

COUNCIL OF CHIEF ACADEMIC OFFICERS

AGENDA

**February 14, 2018
9:15 am – 10:00 am
or upon adjournment of SCOCAO
reconvene at noon**

The Council of Chief Academic Officers will meet in the Suite 530 located in the Curtis State Office Building at 1000 SW Jackson, Topeka, Kansas, 66612.

I. Call To Order

- A. *Approve meeting minutes* April Mason, Chair p. 3
January 17, 2018, meeting

II. Program Request

- A. *Bachelor of Science in Political Science (Second Reading)* FHSU p. 6
B. *Master of Arts in Arts Leadership and Management* WSU p. 12
(First Reading)
C. *Master of Science in Athletic Training (First Reading)* KUMC p. 35
D. *Degree Name Changes* KU p. 43
- *B.S.E. in Health and Physical Education to B.S.E. in Physical Education Plus*
 - *M.S.E. in Health and Physical Education to M.S.E. in Health, Sport Management, and Exercise Science*
 - *Ph.D. in Health and Physical Education to Ph.D. in Health, Sport Management, and Exercise Science*

III. Updates

- A. *Council of Faculty Senate Presidents* Brian Lindshield, KSU

IV. Other Matters

- A. *Proposed Amendments to Credit by Exam Policy* Karla Wiscombe, KBOR p. 44
B. *Proposed Amendments to Accreditation Policy* Jean Redeker, KBOR p. 47
C. *New Program Proposal Form* Max Fridell, KBOR p. 48
D. *Process for Universities to Submit Justification for Baccalaureate Degrees Exceeding 120 Credit Hours* COCAO Members
E. *Informational Items* COCAO Members
- *Undergraduate Research Day*

V. Adjournment

**Council of Chief Academic
Officers Meeting Schedule**

MEETING DATES	Location	Lunch Rotation	New Program/Degree Requests Due	Agenda Materials Due
February 14, 2018	Topeka	KU	January 3, 2018	January 29, 2018
March 14, 2018	PSU	PSU	January 31, 2018	February 26, 2018
April 18, 2018	Conference Call		March 7, 2018	April 2, 2018
May 16, 2018	KUMC	KUMC	April 4, 2018	April 30, 2018
June 20, 2018	Topeka	Washburn	May 9, 2018	June 4, 2018

Council of Chief Academic Officers

MINUTES

Wednesday December 20, 2017

Council of Chief Academic Officers

MINUTES

Wednesday January 17, 2018

The January 17, 2018, meeting of the Council of Chief Academic Officers was called to order by Chair April Mason at 9:29 a.m. The meeting was held in Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	April Mason, KSU Lynette Olson, PSU Rick Muma, WSU	David Cordle, ESU Neeli Bendapudi, KU	Jeff Briggs, FHSU Robert Klein, KUMC
Staff:	Jean Redeker Max Fridell	Karla Wiscombe Cynthia Farrier	Tim Peterson Sam Christy-Dangermond
Others:	Ed Kremer, KCKCC Stuart Day, KU Amy Hite, PSU Linnea GlenMaye, WSU Cliff Morris, PSU Rob Catlett, ESU Steve Loewen, FHTC Brad Bennett, Colby CC	Todd Carter, Seward CC Elaine Simmons, Barton CC Erin Shaw, Highland CC Brian Lindshield, KSU Spencer Wood, KSU Brian Niehoff, KSU Brenda Chatfield, NWKTC Harold Arnett, Cowley CC	Carolyn Shaw, WSU Michael Fitzpatrick, Pratt CC Erin Shaw, Highland CC Mark Porcaro, WSU Lori Winningham, Butler CC Michael McCloud, Johnson CC Adam Borth, Fort Scott CC

Chair April Mason welcomed everyone and started introductions around the room.

APPROVAL OF MINUTES

Lynette Olson moved that the minutes of the December 20, 2017, meeting be approved. Following the second of Rick Muma, the motion carried.

PROGRAM REQUESTS

- PSU – Bachelor of Science in Education in Elementary Education Unified (K-6) (second reading). Lynette Olson stated there have been no further questions or discussions.

Neeli Bendapudi moved, with the second of David Cordle, that the Bachelor of Science in Education in Elementary Education Unified (K-6) be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPS and BAASC.

- PSU – Master of Professional Accountancy (second reading). Lynette Olson stated there have been no further questions or discussions.

Jeff Briggs moved, with the second of Neeli Bendapudi, that the Master of Professional Accountancy be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPS and BAASC.

- FHSU – Bachelor of Science in Political Science (first reading).

Jeff Briggs discussed Fort Hays State University’s Bachelor of Science in Political Science. If there are further comments or questions, please contact Jeff Briggs prior to the February 14, 2018, meeting. This is a first reading and no action is required.

- FHSU requests approval to change the degree title from AAS in Applied Technology to AAS in Technology and Leadership. Discussion followed.

Rick Muma moved, with the second of Lynette Olson, that the degree title change request by FHSU be approved. The motion carried.

- PSU requests approval to change the following degree titles:
 - BS in Recreation to BS in Recreation Services, Sport and Hospitality Management
 - AAS in Wood Technology to AAS in Architectural Manufacturing Technology
 - BST in Wood Technology to BST in Architectural Manufacturing Management and Technology

Discussion followed. Rick Muma moved, with the second of David Cordle, that the degree title changes requested by PSU be approved. The motion carried.

UPDATES

Brian Lindshield, KSU, discussed the proposed amendments to the Credit by Exam process. Changes to the process are noted on page 26 of the agenda. Discussion followed on various aspects of the process.

David Cordle moved, with the second of April Mason, to accept the revised Credit by Exam Process as written. The motion passed with a vote of five in favor and one opposed.

The Chair recessed the meeting at 10:01 am.

COCAO reconvened at 12:02 pm.

OTHER MATTERS

- Rick Muma is the Interim Provost for Academic Affairs at WSU.
- Brian Niehoff is the Associate Provost at KSU.
- Max Fridell requested feedback on the New Program Proposal form. Discussion followed and suggestions were made. Further comments should be e-mailed to Max Fridell and a revised form will be presented at the next meeting.
- Proposed amendments to Accreditation Policy were presented by Jean Redeker. Discussion followed and COCAO determined that the proposed amendments were not feasible. COCAO’s recommendation is for a three or five year reporting requirement to KBOR staff. An updated proposal will be presented at the next meeting.
- Proposed amendments to Audit Policy were presented by Jean Redeker. Discussion followed and COCAO is appreciative of the flexibility in the proposal.

Rick Muma moved, with the second of David Cordle, to accept the proposed amendments to the Audit Policy. The motion carried.

- Concurrent Enrollment Partnership Taskforce discussion
 - Respond to the proposal within the open comment period

- Interstate Passport discussion
 - Interstate Passport should be discussed with faculty on campus
 - Jeff Briggs will gather more information on Interstate Passport and inform COCAO at the next meeting
- Discuss Process for Universities to Submit Justification for Baccalaureate Degrees Exceeding 120 Credit Hours
 - Distributed handout showing bachelor degree similarities at ESU, KU, KUMC and WSU
 - KSU distributed its degree program information
 - COCAO requested the electronic file of the handout with the inclusion of KSU's degree information
 - COCAO will review the process attached to the agenda and provide feedback at the next meeting
- Discuss April Conference Call
 - April 18th at 11:00 am conference call to review and approve degree programs as needed
 - March 7th is last day to submit degree programs for approval this academic year

Informational Items

- Brian Lindshield will update the Open Resource presentation with PSU's information and send to COCAO.

ADJOURNMENT

David Cordle moved, with the second of Lynette Olson to adjourn the meeting. The motion carried and the meeting adjourned at 1:10 pm.

