COUNCIL OF CHIEF ACADEMIC OFFICERS
AGENDA

February 20, 2019
7:30 am – 9:10 am
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 January 16, 2019	Lynette Olson, Chair	*p. 2*
II.	**Discuss Service Areas**	COCAO Members	
III.	**Requests**		
	A. Master of Social Work (First Reading)	FHSU	*p. 4*
	B. Master of Science in Physician Assistant Studies (First Reading)	KSU	*p. 13*
	C. Associate of Applied Science in Plastics Technology (First Reading)	PSU	*p. 21*
	D. Act on Bachelor of Applied Science in Exercise Science (Second Reading)	KU	*p. 27*
	E. Act on Master of Science in Athletic Training (Second Reading)	ESU	*p. 34*
	F. Act on Request to Change Degree Name from Rehabilitation Services Education to Rehabilitation and Disability Studies	ESU	*p. 40*
IV.	**Act on Proposed Amendments to Credit by Exam Policy**	Samantha Christy-Dangermond, KBOR	*p. 41*
V.	**Council of Faculty Senate Presidents Update**	Clifford Morris, PSU	
VI.	**Student Advisory Committee Update - Open Educational Resources**	Kyle Frank, PSU	*p. 44*
VII.	**Other Matters**		
	A. Informational items that do not require COCAO approval	COCAO Members	
	B. Update on AY 2018 Board Goal - Admissions	Max Fridell, KBOR	
	C. Academic Advising Report due March 1st	Max Fridell, KBOR	
	D Breakfast with Regents on February 21st	COCAO Members	
	E. Undergraduate Research Day at Capitol on February 20th	COCAO Members	
VIII.	**Adjournment**		

COCAO Academic Year 2019 Meeting Dates				
Meeting Dates	*Location*	*Lunch Rotation*	*Agenda Materials Due*	*New Program/Degree Requests*
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, January 16, 2019

The January 16, 2019, meeting of the Council of Chief Academic Officers was called to order by Chair Lynette Olson at 9:15 a.m. The meeting was held in the Suite 530 located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	Lynette Olson, PSU	David Cordle, ESU	Jeff Briggs, FHSU
	Charles Taber, KSU	Carl Lejuez, KU via phone	Rick Muma, WSU
	Jean Redeker, KBOR	Mike Werle, KUMC for Robert Klein	
Staff:	Karla Wiscombe	Sam Christy-Dangermond	Max Fridell
	Cindy Farrier	Natalie Yost	
Others:	Jon Marshall, Allen CC	Lori Winningham, Butler CC	Kim Krull, Butler CC
	Nancy Zenger-Beneda, Cloud CC	Aron Potter, Coffeyville CC	Michelle Schoon, Cowley CC
	Matthew Howe, ESU	Steven Lovett, ESU	Paul Luebbers, ESU
	Steve Loewen, FHTC	Adam Borth, Fort Scott CC	Ryan Ruda, Garden City CC
	Erin Shaw, Highland CC	Cindy Hoss, Hutchinson CC	Rick Moehring, JCCC
	Alex Wells, JCCC	Ed Kremer, KCKCC	Brian Niehoff, KSU
	Spencer Wood, KSU	David Cook, KU	Mike Werle, KUMC
	Matt Pounds, NWKTC	Michael Fitzpatrick, Pratt CC	Cliff Morris, PSU
	Todd Carter, Seward CC	Stephani Johns-Hines, SATC	Aileen Ball, Washburn
	Linnea GlenMaye, WSU		

Chair Lynette Olson welcomed everyone and started introductions.

Approval of Minutes
The minutes of the December 12, 2018, meeting was unanimously approved.

Program Requests

- ESU - Master of Science in Athletic Training (first reading)
  David Cordle introduced Paul Luebbers & Matt Howe. Paul Luebbers presented the degree program and answered questions. If there are further comments or questions, please contact David Cordle prior to the February 20, 2019, meeting. This is a first reading and no action is required.

- KU – Bachelor of Applied Science in Exercise Science (first reading)
  Carl Lejuez presented the degree program and answered questions. If there are further comments or questions, please contact Carl Lejuez prior to the February 20, 2019, meeting. This is a first reading and no action is required.

- KU – Act on Request for a Minor in Human Resources Management.
- KU – Act on Request for a Minor in International Business.
  Carl Lejuez presented the information for both minors and answered questions.

Discussion was held, and Rick Muma moved to approve the request for a Minor in Human Resources Management and a Minor in International Business at KU. Following the second of Charles Taber, motion carried.

Council of Faculty Senate Presidents (CoFSP) Update
Clifford Morris, PSU, stated CoFSP will be discussing at their meeting today: Open Education Resources (OER); Credit by Exam Policy and CoFSP's role; and Math Pathways.

OTHER MATTERS

- Credit by Exam Policy Amendments were presented by Samantha Christy-Dangermond.

The CPL Task Force made the recommendation to award equivalent credit for International Baccalaureate exams with scores of 4 and above for both standard level and higher level.

Discussion was held, and by consensus COCAO tabled the proposed amendments until February.

The Chair recessed the meeting at 9:50 am. COCAO reconvened at 12:25 pm.

- Strategic Program Alignment discussion:
  - KU and WSU will present a list of programs to the Board in May or June
  - More information will be available after the initial presentation

- Lynette Olson informed COCAO that PSU has launched a strategic visioning project. rpk Group will help PSU maximize their current program portfolio while simultaneously increasing their capacity to move toward a shared future vision.

- Undergraduate Research Day at the Capitol is February 20th. Discussion was held to coordinate visiting the Capitol during the lunch break on February 20th.

- COCAO requested to discuss Service Areas at its February meeting.
  - Identify the issues to be considered
  - Define unmet need
  - Mode to meet "the unmet need"
  - Partnerships with local business
  - Distance Education and Regents Center
  - Staff will report to the Board by or on June 19th

COCAO requested information on the number of service area waivers that have been approved or denied as well as a copy of the issue paper that went to COPs.

Karla Wiscombe asked institutions to consider a collaborative partnership with two-year institutions if the universities are not providing CEP to high schools in their home counties. For the 2019 CEP Report she has asked universities to list all high schools in their home county and identify which high schools are not being served through CEP.

- Breakfast with the Regents on February 21st was discussed. Charles Taber will compile a list of topics for COCAO to review. Potential topics include:
  - Budget and the Regents point of view
  - Regents' feedback on public perceptions of the universities
  - Issues that Regents would like to address
  - Changes in higher education and the future impact
  - University partnerships with industries
  - Open Educational Resources
  - Accessibility issues on campus

- Tilford Conference discussion included:
  - Role of conference committee and reporting to COCAO
  - Tilford Statewide Steering Committee referred to by different names throughout document
  - When does the Statewide Steering Committee take on their responsibilities?
  - Chief Diversity Officers determine the majority of the Tilford conference information and hands over the responsibility to the Statewide Steering Committee
  - Carl Lejuez will review the documents and make revisions for COCAO to review

By consensus, COCAO tabled the discussion until its March 20th meeting.

ADJOURNMENT

David Cordle moved to adjourn the meeting. Following the second of Charles Taber, the motion carried. The Chair adjourned the meeting at 1:07 pm.

Program Approval

I. General Information

A. Institution Fort Hays State University

B. Program Identification

Degree Level:	Master's Program
Program Title:	Master of Social Work
Degree to be Offered:	Master of Social Work (MSW)
Responsible Department or Unit:	Department of Social Work
CIP Code:	51.1503
Proposed Implementation Date:	Fall 2020

Total Number of Semester Credit Hours for Regular Degree:	64
Total Number of Semester Credit Hours for Advanced Standing Degree:	34

I1. Justification

This justification will discuss two social work licensures:

- the Licensed Master Social Worker (LMSW) and
- the higher-level Licensed Specialist Clinical Social Worker (LSCSW).

