

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

VIDEO CONFERENCE AGENDA

June 16, 2021

9:00 a.m. – 10:00 a.m.

or upon adjournment of SCOCAO

The Council of Chief Academic Officers (COCAO) will meet by video conference. Questions can be emailed to arobinson@ksbor.org.

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|---|------------------------------|-------|
| I. Call to Order | Shirley Lefever, Chair | |
| A. Roll Call and Introductions | | |
| B. Approve Minutes from May 19, 2021 | | p. 3 |
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| II. First Readings | | |
| A. MS in Athletic Training – WSU | Shirley Lefever | p. 5 |
| B. MS in Materials Engineering – WSU | Shirley Lefever | p. 14 |
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 | | |
| III. Other Requests | | |
| A. Act on Request for Name Change of Department of Slavic and Eurasian Languages & Literatures to Department of Slavic, German, and Eurasian Studies – KU | Barbara Bichelmeyer | p. 22 |
| B. Act on request for Name Change of the BA in Slavic Languages & Literatures to BA in Slavic, German, & Eurasian Studies - KU | Barbara Bichelmeyer | p. 22 |
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| IV. Council of Faculty Senate Presidents Update | Aleks Sternfeld-Dunn,
WSU | |
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| V. Other Matters | | |
| A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future | COCAO Members | |
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| VI. Next COCAO Meeting – September 15, 2021 | | |
| A. Confirm Meeting Schedule | | |
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| VII. 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:

Shirley Lefever, Chair	WSU	Barbara Bichelmeyer	KU
Jill Arensdorf	FHSU	Robert Klein	KUMC
George Arasimowicz	ESU	JuliAnn Mazachek	Washburn
Howard Smith	PSU	Daniel Archer	KBOR
Charles Taber	K-State		

**Council of Chief Academic Officers
AY 2022 Meeting Schedule**

<i>Tentative COCAO Academic Year 2021- 2022 Meeting Dates</i>				
Meeting Dates	Location (virtual or in-person)	Lunch Rotation	Institution Materials Due	New Program Requests due
September 15, 2021	TBD		August 25, 2021	July 21, 2021
October 20, 2021	TBD		September 29, 2021	August 25, 2021
November 17, 2021	TBD		October 27, 2021	September 22, 2021
December 15, 2021	TBD		November 24, 2021	October 21, 2021
January 19, 2022	TBD		December 29, 2021	November 24, 2021
February 16, 2022	TBD		January 26, 2022	December 22, 2021
March 16, 2022	TBD		February 23, 2022	January 19, 2022
April 20, 2022	TBD		March 30, 2022	February 23, 2022
May 18, 2022	TBD		April 27, 2022	March 23, 2022
June 15, 2022	TBD		May 25, 2022	April 20, 2022

*COCAO meets at 9:00 a.m. or upon adjournment of SCOCAO unless otherwise noted.

**Council of Chief Academic Officers
MINUTES**

Wednesday, May 19, 2021

The May 19, 2021 meeting of the Council of Chief Academic Officers was called to order by Chair Shirley Lefever at 9:01 a.m.

In Attendance:

Members:	Shirley Lefever, WSU Chuck Taber, K-State Barbara Bichelmeyer, KU	Jill Arensdorf, FHSU David Cordle, ESU Howard Smith, PSU	Robert Klein, KUMC JuliAnn Mazachek, Washburn Daniel Archer, KBOR
Staff:	Sam Christy-Dangermond Karla Wiscombe	Amy Robinson Tara Lebar	Cindy Farrier
Others:	Adam Borth, Fort Scott CC Clay Stoldt, WSU Elaine Simmons, Barton CC Janice Stover, Cowley CC Jason Sharp, Labette CC Jon Marshall, Allen CC Kim Krull, Butler CC Mark Vermillion, WSU Mindy Markham, K-State	Aleks Sternfeld-Dunn, WSU Corey Isbell, NCK Tech Erin Shaw, Highland CC Jerry Pope, KCKCC Jennifer Ball, Washburn Kim Morse, Washburn Linnea GlenMaye, WSU Mickey McCloud, JCCC Monette DePew, Pratt CC Sharon Kibbe, Highland CC	Brian Niehoff, K-State Doug English, WSU Heather Morgan, KACCT Jane Holwerda, Dodge City CC Jean Redeker, KU Kim Zant, Cloud County CC Lori Winningham, Butler CC Mike Strohschein, Washburn Ryan Diehl, Hutchinson CC Sarah Robb, Neosho County CC

Shirley Lefever welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes

Howard Smith moved to approve the April 14, 2021 meeting minutes, and Barbara Bichelmeyer seconded the motion. With no corrections, the motion passed.

Other Requests

Shirley Lefever presented the following WSU program changes for approval:

1. Name Change of the Department of Chemistry to the Department of Chemistry and Biochemistry
2. Name Change of the Bachelor of Applied Science in Workforce Leadership and Applied Learning to Bachelor of Applied Science in Organizational Leadership and Learning

David Cordle moved to approve both WSU requests as presented, and Howard Smith seconded. With no questions presented, the motion passed unanimously through a roll-call vote.

These requests will go to Blake Flanders, President and CEO, for final approval.

Council of Faculty Senate Presidents Update

Aleksander Sternfeld-Dunn, WSU Faculty Senate President, provided an update from the council. Aleks stated the council plans to discuss three main items later in the day:

1. What will returning to campus look like in the fall for faculty (such as mask mandates, social distancing, and remote work options).

