credits in core courses, 6 credits of electives, and 6 credits in either Thesis, Final Project, or additional coursework. |

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[1] Bureau of Labor Statistics: Employment Projections. Retrieved from https://data.bls.gov/projections/occupationProj

[2] Education Advisory Board (2016). *Market research report: market demand for online graduate-level arts leadership and management programs.*

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|---|---|
| **7. Faculty Profile** | Faculty in existing departments and colleges across the university will teach, coordinate the curriculum and work with students to create independent plans of study. Additional faculty from the professional fields will teach leadership and entrepreneurship specific curriculum as needed.<br><br>Core faculty members include Jeff Pulaski, MFA, Associate Professor of Art; Aleksander Sternfeld-Dunn, DMA, Associate Professor of Music; and Elaine Bernstorf, Ph.D., Professor of Music. Faculty members from fields outside of the arts include Peter Cohen, Ph.D., Professor of Public Health Sciences; Suzanne Hawley, Ph.D., Professor of Public Health Sciences; Greg Meissen, Ph.D., Professor of Psychology; Melissa Walker, Ph.D., Associate Professor Hugo Wall School of Public Affairs. Each has a terminal degree and each is tenured. |
| **8. Student Profile** | Students in the Master of Arts in Arts Leadership and Management program will be pursuing a career in the administration of arts organizations. Coming from a variety of backgrounds, students may be aspiring arts leaders or professionals currently working in arts administration who desire more education. Students may have a background in business, nonprofit management, and/or the arts.<br><br>Students in this field are typically interested in creative problem-solving, observation and collaboration, innovation, project-planning and organization, and improving the quality of life. |
| **9. Academic Support** | The Master of Arts in Arts Leadership and Management program will be administered and directed by one of the graduate coordinators within the College of Fine Arts, as designated by its Dean.<br><br>Arts Management students will be assigned to faculty advisors upon admittance to the program; advisors will assist students in completing initial tasks such as registration, enrollment, and orientation.<br><br>Students will have access to the extensive support services available at WSU, including the Counseling and Testing Center, Disability Support Services, 24/7 OneStop Student Service Center, University Libraries, Career Services, the Office of Cooperative Education and Work-Based Learning, the Media Resource Center and other offices. |
| **10. Facilities and Equipment** | Because this degree is completely online, no on-campus facilities or equipment will be needed. It will, however, require the support, regular maintenance, and updating of the WSU Department of Online Learning and Media Resource Center. |

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| **11. Program Review, Assessment, Accreditation** | The program will be reviewed according to Kansas Board of Regents' program review requirements. Assessment of student learning outcomes will be measured, along with such measures as graduation rates, graduate exit surveys, participation in research forums, experience-learning based evaluations, knowledge-skills assessments, and thesis/capstone evaluations.<br><br>Specialized accreditation is not available for this degree. |
| **12. Costs, Financing** | Existing graduate-level faculty will teach, advise, and supervise student work. An existing graduate coordinator will be responsible for the directing of the program. Additional funds will be needed to hire adjunct teachers for some classes requiring industry experience outside of the university. These funds will be provided by the WSU Office of Online Learning.<br><br>Implementation costs include $12,000 for adjunct salaries and $4,000 for other operating expenses, for a total of $16,000. Once the program reaches a capacity of 20 full-time students and 20 part-time students, it is recommended a tenure track position be created to take over as the full-time director and teacher of the program. |

## New Program Proposal: Curriculum Outline
## Wichita State University

## Master of Arts in Arts Leadership and Management

### Basic Program Information

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|---|---|
| 1. Title of proposed program: | Arts Leadership and Management |
| 2. Degree to be offered: | Master of Arts |
| 3. Anticipated date of implementation: | Fall 2018 |
| 4. Responsible department(s) or unit(s): | Interdisciplinary Department, College of Fine Arts |
| 5. Total Number of Semester Credit Hours: | 30 |
| 6. Modality: | Completely Online |
| 7. CIP code: | 50.1001 |

### Required Courses

| Course Number & Name | | Credit Hours |
|---|---|---|
| **Core Courses:** | | |
| IIC 510 | Adaptive Leadership | 3 |
| FA 815 | Contemporary Issues in American Arts Programs | 3 |
| FA 820 | Entrepreneurial Thinking in the Arts | 3 |
| FA 830 | Shaping arts in the 21st Century | 3 |
| FA 835 | Arts Marketing in the 21st Century | 3 |
| FA 840 | Managing Arts Organizations | 3 |
| | | **Subtotal 18** |

**Elective Courses**
**(select two):**

| | | |
|---|---|---|
| PADM 870 | Fundraising and Financial Management in Nonprofit Organizations (3) | |
| PADM 725 | Strategic Planning in Public and Nonprofit Organizations (3) | |
| PADM 873 | Human Resource Management in Public and Nonprofit Organizations (3) | |
| | | **Subtotal 6** |

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**Research:**

| FA 885 | Thesis Research | 6 |
|---|---|---|

***OR*** **Additional Coursework**

| University courses 500 or above as approved by advisor | 6 |
|---|---|

***OR*** **Additional Coursework and Final Project**

| FA 866 | Final Project | 3 |
|---|---|---|
| University courses 500 or above as approved by advisor | | 3 |
| | | **Subtotal 6** |

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**Total**                                                                **30 semester credit hours**

## New Program Proposal: Fiscal Summary
## Wichita State University

### Master of Arts in Arts Leadership and Management

**Basic Program Information**

1. Title of proposed program:                    Arts Leadership and Management
2. Degree to be offered:                          Master of Arts
3. Anticipated date of implementation:            Fall 2018
4. Responsible department(s) or unit(s):          Interdisciplinary Department, College of Fine Arts
5. Total Number of Semester Credit Hours:         30
6. Modality:                                      Completely Online
7. CIP code:                                      50.1001

| Part I Anticipated Enrollment [1] | Implementation Year | | Year 2 | | Year 3 | |
|---|---|---|---|---|---|---|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A. Headcount: Full-time, Part-time | 10 (9 credits per semester) | 5 (3-6 credits per semester) | 15 (9 credits per semester) | 5 (3-6 credits per semester) | 20 (8 credits per semester) | 10 (3-6 credits per semester) |
| B. Total SCH[2] taken by all students in the program | 105-120/semester | | 150-165/semester | | 190-220/semester | |

[1]*Total generated credit hours are based on a combination of full and part time students.*
[2]SCH = *Semester Credit Hours*

| Part II. Program Cost Projection | | |
|---|---|---|
| A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted. | | |
| | **Fall, Implementation Year** | **Year 2** | **Year 3** |

| **Costs:** | | | |
|---|---|---|---|
| Salaries | $12,000 | $20,000 | $0 |
| OOE | $4,000 | $0 | $0 |
| Total | $16,000 | $20,000 | $0 |

Indicate source and amount of funds if other than internal reallocation:

This degree program will grow to 20 students a year after full implementation, with annual operating costs estimated at $36,000 ($16,000 for implementation year plus $20,000 for year two). Funding for adjuncts will be provided by the Office of Online Learning. Once the program reaches a capacity of 20 full-time students and 20 part-time students, it is recommended a tenure track position be created to take over as the full-time director and teacher of the program.

## New Program Proposal
## University of Kansas Medical Center
## Master of Science in Athletic Training (MSAT)

**Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. University of Kansas Medical Center submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*            *April 2018*

| Criteria | Summary |
|---|---|
| **Basic Program Information** | 1. Title of proposed program:      Master of Science in Athletic Training (MSAT)<br>2. Degree to be offered:      Master of Science in Athletic Training<br>3. Responsible department:      Department of Physical Therapy and Rehabilitation Science (PTRS)<br>4. CIP Code:      51.0913 Athletic Training/Trainer<br>5. Anticipated implementation date:      Summer 2020<br>6. Total SCH for degree      68*<br><br>                                    * requirement for accreditation |
| **Program Description** | The proposed **Master of Science in Athletic Training (MSAT)** will prepare students for a career as an Athletic Trainer (AT). ATs are health care professionals who collaborate with physicians to provide preventative care, emergency care, clinical diagnosis, therapeutic interventions and rehabilitation of injuries and medical conditions. This new MSAT program will be located at the KU-Medical Center (KUMC) campus in Kansas City KS within the Department of Physical Therapy and Rehabilitation Science (PTRS) in the School of Health Professions (SHP).<br><br>This new program will replace the current AT Bachelor degree program currently offered by the School of Education on the KU-Lawrence campus. This change is necessary after recently updated professional accreditation standards that will go into effect prior to Fall 2022.<br><br>Of relevance for this proposal are two fundamental changes to the requirements for accredited Athletic Training programs (these requirements have been endorsed by the athletic training professional organizations and will be enforced by the Commission on Accreditation of Athletic Training Education [CAATE]):<br>1) The entry-level professional degree will change from a Bachelor's degree to a Master's degree.<br>2) All Athletic Training programs must now be "administratively housed with similar healthcare profession programs that are subject to specialized programmatic accreditation." The intent here is to ensure the professional socialization of Athletic Training faculty and students with other healthcare profession programs. |
| **Demand/Need for the Program** | Athletic trainers are skilled at preventing or treating athletic injuries, providing first aid or emergency care, and working with people to maintain physical fitness. According to the Kansas Board of Healing Arts website, there currently are 559 actively licensed ATs in |

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| | Kansas[3]. The employment of ATs is expected to grow much faster than other occupations (21% growth expected from 2014 to 2024) due in part to increased awareness of concussions and other sports injuries[4].<br><br>In fact, the KU Health System has experienced a strong, recent job market for Athletic Trainers in the Sports Medicine Division. This perspective is supported by the Bureau of Labor Statistics report of opportunities in Kansas for athletic trainers, where annual salaries are $44-$46K and above the national median.<br><br>Traditional work settings for athletic trainers include supporting sports teams in college/university and elementary/secondary schools, in professional and other spectator sports, and in performing arts groups. A growing segment of athletic trainers also work with people injured in industry and military settings, hospital patients, and clients in health and fitness centers. |
| **Comparative/ Locational Advantage** | The location of this new MSAT program in Kansas City provides important advantages that will be attractive to potential students. Not only will the students continue to support the athletic programs at KU-Lawrence as part of their academic and practical training, they also will be positioned to support the Sports Medicine clinics for KU Health System in a growing number of high school and community partnerships throughout the Kansas City area.<br><br>There are no other currently accredited MSAT programs in operation in Kansas, although there are a few other programs that have sought or plan to seek approval and accreditation with the new standards (e.g., Kansas State University, Sterling College, and the University of St. Mary). Of the proposed programs of which we are aware, KUMC offers the only School of Health Professions campus in the State.<br><br>Furthermore, there are no similar programs in the region. Since the accreditation standard begins in 2022, other programs must move to the Masters level as well. Currently, there are two Masters programs in the region -- one at the University of Central Missouri and the other at Missouri State University. Unlike these programs, ours will have strong ties to the local professional sporting organizations. |
| **Curriculum** | The two-year, six-semester program includes 68 semester credit hours. Key academic objectives for this program include opportunities for students to gain success in the following:<br><ul><li>injury and illness assessments;</li><li>emergency management;</li><li>therapeutic modality safety and application;</li><li>first aid and CPR/AED for the professional rescuer;</li><li>clinical care to patients;</li><li>cultural competence, interprofessional practice, and communication;</li><li>decision-making and problem-solving skills through critical thinking;</li><li>effective delivery of athletic training services; and</li><li>interprofessional practice and communication with various members of the sports medicine team.</li></ul> |

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[3] http://www.ksbha.org/departments/licensing/statistics.shtml
[4] https://www.bls.gov/ooh/healthcare/athletic-trainers.htm

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|---|---|---|---|
| **Faculty Profile** | Due to several shared courses in the MSAT curriculum with other health profession departments, several KUMC faculty from other departments will join the Department of Physical Therapy and Rehabilitation Science in delivering this program. This program was developed with the assistance of Dawn Emerson, PhD ATC is currently an Assistant Professor in the School of Education Health Sport and Exercise Science Department. She plans to have a continued role as a long-distance advisor in the new MSAT program. Faculty members who will be a part of delivering this program include: | | |

| Faculty Name | Title/Appt Type | Time allotted | Course name |
|---|---|---|---|
| MSAT Program Director, TBD | *Core Faculty* Clinical Associate Professor, PTRS/non-tenure track | 100% | TBD |
| MSAT Clinical Coordinator, TBD | *Core Faculty* Clinical Assistant Professor, PTRS/non-tenure track | 100% | Clinical Experience I, II, III, IV, V |
| Faculty, TBD | *Core Faculty* Assistant Professor, tenure track | 75% | TBD |
| Mildred Oligbo, DPT | Clinical Assistant Professor, PTRS / non-tenure track | 5% | PTRS 702 Physical Therapy Documentation and Health Informatics |
| Rebecca McConnville, MS RD LD SSD | Clinical Instructor, Dietetics and Nutrition / non-tenure track | 5% | DN 865 Nutrition in Sports and Exercise, |
| George Enders, PhD | Associate Professor, Dir of Medical Ed, Anatomy and Cell Biology / tenured | 5% | PTRS 710 Advanced Topics in Human Anatomy |
| Lisa Stehno-Bittel, PT, PhD | Clinical Professor, PTRS / non-tenure track | 5% | PTRS 828 Medical Imaging |
| Irina Smirnova, PhD | Associate Professor, PTRS / tenured | 5% | PTRS 855 Pharmacology for Physical Therapists |

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| **Student Profile** | Athletic trainers typically possess the following characteristics:  passion for sports, quality |

health, and working with people; self-confidence; interpersonal skills; decision-making; empathy; and attention to detail.

Students entering this program will be required to possess a Bachelor's degree in any field and meet the requirements for admission into the program, including (for detailed descriptions, please refer to the Narrative):

- Minimum grade point average (GPA) of 3.0 (on a 4.0 scale);
- Three letters of recommendation;
- Personal statement that describes the applicant's educational and career goals;
- Health physical and immunization records;
- Completed background check; and
- A grade of <u>C</u> or better in required prerequisite courses (completed within the last 10 years).

Recommended, but not required is a minimum of 40 hours of observation with a certified athletic trainer.

All applications will be considered in accordance with the admission requirements of the Office of Graduate Studies. Each application will be evaluated by the MSAT Admissions Committee and forwarded to the KUMC Office of Graduate Studies for approval.

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| **Academic Support** | Academic services at KUMC, including library, audio-visual, laboratory, and academic computing resources, are sufficient to support this program. Counseling and Educational Support Services offer students the following services: psychological, psychiatric, educational support, and writing. The Department of Academic Accommodation Services also ensures that students with disabilities are assisted in their academic journey. |
| **Facilities and Equipment** | For lecture classes and simulation experiences, existing state-of-the-art classroom space is available for MSAT students in the new Health Education Building. New teaching lab space will be made available, in addition to storage space for these labs with several large cabinets to hold exercise equipment, tape, braces, etc. Students will have the unique experience of taking Human Anatomy (including cadaver lab) with the same facilities and instructor that the KUMC medical students and other health professional students use. New office space will be made available to support the three, new faculty and one new staff position, in addition to research lab space to support faculty research. The School of Health Professions and the KUMC campus location will provide important opportunities for interprofessional education and simulation resources now available with the new Health Education Building. |
| **Program Review/ Assessment/ Accreditation** | The MSAT degree program will adhere to all standards of accreditation as set forth by Commission on Accreditation of Athletic Training Education (CAATE). In addition to regular accreditation reviews, the proposed program will be reviewed and evaluated systematically through survey and evaluation instruments to obtain feedback from students, graduates, clinical sites, and employers. Curricular and instructional changes will be implemented based on assessment measures and subsequently monitored through ongoing evaluation using assessment tools. |
| **Costs/ Financing** | The cost of this new degree program will be supported through several sources, but will not require any change in state allocations. KU Athletics has committed to supporting the |

| | salary and fringe for one faculty member. KU Health System's Department of Sports Medicine has also committed to provide support to start up this program ($20K). All other expenses will be supported by tuition revenue and student fees. Implementation costs total $390,299 ($349,798 for salaries plus $40,501 for other operating expenses.)  Year two additional costs total $226,499; year three additional costs total $7,000. |
|---|---|

# New Program Proposal: Curriculum
## University of Kansas Medical Center

## Master of Science in Athletic Training (MSAT)

**Basic Program Information**
7. Title of proposed program:    Master of Science in Athletic Training (MSAT)
8. Degree to be offered:    Master of Science in Athletic Training
9. Responsible department:    Department of Physical Therapy and Rehabilitation Science (PTRS)
10. CIP Code:    51.0913 Athletic Training/Trainer
11. Anticipated implementation date:    Summer 2020
12. Total semester credit hours for the degree:    68

This is a cohort model where students take courses in sequence.

| Summer I | | Fall I | | Spring I | | Summer II | | Fall II | | Spring II | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| PTRS 710 Advanced Anatomy | 6 cr | PTRS 702 PT Documentation and Health Informatics | 1 cr | AT Research | 1 cr | Ethics and Leadership Seminar | 2 cr | Advanced Skills in AT | 3 cr | | |
| Principles of AT | 1 cr | PTRS 855 Pharmacology for PT | 2 cr | DN 865 Nutrition in Sport and Exercise | 3 cr | Examination and Management III | 3 cr | AT Capstone | 2 cr | | |
| PTRS 828 Medical Imaging | 1 cr | Examination and Management I | 4 cr | Examination and Management II | 4 cr | | | | | | |
| | | Therapeutic Interventions in AT I | 3 cr | Therapeutic Interventions in AT II | 3 cr | | | | | | |
| | | Clinical Experience I | 3 cr | Clinical Experience II | 3 cr | Clinical Experience III | 2 cr | Clinical Experience IV | 9 cr | Clinical Experience V (full time immersive) | 12 cr |
| | 8 | | 13 | | 14 | | 7 | | 14 | | 12 |
| | | | | | | | | | | **TOTAL CREDITS** | **68** |

The courses designated as PTRS are currently taught in the Doctor of Physical Therapy program, and the course DN865 is currently taught in the School of Health Professions' Dietetics and Nutrition Department. Course descriptions for each new course that will be part of this program are as follows:

**Course descriptions:**
**Principles of Athletic Training** – 1 semester credit hour. This course is designed to introduce the beginning content and skills to the professional athletic training student. Emphasis will be placed on basic athletic training procedures including, but not limited to, injury evaluation; emergency management; preventative taping, bracing, and padding techniques; therapeutic modality safety and application; first aid and CPR/AED for the professional rescuer; and other foundational procedures and techniques related to the prevention, care, and management of athletic related injuries/illnesses.