A Master of Social Work (MSW) program at Fort Hays State University will provide a cost-effective solution to the demand for social workers in western Kansas and improve access to health and mental health care for residents in the western portion of the state. The need for social workers is evident in several occupational settings, including child and family welfare offices, substance abuse centers, palliative care and hospice facilities, mental health treatment centers, and hospitals.

As the primary provider of the Bachelor of Social Welfare education in western Kansas, numerous individuals and entities have requested that FHSU develop a master's level program to fill the need for occupations that require this degree.[1] Notably, FHSU has a tradition of educating social workers at cohort locations which results in the practitioners staying rooted to the areas of greatest need.

With an MSW degree, one is qualified to pursue licensure as a Licensed Master Social Worker (LMSW) or as a Licensed Specialist Clinical Social Worker (LSCSW). A major distinction between the two is that the LMSW professional may only practice social work under the supervision of a LSCSW. To become an LMSW, an individual must have a MSW degree from an accredited program, pass qualifying tests, and merit the public trust.

Holding a Specialist Clinical Social Worker License (LSCSW), unlike the LMSW, affords one the opportunity to practice social work independently. To become an LSCSW, one must first obtain an MSW with specific clinical coursework, perform field experiences in a psychotherapy setting, practice under an LSCSW for 4000 hours, and pass all qualifying exams. LSCSWs are of particular importance because they can practice independently and are fully reimbursable by Medicare. The Kansas Behavioral Sciences Regulatory Board (KSBSRB) is the body responsible for licensing all behavioral sciences.

[1] Letters of support have been received from: US Representative Roger Marshall, US Senator Jerry Moran, Valley Hope, Compass Behavioral Health, Kansas Department for Children and Families, High Plains Mental Health Center, Colby Community College, Kansas Senator John Doll, Larned State Hospital, and Garden City Community College. Letters are available upon request.

The FHSU MSW program is designed to qualify graduates for both licensures (LMSW and LSCSW) through two distinct degree pathways:

1. The first pathway would be a typical four-semesters consisting of 64 semester credit hours. This option would be available to students with a bachelor's degree from an accredited institution in social work or related field.
2. The second pathway would be a three-semester, advanced standing option consisting of 38 semester credits; this option would be available to Bachelor of Social Welfare graduates who can document academic and field competency from their BSW program. This option would operate across a summer and two regular semesters.

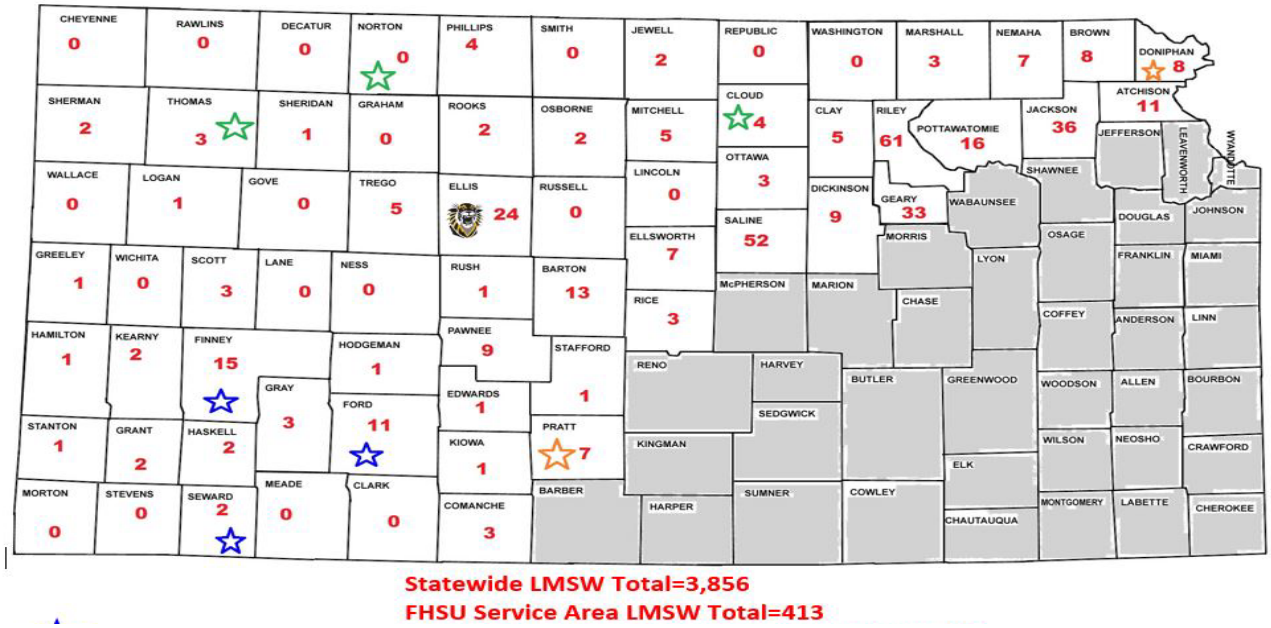
III. Program Demand

A. Survey of Student Interest

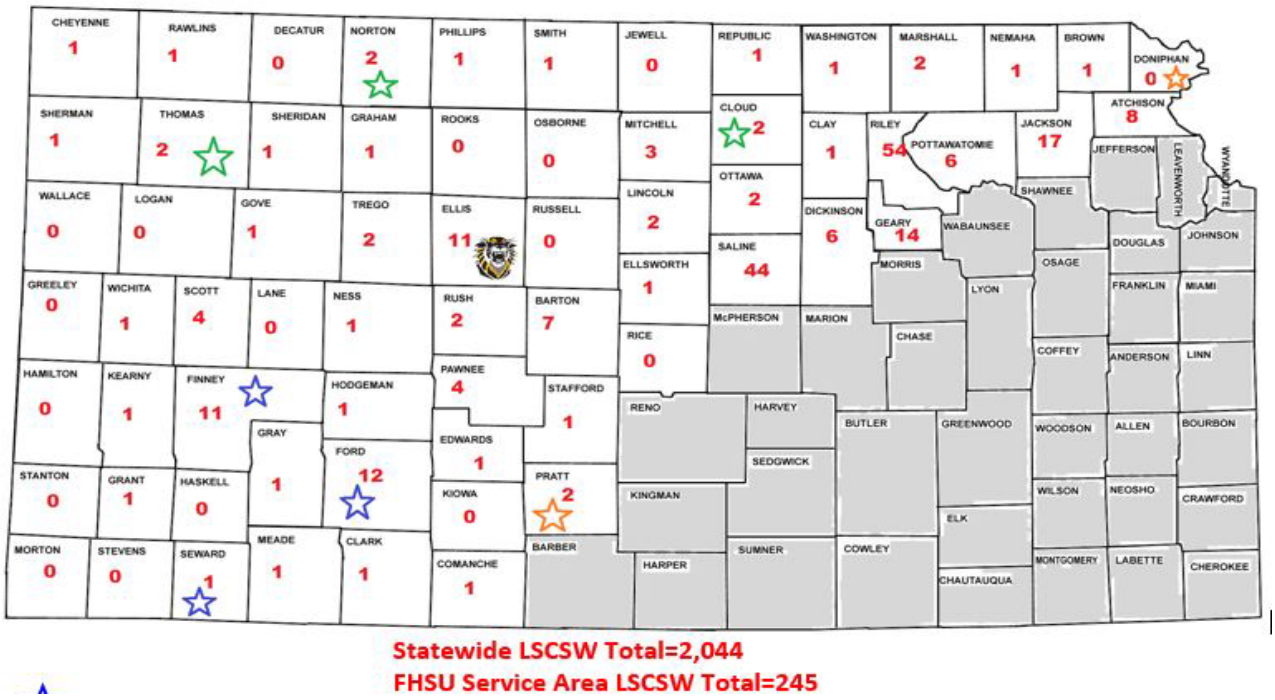
Number of surveys administered: …… 85
Number of completed surveys returned: ……. 85
Percentage of students interested in program: … 93%

B. Market Analysis

LMSW: There is a profound need for master's level social workers in the FHSU service area. Currently there are 3856 Licensed Master Social Workers (LMSWs) in Kansas. In the FHSU service area, however, this number represents an underserved population with only 413. When the seven counties on the east-southeast edge of the FHSU service area are removed (from Saline to Atchison), this number drops to 195. In the FHSU service area, there are 19 counties without a single LMSW. An additional 19 counties have two or fewer (Allen).