Fort Hays State University
Request to Add New Degree to an Existing Program
Program Summary
Kansas Board of Regents

<u>Criteria</u>	<u>Program Summary</u>
1. Program Title and Degree	Bachelor of Science in Political Science Add to Department of Political Science with existing Bachelor of Arts in Political Science
2. CIP Date of Implementation	CIP: 45.1001 Fall 2018
3. Academic Unit	Department of Political Science College of Arts, Humanities, and Social Sciences
4. Program Description	<p>Fort Hays State University's main goal for this proposal is to offer a balanced political science program for students. Both the Bachelor of Science degree and the Bachelor of Arts degree have distinct advantages. The current Bachelor of Arts in Political Science degree is an excellent option for students interested in a broader education in the major; it includes foreign language and increased opportunities for electives. The proposed Bachelor of Science in Political Science degree is more specialized and geared for students interested in a career that is technical in orientation. Beyond these broad descriptions, there are several factors that determine the best degree path, including career requirements, academic abilities, and aptitude.</p> <p>By offering the Bachelor of Science in Political Science degree at a more in-depth level, students may take, in lieu of foreign language and electives, additional credit hours of mathematics, science, or applied coursework as approved by the advisor. FHSU will continue to offer the Bachelor of Arts in Political Science, which is especially well-suited to students wishing to pursue foreign language as part of their degree program.</p>
5. Rationale for Degree	<p>The addition of a Bachelor of Science in Political Science degree option will offer opportunities for students to better address the expectations of certain careers or advanced study, especially those requiring a stronger background in math or science. For example, students interested in research or campaign management may opt for statistics or computer science; whereas students venturing into public health or agriculture policy may be well-served by additional coursework in biology or agriculture; and, likewise, students may choose more courses in economics or finance if their career future includes economic policy.</p> <p>This degree option will also serve our online adult learners, providing them with continued flexibility in their academic programming.</p>

6. Student Profile	<p>Students drawn to this program will likely have interests in political science, mathematics, science, and specialized interests in the social sciences.</p> <p>Skills attained in this field are broadly applicable to a variety of career options: investment banking, lobbyist, campaign manager, city planner, academic or business research, financial consultant, public finance and administration, international affairs, non-profit, teaching, social media administrator, public relations, etc.</p>																																
7. Faculty Profile	<table border="1" data-bbox="565 457 1393 758"> <thead> <tr> <th>Faculty Name</th> <th>Faculty Rank</th> <th>Highest Degree</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td>Bryan Bennett*</td> <td>Assistant Professor</td> <td>J. D.</td> <td>1.0</td> </tr> <tr> <td>Leland Coxe</td> <td>Instructor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Lawrence Gould*</td> <td>Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Josephine Squires*</td> <td>Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Jian Sun*</td> <td>Associate Professor</td> <td>Ph.D.</td> <td>0.5</td> </tr> <tr> <td>Vacant*</td> <td>Assistant Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Vacant*</td> <td>Assistant Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> </tbody> </table> <p><i>*Tenured/Tenure-Track Faculty</i></p> <p>Areas of specialty pertinent to this program from the faculty include Science, Technology and Public Policy, American Politics, International Studies, Public Administration and Public Policy, Legal Studies, Political Management and Political Theory</p>	Faculty Name	Faculty Rank	Highest Degree	FTE	Bryan Bennett*	Assistant Professor	J. D.	1.0	Leland Coxe	Instructor	Ph.D.	1.0	Lawrence Gould*	Professor	Ph.D.	1.0	Josephine Squires*	Professor	Ph.D.	1.0	Jian Sun*	Associate Professor	Ph.D.	0.5	Vacant*	Assistant Professor	Ph.D.	1.0	Vacant*	Assistant Professor	Ph.D.	1.0
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8. Curriculum	<table border="1" data-bbox="657 947 1243 1205"> <thead> <tr> <th>Requirements</th> <th>SCH</th> </tr> </thead> <tbody> <tr> <td>General Education</td> <td>55</td> </tr> <tr> <td>Major Core Courses</td> <td>22</td> </tr> <tr> <td>Concentration Courses for Major</td> <td>12</td> </tr> <tr> <td>Math, Science, and/or Applied Courses</td> <td>20</td> </tr> <tr> <td>Electives</td> <td>11</td> </tr> <tr> <td>Total Semester Credit Hours (SCH)</td> <td>120</td> </tr> </tbody> </table> <p>The curricular sequence allows students to develop foundational knowledge and skills, attain discipline specific knowledge and skills, and integrate and apply knowledge and skills through research, internship, and capstone experiences.</p>	Requirements	SCH	General Education	55	Major Core Courses	22	Concentration Courses for Major	12	Math, Science, and/or Applied Courses	20	Electives	11	Total Semester Credit Hours (SCH)	120																		
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9. Academic Support	<p>In addition to having a faculty members engaged as academic advisors, students also have access to FHSU's Kelly Center for Academic Success, which includes counseling, tutoring, and assistance with acquiring special resources. Students also have access to a wide range of services available in the Forsyth Library and at the Academic Advising and Career Exploration Center located in Picken Hall.</p>																																
10. Facilities and Equipment	<p>The Bachelor of Science in Political Science degree program will be housed in Rarick Hall on the FHSU campus. Current facilities and equipment being used for the BA in Political Science will also be used for this program. No additional facility or equipment is requested.</p>																																

<p>11. Program Review and Accreditation</p>	<p>The Bachelor of Science in Political Science program will be reviewed and assessed within the College of Arts, Humanities, and Social Sciences with foci on content, instruction, and attainment of learning outcomes. These course-based assessments include instructor/course student evaluations.</p> <p>Assessment of program learning outcomes will occur on an annual basis, reporting through the annual department review process and coordinating with the university assessment committee.</p> <p>Additionally, the program will be reviewed per KBOR requirements. There is no specialized accreditation available for this degree program.</p>
<p>12. Costs, Financing</p>	<p>No additional resources or costs are requested for this program.</p>

**Fort Hays State University
Curriculum Outline
Request to Add New Degree to an Existing Program
Kansas Board of Regents**

- I. Identify the New Degree: Bachelor of Science in Political Science
Note: This degree is to be added in the Political Science Department (which has an existing BA in Political Science degree).

II. Required Courses:

<u>Course Number and Name</u>	<u>Credit Hours</u>
Core Courses:	
POLS 100: Orientation to Political Science	3
POLS 101: American Government	3
PHIL 201: Political Philosophy	3
POLS 230: Introduction to International Relations	3
POLS 280: Introduction to Public Policy	3
POLS 455: Research Methods	3
POLS 689: Internship	1
POLS 490: Capstone	<u>3</u>
Total for Core Courses:	22

Concentration Courses: select 12 hours (3 credit hours from 4 of the 5 subfields)

Subfield 1: American Politics

POLS 103: State and Local Government	3
POLS 401: The Congress	3
POLS 403: The Presidency	3
POLS 660: Political Campaign Management	3
POLS 661: American Political Parties	3
POLS 664: Political Behavior	3
POLS 665: Interest Groups and Lobbying	3
Other (note here if a Seminar or Topics course has been included)	3

Subfield 2: International Relations/Comparative Politics

POLS 609: Model UN (1+ hours)	1+
POLS 240: Comparative Governments of Industrialized Societies	3
POLS 631: American Foreign Policy	3
POLS 632: Problems and Issues in World Politics	3
POLS 640: Comparative Politics	3
Other (note here if a Seminar or Topics course has been included)	

Subfield 3: Public Law

POLS 320: Introduction to Law	3
POLS 422: Legal Advocacy	3
POLS 425: Legal Research Methods	3
POLS 620: Constitutional Law	3
POLS 621: American Civil Liberties	3
PHIL 310: Legal Philosophy	3
Other (note here if a Seminar or Topics course has been included)	

Subfield 4: Political Theory

POLS 650: History of Political Theory	3
POLS 651: Recent Political Theories	3
POLS 653: American Political Thought	3
PHIL 301: Philosophy of Law	3
Other (note here if a Seminar or Topics course has been included)	

Subfield 5: Administration/ Public Policy

POLS 310: Introduction to Public Administration	3
POLS 400: Urban Politics	3
POLS 611: Policy Analysis	3
POLS 612: The Administrative Process	3
POLS 614: Budgeting	3
POLS 616: Public Personnel Management	3
Other (note here if a Seminar or Topics course has been included)	—
Total Concentration Courses from Subfields	12
III. Semester Credit Hour Requirements	
General Education	55
Major Core Courses	22
Concentration Courses for Major from Subfields	12
Math, Science, and/or Applied Courses	20
Electives	<u>11</u>
Total Semester Credit Hours	<u>120</u>

**Fort Hays State University
Fiscal Summary
Request to Add New Degree to an Existing Program
Kansas Board of Regents**

Proposed Program: **Bachelor of Science in Political Science**
Add to Department of Political Science with existing Bachelor of Arts in Political Science

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:	10	5	20	10	30	15
B. Total SCH taken by all students in program	132		300		450	
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	
Salaries	No new costs		No new costs		No new costs	
OOE	No new costs		No new costs		No new costs	
Total	No new costs		No new costs		No new costs	