**Examination and Management I** – 3 semester credit hours. This course provides a systematic approach to evaluate various injuries and illness that occur to the lower extremity, pelvis, and lumbar spine among physically active populations. Topics will include risk management, etiology, specific signs and symptoms, immediate care, and referring.

**Therapeutic Interventions in Athletic Training I** – 3 semester credit hours. This course presents the theoretical and physiological foundations of pain and inflammation. This course will provide students with hands-on experience in developing and progressing comprehensive therapeutic approaches through rehabilitation and modalities to treat lower extremity injuries and illness seen among physically active populations.

**Clinical Experience I** – 3 semester credit hours. This course combines lecture and supervised clinical experience with preceptors. This course will present students with the foundations of providing clinical care to patients, cultural competence, interprofessional practice, and communication.

**Athletic Training Research Seminar** – 1 semester credit hours. This course is designed to allow students to develop clinical questions and discuss and integrate evidence into clinical practice. A focus will be placed on enhancing decision-making and problem-solving skills through critical thinking. Students will choose a clinical topic and develop skills for clinical reasoning.

**Examination and Management II** – 3 semester credit hours. This course provides a systematic approach to evaluate various injuries and illness that occur to the upper extremity and thoracic and cervical spine among physically active populations. Topics will include risk management, etiology, specific signs and symptoms, immediate care, and referring.

**Therapeutic Interventions in AT II** – 3 semester credit hours. This course will discuss and give students hands-on experience in developing and progressing comprehensive therapeutic approaches through rehabilitation and modalities to treat upper extremity injuries and illness seen among physically active populations.

**Clinical Experience II** – 3 semester credit hours. This course combines lecture and supervised clinical experience with preceptors. Emphasis is placed on the students continuing to develop skills and gaining experience in all aspects of athletic training.

Ethics and Leadership Seminar – 2 semester credit hours. This course discusses aspects of planning, coordinating, evaluating, and supervising the delivery of athletic training services. Topics include but are not limited to athletic training within the larger healthcare system, professional leadership, developing policies and procedures, legal concerns, promoting healthy lifestyles, and achieving optimal patient outcomes.

**Examination and Management III** – 4 semester credit hours. This course teaches a systematic approach to evaluate various injuries and illnesses that occur to the head, thorax, abdomen, and gastrointestinal, cardiovascular, integumentary, reproductive, endocrine, nervous, lymphatic, and urinary systems commonly seen among physically active populations.

**Clinical Experience III** – 2 semester credit hours. This course combines lecture and supervised clinical experience with preceptors. Emphasis is placed on the students continuing to develop skills and gaining experience in all aspects of athletic training. A component of this course will include self-reflection on practice.

**Advanced Skills in Athletic Training** – 3 semester credit hours. This course is designed to provide advanced knowledge and skills in athletic training within evaluation, treatment and rehabilitation, emergency management, and psychosocial.

**Athletic Training Capstone** – 2 semester credit hours. This course is designed to provide athletic training students with activities to facilitate transition to clinical practice with a focus on evidence based practice. Using clinical topics, students will prepare a publishable manuscript and prepare to disseminate the findings through a poster and/or oral presentation.

**Clinical Experience IV** – 9 semester credit hours. This course allows students to gain supervised clinical experiences with preceptors. The primary emphasis of this course is non-sport populations, non-musculoskeletal conditions, and interprofessional practice. A component of this course will include self-reflection on practice.

**Clinical Experience V** – 12 semester credit hours. This course is designed to allow students to be immersed into athletic training practice by working closely and under the supervision of preceptors. Students will gain experience in all aspects of athletic training. Emphasis is placed on interprofessional practice, communication with various members of the sports medicine team, and clinical decision making. An online component provides assessment and opportunities for students to reflect on readiness to practice as athletic trainers.

<center>**New Program Proposal: Fiscal Summary**
**University of Kansas Medical Center**</center>

# Master of Science in Athletic Training (MSAT)

**Basic Program Information**
13. Title of proposed program:         Master of Science in Athletic Training (MSAT)
14. Degree to be offered:               Master of Science in Athletic Training
15. Responsible department:         Department of Physical Therapy and Rehabilitation Science (PTRS)
16. CIP Code:                       51.0913 Athletic Training/Trainer
17. Anticipated implementation date:   Summer 2020
18. Total semester credit hours for the degree:   68

| Part I. Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|---|---|---|---|---|---|---|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A. Full-time, Part-time Headcount: | 25 | 0 | 50 | 0 | 50 | 0 |
| B. Total SCH taken by all students in program | 875 | | 3400 | | 3400 | |
| **Part II. Program Cost Projection** | | | | | | |

A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.

| | Implementation Year | Year 2 | Year 3 |
|---|---|---|---|
| <u>Base Budget</u> Salaries | $349,798 | $7,000 | $7,000 |
| OOE | $40,501 | $219,499 | $0 |
| Total | $390,299 | $226,499 | $7,000 |

The cost of the new degree program will be supported through several sources, but will not require any change in state allocations. KU Athletics has committed to supporting the salary and fringe for one faculty member in anticipation of the close working relationship between the MSAT program and the athletics teams. KU Health System's Department of Sports Medicine has also committed to provide support to start up this program (one-time $20K). All other expenses will be supported by tuition revenue and student fees. The course fees will be set at the identical rate that DPT students pay per semester credit hour and will be managed in a restricted fee (RFF) account set up for this specific purpose.

<div align="center">

**New Program Proposal**
**Wichita State University**

**Master in Health Administration**

</div>

**Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*                                          *April 2018*

| Criteria | Program Summary |
|---|---|
| 1. **Program Identification** | Title of proposed program:     Master in Health Administration <br> Degree to be offered:     Masters Degree <br> Implementation Date:     Fall 2018 <br> Department(s) or unit(s):     College of Health Professions, <br>                             Department of Public Health Sciences <br> Total Semester Credit Hours:     42 <br> CIP Code:     51.0701 <br> Modality:     Online |
| 2. **Program Description** | The online Master in Health Administration (MHA) program will prepare students in areas of management, health care finance, human resource administration, strategic planning, law and ethics, health economics, and health information systems. Students will be expected to plan, direct, manage, and coordinate medical and health services. Housed within the College of Health Professions (CHP), Department of Public Health Sciences (PHS), this program will allow aspiring health care administrators to understand the status quo of health care, as well as explore the many recent changes in care, law, regulation, and technology. <br><br> Students seeking employment in executive health care roles benefit from holding a Master's degree for two significant reasons: 1. Master's degrees in health administration and management are preferred by employers; and 2. Students who successfully attain their MHA will be equipped with required knowledge and qualities that employers deem important to serve in an administrative capacity. <br><br> The fully-online nature of the program will be advantageous to students who historically consist of working professionals seeking to advance their education and career potential, but require flexibility in a graduate-level program. |
| 3. **Employment Demand** | The Bureau of Labor Statistics (BLS) projects faster-than-average growth in demand for health administration professionals due to national public health trends that will increase needs for health care management professionals. The BLS projects national employment of medical and health services managers to grow 17 percent from 2014 to 2024. In addition to the rising employment demand, the need to replace administrators who retire over the next decade will result in career opportunities.[5] |

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[5] Bureau of Labor Statistics, US Department of Labor. (2017, September 21). *Occupational outlook handbook, 2016-2017 Edition*. Retrieved from Medical & Health Services Managers: https://www.bls.gov/ooh/Management/Medical-and-health-services-managers.htm#tab-4

| | |
|---|---|
| 3. **Employment Demand** *(continued)* | Furthermore, the Education Advisory Board (EAB) conducted research regarding how institutions can capture growing and changing master's markets. The EAB market research brief entitled: "Market Demand for an Online Master's-Level Health Administration Program" reports that "national demand for master's-level health administration professionals increased 43 percent between July 2013 and June 2016" (Kanthadai, p.6).[6] |
| 4. **Local and Online Demands** | **Local Demand:** A 2016 Center for Economic Development and Business Research report created for the Medical Society of Sedgwick County reported that Health Care and Related Industries are the #2 employer in the Wichita metropolitan statistical area; one in five employees worked directly in Health Care and Related Industries. [7]<br><br>This proposed MHA curriculum was shared briefly at a September 2017 Kansas chapter meeting with the American College of Health Care Executives. Participants (Kansas health care executives) were invited to provide written, anonymous feedback about the value of the proposed courses and need for the MHA. More than 80% of the respondents agreed with both of the following: 1) "Would someone graduating with this degree have gained the skills your organization would value?" [to their health care systems] and 2) "Would you recommend a program like this to someone you are mentoring?"<br><br>**Online Demand:** The previously referenced EAB report regarding online MHA programs also states that online programs increase enrollment both by expanding the geographic area of student recruitment and catering to working professionals who require flexible coursework.[8] |
| 5. **Student Demand** | In assessing student interest in an online Master in Health Administration degree, a brief survey was conducted. Paper copies were distributed in upper-level Public Health Science classes consisting of juniors and seniors. Also, a link to the poll was sent to all undergraduate Public Health Science students via e-mail. Eighty-eight student responses were received. When asked: "Are you interested in pursuing an online Master in Health Administration program at WSU?" 86% of respondents said yes. When asked "How likely would you be to apply for the MHA program if it was available?" more than 50% of students indicated interest in applying.<br><br>The level of interest and positive response exceeded faculty and administration expectations and reinforces the need and interest in this program. We anticipate high student demand for the Master in Health Administration degree from graduates of the WSU Bachelor in Health Management degree. |
| 6. **Comparative /Locational Advantage** | Among the public universities in Kansas, the University of Kansas has a similar program to the proposed MHA program; however, KU's program is an in-person/hybrid program. Among private institutions, Friends University, also located in Wichita, does offer a related program in health care leadership, but with on-campus class requirements and higher tuition costs. WSU is positioned to offer affordability and a fully online program |

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[6] Kanthadai, S. (2016). *Market demand for an online master's-level health administration program: Analysis of employer demand, program characteristics, and student trends.* EAB, The Advisory Board Company.

[7] Center for Economic Development and Business Research, W. Frank Barton School of Business, Wichita State University, 2016.

[8] Kanthadai, S. ibid.

| | |
|---|---|
| 6.**Comparative /Locational Advantage** *(continued)* | that allows for flexibility. The MHA program at WSU will further advance the mission of the university, to be an essential educational, cultural, and economic driver for Kansas and the greater public good; and the vision of the College of Health Professions to lead change in health care education.<br><br>    Nationally, WSU will be able to compete on affordability; as for online tuition, WSU is among the lowest in the nation, with online students paying the same tuition regardless of residency.<br><br>    WSU carefully deliberated the impact of this degree on other state institutions and did not feel it would dilute the overall quality of MHSA/MHS/MHA training available in Kansas, especially given the online appeal of the program. |
| 7.**Curriculum** |     The curriculum consists of 42 semester credit hours. Students must complete 36 semester credit hours of core courses which provide sufficient background of the MHA discipline and adhere to standards set forth by the accrediting body -- the Commission on Accreditation of Health Care Management Education (CAHME).<br><br>    Students must also complete 3 semester credit hours of an elective and culminate their degree with completion of a 3-semester credit hour capstone in their final semester of study.<br><br>    Existing courses comprise approximately half of the required hours, some of which will involve developing content from traditional to online instruction. The remaining courses will be newly created by faculty content experts. Coursework includes topics on management, health care finance, human resource administration, strategic planning, law and ethics, health economics, and health information systems. |
| 8. **Faculty Profile** |     The faculty in the Department of Public Health Sciences (PHS) possess appropriate degrees in health management and public health that are relevant and essential for the proposed Master in Health Administration program. PHS is also collaborating with content experts from The Barton School of Business to address further financial and accounting principles essential to the MHA, and content experts in Aging Studies to teach content in long-term care systems as an elective option. The faculty within the Department of PHS is also well versed in online development and administration of a fully online graduate degree program.<br><br>Core Faculty in the MHA Program: |

Core Faculty in the MHA Program:

| **Faculty** | *FTE to Program* | C |
|---|---|---|
| Sonja Armbruster, MPH, *Health Sciences Educator* | 50% | 5 |
| Nikki Keene-Woods, PhD, *Associate Professor* | 25% | 7 |
| Debbi Lehner, MBA, *Senior Health Services Educator* | 25% | 7 |
| Stanly Longofer, PhD, *Professor* | 10% | 9 |
| New Hire* | 100% | 0 |

*The PHS Department will hire one additional faculty member in a health services educator position. The expected timeline for employment of the
new faculty member will include the initiation of the hiring process early-spring 2018, with the new hire beginning August 2018. Graduate Coordinator and advising responsibilities will begin immediately upon hire, course prep and online course development will be major responsibilities in fall 2018 with teaching responsibilities of four classes/semester beginning spring 2019.

    Four additional, on-core faculty members will provide content expertise in instruction for this program.

| 9. **Student Profile** |     Characteristics health care administrators typically have in common include strong communication skills, dependability, professional judgment and discretion, flexibility, organization, and analytical thinking.[9]  Opportunities to grow and develop in these areas are integrated into the curriculum.<br>    Given the PHS undergraduate student poll results, it is anticipated that many WSU graduates will apply to this new program; however, we also anticipate other applicants with health services management-related undergraduate degrees. Given the fully-online nature of the program, this program will also attract current, working clinical professionals seeking career advancement in health care within the Wichita area and beyond. |
|---|---|
| 10. **Academic Support** |     Two faculty advisors will provide general program advising for newly admitted students. A future MHA core faculty is an existing member of the PHS faculty. A position has been approved to hire an additional faculty advisor who will serve as the Graduate Coordinator. An existing full-time administrative faculty will serve as Director of Graduate Programs. Additionally, a university-trained student tutor will provide support to all MHA students.<br>    The existing academic support model and The Instructional Design Team at WSU is extensive and adequate in terms of supporting the new program. |
| 11. **Facilities and Equipment** |     Existing facilities are adequate to support the program. Additional programming necessary to complete synchronous learning will be required. New computer/printer equipment will be needed for the new hire faculty member. |
| 12. **Program Review, Assessment, and Accreditation** |     National accreditation through the Commission on Accreditation of Health Care Management Education (CAHME) is considered the gold standard for MHA programs. In concert with this proposal preparation,<br>WSU will also be seeking approval to seek CAHME Accreditation to afford a clear process during the first year of the program to evaluate learning and competencies necessary for CAHME, as well as to establish the assessment measures for annual program review. |
| 13. **Costs/ Financing** |     Start-up costs include online development funding (paid directly during year one to transition traditional coursework to online only), and new online course development, and initial program consultancy to aid program curriculum.<br>    Annual reimbursement includes stipends for the Director of Graduate Programs and the Graduate Coordinator; salary for the new faculty member who will serve as advisor and instructor, 4 classes/semester; and adjunct pay to teach three MHA specialty courses (e.g. health law and ethics).<br>    The Office of Online Learning supports this proposal and funding has been approved for FY 2018. |

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[9]City College (September 28, 2015). The 5 qualities of a successful health care administrator. Retrieved from https://www.citycollege.edu/blog-healthcare/5-qualities-successful-health-care-administrator/

**New Program Proposal: Curriculum Outline**
**Wichita State University**
**Master in Health Administration**

**Basic Program Information**

| | | |
|---|---|---|
| 1. | Title of proposed program: | Master in Health Administration (MHA) |
| 2. | Degree to be offered: | Masters Degree |
| 3. | Anticipated date of implementation: | Fall 2018 |
| 4. | Responsible department(s) or unit(s): | College of Health Professions, Department of Public Health Sciences |
| 5. | Total Semester Credit Hours: | 42 |
| 6. | CIP Code: | 51.0701 |
| 7. | Modality: | Online |

| Course Name & Number | Semester Credit Hours |
|---|---|
| **Core Courses** | |
| MBA 800 Fundamentals of Finance and Financial Analysis | 3 |
| HA 621 Supervisory Management in Health Care Organizations | 3 |
| HA 622 Human Resources Management in Health Care Organizations | 3 |
| HA 648 Concepts of Quality in Healthcare | 3 |
| HA 802 Health Law & Ethics | 3 |
| HA 804 Health Informatics | 3 |
| HA 806 Issues and Trends in Health Professions | 3 |
| HA 808 Principles of Epidemiology | 3 |
| HA 810 Strategic Planning & Performance Analytics in Health Care | 3 |
| HA 812 Health Care Policy & Administration | 3 |
| HA 814 Health Care Leadership & Operations Management | 3 |
| HA 833 Health Economics | 3 |
| **Electives (select 3 semester credit hours from among the following)** | 3 |
| HA 818 Rural Health Care Leadership (3) | |
| AGE 710 Systems in Long-Term Care (3) | |
| MKT 801 Marketing Management (3) | |
| DS 850 Operations Management (3) | |
| **Practicum** | |
| HA 816 Practicum | 3 |

Total Number of Semester Credit Hours Needed for MHA Degree    **<u>42</u>**

**New Program Proposal: Fiscal Summary**
**Wichita State University**

**Master in Health Administration**

College of Health Professions,
Department of Public Health Sciences

| Part I.  Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|---|---|---|---|---|---|---|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| Full-time, Part-time Headcount: | 10 (9hrs/sem) | 0 | 20 (9hrs/sem) | 0 | 37 (9hrs/sem) | 0 |
| Total SCH taken by all students in program | 90/semester | | 180/ semester | | 333/ semester | |
| **Part II. Program Cost Projection** | | | | | | |

In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded.  In subsequent years, please include only the additional amount budgeted.

| | Implementation Year | Year 2 | Year 3 |
|---|---|---|---|
| <u>Online Development</u> | $42,000 | NA | NA |
| <u>Base Budget</u><br>    Salaries | $60,000 | | |
| Director Stipend | $10,000 | | |
| Coordinator Stipend | $5,000 | | |
| Adjunct | $11,250 | | |
| Accreditation Consultant* | $10,000 | | $10,000 |
| **Totals**** | $138,250 | $0.00 | $10,000 |

*Department/college covering annual accreditation and site visit fee
**The amount does not include benefits which normally account for an additional 33% of the total salary.
Upon program admission, a one-time $100 program fee will be applied. The program fee will be used to fund initiatives related to the program.

