

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE**

**CONFERENCE CALL AGENDA
March 4, 2019
11:30 am**

CONFERENCE CALL INFORMATION

DIAL: 785-422-6104

CONFERENCE CODE: 96342619

- I. Call To Order** *Regent Murguia*
 - A. *Approve minutes from February 20, 2019* *p. 2*

- II. Agenda Planning for March 20th Board Meeting**
 - A. *Consent Agenda*
 - 1. Request Approval for Master of Science in Athletic Training at Emporia State University *Jean Redeker p. 4*
 - 2. Request Approval for Bachelor of Applied Science in Exercise Science at the University of Kansas *Jean Redeker p. 11*

- III. Other Board Matters**
 - A. *Act on Proposed Credit by Exam Policy Amendments* *Jean Redeker p. 18*
 - B. *Act on Proposed Naming of Academic Unit Policy Amendments* *Jean Redeker p. 21*

- IV. Next BAASC Meeting**
March 20, 2019 at 10:30 am

- V. Adjourn**

**Board Academic Affairs Standing Committee
Meeting Schedule**

Meeting Dates	Location	Time	Agenda Materials Due
March 20, 2019	Topeka	10:30 am	March 1, 2019
April 1, 2019	Conference Call	11:30 am	March 18, 2019
April 29, 2019	Conference Call	11:30 am	April 15, 2019
May 15, 2019 (tentative)	Topeka	10:30 am	April 26, 2019
June 3, 2019	Conference Call	11:30 am	May 20, 2019
June 19, 2019 (tentative)	Topeka	10:30 am	May 31, 2019

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

**MINUTES
Wednesday, February 20, 2019**

The February 20, 2019, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Murguia at 10:30 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS.

In Attendance:

Members:	Regent Murguia Regent Van Etten	Regent Schmidt	Regent Thomas
Staff:	Jean Redeker Crystal Puderbaugh	April Henry Max Fridell	Scott Smathers
Others:	Michael Webb, ESU Ryan Ruda, Garden City CC Brian Niehoff, KSU Michael Fitzpatrick, Pratt CC Scott Lucas, WSU Tech	Adam Borth, Fort Scott CC Cindy Hoss, Hutchinson CC Carl Lejuez, KU Stephani Johns-Hines, SATC	Steve Loewen, FHTC Charles Taber, KSU Matt Pounds, NWKTC Linnea GlenMaye, WSU

Regent Murguia welcomed everyone.

Committee Matters

- Regent Thomas moved to approve the January 16th meeting minutes. Following the second of Regent Van Etten, the motion carried.
- Act on New Degree Granting Authority for:
 - California Coast University
 - The Los Angeles Film School

Regent Van Etten moved to approve the Degree Granting Authority for the two schools listed above. Following the second of Regent Thomas, the motion carried.

- Act on Request for Approval for KSU to offer a Hospitality Management Program in KC Metro Area
Charles Taber, KSU, presented the Request for Approval to offer a Hospitality Management Bachelor of Science degree completion program at its K-State Olathe campus, located in the Kansas City metropolitan area.

Discussion was held, and Regent Thomas moved to approve the request for KSU. Following the second of Regent Schmidt, the motion carried.

- Act on Naming of Academic Unit
Charles Taber, KSU, requested approval to recognize and steward the generosity and leadership of KSU's benefactors by naming the Department of Mechanical and Nuclear Engineering as the Alan Levin Department of Mechanical and Nuclear Engineering.

Regent Schmidt moved to approve the Naming of Academic Unit request. Following the second of Regent Thomas, the motion carried.

- **Presentation of Proposed Technical Program Approval Criteria**
Scott Smathers presented the proposed Technical Program Approval Criteria. The Technical Education Authority (TEA) reviewed and approved eight criteria on to further define a technical program. These eight criteria are recommended for approval by the Board of Regents.
- **Presentation of Recommendation of the Technical Program Review**
Scott Smathers presented the Recommendation of Technical Program Review. TEA reviewed existing programs and recommended several programs to be reclassified from tiered to non-tiered funding. TEA recommended several programs for further review. TEA recommends that all new program proposals meet the criteria to move forward with the approval process and that the reclassification of recommended programs move from “technical” status beginning with academic year 2021.
- **Act on Proposed Amendments to the Expedited Program Policy**
Jean Redeker presented proposed amendments to the Expedited Program Policy. Additional criteria for justification of an expedited program are being proposed to tailor criteria to those programs that: are in need of expedited approval due to unforeseen, immediate circumstances; were directly requested by a corporate, industrial or public entity; and were expedited for approval at the campus level. She also stated earlier today the Governance Committee amended the proposal to strike the section that stated the expedited approval process may not be used to circumvent the customary program approval process.
- **Act on Proposed Amendments to the Naming of Academic Units Policy**
Jean Redeker presented the proposed amendments to the Naming of Academic Units Policy. The proposed policy revisions provide procedural guidance and the revisions mirror the Boards “Naming of Buildings” policy. The additional guidance will be helpful to the institutions with their future requests.

Regent Thomas moved to approve the proposed amendments to the Naming of Academic Units Policy, and the proposed amendments to the Expedited Program Policy with the amendment made by the Governance Committee. Following the second of Regent Van Etten, motion carried.