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

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

Master of Arts in Arts Leadership and Management

<u>Criteria</u>	<u>Program Summary</u>
<p>1. Program Identification</p> <p>Title of proposed program: Degree to be offered: Anticipated date of implementation: Responsible department(s) or unit(s): Total Number of Sem. Credit Hours: Modality: CIP code:</p>	<p>Arts Leadership and Management Master of Arts Fall 2018 Interdisciplinary Department, College of Fine Arts 30 Completely Online 50.1001</p>
<p>2. Program Description</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>3. Demand/Need for the Program</p>	<p>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.</p> <p>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).</p> <p>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,</p>

	stackable-certificate program would appeal to both those interested in the development of skills within arts management or leadership.
4. Employment Demand	<p>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</p> <p>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.</p> <p>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</p> <p>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.</p>
5. Comparative/ Locational Advantage	<p>Among the six state universities, none offers a comparable degree at the graduate level. Because WSU is located in the largest city in Kansas, 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.</p>
6. Curriculum	<p>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.</p>
7. Faculty Profile	<p>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.</p>

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.*

	<p>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.</p>
8. Student Profile	<p>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.</p> <p>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.</p>
9. Academic Support	<p>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.</p> <p>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.</p> <p>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.</p>
10. Facilities and Equipment	<p>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.</p>
11. Program Review, Assessment, Accreditation	<p>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.</p> <p>Specialized accreditation is not available for this degree.</p>
12. Costs, Financing	<p>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</p>

experience outside of the university. These funds will be provided by the WSU Office of Online Learning.

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

- | | |
|---|--|
| 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
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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

Research:

FA 885 Thesis Research	6
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OR Additional Coursework

University courses 500 or above as approved by advisor	6
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OR Additional Coursework and Final Project

FA 866 Final Project	3
University courses 500 or above as approved by advisor	3

Subtotal 6

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	

¹Total generated credit hours are based on a combination of full and part time students.

²SCH = 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.



MARKET RESEARCH REPORT

Market Demand for Online Graduate-Level Arts Leadership and Management Programs

Analysis of Regional Employer Demand and
Competitor Program Characteristics

COE Forum

COE Forum

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1) Research Methodology

Project Challenge Leadership at Wichita State University approached the Forum as they evaluated the market viability of online graduate-level arts leadership and management programs. Leadership at the University expressed particular interest in a series of stackable certificates that comprise a master's-level degree program. Through a combination of qualitative interviews with administrators of competitor programs and quantitative data analytics, the Forum sought to assess the market viability of an online graduate-level arts leadership and management program.

EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

Methodology and Definitions **Methodology:** This report includes data from online job postings from March 2016 to February 2017. The Forum identified regional demand over time, top titles, top skills, top locations, and top employers for undergraduate- and graduate-level arts leadership and management professionals in the region.

Definitions: "Regional data" refers to Kansas, Missouri, Oklahoma, and Texas.

Annual growth in job postings is measured in the change between July 2013 and December 2016 by six-month halves (e.g., H2 2015 is July 2015 to December 2015).

Burning Glass Labor/Insight™ **EAB's Partner for Real-Time Labor Market Data**
This report includes data made available through EAB's partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass's proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings "unspecified" for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at bdenious@burning-glass.com or 301-525-6596.

Project Sources

The Forum consulted the following sources for this report:

- BlueJeans (bluejeans.com)
- EAB's internal and online research libraries (eab.com)
- National Center for Education Statistics, Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/)
- The United States Bureau of Labor Statistics (bls.gov)
- Profiled academic webpages:
 - Colorado State University-Fort Collins, Master of Arts Leadership and Cultural Management page, Accessed March 29, 2017, <https://www.online.colostate.edu/degrees/arts-leadership-administration/>.
 - Seattle University, Master of Fine Arts in Arts Leadership page, Accessed March 29, 2017, <https://www.seattleu.edu/artsci/mfa/>.
 - Southern Methodist University, Arts Management and Arts Entrepreneurship page, Accessed March 29, 2017, <http://www.smu.edu/Meadows/AreasOfStudy/ArtsManagement/GraduateStudies/MAMBA>.
 - Southern Utah University, Arts Administration page, Accessed March 29, 2017, <https://www.suu.edu/pva/aa/>.
 - University of Houston, Master of Arts in Arts Leadership page, Accessed March 20, 2017, <http://www.uh.edu/cota/arts-leadership/>.

Profiled Institutions

The Forum interviewed administrators or profiled programs via secondary research at the following institutions:

A Guide to Institutions Profiled in this Brief¹

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Colorado State University-Fort Collins	Mountain West	24,000/30,000	Doctoral Universities: Highest Research Activity
Seattle University	Pacific West	4,500/7,500	Master's College & Universities: Larger Programs
Southern Methodist University	South	5,500/11,500	Doctoral Universities: Higher Research Activity
Southern Utah University	Mountain West	8,000/9,000	Master's College & Universities: Larger Programs
University of Houston	South	35,000/42,500	Doctoral Universities: Highest Research Activity

1) National Center for Education Statistics.

2) Executive Overview

Create an online graduate-level arts leadership and management program to meet increased employer demand between H2 2014 and H2 2016. Despite a decrease in employer demand for both undergraduate- and graduate-level arts leadership professionals between H2 2013 and H2 2016 (i.e., 12 and nine percent respectively), recent increases in employer demand indicate a recovering market.

Between H1 2014 and H2 2016, employer demand for relevant undergraduate professionals grew 68 percent (i.e., 38 to 64 postings). Similarly, between H2 2014 and H2 2016 employer demand for relevant graduate-level professionals grew 15 percent (i.e., 278 to 321 postings). In addition, profiled competitor programs experienced increased student interest in the recent years. In particular, **Seattle University's** program more than doubled in size between 2007 and 2012 (i.e., nine to 20 students).

Recruit working professionals in metropolitan statistical areas (MSAs) proximate to the University with high demand, such as the Chicago-Joliet- Naperville, IL-IN-WI MSA to secure enrollments. Proximate to **Wichita State University**, employers in the Chicago-Joliet-Naperville, IL-IN-WI and Dallas-Fort Worth-Arlington, TX MSAs most frequently seek undergraduate- and graduate-level arts leadership and management professionals (i.e., 520 and 214 postings, respectively). In addition, administrators across profiled institutions typically attract students within their respective states, surrounding states, or local areas (i.e., city and surrounding communities). Administrators should focus primary marketing efforts on the Midwest region and secondary, low-cost marketing efforts on distant MSAs with high employer demand (e.g., Los Angeles-Long Beach-Santa Ana, CA).

Attend arts industry conferences and events, such as those held by the Association of Performing Arts Professionals (APAP), to increase program recognition and garner enrollments. Administrators at profiled institutions report faculty attendance and presentations at relevant events and conferences help to publicize programs. In addition, become a member program of the Association of Arts Administration Educators (AAAE) to reach students across the country interested in arts leadership and management programs. The AAAE offers a searchable database of educational programs which allows students to locate programs nationwide relevant to their interests.

Offer elective courses to allow students to tailor their education to meet their career aspirations.

National employers that seek undergraduate- and graduate-level arts leadership and management professionals vary from small, local non-profits (e.g., Missouri Botanical Garden) to large national companies (e.g., Live Nation Worldwide, Fox). Allow students to enroll in elective coursework, such as non- profit management or large scale business and management courses, to effectively prepare them to work in the type of organization of their choice.

