

# COUNCIL OF CHIEF ACADEMIC OFFICERS AGENDA

**January 16, 2019  
9:15 am – 10:00 am  
or upon adjournment of  
SCOCAO reconvene at  
noon**

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

**I. Call To Order**

A. *Approve meeting minutes from December 12, 2018* Lynette Olson, Chair p. 2

**II. Requests**

A. *Master of Science in Athletic Training (First Reading)* ESU p. 5  
 B. *Bachelor of Applied Science in Exercise Science (First Reading)* KU p.13  
 C. *Minor in Human Resources Management* KU p.22  
 D. *Minor in International Business* KU p.26

**III. Council of Faculty Senate Presidents Update** Clifford Morris, PSU

**IV. Other Matters**

A. *Informational items that do not require COCAO approval* COCAO Members  
 B. *Credit by Exam Policy Amendments* Sam Christy-Dangermond, KBOR p.30  
 C. *Undergraduate Research Day at Capitol on February 20th* COCAO Members  
 D. *Breakfast with Regents on February 21st* COCAO Members  
 E. *Tilford Conference follow up discussion* COCAO Members

**V. Adjournment**

<b>COCAO Academic Year 2019 Meeting Dates</b>				
<i>Meeting Dates</i>	<i>Location</i>	<i>Lunch Rotation</i>	<i>Agenda Materials</i>	<i>New Program/Degree Requests</i>
February 20, 2019	Topeka	KUMC	February 1, 2019	January 9, 2019
March 20, 2019	Topeka	PSU	March 1, 2019	February 6, 2019
April 17, 2019	Lawrence	KU	March 29, 2019	March 6, 2019
May 15, 2019	Topeka	Washburn	April 26, 2019	April 3, 2019
June 19, 2019	Topeka	KSU	May 31, 2019	May 8, 2019

**Council of Chief Academic Officers**

**MINUTES**

**Wednesday December 12, 2018**

The December 12, 2018, meeting of the Council of Chief Academic Officers was called to order by Chair Lynette Olson at 9:45 a.m. The meeting was held in the Board Room located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

**In Attendance:**

Members:	Lynette Olson, PSU Charles Taber, KSU Rick Muma, WSU	David Cordle, ESU Carl Lejuez, KU JuliAnn Mazachek, Washburn	Jeff Briggs, FHSU Robert Klein, KUMC
Staff:	Jean Redeker	Sam Christy-Dangermond	Max Fridell
Others:	Jon Marshall, Allen CC Lori Winningham, Butler CC Jane Holwerda, Dodge City CC Ryan Ruda, Garden City CC Michael McCloud, JCCC Matt Lindsey, KICA Matt Pounds, NWKTC	Elaine Simmons, Barton CC Aron Potter, Coffeyville CC Adam Borth, Fort Scott CC Erin Shaw, Highland CC Rick Moehring, JCCC Robert Klein, KUMC Linnea GlenMaye, WSU	Kim Krull, Butler CC Michelle Schoon, Cowley CC Steve Loewen, FHTC Cindy Hoss, Hutchinson CC Brian Niehoff, KSU Cliff Morris, PSU

Chair Lynette Olson welcomed everyone.

**Approval of Minutes**

The minutes of the November 7, 2018, meeting was unanimously approved.

**Program Requests**

- ESU - Master of Science in Nursing (second reading)  
The Council unanimously approved this degree request, and it will be presented to Council of Presidents (COPs) today for approval.
- ESU – Request to change the name of Bachelor of Science in Recreation to Bachelor of Science in Sport Leadership and Recreation was presented by David Cordle. The Council unanimously approved this request.
- KSU – Request to change the name of College of Human Ecology to College of Health and Human Sciences was presented by Charles Taber. The Council unanimously approved this request.

**Council of Faculty Senate Presidents (CoFSP) Update**

Clifford Morris, PSU, stated CoFSP reviewed Consensual Relationship policies for each institution. They are discussing Open Educational Resources at the meeting today.

**OTHER MATTERS**

- Credit for Prior Learning update was presented by Samantha Christy-Dangermond.

**International Baccalaureate**

The Credit for Prior Learning Task Force has been gathering information about International Baccalaureate (IB) for consideration for Credit by Exam. International Baccalaureate courses are geared toward high achieving

students and are challenging and content-rich. Through IB “programmes”, students develop several things:

- An understanding of and appreciation for research
- Presentation and communication skills
- Critical thinking skills
- Report writing skills
- Time management skills
- A sense of international-mindedness and cultural understanding

The CPL Task Force has done several things in addition to learning more about IB students:

- Each of the university task force members was asked to gather information on their own campus by reaching out to faculty to get their perceptions of IB courses
- The task force has procured Course Guides for each IB course taught in the state (there are at least 30, taught among 8 high schools in Kansas)
- They considered information published by the NCAA on interpreting international academic standards for athletics eligibility (to provide an additional perspective on scores)
- Last month, arranged for a webinar for task force members and heard directly from the University Relations Administrator with IB Americas. She gave an overview of the IB program and shared some research with the group. Teachers at the Sumner Academy of Arts and Science (Kansas City, KS) who teach the IB curriculum and who could attest to the format and rigor of the assessments, also spoke to the group.