- Start-up costs (include online development and equipment funding):  $42,000
- Salary for the new faculty member (who will serve as advisor and instructor):  $60,000
- Stipend for the Director of Graduate Programs: $10,000
- Stipend for the Graduate Coordinator:  $5,000
- Adjunct salary (to teach three specialty MHA courses): $11,250

Total for the implementation year is $138,250. No costs are anticipated for the second year; an accreditation consultant fee of $10,000 is the only anticipated cost for year three. The funding has been approved by and will be provided by the Office of Online Learning.
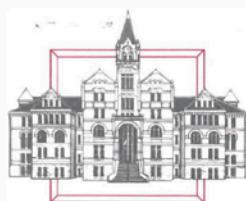
# FRIENDS
## UNIVERSITY

April 17, 2018

The Kansas State Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, Kansas 66612-1368

**RE: WSU New Program Proposal, Errors and Omissions**

The New Program Proposal (Proposal) for the Master in Health Administration from Wichita State University, under review and consideration for approval by the Kansas State Board of Regents, contains errors and omissions in its reference to the Master of Healthcare Leadership program at Friends University. A correct assessment of competitive programs should require an accurate reflection of those programs, an essential element in your consideration of approval for such public expenditures. It is my duty to respectfully submit corrections, amplifications, and statements of fact regarding a proposal before the Board.

The New Program Proposal Narrative states:

> *Current Programs at Other Institutions*
> *Locally, the most similar program to the proposed MHA is the Master of Health Care Leadership (MHCL) at Friends University. However, notable differences are prevalent. Friends is a private institution and, as such, obtaining the MHCL will come at a greater cost/credit hour; not all courses are online and there are on-campus requirements; the program is not accredited by the Commission on Accreditation of Health Care Management Education (CAHME).* (New Program Proposal; Narrative, Wichita State University, Master in Health Administration, 2018)

I believe that this simple description does an injustice to Friends University's Master of Healthcare Leadership (MHCL) program, and may be misleading when used in such a critical decision-making process.

The most accurate statement in the paragraph describing "the most similar program" is that Friends University is a private institution. However, this does not mean that, "as such," it is unaffordable for students, is not offered online, nor accredited by a reputable body.

For information, Friends University was selected among the 30 Best Universities in America that offer the MHA degree, as shared in the Healthcare Administrator's website, and ranked as one of the Top 30 Affordable Master's Degrees in Healthcare Administration Online Programs 2018 by TopMastersinHealthcare.com. The statement that "not all courses are online" is incorrect. To receive such online educational accolades, the program must be online. This correction must also consider the synchronous learning methods employed in Friends MHCL program and duplicated in WSU's Proposal. The Proposal states that Friends' MHCL program contains an on-campus requirement; this is patently false, since the program includes students from across the nation. In addition, when citing WSU's proposed lowest-credit-hour program, and then comparing programs by least-credit-hour requirements, the Proposal states that the "only exception came in at 42 hours, and it is listed as an 'executive' MHA program." This is incorrect, or incomplete research, as Friends' MHCL program is not an executive-type program, and requires 30-36 credit hours for degree completion.

The independent accreditation issue is also misleading. The Proposal intimates that WSU's MHA program is accredited by the Commission on Accreditation of Health Care Management Education (CAHME) when comparing the program to others, yet this suggestion is contradicted by the statement that, "the program will seek accreditation with CAHME" (p.10). Further perusal of the Proposal indicates that the actual requirements impose a delay on actual accreditation until 2022. Friends' MHCL is one of only three university graduate programs recognized in Kansas by the American College of Healthcare Executives (ACHE) Higher Education Network (HEN) for providing appropriate, high-quality curriculum to prepare students to take the board exam for Fellowship. In addition, ACHE is a sponsor of CAHME, and as prestigious an affiliation as that with CAHME. Friends University's ACHE affiliation is a longstanding academic and professional relationship, and beneficial to its MHCL students. This omission of a critical fact makes for a persuasive argument within the Proposal, yet misleading. In addition, the argument that this region of Kansas is an underserved area for a healthcare administration degree is dubious. Friends University has been serving this need for a decade.

Thank you for your kind attention and consideration of these corrections and clarifications of a poorly researched section of the New Program Proposal for an MHA at WSU. This type of program should not be initiated with less than a factual knowledge of a longstanding and successful program at Friends University. We trust that you will inform its authors of these errors, and perhaps reconsider the Proposal.

Respectfully submitted,
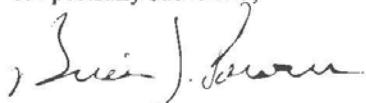
Brian J. Powers, MBA
Program Director
Master of Healthcare Leadership
Friends University

<div align="center">

**New Program Proposal**
**Emporia State University**

**Master of Science in Information Technology (MSIT)**

</div>

**Summary**

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Emporia State University submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents, and the Council of Chief Academic Officers in recommending approval.*                     *April 2018*

| Criteria | Program Summary |
|---|---|
| I. Program Identification | Title of proposed program:            Information Technology<br>Degree to be offered:               Master of Science<br>Anticipated date of implementation:    August 2018<br>Responsible department(s) or unit(s):   School of Business<br>Total Semester Credit Hours:         36<br>CIP Code:                            11.0103<br>Modality:                           Online |
| 2. Program Description | The School of Business at the Emporia State University (ESU) is proposing a 36-semester credit hour Master of Science in Information Technology (MSIT) degree program. The degree is aimed at providing a broad, all-inclusive perspective of the technology profession, and as such, will prepare the students for the technological challenges in today's industries. This program is proposed as a science, technology, engineering, and mathematics (STEM) program offered through an Association to Advance Collegiate Schools of Business (AACSB)-accredited School of Business.<br><br>The proposed MSIT stems, in part, from a call from ESU's president for proposals for the ESU Incentive Plan. Under the Incentive Plan, the university provides funding for the implementation of new programs that have the potential to generate income through enrollment increases or by other means. After a review of the submitted proposals, the MSIT program was one of the proposals selected for funding. The selection of the MSIT program for funding indicates the institution considers the MSIT a priority for the university. |
| 3. Student Demand | Sufficient industry demand for the skill set found in graduates of this degree program exists. To evaluate the level of corresponding student demand for future students for this program, the current population of School of Business students (graduate and undergraduate) were surveyed; they were asked to react to a series of survey questions regarding the proposed program.<br><br>For the undergraduate population, survey results show that 18.8% of the respondents indicate that they are *Likely* or *Most Likely* to pursue the MSIT program, if it is available. In the graduate survey, 33.33% of the respondents indicate that they would have been *Likely* or *Most Likely* to have entered the MSIT program, had it been available.<br><br>We also asked both sample groups (undergraduate and graduate) about their perception of interest in the MSIT program among other students. The results show that 47.5% of our undergraduate sample believe that other business majors would be *Likely* or *Most Likely* to enroll in the MSIT. The graduate group believe that 72.2% of other business majors would be *Likely* or *Most Likely* to enroll in the MSIT program. |

| | |
|---|---|
| | Another result that gives us strong confidence in the program's appeal is the low number of respondents in both the undergraduate and graduate samples who expect other business majors' interest in the MSIT program to be *Not Likely at All* (6.1% and 0% respectively). |
| 4. Employment Demand | According to the Bureau of Labor Statistics, employment of computer and information technology occupations is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. These occupations are projected to add about 546,100 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. [10] <br><br> The Information Systems Advisory Council at the ESU School of Business has indicated on numerous occasions the increasing local demand for technology-related skilled professionals.  The Council is composed of IT executives and upper level managers from the major companies in the region. The state of the job market in Kansas reflects both global and national trends. <br><br> Occupations related directly to this degree include database administrator, information systems manager, IT consultant, IT technical support officer, systems analyst, systems developer, post-secondary instruction, etc.  Jobs where this degree would prove useful include network engineer, IT sales professional, UX analyst, and web content manager.  Typical employers include information and communication technology, consulting firms, software houses, service providers, telecom companies, P-12 district and post-secondary institutions, local and central government, corporate administrative offices, National Health Service, the media, and charity foundations. |
| 4. Comparative/ Locational Advantage | A STEM-designed program, coupled with ESUs competitive tuition rate, low student-to-faculty ratio, the School of Business' Association to Advance Collegiate Schools of Business (AACSB)[11] accreditation, and Emporia's comparatively lower cost of living, should prove advantageous in attracting students. <br><br> This proposed MSIT program, delivered through ESU's AACSB-accredited School of Business, will produce much needed graduates for high-paying jobs to that meet market demands for the region. <br><br> ESU currently offers a 36-semester credit hour MBA program with an Information Systems concentration that is not a STEM-designed program (due to the preponderance of business courses in the core); this program is meritorious in its own right.  However, because we do not offer a STEM-designed program, we have lost students – particularly international students – to business schools at competing universities that have STEM business programs. |
| 5. Curriculum | The 36-semester credit hours proposed MSIT program includes 24 semester credit hours of required courses covering broad technological areas, such as database management, cloud computing, electronic commerce, and enterprise architecture.  An additional 12 semester credit hours of elective courses comprise the remaining semester credit hours. The MSIT does not have internships, practica or clinical requirements. Opportunities for student interaction are integrated into the required, core courses. |
| 5. Curriculum *(continued)* | The required IT courses (24 semester credit hours): <br>        IS 813   Information Technology Project Management |

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[10] US Department of Labor Bureau of Labor Statistics. (January 2018). Occupational outlook handbook. Retrieved from https://www.bls.gov/ooh/computer-and-information-technology/home.htm

[11] AACSB. (2015). Retrieved from http://www.aacsb.edu/accreditation

| | |
|---|---|
| | IS 823   Systems Analysis and Design<br>IS 843   Electronic Commerce<br>IS 873   Info Systems for Managerial Decision Making<br>IS 824   Database Management<br>IS 825   Cloud Computing & Management<br>IS 826   Application Programming<br>IS 828   Enterprise Architecture<br>An additional 12 hours of elective courses comprise the remaining credit hours. |
| 6.  Faculty Profile | The School of Business currently has five full-time, tenure-track Information Systems (IS) faculty who hold terminal degrees in the field. These faculty currently teach some of the courses that are part of the proposed new program. The current IS faculty body have the experience, expertise, and research interests that align with the proposed new program. One additional faculty member has been approved through the University Incentive Plan to provide additional resources for the new courses. Two-thirds of the new faculty position will be used for this proposed program.<br>    The current core faculty and their credentials are: |
| 7. Student Profile | Prospective students will have a bachelor degree in the field of Business, Engineering, Computer Science, or any technology-related field. Students without appropriate background will be required to take additional prerequisite courses.<br>    Students interested in a STEM approach to IT education typically focus on real-world issues and problems, the engineering-design process, a hands-on inquiry and open-ended exploration, productive teamwork, knowledge of and appreciation for use of math in content learning, an exploration of multiple right answers, and allowances to reframe failure as a necessary part of learning.[12] |
| 8.  Academic Support | The current School of Business infrastructure is sufficient to support the new MSIT program.  The School of Business has a stand-alone advising center with one full-time individual dedicated to advising graduate students.  The increase in graduate students due to the proposed program should not present any issues regarding student support.  The advising center also includes two full-time individuals for undergraduate advising, a graduate assistant, and several student workers. |
| 9.  Facilities / Equipment | Because the program will not require any new facilities or equipment, the School of Business anticipates that the current facilities, library, audio-visual and academic computing resources are adequate to support the proposed program.  The School of Business has two dedicated computer labs and access to another computer lab, if |

Faculty profile table:

| Name | FTE | Area of Specialty | Rank (tenure track) |
|---|---|---|---|
| Juan Chavarria, Ph.D. | 1.0 | Information Systems | Asst. Prof. |
| Javier Flores, Ph.D. | 1.0 | Computer Information Systems | Asst. Prof. |
| Geethalaksmikanth Lakshmikanth, Ph.D. | 1.0 | Electrical Engineering | Asst. Prof. |
| Mohammed Rahman, Ph.D. | 1.0 | Healthcare Information Systems | Asst. Prof. |
| Douglass Smith, Ph.D. | 1.0 | Decision Sciences | Asst. Prof. |

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[12] ITWorld. (June 2014). *Characteristics of successful IT professionals*. Retrieved from https://www.itworld.com/article/2696004/careers/12-characteristics-of-successful-it-professionals.html

| | |
|---|---|
| | needed.  Therefore, no additional facility, equipment, or library resource costs will be required to service the program. |
| 10. Program Review, Assessment, Accreditation | The School of Business currently has assessment mechanisms to assess the quality of existing programs, as per the Association to Advance Collegiate Schools of Business (AACSB) accreditation requirements. Because the School of Business already has AACSB accreditation, the proposed MSIT program will simply be incorporated into the existing assessment structure.<br><br>Thus, for the School of Business to maintain AACSB accreditation, assessment standards must be continuously addressed and met.  On an annual basis, the assessment results are presented to faculty and used to make changes or improvements.  The School of Business assessment efforts are designed to measure student performance of the learning goals presented herein. |
| 11. Costs / Financing | Implementation year costs are $87,785 (salaries), $3,350 (marketing), $4,740 (instructional support) -- for a total of $95,875.  The Other Operating Expense needs are provided through School of Business internal reallocation.  Additional costs for year two are $1,678 (salaries) and $86 (instructional support); year three costs are $1,624 (salaries) and $88 (instructional support).  Funding for the proposed program is provided by Emporia State University as part of the University Incentive Program Initiative. |

**Basic Program Information**

|     |                                       |                        |
|-----|---------------------------------------|------------------------|
| 1.  | Title of proposed program:            | Information Technology |
| 2.  | Degree to be offered:                 | Master of Science      |
| 3.  | Anticipated date of implementation:   | August 2018            |
| 4.  | Responsible department(s) or unit(s): | School of Business     |
| 5.  | Total Semester Credit Hours:          | 36                     |
| 6.  | CIP Code:                             | 11.0103                |
| 7.  | Modality:                             | Online                 |

| **Course Name / Number** | | **Semester Credit Hours** |
|---|---|---|
| **Core Courses** | | |
| IS 813 | Information Technology Project Management | 3 |
| IS 823 | Systems Analysis and Design | 3 |
| IS 843 | Electronic Commerce | 3 |
| IS 873 | Info Systems for Managerial Decision Making | 3 |
| IS 824 | Database Management | 3 |
| IS 825 | Cloud Computing & Management | 3 |
| IS 826 | Application Programming | 3 |
| IS 828 | Enterprise Architecture | 3 |

Total for Core Courses <u>24</u>

**Elective Courses (Select 12 Semester Credit Hours from Among the Following):**

| | | |
|---|---|---|
| CS 564 | Network Defense & Countermeasure | 3 |
| CS 565 | Computer Forensics | 3 |
| IS  503 | Data Mining | 3 |
| IS 827 | Advanced Application Programming | 3 |
| IS 805 | Special Topics in Information Systems | 3 |
| IS 853 | Business Analytics | 3 |
| IS 863 | Enterprise Resource Planning | 3 |

Total for Elective Courses <u>12</u>

**Total for Master of Science in Information Technology (MSIT) Degree** <u>**36**</u>

**New Program Proposal: Financial Summary**
**Emporia State University**
**Master of Science in Information Technology (MSIT)**

**Basic Program Information**

1. Title of proposed program:     Information Technology
   2. Degree to be offered:      Master of Science
   3. Anticipated date of implementation: August 2018
   4. Responsible department(s) or unit(s): School of Business
   5. Total Semester Credit Hours:   36
   6. CIP Code:        11.0103
   7. Modality:        Online

| Part I.  Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|---|---|---|---|---|---|---|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A.  Full-time, Part-time Headcount: | 15 | | 30 | | 30 | |
| B.  Total SCH taken by all students in program | 270 (assuming 9 SCH per student *per semester*) | | 540 (assuming 9 SCH per student *per semester*) | | 540 (assuming 9 SCH per student *per semester*) | |
| **Part II. Program Cost Projection** | | | | | | |

A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded.  In subsequent years, please include only the additional amount budgeted.

| | Implementation Year | Year 2 | Year 3 |
|---|---|---|---|
| | | | |
| <u>Base Budget</u><br>    Salaries & Benefits | $87,785 | $1,592 | $1,624 |
| <u>OOE</u><br>   Instructional Support<br>       Marketing | $ 4,740<br>$ 3,350 | $ 86<br>$  0 | $ 88<br>$  0 |
|         Total | $95,875 | $1,678 | $1,712 |

Faculty salary is based on one new faculty member hired with two-thirds of assignment allocated to the MSIT program; new faculty position is provided through the ESU Incentive Plan.  Under the Incentive Plan, the university provides funding for the implementation of new programs that have the potential to generate income through enrollment increases or by other means.   Increases in salary are based on a 2% raise per year.  Other Operating Expenses (OOE) are from School of Business reallocation.