3) Employer Demand Analysis

Employer Demand over Time

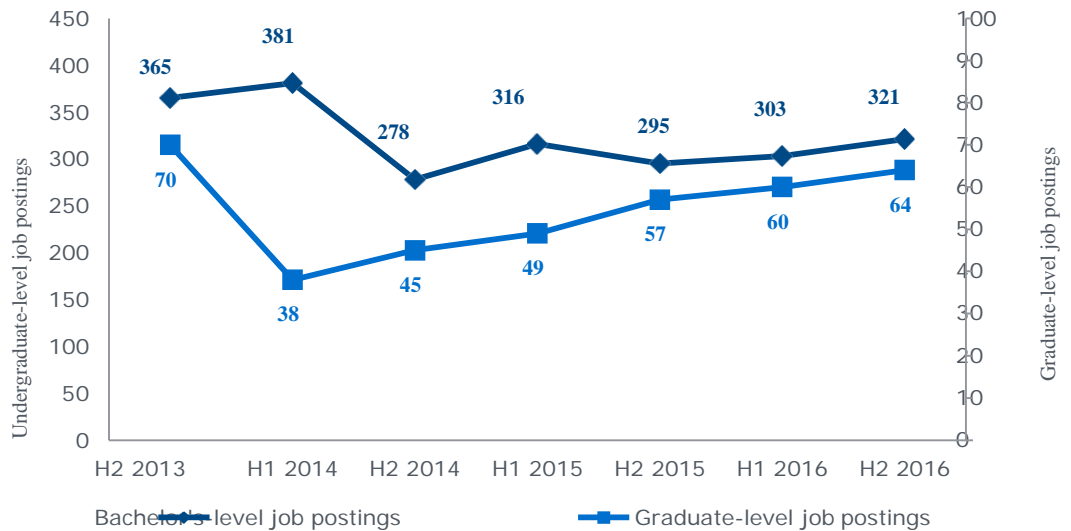
Create a Graduate-Level Arts Leadership and Management Program in Response to Recent Growth in Employer Demand between H2 2014 and H2 2016

Demand for undergraduate-level arts leadership and management professionals grew 15 percent (i.e., 278 to 321 postings) while demand for graduate-level professionals in the field grew 45 percent (i.e., 45 to 64 postings) between H2 2014 and H2 2016. Although employer demand for both undergraduate- and graduate-level professionals decreased between H2 2013 and H2 2016 (i.e., 12 and nine percent, respectively), employer demand for both undergraduate- and graduate level professionals began to increase in 2014. Employer demand for graduate-level professionals began to steadily increase in H1 2014 while demand for undergraduate-level professionals began to increase in H2 2014.

The Bureau of Labor Statistics (BLS) projects average growth for occupations relevant to undergraduate- and 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.²

Job Postings for Undergraduate- and Graduate-Level Arts Leadership and Management Professionals

January 2014-December 2016, Regional Data³



2) Bureau of Labor Statistics

3) Burning Glass Labor/Insight™

Include Coursework in Basic Business Skills such as 'Budgeting' to Meet Employer Demand

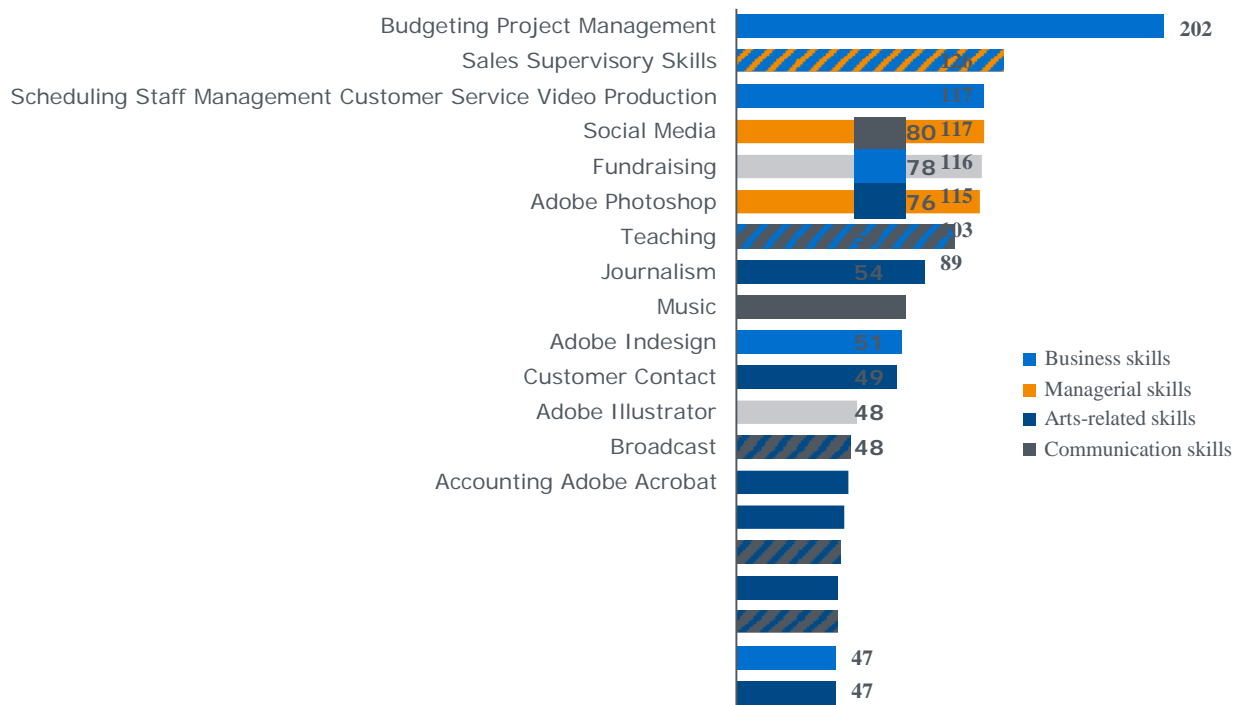
Administrators at **Wichita State University** should include coursework focused on in-demand business and managerial skills (e.g., 'budgeting,' 'project management') to prepare students for employment. Business skills, such as 'sales' and 'customer service,' compose seven of the top 20 demanded skills by employers. Managerial skills, such as 'supervisory skills' and 'staff management' skills, compose three of the top 20 demanded skills by employers. Administrators at **Seattle University** require students to enroll in coursework such as "financial management for arts leaders" and "leading staff in arts organizations" to confer both business and managerial skills.

In addition, regional employers seek undergraduate- and graduate-level arts leadership and management professionals with arts-related skills, such as 'video production.' Such skills compose eight of the top 20 demanded skills by regional employers. Administrators should recruit students with previous arts industry experience who wish to receive business and management training to meet employer demand. Communication skills compose five of the top 20 in-demand skills by regional employers (e.g., 'customer service,' 'social media'). Include coursework regarding communication in the arts industry to confer such skills.

Top Skills for Undergraduate- and Graduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁴

n = 666 job postings, 126 unspecified postings



4) Burning Glass Labor/Insight™

Top Employers

Offer Electives Suited to Students' Professional Interests

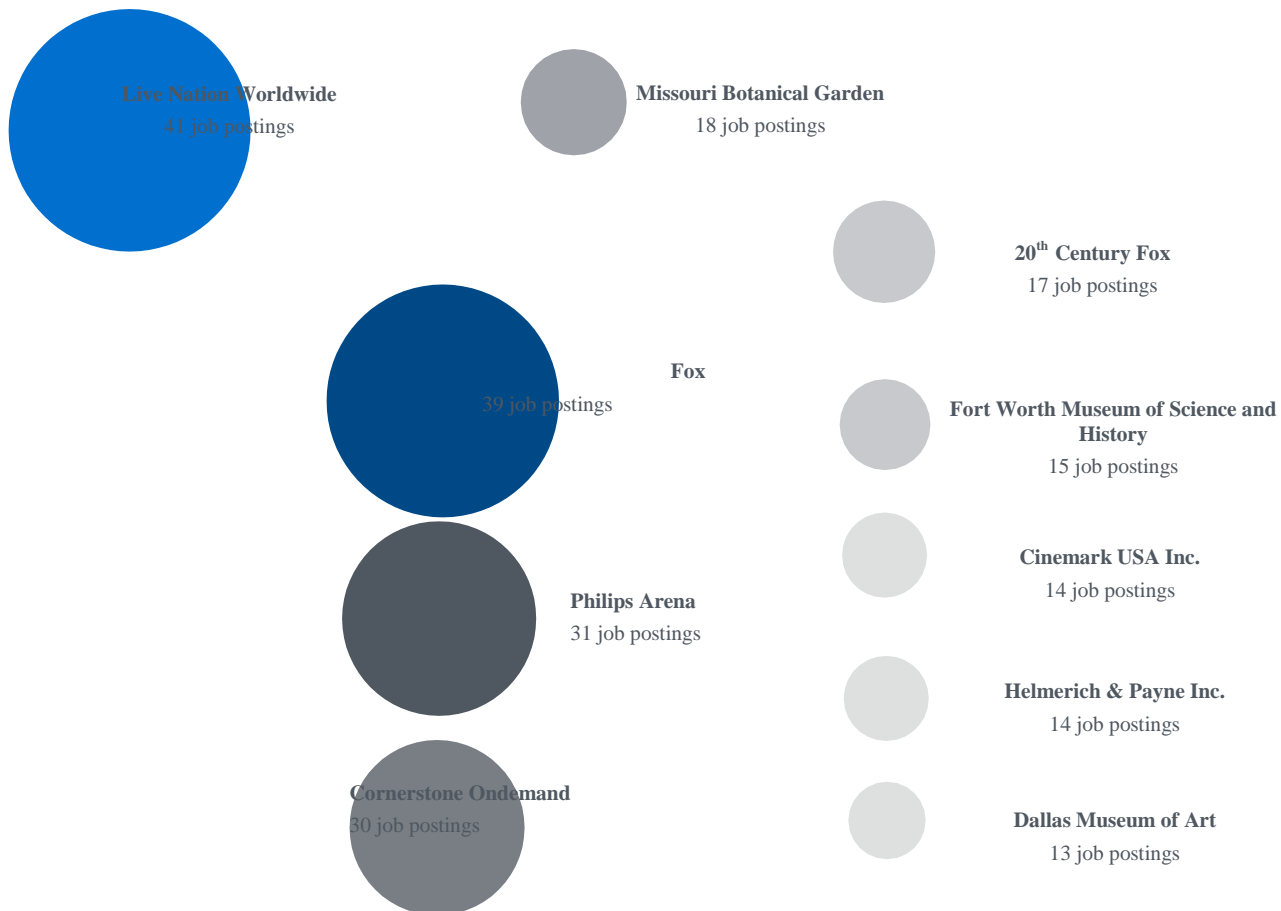
Top regional employers that seek arts leadership and management professionals range from small non-profits to large private entertainment organizations. Offer elective coursework to allow students to tailor their education to their professional interests and career path they desire. Electives can span both topics necessary for non-profit organization management and business, and managerial principles needed for larger organizations. The **University of Houston** includes elective courses such as "budgeting for public agencies" and "entrepreneurship and alternative business models in the arts" to allow students to tailor their coursework to prepare students for their desired career path.