LSCSW: Currently there are 2044 Licensed Specialist Clinical Social Workers (LSCSWs) in Kansas. In the FHSU service area however, this number drops to 245. Without the seven counties on the east-southeast edge of the FHSU service area (from Saline to Atchison), this number drops to 96. In the FHSU service area, there are 16 counties without a single LSCSW. An additional 33 counties have two or fewer. This is a particularly disturbing since LSCSWs are the primary providers of mental health services in Kansas and nationwide (Allen).



Statewide LSCSW Total=2,044
FHSU Service Area LSCSW Total=245

Across many variables, there is a strong case for adding a MSW program at FHSU. There is a demonstrable need for MSW practitioners in the FHSU service area. MSW practitioners have the benefit of being able to provide more specialized and a wider array of services to Kansans. FHSU is the most accessible and affordable institution available to Kansans in its service area and would be the logical location for a MSW program to address shortages of social workers. Seventy-one out of the 85 students surveyed for the MSW proposal indicate cost as one of the most important factors in obtaining their MSW.

Furthermore, FHSU has demonstrated success in educating social workers in the rural areas of Kansas through the cohort education model. These programs show great success in increasing the number of practitioners in the areas of greatest need. Students who are established and committed to the community can complete the degree and maintain their roots in the community.

In addition to the Hays campus, FHSU currently operates three additional locations (Garden City, Dodge City, and Liberal). The Garden City cohort program has graduated three cohorts for a total of 30 Bachelor of Social Welfare (BSW) students. These students now make up over half of the Licensed Bachelors Social Workers (LBSWs) in Finney county. There are 14 students in the Dodge City cohort who will graduate in 2019. This one graduating class will more than double the number of LBSWs currently in Ford County. The Liberal cohort began this year with 10 students. This one graduating class will nearly triple the number of LBSWs in Seward County. With the lack of MSW and higher-level practitioners in the FHSU service area, a similar approach will be taken with MSW education to help fill the large gaps evident in the workforce.

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

Year	Headcount		Sem Credit Hrs	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation *	20	0	760	0
Year 2 **	35	0	1210-1270 ^	0
Year 3 ***	40	0	1400	0

**Implementation: Advanced Standing only*
***Year two: 20 Regular and 15 Advanced Standing*
^ Depending if students take 3 sch summer optional elective
****Year three: 20 Regular and 20 Advanced Standing*

V. Employment

The demand for social workers in Kansas and nationwide is growing much faster than the needs reflected for many other occupations. The Bureau of Labor Statistics projects that from 2016 to 2026 the need for social workers will increase by 16% overall (Occupational Outlook Handbook, 2017).

In Kansas, the Department of Labor predicts that the need for master's level social work jobs will increase an average of over 14% (Tenbrink, & Berland, 2017). Currently, as but one example, there are 1052 open social work positions in Kansas listed on the Indeed job search website; 224 of those positions specifically stipulate the requirement of a Master in Social Welfare degree and/or a Licensed Master Social Worker (LMSW) or a Licensed Specialist Clinical Social Worker (LSCSW) (Indeed, January, 2019).

VI. Admission and Curriculum for Regular and Advanced Standing Programs

Regular MSW Program

Regular Program Admission Requirements:

- A Bachelor's degree from a nationally accredited institution of higher learning with a broad foundation in the liberal arts;
- An overall GPA of 3.0 or higher;
- Submission of three references, one of whom has been in a supervisory position of the student; and
- A vocational or volunteer summary: the student's history of preparedness for graduate social work education, including reasons for choosing social work and plans to use the MSW degree once obtained.

Generalist Year: Fall Semester (Regular MSW)		(sch=semester credit hours)
SOCW 710	Social Welfare Policy and Analysis	3 sch
SOCW 720	Human Behavior I: (Micro SW Knowledge and Theory)	3 sch
SOCW 730	Generalist Social Work (SW) Practice I (Micro Skills)	4 sch
SOCW 760	Generalist Field Practicum I (240 clock hours)	6 sch
	Semester total:	16 sch
Generalist Year: Spring Semester (Regular MSW)		
SOCW 740	SW Research Methods and Data Analysis	3 sch
SOCW 722	Human Behavior II: (Mezzo/Macro Knowledge and Theory)	3 sch
SOCW 732	Generalist SW Practice II (Mezzo/Macro Skills)	4 sch
SOCW 762	Generalist Field Practicum II (240 clock hours)	6 sch
	Semester total:	16 sch

Optional Summer Elective

SOCW 780	SW Supervision and Agency Management	3 sch
		Semester total: 3 sch

Advanced Year: Fall Semester (Regular and Advanced Standing MSW)

SOCW 810	Diversity and Justice in Advanced SW Practice	3 sch
SOCW 820	Assessment and Diagnosis of Mental Disorders	3 sch
SOCW 830	Advanced SW Practice I (Individual Psychotherapy)	4 sch
SOCW 860	Advanced Field Practicum I (320 clock hours)	6 sch
		Semester total: 16 sch

Advanced Year: Spring Semester (Regular and Advanced Standing MSW)

SOCW 840	Advanced SW Practice with Addictions	3 sch
SOCW 850	Integrative Seminar (Health and Behavioral Health Practice)	3 sch
SOCW 832	Advanced SW Practice II (Group and Family Psychotherapy)	4 sch
SOCW 860	Advanced Field Practicum II (320 clock hours)	6 sch
		Semester total: 16 sch

Regular MSW Program Total: 64 sch
*[Regular program with **optional** elective: 67 sch]*

Advanced Standing MSW Program

Advanced Standing Program Admission Requirements:

- A Bachelor's degree from a Council on Social Work Education (CSWE) accredited program;
- An overall GPA of 3.0 or higher and a Social Welfare GPA of 3.2 or higher;
- Submission of three references, one of whom has been the student's social work supervisor;
- The final field experience student assessment; and
- A social work summary: the student's history of preparedness for graduate social work education, including reasons for choosing social work and plans to use the MSW degree once obtained.

Advanced Standing: Summer Semester (sch=semester credit hours)

SOCW 770	Advanced Standing Bridging Seminar	3 sch
SOCW 780	SW Supervision and Agency Management	3 sch
		Semester total: 6 sch

Advanced Year: Fall Semester (Regular and Advanced Standing MSW)

SOCW 810	Diversity and Justice in Advanced SW Practice	3 sch
SOCW 820	Assessment and Diagnosis of Mental Disorders	3 sch
SOCW 830	Advanced SW Practice I (Individual Psychotherapy)	4 sch
SOCW 860	Advanced Field Practicum I (320 clock hours)	6 sch
		Semester total: 16 sch

Advanced Year: Spring Semester (Regular and Advanced Standing MSW)

SOCW 840	Advanced SW Practice with Addictions	3 sch
SOCW 850	Integrative Seminar (Health and Behavioral Health Practice)	3 sch
SOCW 832	Advanced SW Practice II (Group and Family Psychotherapy)	4 sch
SOCW 860	Advanced Field Practicum II (320 clock hours)	6 sch
		Semester total: 16 sch

Advanced Standing MSW Program Total: 38 sch

VII. Core Faculty

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
Tim Davis	Prof.	PhD	Y	Clinical SW and Behavioral Health	.51
Patricia Levy	Prof.	PhD	Y	Medical Social Work and Trauma	.51
Jung Hee Lee	Asst. Prof.	PhD	Y	Spirituality, Caregiving, and Policy	.75
Rhonda Weimer, Program Director	Asst. Prof.	MSW	Y	Military and Clinical Social Work	1.0
Kendal Carswell	Asst. Prof.	MSW	Y	Macro SW and Program Development	.75
Proposed new position		PhD	Y	Social Welfare	.51

Note: A Master in Social Work (MSW) is the terminal degree for social workers in Kansas. According to the Council on Social Work Education Department of Social Work Accreditation and the Educational Policy and Accreditation Standards, the master's degree in social work is recognized as the degree qualification to teach in a master's degree in social work program.