- **Act on Proposed Amendments to the Definition of Baccalaureate Degree Policy**
Jean Redeker presented the proposed amendments to the Definition of Baccalaureate Degree Policy. The proposed policy revisions would allow for more flexible transfer agreements between JCCC and the KU Edwards Campus.

Discussion was held earlier at the Governance Committee meeting. That committee requested further information and has tabled the topic until their March 20th meeting.

By consensus, BAASC tabled the proposed amendments to the Definition of Baccalaureate Degree Policy until its March 20th meeting.

ADJOURNMENT

There being no further business, Regent Murguia adjourned the meeting at 11:15 am.

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Emporia 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.

March 4, 2019

Program Approval

I. General Information

A. Institution

Emporia State University

B. Program Identification

Degree Level:

Master's Program

Program Title:

Graduate Athletic Training Program

Degree to be Offered:

Master of Science in Athletic Training (MSAT)

Responsible Department or Unit:

Department of Health, Physical Education, and Recreation

CIP Code:

51.0913

Proposed Implementation Date:

Fall 2019

Total Number of Semester Credit Hours for the Degree: 47

II. Justification

This proposed Master of Science in Athletic Training (MSAT) degree program is in response to new Commission on Accreditation of Athletic Training Education (CAATE) standards that require accredited professional programs to result in the granting of a Master's degree in Athletic Training.

ESU's undergraduate Athletic Training (AT) program gained initial accreditation in 1999, making it the second longest active program of its kind in Kansas. Originally implemented at ESU in 1966 by the late John "Doc" Baxter, the program followed an internship model that produced numerous Athletic Trainers for our state. Doc Baxter successfully guided the program through the initial CAATE accreditation and continued to serve as the head Athletic Trainer until his retirement in 2012. Today, the ESU undergraduate AT Program continues the tradition of providing students with a high-quality education, coupled with valuable hands-on, real-world experiences. This undergraduate program provides a solid foundation for the transition to a graduate Athletic Training program.

Customarily, the demand for our AT program has been due, in part, to students who prefer a small college atmosphere. ESU's Athletic Department's Sports Medicine team is smaller than those typically found within the larger Division I athletic departments and programs (e.g., KU: 16 sports with 11 Athletic Trainers (AT), 2 AT-Graduate Assistants (GA); KSU: 14 sports with 10 ATs, 2 AT-GAs; ESU: 13 sports with 2 ATs, 3AT-GAs). This affords our students multiple opportunities to learn the necessary hands-on skills, interact with athletic patients, and assist our sports medicine staff, typically at earlier points in their clinical experiences than may occur within larger, collegiate athletic settings. These high impact learning opportunities are invaluable in the education and preparation of our students.

III. Program Demand: Market Analysis

In March 2018, the Commission on Accreditation of Athletic Training Education (CAATE) published the *2020 Standards*, which was the updated and finalized version of the Standards for Accreditation of Professional Athletic Training Programs. This was the first major revision since 2012. While the *2020 Standards* increased the clarity and modified several of the standards and guidelines from 2012, perhaps the

most significant change was that of Standard 2. This Standard now stipulates that all CAATE-accredited professional athletic training programs must result in the granting of a Master’s degree in Athletic Training (Commission 2020). Bachelor of Science degrees in Athletic Training will no longer qualify for accreditation. This is significant; for a graduate of an Athletic Training program to sit for the required Board of Certification exam to become a certified athletic trainer (ATC), the AT program must be CAATE accredited (Board of Certification).

Currently, Emporia State University (ESU) offers a CAATE-accredited Bachelor of Science in Athletic Training degree program. This program was first accredited in 1999, and it has successfully maintained its accreditation to the present date. Due to the update in Standard 2 of the *2020 Standards*, ESU and the Health, Physical Education, and Recreation (HPER) Department will transition the current BS in Athletic Training to the proposed Master of Science in Athletic Training (MSAT).

Since the publication of the *2020 Standards*, there have been three institutions of higher education in Kansas that have indicated that they will withdraw from further CAATE accreditation and not pursue developing graduate AT programs (Commission on Accreditation). Currently in Kansas, there is one active Master’s in Athletic Training degree program (Sterling College), and three which are known to be seeking accreditation/state approval (Kansas State University, the University of Saint Mary, and the University of Kansas). Emporia State University is distinct from these existing and potential graduate Athletic Training programs in location, size, and cost. Due to ESU’s central location in the region and to the major Interstates and highways intersecting Emporia, students have easy access to Kansas City, Wichita, Topeka, and the numerous smaller communities in the area. This allows ESU to be uniquely qualified in the region in providing athletic training students opportunities to practice in a wide variety of athletic venues, ranging from small school districts to professional sport teams and organizations.

According to current Bureau of Labor Statistics, opportunities of employment for athletic trainers is projected to increase 23% by 2026. This is 12% greater than the projected growth for other healthcare practitioners (Bureau of Labor Statistics [BLS]). Given this projected employment growth, the decrease in accredited athletic training programs in Kansas, and ESU’s unique qualifications to offer this degree, it is reasonable to expect that the student demand for the proposed MSAT at ESU will, at a minimum, exceed the current enrollment of the ESU undergraduate athletic training program.

IV. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs *	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	12	0	300	0
Year 2	13	0	589	0
Year 3	13	0	611	0

* Semester Credit Hours include fall, spring, and summer sessions.

