

**KANSAS BOARD OF REGENTS  
COUNCIL OF CHIEF ACADEMIC OFFICERS**

**VIDEO CONFERENCE AGENDA**

**May 20<sup>th</sup>, 2020  
9:00 am – 9:50 am**

The Council of Chief Academic Officers (COCAO) will meet by video conference (this was originally scheduled as a face-to-face meeting in Topeka) and live streamed for the public. Meeting information will be sent to participants via email, or you may contact [arobinson@ksbor.org](mailto:arobinson@ksbor.org).

- |   |                     |       |
|---|---------------------|-------|
| <b>I. Call to Order</b>   | David Cordle, Chair |       |
| A. Roll Call  |                     |       |
| B. Approve Minutes from the April 15, 2020 Meeting  |                     | p. 3  |
| C. Approve Minutes from the April 24, 2020 Special Meeting  |                     | p. 6  |
| <br>  |                     |       |
| <b>II. Requests</b>   |                     |       |
| A. Second Readings  |                     |       |
| 1. BS in Geographic Information Science and Technology – K-State  | Chuck Taber         | p. 10 |
| 2. BS in Sports Nutrition – K-State   | Chuck Taber         | p. 20 |
| 3. MS in Genetic Counseling – KUMC  | Robert Klein        | p. 28 |
| B. Other Requests   |                     |       |
| 1. Act on Request to Consolidate Master of Science in Psychology (general option) with Master of Science in School Psychology – ESU                             | David Cordle        | p. 41 |
| 2. Act on Request for a Minor in Design Entrepreneurship – KU   | Barbara Bichelmeyer | p. 42 |
| 3. Act on Request for a Minor in Nutrition- KU  | Barbara Bichelmeyer | p. 45 |
| 4. Act on Request for a Minor in Public and Population Health- KU   | Barbara Bichelmeyer | p. 48 |
| <br>  |                     |       |
| <b>III. Council of Faculty Senate Presidents Update</b>   | Greg Schneider, ESU |       |
| <br>  |                     |       |
| <b>IV. Other Matters</b>  |                     |       |
| A. Update on Board Goal: Positive Pathways for Students Who Do Not Meet Qualified Admissions Criteria   | Daniel Archer       | p. 51 |
| B. Tilford Conference Report - KU   | Jennifer Ng         | p. 53 |
| C. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future |                     |       |
| <br>  |                     |       |
| <b>V. Next COCAO Meeting – June 17<sup>th</sup> in Topeka</b>   |                     |       |
| • Approve minutes from May 14 <sup>th</sup> and May 20 <sup>th</sup>  |                     |       |
| <br>  |                     |       |
| <b>VI. Adjournment</b>  |                     |       |
| • The University Press of Kansas Board of Trustees will meet upon adjournment   |                     |       |

## COUNCIL OF CHIEF ACADEMIC OFFICERS

The Council of Chief Academic Officers, established in 1969, is composed of the academic vice presidents of the state universities. The Board's Vice President for Academic Affairs serves as an ex officio member, and the member from the same institution as the chairperson of the Council of Presidents serves as chairperson of the Council of Chief Academic Officers. The chief academic officers of the University of Kansas Medical Center and Washburn University are authorized to participate as non-voting members when agenda items affecting those institutions are to be considered. The Council of Chief Academic Officers meets monthly and reports to the Council of Presidents. The Council of Chief Academic Officers works with the Board Academic Affairs Committee through the Vice President for Academic Affairs. Membership includes:

David Cordle, Chair	ESU	Daniel Archer	KBOR
Jill Arensdorf	FHSU	Rick Muma	WSU
Robert Klein	KUMC	Howard Smith	PSU
Charles Taber	K-State	Barbara Bichelmeyer	KU
JuliAnn Mazachek	Washburn		

### Council of Chief Academic Officers AY 2020 Meeting Schedule

Meeting Dates	Location	Lunch Rotation	Institution Materials Due	New Program Requests due
September 18, 2019	Topeka	WSU	August 30, 2019	July 19, 2019
October 16, 2019	<i>Conference Call for degree programs only</i>			
November 20, 2019	Pittsburg State University	PSU	November 1, 2019	September 20, 2019
December 18, 2019	Topeka	ESU	November 29, 2019	October 18, 2019
January 15, 2020	Topeka	KU	December 27, 2019	November 15, 2019
February 19, 2020	Topeka	FHSU	January 31, 2020	December 20, 2019
March 18, 2020	Canceled	KUMC	February 28, 2020	January 17, 2020
April 15, 2020	Video Conference	KSU	March 27, 2020	February 14, 2020
April 24, 2020	<i>Video Conference – Special Meeting for Fall Enrollment Discussion</i>			
May 20, 2020	Video Conference	Washburn	May 1, 2020	March 20, 2020
June 17, 2020	Topeka	ESU	May 29, 2020	April 17, 2020

**Council of Chief Academic Officers  
MINUTES**

**Wednesday, April 15, 2020**

The April 15, 2020, meeting of the Council of Chief Academic Officers was called to order by Chair David Cordle at 9:08 a.m. The meeting was originally scheduled to be held at K-State. Due to the COVID-19 Pandemic, this meeting was held through Zoom and live streamed for the public.

**In Attendance:**

Members:	David Cordle, ESU Howard Smith, PSU Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU Rick Muma, WSU Robert Klein, KUMC	Charles Taber, K-State JuliAnn Mazachek, Washburn
Staff:	Daniel Archer Karla Wiscombe	Sam Christy-Dangermond Erin Wolfram	Amy Robinson Steve Funk
Others:	Adam Borth, Fort Scott CC Duane Whitbeck, PSU Cindy Hoss, Hutchinson CC Brian Niehoff, K-State John Buckwalter, K-State Sonya Lutter, K-State Michael Calvert, Pratt CC Monette DePew, Pratt CC Erin Shaw, Highland CC Matt Pounds, NWK Tech	Chuck Martin, K-State Elaine Simmons, Barton CC Jane Holwerda, Dodge City CC Jean Redeker, KU Kaye Monk-Morgan, WSU Mark Haub, K-State Michelle Schoon, Cowley CC Pedro Leite, Cloud County CC Jerry Pope, KCKCC	Aron Potter, Coffeyville CC Eric Elsinghorst, KUMC Jason Sharp, Labette CC Jeff Radel, KUMC Linnea GlenMaye, WSU Marlon Thornburg, Coffeyville CC Michael McCloud, JCCC Marc Malone, Garden City CC Lori Winningham, Butler CC

Chair David Cordle welcomed everyone, and attendance was taken by roll call.

**Approval of Minutes**

Howard Smith moved to approve the minutes of the February 19, 2020 meeting, and Chuck Taber seconded the motion. With no corrections or discussion, the motion passed by roll call vote.

**1<sup>st</sup> Readings**

- K-State is requesting approval for a BS in Geographic Information Science and Technology. Chuck Taber discussed their interdisciplinary proposal designed to prepare students for careers in geospatial technology methods, geographic information systems, analysis for geospatial data, designing digital maps and relational databases with geographic information, and web-based geographic services to name a few. Shawn Hutchinson and Chuck Martin were available for questions. No questions were presented from the Committee.
- K-State is requesting approval for a BS in Sports Nutrition. This would be offered in the Department of Food Nutrition, Dietetics and Health. Chuck Taber discussed the rising importance of this degree and noted there is not currently any such degree program in Kansas at the bachelor level. Chuck noted there has been demand from their student base for this degree at the bachelor level, instead of at the master's level. K-State currently has a dual degree option that allows students to get a Nutrition degree and a Kinesiology degree; however, this requires students to complete 130 credit hours. Chuck noted this new degree would replace that option. Mark Haub and John Buckwalter were available on the call for questions. No questions were presented from the Committee.

- KUMC is requesting approval for an MS in Genetic Counseling. Robert Klein introduced Eric Elsinghorst, Chair of the Department of Clinical Laboratory Sciences, and Jeff Radel, Department of Occupational Therapy Education. Jeff discussed the program details. He noted KUMC has the resources to provide a deep experience for genetic counseling students, as well as a multi-disciplinary and interprofessional working environment. Jeff stated there is a growing need in this area because of advances in genetic research and technology and the concern that the medical community lags in the ability to discuss genetics advancement with the average person through counseling. No questions were presented from the Committee.

## **2<sup>nd</sup> Readings**

- PSU is requesting approval for a BSE in Early Childhood Unified: Birth through Kindergarten. The Committee heard this proposal at their February meeting. Duane Whitbeck was available for questions, but there were none. Rick Muma moved to approve the new degree, and Jill Arensdorf seconded the motion. With no corrections or discussion, the motion passed unanimously by roll call vote. David noted this proposal will be forwarded to COPS for approval later in the morning.
- K-State is requesting approval for an EdD in Community College Leadership. The Committee heard this proposal at their February meeting. Howard Smith moved to approve the new degree, and Barbara Bichelmeyer seconded the motion. With no corrections or discussion, the motion passed unanimously by roll call vote. David noted this proposal will be forwarded to COPS for approval later in the morning.

## **Other Requests**

- KU is requesting approval of a name change of the Department of Slavic Languages and Literatures to the Department of Slavic and Eurasian Languages and Literatures. Chuck Taber moved to approve the name change, and Jill Arensdorf seconded the motion. With no corrections or discussion, the motion passed unanimously by roll call vote. The request will go to Dr. Flanders for final approval.
- K-State is requesting approval of a name change of the School of Family Studies and Human Services to the Department of Applied Human Sciences. Chuck Taber clarified that schools are usually groups of coherent programs defined for accreditation reasons, and that isn't the case with this group of programs. He believes changing from a school to a department makes more sense for K-State. The new department will still be housed in the College of Health and Human Sciences. Rick Muma moved to approve the name change, and Howard Smith seconded the motion. With no further discussion, the motion passed unanimously by roll call vote. The request will go to Dr. Flanders for final approval.
- KUMC is requesting approval of a name change of the Master of Science in Applied Statistics and Analytics to Master of Science in Applied Statistics, Analytics, and Data Science. Robert Klein discussed the success of the original program and noted the new proposal adds data science. Data science students make up around 1/3 of the current students in the original program. Jill Arensdorf moved to approve the new degree, and Barbara Bichelmeyer seconded the motion. With no further discussion, the motion passed unanimously by roll call vote. The request will go to Dr. Flanders for final approval.
- K-State is requesting approval of a name change of the Bachelor of Science in Apparel and Textiles to the Bachelor of Science in Fashion Studies. Chuck noted this change better aligns with career opportunities and similar program names in this field. Howard Smith moved to approve the new degree, and Jill Arensdorf seconded the motion. With no further discussion, the motion passed unanimously by roll call vote. The request will go to Dr. Flanders for final approval.

- K-State is requesting approval of a Minor in Middle East Studies. Chuck stated this will be housed in the Department of Political Science, and there is already a long list of courses in this area. Chuck also noted students have expressed interest in having this as a minor option. Jill Arensdorf moved to approve the new degree, and Rick Muma seconded the motion. With no further discussion, the motion passed unanimously by roll call vote. The request will go to Dr. Flanders for final approval.

### **Council of Faculty Senate Presidents Update**

Greg Schneider was unable to be present. David Cordle presented a brief update in his place. The COFSP is considering a statement for the Regents which requests postponing aspects of program review until next year.

### **Other Business and Discussion**

- Rick Muma stated WSU is working on three different data science degrees, each with a different focus. In this process, they will bring forward a proposal for a new computing school which would house these degrees in the College of Engineering. They are also working on a BA in Linguistics.
- Howard Smith stated PSU is investigating a support area for online learning, such as a type of academic virtual unit. They are accelerating their work in this area due to the current health crisis.
- Barbara Bichelmeyer noted KU has a few programs going through the vetting process. She listed these programs as: An Undergraduate Minor in Nutrition at KU Edwards campus, an Undergraduate Minor in Public and Population Health at KU Edwards campus, a Bachelor in Health Sciences at KU Edwards campus, and an Undergraduate Minor in Design Entrepreneurship at the Lawrence campus.
- Jill Arensdorf noted FHSU has a few programs going through the vetting process. They are working on an MS in a computer science area and a BS in the data analytics area.

### **Adjournment**

David noted a decision will soon be made whether the next meeting will be held in Topeka or virtually. He also noted the University Press of Kansas Board of Trustees will meet after next month's meeting.

Howard moved to adjourn the meeting, and Chuck Taber seconded the motion. With no further discussion, the motion passed by roll call vote. The meeting adjourned at 9:50 a.m.

**Council of Chief Academic Officers  
MINUTES**

**Thursday, April 24, 2020**

The April 24, 2020 special meeting of the Council of Chief Academic Officers was called to order by Chair David Cordle at 9:00 a.m. Due to the COVID-19 Pandemic, this meeting was held through Zoom and live streamed for the public.

**In Attendance:**

Members:	David Cordle, ESU Howard Smith, PSU Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU Rick Muma, WSU Mike Werle, KUMC	Charles Taber, K-State JuliAnn Mazachek, Washburn
Staff:	Daniel Archer Karla Wiscombe	Sam Christy-Dangermond Erin Wolfram	Amy Robinson Steve Funk
Others:	Adam Borth, Fort Scott CC Duane Whitbeck, PSU Cindy Hoss, Hutchinson CC Brian Niehoff, K-State John Buckwalter, K-State Sonya Lutter, K-State Michael Calvert, Pratt CC Monette DePew, Pratt CC Erin Shaw, Highland CC Matt Pounds, NWK Tech	Chuck Martin, K-State Elaine Simmons, Barton CC Jane Holwerda, Dodge City CC Jean Redeker, KU Kaye Monk-Morgan, WSU Mark Haub, K-State Michelle Schoon, Cowley CC Pedro Leite, Cloud County CC Jerry Pope, KCKCC	Aron Potter, Coffeyville CC Eric Elsinghorst, KUMC Jason Sharp, Labette CC Jeff Radel, KUMC Linnea GlenMaye, WSU Marlon Thornburg, Coffeyville CC Michael McCloud, JCCC Marc Malone, Garden City CC Lori Winningham, Butler CC

Chair David Cordle welcomed everyone, and attendance was taken by roll call. This special meeting was called for Kansas public universities to share information and to openly discuss what instruction may look like in the fall. Universities have provided weblinks to their respective institutions for COVID-19 information, as well as resources to help navigate in the current climate. A list of institutional COVID-19 informational links can also be found through the home page of the KBOR website.

University Resource Links Related to COVID-19:

<https://www.kansasregents.org/about/covid-19-information>  
<https://www.emporia.edu/covid-19-information/>  
<https://fhsu.edu/student-health/health-alerts>  
<https://fhsu.edu/learningtechnologies/>  
<https://www.k-state.edu/covid-19/>  
<https://www.k-state.edu/keep-teaching/>  
<https://www.pittstate.edu/office/health-services/coronavirus/index.html>  
<https://coronavirus.ku.edu/>  
<https://remote.ku.edu/>  
[https://www.wichita.edu/about/public\\_information/wsu\\_topics/topicscovid-19/index.php](https://www.wichita.edu/about/public-information/wsu_topics/topicscovid-19/index.php)  
<https://www.washburn.edu/student-life/health-safety/index.html>  
<https://www.insidehighered.com/digital-learning/blogs/learning-innovation/15-fall-scenarios>

### **Fall Enrollment Discussion**

David Cordle asked the Committee what they were thinking about in terms of a timeline for decision making for the fall.

Howard Smith, PSU, stated they are listening to local health officials in their counties, as well as state officials. He noted the incident level across the state varies. PSU is also looking at trends in Missouri, Oklahoma, and Arkansas. They have a large population of students who travel from these states.

Chuck Taber, K-State, stated they are also looking at local information. Due to the fluid nature of the situation, they are currently delaying making a final decision but are working on a June 1<sup>st</sup> date for a provisional decision on what the fall semester will look like. Chuck noted while they are hopeful of returning to campus for fall, they are also planning for other scenarios.

Rick Muma, WSU, echoed the others' thoughts on the differences between locations. Rick stated they want to work on coexisting with the virus, so this week they launched an effort with seven different working groups tasked with moving the university forward. Groups will look at health and safety, classroom activity, physical distancing policies, and faculty curricular design. Rick stated they want faculty to take ownership and come up with different modalities for teaching their classes. He referenced an *Inside Higher Education* article on 15 different options for fall and discussed the many scenarios institutions are considering. Rick stated they will start opening up their campus on May 26<sup>th</sup> in stages.

Jill Arensdorf, FHSU, stated they have been working with different modality groups across campus to brainstorm how to co-exist with the virus and to be mindful of health and safety concerns of faculty and students. Jill stated they do not have a target date yet but would like to have that sooner than later. They will rely on the Governor's discussion to drive many of their remote working and operation decisions in the coming months. Like other universities, Jill stated it was critical to get input from faculty and students to develop future plans. Jill noted they have similar strategic working groups, as well as an additional China modality group that will look at how they will continue to teach courses there.

JuliAnn Mazachek, Washburn University, stated they are in the process of using strategic working groups as well. They will also consider the Governor's recommendations when determining the reopening of campus. She noted they would like to announce something sooner than later, even if it's provisional. They have a target date of the third week of May to determine what fall courses will look like.

The Committee summarized several common themes:

- including faculty in the conversation so decisions about fall operations can be decided collaboratively;
- even though there may not be a rigid timeline, there is interest in disseminating provisional information in the near future;
- different areas will be affected differently, so local conditions and student populations will be important factors.

KUMC, WSU, and Washburn discussed issues for their health programs:

- Rick Muma, WSU, stated that for their health programs, they are coordinating with the KU School of Medicine in Wichita to make sure they are in sync with them. He noted the lack of PPE has been an issue, and they currently have a group working on how to provide PPE for students to return. He noted they have space for creating masks and face shields that will enable them to provide some PPE in-house. Rick also noted another issue to overcome will be the required clinical hours a student must complete to graduate.
- Mike Werle, KUMC, stated they will have particular challenges in clinical experiences such as with medical, nursing, physical therapy, and occupational therapy students. Mike noted the shortage of PPE

and testing are critical factors in their discussion on moving forward. He noted there would not be an overall start date, as it will vary from program to program. Mike reminded the committee that varying responses from accrediting boards for different health systems and areas may create institutionally specific issues. He noted, as an example, that students in their geographic area are not able to get fingerprints for a license to practice right now.

- JuliAnn Mazachek, Washburn University, noted they have the same issues with PPE and graduation requirements, and it will most likely delay graduation for some students. She stated if there is anything they can do to help coordinate to figure out how to address the issues better in the state, they would be happy to do so. She noted they have a working group and wondered if that could be helpful.

David Cordle stated his natural impulse is to create a common approach among the universities, but at the same time he is hearing this morning that campuses vary in terms of population, geographic location, and physical layout, which could make a common approach difficult. Chuck Taber stated he believes one way to coordinate while still being flexible, is for the universities to operate under similar principles while still maintaining some differences. Chuck stated that K-State has articulated their principles as:

1. Protection of university and host communities
2. Protection of the university mission
3. Respecting the institutional culture and people
4. Preserving ability to maintain university operations
5. Preserving fiduciary capacity of the university

David discussed faculty members being thrust into online teaching, regardless if they had experience in this area. He asked if the universities were thinking of ways to assist faculty members in being more prepared.

- Jill Arensdorf, FHSU, stated they are thinking about how their Teaching Innovation and Technology Team can provide professional development and create opportunities for learning during the summer. She believes taking advantage of these technologies and innovations is beneficial, even if the fall semester looks normal. Jill stated these are opportunities and are not required at this time. She stated they are thinking about how they can use training/professional development opportunities. FHSU is trying to help faculty understand the immediate need to go online was not normal, and now faculty have more time and can plan for future online instruction to create more robust online classes.
- Rick Muma, WSU, stated their Instructional Design and Access group put together quick guides on how to move online in an emergency. They have a series of professional development workshops in the summer that will be moved online. Rick stated all summer activities will be moved to an online environment, and that hopefully, they will be moving toward face-to-face instruction before the fall semester starts. Rick believes that over the next few years, instruction may look different, and he is trying to help faculty get to a “new normal.” Rick stated they ordered notebooks, laptops, and hot spots for faculty and students at the beginning of the health crisis. He has been surprised that the need was not as great as they had previously believed for their urban population.
- Howard Smith, PSU, stated they are designing a parallel system between traditional and alternate delivery. He believes a learning lesson for them has been to understand what type of access students have. They may have redesigned courses for online delivery, but it is only successful if the student has access. He noted they have checked out equipment to students to help with this.
- Barbara Bichelmeyer, KU, stated they have the same approach, and they call it “flexible course design.” This allows faculty to pivot at different times of the semester, depending on their course. Barbara noted they also had the same access issues as PSU. It was a much greater need than they had anticipated, and it included faculty. Barbara noted Kansas has a broadband issue, and this is something that is critical for online learning. Barbara discussed how they plan to lean on faculty who are strong online instructors. While these faculty do not get paid extra as it is part of their position as instructors, they will be leaders to help other faculty members move to remote learning more successfully. Barbara noted they had issues obtaining Wi-Fi connections, and they have not met the demand as of yet.