Number of graduate assistantships who will be assigned to the program: _____0_____

VIII. Expenditure and Revenue

	List Amounts in Dollars		
A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$167,000	$167,000	$167,000
Administrators *(other than instruction time)*	$66,000	$66,000	$66,000
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)	$16,000	$16,000	$16,000
Fringe Benefits *(total for all groups)*	$41,950	$41,950	$41,950
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$290,950	$290,950	$290,950
Personnel – New Positions			
Faculty	$65,000	$130,000	$130,000
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$11,700	$23,400	$23,400
Other Personnel Costs			
Total New Personnel Costs -- New Positions	$76,700	$153,400	$153,400

*** Start-up Costs – One-Time Expenses**			
Library/learning resources			
** Equipment	$2,500	$7,000	
Physical Facilities: Construction or Renovation			
Other	$1,000	$1,000	
Total Start-up Costs	$3,500	$8,000	
Operating Costs – Recurring Expenses			
Supplies/Expenses	$6,000	$6,000	$6,000
Library/learning resources			
Equipment			
Travel	$2,000	$2,000	$2,000
Other			
Total Operating Costs	$8,000	$8,000	$8,000
GRAND TOTAL COSTS	$379,150	$460,350	$452,350

* One-time start-up expenses will be managed through a fund controlled by the provost's office for special academic projects. These resources are allocated to one-time expenses associated with program growth or new program initiatives.

** Furniture for faculty offices and conference room

	List Amounts in Dollars			
B. FUNDING SOURCES	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$218,880	$357,120	$403,200
*** Student Fees		$3000	$5250	$6000
Other Sources				
GRAND TOTAL FUNDING	0	$221,880	$362,370	$409,200
Projected Surplus/Deficit (+/-) (Grand Total FUNDING *minus* Grand Total Costs)		($157,270)	($97,980)	($43,150)

*** This is a $150 per student/per year fee. Total is based on the project yearly numbers of 20, 35, and 40.

Note:

- Tuition and fees generated through program implementation will cover the majority of the additional costs associated with program implementation.
- FHSU is in the midst of finalizing a campus-wide strategic plan. Within the plan, there is a strategic enrollment management strand that will align resources with new programs that are approved through the strategic planning process (Strategic Growth Initiative). The new positions associated with the deployment of this program would be supported institutionally through the FHSU Strategic Growth Initiative.

A. Expenditures and Revenue Explanations

Personnel Expenditures:

CSWE accreditation standards require a minimum of six faculty members primarily dedicated (at least 51%) to the MSW program, and four of those must hold a doctorate. Maximum faculty/student ratio cannot exceed 1:12. The BSW program standards stipulate a minimum of two faculty members primarily dedicated to the program with a maximum faculty/student ratio not to exceed 1:25. Because programs are allowed to count either total majors or only those students accepted into the program (juniors & seniors), FHSU would count the latter for greater growth potential.

The Social Work Department at FHSU currently consists of six academic positions. Launching the MSW program would require hiring two additional faculty members over the course of three years. A new position would be needed both in year one and in year two of the MSW launch. To initiate this program, four faculty members must be assigned to MSW and an additional faculty member assigned in each of the subsequent two years in order to be eligible for full accreditation. Full accreditation for both the BSW and MSW programs will require a minimum of eight full-time faculty members.

Using the proposed faculty distribution, the department would have the capacity for 112 BSW students and 48 MSW students. Currently there are approximately 85 BSW students accepted into the BSW program (juniors and seniors). Using the projections for the MSW, this distribution would accommodate the numbers of expected graduate students and leave some room for potential growth in both programs.

Start-up costs:

The Social Work program is currently housed in Albertson Hall where there is also space that can be repurposed to meet the program's needs. Furniture for two offices will be estimated at $2500 per office. In addition, a new conference room will need to be outfitted with a conference table and chairs as well as audio-visual mediation. This will cost approximately an additional $7000.

Recurring Operating Expenses:

Additional OOE funding will be required to support additional programs and faculty. The program currently receives approximately $6000 for operating expenses and another $4000 for accreditation expenses. CSWE accreditation is granted on a per-program basis, meaning that the MSW Program is accredited independently from the existing BSW Program. To operate this additional program, the department will need another $4000 in accreditation budget along with an OOE increase of $4000. The additional accreditation budget will pay for accreditation expenses (such as attending the CSWE Annual Program Meeting), as well as additional expenses associated with accreditation (e.g., student assessment testing fees). The additional OOE money will be used to support the additional expenses associated with delivering a graduate program, including: $2000 for recruitment, coordination, and field travel; $2000 for faculty development; and $2000 for office related expenses such as phones, copier contracts, and office supplies.

Funding Sources:

IX. The new positions associated with the deployment of this program would be supported institutionally through the FHSU Strategic Growth Initiative (refer to Note at bottom of Expenditure and Revenue). One-time start-up expenses would be managed by new program development funds. At full implementation, tuition, and fees will support primary program activities, including additional faculty lines.

X. References

Allen, L. (2018, January). *BSRB Licenses by County* [XLSX]. Topeka, KS: Kansas Behavioral Sciences Regulatory Board.

Council on Social Work Education (CSWE). (2018). Information for deans and directors regarding regional accreditation standards for faculty qualifications. Retrieved from: https://www.cswe.org/Accreditation/RegionalAccreditors_GuidancetoPrograms-April-16-20.aspx

Educational Policy and Accreditation Standards. (2015). 1st ed. [ebook] Alexandria, VA: Council on Social Work Education: Commission on Accreditation. Retrieved from: http://file:///Y:/CSWE%20Accreditation/2018%20Reaffirmation/2015EPASandGlossary.pdf

Indeed. Job search website. (2019, January). Retrieved from: https://www.indeed.com/jobs?as_and=Social+Worker&as_phr=&as_any=Master&as_not=&as_ttl=&as_cmp=&jt=all&st=&as_src=&salary=&radius=25&l=Kansas&fromage=last&limit=10&sort=&psf=advsrch

Occupational Outlook Handbook. (2017). Retrieved from: https://www.bls.gov/ooh/community-and-social-service/social-workers.htm

Tenbrink, T., & Berland, (2017, August). *Projections 2024 KS occupations*. Retrieved from: https://klic.dol.ks.gov/admin/gsipub/htmlarea/uploads/Projections%202024%20KS%20Occupations.xlsx

Program Approval

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level:	Master's Program
Program Title:	Physician Assistant
Degree to be Offered:	Master of Science in Physician Assistant Studies (MSPAS)
Responsible Department or Unit:	College of Human Ecology
CIP Code:	51.0912
Proposed Implementation Date:	January 2021

Total Number of Semester Credit Hours for the Degree: 108

I1. Justification

Physician assistants (PA) are nationally certified and licensed medical professionals who work on health care teams with physicians and other providers. The PA profession has been named by top media outlets, including *Forbes* and *USA Today*, as one of the most promising jobs in America. PAs practice medicine, and prescribe medication in 50 states, the District of Columbia, U.S. territories, and the uniformed services. PAs exercise considerable autonomy in diagnosing and treating patients; however, their experience, patient needs, facility policies, supervising physician, and state laws determine their scope of practice. In clinical practice, PAs perform an extensive range of medical services in nearly every medical area, surgical specialty, and health care setting. With rapidly increasing frequency from coast to coast, PAs offer many of the services traditionally provided by physicians. The Kansas State University graduate-level physician assistant program leads to a Master of Science in Physician Assistant Studies (MSPAS) degree. The program follows the traditional medical model of training, providing in-depth analyses of disease processes, diagnosis, and treatment. Students engage in full-time study for seven semesters, earning their degree in 27 months.