2. Non-tenured faculty rights and privileges (such as the ability to take sabbaticals, load reductions for professional development, and securing longer-term appointments).
3. Continue discussions about the anticipated GE package.

Opportunities that Universities are Considering or Planning to Pursue in the Future

Barbara Bichelmeyer noted KU would soon propose a Doctorate in Social Welfare. This will be a practitioner-focused terminal degree.

Shirley Lefever asked what other institutions were doing with the Higher Learning Commission (HLC) new process for program changes. Shirley stated they were concerned with tracking the 25% changes, which were cumulative from review to review. David said their HLC liaison emphasized that the 25% are all credits required for the program and not the major.

Adjournment

This was David Cordle's and Brian Niehoff's last meeting. David Cordle has served as the Provost and Vice President for Academic Affairs at ESU since 2013 and will be replaced by Dr. George Arasimowicz. Brian Niehoff, Associate Provost of K-State, has been a member of the provost's staff since 2009. The council thanked them for their dedication and work.

The next COCAO meeting will be on June 16, 2021.

Jill Arensdorf moved to adjourn the meeting, and Barbara Bichelmeyer seconded the motion. With no further discussion, the meeting adjourned at 9:14 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. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

June 16, 2021

I. General Information

A. Institution Wichita State University

B. Program Identification

Degree Level: Master's
Program Title: Athletic Training
Degree to be Offered: Master of Science in Athletic Training
Responsible Department or Unit: Human Performance Studies/College of Applied Studies
CIP Code: 51.0913
Modality: Face-to-Face
Proposed Implementation Date: June 1, 2023

Total Number of Semester Credit Hours for the Degree: 62

II. Clinical Sites: Does this program require the use of Clinical Sites? Yes.

The program is a degree transition as per accreditation requirements. The current bachelor's program at Wichita State University (WSU) has clinical education agreements and memoranda of understanding with numerous clinical sites for assigned students. The clinical sites are located within the metropolitan area of Wichita as well as several surrounding communities. These clinical sites have been affiliated with the bachelor's level WSU Athletic Training program for many years and will continue to provide clinical education opportunities for WSU athletic training students in the future.

III. Justification

WSU proposes to establish a graduate program in athletic training to meet national standards and guidelines for accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). CAATE accredits programs in athletic training and is recognized by the Council of Higher Education Accreditation (CHEA). On May 20, 2015 the Athletic Training Strategic Alliance (ATSA), which consists of the Board of Certification (BOC), CAATE, National Athletic Trainers' Association (NATA), and the National Athletic Trainers' Foundation (NATAF) made the formal announcement that entry-level athletic training degree programs are required to transition to the master's degree. Therefore, the purpose of this proposal is to transition the current Bachelor of Arts (BA) in Athletic Training degree to a Master of Science in Athletic Training (MSAT) degree to meet CAATE requirements.

The athletic training major has been a successful program at WSU dating back to pre-CAATE accreditation and the initiation of the BA degree in Athletic Training. WSU was approved for the BA degree in Athletic Training by the Kansas Board of Regents in Spring 2005, successfully completed CAATE initial program accreditation in Spring 2008 and successfully completed CAATE re-accreditation in spring 2013. The CAATE awarded the BA degree the maximum period of 10 years re-accreditation for their successful self-study and site visit. These

successes demonstrate the work of the program, its personnel and the students in making the BA degree a positive and valuable part of the WSU mission.

The CAATE has a responsibility to ensure and require an educational framework that prepares students to be successful as athletic trainers. Allied health care education is expanding and developing more skilled and highly qualified practitioners. The trend of moving educational programs in allied health care fields is not a new concept as occupational therapy, physical therapy and physician assistant have migrated to graduate based professional programs. Professional education must provide the foundation that allows clinicians to adapt to the changing face of healthcare. We believe that in order to ensure better healthcare and the viability of athletic training in future years, the professional degree must be at the master's level.

The CAATE standard and timeline on the proposed MSAT degree program delineates CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. The timeline for compliance with the standard states "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022."

The MSAT degree proposal meets the needs of both students and athletic training practitioners located in the Wichita metropolitan area. A degree program which prepares athletic trainers benefits the community by providing opportunities for aspiring health care professionals in settings such as college/university athletic programs, high school athletic programs, professional sports, industrial/ corporate facilities, sports medicine clinics, and other professional degree programs.

IV. Program Demand: Market Analysis

The CAATE reported 365 accredited professional programs during the 2018-2019 academic year (2020). Of the 365 accredited professional programs, 209 programs result in a Baccalaureate degree (down from 297 in 2016-2017 and 252 in 2017-2018) and 156 programs result in a Master's degree (up from 76 in 2016-2017 and 111 in 2017-2018). On May 20, 2015, the Athletic Training Strategic Alliance (ATSA), which consists of the Board of Certification (BOC), CAATE, National Athletic Trainers' Association (NATA), and the National Athletic Trainers' Foundation (NATAF), made the formal announcement that entry-level athletic training degree programs are required to transition to the Master degree (2015). This pattern of change is an expected result of the professional degree transition announced in 2015. Since the CAATE deadline for degree programs to transition to the master's degree is Fall 2025, it is predicted this trend will continue.