#### **CPL Website Update**

The College Board provided a consultant who provided information to the institutional contacts, about the website information that needed updating. Good progress has been made on the websites updating the information for CLEP and AP, and we expect the project to be completed soon. Thank you for your help on this endeavor.

The Chair recessed the meeting at 9:41 am.

COCAO reconvened at 12:19 pm.

- ESU’s Master of Science in Nursing degree program presented at COPs today was unanimously approved.
- Jean Redeker presented the proposed amendments to the Policy on Naming of Academic Unit. Each COCAO member provided feedback during the discussion.

David Cordle moved to recommend the proposed amendments to the Policy on Naming of Academic Units. Following the second of Carl Lejuez, the motion carried.

- Tilford Conference discussion

Lynette Olson welcomed Bryan Samuel, KSU, Lynn Hobson, ESU, Deatrea Rose, PSU, and Jennifer Hamer, KU, from the Council of Chief Diversity Officers (CCDO) and started the introductions.

Various items were discussed including:

- Rotating the location of the Tilford conference every 2 years works well
- Continue communication between CCDO, COCAO, and the Provost office on campus
- Semi-annual report to COCAO with updates on Tilford conference and any other issues that arise (April 2019)
- Revitalizing the Tilford conference to assist with professional development for faculty/staff, and reach out to K-12, and private institutions

- COCAO members requested a membership list for the statewide planning committee for review and to suggest members
- Drafting a revised Tilford Conference mission statement to be reviewed by COCAO
- Discussed CCDO role and duties with reporting responsibility to COPs in June 2019
- Deatrea Rose, PSU, will work with Cliff Morris, PSU, to engage the Council of Faculty Senate Presidents

Carl Lejuez moved to adjourn the meeting. Following the second of Rick Muma, the motion carried.

**ADJOURNMENT**

The Chair adjourned the meeting at 1:11 pm.

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

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

**A. General Information**

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

2. Program Identification:

Program Title: Graduate Athletic Training Program

Degree to be Offered: Master of Science in Athletic Training (MSAT)

Responsible Department or Unit: Health, Physical Education, and Recreation

CIP Code: 51.0913 Proposed Implementation Date: Fall 2019

Total Number of Semester Credit Hours for the Degree: 47

**B. Justification and Program Demand**

1. Justification:

*In the space below, provide a brief description of the program and indicate why this program is important to your institution and to the state of Kansas.*

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

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

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

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2. Demand: Select one of the two options for indicating student demand: **Option B Selected**

Option A. Survey of Student Interest

Number of surveys administered: ..... \_\_\_\_\_  
 Number of completed surveys returned: ..... \_\_\_\_\_  
 Percentage of students interested in program: ... \_\_\_\_\_

**Option B. Market Analysis ... See Attachment A**

Attached is a one-page analysis that reflects trends, changing student demographics, curricular growth patterns, etc. Source citations are included.

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

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

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

\* Sem Credit Hrs include fall, spring, and summer sessions.

4. Demand: Employment

*In the space below, provide a brief narrative of projected job openings for graduates of this program. This may include such sources as the Kansas labor market information from the KS Department of Labor and/or the US Department of Labor. Provide citations for sources.*

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

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

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

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

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

Kansas State Board of Healing Arts. Licensing and statistics. Retrieved from:

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

Learn.org. Athletic trainer: Career definition, employment outlook and educational requirements. Retrieved

from: [https://learn.org/articles/Athletic\\_Trainer\\_Career\\_Requirements.html](https://learn.org/articles/Athletic_Trainer_Career_Requirements.html)

**C. Curriculum**

1. Admission/Requirements:

*In the space below, describe the admission standards for the program.*

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

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

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

2. Courses:

Attached is a one-page, semester-by-semester degree plan. **See Attachment B.**

**D. Core Faculty**

1. Inventory

*Provide an inventory of core faculty directly involved with program. For each faculty member, provide the following information.*

*If applicable, place an \* next to the faculty member who will direct this program.*

*Rank refers to Adjunct, Instructor, Assistant Professor, Associate Professor, Professor, etc.*

*FTE refers to Full Time Equivalent to this program (1.0 = full time)*

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

2. Identify the number of graduate assistantships that will be assigned to the program: 0 \_\_\_\_\_

**E. Expenditures and Revenue:**

Please complete the information below, and provide explanations\* in a clearly-labeled attachment.