V. Employment

The role of athletic trainers has expanded beyond the traditional model of working with athletes at the collegiate and professional levels. Today, the increase in popularity of youth sports, as well as more physically active populace of all ages, has led to a broader role for the athletic trainer in sports- and activity-related care. Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses (BLS).

Many industries have realized the value of employing athletic trainers to help prevent injuries as well as to reducing the work-return time for those who are injured. Many athletic trainers work in colleges, universities, elementary and secondary schools, and specialized performing arts and athletic academies. Others work in hospitals, fitness centers, rehabilitation units, public safety stations, physicians’ offices, and professional

sports' facilities.

According to the Bureau of Labor Statistics (BLS), opportunities of employment for athletic trainers are projected to grow 23% between 2016 and 2026. This is 12% greater than the projected growth for other health-care practitioners (BLS). Another source, Learn.org, projects a 21% job growth for athletic trainers from 2014-2024. The Kansas Board of Healing Arts website indicates there currently are 637 active, licensed Athletic Trainers in Kansas (Kansas State Board of Healing Arts).

VI. Admission and Curriculum

A. Admission Criteria

Students seeking the MSAT degree must hold a bachelor's degree. Students must have a current application to ESU on file and apply for admission to the ESU graduate program; students must also complete the Department of Health, Physical Education, and Recreation application procedure and meet the following MSAT criteria: minimum undergraduate GPA of 3.0 on 4.0 scale; three letters of recommendation; a completed health physical; and immunization records on file.

Additionally, CAATE standards require that applying students must have grades of “C” or better in the following undergraduate courses: biology with lab, chemistry with lab, physics, psychology, human anatomy and physiology, nutrition, exercise physiology, and kinesiology.

Finally, applying students must have a minimum of 50 hours of documented observation or student experience under the direct supervision of a certified athletic trainer.

B. Curriculum: All courses are offered online

Total Hours (47 hours)

Year 1 ... 25 semester credit hours (sch)

Summer 1

AX 711 – Athletic Training Principles	3 sch	
PE 707 – Applied Psychology in Health, Sport, Movement Sciences	<u>3 sch</u>	6 sch

Fall 1

AX 717 – Clinical Education I	2 sch	
AX 737 – Assessment of Lower Extremities	3 sch	
AX 781 – Modality Usage in Athletic Training	<u>3 sch</u>	8 sch

Spring 1

AX 727 – Clinical Education II	2 sch	
AX 747 – Assessment of Upper Extremities	3 sch	
AX 883 – Medical Issues in Athletic Training	3 sch	
AX 782 – Rehabilitation in Athletic Training	<u>3 sch</u>	11 sch

Year 2 ... 22 semester credit hours (sch)

Summer 2

PE 768 – Advanced Exercise Physiology	3 sch	
PE 804 – Biomechanics	<u>3 sch</u>	6 sch

Fall 2

AX 838 – Clinical Education III	2 sch
AX 866 – Organization and Administration in Athletic Training	3 sch
PE 865 – Statistics	<u>3 sch</u>
	8 sch

Spring 2

AX 848 – Clinical Education IV	2 sch
PE 840 – Exercise Metabolism	3 sch
PE 868 – Research in Health, Physical Education, and Recreation	<u>3 sch</u>
	8 sch

VII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
* Matthew Howe, LAT, ATC	Associate Prof.	MS	Y	Athletic Training/Program Director	1.0
Sally Miller, LAT, ATC	Instructor	MEd	N	Athletic Training/Clinical Coordinator	1.0
Keith Pfannenstiel	Assistant Prof.	PhD	Y	Exercise Physiology/Research Design	0.75
Micheal Butler	Professor	PhD	Y	Biomechanics/Kinesiology	0.10
Mark Stanbrough	Professor	PhD	Y	Exercise Physiology/Psychology	0.10

* Indicates program director.

Number of graduate assistantships assigned to the program: 0

VIII. Expenditure and Funding Sources

A. EXPENDITURES	<i>List Amounts in Dollars</i>		
	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions*			
Faculty	\$ 151,639	\$ 154,672	\$ 157,765
Administrators (<i>other than instruction time</i>)	\$ 16,100	\$ 16,422	\$ 16,750
Graduate Assistants	\$ 0	\$ 0	\$ 0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 0	\$ 0	\$ 0
Fringe Benefits (<i>total for all groups</i>)	\$ 35,645	\$ 36,255	\$ 36,875
Other Personnel Costs	\$ 0	\$ 0	\$ 0
Total Existing Personnel Costs – Reassigned or	\$ 203,384	\$ 207,349	\$ 211,390

Personnel – – New Positions*			
Faculty			
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or	\$ 0	\$ 0	\$ 0
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	\$ 0	\$ 0	\$ 0
Operating Costs – Recurring Expenses*			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other	\$ 5,000	\$ 1,500	\$ 1,500
Total Operating Costs	\$ 5,000	\$ 1,500	\$ 1,500
GRAND TOTAL COSTS	\$ 208,384	\$ 208,849	\$ 212,890

B. FUNDING SOURCES (<i>projected as appropriate</i>)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$ 80,400	\$ 162,564	\$ 173,524
Student Fees		\$ 2,400	\$ 5,000	\$ 5,200
Other Sources **	\$ 0	\$ 0	\$ 0	\$ 0
GRAND TOTAL FUNDING	\$ 0	\$ 82,800	\$ 167,564	\$ 178,724
Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total)		\$ 125,584	\$ 41,285	\$ 34,166

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Expenditures Overview

There will be no new expenditures associated with the Emporia State University's Master of Science in Athletic Training (MSAT) program.