Every year since 2013, master's degree students have demonstrated higher BOC pass rates on their national examination for first-time test takers as compared to Bachelor degree students (CAATE, n.d.). In addition, the three-year aggregate first time BOC exam pass rate scores are used to determine compliance with Standard 11, which mandates an aggregate first-time BOC exam pass rate of 70% or higher. National program compliance with Standard 11 was 78%, with Master's degree programs scoring 85% and Bachelor's programs recording 7% (2020). The evidence consistently shows master's level students possess greater competency and proficiency in athletic training knowledge and skill sets. The importance of Standard 11 cannot be underestimated as failure to comply with Standard 11 can result in probationary status of the program or even program accreditation withdraw.

Placement rates as analyzed by the CAATE over the 2017-2020 three-year period show 69% of graduating students will either become employed as an athletic trainer (AT), employed as an AT in a degree or residency program (graduate assistant in AT or internship in AT), or will enroll in another degree program (e.g. physical therapy, physician assistant, etc.) (CAATE, n.d.). Student placement rates dropped from 73% in 2018-2019 to 57% in 2019-2020 largely due to the COVID pandemic. The CAATE also noted in their 2018-2019 Analytics Report program demographics reveal female enrollment makes up approximately 65% of all professional programs (2020). Similar to the NATA report in 2017, female interest in athletic training is continually growing

and female student membership in the NATA is greater than males. As new careers and opportunities in athletic training open across the globe, student interest, particularly interest among females, keeps developing.

As stated previously, the demand for athletic trainers continues to foster across the nation. Data from the Bureau of Labor Statistics demonstrates employment of athletic trainers is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations (U.S. Department of Labor, 2021). The estimated employment change is a possible increase of 5,900 jobs. Demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older population remains active.

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	15	0	480	0
Year 2	20	0	1090	0
Year 3	20	0	1240	0

VI. Employment

The NATA reported in December 2017 membership grew over 10% to over 50,000. National data reveals 28% of memberships are students and membership by gender is 56% female and 44% male. Not only are student memberships growing; but the former trend of the athletic training profession as a whole being a majority male environment is fading away. In 2005, the NATA reported 47.5% membership as female so athletic training is becoming a more viable career for women (McManus, 2014).

According to the Kansas Board of Healing Arts, as of May 2021, there are 696 active licensed athletic trainers in the state of Kansas. Athletic trainers work with people of all ages and all skill levels, from young children to soldiers and professional athletes. Athletic trainers are usually one of the first healthcare providers on the scene when injuries occur on the field and work under the direction of a licensed physician along with other healthcare providers.

Data from the Bureau of Labor Statistics demonstrates employment of athletic trainers is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations (U.S. Department of Labor, 2021). The estimated employment change is an increase of 5,900 jobs. Demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older population remains active.

The proposed MSAT will use allied health care professionals from the Wichita medical community as guest speakers, clinical educators, clinical instructors, and evaluators of student skills. Also, there are educational possibilities for internships with the FC Wichita (soccer), Kansas Collegiate Summer Baseball League (baseball), Wichita Wind Surge (minor league baseball), Wichita Force (arena football league), Wichita Thunder (minor league hockey), Friends University (NAIA), Newman University (NCAA Division II) and the majority of high schools in the city of Wichita and the surrounding metropolitan area.

VII. Admission and Curriculum

Post-baccalaureate students pursuing admission will be required to hold a bachelor's degree with a minimum undergraduate 2.75 GPA, and have completed all pre-requisites for program admission. The 2020 CAATE standards require students to have prerequisite courses in biology, chemistry, physics, psychology, anatomy and

physiology at the postsecondary level (Standard 54). Additionally, students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, nutrition, pharmacology, public health, and health care delivery and payor systems incorporated into prerequisite coursework or as a component of the professional program (Standard 55). Prospective students will apply for admission to the Graduate School, submit their MSAT admission packet and complete a personal interview prior to formal selection and admittance. The MSAT admission materials packet must include:

Admission Materials Packet for MSAT:

1. Completed application for the MSAT
2. Letter of interest
3. Three letters of recommendation (i.e. teachers, coaches, advisors, employers, etc.)
4. Official transcripts from all colleges/universities attended
5. Health examination by a licensed medical professional
6. Immunization record including HBV, TB, and Influenza
7. Signed technical standards (American with Disabilities Act Statement)
8. Student liability insurance
9. Personal health insurance
10. Hold current CPR/AED/First Aid certification from nationally accredited organization
11. Complete and successfully pass a background screening
12. Verification of 100 observation hours by a Certified Athletic Trainer
13. Successful completion of the following required courses with a C or higher:
 - a. Human Anatomy and Physiology: 3-4 credit hours
 - b. Medical Terminology: 3 credit hours
 - c. Biomechanics/Kinesiology: 3 credit hours
 - d. Care and Prevention of Athletic Injuries: 3 credit hours
 - e. Exercise Physiology: 3-4 credit hours
 - f. Elementary Statistics: 3 credit hours
 - g. General Psychology: 3 credit hours
 - h. General Chemistry: 3-4 credit hours
 - i. Nutrition: 3 credit hours
 - j. General Physics: 3-4 credit hours
 - k. General Biology: 3-4 credit hours

A. Curriculum

Year 1: Summer

Course #	Course Name	9
HPS 713	Palpatory Evaluation and Assessment in Athletic Training	3
HPS 741	Clinical Techniques in Athletic Training	3
HPS 717	Emergency Care and Management in Athletic Training	3