<b>I. EXPENDITURES</b>	<i>List Amounts in Dollars</i>		
	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions*</b> <i>(*Provide written explanations as necessary and attach to this document)</i>			
Faculty	\$ 151,639	\$ 154,672	\$ 157,765
Administrators <i>(other than instruction time)</i>	\$ 16,100	\$ 16,422	\$ 16,750
Graduate Assistants			
Support Staff for Administration <i>(e.g., secretarial)</i>			
Fringe Benefits <i>(total for all groups)</i>	\$ 35,645	\$ 36,255	\$ 36,875
Other Personnel Costs			
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	\$ 203,384	\$ 207,349	\$ 211,390
<b>Personnel – New Positions*</b> <i>(*Provide written explanations as necessary and attach to this document)</i>			
Faculty			
Administrators <i>(other than instruction time)</i>			
Graduate Assistants			
Support Staff for Administration <i>(e.g., secretarial)</i>			
Fringe Benefits <i>(total for all groups)</i>			
Other Personnel Costs			
<b>Total New Personnel Costs -- New Positions</b>	\$ 0	\$ 0	\$ 0
<b>Start-up Costs – One-Time Expenses*</b> <i>(*Provide written explanations as necessary and attach to this document)</i>			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
<b>Total Start-up Costs</b>	\$ 0	\$ 0	\$ 0
<b>Operating Costs – Recurring Expenses*</b> <i>(*Provide written explanations as necessary and attach to this document)</i>			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other	\$ 5,000	\$ 1,500	\$ 1,500
<b>Total Operating Costs</b>	\$ 5,000	\$ 1,500	\$ 1,500
<b>GRAND TOTAL COSTS</b>	\$ 208,384	\$ 208,849	\$ 212,890

<b>II. FUNDING SOURCES*</b> <i>(projected as appropriate)</i> <i>(*Provide written explanations as necessary and attach to this document)</i>	<i>List Amounts in Dollars</i>			
	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$ 80,400	\$ 162,564	\$ 173,524
Student Fees		\$ 2,400	\$5,000	\$5,200
Other Sources **				
<b>GRAND TOTAL FUNDING</b>	\$ 0	\$ 82,800	\$	\$ 178,724
<b>Projected Surplus/Deficit (+/-)</b> (Grand Total FUNDING minus Grand Total Costs)		\$ 125,584	\$ 41,285	\$ 34,166

\* Expenditures and Revenue explanations are provided in **Attachment C**.

**Institutional Contact Person:**

Name: David Cordle E-mail: dcordle@emporia.edu

Date of Proposal Submission: December 3, 2018

Please see the following supporting documentation:  
 B.2: One-Page Market Analysis (Attachment A)  
 C.2: One-Page Semester-By-Semester Degree Plan (Attachment B)  
 E: Expenditures and Funding Sources (Attachment C)

### Market Analysis

Emporia State University  
Department Health, Physical Education, and Recreation  
Master of Science in Athletic Training (MSAT)

In March 2018, the Commission on Accreditation of Athletic Training Education (CAATE) published the *2020 Standards*, which was the updated and finalized version of the Standards for Accreditation of Professional Athletic Training Programs. This was the first major revision since 2012. While the *2020 Standards* increased the clarity and modified several of the standards and guidelines from 2012, perhaps the most significant change was that of Standard 2. This Standard now stipulates that all CAATE-accredited professional athletic training programs must result in the granting of a Master's degree in Athletic Training.<sup>1</sup> Bachelor of Science degrees in Athletic Training will no longer qualify for accreditation. This is significant; in order for a graduate of an Athletic Training program to sit for the required Board of Certification exam to become a certified athletic trainer (ATC), the Athletic Training program must be CAATE accredited.<sup>2</sup>

Currently, Emporia State University (ESU) offers a CAATE-accredited Bachelor of Science in Athletic Training degree program. This program was first accredited in 1999, and it has successfully maintained its accreditation to the present date. Due to the update in Standard 2 of the *2020 Standards*,<sup>1</sup> ESU and the Health, Physical Education, and Recreation (HPER) Department will transition the current BS in Athletic Training to the proposed Master of Science in Athletic Training (MSAT).

Since the publication of the *2020 Standards*, there have been three institutions of higher education in Kansas that have indicated that they will withdraw from further CAATE accreditation and not pursue developing graduate AT programs.<sup>3</sup> Currently in Kansas, there is one active Master's in Athletic Training degree program (Sterling College), and three which are known to be seeking accreditation/state approval (Kansas State University, the University of Saint Mary, and the University of Kansas).<sup>3</sup> Emporia State University is distinct from these existing and potential graduate Athletic Training programs in location, size, and cost. Due to ESU's central location in the region and to the major Interstates and highways intersecting Emporia, students have easy access to Kansas City, Wichita, Topeka, and the numerous smaller communities in the area. This allows ESU to be uniquely qualified in the region in providing athletic training students opportunities to practice in a wide variety of athletic venues, ranging from small school districts to professional sport teams and organizations.