Personnel – Reassigned or Existing Positions

All faculty associated with the proposed MSAT program are currently employed at ESU within the Department of Health, Physical Education, and Recreation. There will be no need for reassignment or load adjustments.

Personnel – New Positions

No new faculty or personnel will be required for the proposed MSAT degree proposal.

Start-up Costs – One-time Expenses

Because the MSAT program is transitioning from the current BS in Athletic Training degree program, there are no start-up costs. All facilities, technology, and equipment currently in use will continue to be utilized for the MSAT program.

Operating Costs – Recurring Expenses

Fees for initial or continuing application for accreditation services and the associated self-study/site visit are \$5,000 and are payable to the CAATE. Annually, a fee of \$1,500 is paid to the CAATE for yearly reporting and access to eAccreditation.

Funding Sources - Tuition

Tuition will provide resources for each year of the program. \$80,400 will be generated from semester credit hours (sch) in Year 1, \$162,564 will be generated from sch in Year 2, and \$173,524 will be generated from sch in Year 3.

Year 1: Semester Credit Hours (sch) = 300; (12 new students x 25 sch x \$268 in-state tuition) = \$80,400

Year 2: Semester Credit Hours = 589; (12 continuing students x 22 sch x \$276 tuition) = \$72,864

(13 new students x 25 sch x \$276 tuition) \$89,700 [\$72,864 + \$89,700] = \$162,564

Year 3: Semester Credit Hours = 586; (13 continuing students x 22 sch x \$284 tuition) = \$81,224

(13 new students x 25 sch x \$284 tuition) = \$92,300 [\$81,224 + \$92,300] = \$173,524

Funding Sources - Fees

Students will pay fees of \$100 per clinical education course to assist in covering costs of supplies, liability insurance, and accreditation. \$2400 will be generated from fees in Year 1; \$5000 will be generated from fees in Year 2; and an additional \$5200 will be generated from fees in Year 3.

Year 1: 12 new students x 2 Clinic Education courses (AX 717 & 727) x \$100 = \$2400

Year 2: 12 continuing students x 2 Clinical Education courses (AX 838 & 848) x 100 = \$2400

13 new students x 2 Clinic Education courses (AX 717 & 727) x \$100 = \$2600

[\$2400 + \$2600] = \$5000

Year 3: 13 continuing students x 2 Clinic Education (AX 838 & 848) x \$100 = \$2600

13 new students x 2 Clinic Education courses (AX 717 & 727) x \$100 = \$2600

[\$2600 + \$2600] = \$5200

X. References

Board of Certification for the Athletic Trainer. Steps to become certified. Retrieved from:

<http://bocatc.org/candidates>

Bureau of Labor Statistics, U.S. Department of Labor. Occupational outlook handbook: Athletic trainers.

Retrieved from: <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

Center for Disease Control and Prevention. (2018). *Healthy Living*. Retrieved from: <https://www.cdc.gov/>

Commission on Accreditation of Athletic Training Education. 2020 standards. Retrieved from:

<https://caate.net/pp-standards>

Commission on Accreditation of Athletic Training Education. Search for accredited programs. Retrieved from:

<https://caate.net/search-for-accredited-program>

JobsEQ. (2018). *Occupation report for fitness trainers and aerobics instructors: Kansas City, MO-KA MSA*. MidAmerican Regional Council. Retrieved from: <http://www.chmuraecon.com/jobseq>

Kansas Department of Health and Environment (KDHE). (2010). *Registered nurse shortages predicted in the U.S. and Kansas for 2010 and 2020*. Retrieved from: www.kdheks.gov/ches

National Strength and Conditioning Association. (2018). Retrieved from: <https://www.nasca.com/>

U.S. Census Bureau. (2018). *Kansas fact sheet*. Retrieved from: <https://www.census.gov/quickfacts/ks>

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. University of Kansas has submitted an application for approval and the proposing academic unit has responded to all 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. March 4, 2019

Program Approval

I. General Information

A. Institution

University of Kansas

B. Program Identification

Degree Level: Baccalaureate Program
Program Title: Exercise Science
Degree to be Offered: Bachelor of Applied Science (BAS)
Responsible Department or Unit: Department of Health, Sport, and Exercise Sciences
CIP Code: 31.0505
Proposed Implementation Date: Fall 2019

Total Number of Semester Credit Hours for the Degree: 120

II. Justification

The University of Kansas School of Education has expanded its department of Health, Sport, and Exercise Sciences to the KU Edwards Campus in Overland Park. The Bachelor of Applied Science degree (BAS) in exercise science offers students a variety of career options in strength and conditioning, including human performance, fitness training, clinical exercise physiology, and health and wellness for corporate or private training facilities. This BAS degree in exercise science also leads students to successful entrance into graduate school to pursue such health professions as physical therapy, medical doctor, physician's assistant, or occupational therapy, among others.