A physician assistant program at Kansas State University will solidify the University's mission to foster excellent teaching, research, and service that develop highly skilled, educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. According to the Kansas Department of Health and Environment, as of March 2018, 89% of all counties in Kansas were designated as Primary Medical Care Health Professional Shortage Areas. Graduates of the proposed physician assistant program can fill the gaps in primary care shortages and increase access to healthcare services in the rural and medically underserved areas (WWAMI, 2018).

III. Program Demand: Market Analysis

With the passing of the Affordable Care Act of 2010, physician assistants were recognized as one of the three categories of primary care providers, along with physicians and nurse practitioners (Forbes.com, 2017). Physician assistants help expand primary care capacity and increase access to care by practicing as part of a multidisciplinary care team. PAs play an essential part in addressing the current and projected primary care provider shortages. The proposed PA program will not only improve access to health care in the region, but it will produce qualified graduates who will live and work in the communities they serve, contributing significantly to the economic well-being and vitality of the state of Kansas and the region.

Table 1 shows the quality of students, as evident by GPAs greater than 3.2, interested in PA programs nationwide. The increasing demand is evidenced by the fact that accredited PA programs have more than doubled from 110 in 1998 to 238 in 20 years, with 62 more programs pending provisional accreditation (AAPA, 2017). In communication with Wichita State University (which currently has the only PA program in the state of

Kansas), KSU learned that they receive approximately 800 qualified applications per admissions cycle -- to fill a class of forty-eight.

Table 1. Applicant and Matriculant GPA Comparison

Category	2015-2016 Applicant	2015-2016 Matriculant	2016-2017 Applicant	2016-2017 Matriculant
Non-Science GPA	3.47	3.63	3.48	3.65
Science GPA	3.26	3.48	3.27	3.51
Overall GPA	3.36	3.54	3.37	3.57

Table 2 depicts that PA programs' acceptance rates have remained at 33% since 2013. In 2013-2014, the Central Application Service for Physician Assistants (CASPA), processed applications from 21,730 applicants for 7,193 seats in PA programs nationwide. According to the Physician Assistant Education Association (2018), in 2016-2017 the number of applications grew by more than 5,000 (26,953 applicants), but the seat capacity only increased by 1,600 (8,792 seats).

Table 2. PA Program Acceptance Rates

Category	2013-2014	2014-2015	2015-2016	2016-2017
Submitted Applicants	21,730	22,997	25,755	26,953
Matriculants	7,193	7,801	8,580	8,792
Acceptance Rate	33%	34%	33%	33%

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

Year	Headcount		Semester Credit Hours (sch)	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	36	0	36 new students: Spring 1 only: (756 sch) Year 1 Total: 756 sch	0
Year 2	76	0	36 2nd yr students: Summer 1, Fall 1, Spring 2: (1,908 sch) 40 new students: Spring I: (840 sch) Year 2 Total: 2,748 sch	0
Year 3	120	0	36 3rd yr students: Summer 2, Fall 2, Spring 3: (1,224 sch) 40 2nd yr students: Summer 1, Fall 1, Spring 2: (2,120 sch) 44 new students: Spring 1: (924 sch) Year 3 Total: 4,268 sch	0

V. Employment

Healthcare workforce shortage problems are prominent for many reasons. These include: an aging workforce, high retirement eligibility, difficulty in the retention of workers, difficulty in the recruitment of workers, lack of educational and training programs, high vacancy rates, high turnover rates, lack of opportunities for advancement, and increased workload (National Rural Health Association, 2012). The Association of American Medical Colleges estimates that physician demand will grow faster than supply. A projected need of 42,600 to 121,300 new physicians by 2030 is primarily due to a growing and aging population as well as an aging physician population (AAMC, 2018). In Kansas alone, it is expected that the need for practicing primary care physicians will increase 13% (247 physicians) by 2030. These shortages are expected to be most significant in the rural and medically underserved populations.

Regionally and nationally, the demand for PAs remains high. The Bureau of Labor Statistics projects PA job growth of 37% between 2016 and 2026 (noting a much faster-than-average increase) compared to a 13% increase for physicians during that period and 7% for all occupations (Bureau of Labor Statistics, 2018). This is due, in part, to the physician shortage, the growing need for primary care providers, and the expansion of procedures that PAs are credentialed to perform. In addition, the extremely low 0.7% unemployment rate for PAs nationwide has increased recognition for the profession that was ranked by *US News and World Report* as #3 of the 100 best jobs in 2018 (US News and World Report, 2018). In 2016, there were 1,093 PAs employed in Kansas, and according to the Kansas Department of Labor (2018), a 23% growth is projected by 2026. In 2017, the mean wage for PAs was $104,860 nationally, and $100,360 in the state of Kansas (Bureau of Labor Statistics, 2018).

VI. Admission and Curriculum

A. Admission Criteria

The following is required for admission into this program:

- Completion of a bachelor's degree from a regionally accredited institution;
- Official transcripts from all institutions attended;
- Minimum undergraduate GPA: 3.0; minimum prerequisite GPA: 3.0;
- Prerequisite courses include: two semesters each of General Biology, General Chemistry, and Human Anatomy & Physiology; and one semester each of Microbiology, Psychology, Genetics (General or Human) and Medical Terminology;
- Verified application submitted between 25 April and 1 September 2020;
- Completed application for graduate study at KSU;
- Three letters of recommendation (one must be from a PA, MD, DO, or Family Nurse Practitioner);
- Completion of 40 hours of shadowing with a PA. Preference will be given to applicants with experience that required a period of training and resulted in direct patient care.

Note: The PA program does not accept graduate transfers from other programs, nor does it accept credit for experiential learning or military credit. Accreditation standards require that all prerequisite courses must have been assigned a letter grade. Courses taken for credit or Pass/Fail will not be accepted.

B. Curriculum

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

Course #	Course Name	SCH…. 21
PAS 780	Clinical Medicine I	4
PAS 770	Applied Pathophysiology I	2
PAS 700	Applied Human Anatomy and Physiology with Lab	5
PAS 790	Pharmacology I	2
PAS 760	Diagnostics I - Laboratory	2
PAS 740	Clinical Procedures I	2
PAS 750	Physical Diagnosis I	2
PAS 710	PA Profession	1
PAS 720	Evidence Based Medicine	1

Year 1: Summer 1

Course #	Course Name	SCH…. 20
PAS 781	Clinical Medicine II	7
PAS 771	Applied Pathophysiology II	2
PAS 731	Clinical Pediatrics	2

PAS 791	Pharmacology II	2
PAS 761	Diagnostics II - EKG	2
PAS 741	Clinical Procedures II	2
PAS 751	Physical Diagnosis II	2
PAS 721	Medical Genetics	1

Year 1: Fall 1

Course #	Course Name	SCH…. 21
PAS 782	Clinical Medicine III	7
PAS 772	Applied Pathophysiology III	2
PAS 732	Psychiatry & Behavioral Medicine	2
PAS 792	Pharmacology III	2
PAS 762	Diagnostics III - Radiology	2
PAS 742	Clinical Procedures III	2
PAS 752	Physical Diagnosis III	2
PAS 722	Clinical Geriatrics	2