According to current Bureau of Labor Statistics, opportunities of employment for athletic trainers is projected to increase 23% by 2026.<sup>4</sup> This is 12% greater than the projected growth for other healthcare practitioners.<sup>4</sup> Given this projected employment growth, the decrease in accredited athletic training programs in Kansas,<sup>3</sup> and ESU's unique qualifications to offer this degree, it is reasonable to expect that the student demand for the proposed MSAT at ESU will, at a minimum, exceed the current enrollment of the ESU undergraduate athletic training program.

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<sup>1</sup> Commission on Accreditation of Athletic Training Education. 2020 standards. Retrieved from: <https://caate.net/pp-standards>

<sup>2</sup> Board of Certification for the Athletic Trainer. Steps to become certified. Retrieved from: <http://bocatc.org/candidates>

<sup>3</sup> Commission on Accreditation of Athletic Training Education. Search for accredited programs. Retrieved from: <https://caate.net/search-for-accredited-program>

<sup>4</sup> Bureau of Labor Statistics, U.S. Department of Labor. Occupational outlook handbook: Athletic trainers. Retrieved from: <https://www.bls.gov/ooh/healthcare/athletic-trainers.html>

**Course Sequence**  
 Emporia State University  
 Department Health, Physical Education, and Recreation  
 Master of Science in Athletic Training (MSAT)

**Total Hours (47 hours)****Year 1 ... 25 semester credit hours (sch)****Summer 1**

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

**Fall 1**

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

**Spring 1**

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

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

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

**Fall 2**

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

**Spring 2**

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

### Expenditures and Funding Explanations

Emporia State University  
Department of Health, Physical Education, and Recreation  
Master of Science in Athletic Training (MSAT)

#### **Expenditures Overview**

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

#### **Personnel – Reassigned or Existing Positions**

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

#### **Personnel – New Positions**

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

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

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

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

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

#### **Funding Sources - Tuition**

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

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

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

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

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

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

#### **Funding Sources - Fees**

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

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

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

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

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

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

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

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

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

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

**A. General Information**

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

2. Program Identification:

Program Title: Exercise Science

Degree to be Offered: Bachelor of Applied Science

Responsible Department or Unit: Department of Health, Sport, and Exercise Sciences

CIP Code:            31.0505            Proposed Implementation Date: Fall 2019

Total Number of Semester Credit Hours for the Degree: 120

**B. Justification and Program Demand**

1. Justification:

*In the space below, provide a brief description of the program, and indicate why this program is important to your institution and to the state of Kansas.*

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

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

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

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2. Demand: *Select one of the two options for indicating student demand:* **Option B Selected**

Option A. Survey of Student Interest

Number of surveys administered: ..... \_\_\_\_\_  
 Number of completed surveys returned: ..... \_\_\_\_\_  
 Percentage of students interested in program: ... \_\_\_\_\_

**Option B. Market Analysis**

Attached to this proposal is a one-page analysis that forecasts student demand for this program (reflecting trends, changing student demographics, curricular growth patterns, etc.). See Attachment A.

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

*In the chart below, indicate how many students/credit hours are projected.*

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

4. Demand: Employment

*In the space below, provide a brief narrative of projected job openings for graduates of this program. This may include such sources as the Kansas labor market information from the KS Department of Labor and/or the US Department of Labor. See Attachment B for source citations.*

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

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

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

### **C. Curriculum**

#### 1. Admission/Requirements:

*In the space below, describe the admission standards for the program.*

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

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

#### 2. Courses:

*Attach a one-page, semester-by-semester degree plan. See Attachment C.*

### **D. Core Faculty**

#### 1. Inventory

*Provide an inventory of core faculty directly involved with program.*

*If applicable, place an \* next to the faculty member who will direct this program.*

*Rank refers to Adjunct, Instructor, Assistant Professor, Associate Professor, Professor, etc.*

*FTE refers to Full Time Equivalent to this program (1.0 = full time)*

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

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

**E. Expenditures and Revenue:**

Please complete the information below and provide explanations\* as clearly-labeled attachments.  
See Attachment D for fiscal explanations.