This degree completion program includes a strong core of applied science courses in anatomy, human physiology, kinesiology, strength and conditioning, and exercise physiology, as well as flexible elective options from a diverse mix of disciplines. Students will learn from faculty experts who are Fellows of the National Strength and Conditioning Association and the American College of Sports Medicine; as such, these professionals are experienced in the latest evidence-based practices in the field of exercise science.

KU's current Bachelor of Science in Exercise Science program has established a strong foundation for the proposed Bachelor of Applied Science in Exercise Science degree. Evidenced, quality instruction and connections with the National Strength and Conditioning Association are already in place. Differing from the face-to-face instructional delivery of the BS degree, this BAS proposal is geared for the online learner. The flexibility and convenience of having all courses available online will appeal to students from various geographical locations.

III. Program Demand: Market Analysis

The demand for strength and conditioning specialists will steadily increase from 2016 to 2026, according to the Bureau of Labor Statistics (U.S. Bureau of Labor Statistics, 2018).

The opportunity for exercise science professionals extends beyond that of just educational institutions and professional sports to include corporate wellness, coaching, scouting, health education, and fitness training (JobsEQ, 2018). Fitness recreation industries make up 66.9% of the trainers in the Kansas City Metro Area with a projected increase of 106 jobs over the next ten years. Turnovers and retirements will open an additional 2,186 new positions (JobsEQ, 2018).

Corporate and independent fitness facilities are in the forefront of expanding health and wellness opportunities for their employees and clients. This is reflected in the increase of the number of exercise

science professionals serving independently-owned, performance-based facilities, as well as high schools, post-secondary institutions, national health clubs, and fitness facilities (U.S. Census, 2018). These organizations have a growing demand for specialized training for exercise science and human performance professionals; such organizations employ individuals with appropriate degrees, specialty credentials, and certifications.

In the Kansas City Metropolitan area, there are a handful of bachelor’s degree programs with an emphasis in exercise science; these include Washburn University, Baker University, Emporia State University, Rockhurst University, MidAmerica Nazarene University, and University of Central Missouri, to name a few. However, within the Kansas City Metropolitan area, the University of Kansas Department of Health, Sport, and Exercise Sciences employs the expertise of the only Fellows of both the National Strength and Conditioning Association (NSCA, 2018) and the American College of Sport Medicine (ACSM, 2018). The aim of these NSCA/ACSM professionals is to provide evidence-based learning strategies in an online environment for each respective area of instruction.

Additionally, The University of Kansas’ current Bachelor of Science in Exercise Science program has received acclaim as an Education Recognition Program (ERP) from the National Strength and Conditioning Association (NSCA), and this proposed Bachelor of Applied Science in Exercise Science program would also fall under the same distinction from the NSCA. Furthermore, this recognition provides students with a competitive edge over others in the workforce, as NSCA represents leaders in strength and conditioning and related health and fitness fields worldwide. There are ERP-specific benefits to students enrolled in a recognized program (such as scholarship opportunities and internship programs), further emphasizing the unique nature of this program for potential students.

Through the courses offered, blended with practical, community and faculty experiences, students in the program will be prepared to successfully complete specific training certifications through the American College of Sports Medicine and the National Strength and Conditioning Association, enabling them to earn income while continuing their program of study. Regardless of a student’s geographical location, the flexibility of the online format will allow students to work and apply what they learn while on the job.

In addition, the significant enrollment growth that the KU Edwards Campus has seen in enrollment for the BS in Exercise Science illustrates the industry demand for exercise science professionals. In Fall 2018, enrollment in the Exercise Science BS program grew by over 10% from the prior year, even after increasing enrollment by 35.2% from Fall 2016 to Fall 2017. In 2017, there were over 7,000 web searches for Exercise Science degrees in the KC area, and, in the last year, the KU Edwards Campus has received over 280 inquiries.

IV. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	3	150	36
Year 2	15	5	450	60
Year 3	25	8	750	96

V. Employment

The Bureau of Labor Statistics projects an increase in the demand for strength and conditioning specialists from 2016 to 2026 (U.S. Bureau Labor Statistics, 2017). Opportunities for exercise science professionals extend beyond that of professional sports training institutions. Corporate and independent facilities are in the forefront of expanding health and wellness opportunities for their employees and clients. There has been an increase in the number of independently-owned, performance-based facilities for both Olympic athletes and the general public; high schools and post-secondary institutions are employing more strength and conditioning professionals than ever before. Furthermore, national health clubs and fitness facilities have a growing demand for specialized training professionals with an emphasis

in exercise science and human performance (U.S. Bureau Labor Statistics, 2017).

The amusement and recreation industries in the Kansas City area employ 1,279 Fitness Trainers and Aerobics Instructors - - employment which is expected to increase by 106 jobs over the next ten years; plus, an increase of 2,186 new workers will be needed in this industry just due to separation demand (that is, to replace workers who retire or move into different occupations). In addition, coaching jobs in the Kansas City area are projected to increase by 84 new positions in the next ten years, with an additional 545 new workers needed due to retirements and other turn-overs (JobsEQ, 2017).

In addition to meeting the current demand, the MidAmerican Regional Council predicts an increase of 118 coaching or scouting jobs and 40 health educator jobs in the next seven years (JobsEQ, 2017). The career-oriented site, Learn.org, predicts the following national growths to year 2024: fitness trainers and instructors, 8%; coaches, 6%; and personal trainers, 8%.