Barbara asked the Committee if anyone is getting pressure relating to economic development, getting people back to work, getting students back to school, or any discussion on how to help our communities get moving again.

- JuliAnn stated the Topeka community is looking to open slowly after May 3<sup>rd</sup>. Washburn is one of the largest employers in the area, so they anticipate them going back will help the local economy.
- Jill responded discussions are happening in Hays; however, she has not been part of them so she can't speak specifically to this movement. She noted they are looking at ways to work together in reopening, and their president has been directly involved.
- Chuck stated they have membership in Manhattan on boards and organizations, and these relationships have remained strong during the health crisis. Information is being shared both ways. While he doesn't view it as pressure, he knows there is a strong desire for students to come back. This will be done in accordance with the five principles listed previously.
- Rick discussed previous efforts to collaborate within their community of Wichita. They would like the community to see them as an anchor providing support in economic development and opportunities for workers that have been laid off.
- Barbara noted many of their conversations have related to workforce development, retraining, and education opportunities during this time of transition.

David stated if they think ahead to a fall scenario where campuses are open, it is likely that business will not resume as normal. He noted possible restrictions will continue to be in place, depending on individual areas, and asked how universities will handle situations such as limits on gatherings.

- Rick stated they are taking inventory of all the space on their campus that can be utilized, and he believes they have the space to do physical distancing. In cases where they cannot do this, the thinking is that it will be possible to structure classes in a different way, such as rotating class times for students. They have staff working on recommendations for space utilization.
- Barbara stated they have vulnerable populations of students and staff. While classrooms are critical, they also provide resources for the vulnerable in their community. KU is looking at how they can phase services, bring research enterprise back, and prepare for future classes. Everyone has been working on efficient use of campus space and the relative price differential on having the needed space. For example, she discussed if students in campus housing need individual rooms, how will this increase costs. She also noted while looking at classroom space, they will need to look at how to run more labs and classrooms and what the additional associated costs will be.

### **Adjournment**

Jill noted that they have also had issues obtaining sanitary supplies, and this will be something to consider in the future. Barbara would like another conversation to discuss what the next few years will look like.

The Committee discussed having another special meeting on fall enrollment after the Kansas Governor announces the next direction with our stay at home order. It was agreed to have a second meeting after the new information on limitations has been disseminated.

Jill Arensdorf moved to adjourn the meeting, and Mike Werle seconded the motion. With no further discussion, the motion passed by roll call vote. The meeting adjourned at 9:50 a.m.

## Program Approval

### Summary

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.*

*May 20, 2020*

### I. General Information

**A. Institution** Kansas State University

### B. Program Identification

Degree Level:	Bachelor's Program
Program Title:	Geographic Information Science and Technology (GIS&T)
Degree to be Offered:	Bachelor of Science in Geographic Information Science and Technology (GIS&T)
Responsible Department or Unit:	Department of Geography and Geospatial Sciences
CIP Code:	45.0702
Modality:	Hybrid
Proposed Implementation Date:	Fall 2020

Total Number of Semester Credit Hours for the Degree: 120

### II. Justification

Geographic Information Science (GIScience) is the academic discipline that underpins the wise use of geospatial technologies and methods, including geographic information systems (GIS), acquisition and analysis of remotely sensed imagery, cartography and mapping, and quantitative spatial analysis and modeling. Collectively, this knowledge and skills area is referred to as Geographic Information Science and Technology (GIS&T).

Graduates with expertise in GIS&T enjoy excellent employment prospects in a variety of career fields well beyond that suggested by the CIP code 45.0702 (cartographers and photogrammetrists) used to characterize this proposal. Other common job titles include GIS analyst and GIS technician. Associated duties include analyzing spatial data using mapping and statistical software, designing digital maps with geographic data and other non-spatial datasets, designing and maintaining relational databases, writing programs and scripts to improve and expedite analyses, and developing custom software applications to deliver web-based geographic services to end users. These tasks require technical skills, critical thinking, and creativity.

Undergraduate degree programs at many universities in fields such as geography – the traditional academic home of GIScience – have long addressed this need. However, GIS&T is (1) a domain that experiences rapid change due to technological developments, (2) a subject area often conflated by employers with computer science and data analytics/statistics skillsets, and (3) a career field that is highly dispersed across many job sectors within the global work force. It is, by its very nature, an interdisciplinary field of study and career path.

This proposed interdisciplinary program delivers focused content in the specific areas of geographic, or spatial, data management, analysis, and application development that is in high demand within the public and private

sectors. It also affords students the opportunity to specialize in a variety of application areas through electives to customize their educational experience. This design provides students with the ability to earn additional academic credentials (e.g., double-majors, minors, certificates) at little to no cost that are in line with their interests and career objectives, whether that is immediate workforce entry or further graduate-level education.

Specifically, this program will prepare students to:

- Develop technical competencies in analysis/modeling, programming, and cartography/visualization.
- Apply technical skills critically to solve spatial problems.
- Enhance the effectiveness of technical skills by developing expertise in cognate fields of study (e.g., areas of specialization through electives).
- Provide a strong STEM undergraduate degree experience that increases the competitiveness of graduates for private and public sector employment or admittance to graduate school for further study in GIS&T or cognate fields.
- Prepare students for future professional GIS&T certification through third parties such as the GIS Certification Institute for continued job advancement.
- Function effectively as both a member and leader of a team engaged in the analysis or visualization of geospatial data.

Employment projections from market research firms and government agencies point toward considerable growth in the geospatial technology industry (Prescient & Strategic Intelligence 2019) and growth in GIS-related employment sectors and fields (Bureau of Labor Statistics 2020, U.S. Department of Labor 2020). Such jobs exist in private companies and government agencies focused on consumer navigation technology, engineering consulting, environment and natural resources, disaster management, land surveying, transportation, geospatial intelligence, agriculture and biosecurity, socioeconomic analysis, business planning, public health and healthcare, and urban planning and design. GIS&T employer expectations across these varied sectors continue to evolve with prerequisite knowledge and skill sets that span traditional academic discipline boundaries that can best be met – both now and into the future – with an interdisciplinary degree program (Hong 2016).

### III. Program Demand: Market Analysis

We conducted a market analysis and found strong potential for a new GIS&T program in Kansas to succeed. Key findings included:

- **Multiple indicators suggest growing student demand for bachelor’s degree programs in GIS&T.** Despite rising tuition costs and fewer credit hours required for graduation, the Undergraduate GIS Certificate at Kansas State University (established 2004) enjoys strong participation and completion rates. Between 2006 and 2019, 110 undergraduates from 11 majors and four colleges have chosen to pursue, and earn, this additional credential. In an internal survey conducted in 2018 of students, alumni, and faculty from the Department of Geography and Geospatial Sciences, over 80% (n = 30) strongly supported the development of a new GIS&T major to strengthen our reputation of excellence in this area and to make our students even more competitive for expanding employment opportunities. Finally, the College Board is currently considering an Advanced Placement GIS&T course which illustrates the diffusion of interest in this career field to the high school level.
- **Future GIS&T graduates have promising job prospects over the next decade at the national, regional, and state levels.** Driven by continued dramatic growth in the global GIS market (Prescient & Strategic Intelligence 2019), occupational projections made by the U.S. Bureau of Labor Statistics through 2028 forecast 15% job growth for cartographers and photogrammetrists compared to the average growth rate of 5% for all occupations (Bureau of Labor Statistics 2020a). GIS&T is also highly dispersed across many job titles and fields, most of which (e.g., geosciences) are expected to see continued job growth into the future

(Bureau of Labor Statistics 2020b) or, as with the career “geographer”, comprise necessary skills for highly-ranked science jobs (U.S. News and World Report 2019).

- **Regional competitive saturation for bachelor’s programs in GIS&T is low.** Our internal research revealed that only six of the 22 public R1 universities (doctoral – very high research activity) within a 500-mile radius of Kansas State University offer a separate bachelor’s program with a focus related to this proposal. Most of these programs are in Oklahoma, Texas, and Illinois. However, few are interdisciplinary or feature a balanced curriculum with equal parts computer science and geography/geographic techniques. No separate GIS&T bachelor’s degree program is currently offered by any university or college in the state of Kansas (Kansas Board of Regents 2019).
- **An opportunity to earn national recognition and position students for professional certification.** This proposed GIS&T degree program is designed to facilitate future accreditation by the U.S. Geospatial Intelligence Foundation (USGIF). If successful, Kansas State University would become the 15<sup>th</sup> non-military academy in the United States to earn such recognition and only the third located west of the Mississippi River (USGIF 2020). Given the mission of the USGIF, program accreditation will enhance the already strong relationship enjoyed between the university and the Department of Defense and increase our stature as a partner with, and educational resource for, the geospatial intelligence community, as well as students interested in national defense careers.

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10	---	280	---
Year 2	15	---	720	---
Year 3	20	---	1,320	---

#### V. Employment

Many employment projections from government agencies and market research firms point toward considerable growth of the geospatial technology industry as well as growth in GIS-related employment sectors and fields. According to the U.S. Department of Labor’s Bureau of Labor Statistics (BLS) (2020a), jobs in the fields of cartography and photogrammetry are expected to grow by 15% between 2018 and 2028, with a total estimated growth of 1,700 jobs (11,800 to 13,500) over this same period. The BLS additionally estimates that cartography and photogrammetry will be one of the twenty fastest growing occupations in the United States between 2014 and 2024. In Kansas, the projected growth rate between 2016 and 2026 is 24% (Department of Labor 2020). With a median salary of \$64,500 and only a four-year college degree expected for entry-level employment, employment in jobs related to cartography and photogrammetry are excellent opportunities for recent university graduates who have GIS&T training (BLS 2020a).

#### VI. Admission and Curriculum

##### A. Admission Criteria

Normal Kansas State University admissions criteria for incoming freshmen, transfer, and international students will apply for this proposed program. No additional special criteria are included.

## B. Curriculum

### Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH 13
CC 110	Introduction to Computer Programming	3
ENGL 100	Expository Writing I	3
GEOG 121	Earth Systems Science	3
GEOG 122	Earth Systems Science Laboratory	1
College Requirement	Social Sciences (not GEOG)	3

### Year 1: Spring

Course #	Course Name	SCH 15
CC 210	Fundamental Computer Programming Concepts	4
COMM 105	Public Speaking IA	2
GEOG 100	World Geography & Globalization	3
STAT 325	Introduction to Statistics	3
College Requirement	Social Sciences (not GEOG)	3

### Year 2: Fall

Course #	Course Name	SCH 14
BIOL 198	Principles of Biology	4
GEOG 302	Cartography & Thematic Mapping	3
MATH 205	General Calculus and Linear Algebra	3
PHYS 101	The Physical World	3
PHYS 103	The Physical World Laboratory	1

### Year 2: Spring

Course #	Course Name	SCH 16
CMST 135	Web Fundamentals	3
CC 310	Data Structures & Algorithms 1	3
ENGL 200	Expository Writing II	3
GEOG 508	Geographic Information Systems I	4
MATH 312	Finite Applications of Mathematics	3

### Year 3: Fall

Course #	Course Name	SCH 15
CC 315	Data Structures & Algorithms 2	3
GEOG 602	Computer Mapping & Geographic Visualization	3
GEOG 605	Remote Sensing of the Environment	3
GEOG 608	Geographic Information Systems II	3
College Requirement	Humanities: Literary/Rhetorical Arts	3

### Year 3: Spring

Course #	Course Name	SCH 16
CC 410	Advanced Programming	4
GEOG 705 OR	Thematic Remote Sensing	3
GEOG 706 OR	Biophysical Remote Sensing	3
GEOG 707	Remote Sensing of Water	3

PHILO 386	Philosophy of Computer Science and Engineering	3
Elective	Specialization or Free Elective	3
College Requirement	Humanities: Fine Arts	3

**Year 4: Fall**

Course #	Course Name	SCH 16
CC 560	Database Essentials	3
GEOG 728	Programming for Geographic Analysis	3
GEOG 497 OR	Undergraduate Research in Geography	1
GEOG 610	Geography Internship	1
Elective	Specialization or Free Elective	3
Elective	Specialization or Free Elective	3
College Requirement	Humanities: Western Heritage	3

**Year 4: Spring**

Course #	Course Name	SCH 15
GEOG 495	Capstone Seminar in Geography	3
GEOG 712	Internet GIS and Distributed Geographic Information Services	3
Elective	Specialization or Free Elective	3
Elective	Specialization or Free Elective	3
College Requirement	U.S. Multicultural Overlay	3

**Total Number of Semester Credit Hours.....120**

Completion of the curriculum above will result in students earning a **BS in GIS&T, minor in Geography, and a Computer Science Certificate**. Students must take a minimum of 15 SCH in electives to complete the 120 SCH program of study. Focused collections of electives, or specialization areas, have been designed to help students build an area of practical expertise in the application of GIS&T (e.g., bioinformatics, water resources, public health). Many of these specializations enable students to earn **additional academic credentials at little to no extra cost**. New specializations can be developed as student interest and/or employment trends dictate or in conjunction with extramurally funded projects having specific workforce development goals.

**VII. Core Faculty**

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Hutchinson, Shawn	Professor	PhD	Y	Geographic Information Science	0.05
Wang, Jida	Asst. Professor	PhD	Y	Remote Sensing	0.1
Goodin, Douglas	Professor	PhD	Y	Remote Sensing	0.05
Nelson, Katherine	Asst. Professor	PhD	Y	Geographic Information Science	0.1
Feldhausen, Russell	Instructor	MS	N	Computer Science	0.1
Maiorana, Francesco	Instructor	MS	N	Computer Science	0.1

Temme, Arnaud	Assoc. Professor	PhD	Y	Geographic Information Science	0.05
Oetken, Michael	Teaching Asst. Professor	MS	Y	Computer Science	0.0625

\* Denotes Program Administrator

**Number of graduate assistants assigned to this program.....4 (beginning YR 3)**

Core faculty FTE's were calculated based on courses that will be taught during the first three years using the following assumptions. For faculty teaching on-campus courses, each class represents 0.1 FTE, with a full teaching load of four courses per year representing 40% of the faculty member's official duties. For faculty facilitating online courses, one class is 0.0625 FTE with eight courses per year comprising 50% of official duties. Since all core faculty listed in this proposal will be teaching classes that already exist, and would exist to serve other programs without the GIS&T undergraduate major, FTE values are halved (0.05 and 0.03125 per class for on-campus and online courses, respectively) to account for existing but shared faculty time in the classroom.

Funding is provided in the budget (Section VIII) to hire two and four new graduate teaching assistants in Year 2 and Year 3, respectively, to support faculty in courses with increased enrollment generated by this new program.

**VIII. Expenditure and Funding Sources**

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty	\$3,523	\$19,300	\$47,889
Administrators ( <i>other than instruction time</i> )	\$10,500	\$10,605	\$10,711
Graduate Assistants (0 FY1, 2 FY2, 4 FY3)		\$39,000	\$78,780
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$5,000	\$5,050	\$5,101
Fringe Benefits ( <i>total for all groups</i> )	\$6,597	\$15,053	\$27,552
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$25,620	\$89,008	\$170,033
<b>Personnel – – New Positions</b>			
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			
<b>Total Existing Personnel Costs – New Positions</b>	\$0	\$0	\$0
<b>Start-up Costs - - One-Time Expenses</b>			
Library/Learning Resources			
Equipment/Technology	\$22,500	\$3,000	
Physical Facilities: Construction or Renovation	\$18,000		
Other – USGIF Accreditation		\$6,000	

<b>Total Start-up Costs</b>	\$40,500	\$9,000	\$0
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	\$2,520	\$6,660	\$12,240
Library/Learning Resources (Software Site License)	\$6,250	\$6,250	\$6,250
Equipment/Technology		\$25,000	\$25,000
Travel			
Other – USGIF Accreditation Maintenance			\$4,000
Other – UCGIS Membership	\$2,500	\$2,500	\$2,500
<b>Total Operating Costs</b>	\$11,270	\$40,410	\$49,990
<b>GRAND TOTAL COSTS</b>	<b>\$77,390</b>	<b>\$138,418</b>	<b>\$220,023</b>
<b>B. FUNDING SOURCES</b> <i>(projected as appropriate)</i>	First FY	Second FY	Third FY
Tuition (on campus and online)	\$96,173	\$245,444	\$449,670
Student Fees (university, college)	\$24,626	\$50,599	\$94,988
<b>GRAND TOTAL FUNDING</b>	<b>\$120,799</b>	<b>\$296,043</b>	<b>\$544,658</b>
<b>C. Projected Surplus/Deficit (+/-) (Grand Total Funding minus Grant Total Costs)</b>	<b>\$43,409</b>	<b>\$157,625</b>	<b>\$324,635</b>

## IX. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

All core faculty are currently employed by Kansas State University in the College of Arts & Sciences, College of Engineering, or K-State Polytechnic and already teach the listed courses as part of their current appointments. No new faculty or instructor hires are required to initiate or maintain the new program.

The percent time dedicated to this program varies by faculty member and the number of courses taught each year as explained in Section VII (Core Faculty) of this proposal. Faculty salary amounts come from the published Kansas State University FY 2019 Annual Budget (Kansas State University 2018) and are included here in the fiscal years when future students begin taking courses as prescribed by the curriculum guide in Section VI.B. Dr. Shawn Hutchinson will assist the department head in administering the program within the Department of Geography and Geospatial Sciences. This effort is reflected in the Administrators line of the budget with one summer month of pay each year.

New graduate teaching assistant positions are also included as part of this proposal with two being added in Year 2 and four in Year 3. The pay rate per GTA position is \$19,500. Also, due to the anticipated increased office administrative support, \$5,000 per year is included to offset costs for the single professional staff position in the Department of Geography and Geospatial Sciences.

For budgeting purposes, all salary estimates (faculty, administrative support, graduate teaching assistants, and



support staff) include a 1% pay increase after the first fiscal year. Fringe benefit rates are applied at the current rates in use at Kansas State University (Kansas State University 2019a).

### **Personnel – New Positions**

No new positions are required to initiate the proposed program.

### **Start-Up Costs – One-Time Expenses**

The proposed program requires a one-time investment to expand the Kansas GeoSMART computer teaching laboratory within the Department of Geography and Geospatial Sciences to increase student capacity from its current level of 35 to its maximum of 40 in order to meet projected increases in course enrollments. The Kansas GeoSMART facility is an integrated learning and research space that combines state-of-the-art communications, computing, visualization, GIS, remote sensing, and spatial analysis technologies and practices to develop learning, research, and outreach tools of the future using GIS&T approaches.

Expansion of the current space requires one additional table (for 5 students) and 5 chairs. In addition, a new glass wall will be installed in the GeoSMART laboratory to physically separate the teaching and research sides of the facility. The room is currently one large bay and the wall will improve security while maintaining the integrated nature of the space. Total estimated cost: \$18,000 (in Year 1).

The IT infrastructure to support increased enrollment will require updating and expansion. In Year 1, we will purchase and install two new data storage arrays to replace the current single server. The new system will be able to store (and backup) a minimum of 48 TB of instructional data. In addition, 5 new desktop computer workstations will be purchased to support single course enrollments to a maximum of 40 students each. Beginning Year 2, an additional virtual machine server will be acquired to support the anticipated increased demand for geographic information system and database servers in required classes. This equipment will also require one additional uninterrupted power supply. Total estimated cost: \$25,500 (\$22,500 in Year 1 and \$3,000 in Year 2)

Beginning in Year 2 of the program, we plan to seek accreditation through the United States Geospatial Intelligence Foundation (USGIF) and become the 16th non- military academy program in the U.S. to earn this recognition (USGIF 2020). Costs for accreditation include a fee and funds to support a 3-day site visit by two USGIF personnel. Total estimated cost: \$6,000 (in Year 2).

### **Operating Costs – Recurring Expenses**

Operating costs for supplies and equipment/technology are based on student credit hours for courses within the College of Arts and Sciences at the rates of \$4.00/SCH for supplies and \$8.00/SCH for equipment/technology. These costs represent the approximate expense of operating the GeoSMART teaching space (utilities and custodial services) as well as replacement parts for student computer workstations. Total estimated recurring cost: \$21,420 (\$2,520 in Year 1, \$6,660 in Year 2, and \$12,240 in Year 3)

Kansas State University operates a campus-wide software site license for GIS software from the Environmental Systems Research Institute (Esri). The annual cost is \$25,000 and is currently paid by KSU Libraries. Given the critical role played by GIS software in this proposed program, we plan to assist KSU Libraries by paying for 25% of this cost annually. Total estimated recurring cost: \$6,250/YR.

A subset of all student computer workstations in the Kansas GeoSMART computer teaching laboratory will be replaced periodically to keep classroom technology up to date. Beginning Year 2, we will purchase ten new computers each year to replace older machines in the teaching laboratory. This replacement cycle ensures no computer in the classroom is older than four years. Replaced machines will be repurposed in the Department of

Geography and Geospatial Sciences to support other computer classrooms, office technology needs, and as graduate student office computers. Total estimated recurring cost: \$25,000/YR (starting Year 2).