**New Program Proposal**
**Emporia State University**

**Bachelor of Science in Business Data Analytics**

## Summary

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Emporia State University submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.*       *April 2018*

| Criteria | Program Summary |
|---|---|
| 1. Program Identification | Title of proposed program:        Business Data Analytics (BDA) <br> Degree to be offered:        Bachelor of Science in Business <br> Anticipated date of implementation:   August 2018 <br> Responsible department(s) or unit(s): School of Business <br> Total Semester Credit Hours:        120 <br> CIP Code:        52.1301 |
| 2. Program Description | The School of Business at Emporia State University is proposing a new Bachelor of Science in Business major in Business Data Analytics (BDA). The new BDA program will produce data scientists for the State of Kansas. <br><br> The Business Data Analytics program is schematically organized so students will be exposed to core data analytics concepts and techniques. The degree is aimed at providing a comprehensive set of knowledge and skills required for becoming a state-of-the-art data scientist. This new undergraduate degree will prepare students for the latest information-oriented technological challenges. <br><br> Because of the unique combination of analytics with the general business core, ESU graduates will have the tools to not only perform the function of data analytics, but also be prepared to move into management roles at their respective organizations to provide adaptive leadership. |
| 3. Student Demand | Sufficient industry demand for the skill set found in graduates of this degree program exists. <br><br> To evaluate the level of corresponding student demand for future students for this program, we emailed our current population of School of Business students (graduate and undergraduate) and asked them to react to a series of survey questions. For the undergraduate population, our survey results show that 29% (37.8% for graduate students) of the respondents indicate that they are *Likely* or *Most Likely* to have majored in Business Data Analytics, had it been available. <br><br> Another result that gives us strong confidence in the program's appeal is the low level of negativity. Only 5% (undergraduate) and 0% (graduate) of respondents expect other business majors' interest in the BDA major to be *Not Likely at All*. |

| 4. Employment Demand | "Data analytics is a hot new career field" (¶ 1).[13] The Data Scientist has been identified as the best job among the twenty-five Best Jobs in America for 2016, according to Glassdoor.[14] The Business Data Analytics degree will cater to this market. |
| :--- | :--- |
| | For each of the past two years, the Information Systems Advisory Council at the ESU School of Business has indicated the increasing local demand for data analytics professionals. The Council is composed of IT executives and upper-level |
| 4. Employment Demand (continued) | managers from the major companies in the region. The state of the job market in Kansas reflects both global and national trends. |
| | The proposed new bachelor of science program is organized in such a manner, so that students will be exposed to core data analytics concepts and techniques. The degree is aimed at providing a comprehensive set of knowledge and skills required for becoming a state-of-the-art data scientist. This new undergraduate degree will prepare the students for the latest information-oriented technological challenges. |
| | A sampling of data analytics job titles includes Business Intelligence Developer, Business Intelligence Analyst, Data Scientist, Intelligence Analyst, Software Development Engineer, Data Engineer, Data Analyst, and Business Analyst. Top employers advertising data analytics jobs in the United States include Amazon, UnitedHealth Group, Blue Cross, Oracle, JP Morgan Chase, Wells Fargo, PricewaterhouseCoopers, American Express, Verizon, AT&T, General Electric, IBM, Capital One, Aetna, Travelers Insurance, Comcast, Johnson & Johnson, and Motorola. |
| | According to Forbes.com, IBM predicts demand for Data Scientists will soar 28% by 2020.[15] |
| 5. Comparative / Locational Advantage | Given that none of the Kansas Regents public universities currently have a Bachelor of Science degree program in Business Data Analytics, this proposed BDA program at the Emporia State University will produce much-needed graduates to meet the market demands for the region. |
| | This new BDA program will be part of the Science, Technology, Engineering and Math (STEM) Program, which benefits all students, including international students. Additionally, this new Business Data Analytics undergraduate program has potential for international joint programs with our international AACSB- accredited university partners; such affiliations could certainly result in a lucrative revenue stream. |
| | This distinctive BDA curriculum that addresses current demand also serves to promote the university's reputation. |

[13] Rutgers. (2018). Master of business and science degree: Data analytics jobs & skills in demand 2016. Retrieved from https://mbs.rutgers.edu/articles/data-analytics-jobs-skills-demand-2016

[14] Piatetsky, G. KD Nuggets. Referenced Glassdoor. Retrieved from https://www.kdnuggets.com/2017/01/glassdoor-data-scientist-best-job-america.html

[15] Kauflin, J. (July 20, 2017). Forbes. *The five most in-demand skills for data analysis jobs*. Retrieved from https://www.forbes.com/sites/jeffkauflin/2017/07/20/the-five-most-in-demand-skills-for-data-analysis-jobs/#610b8e922c7c

| | |
|---|---|
| 6. Curriculum | The proposed BDA program includes 24 hours of courses in Business Data Analytics and 42 hours of courses in the traditional business core; also required are the 48 hours to fulfill ESU's general education requirements and 6 hours of university general electives. Opportunities for student interaction are integrated into the required, core courses.<br><br>In addition to the 48-university general education program semester credit hours, the 42-business core semester credit hours, and the 6-university general elective semester credit hours, students will be required to take 6 business electives and 18 data analytics courses (the latter listed below).<br><br>Required Data Analytics Courses -- semester credit 18 hours<br>IS 333 Business Computer Systems Analysis (Currently offered in BSB-IS)<br>IS 413 Database Concepts (Currently offered in BSB-IS)<br>IS 453 Business Intelligence (Currently offered in BSB-IS)<br>IS 503 Data Mining (Proposed new course)<br>IS 513 Big Data Analytics (Proposed new course)<br>IS 533 Data-driven Decision Making (Proposed new course) |
| 7. Faculty Profile | The School of Business currently has five full-time, tenure-track Information Systems (IS) faculty members who hold terminal degrees in the field. These educators currently teach some of the courses that are part of the proposed, new program. The current IS faculty body have the experience, expertise, and research interests that align with this program.<br><br>One additional faculty member with a terminal degree in the field will be hired using internal funds to support the program, with an expected hire date prior to the beginning of the Fall 2018 semester. One-third of the new faculty member's assignment will be dedicated to the Business Data Analytics program.<br><br>*(see table below)* |
| 8. Student Profile | Data scientists require high critical thinking and problem-solving abilities. We expect high-achieving students with keen interests in technology to enroll for this major.<br><br>Students interested in this major typically exhibit the following characteristics[16]: strong analytics aptitude, curiosity, hypothesis-driven, motivated, and structured problem-solver. Other sources reference similar traits, and one thing they all have in common is that the student must have a passion for business and data. |
| 9. Academic Support | Current ESU School of Business infrastructure is sufficient to support the new Business Data Analytics program.<br><br>Additionally, the School of Business has a stand-alone advising center with two full-time individuals dedicated to advising undergraduate students. |

Faculty table (within section 7):

| Name | Highest Degree | FTE | Area of Specialty |
|---|---|---|---|
| Juan Chavarria | Ph.D. | 1.0 | Information Systems |
| Javier Flores | Ph.D. | 1.0 | Computer Information Systems |
| Geethalaksmikanth Lakshmikanth | Ph.D. | 1.0 | Electrical Engineering |
| Mohammed Rahman | Ph.D. | 1.0 | Healthcare Information Systems |
| Douglass Smith | Ph.D. | 1.0 | Decision Sciences |

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[16] Piyanka, Jain. (May 28, 2016). Forbes. *5 characteristics of the analytics hero.* Retrieved from https://www.forbes.com/sites/piyankajain/2015/05/18/5-characteristics-of-the-analytics-hero/#6ae574ea176f

| | |
|---|---|
| 10. Facilities / Equipment | The School of Business anticipates that the facilities are adequate to support the proposed program.  The School of Business has two dedicated computer labs and access to another computer lab, if needed. Several new software tools and packages will be required that are mostly available for free by large corporations (e.g. IBM, Microsoft, Oracle, Cisco, etc.) for academic use purposes. |
| 11. Program Review, Assessment, Accreditation | The University and the School of Business currently have assessment mechanisms in place to assess the quality of existing programs.  As the new program will be introduced as an Association to Advance Collegiate Schools of Business (AACSB) accredited program, the School of Business will be required to apply existing AACSB assessment protocols to the new program.  For the School of Business to maintain AACSB accreditation, assessment standards must be continuously addressed and met.  On an annual basis, the assessment results are presented to faculty and used as data points to make changes or improvements. |
| 12. Costs / Financing | The proposed BDA stems, in part, from a call from ESU's president for proposals for the ESU Incentive Plan.  Under the Incentive Plan, the university provides funding for the implementation of new programs that have the potential to generate income through enrollment increases or by other means.  After a review of the submitted proposals, the Business Data Analytics program was one of the proposals selected for funding.  The selection of the BDA program for funding indicates the institution considers the BDA a priority for the university.<br><br>Funding for the proposed program is provided by Emporia State University (as part of the University Incentive Program Initiative). Costs for the implementation year total $47,006 ($43,022 for salaries/benefits and $3,984 for other operating expenses). Additional money for year two totals $1,041, and $843 for year three. |

<div align="center">

**New Program Proposal: Curriculum**
**Emporia State University**

**Bachelor of Science in Business Data Analytics**

</div>

**Basic Program Information**

8.  Title of proposed program:              Business Data Analytics
9.  Degree to be offered:                    Bachelor of Science in Business
10. Anticipated date of implementation:      August 2018
11. Responsible department(s) or unit(s):    School of Business
12. Total Semester Credit Hours:             120
13. CIP Code:                                52.1301

| Course | Semester Credit Hours |
|---|---|
| **University General Education Program** | **48** |
| **University General Electives** | **6** |
| **Business Core** | **42** |
| **Business Data Analytics Major Courses** | **24** |

Required BDA Courses – 18 semester credit hours
IS 333     Business Computer Systems Analysis (Currently offered in BSB-IS)
IS 413     Database Concepts (Currently offered in BSB-IS)
IS 453     Business Intelligence (Currently offered in BSB-IS)
IS 503     Data Mining (Proposed new course)
IS 513     Big Data Analytics (Proposed new course)
IS 533     Data-driven Decision Making (Proposed new course)
Electives BDA – Select 6 semester credit hours from the following:
IS 343     Web-Based Business Applications (Currently offered in BSB-IS)
IS 393     Advanced Web-Based Applications (Currently offered in BSB-IS)
IS 433     Operating Systems Concepts (Required for Data Security Minor)
IS 473     Telecommunications & Networking (Currently offered in BSB-IS)
CS 564     Network Defense and Countermeasures (Currently offered in BSB-IS)
CS 355     UNIX (Currently offered in BS-CS)
CS 565     Computer Forensics (Required for Data Security Minor)
IS 523     Cloud Computing (Proposed new course)

**Total Required for Degree Completion ……………………………………… 120**

**New Program Proposal: Fiscal Summary**
**Emporia State University**

**Bachelor of Science in Business Data Analytics**

**Basic Program Information**

1. Title of proposed program:          Business Data Analytics
2. Degree to be offered:               Bachelor of Science in Business
3. Anticipated date of implementation: August 2018
4. Responsible department(s) or unit(s): School of Business
5. Total Semester Credit Hours:        120
6. CIP Code:                           52.1301

| Part I.  Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|---|---|---|---|---|---|---|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A.  Full-time, Part-time Headcount: | 20 | | 40 | | 60 | |
| B.  Total SCH taken by all students in program | 600 (assuming 15 SCH per student per semester) | | 1200 (assuming 15 SCH per student per semester) | | 1800 (assuming 15 SCH per student per semester) | |
| **Part II. Program Cost Projection** | | | | | | |
| A.  In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded.  In subsequent years, please include only the additional amount budgeted. | | | | | | |
| | Implementation Year | | Year 2 | | Year 3 | |
| | | | | | | |
| <u>Base Budget</u><br>      Salaries & Benefits | $43,022 | | $ 999 | | $ 800 | |
| <u>OOE</u><br>    Faculty/Instructional<br>    SupportMarketing | $ 2,334<br>$ 1,650 | | $   42<br>$    0 | | $   43<br>$    0 | |
| Total | $47,006 | | $1,041 | | $843 | |

Indicate source and amount of funds if other than internal reallocation:
One additional faculty member with a terminal degree in the field will be hired using internal funds to support the program, with an expected hire date prior to the beginning of the Fall 2018 semester.  One-third of the new faculty member's assignment will be dedicated to the Business Data Analytics program.
**Request Approval for a Doctorate in Clinical Laboratory Science, University of Kansas Medical Center**

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas Medical Center submitted an application for approval of a Doctorate in Clinical Laboratory. The proposing academic unit has responded to all the requirements of the program approval process. No Kansas Board of Regents' institutions have doctorate programs utilizing this Classification of Instructional Program (CIP) code. The Review Team's final report has been submitted and the University of Kansas Medical Center has responded. Board staff concurs with the Council of Presidents, and the Council of Chief Academic Officers in recommending approval. April 2018

| *Criteria* | *New Degree Program Proposal: Summary* |
|---|---|
| 1. Program Identification & CIP | Doctorate in Clinical Laboratory Science<br>CIP: 51.1005 |
| 2. Academic Unit | School of Health Professions, Department of Clinical Laboratory Sciences |
| 3. Program Description | Open to individuals holding a national certification as medical laboratory scientist, graduates from this program will provide consultative services to patients and healthcare teams, or they may choose to enter academic positions in clinical laboratory science. Clinical laboratory scientists are a crucial component of the health care team, as seventy to eighty percent of a physician's medical decisions are based on data generated by the clinical laboratory, and new Federal requirements mandate that test results be available to patients.<br><br>Working with a rapidly expanding laboratory test menu and increasing test complexity, clinical laboratory scientists provide consultation to patients, physicians, and other members of the healthcare team. The proposed program is designed to address these needs by providing doctoral-level training and advanced practice in Clinical Laboratory Science (CLS), as well as by building upon the existing strengths of our nationally-accredited CLS program. |
| 4. Demand/Need for the Program | With intensified analyses and a rapidly expanding test menu, there is a need for doctoral-level training in Clinical Laboratory Science (CLS) to provide consultative services to both patients and healthcare providers. In a survey of physicians, it was found that speed and accuracy of diagnosis was increased in 70-80% of their cases when interpretation of laboratory results was provided (Hickner, et al.).<br><br>Individuals with extensive clinical laboratory expertise will dramatically improve patient outcomes and reduce costs. Unfortunately, the lack of doctorly-prepared clinical laboratory scientists is a barrier to the availability of interpretation of complex testing panels. Implementing this program will overcome this barrier, as well as address an unmet need in the state of Kansas (and nationwide) for doctorly-trained CLS professionals.<br><br>In 2008, a survey of 299 randomly chosen early career CLS's indicated that 65% were interested in pursuing a doctorate in clinical laboratory science (DCLS) (Doig & Beck). In 2009, a similar survey was sent nationally. Out of 1452 respondents, 61% indicated an interest in pursuing a DCLS with 23% of them indicating a desire to start as soon as possible (Nadder). Implementing this program will address both the need and demand for doctoral-level training in CLS. |
| 5. Comparative/ Locational | Nationally, only two universities (Rutgers University, NJ; University of Texas Medical Branch, TX) offer the DCLS. As a leading academic medical center that |