VI. Admission and Curriculum

A. Admission Criteria

The successful applicant to any undergraduate program in Health, Sport, and Exercise Sciences must demonstrate academic competency through the completion of admission coursework. An admissions committee, comprised of program faculty, make admission decisions based on:

- the completion of or enrollment in all pre-admission coursework;
- a minimum grade point average of 2.75 in completed pre-admission coursework; and
- no grade lower than a C in English, communication studies, and mathematics.

B. Curriculum: All courses are offered online

Semester 1: (15 sch)

- ENGL 101 Composition (3 sch)
- BIOL 240 Fundamentals of Human Anatomy (3 sch)
- MATH 101 College Algebra (3 sch)
- HSES 269 Intro to Exercise Science (3 sch)
- BIOL 100 Principles of Biology (3 sch)

Semester 2: (15 sch)

- ENGL 102 Critical Reading & Writing (3 sch)
- BIOL 246 Prin of Human Physiology (3 sch)
- COMS 130 Speaker-Audience Comm. (3 sch)
- PSYC 104 General Psychology (3 sch)
- Critical Thinking & Quant. Literacy Goal (3 sch)

Semester 3: (15 sch)

- HSES 330 Prin of Nutrition & Health (3 sch)
- Culture & Diversity Goal Outcome 1 (3 sch)
- Social Responsibility Goal (3 sch)
- Breadth of Knowledge Goal (3 sch)
- HSES 472 Exercise Physiology (3 sch)

Semester 4: (15 sch)

- HSES 331 Sport & Exercise Nutrition (3 sch)
- HSES 350 Care & Prevention Ath. Injuries (3 sch)
- Culture & Diversity Goal 2 (3 sch)
- HSES 305 Methods of Strength Training & Conditioning (3 sch)
- HSES 310 Research & Data Analysis in HSES (3 sch)

Semester 5: (15 sch)

- HSES 306 Prin of Personal Training (3 sch)
- HSES 369 Kinesiology (3 sch)
- HSES 470 Biomechanics (3 sch)
- HSES Elective (3 sch)
- Elective (3 sch)

Semester 6: (15 sch)

- HSES 307 Tactical Strength & Cond. (3 sch)
- HSES 480 Physical Activity & Exercise Mgmt Individuals with Disabilities (3 sch)
- HSES Elective (3 sch)
- HSES Elective (3 sch)
- Elective (3 sch)

Semester 7: (15 sch)

- HSES 473 Clinical Fitness Evaluation Techniques (3 sch)
- Elective (12 sch)

Semester 8: (15 sch)

- Elective (3 sch)
- Elective (3 sch)
- Elective (3 sch)
- Elective (3 sch)
- Elective (3 sch)

➤ Electives include upper level Health, Sport, and Exercise Sciences (HSES) courses as well as courses that could count toward the following minors: Business, Psychology, Sports Management, and Sociology.

VII. Core Faculty

<i>Faculty Name</i>	<i>Rank</i>	<i>Highest Degree</i>	<i>Tenure Track Y/N</i>	<i>Academic Area of Specialization</i>	<i>FTE to Proposed Program</i>
Jordan M. Taylor*	Lecturer	Ph.D.	N	Personal Training, Biochem, Med Term	1.0
Ashley A. Herda	Asst. Prof.	Ph.D.	Y	Exercise Phys, Strength & Cond, Nutrition	1.0
Part-time lecturer	Lecturer	M.S./Ph.D.	N	Athletic Training, Nutrition	.5
Joseph P. Weir	Professor	Ph.D.	Y	Neuromuscular Physiology, Statistics	1.0
Andy C. Fry	Professor	Ph.D.	Y	Strength & Cond, Muscle Phys, Biochem	1.0
Phillip M. Gallagher	Professor	Ph.D.	Y	Biochem, Cardiovascular Physiology	1.0
Trent J. Herda	Assoc. Prof.	Ph.D.	Y	Neuromuscular Physiology	1.0

The number of graduate assistantships that will be assigned to the program: 1-2

VIII. Expenditure and Funding Sources

A. EXPENDITURES	<i>List Amounts in Dollars</i>		
	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions*			
Faculty	\$ 154,398	\$ 154,398	\$ 154,398
Administrators (<i>other than instruction time</i>)	\$ 15,054	\$ 15,054	\$ 15,054
Graduate Assistants	\$ 0	\$ 0	\$ 0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 24,480	\$ 24,480	\$ 24,480
Fringe Benefits (<i>total for all groups</i>)	\$ 57,046	\$ 58,725	\$ 60,597
Other Personnel Costs	\$ 0	\$ 0	\$ 0
Total Existing Personnel Costs – Reassigned or Existing	\$ 250,978	\$ 252,657	\$ 254,529
Personnel – – New Positions*			
Faculty	\$ 16,000	\$ 16,000	\$ 16,000
Administrators (<i>other than instruction time</i>)	\$ 0	\$ 0	\$ 0
Graduate Assistants	\$ 25,000	\$ 51,500	\$ 51,500
Support Staff for Administration (<i>e.g., secretarial</i>)	\$ 0	\$ 0	\$ 0
Fringe Benefits (<i>total for all groups</i>)	\$ 3,840	\$ 5,840	\$ 5,840
Other Personnel Costs	\$ 0	\$ 0	\$ 0
Total Existing Personnel Costs – Reassigned or Existing	\$ 44,840	\$ 73,340	\$ 73,340
	<i>List Amounts in Dollars</i>		
Start-up Costs – One-Time Expenses			
Library/learning resources	\$ 0	\$ 0	\$ 0
Equipment/Technology	\$ 0	\$ 0	\$ 0