Following successful accreditation by USGIF, the program will be required to submit an annual academic partner fee and participate in the USGIF Annual Summit. Total estimated recurring cost: \$4,000 (starting Year 3).

Kansas State University is currently a member of the University Consortium for Geographic Information Science (UCGIS), a non-profit organization that creates and supports communities of practice for GIScience research, education, and policy endeavors in higher education and allied institutions (UCGIS 2020). It is the professional hub for the academic GIS&T community in the United States. Approval of this program will strengthen the KSU member portfolio and provide a long-term mechanism to fund the annual member fee. Total estimated recurring cost: \$2,500/Year.

**B. Revenue: Funding Sources**

The table below shows the total university revenue stream from tuition and fees generated by coursework taken by students in Years 1-3, including the small Academic Infrastructure Enhancement Fee collected by central administration. For on-campus and in-person courses, only the current in-state undergraduate tuition rate of \$312.50 and published fee schedules are used in this budget (Kansas State University 2019b). Similarly, the current KSU Global Campus tuition and fee schedule is incorporated for online courses (Kansas State University 2019c). Given the proposed curriculum, these amounts reflect that 77%, 20%, and 3% of all SCH will be generated by the Colleges of Arts and Sciences (COAS), College of Engineering (COE), and K-State Polytechnic (KSUP), respectively. All courses from the COE and KSUP are online and offered through K-State’s Global Campus, hence the “hybrid” modality of this proposed degree program. After Year 3, and depending on specialization electives selected by students, this percentage could change as courses from additional KSU colleges may be involved. The fee structures for other academic units such as the College of Agriculture; College of Architecture, Planning, and Design; College of Business; College of Veterinary Medicine; and Staley School of Leadership Studies are not factored into this budget analysis.

COAS has a general fee of \$16.70/SCH for on-campus courses, while the COE has a general fee of \$80/SCH, equipment fee of \$19/SCH, and distance education fee of \$190.70/SCH. KSUP currently lists no additional fees for the single online course that is part of this proposal. All funds generated by fees will be retained by the generating college. For COAS fees, 100% of the revenue generated for courses taught in the program will be returned to the Department of Geography and Geospatial Sciences to support the proposed program. Based on enrollment estimates, between \$8,673 and \$37,170 will be returned to KSU Global Campus for operation costs related to online courses that comprise parts of the proposed program.

<b>28-31 SCH/YR</b>	<b>Tuition/SCH</b>	<b>SCH YR 1</b>	<b>Sub-Totals</b>	<b>SCH YR 2</b>	<b>Sub-Totals</b>	<b>SCH YR 3</b>	<b>Sub-Totals</b>
In-State On-Campus Tuition	\$312.50	210	\$65,625	555	\$173,438	1,020	\$318,750
Global Campus Tuition	\$436.40	70	\$30,548	165	\$72,006	300	\$130,920
Academic Infrastructure Enhancement Fee	\$4.00	210	\$840	555	\$2,220	1,020	\$4,080
COAS Fees	\$16.70	210	\$3,507	555	\$9,269	1,020	\$17,034
COE Fees	\$289.70	70	\$20,279	135	\$39,110	255	\$73,874
KSUP Fees	\$0.00	0	\$0	30	\$0	45	\$0
<b>Total Incoming Revenue</b>		280	\$120,799	720	\$296,043	1,320	\$544,658

## C. Projected Surplus/Deficit

Our budget estimate suggests the cost of initiating this new major will be recovered in the first year and that the program will generate a revenue surplus from that point. Projected revenue is sufficient to maintain appropriate IT support infrastructure throughout the lifetime of the program at no additional cost to the department, college, or university.

## X. References

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## Program Approval

### Summary

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.*

*May 20, 2020*

### I. General Information

#### A. Institution

Kansas State University

#### B. Program Identification

Degree Level:	Bachelor's
Program Title:	Sports Nutrition
Degree to be Offered:	Bachelor of Science in Sports Nutrition
Responsible Department or Unit:	Department of Food, Nutrition, Dietetics, and Health
CIP Code:	30.1901
Modality:	Face-to-Face, On-line, and Hybrid
Proposed Implementation Date:	Fall 2020

Total Number of Semester Credit Hours for the Degree: 120

**II. Clinical Sites:** Does this program require the use of Clinical Sites? No

### III. Justification

Twenty years ago, there were very few formal positions in sports nutrition, even though it has been an area of academic study for many decades. Currently, nearly all professional sports teams and the vast majority of NCAA Division I athletic programs now have at least one Sports Nutritionist (Kansas State University now employs two) on staff. However, with this rapid rise in employment opportunities, there are currently no degree programs in Kansas offering this degree at the bachelor's level. Likewise, there are few opportunities nationwide. According to the Academy of Nutrition and Dietetics, the majority of academic programs are offered at the master's level (<https://www.scandpg.org/home>).

In addition to the market analysis, our students have indicated a desire for this specific degree program. Student surveys have indicated that 79% would prefer we offer a Sports Nutrition degree. Further, they agreed that it would be preferred to the dual degree option in Nutrition and Kinesiology we currently offer. With this option, students are awarded the BS in Nutrition and the BS in Kinesiology. Thus, the approval of the Bachelor of Science in Sports Nutrition would result in the discontinuance of that dual degree option as current students matriculate through.

Kansas State University has offered the dual degree option in Nutrition and Kinesiology, both of which are housed in the same department, and that curriculum does provide some supporting nutrition and kinesiology coursework. But that option does not provide sport-specific courses and content to prepare students for this industry. To complete that option, students must take over 130 credit hours to earn two bachelor of science degrees. This new program meets the 120 hour requirement with sufficient unrestricted electives to make the program more viable for transfer students and those freshman coming into universities or colleges with college credit attained in high school.

Additionally, the new Sport Nutrition degree will promote research, scholarly and creative activities, and discovery by engaging a new population of undergraduate students with unique life experiences in learning opportunities at a distance. This will prompt conversations and research opportunities as new learning takes place. Our Sports Nutrition program will be a national model for other programs interested in training students for this growing profession.

#### **IV. Program Demand:**

##### **A. Survey of Student Interest**

Number of surveys administered: .....	<u>142</u>
Number of completed surveys returned: .....	<u>100</u>
Percentage of students interested in program: ...	79%

Include a brief statement that provides additional information to explain the survey.

This survey was provided to students in two lower-level courses in our department by one of our dietetics faculty members. Thus, the response is mostly from freshman and sophomores.

##### **B. Market Analysis**

###### **Project Statement**

Research in the labor market shows demand for developing an online Sports Nutrition Bachelor’s Degree (EMSI, 2019). This demand is supported by data and information from the Bureau of Labor Statistics (<https://www.bls.gov/ooh/healthcare/mobile/dietitians-and-nutritionists.htm>) indicating nutrition positions will increase at a rate greater than other fields.

Sports Nutrition is a proposed 120 credit hour bachelor's degree program focusing on nutrition principles as they relate to sport and human performance. Students will explore how nutrition impacts performance. Graduates of this program may pursue careers in sports nutrition/dietetics, health program positions offered by hospitals, industries, wellness centers, public and private clinics, fitness camps, post-graduate sports medicine programs, and athletic clubs.

EMSI is a labor market analytics firm used by K-State Global Campus to estimate future labor markets and career opportunities. Many of the top institutions offering online bachelor’s degrees focus on Nutrition and/or Health Science but have limited emphasis on Exercise Science or Kinesiology. As found in our data from EMSI, the region is expected to experience a nearly 8% increase in jobs as dietitians and nutritionists over the next five years. Median hourly earnings in the region of \$27.17 are just below the national average of \$29.01. According to payscale.com, Sports Nutrition/Nutrition is a degree with high meaning (81%), which ranks it in the top 50 of over 400 degrees.

###### **Sports Nutritionist Certification and Licensing**

Since sports nutrition is not a federally regulated occupation, each state is free to set its own certification and licensing standards. Some states currently require sports nutritionists to obtain a license or certificate from their Board of Nutrition in order to practice, while other states do not. Kansas has no requirement for certification or licensing of sports nutritionists. If a sports nutritionist wants to also be a dietitian, then they would follow the licensing requirements of that field. Even sports nutritionists who are not legally obligated to become certified or licensed professionals often earn credentials through a national credentialing agency such as the Commission on Dietetic Registration (CDR) to establish professional competency in the field.

## Education for Sports Nutritionists

Most employers hire sports nutritionists who have completed an undergraduate degree in a relevant career-related major. However, sports nutritionists who complete graduate or post-graduate education often attract a greater volume of employers and clients alike. Additionally, there are more job opportunities for those who earn the accredited credentials for dietitians (registered dietitian, registered dietitian nutritionist, and certified specialist in sports dietetics) by successfully completing the necessary requirements through accredited dietetics programs.

## V. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	20	10 (on-line)	600	150
Year 2	20	10 (on-line)	1,180	300
Year 3	20	10 (on-line)	1,810	450

Currently, the dual degree option in Nutrition and Kinesiology enrolls about 40 students. At one time, that program enrolled more than 120 students. However, due to the restrictive nature (requirement of 134 credit hours required with no unrestricted electives) of that program, it is not as feasible or attractive to students. Additionally, there are no specific jobs in Nutrition and Kinesiology, but there are Sports Nutrition positions and careers.

It is expected we will add about 20 new students to the Sports Nutrition program each year. Additionally, we expect to offer this program through our Global Campus, and there are very few competing programs locally or nationally. The online cohort will be primarily part-time students, and we are conservatively expecting to add about 10 students per year for this modality. This is based on the employment data from the Bureau of Labor Statistics indicating employment in nutrition fields will increase a faster rate than other fields.

## VI. Employment

As noted earlier, the Bureau of Labor Statistics expects that opportunities for dietitians and nutritionists will increase at a rate greater than the national average. In May 2018, the BLS reported that individuals in the top-paid ten percent of the field earned \$84,610 or more. Additionally, sports nutritionists with the proper experience and credentials may be suitable for other lines of work, too, including health and wellness coaching. This is important, as we currently offer a Health Coach Certificate through our department.

The Collegiate and Professional Sports Dietetics Association, a national organization of sports nutrition professionals, recently published data from their workforce survey (<https://www.sportsrd.org/wp-content/uploads/2018/10/SalarySurvey2018.pdf>). The survey indicated the average salary for BS-level professional reported an average salary of \$76,533/yr. Additionally Sports nutritionists with the proper experience and credentials may be suitable for other lines of work, including health and wellness coaching.

## VII. Admission and Curriculum

### A. Admission Criteria

University Admission Requirements:

The requirements for this program are the same as entry into Kansas State University. Currently those requirements are to complete the precollege curriculum with at least a 2.0 GPA (2.5 for non-residents) **AND** achieve one of the following:

- A 21 or higher composite score on the ACT assessment **OR**
- A 1060 or higher on the SAT ERW+M if taken after March 2016 **OR**

- A 980 or higher on the SAT CR + M if taken before March 2016 **OR**
- Rank in the top third of your graduating class,
- **AND**, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

## B. Curriculum

### Year 1: Fall

**SCH = Semester Credit Hours**

Course #	Course Name	SCH=15.5
FNDH 115	Introduction to Health and Nutrition Professions	2
FNDH 132	Basic Nutrition	3
PSYCH 110	General Psychology	3
CHM 110	General Chemistry	3
CHM 111	General Chemistry Lab	1
ENGL 100	Expository Writing I	3
HHS 101	Introduction to Well-being	0.5

### Year 1: Spring

Course #	Course Name	SCH=14.5
MATH 100	College Algebra	3
BIOL 198	Principles of Biology	4
HHS 201	Community Well-being	0.5
KIN 220	Biobehavioral Aspects of Physical Activity	4
COMM 106	Public Speaking I	3

### Year 2: Fall

Course #	Course Name	SCH=15
XXXX	Unrestricted Elective	3
XXXX	Unrestricted Elective	3
ENGL 200	Expository Writing II	3
ECON 110	Principles of Macroeconomics	3
XXXX	Unrestricted Elective	3

### Year 2: Spring

Course #	Course Name	SCH=14
XXXX	Unrestricted Elective	3
KIN 360	Anatomy & Physiology	8
XXXX	Unrestricted Elective	3

### Year 3: Fall

Course #	Course Name	SCH=15
FNDH 400	Human Nutrition	3
BIOCH 265	Introductory Organic and Biochemistry	5
KIN 380	Principles of Exercise Training	3
XXXX	Humanities Elective	3
HHS 202	Social Well-being	0.5
HHS 203	Financial Well-being	0.5

**Year 3: Spring**

Course #	Course Name	SCH=16.5
FNDH xxx	300 level and above elective course	3
KIN 335	Exercise Physiology	4
FNDH 413	Science of Food	4
FNDH 450	Nutrition Assessment	2
XXXX	Unrestricted Elective	3
HHS 204	Social Well-being	0.5

**Year 4: Fall**

Course #	Course Name	SCH=15.5
XXXX	Humanities elective	3
FNDH xxx	300 level and above elective course	3
KIN 594	Sport and Exercise Psychology	3
FNDH 635	Nutrition and Exercise	3
STAT 325	Introduction to Statistics	3
HHS 301	Career Well-being	0.5

**Year 4: Spring**

Course #	Course Name	SCH=14
FNDH 620	Nutrient Metabolism	3
FNDH 575	Research Methods and Scientific Communication in Health Sciences	3
FNDH 510	Lifespan Nutrition	2
FNDH 631	Clinical Nutrition	3
XXXX	Elective course	3

**Total Number of Semester Credit Hours ..... 120**

**VIII. Core Faculty**

Note: \* Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Sara Rosenkranz*	Associate Prof	PhD	Y	Metabolism/Sport Nutrition/Coaching	0.1
Heidi Oberrieder, RDN	Instructor	MS	N	Dietetics	0.1
Jennifer Hanson, RDN	Assistant Prof	PhD	Y	Sports Nutrition/Public Health	0.1
Mark Haub	Professor	PhD	Y	Exercise Metabolism	0.2
Jennifer MacFadyen, ATC	Instructor	MS	N	Sports Medicine/Athletic Training	0.25
Brian Lindshield	Associate Prof	PhD	Y	Nutrition	0.1
Erika Lindshield, RDN, MPH	Instructor	MPH	N	Nutrition	0.1
Kadri Koppel	Associate Professor	PhD	Y	Food Science	0.1



Number of graduate assistants assigned to this program ..... 3

**IX. Expenditure and Funding Sources** (List amounts in dollars. Provide explanations as necessary.)

<b>A. EXPENDITURES</b>	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions</b>			
Faculty (10-25% FTE are shared among programs)	\$81,917		\$81,917
Administrators (other than instruction time - 10% FTE)	\$16,800	\$16,800	\$16,800
Graduate Assistants (0.5 FTE for 3 students)	\$18,000	\$18,000	\$18,000
Support Staff for Administration (e.g., secretarial)	\$10,000	\$10,000	\$10,500
Fringe Benefits (total for all groups)	\$40,682	\$40,682	\$40,907
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$167,399	\$167,399	\$168,124
<b>Personnel – New Positions</b>			
Faculty	N/A	N/A	N/A
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)			
Other Personnel Costs			
<b>Total Existing Personnel Costs – New Positions</b>			
<b>Start-up Costs - One-Time Expenses</b>			
Library/learning resources	N/A	N/A	N/A
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
<b>Total Start-up Costs</b>			
<b>Operating Costs – Recurring Expenses</b>			
Supplies/Expenses	3,000	3,000	3,000
Library/learning resources			
Equipment/Technology			
Travel			
Other			
<b>Total Operating Costs</b>			
<b>GRAND TOTAL COSTS</b>	\$170,399	\$170,399	\$171,124

<b>B. FUNDING SOURCES</b> (projected as appropriate)	First FY	Second FY	Third FY
Tuition / State Funds	\$251,325	\$496,400	\$757,100
Student Fees	\$5,000	\$20,424	\$28,928
Other Sources			
<b>GRAND TOTAL FUNDING</b>	\$256,325	\$516,824	\$786,028
<b>C. Projected Surplus</b> (Grand Total Funding <i>minus</i> Grand Total Costs)	\$85,926	\$346,425	\$614,904

## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

Faculty currently teaching within the existing Nutrition and Kinesiology degree program will be reassigned to this program. No new faculty are required.

For salaries, all faculty serve other degree programs, and many of those courses are part of this degree program. Thus, there is other significant tuition revenue being produced by these faculty — especially due to their capacity to teach across programs and a department that increased enrollment by 25% over the last year, and 30% the past two years. This program is expected to double in size over the first three to four years given expressed interest in sports programs from potential students. Staff support for the program includes a \$500 increase in pay for the third year.

Expenditures also include fringe benefits on the staff position at 45% of salaries, and 31% of unclassified salaries (faculty, grad assistants, and administrator).

#### Personnel – New Positions

None

#### Start-up Costs – One-Time Expenses

None. The program will not require additional courses or new faculty. Faculty currently teaching the courses required for the program will continue to do so in their normal load of courses. Thus, there will be no start-up costs for the program.

#### Operating Costs – Recurring Expenses

There are costs for several courses, including Science of Food, Care and Prevention of Injuries, Nutrition Assessment, but those courses are currently existing, and serving other programs (Athletic Training, Dietetics, and Human Nutrition Nutrition). Thus, the costs are being distributed across several current viable programs (> 100 students enrolled in each).

## B. Revenue: Funding Sources

Revenue for the program will be uniquely shared with that produced from other programs (Athletic Training, Dietetics, and Human Nutrition). Thus, the revenue from this program will be additional to that already provided by those programs. In other words, if we did not offer this program, we would still have these expenditures. Thus, this is a value-added degree option for the university and the state of Kansas. Overall, given the unique nature of this program (not offered at any other state institution in Kansas and very few options regionally), it would attract new students to our university and Kansas.

### Tuition

YR1 Tuition:	On campus	=	600 SCH*\$312.50	=\$187,500
	Online (PT)	=	<u>150 SCH*\$425.50</u>	=\$ 63,825
	Total			=\$251,325
YR2 Tuition:	On campus	=	1,180 SCH * \$312.50	=\$368,750
	Online (PT)	=	<u>300 SCH * \$425.50</u>	=\$127,650
	Total			=\$496,400
YR3 Tuition:	On campus	=	1,810 SCH * \$312.50	=\$565,625
	Online (PT)	=	<u>450 SCH * \$425.50</u>	=\$191,475
	Total			=\$757,100

### **Fees (HHS college fee = \$20 per credit hour for all students)**

YR1 Fees (33% of SCH are HHS courses)	=750 SCH*33% * \$20	= \$ 5,000
YR2 Fees (69% of SCH are HHS courses)	=1,480 SCH*69% * \$20	= \$ 20,424
YR3 Fees (64% of SCH are HHS courses)	= 2,260 SCH*64% * \$20	= \$ 28,928

## C. Projected Surplus/Deficit

As noted in the spreadsheet, projections are that the program will generate funds the first year. Since there are no new faculty to hire, it will continue to generate a surplus.

## XI. References (data gathered from websites in October 2019)

Academy of Nutrition and Dietetics, 2019, <https://www.scandpg.org/scan-career-paths/sports-dietetics>.

Bureau of Labor Statistics, 2019, <https://www.bls.gov/ooh/healthcare/mobile/dietitians-and-nutritionists.htm>.

Collegiate and Professional Sports Dietetics Association, 2019, <https://www.sportsrd.org/wp-content/uploads/2018/10/SalarySurvey2018.pdf>

EMSI (2019 report),[www.economicmodeling.com](http://www.economicmodeling.com).

Payscale.com, 2019, <https://www.payscale.com/college-salary-report/majors-that-pay-you-back/bachelors>

## Program Approval

### Summary

*Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas Medical Center has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.*

*May 20, 2020*

### I. General Information

#### A. Institution

University of Kansas Medical Center

#### B. Program Identification

Degree Level:	Master's degree
Program Title:	Genetic Counseling
Degree to be Offered:	Master of Science in Genetic Counseling
Responsible Department or Unit:	Dept. Clinical Laboratory Sciences, School of Health Professions
CIP Code:	51.1509
Modality:	Face-to-Face
Proposed Implementation Date:	Fall 2022 (initial enrollment of students)

Total Number of Semester Credit Hours for the Degree: 57

#### C. Contact

Jeff Radel, PhD  
Associate Dean for Academic & Student Affairs  
School of Health Professions  
[jradel@kumc.edu](mailto:jradel@kumc.edu)  
(913) 588-7165

### II. Clinical Sites: Does this program require the use of Clinical Sites? **YES**

KU Medical Center is party to the Inter-Institutional Non-Binding Memorandum of Understanding for Clinical Affiliation Site Cooperation.

The program will be offered in the Department of Clinical Laboratory Sciences in the School of Health Professions (SHP) on the University of Kansas Medical Center (KUMC) campus in Kansas City, KS. The Genetic Counseling program's curriculum is designed to capitalize on the strengths of the academic and clinical environments present at KUMC and the Children's Mercy Hospital (CMH) system.