| | |
|---|---|
| Advantage | focuses on patient outcomes with a team-based health-care delivery approach, KUMC is an ideal location for this innovative program.<br><br>  The CLS program at KUMC has been in existence since 1933 and continuously accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for over 50 years.  Our BS in CLS graduates have an outstanding pass rate on national certification exams, and the program benefits from the high density of clinical facilities in the Kansas City metropolitan region. The success and reputation of our BS in CLS program will allow for effective establishment of clinical residency partners for the DCLS program. Additionally, the emphasis on interprofessional education amongst the healthcare disciplines at KUMC will provide unique opportunities for collaborative education prior to the clinical residency. Therefore, KUMC is uniquely positioned to offer this Doctoral degree program. |
| 6.  Curriculum | The 76-credit hour program consists of advanced graduate core courses, a research project, and a clinical residency. The core courses provide foundational knowledge needed for professional practice, including clinical correlations, test utilization, evidence-based practice, and quality assurance. The advanced courses encompass the six subspecialties of clinical laboratory science (chemistry, immunology, hematology, immunohematology, microbiology, & molecular diagnostics). The research project requires students to synthesize and integrate knowledge and apply theories and principles learned across the curriculum, and will include a written thesis as well as an oral defense. In the clinical residency, the students are provided the opportunity for professional practice by delivering consultative services to patients and healthcare teams. |
| 7.  Faculty Profile | All faculty involved in the proposed program are certified clinical laboratory scientists and/or possess advanced degrees in disciplines that are directly associated with clinical laboratory science. The CLS Department currently has nine faculty members, most of whom hold nationally recognized clinical laboratory certification. The CLS faculty who will teach in the DCLS program are: Eric Elsinghorst, PhD, MPH, MLS(ASCP)MB[cm], Research Associate Professor; Renee Hodgkins, PhD, MT(ASCP), Clinical Assistant Professor; Jan Hudzicki, PhD, MLS(ASCP)SM [cm], Clinical Associate Professor; and WenFang Wang, PhD, C(ASCP) [cm], Clinical Assistant Professor. Due to two vacancies, the CLS Department is currently recruiting new faculty members to fill these positions with a Summer 2017 start date.<br>  The faculty, and their departmental affiliation, currently identified as instructing DCLS core curriculum courses offered by other departments are: Glendon Cox, MD, MHSA, BA.  Department of Health Policy & Management; Gregory Reed, PhD. Department of Pharmacology, Toxicology & Therapeutics; Steven LeVine, PhD. Department of Molecular & Integrative Physiology; Babalola Faseru, MD, MPH.  Department of Preventive Medicine & Public Health; and Christopher Crenner, MD, PhD.  Department of History & Philosophy of Medicine.<br>  Professionals mentoring students at clinical sites will be affiliated with the program through adjunct faculty appointments in the Department of Clinical Laboratory Sciences. |
| 8.  Student Profile | The proposed program requires that applicants possess national certification as a medical laboratory scientist (MLS[ASCP]) and Bachelor's degree in CLS or an |

| | |
|---|---|
| | appropriate life science. It is required that applicants have work experience as a medical laboratory scientist. |
| 9.  Academic Support | Students enrolled in the program will be assigned to a five-member advising committee which will be responsible for guiding each student through the program requirements. Students will meet with these advisors on a regular basis. The current academic support services available at KUMC are sufficient to support the proposed program. |
| 10.  Facilities & Equipment | New facilities or equipment will not be needed for the proposed program. |
| 11.  Program Review, Assessment, Accreditation | Accreditation of the program will be sought through the National Accrediting Agency for Clinical Laboratory Sciences. The proposed program will be systematically reviewed and evaluated through survey and evaluation instruments that solicit feedback from students, graduates, residency sites, and employers. Program assessment will incorporate responses from the various evaluation instruments, as well as student coursework grades and outcomes of the thesis defense required for degree completion. Based on these measures, curricular changes will be implemented. The effectiveness of any change will be monitored through continued evaluation of student outcomes. A national certification exam for the DCLS is currently being developed. Graduates' performance on this exam will be included as part of the program process improvement. |
| 12.  Cost, Financing | Operating expenses for the proposed program will come from the existing budget of the Department of Clinical Laboratory Sciences, KUMC School of Health Professions. Two additional doctoral-level faculty are required in addition to the two vacancies.  The two vacancies will be funded by the existing budget for the Clinical Laboratory Sciences Department.  The salaries for the two additional faculty will be provided by the University. |

References

Hickner, J., et al. (2014). Primary care physicians' challenges in ordering clinical laboratory tests and interpreting results.

  *The Journal of the American Board of Family Medicine, 27*(2), 268-274.

Doig, K., & Beck, S. (2008). Surveys of support for the doctorate in clinical laboratory science. *Clin Lab Sci, 21*(2), 92.

Nadder, T. (2011). Results from an interest survey on the professional doctorate degree in CLS. *ASCLS Today, 25*(4), 13-14.

**Curriculum Outline**
**New Degree Program**
**Kansas Board of Regents**

I. Identify the new degree: Doctorate in Clinical Laboratory Science

II. Provide courses required for each student in the major:

| Course Name & Number | Semester Credit Hours |
|---|---|
| **Core Courses** | |
| CLS 800 Advanced Topics | 3 |
| CLS 802 Principles of Healthcare Education (3), or | 3 |
|       MICR 805 Teaching in Higher Education (3) | |
| CLS 805 Advanced Molecular Diagnostics | 2 |
| CLS 815 Research Methods in Clinical Laboratory Sciences | 2 |
| CLS 820 Evidence Based Practice | 3 |
| CLS 830 Advanced Clinical Chemistry | 3 |
| CLS 836 Advanced Hematology | 3 |
| CLS 838 Advanced Immunology/Transplant | 3 |
| CLS 842 Advanced Microbiology | 3 |
| CLS 844 Advanced Immunohematology | 3 |
| CLS 851 Clinical Correlations I | 3 |
| CLS 852 Clinical Correlations II | 3 |
| CLS 880 DCLS Interprofessional Practice | 2 |
| CLS 890 Advanced Laboratory Operations | 3 |
| BIOS 704 Principles of Statistics in Public Health | 3 |
| HP&M 810 Health Care System | 3 |
| PHCL 898 Principles of Pharmacology | 1 |
| PHSL 843 Physiology of Disease | 3 |
| PRVM 800 Principles of Epidemiology | 3 |
| PRVM 853 Responsible Conduct of Research | 1 |
| **Research** | |
| CLS 901 DCLS Research I | 2 |
| CLS 902 DCLS Research II | 3 |
| CLS 903 DCLS Research III | 3 |
| CLS 999 DCLS Capstone | 1 |
| **Practica** | |
| CLS 911 DCLS Residency I | 4 |
| CLS 912 DCLS Residency II | 5 |
| CLS 913 DCLS Residency III | 5 |
| Total: | <u>76</u> |

Proposed Program:  Doctorate in Clinical Laboratory Science
Implementation Year: Academic Year 2019-2020, Fiscal Year 2020

| Part I. Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | | Year 4 | | Year 5 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A.   Full-time, Part-time head-count: | 2 | 2 | 6 | 6 | 11 | 10 | 14 | 14 | 15 | 18 |
| B. Total SCH taken by all students in program: | 74 | | 236 | | 412 | | 537 | | 618 | |

| Part II.   Program Cost Projection | | | | | |
|---|---|---|---|---|---|
| A.   In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. <u>In subsequent years, please include only the additional amount budgeted</u>. | | | | | |
| | Implementation Year | Year 2 | Year 3 | Year 4 | Year 5 |
| Costs: Salaries/Fringe | $93,100 | $93,100 | *NAAB* | *NAAB* | *NAAB* |
| OOE | $1,200 | *NAAB* | *NAAB* | *NAAB* | *NAAB* |
| Total | $94,300 | $93,100 | *NAAB* | *NAAB* | *NAAB* |

*NAAB = No additional amount budgeted.*
*Indicate source and amount of funds if other than internal reallocation:*

Salaries/Fringe: As described in the "Program Faculty" section of this proposal, the CLS Department is filling two vacancies, the funds for which are in the current CLS budget.  In addition to filling these vacancies, two additional new faculty will be required to support the program. The salary and fringe costs associated with new faculty hiring will be supported by KUMC. By the fourth year of the program, the net income realized through tuition will more than offset the cost of new faculty salary and benefits. <u>OOE.</u>  The OOE costs will be supported by the reallocation of existing resources.  OOE costs will be ongoing each year, but without requiring additional amounts budgeted, so are shown in the "Implementation Year" only.

**University of Kansas Doctorate in Clinical Laboratory Science Proposal External Review**

The KUMC External Review Committee:

      Maribeth Laude Flaws, Ph.D., *Chair of the KUMC External Review Committee*
            Chairperson, Department of Medical Laboratory Science
            Program Director, Medical Laboratory Science Program
            Rush University Medical Center
            Chicago, Illinois

      Nadine A. Fydryszewski, Ph.D.
            Interim Vice Chair of the Department of Clinical Laboratory Sciences
            Program Director of the Clinical Laboratory Science program
            Rutgers Biomedical Health Sciences -School of Health Professions
            Rutgers University
            Newark, New Jersey

      Jose H. Salazar, Ph.D.
            Clinical Assistant Professor
            Department of Clinical Laboratory Sciences
            Special Member of the Graduate Faculty, Graduate School of Biomedical Sciences
            School of Health Professions
            University of Texas Medical Branch at Galveston
            Galveston, Texas

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We find that the proposed program meets all standards and we recommend approval of the proposed program by the Board of Regents.

## 1. Program Justification

The proposed program is central to the mission because it will educate health care professionals in the form of doctoral-prepared clinical laboratory scientists (DCLS) to serve the needs of Kansas, the region and the nation. In addition, the training of these students will support the institution's mission of providing exceptional patient care by providing health care professionals who can consult with members of the healthcare team on test utilization and interpretation resulting in the reduction of unnecessary and inappropriate testing, ultimately decreasing healthcare costs. The proposed program also fulfills the mission of the institution by providing education for the workforce at various levels adding the doctoral level to the Bachelor of Science in Clinical Laboratory Science (CLS) and Master of Science in Molecular Biotechnology programs that are already offered at the University of Kansas Medical Center (KUMC). Finally, as related by the Vice Chancellor for Academic Affairs and the Executive Vice Chancellor/Executive Dean of the School of Medicine, the addition of the DCLS program to KUMC serves to satisfy the innovation component of the mission by offering a program that is only offered by two other institutions in the country to prepare practitioners for a completely new role on the healthcare team.

There are many advantages to offering the proposed program at KUMC including the existence of an entry-level CLS program that is well-established such that the institution can offer a continuum of education to the CLS professional. KUMC also has a strong program in using simulation for learning with plans developed for integrating the DCLS student. Interprofessional Education (IPE) is a strength of the educational experience at KUMC according to the Vice Chancellor for Academic Affairs, and the DCLS student will be appropriately incorporated into the learning environment with medical, nursing, and pharmacy students just as they will be in the workforce. The future DCLS student will find a high quality educational experience evidenced by the cooperation of other departments offering courses in the proposed program. In fact, the chairpersons of two programs offering clinical doctorates at KUMC expressed support for the program and looked forward to the integration of the DCLS student into IPE and simulation learning experiences with their students. Further advantages of KUMC offering the program, include its experience offering other clinical doctorates, the presence of experienced faculty, and the close working relationships that exist with employers of healthcare professionals including the future DCLS graduates.

According to the Vice Chancellor for Academic Affairs, one of the goals of the institution is to increase health professions programs and the Executive Vice Chancellor/Executive Dean of the School of Medicine stated that this program would raise the clinical laboratory scientist to the same academic level as other healthcare professionals. The Vice Chancellor for Academic Affairs stated that they had investigated offering this program at other Kansas state institutions, but the same resources were not available at those institutions and thus resources have been committed at KUMC to offer this program. The Dean of Graduate Studies confirmed that support was available for students and faculty of the new doctoral program. Finally, the Dean of the School of Health Professions stated that the school is committed to offering high quality programs and sees this program as meeting a need in the profession and in health care for an advanced practice clinical laboratory science practitioner. The development of this program ranks high in the list of priorities for the School of Health Professions because of the need in the workforce for someone with these skills and because training practitioners for a new role on the healthcare team satisfies the mission to be innovative.

## ii.     Student Demand

The program anticipates having eleven full-time and ten part-time students enrolled by year three which is more than double that required by the Board of Regents for a doctoral program. These numbers are based on published survey data of current laboratory professionals and their desire to gain additional education and expand their scope of practice while remaining in the profession. Discussions with current KUMC CLS students support the determination of projected enrollment numbers. Currently, there are only two other DCLS programs in the country and published studies estimate that there are over 700 certified laboratorians who would be interested in a DCLS degree. Thus, student demand for this program is high and there is little competition.

The characteristics of potential students are appropriate for the degree, i.e. a certified MLS who has completed a NAACLS-accredited program and has 3 years of work experience. CLS graduates of the KUMC program have stated the desire to obtain a graduate degree and many have completed other graduate programs because the DCLS is not available. By offering the DCLS, KUMC can keep those students in the profession and at KUMC. Three recent graduates of the KUMC CLS program and one current student stated that they are interested in enrolling in the DCLS program and in conversations with colleagues and classmates find additional interested applicants. The prospective students talked about the role the DCLS will play on the healthcare team not just in Kansas but around the world. They were excited to be on the ground-floor of a new opportunity for the profession and recognized that they would have to carefully carve out their niche without impinging on other

professions' scopes of practice. They also stated that by offering the DCLS, the KUMC B.S. in CLS program would benefit because students would see the full career ladder.

As far as demand for graduates of this program, the Associate Director of the KUMC Pathology Residency program, the Director of Pathology and Laboratory Medicine for the KU Health System, two representatives from local reference laboratories and the President of the Kansas Society of Pathologists all agreed that these graduates could not come soon enough.  They all see the need for higher degree and advancement opportunities for laboratory professionals and have already identified the niche in their organizations and in the community that can be filled by the KUMC DCLS graduate. The Veteran's Administration is already developing a job description for this person. The void in clinical pathology for advanced practice laboratorians is vast and can be filled by the DCLS-prepared graduate. Rural laboratories as well as large urban medical centers already have opportunities for the employment of these graduates and there won't be graduates for at least four years. Discussion with potential employers identified some of the possible roles for the KUMC DCLS graduate:

- Consultant to healthcare providers in urban and rural settings
- Provide clinical oversight of laboratory test utilization
- Participating on diagnostic management teams who will help clinicians more appropriately manage and treat their patients
- Clinical laboratory director
- Educate patients and healthcare providers on laboratory test interpretations and improve health literacy
- Participate in the justification of new laboratory tests and business models
- Perform research on test utilization to include cost savings and increase patient safety and satisfaction
- Contribute toward the economics of healthcare and reimbursement for services
- Partner on complicated genetic counseling cases
- Work for managed care organizations or other healthcare management companies
- Participate on insurance company utilization teams providing insight into medical necessity of laboratory tests
- Entrepreneurs as laboratory directors of many smaller rural and urban laboratories

## 2. Curriculum of the proposed program

The curriculum of the proposed program is appropriate and is comparable in credit hours, curriculum and clinical residency to the two existing programs and to the proposed guidelines for curriculum and competencies set forth by the American Society for Clinical Laboratory Science (ASCLS) Doctorate in Clinical Laboratory Science Oversight Committee and the accreditation guidelines for the DCLS program established by the National Accrediting Agency for Clinical Laboratory Sciences. Sufficient clinical sites are available for the initial cohort of students at KUMC and into the foreseeable future; industry laboratory personnel expressed support for serving as training sites as did the Veterans Administration representative in the future as needed.

The proposed curriculum will provide advanced theory courses in clinical laboratory science along with research and a clinical residency. Existing courses in other departments at KUMC will be incorporated into the DCLS curriculum maximizing the use of resources to include, statistics, health care system, pharmacology, physiology and epidemiology. After completion of the proposed program, it is expected that the graduate will

have the advanced training necessary for interpretation of complex testing panels, address appropriate clinical utility and correlate test results with patient's symptomology to provide real-time clinical decision support.

**3. Program Faculty**

The proposed faculty for the DCLS program are all well qualified, experienced educators who have advanced degrees in clinical laboratory science and appropriate specializations. The KUMC CLS Department currently has four faculty who will be involved in teaching the CLS courses in the DCLS program. Two additional faculty will be recruited with one starting in September 2018 and the second in Summer 2019. The two new faculty will hold a doctoral degree and have appropriate laboratory certification. The KUMC administration has committed to providing the funding for the two new faculty hires in the CLS department. Since other KUMC Ph.D. faculty will be teaching in the proposed program the number of doctoral faculty exceeds the required number. No graduate assistants will be used to educate students in the proposed program.

**4. Academic Support**

KUMC currently has sufficient academic resources to support the proposed program such that additional resources will not be needed. Library resources are sufficient as are supporting staff.

**5. Facilities and Equipment**

The facilities and equipment currently available at KUMC are sufficient to support the needs of the students and faculty of the proposed program. Two new offices will be needed for the two additional faculty members. The simulation and classroom facilities are more than adequate for the new program.

**6. Program Review, Assessment and Accreditation**

The program has identified an appropriate process for program review and assessment such that appropriate data regarding the success of the program will be gathered and analyzed. There are plans to survey students, faculty, graduates and employers about the degree of satisfaction with the program and preparation for the workforce. Outcomes of graduates will be tracked to include employment and when available, success on a national certifying exam. The program plans to seek accreditation from NAACLS.