<b>I. EXPENDITURES</b>	<i>List Amounts in Dollars</i>		
	First FY	Second FY	Third FY
<b>Personnel – Reassigned or Existing Positions*</b> <i>(*Provide written explanations as necessary and attach to this document)</i>			
Faculty	\$ 154,398	\$ 154,398	\$ 154,398
Administrators <i>(other than instruction time)</i>	\$ 15,054	\$ 15,054	\$ 15,054
Graduate Assistants	\$ 0	\$ 0	\$ 0
Support Staff for Administration <i>(e.g., secretarial)</i>	\$ 24,480	\$ 24,480	\$ 24,480
Fringe Benefits <i>(total for all groups)</i>	\$ 57,046	\$ 58,725	\$ 60,597
Other Personnel Costs	\$ 0	\$ 0	\$ 0
<b>Total Existing Personnel Costs – Reassigned or Existing</b>	<b>\$ 250,978</b>	<b>\$ 252,657</b>	<b>\$ 254,529</b>
<b>Personnel – New Positions*</b> <i>(*Provide written explanations as necessary and attach to this document)</i>			
Faculty	\$ 16,000	\$ 16,000	\$ 16,000
Administrators <i>(other than instruction time)</i>	\$ 0	\$ 0	\$ 0
Graduate Assistants	\$ 25,000	\$ 51,500	\$ 51,500
Support Staff for Administration <i>(e.g., secretarial)</i>	\$ 0	\$ 0	\$ 0
Fringe Benefits <i>(total for all groups)</i>	\$ 3,840	\$ 5,840	\$ 5,840
Other Personnel Costs	\$ 0	\$ 0	\$ 0
<b>Total New Personnel Costs -- New Positions</b>	<b>\$ 44,840</b>	<b>\$ 73,340</b>	<b>\$ 73,340</b>
<b>Start-up Costs – One-Time Expenses*</b> <i>(*Provide written explanations as necessary and attach to this document)</i>			
Library/learning resources	\$ 0	\$ 0	\$ 0
Equipment/Technology	\$ 0	\$ 0	\$ 0
Physical Facilities: Construction or Renovation	\$ 0	\$ 0	\$ 0
Other	\$ 6,400	\$ 16,000	\$ 26,400
<b>Total Start-up Costs</b>	<b>\$ 6,400</b>	<b>\$ 16,000</b>	<b>\$ 26,400</b>
<b>Operating Costs – Recurring Expenses*</b> <i>(*Provide written explanations as necessary and attach to this document)</i>			
Supplies/Expenses	\$ 0	\$ 0	\$ 0
Library/learning resources	\$ 0	\$ 0	\$ 0
Equipment/Technology	\$ 0	\$ 0	\$ 0
Travel	\$ 109	\$ 109	\$ 109
Other	\$ 2,800	\$ 2,800	\$ 2,800
<b>Total Operating Costs</b>	<b>\$ 2,909</b>	<b>\$ 2,909</b>	<b>\$ 2,909</b>
<b>GRAND TOTAL COSTS</b>	<b>\$ 305,127</b>	<b>\$ 344,906</b>	<b>\$ 357,178</b>

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

**Institutional Contact Person:**

Name: Michelle Reames and Jordan Taylor E-mail: michelle.reames@ku.edu

Date of Proposal Submission: 12/04/2018

Please see the following supporting documentation:

- D.2: One-Page Market Analysis (Attachment A)
- E. 2: One-Page Semester-By-Semester Degree Plan (Attachment B)
- F. E: Expenditures and Funding Sources (Attachment C)

**Market Analysis: Bachelor of Applied Science in Exercise Science**  
Department of Health, Sport, and Exercise Sciences (HSES)

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

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

Corporate and independent fitness facilities are in the forefront of expanding health and wellness opportunities for their employees and clients. This is reflected in the increase of the number of exercise science professionals serving independently-owned, performance-based facilities, as well as high schools, post-secondary institutions, national health clubs, and fitness facilities (U.S. Census, 2018). These organizations have a growing demand for specialized training for exercise science and human performance professionals; such organizations employ individuals with appropriate degrees, specialty credentials, and certifications.

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

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

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

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

**References: Bachelor of Applied Science in Exercise Science**  
Department of Health, Sport, and Exercise Sciences (HSES)

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- U.S. Bureau of Labor Statistics. (2018). *Occupational employment and wages, May 2017: 21-1091 Health Educators, Postsecondary*. Retrieved from: <https://www.bls.gov/oes/current/oes211091.htm>
- .

**Curriculum Semester-By-Semester: Bachelor of Applied Science in Exercise Science**  
 Department of Health, Sport, and Exercise Sciences (HSES)  
 120 Semester Credit Hours (sch) Required

All courses are offered online

**Semester 1:** (15 sch)

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

**Semester 2:** (15 sch)

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

**Semester 3:** (15 sch)

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

**Semester 4:** (15 sch)

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

**Semester 5:** (15 sch)

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

**Semester 6:** (15 sch)

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

**Semester 7:** (15 sch)

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

**Semester 8:** (15 sch)

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

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

**Fiscal Explanations: Bachelor of Applied Science in Exercise Science**  
Department of Health, Sport, and Exercise Sciences (HSES)

**Expenditures**

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

**Personnel Reassigned or Existing Positions:**

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

**Personnel New Positions:**

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

**Start-Up Costs / One-Time Expenses:**

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

**Operating Costs Recurring Expenses:**

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

**Funding Sources**

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

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

**Kansas Board of Regents**

**APPLICATION FOR  
APPROVAL OF MINOR**

School of Business  
University of Kansas  
Capitol Federal Hall  
1654 Naismith Drive  
Lawrence, KS 66045

ATTN: Associate Dean Christopher W. Anderson Tel:  
785-864-7340

**Minor in Human Resources Management**

New  
 Derived from Existing Concentration

10-19-18  
**(DATE SUBMITTED)**

  
**(Signature of Vice-President  
/or Provost)**

**PROPOSAL FOR MINOR**  
**Kansas Board of Regents**

**Submitted by:**

Professor Christopher W. Anderson Associate  
Dean for Undergraduate Programs School of  
Business  
University of Kansas

- I. Indicate major in which **Minor in Human Resources Management** will be located:

This minor will be located within the Bachelors of Science in Business (B.S.B.) degree program in the KU School of Business. Students in any of the following majors could also earn the proposed minor: Accounting, Finance, Marketing, Supply Chain Management, Business Analytics, Management & Leadership, Information Systems, and Business Administration.