Live Nation Worldwide, a live-events company focused on concert and entertainment show promotions, most frequently seeks undergraduate- and graduate-level arts management professionals (i.e., 41 postings). Live Nation Worldwide employs about 4,900 individuals and holds offices across the United States.⁵ Conversely, the Fort Worth Museum of Science and History represents a smaller non-profit organization that also seeks undergraduate- and graduate-level arts leadership and management professionals. The Fort Worth Museum of Science and History posts 15 job openings for such professionals.

Top Employers Seeking Undergraduate- and Graduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁶

n= 666 job postings, 126 unspecified postings



5) [Forbes](#)

6) Burning Glass Labor/Insight™

Top Locations

Market the Graduate Program to Prospective Students in the Chicago, Denver, and Minneapolis Areas to Secure Enrollments

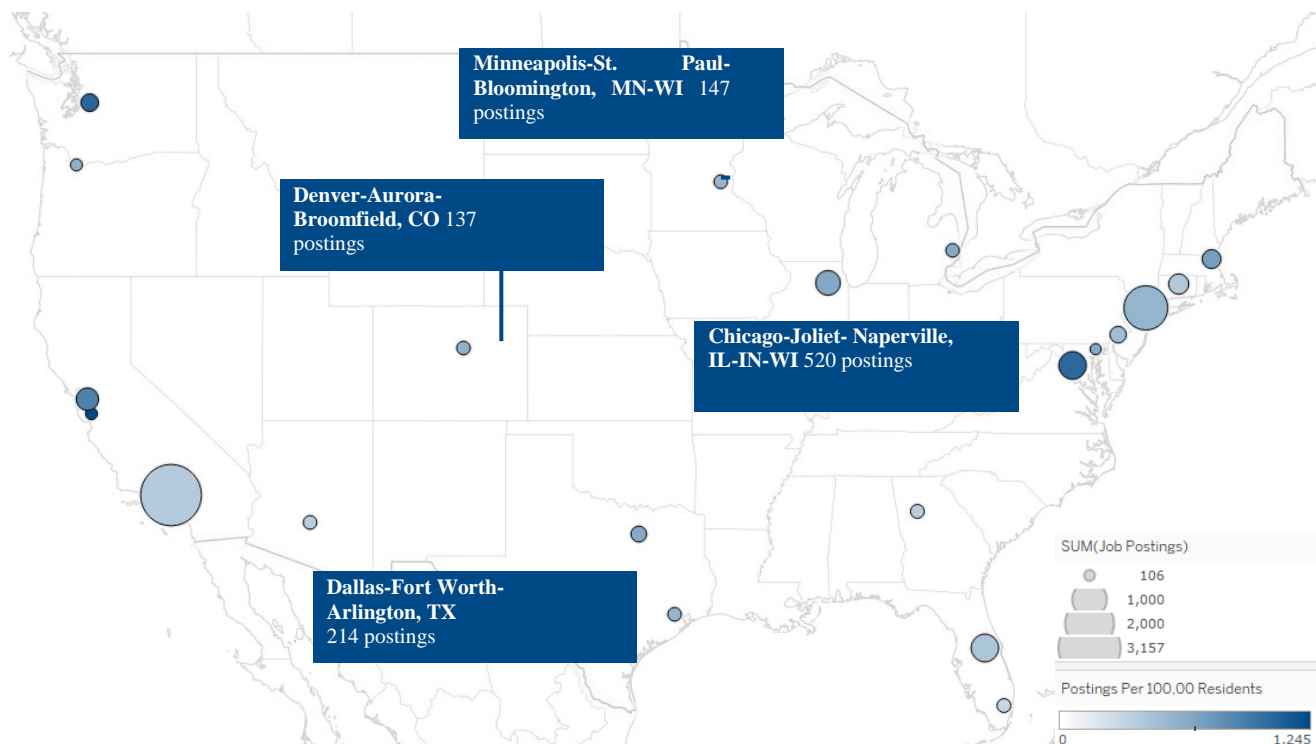
Market the new online graduate-level arts leadership and management program to prospective students in proximate metropolitan statistical areas (MSAs) with high employer demand (e.g., Chicago-Joliet-Naperville, IL-IN-WI MSA). **Wichita State University** likely holds the most name recognition with prospective students in proximate MSAs. In particular, market to students in the Chicago-Joliet-Naperville, IL-IN-WI; Minneapolis-St. Paul-Bloomington, MN-WI; Denver-Fort Worth-Arlington, TX; and Dallas-Fort Worth-Arlington, TX MSAs. Of proximate MSAs, the Chicago-Joliet-Naperville, IL-IN-WI MSA holds the most employer demand, with 520 job postings in the past year.

Focus secondary marketing on MSAs farther from **Wichita State University** where name recognition for the University remains lower and other prominent programs exist. The Los Angeles-Long Beach-Santa Ana, CA and New York-Northern New Jersey-Long Island, NY-NJ-PA MSAs hold the most employer demand for undergraduate- and graduate-level arts leadership and management professionals nationwide (i.e., 3,157 and 1,639 postings respectively). Prominent competitor programs near these MSAs include those at **Boston University**, **Drexel University**, and the **University of Southern California**.