In conclusion, we find that all provisions set forth by the Kansas Board of Regents for the approval of new academic programs have been met. We find that the KUMC DCLS program as planned has the resources necessary, the commitment of institutional leaders, a well-developed, complete and appropriate curriculum, and sufficient experienced faculty to successfully train students for a new career opportunity in laboratory medicine and on the healthcare team.

# KU SCHOOL OF HEALTH PROFESSIONS
**The University of Kansas**

Department of Clinical Laboratory Sciences

March 16, 2018

Max Fridell, Ph.D. Director,
Academic Affairs Kansas Board of
Regents

1000 SW Jackson Street, Suite 520

Topeka, Kansas 66612 Dear Dr.

Fridell:

Thank you for forwarding to me the External Reviewer Report for the proposed DCLS program. We greatly enjoyed hosting the review team and I thank them for their thorough review of our proposal. I concur with their findings, and look forward to the continued review of our proposal.

Sincerely,

Eric Elsinghorst, PhD, MPH, MLS(ASCP)$^{CM}$MB$^{CM}$
Chair and Program Director

Department of Clinical Laboratory Sciences

The University of Kansas Medical Center 3901 Rainbow Boulevard ■ Mail Stop 4048 ■ Kansas City, Kansas 66160 (913) 588-5220 Telephone ■ (913) 588-7963 (TDD) ■ (913) 588-5222 (Fax)

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**Request to Seek Accreditation Program – Fort Hays State University**

**Summary and Recommendation:**

*Board policy requires state universities to seek approval prior to pursuing initial accreditation for an academic program at a state university. Fort Hays State University asks approval to seek accreditation for its Clinical Mental Health Counseling and School Counseling concentration areas in the Master of Science in Counseling degree program. Staff recommends approval.*          *April 2018*

**Background**

Board policy (II.7.l.i.) on accreditation states:

The Kansas Board of Regents believes that accreditation is an important indicator of institutional and program quality but that it must be balanced by considerations such as the relationship of accreditation to institutional mission, role, and aspiration, as well as the costs associated with accreditation visits and recommendations.

   (i) Board approval is required when any state university seeks accreditation for any program that it does not hold.  Board approval shall be preceded by a formal proposal to the Board to seek accreditation.  Where a program at any state university is unaccredited, Board approval must be obtained and granted prior to beginning the accreditation process.  The proposal should include information on the accrediting agency and a table of costs associated with accreditation.

**Request**

Fort Hays State University seeks approval for its Master of Science in Counseling degree programs (in school counseling and clinical mental health concentrations), housed in the Department of Advanced Education Programs in the College of Education, to become accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Since 1981, CACREP has served as the premier accrediting organization of the Counseling profession, accrediting over 760 graduate programs at over 350 institutions in the United States and throughout the world. CACREP accredits 75 percent of counseling programs in the United States.  These programs educate a diverse body of students currently totaling more than 45,000. CACREP programs graduate approximately 13,000 students annually (CACREP, 2017).

The CACREP standards were developed and have been maintained by professional counselor educators and practitioners. The standards represent the Counseling profession's minimum knowledge and skill areas required to enter the profession. "The mission of CACREP is to promote the professional competence of counseling and related practitioners through the development of preparation standards; the encouragement of excellence in program development; and the accreditation of professional preparation programs (CACREP, 2017).

**Rationale**

In 2010, the Institute of Medicine (IOM), at the request of Congress, examined the role of mental health counselors under the TRICARE program. The IOM recommended that only licensed professional counselors who graduate from a CACREP-accredited program be eligible for reimbursement by TRICARE as independent practitioners within the TRICARE system. CACREP accreditation is now required for graduates of counseling programs to be employed by the Veterans Administration.  Other federal agencies have followed suit by specifying CACREP in their hiring requirements, including the U.S. Department of Veterans Affairs and the Army Substance Abuse Program. "In essence, graduation from a CACREP program now offers new job opportunities that never before existed for counselor" (CACREP, 2017, p. 25).

In 2013, "20/20: A Vision for the Future of Counseling," a group of 31 counseling organizations, came together to insure the future growth and direction of the counseling profession. The Education Work Group from 20/20, who proposed education requirements for counselor licensure, included the American Counseling Association (ACA) and the American Association of State Counseling Boards (AASCB), the co-sponsors of 20/20. This proposal recommended graduation from a CACREP-accredited mental health counseling or clinical mental health counseling program as the educational requirement for licensure.

In addition, The *National Board for Certified Counselors* (NBCC) has announced that after January 1, 2022, individuals applying for the *National Certified Counselor* (NCC) credential must hold their degree from a counselor education program accredited by CACREP. (*Counseling Today*, 2014). Most recently, ACA, AASCB, and CACREP signed onto the AMHCA-ACES-NBCC Portability Standards for Counselors (2017), which proposes that all state counseling licensure boards adopt the requirement of graduation from a CACREP-accredited counseling program for licensure.

These recent legislative changes make it imperative that Fort Hays State University seek CACREP accreditation for its counseling programs to ensure that its graduates will be eligible for employment, licensure, and board certification both in Kansas and across the United States.

**Costs**
The following costs are associated with CACREP accreditation (provided internally through resources in the College of Education):

| | |
|---|---|
| Application Fee: | $2,500 |
| Site Visit Fee: | $6,000-$10,000 [$2,000 per (3-5) visitors] |
| Initial Accreditation Fee: | $3,690 |
| *[Total One-Time Costs: $12,190 - $16,190]* | |
| Annual Accreditation Fee: | $3,690 |

**Timeline:**
Prepare Self Study – Spring/Summer/Fall 2018
Submit Self-Study – December 2018
Potential Initial Site Visit – Spring 2019
Accreditation Results – Fall 2019

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ACA (2013). 20/20: A Vision for the Future of Counseling. Retrieved from https://www.counseling.org/knowledge-center/20-20-a-vision-for-the-future-of-counseling
AMHCA-ACES-NBCC Portability Standards for Counselors (2017). Retrieved from: http://www.nbcc.org/assets/eblast/AMHCA-ACES-NBCC_Portability_Plan.pdf
CACREP (2017). CACREP accreditation. Retrieved from: http://www.cacrep.org/about-cacrep/
CACREP Directory (2018). CACREP accreditation. Retrieved from:
http://www.cacrep.org/directory/?state=&pt_id=&pc%5B%5D=83&pc_logic=any&accr_status%5B%5D=A&keywords=&submitthis=
Counseling Today, 2014. NCC will require graduation from a CACREP accredited program beginning in 2022
Retrieved from: https://ct.counseling.org/2014/11/ncc-will-require-graduation-from-a-cacrep-accredited-program-beginning-in-2022/

**Recommendation**
Staff recommends approval of this request.

**Receive Academic Program Review Report 2016-2017**

**Summary and Recommendations**

> *Board policy requires that "in cooperation with the universities, the Board will maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission." These reviews are "institutionally based and follow the departmental or unit structure of the institution." [Policy and Procedures Manual, II.A.5]. This item is the report on programs reviewed in academic year 2016-2017. Copies of individual campus reports are available at [http://www.kansasregents.org/academic_affairs/618-program-review-reports.](http://www.kansasregents.org/academic_affairs/618-program-review-reports.) Staff recommends acceptance of this report.*

**Background**

Program review is inextricably bound to academic quality and the allocation of resources within the public universities governed by the Kansas Board of Regents. Its primary goal is to ensure program quality.

Each university's Program Review report is comprised of four major components: (1) a description of the academic program review process; (2) analysis of the programs reviewed; (3) analysis of data compiled in Kansas Higher Education Database (KHEDS) regarding minimum requirements for majors, graduates, faculty, and average ACT scores; and (4) follow-up summary on concerns raised in previous years.

**The Academic Program Review Process**

State universities are required to review programs at least once every eight years. It is important to note universities are not required to review programs every year of the eight-year cycle, but must review all programs within that timeframe. As appropriate, universities establish their review schedules, and those generally align with accreditation reporting requirements and site visits.

*A. Criteria*

The following criteria are used in reviewing academic programs:

1. centrality of the program to fulfilling the mission and role of the institution;
2. quality of the program as assessed by the strengths, productivity and qualifications of the faculty;
3. quality of the program as assessed by its curriculum and impact on students;
4. demonstrated student need and employer demand for the program;
5. service the program provides to the discipline, the university and beyond; and
6. cost-effectiveness.

Institutional reviews may include student learning assessment data, evaluations, recommendations from accrediting bodies, and various institutional data (e.g., data on student post-collegiate experiences, data gathered from the core and institution-specific performance indicators, and/or information in national or disciplinary rankings of program quality). The institution may also provide additional information that relates to these criteria and add additional criteria that are meaningful and appropriate.

*B. Data and Minima Tables*

The Board has established minimum criteria appropriate to each degree level. Data collected on each academic program are critical to the program review process. Academic programs which fail to meet minimum criteria are identified as part of the review process. The nature of system-wide guidelines means that some disciplines may fail to meet a stated criterion, while, at the same time, maintaining exceptional quality and/or serving crucial roles within the university. Below are data minima for programs, which are based on five-year averages.

|  | Number of majors | Number of graduates | number of faculty FTE | average ACT score |
|---|---|---|---|---|
| Bachelor's | 25 | 10 | 3 | >=20 |
| Master's | 20 | 5 | additional 3 beyond bachelor's | - |
| Doctorate | 10 | 2 | additional 2 beyond master's | - |

*C. Programs Requiring Additional Review or Monitoring for Improvement*
Based on review of both qualitative reports and program review data, Board staff and/or institutions identify areas of possible concern and consult with institutions to determine what, if any, steps should be taken to resolve problem areas. Institutions may find that some programs require additional review beyond that provided by the regular review cycle. In addition, some programs may require temporary monitoring to assess progress in rectifying problems as identified in the regular program review.

The minimum data criteria in specific categories serve as the guidelines for intensive review or monitoring. Academic programs which fail to meet any one of these minimum criteria may be targeted for intensive review in addition to the regularly scheduled self-study.

In addition to programs identified by the minima tables, the university may designate any other program for intensive review based on other information in the program review data base or other information sources (such as assessment results and accreditation reports).

Board staff monitors campus activities regarding programs identified for intensive review or until issues are resolved. For programs that are discontinued, each university teaches out students in the program, but does not accept new enrollments.

*D. Final Report and Recommendations*
Upon the conclusion of the program review process, each state university submits to Board staff an executive summary of its annual review and recommendations for each program. Board staff develops the annual program review report based on information provided by the institutions on each program, analysis of data in the minima tables, and consultation with the institutions.

**Summary of AY 2017 Reports from FHSU, KSU, PSU, KU, KUMC, and WSU**
For the AY 2016-2017 program review cycle, Fort Hays State University, Kansas State University, Pittsburg State University, the University of Kansas, the University of Kansas Medical Center and Wichita State University reviewed a total of 88 academic programs at various academic levels (bachelor's, master's and doctorate). What follows is a summary of the programs reviewed in AY 2017 by each of these institutions as part of its regular eight-year cycle for program review. In addition, a brief overview of the institution's review process is included.

*Fort Hays State University*
FHSU reviewed thirteen programs within the College Health and Behavioral Sciences. These programs include undergraduate degrees in Athletic Training, Medical Diagnostic Imaging, Psychology, Health and Human Performance, Social Work, Nursing, and Communication Sciences and Disorders; master's degrees in Health and Human Performance, Speech Language Pathology, Psychology, Nursing, and Professional Studies; and a graduate degree in School Psychology. Twelve programs are recommended to continue because they met or exceeded minima and quality requirements.

Programs attracting significant student populations as degree graduates include Nursing, Health and Human Performance, Psychology, and Medical Diagnostic Imaging. All programs reviewed from the College Health and Behavioral Sciences cite positive employment growth according to the Bureau of Labor Statistics, with a

range of +3.6 percent for Clinical, Counseling, and School Psychologists to +28.5 percent for Information Security Analysts. The mean growth rate for all programs reviewed is +15.7 percent.

One program, BS in Athletic Training, did not meet baseline expectations. Although currently accredited by the Commission on Accreditation of Athletic Training Education, this accrediting body has notified all programs that accreditation will be transitioning to the master's degree level by 2022. This new regulation as stifled enrollment under the current design. Due to the low numbers of majors (16.8) and average graduate rate (5), FHSU recommends the program be placed on Additional Review status (Phase II Intensive Program Review). All other programs are recommended for continuation.

Regarding the status of a program cited for additional review during 2013-2016, the baccalaureate degree program in International Business and Economics will have a large cohort at an international partner institution graduating in May 2018 which will bring the average number of graduates for this program above the minima. Additional review is recommended.

FHSU's procedures for program review include department self-analyses and the establishment of a Program Review Committee whose functions include reviewing the self-study documents and making recommendations regarding the future status of programs.

**Program Review Summary Table**
*Fort Hays State University* **AY 2017 Review Summary**

| Program | CIP | Degree Level | Recommendation |
|---|---|---|---|
| Athletic Training | 51.0903 | B | Additional Review: Phase 2 Intensive Review |
| Medical Diagnostic Imaging | 51.0910 | B | Continue |
| Psychology | 42.0101 | B, M | Continue |
| Health and Human Performance | 13.1314 | B, M | Continue |
| Social Work | 44.0701 | B | Continue |
| Nursing | 51.3801 | B | Continue |
| Communication Sciences & Disorders | 51.0203 | B | Continue |
| Speech Language Pathology | 51.0203 | M | Continue |
| Nursing Science | 51.3806 | M | Continue |
| Professional Studies | 30.9999 | M | Continue |
| School Psychology | 42.2703 | Ed.S. | Continue |

*Kansas State University*
KSU reviewed 18 programs representing the College of Agriculture and the College of Veterinary Medicine. One additional program in the College of Agriculture, master's level Applied Science and Technology, will be reviewed in a future year as it is a recently implemented program. Of the 18 degree programs reviewed, seven are doctorate, six are master's, and five are bachelor's degree programs.  For all reviewed programs at the baccalaureate level, all ACT average scores came in above the baseline.

Programs that met or exceeded minima and quality requirements include the following baccalaureate programs in the College of Agriculture:  Bakery Science and Management, Feed Science and Management, Milling Science and Management, Food Science and Industry, and Agronomy; also reviewed and meeting minima requirements were master's and doctorate programs in Food Science, Grain Science, and Agronomy. Enrollments in the agriculture programs at the baccalaureate level were impressive.

The review identified two graduate programs with low enrollments and/or few degrees conferred (Genetics and Entomology).  Rationale for enhancing the Genetics program results from the annual average over five-years of majors and degrees conferred in the MS degree; with a 3.2 enrollment and a 0.2 degree-confirmation rate, it fell below the Kansas Board of Regents minima of 20 students enrolled and 5 degrees conferred. It is important to note, moreover, that the master's degree is largely a feeder program for the Ph.D., and some applicants move directly into the Ph.D. without the master's degree.  The five-year average enrollment in the Ph.D. (19) exceeds the KBOR benchmark of 5, but the five-year average of degrees conferred (1.6) is still below the KBOR benchmark of 2.

Although the ten majors and four degrees conferred in the MS degree for the Entomology program fell below KBOR's minima, numbers for the Ph.D. majors and degrees exceeds KBOR's benchmarks. Because the MS is deemed vital to the continuing success of the Ph.D. program, it is recommended that this program be continued.

In reviews conducted from 2013 through 2016, the master's level Professional Master of Technology degree, offered at the KSU Olathe branch, is a relatively new program (began in fall 2011).  Enrollment for the past three years has averaged eight students, but the degrees conferred averaged 1.8.  Because the scheduled review is not until 2022, KSU recommends a thorough mid-cycle review next year.

The KSU review process begins with each department examining its assessment and statistical data and preparing a summation with recommendations. These documents are reviewed by the college dean, the graduate dean (if applicable), the College Committee on Planning, and the Provost. All reviewed programs are recommended for continuation.

**Program Review Summary Table**
*Kansas State University* **AY 2017 Review Summary**

| Program | CIP | Degree Level | Recommendation |
|---|---|---|---|
| Bakery Science Management | 01.0401 | B | Continue |
| Feed Science and Management | 01.0401 | B | Continue |
| Milling Science and Management | 01.0401 | B | Continue |
| Food Science and Industry | 01.1001 | B | Continue |
| Food Science | 01.1001 | M, D | Continue |
| Grain Science | 01.1002 | M, D | Continue |
| Agronomy | 01.1102 | B, M, D | Continue |
| Entomology | 26.0702 | M, D | Continue |
| Genetics | 26.0801 | M, D | Enhance |
| Pathobiology | 26.0910 | D | Continue |
| Biomedical Sciences | 51.2501 | M | Continue |
| Physiology | 51.2503 | D | Continue |

*Pittsburg State University*
The 2016-2017 academic year was the sixth year for PSU to implement the revised program review process that was developed and approved in 2010-2011.  With this year's reviews, the university has completed a full-cycle of review for all academic degree programs employing the process adopted in 2011.

PSU program review process is designed to enhance overall institutional quality and accountability. The focus is on providing campus-wide input to help departments align programs with the institutional assessment process, institutional strategic plans, and resource allocations. The process includes self-reviews, as well as assessments

by an external accrediting agency and/or by external reviewers. Eleven of the twelve reviewed programs are recommended for continuation.