- II. Name and purpose of proposed minor: **Minor in Human Resources Management**

The KU School of Business seeks to replace its existing HRM concentration (12 credits) with an HRM Minor (15 credits). The existing concentration is less structured than the proposed minor. A minor provides HRM students with a credible foundation for an HR career path including a marketable endorsement and provides a foundation for those graduates seeking to obtain the Society of Human Resource Management Certified Professional endorsement (SHRM-CP).

HR professionals are gaining greater value as the *war for talent* expands across industries. This has led to an increase in HR job opportunities including internships. SHRM research reveals that a formal HRM education (e.g. Masters, Major, or Minor) increases one's prospects for an entry level HR role and for advancement to senior HR roles. By offering an HR Minor, our students have an opportunity to earn a valid HR credential -- not only for their first job but throughout their careers. SHRM-CP credentialing has become a recognized and expected requirement for HR professionals in addition to a degree. Businesses expect accredited university HRM programs to prepare students accordingly. Various regional, peer, and aspirational universities offer an HRM Minor. Offering an HRM Minor aligns with our strategy to strategies pursued by aspirational peer programs.

Student interest in an HR credential continues to increase as they gain greater exposure to HR career paths. Surveys of our students reveal that 60% of HRM concentration students seek a career in HRM and that 80% of such students were interested in pursuing an HRM Minor. Anticipated student demand is expected to grow to 60 students per year within three years, with 175 students earning the minor over the next five years.

III. Curriculum for the major and courses required for the minor:

The Bachelor of Science in Business (B.S.B.) degree program requires **120 semester credit hours** -- at least 45 at the junior/senior level (300+ level) and at least 30 hours in residency. KU Core Curriculum requirements require twelve classes and 36 credit hours. All B.S.B. degree-seeking students must take six classes (19 hours) in a foundations curriculum (100- and 200-level courses), nine classes (27 hours) in core curriculum (300+ level), seven classes (21 hours) specific to their major (the Accounting major requires an additional one-hour course), and a capstone class in strategic management for three credit hours. B.S.B. students must also satisfy an international dimension requirement either through foreign language study proficiency, study abroad, or completion of two approved classes on relevant international topics.

Requirements for the **B.S.B. in Management** are provided below as an illustration.

KU Core requirements: 12 courses (36 credit hours)

Foundation classes (19 credit hours):

- ACCT 200 Fundamentals of Financial Accounting (4)
- ACCT 201 Managerial Accounting (3)
- IST 202 Introduction to Information Systems (3)
- DSCI 202 Statistics (3)
- ECON 142 Principles of Microeconomics (3)
- ECON 144 Principles of Macroeconomics (3)

Core classes (27 credit hours):

- BE 301 Managerial Economics (3)
- BLAW 301 Legal Aspects of Business (3) BUS
- 305 Business Writing (3)
- DSCI 302 Quantitative Methods & Data Analysis (3) FIN
- 310 Finance (3)
- IST 310 Spreadsheet & Database Applications (3) MGMT
- 310 Organizational Behavior (3)
- MKTG 310 Marketing (3)
- SCM 310 Management Science & Operations Management (3)

Major classes (21 credit hours):

- MGMT 410 Human Resources Management (3)
- MGMT 437 Developing Management Skills (3) MGMT
- 455 The Role of the General Manager (3) IBUS 480
- International Management (3)
- Three 400-level elective courses in MGMT, ENTR, IBUS, or BLAW (9)

Capstone: MGMT 498 Business Policy & Strategy (3 credit hours)

Additional elective credits to satisfy the **120-credit-hour degree requirement**.

Details about the other B.S.B. major program requirements are available on our student-facing website at <https://business.ku.edu/academics>.

## Requirements for the **Minor in Human Resources Management**

MGMT 410 Human Resources Management (3)

Three courses (9 hours) from the following:

MGMT 413 Recruiting & Selecting Effective Employees (3) MGMT  
416 Training, Development, & Managing Careers (3) MGMT 419  
Managing Performance & Compensation (3) MGMT 431 Legal  
Environment for Managing Employees (3)

An additional elective from the prior four courses or one of the following: MGMT

400: HRM Data Analytics (3)

MGMT 434: International Human Resources (3) BLAW/MGMT

525: Negotiations & Dispute Settlement (3)

Required hours total to 15 credit hours.