Top MSAs for Undergraduate- and Graduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁷

n= 12,981 job postings, 514 unspecified postings



7) Burning Glass Labor/Insight™

Include Coursework in Sales and Marketing to Prepare Students to Enter In-Demand Roles

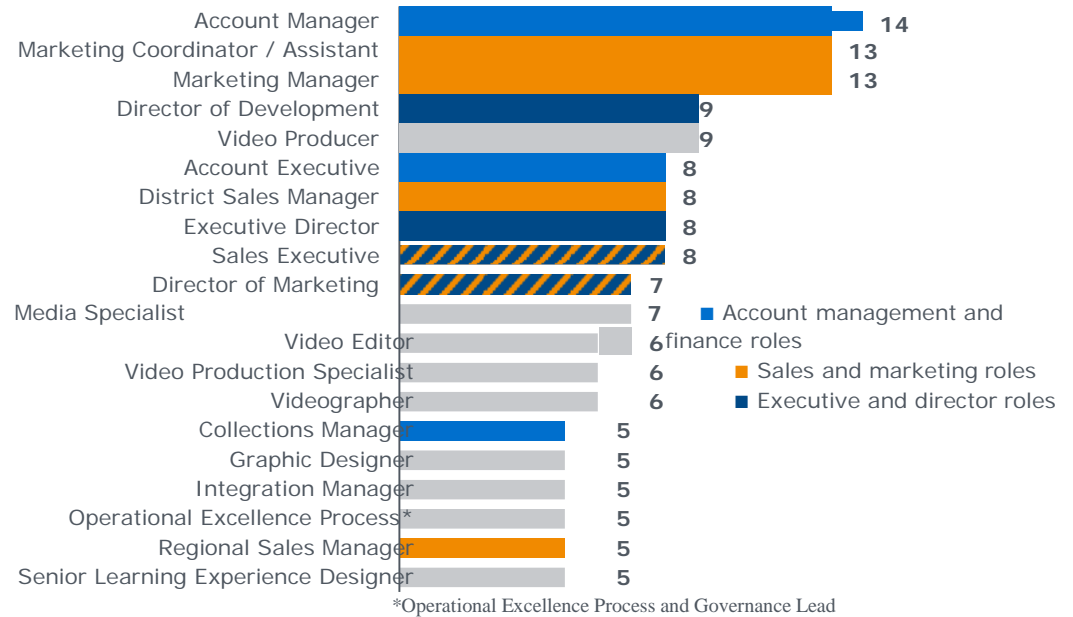
In the past year, regional employers seek both undergraduate- and graduate-level arts leadership and management professionals to enter sales and marketing roles (e.g., ‘marketing coordinator/assistant’). Sales and marketing roles compose six of the top 20 postings for undergraduate-level professionals and five of the top 20 postings for graduate-level professionals. In addition, employers also seek undergraduate- and graduate-level professionals to enter account management and finance roles (e.g., ‘account manager’). Account management and finance roles compose three of the top 20 postings for both undergraduate- and graduate-level arts leadership and management professionals. Administrators at **Wichita State University** should include coursework in business and finance as well as sales and marketing to prepare students for in-demand roles. Administrators at **Southern Methodist University** include coursework such as “financial accounting” and “marketing management” to confer such skills.

As expected, employers seek graduate-level arts leadership and management professionals to enter executive and director roles, such as ‘executive director’ (i.e., seven postings of 636). Executive and director roles compose 10 of the top 20 roles for graduate-level professionals and four of the top 20 posted roles for undergraduate-level professionals.

Top Titles for Undergraduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁸

n=636 job postings, 0 unspecified postings

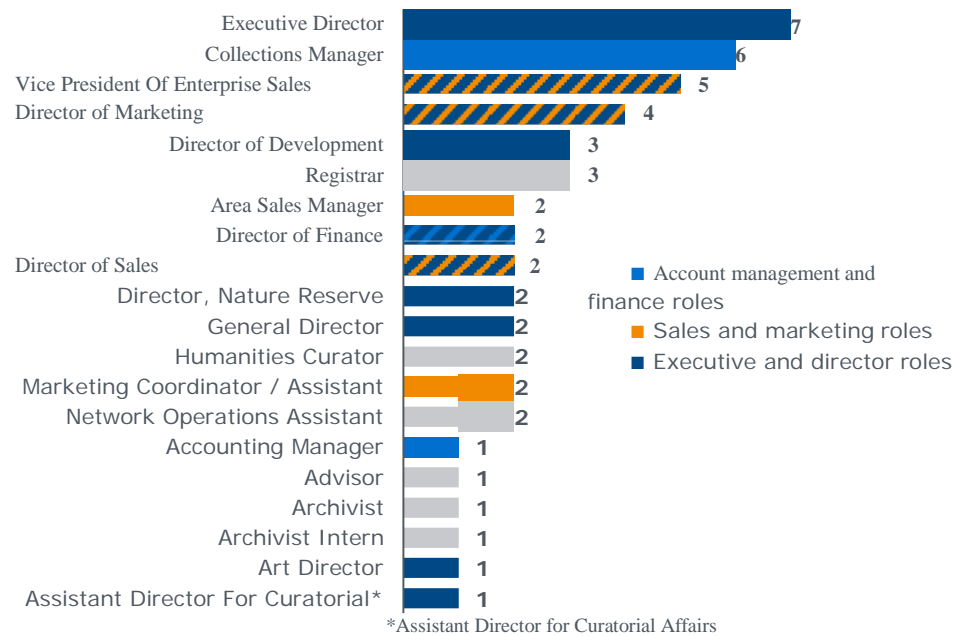


8) Burning Glass Labor/Insight™.

Top Titles for Graduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁹

n=141 job postings, 0 unspecified postings



9) Burning Glass Labor/Insight™.

4) Arts Leadership and Management Program Characteristics

Program Structure

Offer Interactive Resources in an Online Program to Engage Students

Administrators at **Wichita State University** should offer an online program to reach a wide audience and accommodate working professionals. To compete with on campus programs, maintain engagement with distance students through resources such as professional development lectures and faculty office hours. Administrators at **Colorado State University-Fort Collins** allow students to enroll in their program in- person, online, or in a hybrid format. At the same time, administrators ensure students of each group can engage with resources on campus. For example, administrators live stream and record professional development workshops offered on-campus through the application BlueJeans, a cloud video communications software.¹⁰ In addition, faculty engage in live discussion class sessions or one-on-one student meetings through BlueJeans or Skype.

Create a stackable certificate to appeal to both those interested in the development of skills within management or leadership and those who wish to pursue a full degree. Certificates provide useful opportunities for professionals employed in the arts field to develop particular in-demand skills, such as finance or marketing. The option to continue on to a full graduate-level degree following certificate completion provides the opportunity for professionals in different fields to gain the knowledge needed to enter the arts industry.

Structure of Competitor Graduate-Level Arts Management and Leadership Programs

Profiled Institutions

Institution and Program Name	Modality	Delivery Method	Credits	Cost per credit
Colorado State University-Fort Collins Master of Arts in Leadership and Cultural Management	In-person, online, hybrid	Evenings; blended asynchronous and synchronous	32	\$605
Seattle University Master of Fine Arts in Arts Leadership	Hybrid	Evenings and weekends; asynchronous	48	\$700
Southern Methodist University Master of Arts/Master of Business Administration in Arts Management (Dual Degree)	In-person	Day and evening courses	75	\$1,350
Southern Utah University Master of Arts in Arts Administration	Online	Synchronous	36	\$1,365

¹⁰ [BlueJeans](#)

Institution and Program Name	Modality	Delivery Method	Credits	Cost per credit
University of Houston Master of Arts in Arts Leadership	In-person	Evenings	36	In-state: \$364 Out-of-state: \$872

Student Demographics

Profiled Programs Typically Do Not Attract Students from Outside their Respective Regions

Across profiled in-person programs, students typically enroll from within the state and surrounding states. Uniquely, **Seattle University's** program began to attract students from outside the Pacific Northwest region in 2011. Administrators attribute this shift to increased awareness of the program through word-of-mouth marketing. **Southern Utah University**, a strictly online program, typically attracts students from Utah.

Administrators at **Wichita State University** should focus marketing efforts on working professionals within the state and region who wish to enter or achieve career advancement in the arts industry. Across profiled programs, students typically enter arts leadership and management programs as working professionals but wish to either advance within their current arts organization or enter the arts field.

Administrators at **Southern Utah University** report students typically enter after working within the arts administration field to gain further knowledge and achieve career advancement. **Seattle University** uniquely attracts career changers, especially students who hold a passion for the arts but never worked in the field and wish to enter.