The baccalaureate degree in International Studies is recommended to discontinue as a stand-alone program; it is recommended, however, that this program be merged into the BA Political Science program as an area of emphasis.

Pittsburg State reviewed eight baccalaureate programs in AY 2017 in the areas of Automotive Technology,* English,* Exercise Science,* Geography, International Studies, Nursing,* Political Science, and Workforce Development. Four reviewed master's programs include English,* Health/Human Performance and Recreation,* Human Resource Development,* and Nursing.* The eight programs denoted with an asterisk (*) indicate that this program met or exceeded minima requirements. Most notable are the Nursing program (with 249 majors with 95 graduates at the baccalaureate level and 32 majors and 18 graduates at the master's level), the Bachelor of Science in Automotive Technology program (125 majors, 43 graduates), the Master's in Health, Human Performance and Recreation program (65 majors, 33 graduates) and the Bachelor's in Exercise Science program (87 majors and 22 graduates).

Falling below KBOR's minima expectations are the following baccalaureate programs (followed by the number of majors and the number of graduates): Geography (10, 7), International Studies (1, 7), Political Science (22, 7), and Workforce Development (29, 6). The latter program had a sufficient number of majors, but fell short with the number of graduates.

PSU's Program Review Committee has established the following recommendations for program falling below minima:
- Geography: conditional continuation of the BS in Geography with interim reviews slated for March 2019 and March 2021.
- International Studies: discontinuation of this BA in International Studies program as a stand-alone program; instead, merge this program as an area of emphasis within the BA in Political Science program.
- Political Science: continuation of the BA in Political Science program; required is a plan of action to refocus efforts to meet KBOR minima requirements, due May 2018 to the Program Review Committee, Dean, and Provost.
- Workforce Development: conditional continuation of the BS in Workforce Development with interim reviews slated for March 2019 and March 2021.

**Program Review Summary Table**
*Pittsburg State University* **AY 2017 Review Summary**

| Program | CIP | Degree Level | Recommendation |
|---|---|---|---|
| Automotive Technology | 15.0803 | B | Continue |
| English | 23.0101 | B, M | Continue |
| Exercise Science | 31.0505 | B | Continue |
| Geography | 45.0701 | B | Continue |
| Health, Human Performance and Recreation | 13.1314 | M | Continue |
| Human Resource Development | 52.1005 | M | Continue |
| International Studies | 30.9999 | B | Discontinue: Recommended to merge as an emphasis in BA Political Science |
| Nursing | 51.3801 | B, M | Continue |
| Political Science | 45.1001 | B | Continue |
| Workforce Development | 15.1501 | B | Continue |

*University of Kansas*

The current report includes program review information for four colleges or schools: the College of Liberal Arts and Sciences, the School of Architecture and Design, the School of Journalism, and the School of Social Welfare.

This review consists of a total of 31 programs, broken down into twelve baccalaureate (b) programs, eleven master's (m) programs, and eight doctorate (d) programs: Applied Science (m), Architectural Studies (b), Architecture (m,d), Astronomy (b), Chemistry (b,m,d), Design (b,m), Engineering Physics (b), Environmental Studies (b), Geography (b,m,d), Journalism (b, m), Journalism and Mass Communications (d), Mathematics (b,m,d), Physics (b,m,d), Public Administration (b,m,d), Social Welfare (b,m,d), and Urban Planning (m).

Baccalaureate programs with over 100 majors include Journalism, Design, Social Welfare, Mathematics, Chemistry, and Environmental Studies. Two programs fell below the KBOR minima for majors and graduates: Engineering Physics (healthy with 26 majors, however graduates number 8) and Astronomy (14 majors, 3 graduates). All other undergraduate programs exceeded the minima. Of note, for all KU programs, both reviewed and not, all ACT average scores came in above the baseline.

At the master's level, six programs exceeded the minima; noteworthy are enrollments in Social Welfare, Architecture, and Public Administration. Falling below the threshold at the master's level with the number of majors but meeting or exceeding the requirements with the number of graduates are Applied Science (16 majors, 5 graduates), Mathematics (13 majors, 19 graduates), and Physics (5 majors, 6 graduates). Chemistry, with solid numbers of majors and graduates at both the baccalaureate and doctorate levels, was below the minima at the master's level (3 majors and 3 graduates). Faculty for these programs are focusing on student learning outcomes such as employing pedagogical innovations like active learning (including "flipped classrooms) to improve student learning. Data indicate these new approaches will have a positive impact on student performance. In addition, the Chemistry department is planning substantial revisions to the curriculum, including a common menu of capstone experiences for both the BA and BS degrees in hopes of this momentum transferring to the Master's level program. Also, with the opening of the new Integrated Science Building the majority of Chemistry department faculty will be transitioned to that space. The addition of space will increase the number of lab courses and increase requisite teaching assistantships which will also impact the Master's program.

At the doctorate level, all programs exceeded minima; programs with majors above thirty students include Chemistry, Mathematics, Physics, Geography, and Social Welfare.

KU's program review is structured around self-studies conducted by the academic units, with summary information and substantiated assessments reported to the deans and Provost. For those programs within the college of Liberal Arts and Sciences, an external review was conducted following the completion of the self-study, except in the case of Public Affairs and Administration which used, instead, its recent accreditation report.

Professional schools each completed self-studies in addition to their standard accreditation reporting and reviews, and for each graduate program, materials were reviewed by the Dean, the Executive Council of Graduate Faculty, and the Office of the Provost. The University of Kansas recommends continuation of all the aforementioned, reviewed programs.

In reviews conducted from 2013 through 2016, KU noted two programs that face significant changes. Botany/Plant Biology (master's) and Entomology (master's and doctorate) are below enrollment minima and are being considered for consolidation. Additional reviews for both programs are recommended.

**Program Review Summary Table**
*University of Kansas* AY 2017 Review Summary

| Program | CIP | Degree Level | Recommendation |
|---------|-----|--------------|----------------|
| Environmental Studies | 03.0103 | B | Continue |
| Architecture | 04.0201 | M, D | Continue |
| Urban Planning | 04.0301 | M | Continue |
| Architectural Studies | 04.0801 | B | Continue |
| Journalism and Mass Communication | 09.0102 | D | Continue |
| Journalism | 09.0401 | B, M | Continue |
| Engineering Physics | 14.1201 | B | Continue |
| Mathematics | 27.0101 | B, M, D | Continue |
| Astronomy | 40.0201 | B | Continue |
| Chemistry | 40.0501 | B, M, D | Continue |
| Physics | 40.0801 | B, M, D | Continue |
| Public Administration | 44.0401 | B, M, D | Continue |
| Social Welfare | 44.0701 | B, M, D | Continue |
| Geography | 45.0701 | B, M, D | Continue |
| Design | 50.0401 | B, M | Continue |
| Applied Science | 52.0210 | M | Continue |

*University of Kansas Medical Center*
Due to the inherent, professional nature of many of the programs at the Medical Center, such programs are reviewed and evaluated by an appropriate discipline-specific accrediting agency with site visits occurring on a schedule determined by the accreditation body. These rigorous reviews measure progress toward the program's goals, identify strengths/weaknesses, and, if appropriate, state improvements necessary to meet national standards. Many accrediting bodies now require annual updates on benchmark data related to outcome minima. KU Med coordinates the review year of a program for KBOR with accreditation review cycles, where appropriate.

Each department housing a reviewed program writes a narrative describing the program, its recent history, and current state using an institutionally-developed format. KUMC's Office of Academic Affairs and the Office of Enterprise Analytics review each program narrative and consult with the respective department regarding program recommendations. Because of the specialization or research or service support focus of many of the Medical Center's graduate programs, those that fall below Board of Regents minima are asked to qualify the reasons for not meeting thresholds. Following narrative review, summary assessments are written for each program and a recommendation is made for the program.

For this program review year, KU Med assessed the baccalaureate degree program in Respiratory Therapy, and the master's programs in Preventative Medicine/Public Health and Clinical Research. All three programs met minima requirements and are recommended for continuation.

Employment outlooks for all programs remain strong. The Bureau of Labor Statistics indicates a growth of 23 percent from 2016-2026 for students with a Respiratory Care degree. The Department of Respiratory Care Education provides opportunities for an undergraduate education leading to 100 percent job placement and attractive starting salaries. Most graduates stay within the University of Kansas Health System and in health care facilities throughout Kansas.

Likewise, there is a high demand for the Master in Public Health (MPH) program with approximately 80 applicants to fill the 35-40 available slots per year. Employment outlook is healthy as well; over 85 percent of

employers surveyed reported that their organizations have open positions for MPH graduates.  The Master in Clinical Research program is a non-traditional master's degree program since most students have already earned a doctorate degree, and many are junior faculty or physicians at the Medical Center.

In an update of previous reporting for programs reviewed form 2013-2016, it is recommended that the graduate program in Health Informatics undergo additional review even though enrollment has stabilized at ten students as the Fall 2017.  The Dean of the School of Nursing is actively involved in the revision of the program to enhance its visibility and appeal to students.

**Program Review Summary Table**
*University of Kansas Medical Center* **AY 2017 Review Summary**

| Program | CIP | Degree Level | Recommendation |
|---|---|---|---|
| Respiratory Therapy | 51.0908 | B | Continue |
| Clinical Research | 51.2299 | M | Continue |
| Preventive Medicine/Public Health | 51.2201 | M | Continue |

### *Wichita State University*

WSU's program review is organized around a year-long preparation and review of a self-study that is intended to create a thorough assessment of the quality of academic programs and to establish goals for improvements. The process of reviewing these studies (which includes faculty, the deans, the University Program Review committee, and the Provost) is expected to strengthen the academic programs, identify program needs and campus priorities, and identify areas for reorganization.

At the university level, each program is reviewed on a three-year cycle. The triennial reporting cycle allows for continuous review of each program and identifies issues well-before the formal program review process. The triennial reports are fed into the report that the Board requires institutions to submit every eight years for each program.

For this review cycle, WSU reviewed eleven programs, all from the College of Liberal Arts and Sciences (general studies and social sciences).  Reviewed programs include the following baccalaureate programs: Communications, Interdisciplinary, General Studies, Criminal Justice, Forensic Science, and Social Work.  The following master's programs were also reviewed: Communications, Liberal Studies, Criminal Justice, Public Administration, and Social Work.  Impressive numbers posted for both majors and graduates are found in Communications, General Studies, Criminal Justice, Public Administration, and Social Work.

All programs are recommended to continue, though the institution did indicate the baccalaureate degrees in Interdisciplinary and Forensic Science, as well as the master's degree in Liberal Studies, while impressive in the number of majors, fell below the required number of graduates. To address shortcomings, the institution is considering learning outcomes and assessments, student needs, and employer demands.

Several program reviews indicate a priority on student engagement in research, presentations, publications, outreach activities and/or benefits to other programs across the university.  Of note, for all WSU programs, both reviewed and not, all ACT average scores came in above the baseline.

**Program Review Summary Table**
*Wichita State University* **AY 2017 Review Summary**

| Program | CIP | Degree Level | Recommendation |
|---|---|---|---|
| Communications | 09.0100 | B, M | Continue |
| Interdisciplinary | 24.0101 | B | Continue |
| Liberal Studies | 24.0101 | M | Continue |
| General Studies | 24.0199 | B | Continue |
| Criminal Justice | 43.0104 | B, M | Continue |
| Forensic Science | 43.0106 | B | Continue |
| Public Administration | 44.0401 | M | Continue |
| Social Work | 44.0701 | B, M | Continue |

**Status of Program Review at *Emporia State University***

As mentioned earlier, universities are not required to review programs every year of the eight-year cycle, but must review all programs within that timeframe. What follows is a summary of the review process for ESU and an update on a program identified in a previous review as not meeting minima standards.

ESU places responsibility to organize program review with the administrative units. Those units gather both quantitative and qualitative data and, based on that information, engage in formal and informal dialogue about its implications. It is expected that all faculty fully engage and participate in the process. Department chairs develop written summaries, including recommendations for individual programs, and provide them to their respective deans and to the Provost.

ESU identified the Athletic Training program as needing additional review. The institution is reviewing the feasibility of moving the program to the master's level, particularly in response to the *Commission on Accreditation of Athletic Training Education*'s (CAATE) decision to recognize the master's degree as the professional degree in Athletic Training. ESU is continuing to monitor that program.

**Program Identified for Discontinuation from 2008-2016**

As a result of program reviews conducted from 2008-2016, universities designated 21 programs for closure and four for consolidation. Sixteen of these programs were at the undergraduate level and nine were at the graduate level. Each university teaches out students in these programs, but does not accept new enrollments. And while Board policy requires state universities to review programs at least once every eight years, universities have an internal review process that monitors program quality on an on-going basis which allows institutions to identify any issues early and work to correct those issues well before the eight-year review cycle is complete.

**Staff Recommendation**

Staff recommends acceptance of this report.

**Proposed Amendments to Labette Community College Performance Agreement**

Performance Indicator 3 of the 2017-2019 Approved Performance Agreement read "Increase the % of students scoring at or above the national mean who take the College Assessment of Academic Proficiency (CAAP) Writing Exams".

Beginning January 2018, CAAP is no longer available to use as a national mean, so we will no longer be able to use this as an indicator. We decided we would like to continue to measure our students' writing proficiency rather than completely change to a different indicator. To do this, I proposed changing the indicator to read "Increase the % of students successfully completing English Composition I."

Specifically, we will include all students enrolled in any section of our ENGL 101 course (English Composition I), excluding those who don't complete. We will define successful completion as passing the course with the grade of "C" (70%) or higher.

Labette Community College's President's Council and full-time English faculty approve of this revision.

Baseline numbers for the past 3 years are as follows:
AY 2014 302/431 = 70.1%
AY 2015 311/435 = 71.5%
AY 2016 315/439 = 71.8%
This results in a baseline of 928/1,305 = 71.1%

4/13/18

| Labette Community College Performance Agreement 2017-2019 | | | AY 2015 FTE: 1,027 | | | |
|---|---|---|---|---|---|---|
| **Contact Person:  Joe Burke** | | **Phone and email: 620-820-1239;   joeburke@labette.edu** | | **Date: 4/13/2018** | | |

| Labette Community College | Foresight Goals | 3 yr History | AY 2017 (Summer 2016, Fall 2016, Spring 2017) | | AY 2018 (Summer 2017, Fall 2017, Spring 2018) | | AY 2019 (Summer 2018, Fall 2018, Spring 2019) | |
|---|---|---|---|---|---|---|---|---|
| | | | Institutional Performance | Outcome | Institutional Performance | Outcome | Institutional Performance | Outcome |
| 1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen | 1 | Fall 2012 74/131 56.5% Fall 2013 67/107 62.6% Fall 2014 71/105 66.7% Baseline 211/343 61.5% | | | | | | |
| 2 Increase the number of certificates and degrees awarded | 1 | AY2013 425 AY2014 435 AY2015 391 Baseline 417 | | | | | | |
| **3 Increase the % of students successfully completing English Composition I** | **2** | **AY 2014 302/431 70.1% AY 2015 311/435 71.5% AY 2016 315/439 71.8% Baseline 928/1305 71.1%** | | | | | | |
| 4 Increase retention rate of academically unprepared students who participate in our Student Support Services program | 1 | AY 2013 110/178 61.8% AY 2014 79/126 62.7% AY 2015 132/204 64.7% Baseline 321/508 63.2% | | | | | | |
| 5 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program | 2 | AY 2013 81/88 92% AY 2014 92/104 88.5% AY 2015 76/88 86% Baseline 249/280 88.9% | | | | | | |
| 6 Increase three year graduation rates of college ready cohort. | 1 | Fall 2010 24/105 22.9% Fall 2011 30/127 23.6% Fall 2012 39/131 29.8% Baseline  93/363 25.6% | | | | | | |

# Labette Community College Performance Agreement 2017-2019 Narrative

**Indicator 1: Increase the first to second year retention rates of first-time, full-time college ready freshmen**
We chose to continue to report on this indicator because it specifically addresses the retention efforts to meet the portion of our mission statement regarding "… providing a supportive environment for success…." Our expectation is to continue our positive retention trend by keeping students engaged (making a connection with faculty, developing classroom relationships) in the classroom and on campus (student activities) from year to year.

**Indicator 2:  Increase the number of certificates and degrees awarded**
This indicator was selected again to ensure that we keep our focus on increasing the number of higher education completers.   We will accomplish this indicator by having our advisors increase efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree, giving students a sense of accomplishment along the way. The Registrar's Office will add transfer courses to LCC transcripts as soon as official transcripts are received rather than waiting for the student to complete a Degree Check Request form.  Students and advisors now have the ability to determine exactly how close the student is to completing their degree or certificate.  This knowledge should help students nearing completion to finish.