We will recruit Kansans and others attracted to the variety of practice settings existing in Kansas. The focus on interprofessional education and teamwork at both KUMC and CMH offers a firm foundation for later clinical learning and practice. We will leverage an extensive network of sites and supervisors already associated with the institutions' programs, actively seeking opportunities for interprofessional clinical settings to engage students and advance the range of their skills and experiences. To limit the training burden at sites already supporting students, we are proactive in discussions with other clinical directors at KUMC and our clinical affiliates in the University of Kansas Health System (UKHS) and Children's Mercy Hospital. We will arrange placements at sites in the

KUMC/UKHS/CMH network strategically, to limit burdening the clinic settings while reinforcing the interprofessional and teamwork skills essential for modern medical practice.

### **III. Justification**

Genetic counseling is both a science and an art, involving not only the use of technical genetic knowledge and precise medical diagnosis, but also accurate dissemination of genetic information in a sensitive, empathetic manner. Genetic counseling programs are accredited through the Accreditation Council for Genetic Counseling<sup>1</sup>. Genetic counselors are licensed and board-certified professionals with specialized graduate training in molecular genetics, in grief and crisis counseling, and in genetic disorders. The practice of genetic counseling involves the application of knowledge pertaining to genetic mechanisms of disease, but also accompanying knowledge and competencies pertaining to psychosocial and ethical issues. Certified genetic counselors are key members of health care teams, skilled in risk assessment, interpretation of genetic test results, and in integrating and conveying complex information to patients and health providers. Genetic counselors' function in many areas including cancer centers, perinatal centers, internal medicine clinics, pediatric genetics and specialty clinics, and laboratory settings.

The School of Health Professions will offer the only professional degree program leading to a Master of Genetic Counseling degree within the University of Kansas system, and in the State of Kansas. There are currently 32 fully accredited genetic counseling education programs in the United States and four programs in Canada<sup>2</sup>. There are no accredited programs in Kansas or Missouri; nearby accredited programs are at the University of Nebraska – Omaha, University of Colorado Denver and the University of Oklahoma Health Sciences Center.

#### **Institutional Advantages**

- This program is consistent with KU Medical Center's strategic plan and mission statement
- This program strengthens an existing relationship between KUMC and CMH
- This program will contribute to the clinical and scholarly missions of both institutions
- This program will strengthen and enhance genetics education content in KUMC curricula
- This program will promote interprofessional collaborations within KUMC and CMH
- This program will increase access to training in Genetic Counseling for regional students

#### **Community and National Visibility**

- This program will establish visibility of KUMC within a context of a growing and maturing Clinical Genetic Division
- This program will advance opportunity for increased scholarly activity at KUMC
- This program will promote Genetic Counseling as a career option to previously untapped potential students
- This program will strengthen collaborative relations of KUMC and the KU Health System with other health systems in the KC Metro region.

#### **Workforce Enhancement**

- This program will create professionals who are more likely to fill local positions, allowing for greater access to care for Kansans and others in the region
- This program will attract genetics professionals with an interest in education to our region
- This program will decrease overall healthcare costs by adding professionals to the healthcare workforce knowledgeable about appropriate use of genetic and genomic diagnostic tools
- This program will be an initial and essential milestone in the eventual development of a clinical genetics residency training program

### **IV. Program Demand:**

There presently are 50 genetic counselor programs in the United States. Of these, 15 are newly accredited and three are in the candidacy stage of the accreditation process. There is no other genetic counseling program in

Kansas, with the nearest programs located at the University of Oklahoma Health Science Center, University of Arkansas Medical Sciences Center, Washington University in St. Louis (candidacy), University of Nebraska Medical Center, and the University of Colorado Denver.

**The interest and need for training of new genetic counselors was gauged by inviting regional members of genetic counseling professional societies to participate in an on-line survey (REDCap) in December 2019.**

There were 60 invitations delivered, and 24 responses. All respondents are certified genetic counselors practicing in the Midwest; 13 located within five miles of KU Medical Center, five within 5-25 miles, and four at a distance of more than 100 miles (two did not answer the question). All respondents indicated there is a need to training more genetic counselors and 23 of 24 said they would advise students interested in a health care career to consider genetic counseling, with the remaining respondent indicating they also would so advise a student, but only if the student already was informed about this career path. The majority of respondents (18 of 24, or 75%) also indicated their clinical site is open to supporting student training experiences and internships.

When asked to elaborate on their answers or provide suggestions to consider in developing the curriculum, the following comments were submitted:

- *It can be difficult to attract genetic counselors to the Midwest. If we were able to train them here, we will likely have more success of enticing them to work locally.*
- *Any training in laboratory/industry roles that can be provided to students is beneficial, as this specialty of genetic counseling is growing rapidly. Working through cases as a small team of 2-3 students in a workshop-style class helped me learn case prep and other valuable skills. Using standardized patients (if available) is great practice for students. Begin thesis groundwork as soon as possible; we had a research methods/development class our first semester and it was very helpful.*
- *This is wonderful news! I feel like what I benefited the most from during my training is having access to a large number of GCs (professors and from satellite clinics, in- and out--of-state). Genetic counseling has a vast amount of counseling styles and it is important for students to have the opportunity to rotate with clinics not directly in the KU health system. This will help them learn how different corporations and hospital systems operate. Opportunities for contracts with out-of-state clinics (i.e., clinics closer to a student's home or in locations of future work interest for a student) would greatly help with this endeavor.*
- *It will be essential to involve all GCs in the region and create healthy collaboration between sites. Children's Mercy has a robust clinical molecular genetics laboratory, so the inclusion of a laboratory rotation would be both important to the education of the students as well as give the program a competitive edge against other programs*
- *It may be helpful to consider some flexibility in balancing coursework and rotations. If rotation sites seem limited, setting up a program with the vast majority of coursework in the first year to open up the rotation sites mostly to the second years who could be more fully immersed.*
- *Currently I host students from the UAMS program and cannot take on any others, sorry. I do know there is a desire for more training programs in the Midwest, and especially with the number of patients in the KC area.*
- *I work as a laboratory representative and am more than happy to host a student for a rotation, it would just be an outside of the box rotation and not include direct exposure to patients. Thank you for seeing this huge need and acting on it! I would be happy to be involved training our next generation of GCs in any way possible.*
- *I think having a MSGC program in this area is a great idea. We have several groups of genetic counselors in the area and there are no close programs nearby.*
- *I don't do any clinical work so could not host a student for clinical rotations, but I expect others in my department who do clinical work would be open to discussions about this. I'd be happy to support student research projects.*
- *I think we are an excellent location to grow a GC program, as we have a wealth of GC experience in the KC area.*

- *A program in KC and even Missouri/Kansas is definitely important, very exciting to see this possibility! I think a well-rounded GC program is the most important aspect to consider. Meaning exposure to adult genetics, prenatal, cancer, pediatric-including sub-specialties, and a laboratory/testing component is critical to giving students a good foundation. Another aspect to consider are alternative classroom/online experiences. As GC grows in profession, adult learners are interested in pursuing a degree and this can help accommodate their schedules.*
- *I am fully supportive of more training sites in the Midwest, and in KC specifically.*

## V. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	0	0	0	0
Year 2	6	0	174	0
Year 3	(9+6) = 15	0	429	0
Year 4	(12+9) = 21	0	601	0
Year 5 (capacity)	(12+12) = 24	0	685	0

Proposed enrollment is based on accreditation standards<sup>1</sup>, available clinical rotation sites, and projected faculty resources, and is congruent with enrollment at University of Kansas Board of Regent peer institutions, Big Ten institutions, and universities in contiguous states offering genetic counseling education programs. The initial year of the program will focus on hiring faculty, who will consult with regional genetic counselors to design a curriculum aligned with accreditation standards for the profession and to formalize the clinical affiliations necessary to support practical training for genetic counseling students. The program proposes to enroll six students in the second year of the program, nine students in year three, and 12 students in the fourth year of the program, for a total ongoing enrollment of 12 students annually at full implementation.

## VI. Employment

The workforce demand for master's prepared genetics counselors continues to accelerate nationally, commensurate with the tremendous explosion of knowledge in the field of genetics and genetic testing. Factors driving demand include, 1) personalized disease management, 2) emerging specialty areas for genetic counselors (e.g., cancer, cardiovascular, neurologic and genetic disorders), 3) increasing use of genetic testing as a component of high quality care, 4) the increasing number of new genetic tests, and 5) the demographic trend of delayed child-bearing.<sup>3</sup>

Projections vary regarding the exact increase in demand for genetic counselors as a result of these factors. The U.S. Department of Labor, Bureau of Labor Statistics<sup>4</sup> reports a 2018 median pay of \$80,000 annually for genetics counselors and a national increase in demand of 29% during the decade from 2014-2024, whereas the average growth rate for all occupations is projected at 7%. Rapidly accelerating advances in genomics and gene-editing capabilities, and the associated bioethical challenges these advances pose, will require highly-trained, deeply-knowledgeable, yet compassionate and empathetic counselors to serve as resources for future medical professionals and the lay public.<sup>5</sup>

## VII. Admission and Curriculum

### D. Admission Criteria

The Master's in Genetic Counseling program is designed for individuals having an undergraduate degree and background in genetics, biology, bioethics, public health, and counseling, who also wish to obtain a clinically oriented master's degree.

- **Transcript(s):**
  - Transcripts from all prior institutions attended
  - BS degree from a regionally-accredited institution
  - Science courses up to and including biochemistry
  - At least one upper-level human genetics course
  - General statistics
  - Minimum GPA of 3.0
- **Curriculum Vita**
- **GRE:** Verbal >150; Quant >150; Writing >4.0; all within the last five years
- **Personal statement** (750 words): personal characteristics and perspective on potential challenges, and a description of motivating factors in career choice as genetics counselor
- **Advocacy experience:** Compensated or volunteer advocacy experience(s) in a counseling or support role related to health care, health behaviors, or interpersonal/family dynamics. Ideally, the experience should include ongoing supervision and some form of performance review.
- **Three Letters of Recommendation: One letter must be from a mentor in the applicant's advocacy experience.**

**Required prior to matriculation into the program:**

- **Background Check**
- **Health and other certifications** (immunizations, basic life support training, drug screening)
- **Technical Standards**

**E. Curriculum**

The curriculum for this professional master's program will be delivered at KUMC, primarily via classroom delivery, with selected content provided through synchronous and asynchronous online delivery. Clinical education components of the curriculum will take place at KUMC's clinical partners, at CMH and at existing clinical affiliate sites.

The proposed program is a 57-credit (five terms over 21 months, full-time enrollment) post-baccalaureate course of study for individuals with career goals focused on patient care in the field of genetic counseling, genetic testing, public health, and/or bioethics. We propose a concise and efficient academic plan to facilitate a rapid path to degree completion and optimal preparation for professional certification. The proposal addresses student fiscal burden by identifying courses and clinical experiences that acknowledge prior coursework, experiences, or specialized training these students already may possess. This flexibility acknowledges the heterogeneous backgrounds of potential students and is strategic about course content and sequence, thereby streamlining the curriculum while delivering the specialized training required by this career path.

**Degree Requirements**

The curriculum will include both didactic and clinical education in a variety of settings intended to expose students to evidence-based practice, interprofessional collaboration, patient-centered care, and informatics. The required curriculum includes specialized coursework not currently offered through other KUMC programs. This content will be developed and delivered by program faculty, genetic counselors, and other genetics professionals.

**Program Outcomes**

Graduates will have the education, clinical experience, and applied research skills to:

- deliver genetic counseling to patients and families in the areas of prevention;
- deliver counseling for care and recurrence in disease states across the age continuum;
- apply risk assessment skills to improve disease management for patients and their families in clinical and research settings;



- become clinical faculty in genetic counseling programs;
- translate research findings generated by other basic and clinical scientists into direct patient care;
- meet accreditation requirements for an entry-level degree in genetic counseling and successfully complete the state licensure examination.

**Year 1: Fall**

**SCH = Semester Credit Hours**

Course #	Course Name	SCH
GENC 600	Introduction to Genetic Counseling	2
GENC 605	Psychosocial Genetic Counseling	3
GENC 610	Human Reproduction & Embryology	3
GENC 615	Prenatal Genetic Counseling	2
GENC 620	Molecular Genetics & Genomics I	3
GENC 625	Clinical Observation I	1
	Total Credit Hours	14

**Year 1: Spring**

Course #	Course Name	SCH
GENC 630	Molecular Genetics & Genomics II	2
GENC 635	Cancer Genetic Counseling	2
GENC 640	Principles of Medical Genetics I	3
GENC 650	Research Methods	3
GENC 655	Ethical Issues in Genetic Counseling	3
GENC 660	Clinical Observation II	2
	Total Credit Hours	15

**Year 2: Summer**

Course #	Course Name	SCH
GENC 657	Clinical Clerkship I	4
	Total Credit Hours	4

**Year 2: Fall**

Course #	Course Name	SCH
GENC XXX	Biochemical Genetics	3
GENC 710	Principles of Medical Genetics II	2
GENC 720	Teratology	2
GENC 730	Clinical Clerkship II	3
GENC 740	Capstone Project I	2
	Total Credit Hours	12

**Year 2: Spring**

Course #	Course Name	SCH
GENC 760	Professional Development	3
GENC 770	Genetic Counseling and the Community	3
GENC 780	Clinical Clerkship III	3
GENC 790	Capstone Project II	3
	Total Credit Hours	12

**VIII. Core Faculty**

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Meghan Strenk, MS	Assoc/Full (Clinical track)	MS	Y	Program Director; genetics counselor	1.0
Lauren Bartik, MS	Assistant (Clinical track)	MS	N	Clinical Coordinator; genetics counselor	0.5
TBD	Assistant (Clinical track)	MS	N	Adjunct faculty; genetics counselor	0.5
Eric Rush MD, FAAP, FACMG	Assoc/Full	MD	N	Medical Director	0.05

Number of graduate assistants assigned to this program ..... **0**

**IX. Expenditure and Funding Sources** (List amounts in dollars. Provide explanations as necessary.)

# students/year	0	6+0	9+6	12+9	12+12
total # students/year	0	6	15	21	24
credits	0	29	57	57	57
<b>Master of Genetic Counseling</b>	<i>our goal is to enroll a maximum of 12 students each year, based on projected availability of practicum sites &amp; capacity for clinical supervision</i>				<i>(enrollment capacity)</i>
	pre-launch AY	AY2022	AY2023	AY2024	AY2025
<b>I. EXPENDITURES</b>	First FY	Second FY	Third FY	Fourth FY	Fifth FY
<b>Personnel – Reassigned or Existing Positions*</b>					
Faculty	\$0	\$0	\$0	\$0	\$0
Administrators ( <i>other than instruction time</i> )	\$0	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$0	\$0	\$0	\$0	\$0
Fringe Benefits ( <i>total for all groups</i> )	\$0	\$0	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0	\$0	\$0
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$0	\$0	\$0	\$0	\$0
<b>Personnel – New Positions* (explanation attached...)</b>					
Faculty	\$181,250	\$181,250	\$181,250	\$181,250	\$181,250

Administrators ( <i>other than instruction time</i> )	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Support Staff for Administration ( <i>e.g., secretarial</i> )	\$0	\$0	\$0	\$0	\$0
Fringe Benefits (total for all groups)	\$40,386	\$40,386	\$62,429	\$62,429	\$62,429
Other Personnel Costs	\$0	\$0	\$0	\$0	\$0
<b>Total New Personnel Costs -- New Positions</b>	\$241,636	\$241,636	\$263,679	\$263,679	\$263,679
<b>Start-up Costs – One-Time Expenses*</b>					
Accreditation application fee	\$2,500	–	–	–	–
Accreditation submission fee	\$4,500	–	–	–	–
Accreditation site visit	\$4,500	–	–	–	–
Office equipment (desk, chair, computer, bookcase, file cabinet, etc.)	\$11,500	\$0	\$0	\$0	\$5,500
Physical Facilities: Construction/Renovation	\$50,000	–	–	–	–
Other					
<b>Total Start-up Costs</b>	\$73,000	\$0	\$0	\$0	\$5,500
<b>Operating Costs – Recurring Expenses</b> ( <i>explanation attached...</i> )					
<b>OOE – not related to students</b>					
Faculty Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Supplies/Office - stationary, household telephone/networking, IT, videoconferencing	\$500	\$500	\$500	\$500	\$500
postage	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
printing/copying	\$100	\$100	\$100	\$100	\$100
copier/scanner rental	\$200	\$150	\$150	\$150	\$150
facilities operations (repair, services)	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
food/university catering	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Recruitment/advertising	\$500	\$500	\$500	\$500	\$500
<b>OOE – student related</b>					
TYPHON (\$100 ea.)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
annual accreditation maintenance fee for program	\$0	\$600	\$1,500	\$2,100	\$2,400
simulation costs	\$0	\$4,000	\$4,000	\$4,000	\$4,000
travel to recruit clinical sites/preceptor training	\$0	\$5,000	\$5,000	\$5,000	\$5,000
	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<b>Total Operating Costs</b>	\$15,800	\$25,350	\$26,250	\$26,850	\$27,150
<b>GRAND TOTAL COSTS</b>	\$330,436	\$266,986	\$289,929	\$290,529	\$296,329

.. <b>II. FUNDING SOURCES*</b>	First AY (pre-launch)	Second AY	Third AY	Fourth AY	Fifth AY
Tuition	\$0	\$73,280	\$180,673	\$252,690	\$288,067
Student Fees	\$0	\$14,808	\$36,684	\$51,324	\$58,560
State funds & Other Sources	\$0	\$0	\$0	\$0	\$0
<b>GRAND TOTAL FUNDING</b>	\$0	\$88,088	\$217,357	\$ 304,014	\$346,627

<b>Projected Surplus/Deficit (+/-)</b> (Grand Total FUNDING minus Grand Total Costs)	<b>-\$330,436</b>	<b>-\$178,898</b>	<b>-\$72,572</b>	<b>\$13,485</b>	<b>\$50,297</b>
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## X. Expenditures and Funding Sources Explanations

### A. Expenditures

#### Personnel – Reassigned or Existing Positions

We do not anticipate there will be costs associated with reassigned or existing positions.

#### Personnel – – New Positions

We expect all faculty will possess at least an MS degree with background in relevant healthcare settings, to be credentialed as a genetic counselor, and to be licensed to practice in both Kansas & Missouri. An advanced academic degree (PhD, MD, or another doctorate) is preferred.

*Pre-launch Academic year (prior to enrolling students; curriculum integration; recruiting clinical affiliations; program accreditation)*

- 1) Program Director (FTE 1.0): This faculty position (\$100,000) will be the program director (PD) for the GC program. This individual must possess certification as a genetic counselor (CGC) to meet accreditation requirements. It will be preferable for this person to possess a terminal degree and be appointed on the tenure-track at an appropriate rank. Alternatively, the PD may be appointed to a non-tenure modified (clinical) faculty track at an appropriate rank. The salary must be competitive with salaries of practicing CGCs to attract and retain this faculty member (<https://www.bls.gov/ooh/healthcare/genetic-counselors.htm>). The program director will be hired in the first year of the program, to oversee alignment of the curriculum with accreditation requirements. This allows the PD to review and revise the proposed curriculum if necessary, to organize the administrative elements needed to begin teaching the curriculum, to hire new faculty who will begin teaching the next year, and to review applications and select the first cohort of students without delay once accreditation is awarded.
- 2) Clinical Coordinator (FTE 0.5): This non-tenure track, modified title (clinical) faculty position (\$75,000) primarily will focus on identifying and developing relationships with clinical affiliates and supervisors and coordinating contracts with those sites according to institutional protocols. This faculty member also will contribute to a successful accreditation process with close attention to accreditation elements related to student clinical experiences. This faculty member will possess a master's degree and the CGC credential; the role may involve a limited degree of teaching. It will be essential to fill this role as early as possible, prior to the bulk of preparation related to accreditation and prior to arrival of students for classes in the fall of the second year of the program.
- 3) Clinical Faculty member (FTE 0.5): This faculty member (\$75,000) will provide applied knowledge for first-year students related to foundation content, grounding their classroom information with clinical applications of physiology, pharmacology, biochemistry, ethics, and professionalism. This approach to content delivered in the classroom is essential to form an applied understanding of principles prior to patient contact. This faculty member will possess the CGC certification, with at least five years of experience working as a genetic counselor. This faculty member will be hired on the non-tenure modified title (clinical) faculty track. This

position also is critical to the success of the program, and this individual will need to be identified and hired before or early in the 1<sup>st</sup> year of the program to ensure a successful accreditation of the program.

- 4) **Administrator** (FTE 0.5): This individual (\$20,000) is essential to support the program director in finalizing the Genetic Counseling curriculum, to coordinate administrative tasks (room scheduling for the next year, etc.), to interface with emerging clinical affiliates, and to oversee logistics related to accreditation.