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	10
HPS 721	Athletic Injury Evaluation 1	3
HPS 731	Foundations in Athletic Training	3
HPS 771	Applied Learning 1	4

Year 1: Spring

Course #	Course Name	13
HPS 860	Research Methods	3

HPS 722	Athletic Injury Evaluation 2	3
HPS 770	Therapeutic Interventions 1	3
HPS 772	Applied Learning 2	4

Year 2: Summer

Course #	Course Name	9
HPS 882	Athletic Injury Rehabilitation	3
HPS 810	Evidence Based Practice in Athletic Training	3
HPS 872	General Medical Conditions in Athletic Populations	3

Year 2: Fall

Course #	Course Name	10
HPS 873	Organization & Administration in Athletic Training	3
HPS 871	Therapeutic Interventions 2	3
HPS 853	Applied Learning 3 (Immersive)	4

Year 2: Spring

Course #	Course Name	11
HPS 762	Statistical Concepts in Human Performance Studies	3
HPS 851	Applied Research	3
HPS 854	Applied Learning 4	4
HPS 813	Athletic Training Board of Certification Review	1

Total Number of Semester Credit Hours 62

VIII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Rich Bomgardner	Associate Professor	EdD	Y	Athletic Training	1.0
Whitney Bailey	Clinical Education Coordinator	MED	N	Athletic Training	1.0
Lindsay Luinstra	Assistant Professor	DAT	Y	Athletic Training	1.0
Jennifer Hudson	Adjunct Lecturer	MS	N	Athletic Training	0.10
Carolyn LeFevre	Adjunct Lecturer	MPS	N	Athletic Training	0.10

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

* Next to Faculty Name Denotes Director of the Program

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

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$198,284	\$202,250	\$206,295
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (<i>e.g., secretarial</i>) 0.3 FTE	\$10,421	\$10,421	\$10,421
Fringe Benefits (<i>total for all groups</i>)	\$70,462	\$71,814	\$73,193
Other Personnel Costs (lecturers)	\$3,500	\$3,500	\$3,500
Total Existing Personnel Costs – Reassigned or Existing	\$282,667	\$287,985	\$293,409
Personnel – New Positions			
Faculty	\$0	\$0	\$0
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – New Positions	\$0	\$0	\$0
Start-up Costs - One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$5,000	\$4,000	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Start-up Costs	\$5,000	\$4,000	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$3,000	\$3,000	\$3,000
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Travel	\$4,500	\$4,500	\$4,500
Other (CAATE Annual Accreditation Fee)	\$4,500	\$4,500	\$4,500
Total Operating Costs	\$12,000	\$12,000	\$12,000
GRAND TOTAL COSTS	\$299,667	\$303,985	\$305,409

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$159,425	\$362,027	\$411,848
Student Fees (program fee)		\$3,000	\$7,000	\$8,000
Student Fees (course fee)		\$14,400	\$32,700	\$37,200
Student Support Fee		\$25,469	\$59,428	\$67,918
Other Sources (taping fee)		\$1,500	\$2,000	\$2,000
GRAND TOTAL FUNDING		\$203,794	\$463,155	\$526,966
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		(\$95,873)*	\$159,107	\$221,557

*-Graduate program deficit partially offset by final year of students enrolled in undergraduate program. See X.B – Projected Surplus/Deficit below.

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The athletic training program currently has two 1.0 FTE faculty positions in the Department of Human Performance Studies dedicated to the athletic training program and responsible for program operations. Rich Bomgardner, EdD, LAT, ATC, serves as the Program Director and Whitney Bailey, MEd, LAT, ATC, serves as the Clinical Education Coordinator. Ms. Bailey is currently completing her doctoral degree with an anticipated graduation date of summer 2021. Standard 41 from the 2020 CAATE Standards for Accreditation of Professional Athletic Training Programs requires a minimum of three core 1.0 FTE athletic training faculty members to be dedicated to the program. Lindsay Luinstra, DAT, LAT, ATC, occupied a non-tenure track Assistant Educator position in HPS from Fall 2018 until Summer 2020. Her position was approved in Fall 2019 to transition to a tenure-track Assistant Professor position for FY 2021. The 1.0 additional FTE faculty member as required by the CAATE, must be an athletic trainer, hold an earned doctorate, and have a tenure-track appointment. Dr. Luinstra meets all criteria for this position. Salary data from Table IX A represents a 2% increase in salary per year for all three positions. Secretarial support was figured at 0.3 FTE with this position already operating in the HPS department and providing support for the existing athletic training undergraduate program. Additionally, the program has two 0.10 FTE adjunct lecturers assigned to teach courses in athletic training. Each adjunct lecturer would be assigned to teach one course, HPS 741 – Clinical Techniques in Athletic Training or HPS 882 – Athletic Injury Rehabilitation.

Personnel – New Positions

No new personnel are needed for this program.

Start-up Costs – One-Time Expenses

This program is currently operating which minimizes any start-up costs. Infrastructure such as classrooms, laboratory space, teaching and applied learning equipment, as well as clinical facilities are already in place. The CAATE has also developed new educational competencies and standards for athletic training students not currently taught in the program which would involve the purchase of additional equipment. Equipment for teaching and student practice includes, but is not limited to: extremity dislocation reduction models, suturing equipment and models, intravenous equipment and models, orthotic devices, custom prophylactic devices and

other teaching and applied learning aids. The new items would require initial expenditures of approximately \$9,000 which could be spread out over two years to purchase equipment.