#### IV. Faculty resources:

Currently the Management & Leadership Area in the School of Business has identified at least seven (7) faculty members with expertise to deliver the minor. Two are full professors, and five are non-tenure track faculty. Four faculty have Ph.D.s, one has a J.D., and two have masters degrees. The estimated FTE investment to deliver courses in the minor totals to 2.75 FTE from among these faculty members.

No new faculty members will be hired to deliver the minor. Classes within the minor are already regularly offered by existing faculty as part of the existing Management & Leadership major or the existing 12-credit-hour Human Resource Management concentration that the more structured minor will replace.

**Kansas Board of Regents**

**APPLICATION FOR  
APPROVAL OF  
MINOR/CONCENTRATION**

School of Business  
University of Kansas  
Capitol Federal Hall  
1654 Naismith Drive  
Lawrence, KS 66045

ATTN: Associate Dean Christopher W. Anderson Tel:  
785-864-7340

**Minor in International Business**

New  
 Derived from Existing Concentration

10-19-18

**(DATE SUBMITTED)**



**(Signature of Vice-President  
/or Provost)**

**PROPOSAL FOR MINOR**  
**Kansas Board of Regents**

**Submitted by:**

Professor Christopher W. Anderson Associate  
Dean for Undergraduate Programs School of  
Business  
University of Kansas

I. Indicate major in which **Minor in International Business** will be located:

This minor will be located within the Bachelors of Science in Business (B.S.B.) degree program in the KU School of Business. Students in any of the following majors could also earn the proposed minor: Accounting, Finance, Marketing, Supply Chain Management, Business Analytics, Management & Leadership, Information Systems, and Business Administration.

II. Name and purpose of proposed minor: **Minor in International Business**

In response to the increasing importance placed by employers on international competence and increasing student interest in international business courses, the KU School of Business proposes to add a Minor in International Business. The minor would be earned concurrently with a business major and reflects the student's secondary interest and competency in International Business. The new IB minor replaces the IB concentration with an updated and more comprehensive curricular program. This Minor will consist of 15-18 credit hours of coursework and could include a study abroad experience of at least four weeks. The minor will include nine credit hours of foundational coursework in IB, three credit hours of advanced IB coursework, and three credit hours of coursework that add breadth of study. If a study abroad experience is not undertaken, a student must complete one semester of foreign language study.

Companies nationwide understand the importance of international business and cultural competence for both their professional and management staff. A recent survey of business needs revealed that 80% of companies surveyed believe that their overall business would increase if more of their staff had more international expertise. 85% of companies surveyed will place greater emphasis on international competence when hiring management and employees over the next 10 years. Half of respondents indicated that foreign language skills are of great importance for professional staff and management. 60% of respondents placed great importance on employee appreciation of cross-cultural differences. Students see the growing opportunity for international careers and interest in international business has continued to increase. Enrollment in IB courses has increased almost 12% in the last three years, and the number of students taking two or more IB courses as grown 45% over the last four years. Student interest is expected to increase as a minor will appear on their transcript in a way that a concentration does not. Students in the minor are expected to total 100 per year within three years, and after five years 400 students are expected to have earned the minor.

III. Curriculum for the major and courses required for the minor:

The Bachelor of Science in Business (B.S.B.) degree program requires **120 semester credit hours** -- at least 45 at the junior/senior level (300+ level) and at least 30 hours in residency. KU Core Curriculum requirements require twelve classes and 36 credit hours. All B.S.B. degree-seeking students must take six classes (19 hours) in a foundations curriculum (100- and 200-level courses), nine classes (27 hours) in core curriculum (300+ level), seven classes (21 hours) specific to their major (the Accounting major requires an additional one-hour course), and a capstone class in strategic management for three credit hours. B.S.B. students must also satisfy an international dimension requirement either through foreign language study proficiency, study abroad, or completion of two approved classes on relevant international topics.

Requirements for the **B.S.B. in Management** are provided below as an illustration.

KU Core requirements: 12 courses (36 credit hours)

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Core classes (27 credit hours):

- BE 301 Managerial Economics (3)
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- MGMT 310 Organizational Behavior (3)
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Major classes (21 credit hours):

- MGMT 410 Human Resources Management (3)
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- IBUS 480 International Management (3)
- Three 400-level elective courses in MGMT, ENTR, IBUS, or BLAW (9)

Capstone: MGMT 498 Business Policy & Strategy (3 credit hours)

Additional elective credits to satisfy the **120-credit-hour degree requirement**.

Details about the other B.S.B. major program requirements are available on our student-facing website at <https://business.ku.edu/academics>.

## Requirements for the **Minor in International Business**

Required Knowledge (9 credit hours): IBUS 410

International Business (3)

IBUS 480 International Management (3)

IBUS 462 Comparative & Cross-Cultural Management (3) Regional/Functional

Knowledge (3 credit hours); one of the following:

IBUS 415 Business in Latin America (3) IBUS 425

Business in China (3)

FIN 420 International Finance (3)

MKTG 440 Global Marketing (3)

MGMT 434 International Human Resource Management (3) Approved

Business School study abroad program (3)

Elective (3 credit hours); one of the following:

An additional course from regional/functional group above. IBUS 300 or IBUS 400 or IBUS 500.