**First AY:** (first year of enrolled students; N=6; recruiting additional clinical affiliations)

No additional faculty or staff are proposed.

**Second AY:** (enroll second cohort of students; N=9)

No additional faculty or staff are proposed.

**Third AY:** (enroll third cohort of students; N=12; enrollment cap = 12 students/year thereafter)

No additional faculty or staff are proposed.

### **Start-up Costs – One-Time Expenses**

Each new faculty member and staff member will require an office equipped with a personal computer (\$2,200 each), office desk (\$1,500 each) and chair (\$500 each), bookcase (\$150 each), and filing cabinet (\$250 each), to support teaching and administrative activities. These will be purchased in the pre-enrollment year. Funds are estimated (\$20,000 each) for office renovations for faculty & staff. Accreditation policy requires approval of program accreditation prior to recruiting and enrolling students. Costs associated with applying for accreditation (\$11,500) will occur during the first (pre-enrollment) year of the program.

### **Operating Costs – Recurring Expenses**

#### **Non-student Operating Costs – Recurring Expenses**

- 1) **Faculty travel:** Funds (\$2,500 each) will support faculty travel, initially to consult with existing genetic counseling programs and for on-site visits to clinical sites, and later as a commitment to on-going faculty development supporting faculty to attend meetings or workshops focused on best teaching and clinical practices for students.
- 2) **Office supplies:** Costs of paper, pens and other office supplies consumed by routine activities.
- 3) **Telephone/networking/IT:** Costs associated with digital communications and teaching courses; particularly important for maintaining an ongoing relationship with clinical sites and supervisors, and for mentoring GC students in training at these sites.
- 4) **Postage:** Funds to support program-related correspondence by courier and mail services. (extrapolated from current costs incurred by other programs)
- 5) **Printing/copying:** Funds to support printing costs associated with program management and documentation (extrapolated from current costs incurred by other programs)
- 6) **Copier/scanner rental:** Funds to support copier/scanner rental annually.
- 7) **Accreditation fees:** The Accreditation Council for Genetic Counseling (ACGC; <https://www.gceducation.org/establishing-a-new-program/>) assesses a \$2,500 application fee, a \$4,500 submission fee, and a \$4,500 site visit fee for undertaking accreditation of a new genetic counseling program.
- 8) **Facilities operations:** Funds to support maintenance and repairs exclusive of renovation costs
- 9) **Food/university catering:** Funds to support program-related activities, such as catering costs associated with faculty interviews or seminars.

#### **Student-related Operating Costs – Recurring Expenses**

1. **Accreditation process:** Includes training, documentation, tracking, and visits. Training of the program director and other faculty will be essential to ensure faculty are prepared to teach students to meet rigorous examination standards, and in preparation for initial visits by accreditation teams. Familiarity with the standards, with the documentation required, and ongoing tracking of program components will be accomplished by visits to other accredited genetic counseling programs to consult with experienced program directors.

2. *Program Review*: We will host a formal review session for students in the second year of their program of study, prior to when they undertake their national certification exam. We anticipate this directly will enhance student success upon an initial attempt at the exam, particularly for the first several cohorts of students passing through the new curriculum. Feedback from these reviews will inform the Program Director about changes to content delivery needed in subsequent years.
3. *TYPHON*: This comprehensive software platform allows for efficient tracking of student clinical placements, student performance at these placements, and feedback from supervisors about students. This documentation is useful in planning clinical placements and also will provide a source for documentation required by the accreditation process.
4. *Faculty travel to recruit clinical sites/preceptor training*: It will be essential for faculty to establish relations with clinical training sites, to engage regularly with ongoing relations, and to train new preceptors prior to the arrival of students at each site. Preparing preceptors for needs and expectations of students will be a crucial step toward successful clinical experiences. These activities taking place at more remote distances will be conducted virtually when possible, although we anticipate a need for in-person contact during the initial phases of program implementation and when establishing a new clinical site. Ongoing and regular contact with preceptors and clinical site administrators will further the goals of maintaining good relations and enhancing student outcomes.
5. *Accreditation fees*: To be eligible for the certification exam, students must graduate from an accredited Genetic Counseling program. The accreditation process is governed by Accreditation Council for Genetic Counseling (ACGC; <https://www.gceducation.org>).
  - a. The cost of the accreditation process is \$15,000, and the award of accreditation must occur prior to recruiting and enrolling students.
  - b. Once the program is accredited, there will be an annually-recurring fee of \$4,000 for accreditation maintenance.
6. *Simulation costs*: Annually recurring cost (\$5,000) based upon the current cost for use of the ZIEL and NICE simulation teaching environments by the School of Health Professions Clinical Lab Sciences program. This amount will be tracked and examined closely to confirm the accuracy over time. Note that simulation costs are assessed to programs separately, even when multiple programs participate in interprofessional simulation activities (e.g., these are not shared costs).
7. *Recruitment/advertising*: We will support recruiting of new students through visits to campuses and military bases, career fairs, and alumni publications, and we will purchase advertising in nationally visible venues.

## **B. Revenue: Funding Sources**

The costs of starting the new degree program will initially be supported by the University of Kansas Medical Center and by endowment funds from a generous donor. Program costs will be offset by tuition revenue and student fees in the third year of enrolling students.

The tuition rate and student fees will be similar to those of other graduate-level clinical courses now offered in the School of Health Professions. Tuition is \$421.15 per credit hour for residents and course fees are \$56 per credit hour plus a KUMC campus fee of \$422 per semester. The course fee revenue will be managed in a restricted fee (RFF) account set up for this specific purpose and governed by the fiscal accounting policies now employed by other programs offered at KU Medical Center.

## **C. Projected Surplus/Deficit**

Given these sources, the program is expected to have a positive revenue stream in the fourth year of the program (the third year of enrolling students).

## XI. References

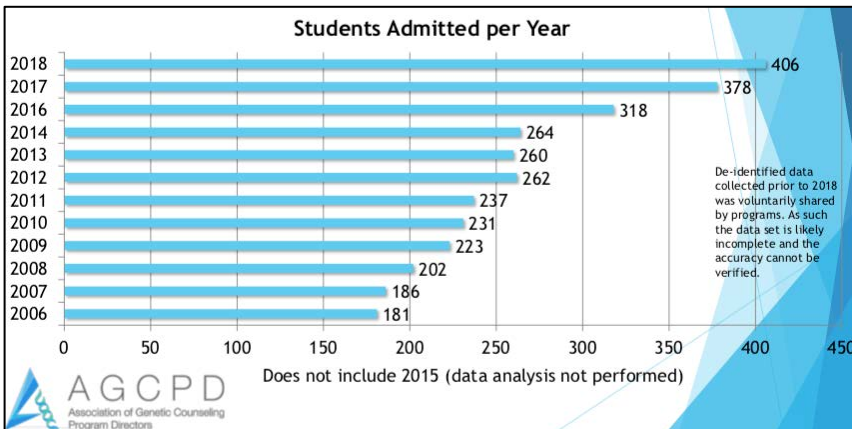
1. [Accreditation Council for Genetic Counseling](#) (ACGC), Accreditation Council for Genetic Counseling, Inc, 7918 Jones Branch Drive, Ste 300, McLean, VA 22102. Telephone: (703) 506 - 7667.
2. Accreditation Council for Genetics Counseling: Program Directory webpage. <http://gceducation.org/Pages/Accredited-Programs.aspx>; accessed July 26, 2019.
3. Hoskovec JM, Bennett RL, Carey ME, DaVanzo JE, Dougherty M, Hahn SE, LeRoy BS, O'Neal S, Richardson JG, Wicklund CA (2018) Projecting the Supply and Demand for Certified Genetic Counselors: a Workforce Study. *J Genet Couns.*, 27(1):16-20. doi: 10.1007/s10897-017-0158-8. Epub 2017 Oct. 20.
4. United States Department of Labor, Bureau of Labor Statistics: Occupational Outlook Handbook – Genetic Counselors. <https://www.bls.gov/ooh/healthcare/genetic-counselors.htm>; accessed July 15, 2019.
5. Riconda, D., Grubs, R.E., Champion, M.W. (2018) Genetic counselor training for the next generation: Where do we go from here? *Amer. J. Medical Genetics*. <https://doi.org/10.1002/ajmg.c.31598>

## Supplemental information

- U.S. Bureau of Labor Statistics: Occupational Outlook Handbook (<https://www.bls.gov/ooH/healthcare/genetic-counselors.htm>) <updated: 09/04/2019>

Quick Facts: Genetic Counselors	
2018 Median Pay	\$80,370 per year \$38.64 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2018	3,000
Job Outlook, 2018-28	27% (Much faster than average)
Employment Change, 2018-28	800

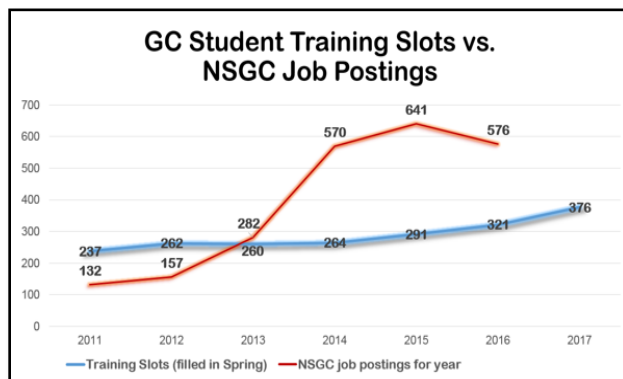
- 2006 - 2018 Genetic Counseling Applicant Pools, Assoc. Genetic Counselor Program Directors 2019 Annual Report (<https://agcpd.org/Member/Default.aspx>)



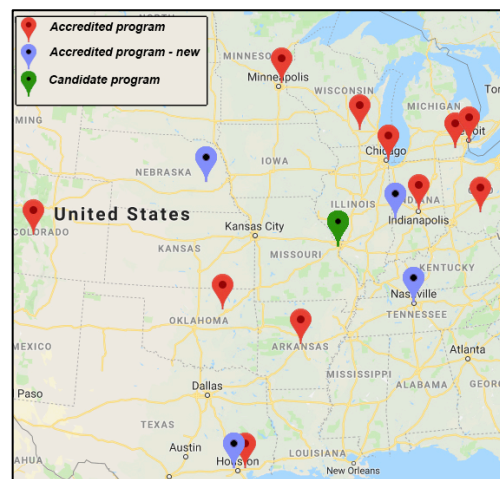
### In 2018:

- 87% of GC students were employed before they graduated
- There were more than 4,600 certified Genetic Counselors now in practice.
- 90% of practicing GCs report being highly satisfied with their career choice

- National Society for Genetic Counselors (@GeneticCounselors)



- Midwestern Genetic Counseling programs (<https://www.gceducation.org/program-directory/>)





# EMPORIA STATE UNIVERSITY

■ Office of THE PROVOST

Campus Box 4045  
1 Kellogg Circle  
Emporia, Kansas 66801-5415  
620-341-5171  
www.emporia.edu

April 13, 2020

Daniel Archer, Ed.D., Vice President for Academic Affairs  
Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368

Dear Dr. Archer:

Emporia State University requests approval to consolidate two existing academic programs: our active master's program in School Psychology, and our master's program in Psychology (General) that is currently in phase-out status.

Our intention is to

- restore the Psychology (General) master's to active status,
- offer School Psychology as a concentration under the Psychology (General) master's instead of as a separate master's program, and
- add two new concentrations under the Psychology (General) master's: one in Experimental Psychology and the other in Educational Psychology.

If my reading of policy is correct, program consolidations of this kind require the approval of the Council of Chief Academic Officers and the Board President/CEO.

Your assistance in adding this request to the next available COCAO agenda would be appreciated.

Sincerely,



David P. Cordle  
Provost and Vice President for Academic Affairs

I'M A HORNET.

An Equal Opportunity Employer

**Kansas Board of Regents**

**APPLICATION FOR APPROVAL OF MINOR  
WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

University of Kansas

**TITLE OF MINOR:**

Design Entrepreneurship

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(Title and CIP)

May 1, 2020

(Date Submitted)

  
Barbara Bichelmeier

(Signature of Vice-President/or Provost)

**PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

**Kansas Board of Regents**

**Submitted by:** Barbara Bichelmeyer, Provost and Executive Vice Chancellor

**College of Minor:** School of Architecture and Design

**Department of Minor:** Design

*Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.*

*The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.*

**I. Describe the Purpose of the Proposed Minor:**

The minor in Design Entrepreneurship capitalizes on existing strengths in the School of Business Center for Entrepreneurship and the School of Architecture & Design's Department of Design. This cross-disciplinary program was developed collaboratively by these two units.

The minor aligns existing Design and Entrepreneurship coursework in order to provide holistic training to students who wish to apply design thinking and methodologies into commercial applications.

Students participating in the minor take four courses in successful venture creation through the Center for Entrepreneurship, one course in Design thinking and methodologies, then a capstone Design course in which they will apply all that they have learned in their other minor coursework. Students will learn the important skill of Design Thinking and practice that skill through project-based work.

Provide Curriculum for the Minor (extend course listing as needed):

Course Type	Course Name & Number	Credit Hours
Core Courses	ENTR 301 Starting Your Own Business	3
	ENTR 302 Financing Your Own Business	3
	ENTR 303 Marketing Your Own Business	3
	ENTR 490 Social Entrepreneurship or ENTR 450 Advanced Entrepreneurship	3
	ADS 325 Design Thinking and Research Methodologies	3
	ADS 560 Topics in Design	3
Elective Courses		
Practica Courses		
Research Courses		
<b>Total Semester Credit Hours</b>		<b>18</b>

II. Faculty resources:

A. Number of FTE Faculty who will teach in the new minor: 1.5 FTE/7 headcount

B. Rank of Faculty (indicate number of faculty for each ranking):

Prof. 0                      Assoc. Prof. 1                      Asst. Prof. 2

Instr. 4 (all lecturers on multi-year contracts)      GTAs 0

C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor 0                      Masters 7                      Doctorate 0

**Kansas Board of Regents**  
**APPLICATION FOR APPROVAL OF MINOR**  
**WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

University of Kansas

**TITLE OF MINOR:**

Nutrition

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(Title and CIP)

May 1, 2020

(Date Submitted)



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Barbara Bichelmeier

(Signature of Vice-President/or Provost)

**PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

**Kansas Board of Regents**

**Submitted by:** Barbara Bichelmeyer, Provost and Executive Vice Chancellor

**College of Minor:** School of Professional Studies

**Department of Minor:** Nutrition

*Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.*

*The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.*

**I. Describe the Purpose of the Proposed Minor:**

The minor in Nutrition capitalizes on existing strengths in the KUMC's School of Health Professionals' Department of Dietetics and Nutrition and KU's School of Professional Studies. This cross-disciplinary program was developed collaboratively by these two units.

The Nutrition minor is offered to undergraduate students from all majors and its purpose is to provide students with knowledge in the principles of nutrition, public health nutrition, and assessment as well as electives in sports nutrition, nutrition education, and advanced nutrition. While the minor in nutrition will complement and is open to any major at KUMC or KU, students in pre-health and exercise science majors and community college transfer students in public health majors may have the most interest in the program.

Students participating in the minor complete four required courses to provide a foundational understanding of nutrition and to elective courses allowing students to customize the program to their interest areas including topics such as sport and exercise nutrition, nutrition education, and advanced nutrition.

Provide Curriculum for the Minor (extend course listing as needed):

Course Type	Course Name & Number	Credit Hours
Core Courses	HSCI 320 Principles of Nutrition or HSES 330 Principles of Health and Nutrition	3
	HSCI 420 Nutrition through the Life Cycle	3
	HSCI 421 Public Health Nutrition	3
	HSCI 422 Nutrition Assessment	3
Elective Courses	Select two of the following:	
	HSCI 331 Sport and Exercise Nutrition	3
	HSCI 521 Advanced Nutrition	3
	HSCI 522 Advanced Sport Nutrition	3
	HSCI 425 Nutrition Education	3
Practica Courses		
Research Courses		
<b>Total Semester Credit Hours</b>		<b>18</b>

II. Faculty resources:

A. Number of FTE Faculty who will teach in the new minor: 1.75 FTE/7 Headcount

B. Rank of Faculty (indicate number of faculty for each ranking):

Prof. 1 Assoc. Prof. 0 Asst. Prof. 3

Instr. 3 (all are lecturers or clinical instructors on multi-year contracts) GTAs 0

C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor 0 Masters 3 Doctorate 4

**Kansas Board of Regents**

**APPLICATION FOR APPROVAL OF MINOR  
WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS**

University of Kansas

**TITLE OF MINOR:**

Public and Population Health

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(Title and CIP)

May 1, 2020

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(Date Submitted)



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Barbara Bichelmeyer

(Signature of Vice-President/or Provost)



## PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS

### Kansas Board of Regents

Submitted by: Barbara Bichelmeyer, Provost and Executive Vice Chancellor

College of Minor: School of Professional Studies

Department of Minor: School of Professional Studies

*Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.*

*The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.*

#### I. Describe the Purpose of the Proposed Minor:

The online minor in Public and Population Health capitalizes on existing strengths in the KUMC's School of Health Professions and KU's School of Professional Studies. This cross-disciplinary program was developed collaboratively by these two units.

The minor examines public health issues in the United States and is designed to provide an overview of major health issues that impact the public's health and the essential services of public health, challenges and strategies for working with communities, and provides an overview of the United States public health system. The minor looks into the fundamentals of epidemiology, population health, and how behavioral, social, and environmental factors influence health.

Students participating in the minor take four required courses in order to better understand the fundamentals of public and populations health and will expand that knowledge set through the selection of a statistics course and an elective related to an interest area within public health.

Provide Curriculum for the Minor (extend course listing as needed):

Course Type	Course Name & Number	Credit Hours
Core Courses	HSCI 340 Introduction to Public Health	3
	HSCI 440 Introduction to Epidemiology	3
	HSCI 441 Population Health	3
	HSCI/EVRN 445 Intro. to Environmental Health	3
	HSES 310 Research and Data Analysis in Health, Sport, and Exercise Science or BIOS 704 Principles of Statistics in Public Health	3
Elective Courses	Select one of the following:	
	HSES 308 Drugs and Diseases in Society	3
	HSES 418 Health Aspects of Aging	3
	HSES 467 Community Health and Health Education	3
	SOC 424 Sociology of Health and Medicine	3
	SOC 425 Sociology of Global Health	3
Practica Courses		
Research Courses		
<b>Total Semester Credit Hours</b>		<b>18</b>

II. Faculty resources:

A. Number of FTE Faculty who will teach in the new minor: 1.75 FTE/7 headcount

B. Rank of Faculty (indicate number of faculty for each ranking):

Prof. 1 Assoc. Prof. 3 Asst. Prof. 1

Instr. 2 (lecturer on multi-year contract) GTAs 0

C. Preparation of Faculty (indicate number of faculty for each degree level):

Bachelor 0 Masters 0 Doctorate 7

## Update on Board Goal: Positive Pathways for Students Who Do Not Meet Qualified Admissions Criteria

Daniel Archer  
VP, Academic Affairs

*Board Goal Four for 2019-20, adopted at the August 2019 Board retreat, states “the Board will explore positive pathways to help students who do not meet Qualified Admissions criteria achieve success beyond high school.” This paper addresses the issues that prompted this goal and details two proposed tactics to support it.*

*May 20, 2020*

### Background

At the September 18-19, 2019 Board Meeting, the Board approved revisions to the Qualified Admissions (QA) criteria. Much of the Board discussion that led to these revisions revolved around examining how the new QA criteria would impact access and the probability of success. In addition to exploring the impact of the criteria on outputs, discussion was also devoted to examining the admission process through the lens of an applicant who does not meet the QA criteria. These conversations revealed state universities could strengthen their commitment to reaching this population. Seeing this as an opportunity for growth, the Board instituted the following goal “the Board will explore positive pathways to help students who do not meet Qualified Admissions standards achieve success beyond high school.”

A working group of admission representatives from the six state universities was formed to explore and identify proposed tactics to advance this goal. A summary of the key issues and proposed tactics is detailed below.

### Addressing Alternative Admission Option

While current admission regulations establish that students must meet the requisite criteria to qualify for guaranteed admission, it also permits universities to admit applicants who do not meet the minimum freshman admissions criteria.

- For residents, a university may admit up to 10% of its total freshman admissions through the exception window.
- For non-residents, a university may admit up to 10% of its total non-resident freshman admissions through the exception window.

Despite that this regulatory framework exists, many university websites only list the QA criteria and do not mention that applicants who do not meet the QA criteria are still considered for admission. Without including this information, a prospective student may conclude that admission eligibility is solely contingent upon meeting a QA criterion, which, in turn, may prevent some from applying. With these issues in mind, one could argue that the current exception window is an invisible pathway at some universities.

To provide clarity, the working group proposes that each state university revise its admission web content and note the following:

- If you do not meet either of the guaranteed admission requirements, you are still encouraged to apply. Your application will be reviewed individually.

This will underscore a pathway that some may be currently unaware of and, in turn, ensure that high school counselors, prospective students, and families understand that there is an avenue for admission beyond the traditional QA criteria.