Physical Facilities: Construction or Renovation	\$ 0	\$ 0	\$ 0
Other	\$ 6,400	\$ 16,000	\$ 26,400
Total Start-up Costs	\$ 6,400	\$ 16,000	\$ 26,400
Operating Costs – Recurring Expenses*			
Supplies/Expenses	\$ 0	\$ 0	\$ 0
Library/learning resources	\$ 0	\$ 0	\$ 0
Equipment/Technology	\$ 0	\$ 0	\$ 0
Travel	\$ 109	\$ 109	\$ 109
Other	\$ 2,800	\$ 2,800	\$ 2,800
Total Operating Costs	\$ 2,909	\$ 2,909	\$ 2,909
GRAND TOTAL COSTS	\$ 305,127	\$ 344,906	\$ 357,178

B. FUNDING SOURCES <i>(projected as appropriate)</i>	<i>List Amounts in Dollars</i>			
	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	\$ 394,659	\$ 448,750	\$ 496,766	\$ 534,645
Student Fees	\$ 178,887	\$ 199,384	\$ 216,376	\$ 228,314
Other Sources **	\$ 0	\$ 0	\$ 0	\$ 0
GRAND TOTAL FUNDING	\$ 573,546	\$ 648,134	\$ 713,142	\$ 762,959
Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		+\$ 343,007	+\$ 368,236	+\$ 405,781

IX. Expenditures and Funding Sources Explanations

A. Expenditures

The Bachelor of Applied Science (BAS) in Exercise Science at KU's Edwards Campus is a complimentary program to our existing Bachelor of Science (BS) in Exercise Science. The BS is currently available in-person on the Lawrence Campus and at the Edwards Campus in Overland Park; the BAS will be available online.

Personnel Reassigned or Existing Positions:

All faculty, administrators, and support staff who are currently assigned to the BS in Exercise Science program will remain in those assignments while also supporting the BAS in Exercise Science.

Personnel New Positions:

The BS in Exercise Science has quickly grown to one of the largest programs at the Edwards Campus. By adding the online BAS to the program, we anticipate the need to hire additional graduate teaching assistants (GTA) and lecturers to assist with additional course offerings needed to meet the demand. Lecturers receive \$4,000 per course; the GTA receives a stipend of \$17,000 as well as approximately \$10,000 in tuition, fees, and fringe.

Start-Up Costs / One-Time Expenses:

With the BS in Exercise Science already established at KU Edwards, we anticipate only minimal additional start-up costs. The program has been in the process of moving classes online to accommodate non-traditional students. The main start-up cost will be in marketing the program.

Operating Costs Recurring Expenses:

All equipment, library/learning resources, and supplies present for the existing BS in Exercise Science will be available for the BAS program as well. Recurring expenses for the BAS in Exercise Science consist of mileage for faculty to travel from the Lawrence campus to the Edwards campus and the standard \$1,400 per instructor that is allocated for yearly professional development.

B. Funding Sources

The BS in Exercise Science program is a Johnson County Education and Research Triangle (JCERT) funded program; although the BAS program would not directly receive JCERT funds, BAS students will benefit from the support of JCERT.

Currently, the BS program is self-sustaining on tuition and fees alone. (In Fall 2018, the BS in Exercise Science had an enrollment of 594 semester credit hours, a 10% increase from the previous year.) By adding the online BAS degree, the program will be able to reach a different demographic of students who are seeking an applied science degree. The projected growth in tuition and fee revenue is able to fund the minimum expenses needed to start the BAS program online. The tuition growth will allow for additional resources and faculty to be added as needed.

X. References

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Act on Proposed Revisions to the Credit by Exam Policy

Summary

The Board's policy on Credit by Examination requires state universities to adopt uniform cut scores for awarding credit to students for earning acceptable scores on standardized exams. Current policy includes Advanced Placement (AP) and College Level Examination Programs (CLEP) exams. The proposed policy revision seeks to include standardized cut scores for International Baccalaureate (IB) exams as well. Board staff concur with the Council of Presidents and the Council of Chief Academic Officers in recommending approval. March 4, 2019

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 Credit for Prior Learning (CPL) Task Force recommends the following policy addition: a standard cut score of four (4) and above for all International Baccalaureate (IB) exams.

Membership on the CPL Task Force consists of representation from each university, as well as representation from the community college and technical college sectors. Their responsibility is delegated in Board policy to provide oversight of standardized recognition of credit for prior learning and to implement the Kansas Credit for Prior Learning Guidelines as approved by the Board.

IB courses span over a two-year period, include multiple assessment formats throughout the course, and culminate with a final score ranging from one (lowest) to seven (highest). The CPL Task Force conducted extensive research regarding interpretation of IB exam scores, practices and policies, success rates of IB graduates, and current practices for awarding credit for IB exams at their respective institutions. The Task Force concluded that consistent cut scores and transparency for high caliber students participating in this rigorous program are important in keeping these students in Kansas for higher education.