Operating Costs – Recurring Expenses

The program is currently operating which minimizes any recurring expenses. The program is required to pay an annual fee of \$4,500 to the CAATE to maintain program accreditation status. Normal program funding from the College of Applied Studies and Department of Human Performance Studies includes office supplies, operational expenses, faculty professional development, expendable and non-expendable equipment. There will be some new recurring costs related to the purchase of the new program equipment (license fees, warranty, etc.). In addition, an updated tracking system used to monitor new CAATE competencies will be included in the new recurring costs stated above. Since the program is currently operating, there are no additional administrative assistant or library support expenses to be included.

B. Revenue: Funding Sources

Tuition and fees are the primary source of funding for the program. Current enrollment data demonstrates 80% of students are Kansas residents and 20% are considered non-resident. Non-resident student tuition is categorized into special rates (e.g. Shocker City Partnerships, Shocker Select, Midwest Exchange, or Global Select) or regular non-resident rates. Projected revenue was calculated by using percentages of resident and non-resident students as stated above. Kansas residents in year one was projected as $\$301.94/\text{credit hour} \times 384 \text{ SCH}$ (80% of student enrollment). Non-resident projected rate was calculated as $\$452.92/\text{credit hour} \times 96 \text{ SCH}$ (20% of student enrollment). Year 2 revenue was projected at $\$301.94 \times 872 \text{ SCH}$ (80% student enrollment) and non-resident projected rate would be $\$452.92/\text{credit hour} \times 218$ (20% student enrollment). Year 3 revenue was projected as $\$301.94/\text{credit hour} \times 992 \text{ SCH}$ (80% student enrollment) and non-resident project rate would be $\$452.92/\text{credit hour} \times 248 \text{ SCH}$ (20% student enrollment). A student support fee of \$679.18 per student will be assessed for fall and spring semester as well as \$339.60 for summer session. This will generate \$25,469 for the first year, \$59,428 for the second year and \$67,918 in year three. In addition, students are currently assessed a \$30 per credit hour course fee to cover expendable supplies, teaching aids, and physical examination equipment. This fee would generate \$14,400 in year 1, \$32,700 in year 2 and \$37,200 in year 3. A program fee of \$100 per semester/student will help in the purchase and licensing of a computerized tracking system to monitor CAATE competencies and student outcomes. This will generate an additional \$3,000 in year one, \$7,000 in year 2 and \$8,000 in year three. Lastly, the program also currently has a \$100 one-time fee for taping and bandaging supplies and generates a revenue of \$1,500 in additional monies in year one, \$2,000 in year 2 and \$2,000 in year three.

C. Projected Surplus/Deficit

As we phase out the current bachelor's program, there will be a projected deficit due to lower undergraduate enrollment. The new master's program is projected to have a deficit in revenue in the first year; however, we anticipate a surplus emerging as the program attains full enrollment in cohorts beginning in year 2. Further, the first year of the new graduate program will overlap with the final year of undergraduate students completing the bachelor's program. If one assumes eight students are part of that senior class and applies a similar residential/non-residential formula (75% residential), this would yield a projected tuition rate of $\$228.09 \times 144 \text{ SCH}$ (Kansas resident) totaling \$32,845 and $\$540.27 \times 48$ (Non-Kansas resident) totaling \$25,933 from those undergraduates for a projected tuition revenue of \$58,778. Applying that amount of tuition against the projected graduate program Year 1 deficit of \$95,873, the actual program-level deficit is \$37,095. Year 2 graduate program surplus more than offsets the Year 1 deficit with additional surpluses projected for each year thereafter. Indeed, the projected funding could exceed estimates due to increased enrollment, which is possible as the existing program has 38 enrolled students utilizing 24 clinical sites.

XI. References

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<https://atstrategicalliance.org/statements/strategic-alliance-degree-statement>
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https://caate.net/wp-content/uploads/2020/11/2018-2019-CAATE-Analytics-Report_VF2.pdf
- Commission on Accreditation of Athletic Training Education. (n.d.) Program Outcomes.
<https://caate.net/program-outcomes/>
- Kansas Board of Healing Arts. (2021, May 12) Statistics.
<http://www.ksbha.org/departments/licensing/statistics.shtml>
- McManus, Jane. (2014, March 20). Female athletic trainers making strides. *ESPN*.
<http://www.espn.com/espnw/athletes-life/article/10643226/espnw-female-athletic-trainers-making-strides>
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- U.S. Department of Labor. (2021). Occupational Handbook, Athletic Trainers. Bureau of Labor Statistics.
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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. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

June 16, 2021

I. General Information

A. Institution Wichita State University

B. Program Identification

Degree Level: Master's
Program Title: Materials Engineering
Degree to be Offered: Master of Science in Materials Engineering
Responsible Department or Unit: College of Engineering
CIP Code: 14.1801
Modality: All (Face-to-Face, Online, and Hybrid)
Proposed Implementation Date: Fall 2021

Total Number of Semester Credit Hours for the Degree: 33

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

III. Justification

The manufacturing industry in Kansas including Wichita needs a trained workforce in materials engineering. Modern and emerging technologies exploit materials at their fundamental level to design superior products to be competitive in the global market, including those used in aerostructures. While there are several materials-related academic content areas within Wichita State University (WSU) as well as other Kansas Board of Regents institutions, there currently is not a BS, MS, or PhD program in "Materials Engineering" that specifically focuses on leveraging fundamental materials properties in the design process. Building upon our established strength in advanced materials, the College of Engineering (COE) at WSU has the faculty and graduate courses to develop the proposed program with minimal additional investment.