## **Creating Positive Messaging and Referring Inadmissible Applicants to Two-Year Colleges**

A relatively small percentage of applicants among the six state universities were denied admission (2.90% of residents and 6.05% of non-residents) in AY 2018. While these figures are relatively low, it should be noted that these percentages represented over 1,400 applicants systemwide.

When examining the number of applicants who are inadmissible, it is important to recognize the negative connotation associated with rejection. As such, receiving an admission denial letter may instigate a self-perception that a student is not college material and, in turn, discourage him/her from pursuing postsecondary education. To mitigate this perception, the working group proposed that each university revise its admission denial letter and include:

- a statement that promises that the applicant will be reconsidered for admission if he/she re-applies after completing 24 college credit hours with at least a 2.0 (2.5 for KU); and
- a link to a newly-developed [KBOR webpage](#) that details the community and technical colleges in the state as well as the contact information for each respective college.

This message provides the applicant with immediate options to pursue higher education and outlines a trajectory to gain admission to the university as a transfer student.

## **Conclusion**

Taken together, the two proposed tactics establish a positive tone that will help students who do not meet the QA criteria comprehend options and plan potential next steps. This will strengthen the commitment to reaching this population by providing them with guidance and direction both before and after the application process.

# Michael Tilford Conference on Diversity and Multiculturalism Financial Report

Prepared by Jennifer Ng, Ph.D.  
University of Kansas  
Office of Diversity & Equity

## PAST MEETING REVENUES:

Year	Roll over from previous year	Registration Revenue	Meeting Expenses	Meeting Balance
2019	\$24,682.72	\$0	\$19,744.97	\$4937.75
2018	\$3902.47	\$34,500	\$13,719.75 <sup>1/2</sup> /\$30,740.32 <sup>3</sup>	\$24,682.72 <sup>1</sup>
2017	\$34,135.73 <sup>3</sup>	\$0	\$29,685.92 (19,685.92=2017, \$10,000 = 2018) <sup>4</sup>	\$3,902.47 <sup>4</sup>
2016	\$18,945.74	\$34,300	\$19,210.01	\$34,035.73
2015	\$34,663.79	\$0	\$15,718.05	\$18,945.74
2014	\$21,420.43	\$33,780.28	\$22,303.94	\$34,663.79
2013	\$46,775.00	\$0	\$25,354.57	\$21,420.43
2012	\$11,206.37	Not Available	Not Available	\$46,775.00
2011	\$47,990.12	\$0	\$36,783.75	\$11,206.37

## HOST INSTITUTION PER CAPITA EXPENSES:

Year	Host Institution	Expenses	Attendance	Per Capita
2019	University of Kansas	\$19,744.97	274	\$72.06
2018	Fort Hays State <sup>1</sup>	\$13,719.75 <sup>2</sup> /\$30,740.32 <sup>3</sup>	200	\$68.60 <sup>2</sup> /\$153.70 <sup>3</sup>
2017	Fort Hays State <sup>1</sup>	\$19,685.92	178 <sup>6</sup>	\$110.60
2016	Pittsburg State <sup>4</sup>	\$19,210.01	154	\$124.00
2015	Pittsburg State <sup>4</sup>	\$15,718.05	133	\$118.18
2014	Emporia State <sup>5</sup>	\$22,303.94	157	\$142.06
2013	Emporia State <sup>5</sup>	\$25,354.57	139	\$182.40
2012	Kansas State <sup>4</sup>	Unavailable	264	Unavailable
2011	Kansas State <sup>4</sup>	\$36,783.75	264	\$139.33

<sup>1</sup> Information referenced from the 2018 Budget Excel File from the FHSU Provost's Office.

<sup>2</sup> Expenses paid for strictly from the Tilford Budget-excludes the contributions by FHSU Resources.

<sup>3</sup> Total Expenses paid for combined Tilford Budget and FHSU Contributions.

<sup>4</sup> Information referenced from the 2017 Post Event Report from Fort Hays State University faculty, K. McGonigal.

<sup>5</sup> Information provided by Emporia State University, S. Lidzy.

# Michael Tilford Conference on Diversity and Multiculturalism

## 2019 Post-Conference Survey Results

Prepared by the University of Kansas - Office Diversity & Equity

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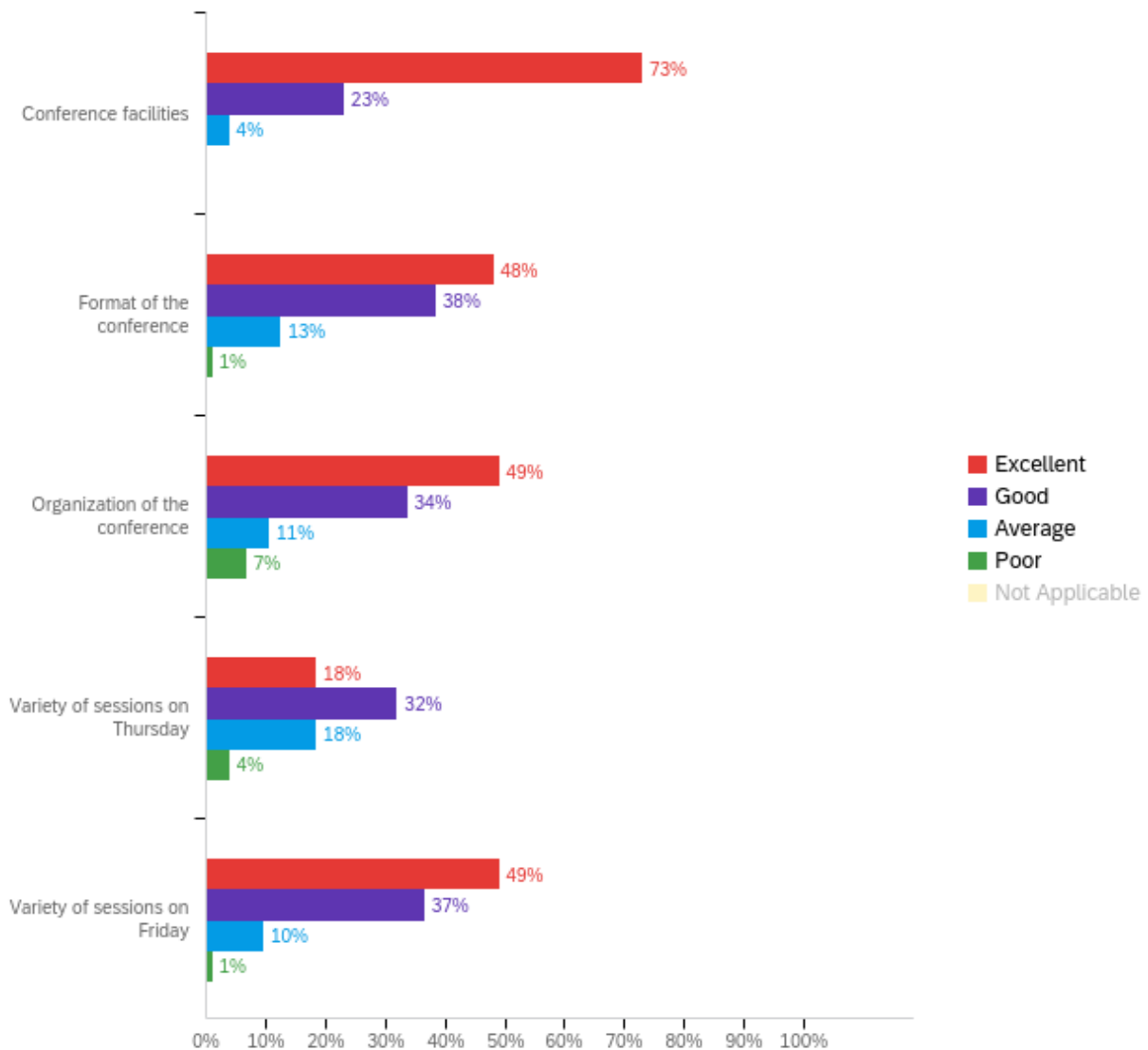
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## Facilities, Format, Organization, and Variety

The survey had general questions about the conference facilities, format, organization, and variety of sessions.

Respondents were very satisfied with the conference facilities: 73% rated as excellent and 23% rated as good, which is comparable with the 2018 responses.

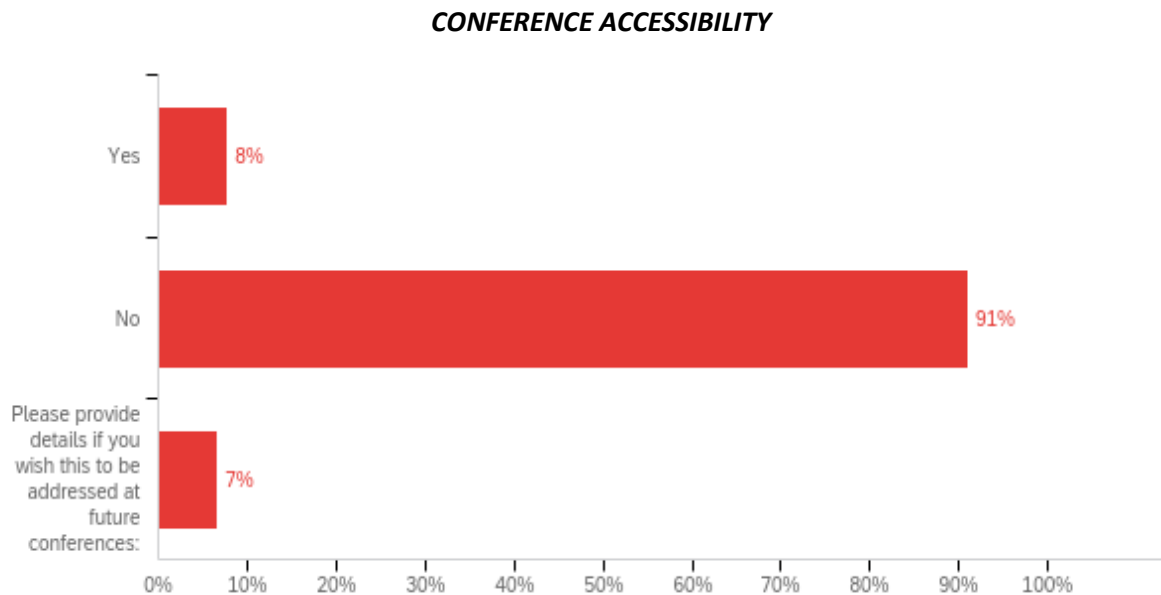
**RATINGS FOR OVERALL CONFERENCE**



## Conference Access and Attendance

Most attendees did not have any challenges with accessibility. 8% of respondents shared that they encountered problems. In their comments, many said that presenters did not use microphones which made hearing difficult.

While there was a fairly even distribution of barriers to attending the conference, three responses were the most frequent. The main issues raised were a lack of knowledge of the conference (70%), an inability to take time off work (45%), and scheduling conflicts (43%).



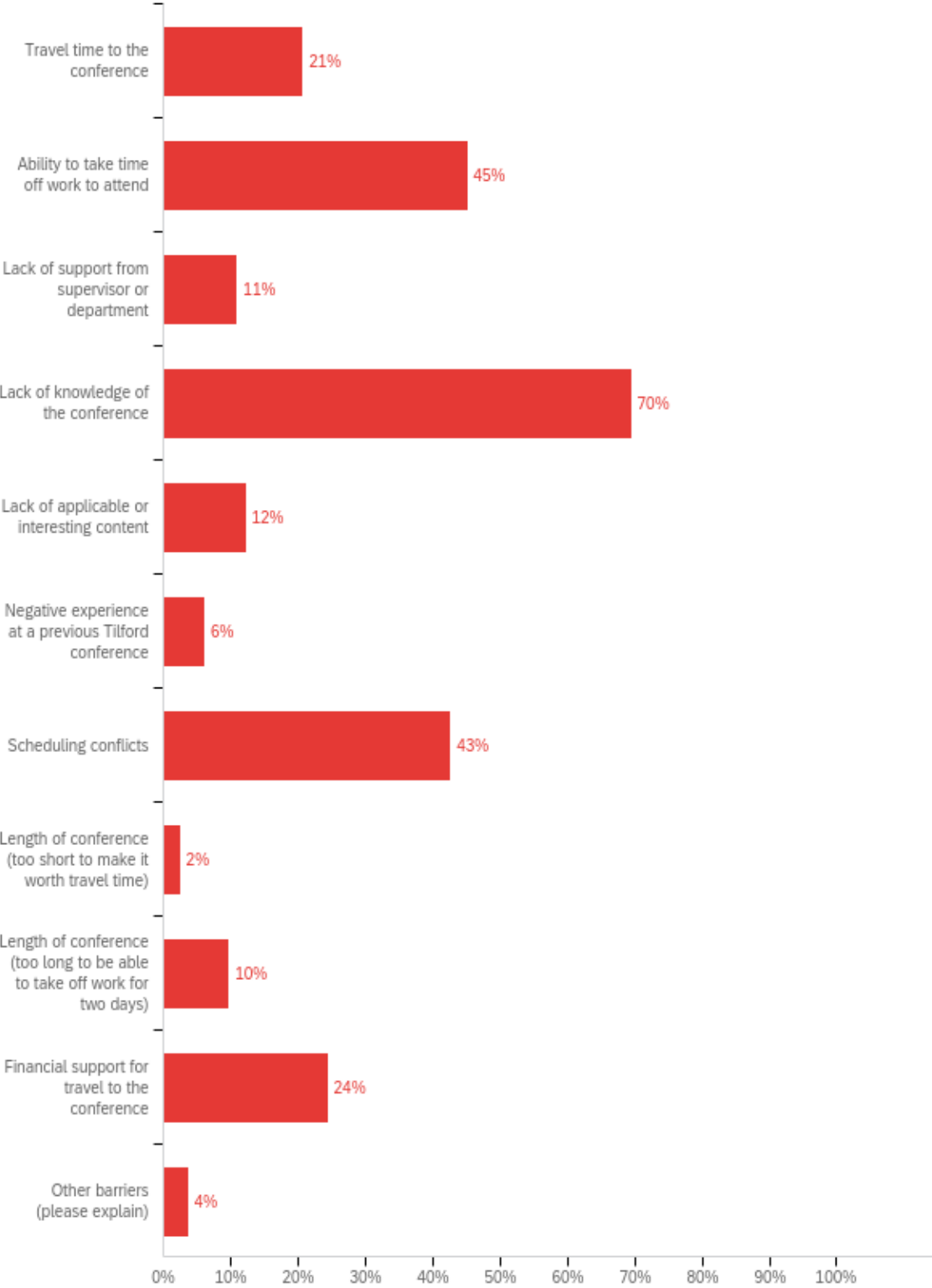
### DETAILS OF INACCESSIBILITY

#### Free Response Comments from Respondents

- Presenters not using microphones (this wasn't requested from me though)
- Not a problem for me, but all speakers should use a microphone
- I take longer than most people to process information and make decisions, so having session descriptions prior to the first day of the conference would have helped me experience the sessions more intentionally.
- Was unaware of how and if there were accommodations [sic] for people with food allergies so I avoided the meal times.
- Had difficulty hearing in some sessions
- I have a hearing impairment and not all presenters used the microphone or did not pass it along to conversnats [sic]



**MOST SIGNIFICANT BARRIERS PREVENTING PEOPLE FROM ATTENDING THE CONFERENCE**



***OTHER BARRIERS PREVENTING PEOPLE FROM ATTENDING THE CONFERENCE***

Free Response Comments from Respondents

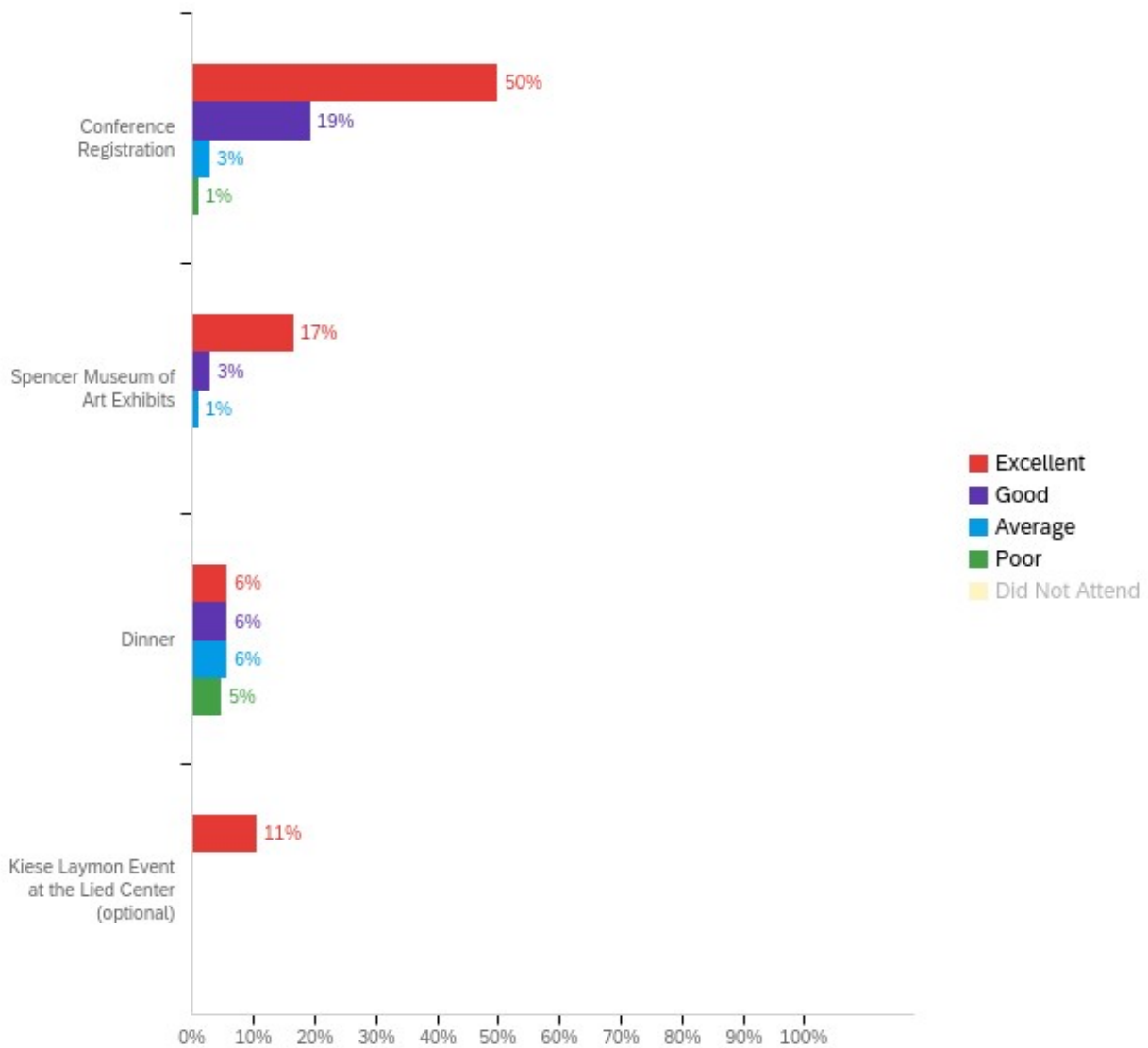
- more disabled faculty members need to be aware of this conference.
- No requirement or expectation that faculty and staff will engage in professional develop or learning opportunities relative to diversity, equity and inclusion
- The program was announced very late on our campus. The program should be one day in length.

## Events from the First Day, Thursday October 3<sup>rd</sup>

There were several optional events available on Thursday, including the following: Spencer Museum of Art exhibitions, dinner, and Kiese Laymon event at the Lied Center, though attendance at each was low.

Both quantitative and qualitative data suggested that attending the optional events were worth attendees time. For example, 100% of those who attended the Kiese Laymon lecture rated it as excellent. All who attended the Spencer Museum of Art exhibits rated the experience as excellent, good, or average.