**Indicator 3:  Increase the % of students successfully completing English Composition I.**
**We chose this indicator because it relates to the portion of our mission statement "…preparing students for success in a changing world".  It allows us to focus on LCC student improvement in writing. Our baseline from AY2014 – AY2016 show we had 1,305 students take our English Composition I course and 928, or 71.1% of them, successfully completed the course.   Students who didn't complete the course were not included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.**

**Indicator 4:  Increase retention rate of academically unprepared students who participate in our Student Support Services program**
We chose to continue this indicator due to the large number of underprepared students at LCC.  The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education.  Underprepared is defined as  placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma.  Students often arrive with more than one of these indicators.  Academic advisors, after conducting an extensive interview with each student, prioritize the criteria that, in the advisor's professional opinion, place the student at greatest risk of academic failure. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education.  These include students who are first-generation college students, or who meet income eligibility requirements, or who have documented disabilities.  Each participant must also demonstrate a need for academic support.  Those who meet minimum eligibility requirements, as identified by the Admissions and Financial Aid departments, are referred to the SSS Program Director. Students in the SSS Program participate in interventions spearheaded by full-time academic advisors who follow a prescribed advising model tailored for each participant's academic needs and goals.  Advisors track participants' academic progress at key points during the semester and recommend appropriate support including peer or professional tutoring, supplemental instruction, or other appropriate interventions.

Participation is voluntary and there are no specific consequences for not participating. Students included in this indicator are degree seeking and enrolled in a minimum of six credit hours for the first semester of enrollment. Retention is measured from year to year. For example, a degree seeking student who is enrolled in at least 6 credit hours for Fall 2017 (the denominator), is considered retained if he or she is enrolled in at least 6 credit hours in Fall 2018, or if he or she graduated with an associate's degree from LCC ( the numerator). The SSS Director collects data concerning student academic progress including enrollment data, GPA, graduation, and transfer information and provides this information to the Department of Education.

**Indicator 5: Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any of our Health Career Programs**
We chose to continue this indicator because of the great reputation of our Health Career Programs. Our baseline from AY2013 – AY2015 shows we had 280 students complete a Health Career Program and of these, 249 (88.9%) were either employed in a related field or were continuing their education. Students graduating from our six Health Career programs Nursing, Radiography, Respiratory Therapy, Physical Therapy Assistant, Sonography, and Dental Assistant represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We know the improvements found in the Health Science facility that opened in fall 2013, have helped to better prepare our students with experiential training for the current job market. These include a new state of the art nursing simulation lab and equipment, nursing simulation manikins, an IV simulator, Sonography simulation manikin, PTA simulation lab, X-ray machine, patient exam rooms, ICU, OB room, emergency care room, and debriefing room. We plan to increase the employment career fair opportunities and recruiting visits, and also to increase the number of clinical sites where our students can receive the clinical portion of their training. Data is provided by Program Directors to their respective accrediting agencies.

**Indicator 6: Increase three year graduation rates of college ready cohort**
We chose to continue reporting on this indicator to keep our focus on increasing retention resulting in increased graduation rates. The Financial Aid Department will continue to work with advisors and others at the college to ensure they are providing accurate information about financial aid when a student first enrolls. In spring, 2016 LCC created an Advising Center next to our Admissions Department so students can be advised and enroll in one location, as well as learn more about the FAFSA and other resources the college has to offer. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

**Proposed Revisions to the Credit by Exam Policy**

**Summary**

*The Board's policy on Credit by Examination addresses the awarding of credit to students for earning acceptable scores on Advanced Placement (AP) and College Level Examination Programs (CLEP) exams. The proposed policy change adds a process for state universities to review and change standardized cut scores for awarding credit on AP standardized exams. Board staff concurs with the Council of Chief Academic Officers in recommending approval.*         *2/14/2018*

**Background**

In December of 2016, the Board approved a policy requiring state universities to adopt standardized cut scores for awarding credit on AP and CLEP exams. The policy requires each state university to award credit for equivalent courses for all AP examination scores of three (3) and above and all CLEP examination scores of 50 and above. The policy included a process for any academic discipline to establish a higher systemwide AP exam score above the American Council of Education (ACE) recommended scores of three (3). The process was recommended by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers in May 2016.

The Council of Faculty Senate Presidents proposed adding an additional process for reviewing systemwide AP cut scores at five-year intervals, or sooner if an interim review is requested by at least two state universities. The proposed review process will be added to the original process for establishing higher cut scores to award credit for AP exams and includes timelines for proper communication to relevant constituents regarding effective dates of any changed cut scores.

**CHAPTER II: GOVERNANCE – STATE UNIVERSITIES**

**A. ACADEMIC AFFAIRS**

   3.   CREDIT BY EXAMINATION

      a.   College-Level Examination Program (CLEP) and Advanced Placement (AP) credit awarded by any state university in conformity with this policy shall be accepted by all other state universities.

      b.   Beginning July 1, 2017, each state university shall award:

          i.   Credit for all Advanced Placement (AP) examination scores of three (3) or above for the equivalent course or courses at their institution.

         ii.   Credit for all College-Level Examination Program (CLEP) examination scores at or above the American Council of Education's (ACE) credit-granting recommended score of 50 for the equivalent course or courses at their institution.

      c.   Any academic discipline may establish a higher systemwide AP exam score above three (3) using the process for establishing a higher AP exam score ~~that was~~ proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on May 18, 2016. <u>Any academic discipline may review and change a higher systemwide AP exam score above (3) using the process for reviewing and changing system-wide scores proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on January 17, 2018.</u>

d.    All other Kansas public postsecondary educational institutions are encouraged to adopt this state university policy.

e.    Institutions shall have discretion on awarding additional credit for scores above three (3) on AP exams and scores above the ACE credit-granting recommended score of 50 for CLEP exams.

**Recommendation**

The proposed policy change incorporates the recommended review process for reviewing systemwide cut scores. The process was recommended by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers.  The policy amendments incorporate those approvals and staff support approval of the policy amendments.

**Process for establishing a higher system-wide score** [proposed by the Council of Faculty Senate Presidents and approved by COCAO on May 18, 2016]:

1- Charge the members of CoFSP to distribute the default system-wide cut scores in draft form, to the department heads whose faculty members are responsible for each of those equivalent courses at each of the applicable universities.

2- If no university's department objects to the default cut score for a given exam, let that default cut score be established as the system-wide cut score for the equivalent course.

3- If one or more departments object to a particular default cut score, let all of the university department heads responsible for that particular exam discuss the issue by email or conference call, facilitated by the chair of the CoFSP, with the objective of reaching consensus on a different score. If a consensus cannot be reached, convene a meeting of the university department heads responsible for the exam in question at the Kansas Core Outcomes Group annual fall meeting. If consensus still cannot be reached, let the Council of Chief Academic Officers set the system-wide cut score for that particular exam.

**Process of reviewing and changing system-wide scores** [recommended by the Council of Faculty Senate Presidents and approved by COCAO on January 17, 2018]:

AP and CLEP scores will be reviewed every five years unless an interim review is triggered at the request of at least two state universities. If the five-year, or interim review, reveals that at least two state universities would like to change a system-wide cut score, the CoFSP chair will facilitate an email, or conference call, of the university department heads responsible for that particular exam with the objective of reaching consensus on a score. If consensus is not reached, the Council of Faculty Senate of Presidents will vote and make a system-wide cut score recommendation to the Council of Chief Academic Officers for that particular exam.

Cut scores are announced to high schools and high school students at the beginning of each academic year. To allow adequate time for proper updates and communication to relevant constituents, all cut score changes should have a future effective date. For example, if the decision is made in academic year 2017-2018 to change a cut score, then the cut score will be effective for the next academic year 2018-2019. This will allow students who have made decisions based on the current cut scores to have that score honored.

**Act on 120-Semester Credit Hours Exemptions for Baccalaureate Degree Programs**

**Summary and Recommendation**

*At its May 2017 meeting, the Board reviewed its policy on credit hour requirements for baccalaureate degree programs to determine if it met best practices for on-time completion and found at that time that 33% of system baccalaureate programs require 120 semester credit hours; 50% require 124-semester credit hours; and 17% exceed 124-semester credit hours. Since that time, approximately 90% of all undergraduate programs are currently at or soon will meet the 120-semester credit hour benchmark. Following a process to identify semester credit hour completion requirements for baccalaureate degrees, state universities submitted justifications for the remining 10% of programs that exceed 120 semester credit hours. This paper provides an overview of their submissions; staff recommends approval.*

**Overall Update**
Of the 504 undergraduate degree programs offered by Emporia State University, Fort Hays State University, Kansas State University, University of Kansas Medical Center, Pittsburg State University, the University of Kansas, and Wichita State University, approximately 90 percent of the programs are currently or plan to meet the 120-semester credit hour benchmark.

**Regional Universities**
Emporia State University, Fort Hays State University, and Pittsburg State University account for 184 baccalaureate programs. Both FHSU and PSU are in the process of addressing revisions to their General Education programs and requirements.

*Emporia State University*
Of the 64 undergraduate degree programs at ESU, 48 undergraduate degree programs currently require 120 semester credit hours. Each of the remaining 16 undergraduate degree programs has an expected 120 semester credit hour completion date assigned to it, ranging from May of 2018 to May 2019. No programs were submitted for exemption, and all undergraduate degrees will be at 120 semester credit hours.

*Fort Hays State University*
FHSU, which began its General Education revisions in 2015, is currently finalizing measurable outcomes prior to sending it on to the Faculty Senate for their input and approval. Given that the required number of semester credits for the proposed General Education program are fewer than the current 55, expectations are favorable that the redesigned programs will meet the 120-semester credit hour degree requirement and be ready to launch the restructured programs in August 2020. FHSU expects all programs to be fully compliant by that date and will report back to the Board in Fall 2020.

*Pittsburg State University*
In the midst of a multi-year General Education program review, PSU began work on this project in 2016 with the formation of General Education Review Leadership Team, a group charged with spearheading the effort. As with FHSU, PSU's intent is to reduce the required number of semester credit hours in its General Education program, which will, in turn, bring most programs in line with the 120-semester credit hour completion requirement. PSU has set Spring 2020 as its deadline to provide the Board with justifications for programs that may require exemption from the 120-semester credit criteria.

**Research Universities**
There is a total of 320 undergraduate programs at the research universities: Kansas State University, the University of Kansas, the University of Kansas Medical Center, and Wichita State University. Of these 320 programs, 278 are or will soon be at 120 semester credit hours.

*Kansas State University*

KSU lists 96 of its 114 baccalaureate programs, or 84 percent, at or soon will be at the 120-semester credit mark. Exemptions are requested for 18 programs (16 are Bachelor of Science degrees, most are in the discipline of engineering, one is a Bachelor of Music Education degree, and one is a Bachelor of Fine Arts degree in art.) Six of these programs have decreased their credit completion requirements for a combined total of 29 semester credit hours; the required semester credits required for the proposed exemptions ranges from 122 to 132 (mean score = 126 semester credits).

*University of Kansas*

Of the 135 undergraduate degree programs at KU, 122 (90 percent) currently require 120 semester credit hours for completion. Thirteen programs are submitted as exemptions; as with Kansas State, most are in the areas of engineering. Other disciplines include technology, design, and music. The required credits for exemptions ranges from 122 to 133 (mean score = 128 semester credits).

*University of Kansas Medical Center*

KUMC offers four undergraduate programs. Two of their programs require 120 semester credits for completion; two others are submitted as exemptions (Clinical Laboratory Sciences and Nursing both at 124 semester credits). Reducing these programs to fewer semester credit hours would disallow National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accreditation as a Diagnostic Medical Scientist program or jeopardize grant-based partnerships for innovative outreach healthcare.

*Wichita State University*

Sixty-seven undergraduate degree programs are offered at WSU (58 of which are or will soon be at 120 semester credit hours). Of the nine exemption requests, seven are from various engineering programs (semester credit hours of 124 to 129, with a mean score of 126). One exemption request comes from the early childhood unified program (136 semester credit hours, which allows for double certification in both early childhood and elementary education). The last submission is from secondary education for its dual middle school licensure programs (ranging from 122 semester credit hours for history/English combination to 132 semester credit hours for science/math).

**Recommendation**

Each institution's faculty, staff, and administration carefully reviewed programs to comply with the Board's goal of promoting on-time completion. Their vision, cooperation, and overall support have been instrumental to the success of this effort. Staff recommends approval of the exemptions requested.

**Kansas Board of Regents**
**Academic Affairs**
**PROPOSAL FOR A NEW DEGREE PROGRAM**

 **Format.**  Font: Times New Roman, 11-point; Margins: top/bottom-- 1 inch; left/right-- .08 inch.

Please check one:  ☐ Baccalaureate Program     ☐ Master's Program     ☐ Doctoral Program

## A.  General Information

1.  Institution:     ESU     FHSU     K-State     KU     KUMC     PSU     WSU
    *(circle one)*

2.  Program Identification:

    Program Title: _____

    Degree to be Offered: _____

    Responsible Department or Unit: _____

    CIP Code:  _____     Proposed Implementation Date: _____

    Total Number of Semester Credit Hours for the Degree:  _____

## B.  Justification and Program Demand

1.  Justification:
    In the space below, provide a brief description of the program and indicate why this program is important to your institution and to the state of Kansas. (Please refer to **Format** directions above.)

2. Demand:  Select one of the two options for indicating student demand:

   Option A. Survey of Student Interest
        Number of surveys administered: ………………      _____
        Number of completed surveys returned: ……….      _____
        Percentage of students interested in program: …      _____

   Option B.  Market Analysis
        Attach a one-page analysis that reflects trends, changing student demographics, curricular growth patterns, etc., to forecast student demand for this program.  (*Please note formatting information and provide citations for sources.*)

3. Demand:  Projected Enrollment for the Initial Three Years of the Program
        Indicate how many students/credit hours are projected in the chart below.

| Year | Headcount | | Sem Credit Hrs | |
|---|---|---|---|---|
|  | Full-Time | Part-Time | Full-Time | Part-Time |
| Implementation |  |  |  |  |
| Year 2 |  |  |  |  |
| Year 3 |  |  |  |  |

4. Demand:  Employment
        <u>In the space below</u>, provide a brief narrative of projected job openings for graduates of this program.  This may include such sources as the Kansas labor market information from the KS Department of Labor and/or the US Department of Labor.  (*Please note formatting information and provide citations for sources.*)

## C.  Curriculum

1.  Admission/Requirements:
>    In the space below, describe the admission standards for the program.

2.  Courses:
>    Attach a one-page semester-by-semester degree plan.

## D.  Core Faculty
1. Inventory
>    Provide an inventory of core faculty directly involved with program.  For each faculty member, provide the following information.
>    If applicable, place an * next to the faculty member who will direct this program.
>    *Rank* refers to *Adjunct, Instructor, Assistant Professor, Associate Professor, Professor*, etc.
>    *FTE* refers to *Full Time Equivalent* to this program (1.0 = full time)

| Faculty Name | Rank | Highest Degree | Tenure Track Y/N | Academic Area of Specialization | FTE to Proposed Program |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
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2. Identify the number of graduate assistantships that will be assigned to the program:  _____

## E. Expenditures and Revenue:

Please complete the information below and provide explanations* as clearly-labeled attachments.

| I. EXPENDITURES | First FY | Second FY | Third FY |
|---|---|---|---|
| | List Amounts in Dollars | | |
| | | | |
| **Personnel – Reassigned or Existing Positions*** *(*Provide written explanations as necessary and attach to this document)* | | | |
| Faculty | | | |
| Administrators *(other than instruction time)* | | | |
| Graduate Assistants | | | |
| Support Staff for Administration (*e.g., secretarial*) | | | |
| Fringe Benefits *(total for all groups)* | | | |
| Other Personnel Costs | | | |
| *Total Existing Personnel Costs – Reassigned or Existing* | | | |
| | | | |
| **Personnel – New Positions*** *(*Provide written explanations as necessary and attach to this document)* | | | |
| Faculty | | | |
| Administrators *(other than instruction time)* | | | |
| Graduate Assistants | | | |
| Support Staff for Administration (*e.g., secretarial*) | | | |
| Fringe Benefits *(total for all groups)* | | | |
| Other Personnel Costs | | | |
| *Total New Personnel Costs -- New Positions* | | | |
| | | | |
| **Start-up Costs – One-Time Expenses*** *(*Provide written explanations as necessary and attach to this document)* | | | |
| Library/learning resources | | | |
| Equipment/Technology | | | |
| Physical Facilities: Construction or Renovation | | | |
| Other | | | |
| *Total Start-up Costs* | | | |
| | | | |
| **Operating Costs – Recurring Expenses*** *(*Provide written explanations as necessary and attach to this document)* | | | |
| Supplies/Expenses | | | |
| Library/learning resources | | | |
| Equipment/Technology | | | |
| Travel | | | |
| Other | | | |
| *Total Operating Costs* | | | |
| | | | |
| *GRAND TOTAL COSTS* | | | |

| II. FUNDING SOURCES* *(projected as appropriate)* *(\*Provide written explanations as necessary and attach to this document)* | *List Amounts in Dollars* | | | |
|---|---|---|---|---|
| | Current | First FY (New) | Second FY (New) | Third FY (New) |
| | | | | |
| Tuition / State Funds | | | | |
| Student Fees | | | | |
| Other Sources ** | | | | |
| *GRAND TOTAL FUNDING* | | | | |
| | | | | |
| **Projected Surplus/Deficit** (+/-) (Grand Total FUNDING *minus* Grand Total Costs) | | | | |

\*\**Other Sources:*

*As appropriate for each source, please describe the length of financial commitment and note the expiration date. (Examples could include federal, state, and/or private grants, etc.)*

**Institutional Contact Person:**

Name: _____    E-mail: _____

Date of Proposal Submission: **_____**