The Credit by Exam policy includes processes for any academic discipline to establish higher standardized exam scores as well as a process to periodically review and change previously established cut scores. Both of those processes were recommended and revised by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers, as noted in the proposed amended policy.

Recommendation

The proposed policy change would require state universities to adopt standardized cut scores for awarding credit for IB exam scores of four (4) and above for equivalent courses. Staff recommends approval.

CHAPTER II: GOVERNANCE¹ – STATE UNIVERSITIES

- A. **ACADEMIC AFFAIRS** (see Chapter III., Section A. for additional academic affairs policies applicable to state universities)

...

3. CREDIT BY EXAMINATION

¹ See Chapter I., Section A.3. for definition of Governance.

- 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, Except for exams with alternative scores set under paragraph c,~~ 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.
 - iii. Credit for all International Baccalaureate (IB) examination scores of four (4) or above on Higher Level (HL) exams and Standard Level (SL) exams for the equivalent course or courses at their institutions.
- c. Any academic discipline may establish a higher systemwide AP exam scores above three (3) and IB exam scores above four (4) using the process for establishing a higher ~~AP exam scores that was systemwide score~~ proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on May 18, 2016 and amended by COCAO on February 20, 2019. Any academic discipline may review and change a higher systemwide AP exam score above (3) and a higher systemwide IB exam score above (4) using the process for reviewing and changing systemwide scores proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on January 17, 2018 and amended by COCAO on February 20, 2019.
- 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 above four (4) on Higher Level or Standard Level IB exams, and scores above the ACE credit-granting recommended score of 50 for CLEP exams.

Process for establishing a higher system-wide credit by exam scores [proposed by the Council of Faculty Senate Presidents and approved by COCAO on May 18, 2016 and amended on February 20, 2019]:

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 and amended on February 20, 2019]:

~~AP and CLEP~~ System-wide credit by exam 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 Proposed Amendments to the Naming of Academic Units Policy

**Jean Redeker,
VP, Academic Affairs**

Summary

Board policy allows institutions to recommend to the Board and the Board Academic Affairs Committee the naming of an academic unit for an individual, individuals or business entity. The proposed policy revisions provide procedural guidance that is currently lacking, and the revisions mirror the Board’s “Naming of Buildings” policy. The Council of Chief Academic Officers and the Council of Presidents approved the policy amendments. Staff recommends approval.

February 25, 2019

Background

The Board’s policy on the Naming of Academic Units was recently reviewed and staff determined that adding procedural guidance to the policy would be beneficial. Revisions to the “Naming of Academic Units” policy are modeled after the Board’s “Naming of Buildings” policy, which is provided on the following page for reference.

The Board Academic Affairs Standing Committee and the Governance Committee approved the policy amendments at their respective February 20th meetings. Subsequently, it was suggested that an additional amendment be added, which is highlighted below. This additional amendment clarifies that when a proper name is to be displayed on the exterior of a building or facility, it will be treated as a naming and is subject to this policy or the policy on naming of buildings.

Once BAASC acts on the additional amendment highlighted below, the policy will be acted upon by the Governance Committee.

Staff Recommendation

Staff recommends adoption of the proposed policy amendments set forth below:

9. NAMING OF ACADEMIC UNITS

~~Schools, Colleges, Institutes, Bureaus, Centers or other academic units shall be named for an individual, individuals or business entity by the Board upon the recommendation of the chief executive officer of the state university and the Board Academic Affairs Committee. No public communication of a proposed name shall be made until the name is presented for consideration to the open meeting of the Academic Affairs Committee.~~

The authority to name schools, colleges, institutes, bureaus, centers, or other academic units for an individual, individuals, or business entity is the province of the Board of Regents. The authority to re-name or remove the name of any state university academic unit also resides in the Board. Any documentation used by any state university or affiliate corporation of any state university for fund raising purposes shall clearly state that proposed names are subject to Board action and shall reserve to the Board the right to remove any name bestowed upon an academic unit. Possible reasons for removal of a name include, but are not limited to, circumstances causing damage to the reputation of the university, change of law regarding naming authority, or the dissolution or merging of the academic unit. For purposes of this policy, any time a proper noun name is to be displayed on the exterior of a building or facility, it will be treated as a naming and shall be submitted to the Board for consideration in accordance with this policy or in accordance with the Board policy on naming of buildings.

a. Criteria

- i Academic units may be named for distinguished individuals who have made extraordinary contributions of a scholarly, professional, or public service nature related to the academic unit, or for major donors to the unit or the university.
- ii Before forwarding a name to the Board for consideration, the state university shall undertake a thorough degree of due diligence to avoid commercial influence or conflict of interest.

b. Process

The chief executive officer of the state university shall recommend an appropriate name to the Board for consideration. The university shall first present the name(s) for consideration in an open meeting of the Academic Affairs Committee.

At the time the Academic Affairs agenda item is submitted, the name shall not be included; however, the state university shall send the proposed nomination, statement and materials individually to Regents and the President and Chief Executive Officer at least four weeks before the state university sends its agenda material requests to the Board office for the Academic Affairs meeting at which the nomination is to be considered. No public communication of a proposed nomination shall be made until the name is presented for consideration at an open meeting of the Academic Affairs Committee.

Upon approval by the Academic Affairs Committee, the Board shall act on the nomination.