**RATINGS OF EVENTS FROM DAY 1 – THURSDAY**



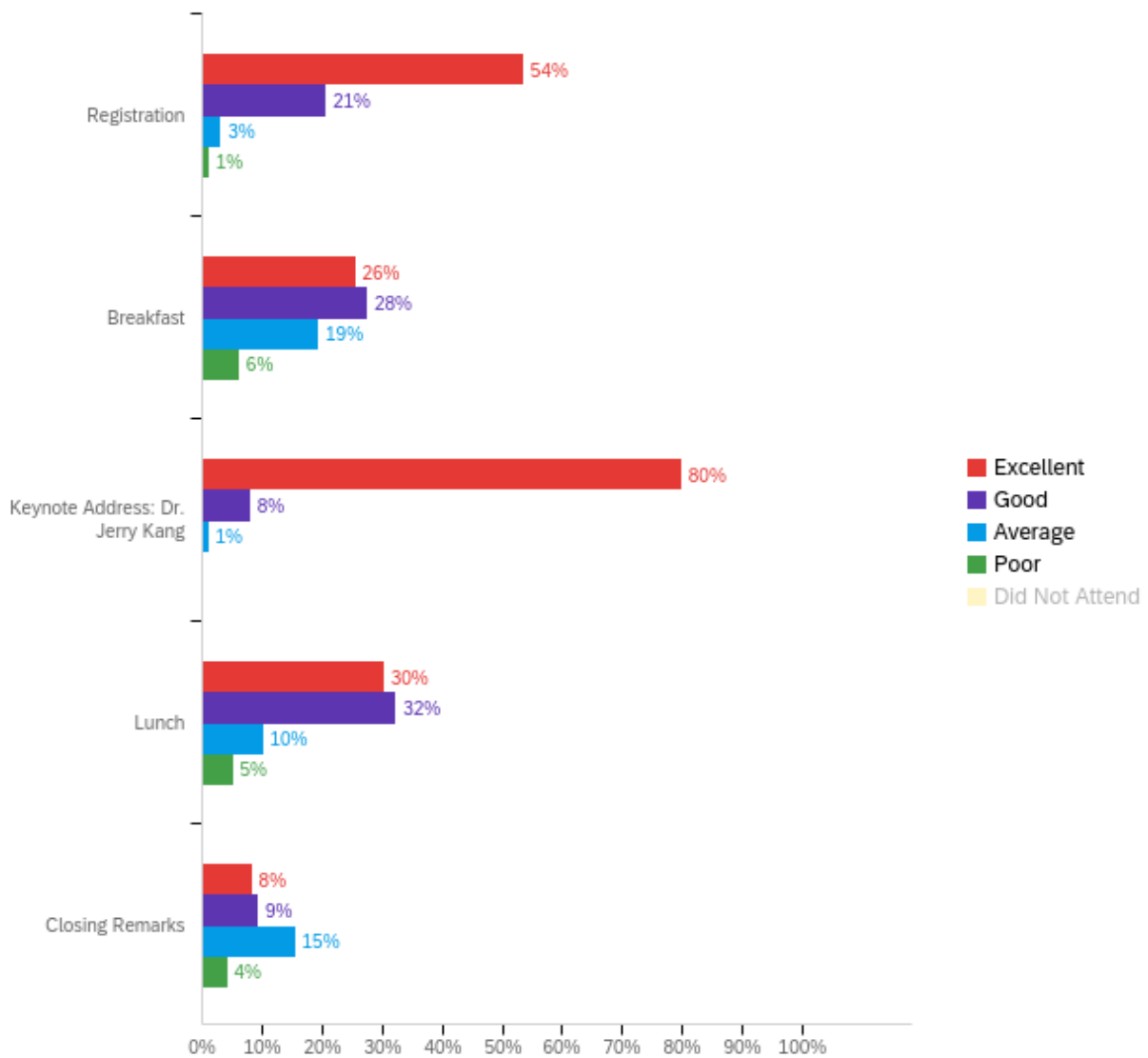
## Events from the Second Day, Friday October 4<sup>th</sup>

Survey respondents were asked to rate Friday registration, breakfast, keynote address from Dr. Jerry Kang, lunch, and closing remarks.

The Keynote address from Dr. Jerry Kang was a highlight. 80% of attendees said his talk was excellent, with many commenting that it was the most enjoyable part of the conference.

While registration was mostly considered excellent or good, the rest of the questions had mixed results.

### **RATINGS OF EVENTS FROM DAY 2 - FRIDAY**



## New First Day Schedule with Extended Sessions

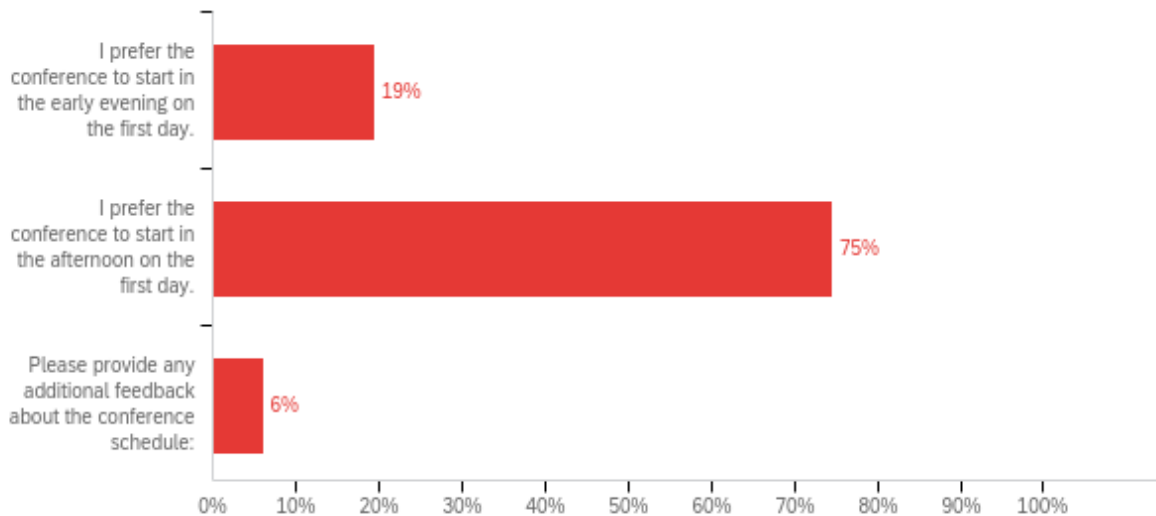
Historically, the conference began in the evening of the first day. This year the host site decided to try starting earlier, during the afternoon of the first day. 75% of respondents favored the change.

Thursday sessions were extended for more in depth discussion.

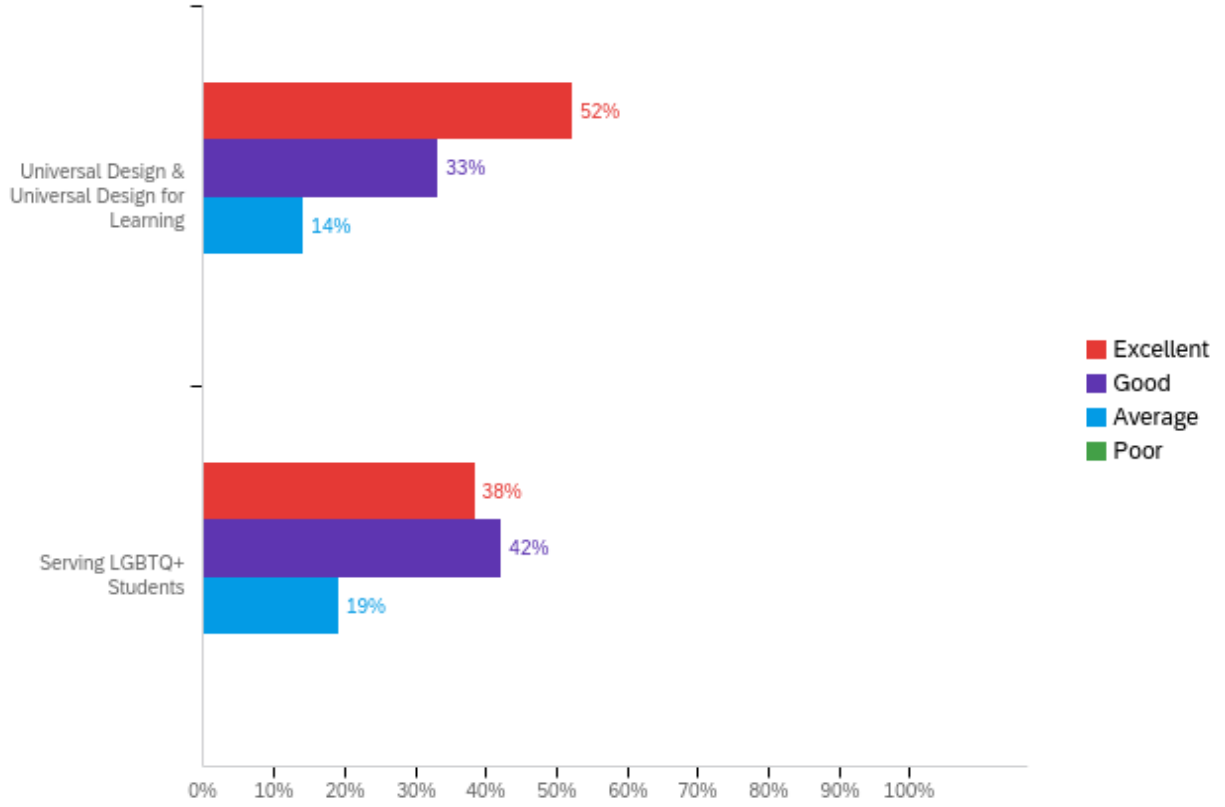
During the first extended sessions, conference goers chose between two sessions: Universal Design & Universal Design for Learning; and Serving LGBTQ+ Students. These sessions were rated 84% excellent or good

For the second extended session, the topics were: Bystander Intervention, and Serving First Generation Students. Those two sessions resulted in 79% ratings of excellent or good.

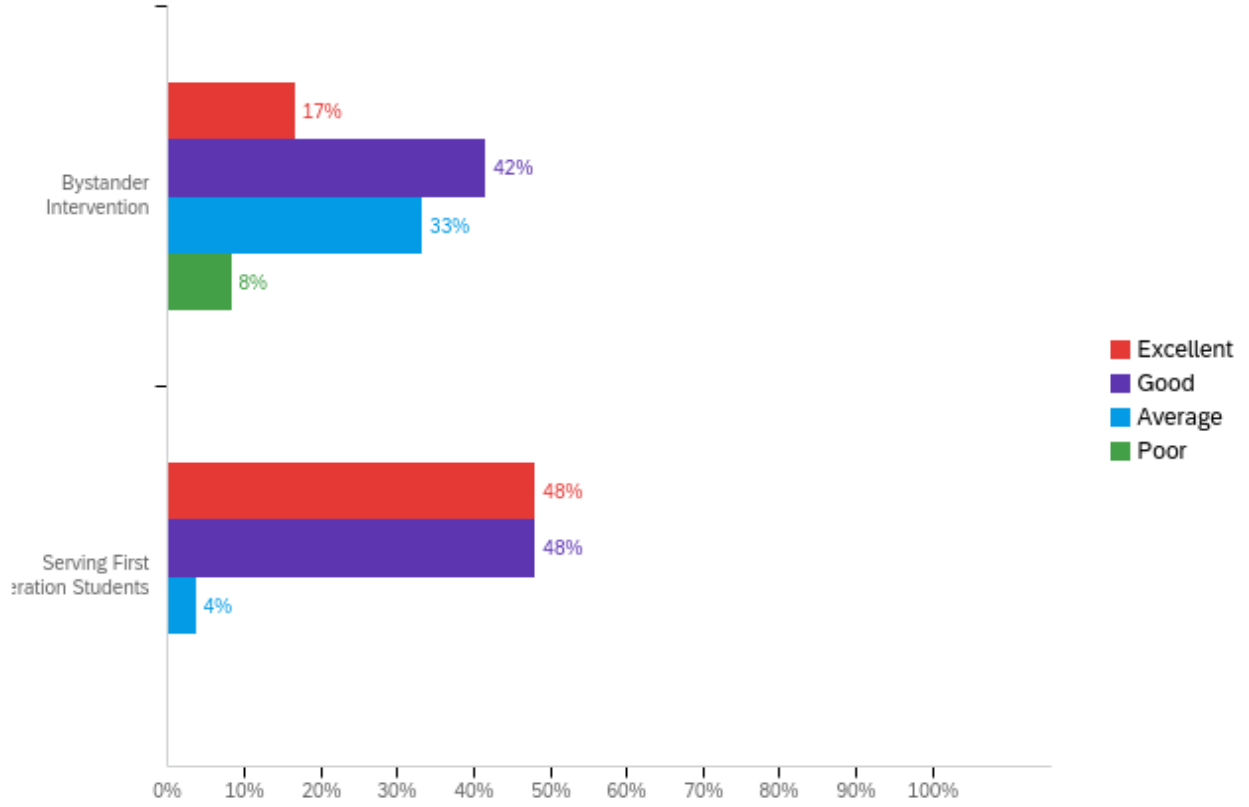
**RATING OF CHANGES IN CONFERENCE SCHEDULE**



**RATING OF THURSDAY EXTENDED SESSION 1**



**RATING OF THURSDAY EXTENDED SESSION 2**

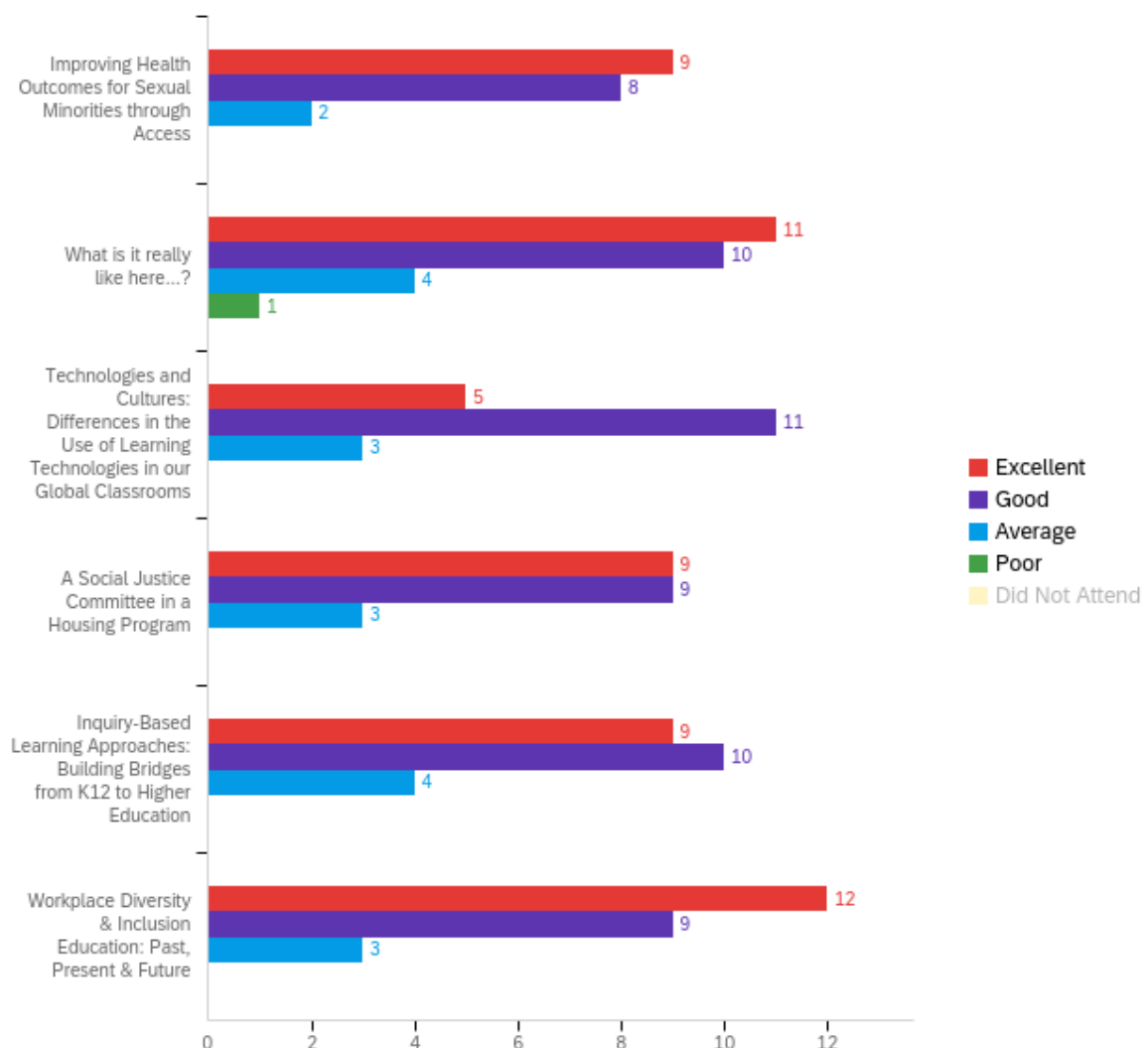


## Poster Sessions

Less than half of respondents attended the poster sessions, which made it difficult to draw meaningful conclusions from the data. There were six posters presented:

- Workplace Diversity & Inclusion Education: Past, Present & Future
- Inquiry-Based Learning Approaches: Building Bridges from K12 to Higher Education
- A Social Justice Committee in a Housing Program
- Technologies and Cultures: Differences in the Use of Learning Technologies in our Global Classrooms
- What is it really like here...?
- Improving Health Outcomes for Sexual Minorities through Access

**RATINGS OF EACH POSTE**





## Friday Breakout Sessions

Respondents were asked to select the session(s) they attended, then rate that session. They were also given the opportunity to provide written feedback to the presenters.

While all sessions had overall positive feedback (average of 87% excellent or good rating) – there were a few sessions that were rated especially well.

Programs from each session are listed below, with the most attended session of each time frame noted. The graphs that show ratings for breakout sessions begin after the session 4 summary.

### Friday Session 1 – seven presentations

- Transitioning the Relationship between Disability Services and Instructional Practices
  - This was the most attend session 1 with 27 people in attendance.
  - 89% rated it excellent or good.
- “Are you open to feedback?”: Tips on Sharing Feedback In A Culturally Diverse World
- Latinx Studies Certificate/Degree Programs and Latinx Student Recruitment: Addressing the Changing Demographics in Kansas
- Achievements and Challenges: Centering Black and Brown Graduate Students SA Pro Experiences at Predominantly White Institutions
- Unpacking "Unpacking Whiteness in the Workplace": A Look into the Staff-Led Workshop Series to Challenge White Privilege in KU Employee Culture
- Interrogating Whiteness: An Educator's Guide towards Multicultural Growth
- Administrator Session (extended)

### Friday Session 2 – five presentations

- Universal Design Using Artificial Intelligence
  - This was the most attend session 2 with 19 people in attendance.
  - 90% rated it excellent or good.
- Creating and Implementing a social Justice Certificate Program
- Inclusion in Makerspaces
- Getting "run over": A collaborative autoethnography of graduate students with disabilities
- Perceptions of cultural competence among students, staff, and faculty in a School of Journalism and Mass Communication

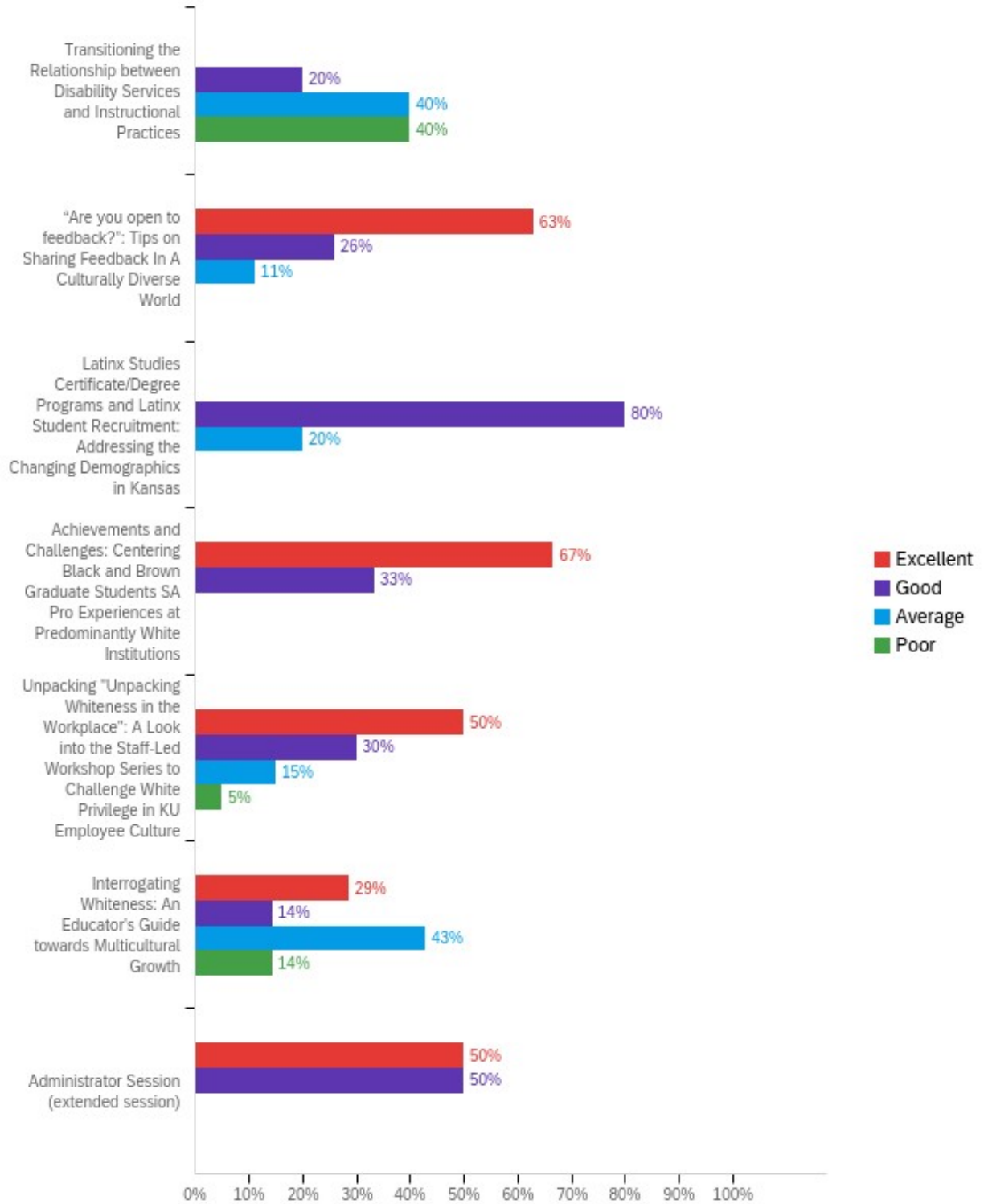
### Friday Session 3 – six presentations