Student Demographics at Competitor Graduate-Level Arts Management and Leadership Programs

Profiled Institutions



Online students

- **Type of experience:** Work experience in a variety of arts organizations, including music and culinary arts
- **Years of experience:** Three to 10 years of professional work experience
- **Location:** Over half of students enroll from in- state
- **Employment status:** Working professionals



On-campus students

- **Type of experience:** Work backgrounds in history, music, dance, and theater
- **Years of experience:** Two to five years of professional work experience
- **Location:** Over half of students originate from the local area (i.e., city and surrounding communities)
- **Employment status:** Working professionals
- **Education:** Over half of students majored in an arts discipline in their undergraduate degree

Attend Arts Industry Conferences and Events to Increase Program Name Recognition

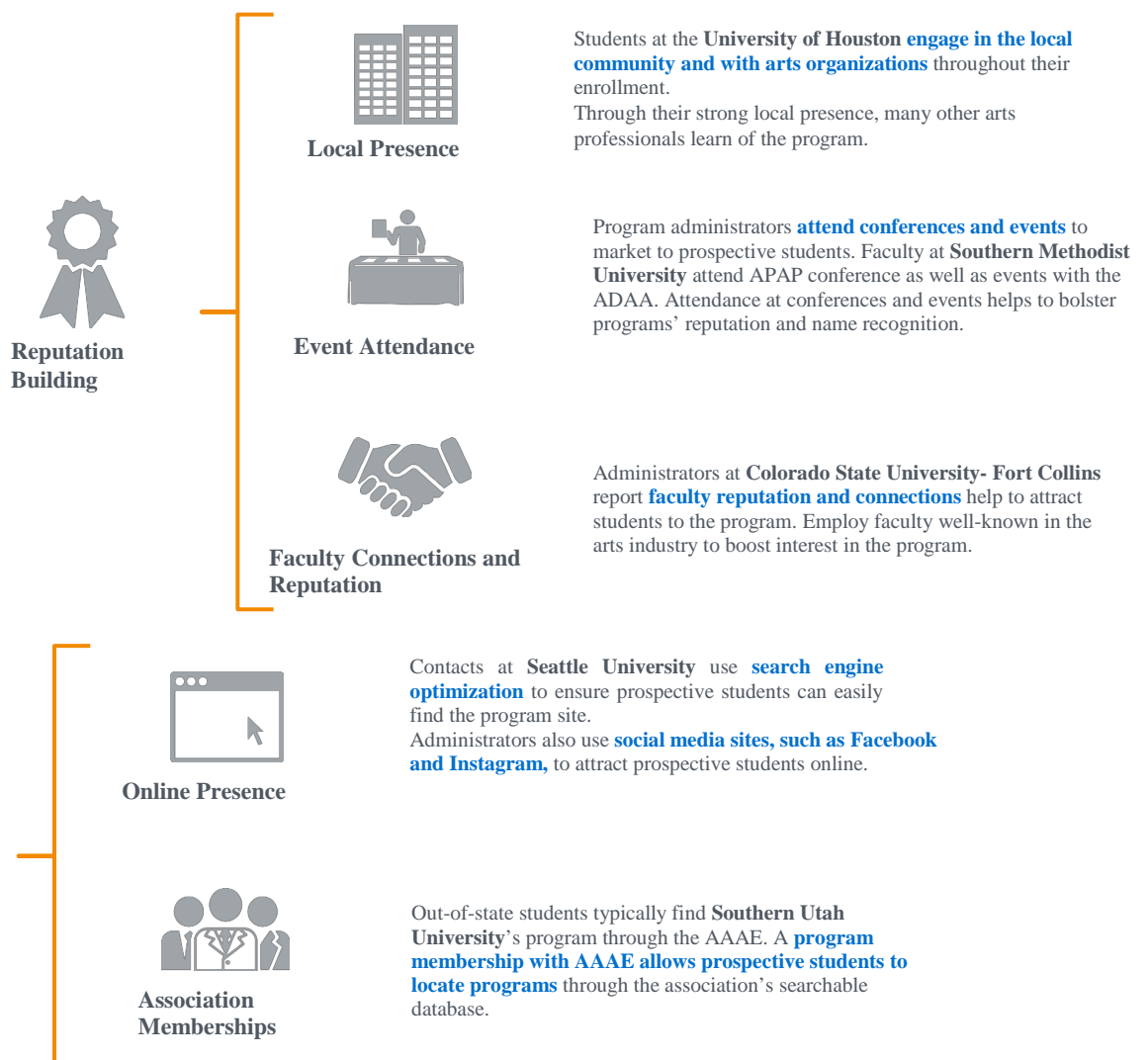
Administrators and faculty at **Wichita State University's** new graduate-level arts leadership and management program should attend industry relevant conferences and events, such as those held by the Association of Performing Arts Professionals (APAP) and American Association for Art Dealers (ADAA) to advertise the program. Event attendance allows programs to increase their name recognition across the arts industry, enhancing further word-of-mouth references to the program for prospective students.

In addition, to attract student interest from outside the state and region, the new arts leadership and management program should join the Association of Arts Administration Educators (AAAE). This association allows prospective students to search the association database for programs relevant to their interests.

Administrators at profiled programs also report success attracting students through faculty connections and reputation, local arts community presence, and online targeted marketing efforts.

Marketing Strategies for Competitor Graduate-Level Arts Leadership and Management Programs

Profiled Institutions



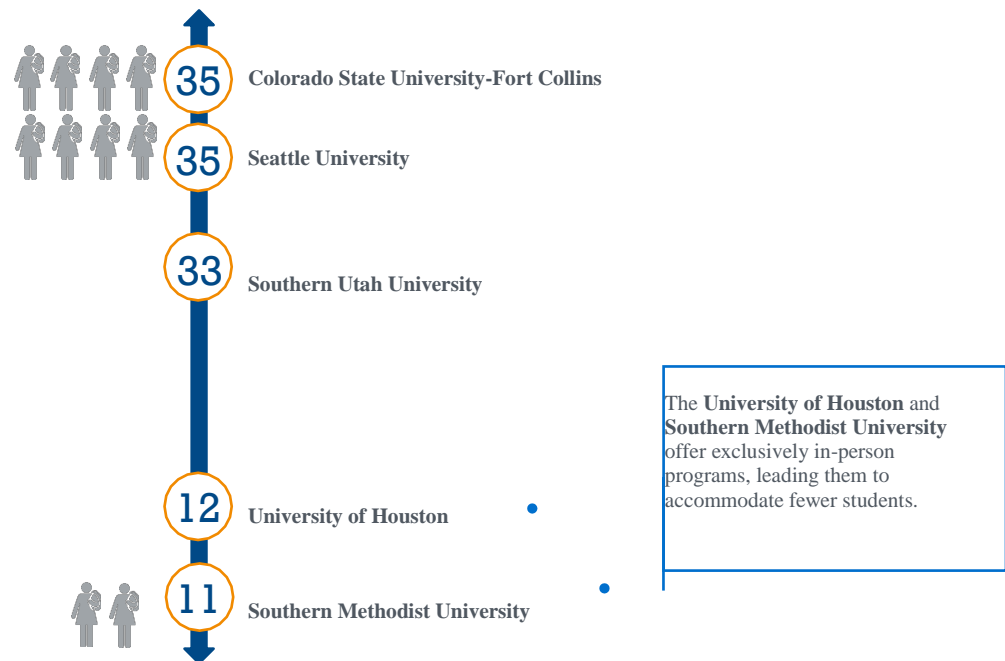
Create an Online Graduate-Level Program to Capture a Larger Audience

Administrators across profiled programs report increased enrollments and student interest in graduate-level arts leadership and management programs in recent years. In particular, between 2007 and 2012 administrators at **Seattle University** doubled the program to two cohorts due to a rapid increase from nine to 20 students from the program's inception. Currently, the program enrolls about 35 students per entering class. Create an online graduate-level arts leadership and management program to meet increased student interest.

Overall, fully online or programs with online components enroll more students than strictly in-person programs. Enrollment at in-person programs increased in recent years (e.g., **University of Houston** grew from seven to 12 students since 2013). However, in-person programs do not hold the same capacity to enroll large class sizes. In addition, online programs can reach a wider audience of students beyond commuting distance. Administrators at **Wichita State University** should create an online program to reach students outside of the immediate Wichita, Kansas area and capture a larger audience.