300-level course from International Dimension requirement (IDR) list Other related course as approved by a designated IB faculty member

Cultural Broadening Requirement (3 credit hours):

Students are required to successfully complete one foreign language course at KU or participate in a four-week KU summer or semester study abroad program.

Required hours total to 18 credit hours.

#### IV. Faculty resources:

The Management & Leadership Area in the KU School of Business identifies four tenured faculty with Ph.D.s to deliver the program – two full professors, one associated professor, and one assistant professor. The total FTE investment by these professors in delivering the courses in this minor total four FTE. Additional faculty in the School and University routinely teach eligible coursework for the minor's electives.

No new faculty members will be hired to deliver the minor. Classes within the minor are already regularly offered by existing faculty as part of the existing 12-credit-hour International Business concentration that the more structured minor will replace.

## Proposed Revisions to the Credit by Exam Policy

### Summary

*The Board's policy on Credit by Examination requires state universities to adopt system cut scores for awarding credit to students for earning acceptable scores on standardized exams. Current policy includes Advanced Placement (AP) and College Level Examination Programs (CLEP) exams. The proposed policy revision seeks to include system cut scores for International Baccalaureate (IB) exams as well. Staff recommends approval.*

*1/16/2019*

### Background

In December of 2016, the Board approved a policy requiring state universities to adopt standardized cut scores for awarding credit on AP and CLEP exams. The policy requires each state university to award credit for equivalent courses for all AP examination scores of three (3) and above and all CLEP examination scores of 50 and above. The Credit for Prior Learning (CPL) Task Force recommends the following policy addition: a standard cut score of four (4) and above for all International Baccalaureate (IB) exams.

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

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

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

### Recommendation

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

## CHAPTER II: GOVERNANCE<sup>1</sup> – STATE UNIVERSITIES

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

#### 3. CREDIT BY EXAMINATION

- a. ~~College-Level Examination Program (CLEP) and Advanced Placement (AP)~~ Credit awarded by any state university in conformity with this policy shall be accepted by all other state universities.
- b. ~~Beginning July 1, 2017,~~ Except for exams with alternative scores set under paragraph c, each state university shall award:
  - i. Credit for all Advanced Placement (AP) examination scores of three (3) or above for the equivalent course or courses at their institution.
  - ii. Credit for all College-Level Examination Program (CLEP) examination scores at or above the American Council of Education's (ACE) credit-granting recommended score of 50 for the equivalent course or courses at their institution.
  - iii. Credit for all International Baccalaureate (IB) examination scores of four (4) or above on Higher Level (HL) exams and Standard Level (SL) exams for the equivalent course or courses at their institutions.
- c. Any academic discipline may establish a higher systemwide AP exam scores above three (3) and IB exam scores above four (4) using the process for establishing a higher ~~AP exam scores that was systemwide score~~ proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on May 18, 2016 and amended by COCAO on January 16, 2019. Any academic discipline may review and change a higher systemwide AP exam score above (3) and a higher systemwide IB exam score above (4) using the process for reviewing and changing systemwide scores proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on January 17, 2018 and amended by COCAO on January 16, 2019.
- d. All other Kansas public postsecondary educational institutions are encouraged to adopt this state university policy.
- e. Institutions shall have discretion on awarding additional credit for scores above three (3) on AP exams, and above four (4) on Higher Level or Standard Level IB exams, and scores above the ACE credit-granting recommended score of 50 for CLEP exams.

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<sup>1</sup> See Chapter I., Section A.3. for definition of Governance.

**Process for establishing a higher system-wide credit by exam scores** [proposed by the Council of Faculty Senate Presidents and approved by COCAO on May 18, 2016 and amended on January 16, 2019]:

- 1- Charge the members of CoFSP to distribute the default system-wide cut scores in draft form, to the department heads whose faculty members are responsible for each of those equivalent courses at each of the applicable universities.
- 2- If no university's department objects to the default cut score for a given exam, let that default cut score be established as the system-wide cut score for the equivalent course.
- 3- If one or more departments object to a particular default cut score, let all of the university department heads responsible for that particular exam discuss the issue by email or conference call, facilitated by the chair of the CoFSP, with the objective of reaching consensus on a different score. If a consensus cannot be reached, convene a meeting of the university department heads ~~responsible for the exam in question at the Kansas Core Outcomes Group annual fall meeting~~. If consensus still cannot be reached, let the Council of Chief Academic Officers set the system-wide cut score for that particular exam.

**Process of reviewing and changing system-wide scores** [recommended by the Council of Faculty Senate Presidents and approved by COCAO on January 17, 2018 and amended on January 16, 2019]:

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

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