Clinical – Year 2: Spring 2

Course #	Course Name	SCH….12
PAS 800	Family Medicine I	4
PAS 810	Family Medicine II	4
PAS 820	* Internal Medicine	4

Clinical – Year 2: Summer 2

Course #	Course Name	SCH….12
PAS 830	* Emergency Medicine	4
PAS 840	* Pediatric Medicine	4
PAS 850	* General Surgery	4

Clinical – Year 2: Fall 2

Course #	Course Name	SCH….12
PAS 860	* Behavioral Medicine	4
PAS 870	* Women's Health	4
PAS 890	* Geriatric Medicine	4

Clinical – Year 3: Spring 3

Course #	Course Name	SCH….10
PAS 891	* Orthopedics	4
PAS 892	Elective Experience	4
PAS 895	Summative	2

* Course varies and may occur in any clinical year semester Total Credit Hours – 108

VII. Core Faculty

Key: DHSc = Doctor of Health Science
DO = Doctor of Osteopathic Medicine
Adm = Administrator

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Gweneth Ferdinand-Jacob (Adm)	Chair/ Assoc. Prof.	DHSc	N	Program Administration / Medicine	1.0
Medical Director (Adm)	Adjunct	MD/DO	N	Medicine	0.2
Clinical Director	Assoc. Prof.	MSPAS	N	Emergency Medicine / Surgery	1.0
Academic Director	Assoc. Prof.	MSPAS	N	Clinical Medicine / Psychiatry	1.0
Principal Faculty A	Asst. Prof.	MSPAS	N	Clinical Skills / Simulation / Geriatrics	1.0
Principal Faculty B	Asst. Prof.	MSPAS	N	Physical Diagnosis / Simulation	1.0
Principal Faculty C	Asst. Prof.	MSPAS	N	Pediatrics / Orthopedics	1.0
Principal Faculty D	Assoc. Prof.	PhD	N	Anatomy / Physiology / Pathophysiology	1.0
Instructional Faculty	Adjunct	MSPAS	N	Pharm / Radiology / EKG / Genetics	1.0

No graduate assistantship will be assigned to this program.

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$ 247,450	$ 249,925	$ 252,424
Administrators *(other than instruction time)*	$ 190,557	$ 192,463	$ 194,388
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)	$ 176,350	$ 178,115	$ 179,896
Fringe Benefits *(total for all groups)*	$ 172,058	$ 173,178	$ 174,307
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$ 786,415	$ 793,681	$801,015
Personnel – – New Positions			
Faculty	$ 430,000	$ 434,300	$ 438,643
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$ 115,918	$ 116,702	$ 117,491
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	$ 545,918	$ 551,002	$ 556,134

Start-up Costs – One-Time Expenses			
Personnel Expenses Prior to FY I: Administration	$ 442,054		
Personnel Expenses Prior to FY I: Faculty	$ 367,540		
Personnel Expenses Prior to FY I: Support Staff	$ 232,580		
Library/learning resources			
Equipment/Technology *(included in line item below)*			
Physical Facilities: Construction or Renovation	$ 2,500,000		
Other *	$ 250,000		
Total Start-up Costs	$ 3,792,174		
Operating Costs – Recurring Expenses **			
Supplies/Expenses	$ 85,000	$ 105,000	$ 120,000
Library/learning resources	$ 29,553	$ 31,680	$ 33,800
Equipment/Technology	$ 260,447	$ 233,320	$ 211,200
Travel	$ 25,000	$ 30,000	$ 35,000
Other			
Total Operating Costs	$ 400,000	$ 400,000	$ 400,000
GRAND TOTAL COSTS	$ 5,524,507	$ 1,744,683	$ 1,757,149

B. FUNDING SOURCES *** *(projected as appropriate)*	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$ 526,176	$ 1,931,844	$ 3,030,280
Student Fees	$ 46,400	$ 144,356	$ 229,422
Other Sources ***			
GRAND TOTAL FUNDING	$ 572,576	$ 2,076,200	$ 3,259,702
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)	-$4,951,931	+$331,517	+$1,502,553

*Other Start-up Costs reflect operating expenses to set up clinical sites and prepare program for launch in 2021.
**OOE include faculty development, faculty recruitment, accreditation fees, travel, clinical site and preceptor recruitment, and supplies.
***Funding Sources: Loans from Kansas State University and the College of Human Ecology, based on income projections, all loans should be paid off by the end of FY 2026.

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel: Reassigned or Existing Positions

Faculty - include Clinical and Academic Directors

Administrators - include Program Director and Medical Director

Support Staff - include admissions and both clinical and academic support staff

Personnel New Positions: Year 1 faculty hired will constitute 5.0 FTE

Start-up Costs – One -Time Expenses

The program startup costs include renovations of Ice Hall, medical equipment, and salaries/benefits for faculty necessary to prepare for the program launch date.

OOE include faculty development, faculty recruitment, accreditation fees, travel, clinical site and preceptor recruitment, and supplies.

Operating Costs – Recurring Expenses

Allocation of $400,000 for each FY provided for travel, preceptor and clinical site recruitment, marketing, faculty development, department specific and instructional supplies, accreditation expenses, library medical databases, student assessment, equipment and technology, and program/faculty dues and memberships.

B. Revenue

Funding Sources

The tuition and fee structure will be sufficient to adequately fund the program after repayment of start-up funds. Fees include course materials, lab equipment, insurance for clinical work, exams, memberships to professional associations, etc. Fees for this program are estimated to be $5,800 for the entire 7-semester program, or $830 per semester.

Projections listed are based on 50% in-state and 50% out-of-state tuition and include a 1% annual increase. Students matriculate in January and graduate in May, 27 months later. Tuition is listed for first-, second-, and third-year student cohorts. Each student pays a total of $5,800 in fees, billed by semester over the course of the 27-month program.

Year 1 – $572,576 will be generated from Semester Credit Hours and fees Student Credit Hours = 756

Tuition: [18 1st cohort In-State students x 21 credits x $427 tuition = $161,406]
[18 1st cohort Out-of-State students x 21 credits x $965 tuition = $364,770]

Total student fees: $46,400(1st cohort)

[$161,406 + $364,770 + $46,400 = $572,576]

Year 2 – $2,076,200 will be generated from Semester Credit Hours and fees Student Credit Hours = 2,748

Tuition: [20 2nd cohort In-State students x 21 credits x $431 tuition = $181,020]
[20 2nd cohort Out-of-State students x 21 credits x $975 tuition = $409,500]
[18 1st cohort In-State students x 53 credits x $431 tuition = $411,174]
[18 1st cohort Out-of-State students x 53 credits x $975 tuition = $930,150]

Total student fees: $51,556(2nd cohort) + $92,800(1st cohort = $144,356

[$181,020 + $409,500 + $411,174 + $930,150 + $144,356 = $2,076,200]

Year 3 – $3,259,702 will be generated from Semester Credit Hours and fees Student Credit Hours = 4,268

Tuition: [22 3rd cohort In-State students x 21credits x $435 tuition = $200,970]
[22 3rd cohort Out-of-State students x 21 credits x $985 tuition = $455,070]
[20 2nd cohort In-State students x 53 credits x $435 tuition = $461,100]
[20 2nd cohort Out-of-State students x 53 credits x $985 tuition = $1,044,100]
[18 1st cohort In-State students x 34 credits x $435 tuition = $266,220]
[18 1st cohort Out-of-State students x 34 credits x $985 tuition = $602,820]

Total student fees = $56,711(3rd cohort) + $103,111(2nd cohort) + $69,600(1st cohort) = $229,422

[$200,970 + $455,070 + $461,100 + $1,044,100 + $266,220 + $602,820 +$229,422 = $3,259,702]

C. Projected Surplus/Deficit - ($4,951,931) by first FY:

$572,576 (Grand Total Funding) – ($5,524,507) (Grand Total Costs) = **(**$4,951,931)

Repayment will begin in second FY and paid off by the fifth FY. Projected surplus of $331,517 in second FY, and $1,502,553 in third FY will go towards repayment of internal fund allocation.