Approximate Entering Class Size at Competitor Graduate-Level Arts Leadership and Management Programs

Profiled Institutions



Appendix: Networking Contacts

Colorado State University-Fort Collins

Constance DeVereaux

Director, LEAP Institute for the Arts

(970) 491-3902

constance.devereaux@colostate.edu

Seattle University

Kevin Maifeld

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

Criteria	Summary
Basic Program Information	<p>1. Title of proposed program: Master of Science in Athletic Training (MSAT)</p> <p>2. Degree to be offered: Master of Science in Athletic Training</p> <p>3. Responsible department: Department of Physical Therapy and Rehabilitation</p> <p>4. CIP Code: Science (PTRS) 51.0913 Athletic Training/Trainer</p> <p>5. Anticipated implementation date: Summer 2020</p> <p>6. Total SCH for degree 68*</p> <p>* requirement for accreditation</p>
Program Description	<p>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).</p> <p>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.</p> <p>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]):</p> <p>1) The entry-level professional degree will change from a Bachelor’s degree to a Master’s degree.</p> <p>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.</p>
Demand/Need for the Program	<p>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 Kansas³. 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 injuries⁴.</p>

³ <http://www.ksbha.org/departments/licensing/statistics.shtml>

⁴ <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

	<p>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.</p> <p>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.</p>
<p>Comparative/ Locational Advantage</p>	<p>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.</p> <p>There are no other current accredited MSAT programs in operation in Kansas, although few other programs have sought or plan to seek approval and accreditation with the new standards (e.g. Kansas State University, Sterling College, University of St Mary). However, KUMC offers the only School of Health Professions campus in the state.</p> <p>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.</p>
<p>Curriculum</p>	<p>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:</p> <ul style="list-style-type: none"> • injury and illness assessments; • emergency management; • therapeutic modality safety and application; • first aid and CPR/AED for the professional rescuer; • clinical care to patients; • cultural competence, interprofessional practice, and communication; • decision-making and problem-solving skills through critical thinking; • effective delivery of athletic training services; and • interprofessional practice and communication with various members of the sports medicine team.
<p>Faculty Profile</p>	<p>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.</p> <p>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.</p>

	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	<i>Core Faculty</i> Clinical Associate Professor, PTRS/non-tenure track	100%	TBD
	MSAT Clinical Coordinator, TBD	<i>Core Faculty</i> Clinical Assistant Professor, PTRS/non-tenure track	100%	Clinical Experience I, II, III, IV, V
	Faculty, TBD	<i>Core Faculty</i> 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
Student Profile	<p>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.</p> <p>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):</p> <ul style="list-style-type: none"> • 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 			

	<ul style="list-style-type: none"> • A grade of <u>C</u> or better in required prerequisite courses (completed within the last 10 years). <p>Recommended, but not required is a minimum of 40 hours of observation with a certified athletic trainer.</p> <p>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.</p>
Academic Support	<p>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.</p>
Facilities and Equipment	<p>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.</p> <p>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.</p> <p>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.</p>
Program Review/ Assessment/ Accreditation	<p>The MSAT degree program will adhere to all standards of accreditation as set forth by Commission on Accreditation of Athletic Training Education (CAATE).</p> <p>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.</p> <p>Curricular and instructional changes will be implemented based on assessment measures and subsequently monitored through ongoing evaluation using assessment tools.</p>
Costs/ Financing	<p>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.</p>

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

Master of Science in Athletic Training (MSAT)

Basic Program Information

1. Title of proposed program: Master of Science in Athletic Training (MSAT)
2. Degree to be offered: Master of Science in Athletic Training
3. Responsible department: Department of Physical Therapy and Rehabilitation Science (PTRS)
4. CIP Code: 51.0913 Athletic Training/Trainer
5. Anticipated implementation date: Summer 2020
6. 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.

**New Program Proposal: Fiscal Summary
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

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.



January 26, 2018

Dear Dr. Redeker,

On behalf of the University of Kansas, I am writing to endorse the following requests for degree name changes, as proposed by Dean Ginsberg:

- B.S.E. in Health and Physical Education to B.S.E. in Physical Education Plus
- M.S.E. in Health and Physical Education to M.S.E. in Health, Sport Management, and Exercise Science
- Ph.D. in Health and Physical Education to Ph.D. in Health, Sport Management, and Exercise Science

Each of these name changes better reflects the current curriculum for these degrees. In particular, the BSE in Physical Education Plus underscores that the program enables teacher candidates to apply for a Kansas state teaching license with an endorsement in Physical Education while preparing them to pursue endorsement in an additional secondary teaching field.

Thank you in advance for your consideration.

Sincerely,


Stuart Day

Senior Vice Provost of Academic Affairs
Office of the Provost
Professor of Spanish
The University of Kansas

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. Staff recommends 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. 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.

- 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.

Proposed Amendments to the Accreditation Policy

Board policy states “the Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the state universities and their accredited programs each year.” Staff is exploring the potential impacts of reducing the frequency of this report, and is seeking COCAO’s guidance. Any changes to the accreditation policy will require Board approval.

1/18/2018

Background

Each year state universities report to the Board on the accreditation status of the institution and all accredited programs. Because there is little variance from year-to-year in these reports, staff is exploring the potential impacts of reducing the frequency of the reports. Guidance from the Chief Council of Academic Officers on this issue is critical. Following is the current Board accreditation policy and proposed amendments to that policy.

CHAPTER II: GOVERNANCE – STATE UNIVERSITIES

A. ACADEMIC AFFAIRS

7. NEW ACADEMIC UNITS AND ACADEMIC PROGRAMS

...

I. Accreditation Policy

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.

ii. The Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the state universities and their accredited programs ~~each year~~ every four years. The report shall include information on a) whether the institution or the program is accredited for the full term of accreditation and b) whether the institution or the program has received full accreditation status or is on probationary status.

iii. ~~Copies~~ Upon request of the Board, copies of all final accreditation reports shall be made ~~mailed to the Board office upon their receipt from the accrediting agency~~ available.

iv. In addition to the reports detailed in section ii, state universities shall promptly notify the Vice President for Academic Affairs when the accreditation status of a program or the institution adversely changes.

**Kansas Board of Regents
Academic Affairs**

PROPOSAL FOR A NEW DEGREE PROGRAM

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.

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. Statistical and Degree Audit Analysis

Attach a one-page analysis that reflects historical trends, changing student demographics, and curricular growth patterns to forecast student demand for this program. Please provide citations for your data sources.

3. Demand: Projected Enrollment for the Initial Three Years of the Program

Indicate how many students/credit hours are projected in the charts below.

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

4. Demand: Employment

Based on your research on the employment market for graduates of this program, indicate the number of available job openings on the following chart. Limit your figures to current or projected job openings that would require a degree such as the one proposed. Provide a description of your findings in the space provided, which may include such sources as the Kansas labor market information from the KS Department of Labor and/or the US Department of Labor.

Numbers of Projected Job Openings

	Year 1	Year 2	Year 3
State			
Nation			

Description of Specific Employment Opportunities for Graduates of this Program
 (please provide citations for sources)

Commented [FM1]: Here is the current policy regarding Student Demand.
 (b) What is the student demand for the program and what are the characteristics of the students who will participate in the program?
 (i) The volume of student demand for the proposed program shall be demonstrated through some form of disciplined survey analysis.
 (ii) Student demand shall be demonstrated to be at a sufficient volume to justify the program. Normally three years after inception of the program, doctoral programs should have five students, master's programs should have 20 students, and baccalaureate programs should have 50 students.
 (iii) Describe the characteristics of the pool from which the students will be drawn.
 (iv) Describe the procedures and criteria for admission into the proposed program.

Commented [FM2]: Delete this word

Commented [FM3]: Delete this word

Commented [FM4]: To read: "patterns, etc., to forecast..."

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.

Commented [FM5]: This received some discussion. I recommend we leave this as a semester-by-semester plan. This has more substance and clarity than a category listing. Regardless, all institutions must do the same thing.

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

2. Identify the number of graduate assistantships who will be assigned to the program: _____

E. Expenditures and Revenue: Please complete the information below and provide explanations* as clearly-labeled attachments.

I. EXPENDITURES	List Amounts in Dollars		
	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions* <i>(*Provide written explanations as necessary and attach to this document)</i>			
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 Existing			
Personnel – New Positions* <i>(*Provide written explanations as necessary and attach to this document)</i>			
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 New Personnel Costs -- New Positions			
Start-up Costs – One-Time Expenses* <i>(*Provide written explanations as necessary and attach to this document)</i>			
Library/learning resources			
Equipment			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs			
Operating Costs – Recurring Expenses <i>(*Provide written explanations as necessary and attach to this document)</i>			
Supplies/Expenses			
Library/learning resources			
Equipment			
Travel			
Other			
Total Operating Costs			
GRAND TOTAL COSTS			

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

Commented [FM6]: This comment was emailed to me after the meeting, "consider relabeling the First FY, Second FY, and Third FY, to First FY (New), Second FY (New), and Third FY (New). Just trying to make sure folks are differentiating current vs. new."

Commented [FM7]: It was suggested that "Tuition" and "State Funds" be combined. After discussion, I believe it was decided to leave this the way it is.

Institutional Contact Person:

Name: _____ E-mail: _____

Date of Proposal Submission: _____