The proposed interdisciplinary Master's in Materials Engineering program may be achieved by completing 33 credit hours (CHs) of coursework. Various departments within the COE already offer a sufficient number of courses and content in support of the program. Five core courses are defined by graduate-level certificate programs, meaning that these courses will be regularly offered and widely available to students in the proposed program. The MS in Materials Engineering is targeted to students who have an undergraduate degree in any field of engineering or physical science (physics, chemistry, geology, etc.) as well as working professionals who aspire to attain a higher level of knowledge in materials and manufacturing.

IV. Program Demand

A. Survey of Student Interest

Number of surveys administered:	<u>1</u>
Number of completed surveys returned:	<u>109</u>
Number of students interested in program:	<u>54</u>
Percentage of students interested in program: ...	<u>49.5%</u>

The College of Engineering conducted a survey of undergraduate students in engineering and related fields at Wichita State University plus some working professionals in the Wichita area to determine the demand for this proposed program. Responders included 105 full-time students—many who are also working full time or part time in local industry—and four recent graduates. Out of these students, 76% expressed an interest to pursue a master’s degree to advance their career, and 73% indicated interest to have advanced knowledge of materials engineering to be successful in their professional career. Out of the 109 responses received, 54 (49.54%) indicated that they would definitely be interested in pursuing the proposed program if WSU were to offer it, and 30 students wanted to enroll in the program right after their graduation. While most expressing an interest in the proposed program indicated interest only in a master’s degree, some (22%) also indicated interest for a PhD degree in this area after completing the master’s degree.

B. Market Analysis

There has been steady demand for materials engineering graduates in Wichita and Kansas City, the two major metropolitan areas in the state of Kansas. Advertisements for job openings posted at Indeed.com have shown 10+ openings in Wichita and 65+ openings in the Kansas City area that require a master’s degree in Materials Engineering (2021). Similarly, there is a nationwide demand for graduates with the same. For example, Oklahoma City (40+), Denver (160+), Houston (120+), Dallas (190+), and New York City (810+) have posted a high demand for master’s degree graduates in this field because they are critical for a variety of industries such as aerospace, automotive, pharmaceutical, consumer products, and medical devices (2021). Therefore, the demand for the proposed program is quite significant in Kansas as well as in the nation.

Wichita State University has also done a formal market survey of jobs requiring a master’s degree in Materials Engineering in both local areas (Wichita, Kansas City, Newton, Hesston, Salina, Manhattan, and Lawrence) and in the region (Kansas, Missouri, Nebraska, and Oklahoma). The local area had an average of ten openings each month, with the range being 4 to 23 openings. Over the same time period, the greater region had an average of 85 openings per month, with the range being 43 to 104. The top employers seeking these professionals included Spirit AeroSystems, Textron, Honeywell International, Northrop Grumman, and United Technologies Corporation.

Based on current employment trends, demand for professionals with a master’s degree in Materials Engineering is expected to grow at a rate of 9.7% in the local area over the next ten years. Our study investigated the competition from other universities in the greater region. As stated above, currently, there is not a master’s program in Materials Engineering at any Kansas university, making the proposed program especially important. While Missouri University of Science and Technology, Washington University in St. Louis, and Oklahoma State University offer similar programs, the three schools combined together graduated only ten students over a recent academic year, which again underscores the unmet workforce needs in this area of study.

Taken together, the data demonstrates strong demand for professionals with a master’s degree in Materials Engineering in Wichita and the region. The proposed program will be a critical piece in fulfilling this talent gap, helping the state retain its manufacturing and engineering competitive advantage.

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	10	10	210	90
Year 2	25	15	645	225
Year 3	40	20	1,140	405

The headcount projection of full-time and part-time students for years one through three are provided in the above table. Full-time status for graduate students is defined as nine or more credit hours per semester. Full-time credit hours are calculated assuming the student takes a full load of nine credits in the fall and spring semesters, plus – on average – each full-time student takes a single three-credit class in the summer. Part-time credit hours are calculated assuming – on average – each part-time student is half-time enrolled in the fall and spring semesters. The total number of Semester Credit Hours Per Year is calculated based on the projected cumulative number of enrollments for both full-time and part-time students.

VI. Employment

The Bureau of Labor Statistics (BLS) predicts that the national need for materials engineers will remain flat over the 2018–2028 ten-year period (2021). The BLS assessment specifically states, “Materials engineers will be needed to design uses for new materials both in traditional industries, such as aerospace manufacturing, and in industries focused on new medical or scientific products.” Moreover, they stress the importance of materials engineering to manufacturing, making the need in South Central Kansas particularly important. Focusing on specific occupational and wage data for materials engineers in Kansas, the state currently has approximately 270 materials engineers, with an annual average salary of \$105K, which is in the highest stratum that the BLS has defined nationally for this occupation (2020). Given that no Kansas university currently offers a master’s degree in Materials Engineering, the proposed program fills a much-needed workforce training gap for the state.