- Hale: new library, new approaches to inclusive library spaces
- The Pronoun Low down: Making Your Institutions Policies Inclusive for Gender Nonconforming and Nonbinary Students, Staff & Faculty
- Recruiting and Retaining Faculty/staff of Color
  - This was the most attend session 3 with 28 people in attendance.
  - 89% rated it excellent or good.
- Considering Hiring Deaf Scholars/Professors of Color at University?
- The Potential Use of Autoethnography in Fostering Diversity and Equity in Kansas' Higher Education
- Reimagining Space: the Emily Taylor Center for Women and Gender Equity

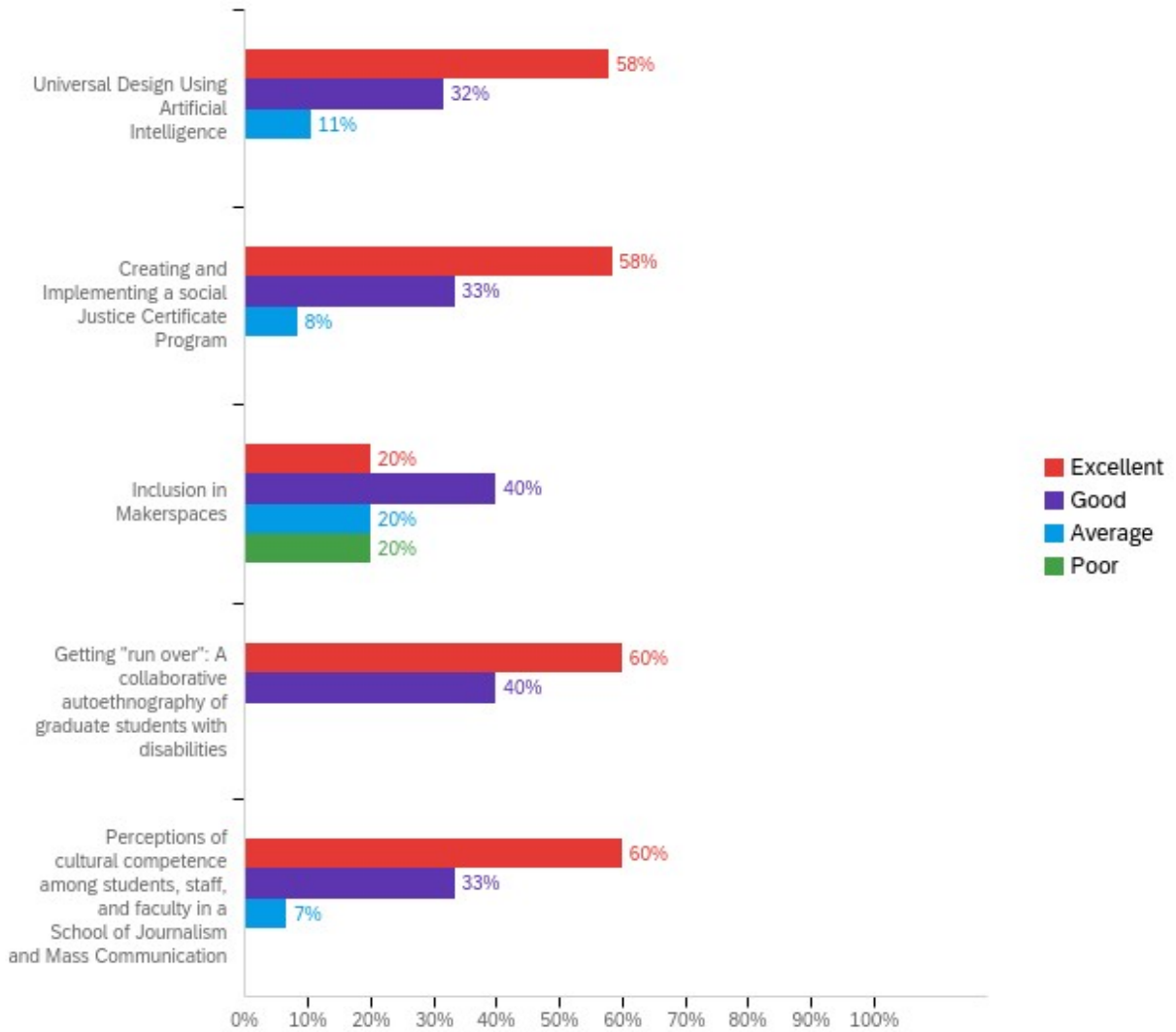
#### Friday Session 4 – six presentations

- Adopting a New Campus Culture: Working with Adopted Students
- Implementing Gender Inclusive Housing: A sustained and collaborative initiative
- Apples & Oranges: How Cultural Commensurability Can Strengthen Equity Initiatives
- Building First-Forward Campuses: Best practices that impact first-generation Student Success, a panel presentation
- Divers-Ability: Rethinking Disability and Diversity Through Community Activities
- Adaptive and Culturally Relevant Practices Toward Social Equity for Marginalized Populations
  - This was the most attend session 4 with 16 people in attendance.
  - 75% rated it excellent or good.

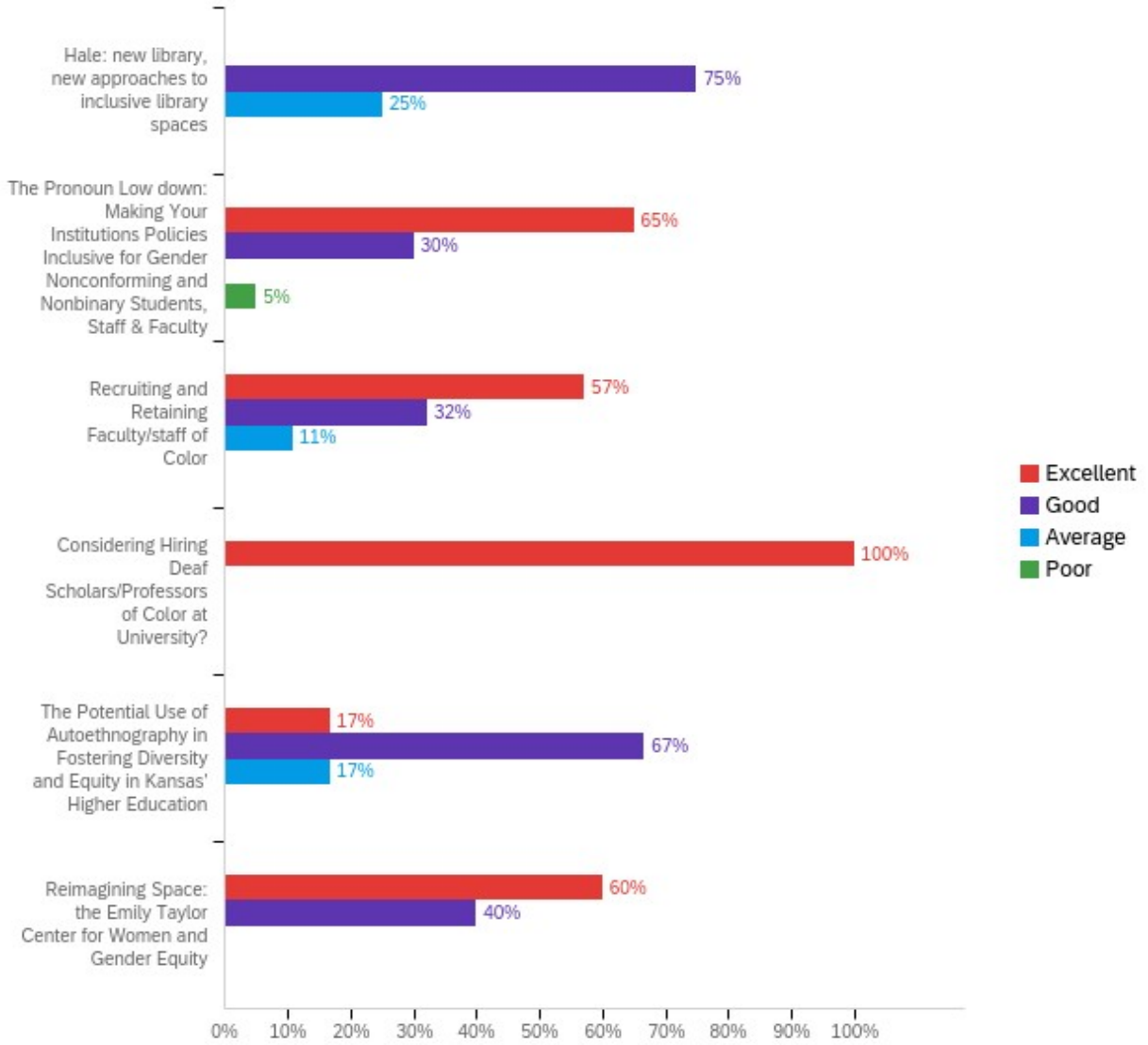
**RATINGS FOR FRIDAY SESSION 1**



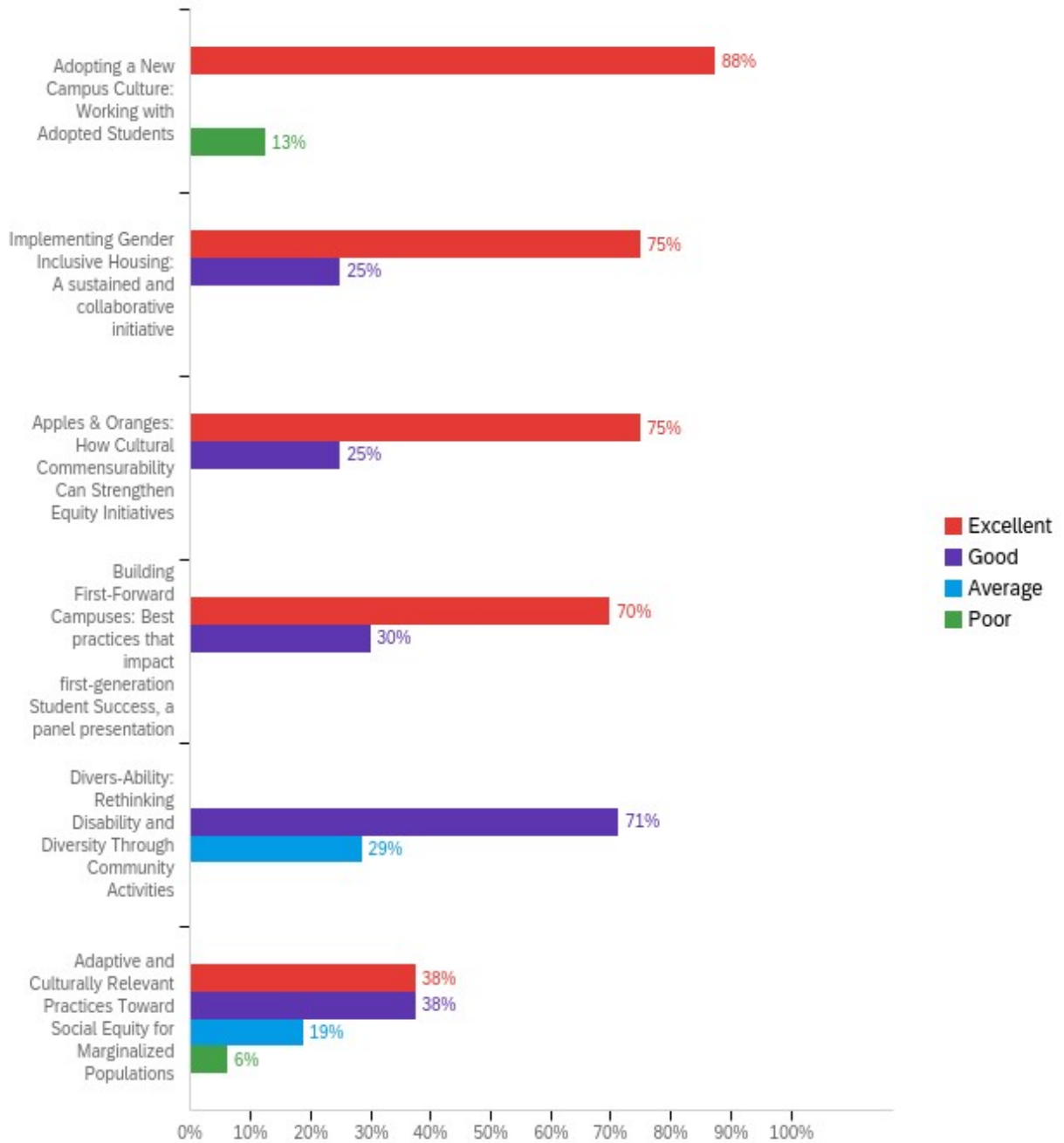
### RATINGS FOR FRIDAY SESSION 2



### RATINGS FOR FIRDAY SESSION 3



**RATINGS FOR FRIDAY SESSION 4**



## Appendix A – Survey Tool

### 2019 Michael Tilford Conference on Diversity and Multiculturalism Post Survey

*Thank you for attending the 2019 Michael Tilford Conference on Diversity & Multiculturalism at the University of Kansas. This survey should take 8-10 minutes to complete.*

*We appreciate your feedback!*

What institution are you affiliated with? (Optional)

*Your response will provide KBOR Provosts with summary data related to attendance, value of the conference, and key take-aways that are institution specific. This question is optional.*

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How many times have you attended the Tilford Conference, including this year?

- 1
- 2-3
- 4-5
- 6 or more

What is your role? Check all that apply:

- Faculty
- Staff
- Student
- Administrator
- Kansas Board of Regents
- Role not listed (please indicate below) \_\_\_\_\_

In general, how would you rate the following?

	Excellent	Good	Average	Poor	Not Applicable
Conference facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Format of the conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization of the conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Variety of sessions on Thursday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of sessions on Friday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How do you rate the following events from the first day of the conference, Thursday, October 3rd?

	Excellent	Good	Average	Poor	Did not attend
Conference Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spencer Museum of Art Exhibits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dinner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiese Laymon Event at the Lied Center (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Select the session you attended: Thursday, October 3 1:00-2:30

- Universal Design & Universal Design for Learning
- Serving LGBTQ+ Students
- Did Not Attend

How would you rate the above session?

- Excellent
- Good
- Average
- Poor

Please provide any comments for the presenter(s)

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Select the session you attended: Thursday, October 3 2:45-4:15

- Bystander Intervention
- Serving First Generation Students



- Did Not Attend

How would you rate the above session?

- Excellent
- Good
- Average
- Poor

Please provide any comments for the presenter(s)

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How do you rate the following events from the second day of the conference, Friday, October 4th?

	Excellent	Good	Average	Poor	Did not attend
Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breakfast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keynote Address: Dr. Jerry Kang	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closing Remarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the poster sessions

	Excellent	Good	Average	Poor	Did not attend
Improving Health Outcomes for Sexual Minorities through Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is it really like here...?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies and Cultures: Differences in the Use of Learning Technologies in our Global Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Social Justice Committee in a Housing Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inquiry-Based Learning Approaches: Building Bridges from K12 to Higher Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workplace Diversity & Inclusion Education: Past, Present & Future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide feedback for the poster sessions

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Select the session you attended: Friday, October 4 (Session 1)

- Transitioning the Relationship between Disability Services and Instructional Practices
- "Are you open to feedback?": Tips on Sharing Feedback In A Culturally Diverse World

- Latinx Studies Certificate/Degree Programs and Latinx Student Recruitment: Addressing the Changing Demographics in Kansas
- Achievements and Challenges: Centering Black and Brown Graduate Students SA Pro Experiences at Predominantly White Institutions
- Unpacking "Unpacking Whiteness in the Workplace": A Look into the Staff-Led Workshop Series to Challenge White Privilege in KU Employee Culture
- Interrogating Whiteness: An Educator's Guide towards Multicultural Growth
- Did not attend

How would you rate the above session?

- Excellent
- Good
- Average
- Poor

Please provide any comments for the presenter(s)

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Select the session you attended: Friday, October 4 (Session 2)

- Universal Design Using Artificial Intelligence
- Creating and Implementing a social Justice Certificate Program
- Inclusion in Makerspaces
- Getting "run over": A collaborative autoethnography of graduate students with disabilities
- Perceptions of cultural competence among students, staff, and faculty in a School of Journalism and Mass Communication
- Did not attend

How would you rate the above session?

- Excellent
- Good
- Average
- Poor

Please provide any comments for the presenter(s)

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Select the session you attended: Friday, October 4 (Session 3)

- Hale: new library, new approaches to inclusive library spaces
- The Pronoun Low down: Making Your Institutions Policies Inclusive for Gender Nonconforming and Nonbinary Students, Staff & Faculty
- Recruiting and Retaining Faculty/staff of Color
- Considering Hiring Deaf Scholars/Professors of Color at University?

- The Potential Use of Autoethnography in Fostering Diversity and Equity in Kansas' Higher Education
- Reimagining Space: the Emily Taylor Center for Women and Gender Equity
- Did not attend

How would you rate the above session?

- Excellent
- Good
- Average
- Poor

Please provide any comments for the presenter(s)

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---

Select the session you attended: Friday, October 4 (Session 4)

- Adopting a New Campus Culture: Working with Adopted Students
- Implementing Gender Inclusive Housing: A sustained and collaborative initiative
- Apples & Oranges: How Cultural Commensurability Can Strengthen Equity Initiatives
- Building First-Forward Campuses: Best practices that impact first-generation Student Success, a panel presentation
- Divers-Ability: Rethinking Disability and Diversity Through Community Activities
- Adaptive and Culturally Relevant Practices Toward Social Equity for Marginalized Populations
- Did not attend

How would you rate the above session?

- Excellent
- Good
- Average
- Poor

Please provide any comments for the presenter(s)

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What were two of the MOST enjoyable aspects of the 2019 Tilford Conference?

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What were two of the LEAST enjoyable aspects of the 2019 Tilford Conference?

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What are the best ideas you heard during the Tilford conference that you will use after the conference?

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Did the conference change your perception of the diverse demographic groups on your campus, and if so, how?

- Yes
- No
- Please explain your response \_\_\_\_\_

Did you experience any problems related to accessibility during the Tilford Conference?

- Yes
- No
- Please provide details if you wish this to be addressed at future conferences: \_\_\_\_\_

As a result of attending this year's Tilford conference, what will you do to advocate for change on your campus in terms of policy, programming, curriculum, teaching methods, recruitment, and/or retention?

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What topics or issues that you would like to suggest for next year's conference?

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How could the conference be improved?

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What do you see as the most significant barriers preventing people from attending the Tilford Conference? (Select all that apply.)

- Travel time to the conference
- Ability to take time off work to attend
- Lack of support from supervisor or department
- Lack of knowledge of the conference
- Lack of applicable or interesting content
- Negative experience at a previous Tilford conference
- Scheduling conflicts
- Length of conference (too short to make it worth travel time)
- Length of conference (too long to be able to take off work for two days)
- Financial support for travel to the conference
- Other barriers (please explain) \_\_\_\_\_

This year, the Tilford conference was extended, with sessions in the afternoon of the first day of the conference. Historically, first day conference events began in the early evening. Please provide feedback on this year's conference schedule.

- I prefer the conference to start in the early evening on the first day.
- I prefer the conference to start in the afternoon on the first day.
- Please provide any additional feedback about the conference schedule:

Do you have any recommendations for future keynote speakers for the Tilford Conference?

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Is there value in continuing the Tilford Conference?

- Yes
- No
- Please explain: \_\_\_\_\_

Will you attend the Tilford Conference in the future?

- Yes
- Maybe
- No
- Comments \_\_\_\_\_

How did you hear about the conference? (check all that apply)

- Email
- Colleague
- Word of mouth
- Social Media
- Other (please explain) \_\_\_\_\_

Do you have any other comments or feedback about your experience at the 2019 Tilford Conference?

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