X. References

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Program Approval

I. General Information

A. Institution Pittsburg State University

B. Program Identification

Degree Level:	Associate of Applied Science Program
Program Title:	Associate of Applied Science in Plastics Technology
Degree to be Offered:	Associate of Applied Science
Responsible Department or Unit:	Department of Engineering Technology
CIP Code:	15.0607
Proposed Implementation Date:	Fall 2019

Total Number of Semester Credit Hours for the Degree: 61

I1. Justification

Feedback from our Plastics Engineering Technology Advisory Council has emphasized a need for process technicians in the plastics industry. A two-year program at Pittsburg State University would accomplish the necessary level of training desired by industry for a process technician in a short time-frame. A two-year program would be attractive to students who are not seeking a four-year degree but want access to the expertise, facilities, and training that are available in PSU's Plastics Engineering Technology program.

PSU's established Department of Engineering Technology is housed in the Kansas Technology Center on the PSU campus. Engineering Technology Programs are comprised of elements of the technological spectrum requiring scientific and engineering knowledge as well as the operational methods and skills devoted to achieving practical purpose in support of product-producing industries.

PSU's Plastics Engineering Technology baccalaureate program is one of only four programs in the United States that is accredited by the Accreditation Board for Engineering and Technology (ABET). The Plastic Business website highlights PSU's program as one of eight programs from across the country that is providing quality education to meet the challenges in the plastics industry. Other institutions include Ferris State University in Big Rapids, Michigan; Penn State Behrend in Erie; Pennsylvania College of Technology in Williamsport; Shawnee State in Portsmouth, Ohio; Western Washington University in Bellingham; University of Wisconsin-Stout in Menomonie; and University of Massachusetts in Lowell (Cates).

As evidenced above, similar programs with similar facilities and degreed instructors with comparable expertise are not recognized in Kansas and surrounding states. Instructors' credentials include a certified RJG Master Molder, a PhD in Polymer Science, and additional certifications in Quality Control and Solidworks design software. Each of our faculty has several years of plastics industry and/or research experience. To accommodate this training, PSU's Department of Engineering Technology in the College of Technology has an already-established 6,000 square-foot facility that houses blow molding, thermoforming, rotational molding, compression molding, extrusion, and auxiliary machines (including dryers, grinders, temperature controllers, robotic automation, and ovens). Last year, the PSU plastics program received two new, all-electric injection molding machines worth $500,000. These machines are equipped with the latest software and robotics available on the market. PSU Plastics maintains strong ties with industry and alumni who see to it that we stay current with industry trends; PSU Plastics believes that we should repay these industry partners with graduates from a two-year program that they are requesting.

Note: It is not uncommon for PSU to offer two-year programs; currently PSU has a two-year automotive program and a two-year electrical program, each with roughly 20 graduates per year.

III. Program Demand: Market Analysis

Student demand for the two-year plastics technology degree will likely come from the following: high school graduates, non-traditional students, military, and sponsored students from industry. According to the

information presented in the VISION for education in Kansas, "Most new jobs in the future will be 'middle skill' jobs – those requiring a diploma, but less than a four-year degree" (KSDE, ¶ 33). Furthermore, "According to Georgetown University Center on Education and the Workforce, the education demand for jobs in Kansas in 2020 will be: 35% requiring an associate degree" (KSDE, ¶ 34). Education efforts in Kansas are tailoring individual plans of study for students to help meet the need for expected job growth for positions that require education beyond high school.

Plastics technicians are in demand by manufacturers of plastic products, materials, and resins. Major plastics employers in the United States include DuPont, General Motors, Owens Corning, Tenneco, and Solo Cup, to name a few.

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

Year	Headcount		Sem Credit Hours	
	Full-Time	Part-Time	Full-Time	Part-Time
Implementation	10	0	160	0
Year 2	20	0	320	0
Year 3	30	0	480	0

V. Employment

The job outlook for graduates of the proposed program is strong. According to the Plastics Industry Association, in 2015 the U.S. Plastics Industry was the third-largest manufacturing sector with shipments of $418 billion and 954,000 workers (Baron). During the period from 1980 to 2015, annual growth was 0.3%.

Kansas' Plastics Industry employs 10,850 people (Plastics). Data from the Kansas Department of Labor show growth in Plastics & Rubber Products Manufacturing of 0.2% for the time period from 2017 to 2019 (Tableau Public). When also considering equipment and materials suppliers, the number of workers that could benefit from this two-year program increases significantly.

The popular job search Internet site Indeed lists 27,718 process technician jobs (with 3,985 jobs specific to plastics) open in the United States; in Kansas, there are currently 284 available process technician jobs (Indeed). The job market for this type of graduate is especially critical in pockets of plastics manufacturing (viz., Central Nebraska and Northwest Arkansas) where the pool of employees with skills in Plastics Technology is sparse and the demand is high.

PSU's Plastics Engineering Technology Advisory Council has conveyed that they require employees equipped to work with increasingly complex processes, and higher quality standards in technician roles in order to remain competitive on a global stage. Therefore, a conservative estimate of the number of jobs for Plastics Technicians in the region would exceed the 20 students per year coming from the current four-year program.

VI. Admission and Curriculum

A. Admission Criteria

For students under the age of 21, a student must graduate from an accredited high school, complete the KBOR' Qualified Admission Curriculum with at least a 2.0 GPA on a 4.0 scale, and meet one of the following requirements:

1) Achieve ACT composite score of 21 or higher (SAT score of at least 980) or,
2) Rank in the top one-third of high school graduating class or,

For students over the age of 21, a student must meet one of the following requirements:

1) Graduate from an accredited high school, or
2) Completed the GED with an overall score of at least 2,550 points and a minimum score of 510 points on each subtest if the GED was taken on or after January 1, 2002.

A student who has 24 or more transferable college credit hours must qualify for admission based on college coursework. At least a 2.0 cumulative college grade point average on a 4.0 scale is required to qualify for admission.

B. Curriculum

SCH = Semester Credit Hours

Semester 1 **SCH…. 16**

Course #	Course Name	SCH
PET 185	General Plastics	3
PET 180	General Plastics Lab	1
EET 141	Introductory Electronics	3
ENGL 101	English Composition	3
COMM 207	Speech Communications	3
MATH 113	College Algebra	3

Semester 2 **SCH…. 16**

Course #	Course Name	SCH
PET 273	Plastics Processing I	3
PET 272	Plastics Processing I Lab	1
EET 330	Introduction to Automation	3
CHEM 360	Introduction to Polymer Science and Technology	3
MECET 121	Engineering Graphics	3
General Education Elective	CIS 130 Computer Information Systems MGT 101 Introduction to Business ECON 191 Issues in Today's Economy POL 101 U. S. Politics PSYCH 155 General Psychology	3

Semester 3 **SCH…. 13**

Course #	Course Name	SCH
MFGET 263	Manufacturing Methods	2
MFGET 268	Manufacturing Methods Lab	1
PET 371	Thermoplastic Resins	3
PET 370	Thermoplastic Resins Lab	1
PET 585	Part and Mold Design I	3
MATH 143	Elementary Statistics	3

Semester 4 **SCH….16**

Course #	Course Name	SCH
PET 377	Plastics Processing II	3
PET 376	Plastics Processing II Lab	1
MFGET 405	Quality Control	3
At 416	Fluid Power	3
EST 393	Introduction to Industrial Safety	3
Technical Elective	PET 281 Plastics Testing Technology PET 673 Advanced Injection Molding PET 685 Composites	3

VII. Core Faculty

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Rebecca Book	Associate Prof.	Masters	Y	Plastics Engineering Management	0.16
Paul Herring	Professor	Masters	Y	Plastics Engineering Technology	0.16
Jeanne Norton	Associate Prof.	PhD	Y	Polymer Science and Engineering	0.08
Open Line (search in process)	Associate Prof.	Masters	Y	Plastics Engineering Technology	0.16

No graduate assistant will be assigned to this program.