VII. Admission and Curriculum

A. Admission Criteria

Students admitted to the MS in Materials Engineering program will possess a Bachelor of Science (BS) degree in one or more of the following majors: Materials Engineering, Material Science, Metallurgical Engineering, Mineral Engineering, Mechanical Engineering, Aerospace Engineering, Industrial Engineering, Manufacturing Engineering, Biomedical Engineering, Electrical and Computer Engineering, Chemical Engineering, Process Engineering, Physics, Chemistry, Geology, or a closely related discipline, upon approval by the Graduate Program Coordinator. Entering students must have a cumulative bachelor’s grade point average (GPA) of at least 3.0 (out of 4.0) and must satisfy all other entrance requirements of the Graduate School at Wichita State University.

B. Curriculum

The proposed MS in Materials Engineering curriculum is designed to give students maximum flexibility to tailor courses to their professional goals. Specifically, students must complete at least nine credit hours (three courses) from the set of CORE courses listed in the table below. In addition, students must take an additional 24 credit hours (typically corresponding to eight additional courses) from the union of “core” and “technical elective” course sets. Core courses will typically be offered once a year, and technical elective courses will be offered every one to two years. To satisfy the “applied learning” requirement of Wichita State University, students must take at least one course with significant applied learning components or complete an approved semester-long graduate internship/cooperative education, or a one-credit MS Directed Project, or present one of their class

projects/term papers to outside professionals. As a course-only master's program, no comprehensive exit examination is required for completion of the degree.

The following is a sample curriculum (with advanced structural materials focus) for a full-time graduate student (with nine credit hours enrollment during fall and spring semesters) to complete the program in two years. Typically, CORE courses will be offered once every year and Technical Elective courses will be offered once every one to two years.

Year 1: Fall **SCH = Semester Credit Hours**

Course #	Course Name	9
AE 753	Mechanics of Laminated Composites (Core)	3
ME 762	Polymeric Composite Materials (Core)	3
AE 733 or ME 760	Advanced Mechanics of Materials (Elective) or Fracture Mechanics (Elective)	3

Year 1: Spring

Course #	Course Name	9
ME 665	Selection of Materials for Design and Manufacturing (Core)	3
IME 755	Design of Experiments (Elective)	3
AE 853	Advanced Mechanics of Laminated Composites (Elective)	3

Year 1: Summer

Course #	Course Name	3
BME 771 or IME 775	Polymer Processing and Technology (Core) or Computer Integrated Manufacturing (Core)	3

Year 2: Fall

Course #	Course Name	9
AE 831	Continuum Mechanics (Elective)	3
ME 672 & L	Manufacturing of Composites and Laboratory (Core)	3
IME 758	Analysis of Manufacturing Processes (Elective)	3

Year 2: Spring

Course #	Course Name	3
AE 737 or ME 866 or ME 890	Mechanics of Damage Tolerance (Elective) or Advanced Fracture Mechanics (Elective) or Independent Study in Mechanical Engineering (Elective)	3

Total Number of Semester Credit Hours **33**

VIII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track (Y/N)	Academic Area of Specialization	Percent FTE Devoted to Proposed Program
Muhammad Mustafizur Rahman*	Professor	PhD	Y	Thermodynamics, Phase Change Materials	10

Ramazan Asmatulu	Professor	PhD	Y	Nanomaterials, Corrosion	5
Suresh Keshavanarayana	Professor	PhD	Y	Composite Materials	5
Anil Mahapatro	Associate Professor	PhD	Y	Biomaterials, Polymer	5
Wilfrido Moscoso	Associate Professor	PhD	Y	Machining of Materials	5
Bhisham Sharma	Assistant Professor	PhD	Y	Meta-Materials	5
Gamal Weheba	Professor	PhD	Y	Additive Manufacturing	5
Eylem Asmatulu	Assistant Professor	PhD	Y	Recycling of Materials	5
Bin Li	Associate Professor	PhD	Y	Polymer Materials	5
Davood Askari	Associate Professor	PhD	Y	Composite Materials	5
Rajeev Nair	Associate Professor	PhD	Y	Laser Machining	5
Tewodros Zewde	Assistant Teaching Professor	PhD	N	Wireless-Powered Communications	5

*Graduate Program Coordinator Note:

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

Number of graduate assistants assigned to this program 0

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel—Reassigned or Existing Positions			
Faculty	\$60,520	\$62,335	\$64,206
Administrators (other than instruction time)	7,508	7,734	\$7,966
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)	23,810	24,524	\$25,260
Other Personnel Costs			
Total Existing Personnel Costs—Reassigned or Existing	\$91,838	\$94,593	\$97,431
Personnel—New Positions			
Faculty	\$10,000	\$20,000	\$30,000
Administrators (other than instruction time)			
Graduate Assistants			

Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)	3,500	\$7,000	\$10,500
Other Personnel Costs			
Total Existing Personnel Costs—New Positions	\$13,500	\$27,000	\$40,500
Start-Up Costs—One-Time Expenses			
Library/Learning Resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-Up Costs			
Operating Costs—Recurring Expenses			
Supplies/Expenses	\$2,000	\$3,500	\$3,500
Library/Learning Resources			
Equipment/Technology			
Travel			
Other			
Total Operating Costs	\$2,000	\$3,500	\$3,500
GRAND TOTAL COSTS	\$107,338	\$125,093	\$141,431

B. FUNDING SOURCES	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition/State Funds		\$130,060	\$383,630	\$680,300
Student Fees		\$26,096	\$68,435	\$121,209
Other Sources				
GRAND TOTAL FUNDING		\$156,156	\$452,065	\$801,509
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$48,818 (surplus)	\$326,972 (surplus)	\$660,078 (surplus)

Based on full-time students taking 9 credits in Fall, 9 credits in Spring, and 3 credits in summer the first year, and 9 credits in Fall and 3 credits in Spring in the second year for a total of 33; and part-time students taking 6 credits in Fall and 3 credits in Spring for three years and then taking the last 6 credits in fall of year 4 for a total of 33.

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Year 1	The previous table listing Core Faculty was used to multiply faculty salaries by the faculty FTE devoted to the new program. Note that this merely represents a slight reorganization as this cost is latent. Note that all of these faculty have their primary teaching responsibilities in their home departments, and the courses that they teach for this program are already being taught.
	Administrator is calculated as 5% of the Associate Dean for Graduate Program's salary (again, a latent cost).
	Fringe is calculated based on current WSU fringe rates.
Year 2	Accounting for raises, all salary costs are increased by 3%.
Year 3	Accounting for raises, all salary costs are increased by another 3%.

Personnel – New Positions

Year 1	10% effort of a new faculty member's salary + fringe is budgeted.
Year 2	A second 10% effort of a new faculty member's salary + fringe is budgeted (plus costs carried over from year 1).
Year 3	A third 10% effort of a new faculty member's salary + fringe is budgeted (plus costs carried over from years 1 and 2).

Start-up Costs – One-Time Expenses

Years 1–3	Given that the proposed program is based on existing courses, no one-time start-up costs are necessary.
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Operating Costs – Recurring Expenses

Year 1	Consumable office supplies are estimated at \$2,000.
Year 2	Consumable office supplies are estimated at \$3,500.
Year 3	Consumable office supplies are estimated at \$3,500.

B. Revenue: Funding Sources

Revenue is calculated based on the projected enrollment from the table in Section V. In-state graduate tuition of \$307.98/CH is calculated for 60% of the full-time student credit hours, whereas given the large number of international students expected to be interested in this program, out-of-state tuition of \$756.38/CH is calculated for the remainder of the full-time credit hours. All part-time student credit hours are calculated using the in-state rate.

Students pay mandatory and student support fees on a semester basis and the fee is based on the number of credit hours they take in each semester. For the student support fees, the full-time students (7 or more credit hours) pay \$679.18 for fall and spring semesters and \$339.60 for summer semester. The part-time students (4 – 6.75 credit hours) pay \$452.78 for fall and spring semesters and \$226.40 for summer semester. And the student support fees for up to 3.75 credit hours are \$226.40 in fall and spring semesters and \$113.21 for summer. The other mandatory fees are calculated at a rate of \$7.75/CH, which includes the campus infrastructure and support fee (\$6/CH), the campus technology fee (\$1/CH), and the campus transportation fee (\$0.75/CH). Funding will be allocated through existing resources in the College of Engineering.

C. Projected Surplus/Deficit

A modest surplus is projected in year 1 (\$48.8K), which increases to healthy surpluses in years 2 and 3 (\$326.9K and \$660K, respectively).


XI. References

Indeed Jobs. (2021). Retrieved May 19, 2021 from: <https://www.indeed.com>

U.S. Department of Labor. (2021). Occupational Handbook, Architecture and Engineering. Bureau of Labor Statistics. <https://www.bls.gov/ooh/architecture-and-engineering/materials-engineers.htm>

U.S. Department of Labor. (2020). Occupational Employment and Wages. May 2020. 17-2131 Materials Engineers. Bureau of Labor Statistics. <https://www.bls.gov/oes/current/oes172131.htm#st>

TO: Daniel Archer, Vice President for Academic Affairs
Kansas Board of Regents

FROM: Barbara A. Bichelmeyer 
Provost & Executive Vice Chancellor

DATE: June 1, 2021

RE: Request to Change Name of a Degree and Department

The University of Kansas is requesting to change the name of the Department of Slavic and Eurasian Languages and Literatures to the Department of Slavic, German, and Eurasian Studies. In addition, the University is requesting to change the name of the BA in Slavic Languages and Literatures to Slavic, German, and Eurasian Studies. The name changes have been approved by all tenured and tenure-track faculty in both departments as well as the Dean of the College of Liberal Arts & Sciences.

The merger of the departments mirror departments at Association of American Universities (AAU) institutions such as the University of North Carolina-Chapel Hill (Department of Germanic and Slavic Languages and Literatures) as well as the University of Wisconsin-Madison (Department of German, Nordic, and Slavic+). The name changes also reflect KU's range of regional and interdisciplinary expertise, including expertise in Slavic Studies, German Studies, as well as Eurasian Studies.

The name change to the BA degree is reflective of the new tracks in the process of being added, including the German Studies track as a result of the departmental mergers mentioned above and the Russian Studies track that will be migrating into the new department from the Center for Russian East European and Eurasian Studies. New tracks in German Studies and in Russian Studies were an outgrowth of KBOR's review of low enrollment programs under strategic program alignment. As part of these program mergers, the BA degree in German Studies and the BA degree in Russian, East European & Eurasian Studies have been identified for discontinuance and will follow the university processes for such.