VIII. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$ 38,747	$ 39,522	$ 40,312
Administrators *(other than instruction time)*	$ 10,129	$ 10,332	$ 10,539
Graduate Assistants	$ 0	$ 0	$ 0
Support Staff for Administration (*e.g., secretarial*)	$ 3,189	$ 3,252	$ 3,317
Fringe Benefits *(total for all groups)*	$ 15,156	$ 15,459	$ 15,769
Other Personnel Costs	$ 0	$ 0	$ 0
Total Existing Personnel Costs – Reassigned or Existing	**$ 67,221**	**$ 68,565**	**$ 69,937**
Personnel – – New Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	0	0	0
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			

Supplies/Expenses	$ 1,000	$ 1,000	$ 1,000
Library/learning resources	$ 0	$ 0	$ 0
Equipment/Technology	$ 0	$ 0	$ 0
Travel	$ 2,000	$ 2,000	$ 2,000
Other	$ 0	$ 0	$ 0
Total Operating Costs	**$ 3,000**	**$ 3,000**	**$ 3,000**
GRAND TOTAL COSTS	**$ 70,221**	**$ 71,565**	**$ 72,937**

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$ 0	$ 52,400	$ 104,800	$ 157,200
Student Fees	$ 0	$ 20,580	$ 41,160	$ 61,740
Other Sources	$ 0	$ 0	$ 0	$ 0
GRAND TOTAL FUNDING	**$ 0**	**$ 72,980**	**$ 145,960**	**$ 218,940**
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		**+$ 2,759**	**+$ 74,395**	**+$ 146,003**

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Expenditures

This AAS in Plastics Technology program will consist entirely of courses that are already being offered as part of our BSET in Plastics degree. No new or separate courses will be offered for the two-year program. Although we do not anticipate the need for additional resources (faculty, staff, equipment, or materials), we do realize that we need to account for the resources used to conduct business for the two-year program. Those proposed resources are explained in the sections below.

Personnel-Reassigned or Existing Positions

Although we are utilizing existing resources we do realize that our current faculty will spend some of their time teaching, advising, recruiting, and assisting with job searches. We have decided that each faculty member will be responsible for 0.16 FTE, except for Jeanne Norton who has a half research/half instruction appointment. She will be responsible for 0.08 FTE. The FTE has been calculated assuming the ratio of two-year students to all plastic students. We currently have 80 students in our four-year program. Year One FTE is based upon our projection of adding 10 students to the four-year program and an additional 10 students in the two-year program (10/100=0.1 FTE). The same projections are used for Year Two (20/120=0.167) and Year Three (30/140=0.214). The average FTE for the first three years is 0.16.

We have also had one of our Plastics faculty retire, and we are currently in the process of filling that existing line item. The Year One faculty salaries and fringes based upon the FTE described above are $38,747 and $15,156 respectively. Administrative costs include 0.1 FTE for the department chair and 0.1 FTE for the Administrative Assistant. Years Two and Three assume a 2% raise for all faculty, staff and administrators involved.

Personnel-New Positions

There is no anticipated need for additional personnel within the first three years.

Start-up Costs – One-time Expenses

The Kansas Technology Center currently houses approximately 6,000 square feet of lab space that holds state-of-the-art plastics equipment that can be found in industry. The plastic materials that we use during processing labs is donated by industry at no cost to us. There is no need for additional start-up costs.

Operating Costs-Recurring Expenses

Recruiting costs including supplies/expenses and travel will be budgeted at $3,000 per year for the first three years. Any other materials associated with this program is donated from industry at no cost to us (namely. plastic materials, etc.).

Funding Sources

Tuition/fees from our flat-rate tuition will provide the following resources for each year of the program:
Revenue = [(Tuition+Fees) x students]

Year 1: $72,980 = [(5,240+2,058) x 10 students]
Year 2: $145,960 = [(5,240+2,058) x 20 students]
Year 3: $218,940 = [(5,240+2,058) x 30 students]

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Program Approval

I. General Information

A. Institution University of Kansas

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 120

I1. Justification

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

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

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

III. Program Demand: Market Analysis

The demand for strength and conditioning specialists will steadily increase from 2016 to 2026, according to the Bureau of Labor Statistics (U.S. Bureau of Labor Statistics, 2018).
The opportunity for exercise science professionals extends beyond that of just educational institutions and professional sports to include corporate wellness, coaching, scouting, health education, and fitness training (JobsEQ, 2018). Fitness recreation industries make up 66.9% of the trainers in the Kansas City Metro Area with a projected increase of 106 jobs over the next ten years. Turnovers and retirements will open an additional 2,186 new positions (JobsEQ, 2018).

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

In the Kansas City Metropolitan area, there are a handful of bachelor's degree programs with an emphasis in exercise science; these include Washburn University, Baker University, Emporia State University, Rockhurst University, MidAmerica Nazarene University, and University of Central Missouri, to name a few. However, within the Kansas City Metropolitan area, the University of Kansas Department of Health, Sport, and Exercise Sciences employs the expertise of the only Fellows of both the National Strength and Conditioning Association

(NSCA, 2018) and the American College of Sport Medicine (ACSM, 2018). The aim of these NSCA/ACSM professionals is to provide evidence-based learning strategies in an online environment for each respective area of instruction.

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

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

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

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

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

V. Employment

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

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

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

VI. Admission and Curriculum

A. Admission Criteria

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

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

B. Curriculum: All courses are offered online

Semester 1: (15 sch)

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

Semester 2: (15 sch)

- ENGL 102 Critical Reading & Writing *(3 sch)*
- BIOL 246 Prin of Human Physiology *(3 sch)*
- COMS 130 Speaker-Audience 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 Mgmnt 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.

VII. Core Faculty

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

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

VIII. Expenditure and Funding Sources

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

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

	List Amounts in Dollars			
B. FUNDING SOURCES *(projected as appropriate)*	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	$ 228314
Other Sources **	$ 0	$ 0	$ 0	$ 0
GRAND TOTAL FUNDING	$ 573,546	$ 648,134	$ 713,142	$ 762,959
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		+$ 343,007	+$ 368,236	+$ 405,781

IX. Expenditures and Funding Sources Explanations

A. Expenditures

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

Personnel Reassigned or Existing Positions:

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

Personnel New Positions:

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

Start-Up Costs / One-Time Expenses:

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

Operating Costs Recurring Expenses:

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

B. Funding Sources

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

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

X. References

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Program Approval

I. General Information

A. Institution Emporia State University

B. Program Identification

Degree Level:	Master's Program
Program Title:	Graduate Athletic Training Program
Degree to be Offered:	Master of Science in Athletic Training (MSAT)
Responsible Department or Unit:	Department of Health, Physical Education, and Recreation
CIP Code:	51.0913
Proposed Implementation Date:	Fall 2019

Total Number of Semester Credit Hours for the Degree: 47

I1. Justification

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

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

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

III. Program Demand: Market Analysis

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

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

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

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

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

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

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

V. Employment

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

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

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

VI. Admission and Curriculum

A. Admission Criteria

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

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

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

B. Curriculum: All courses are offered online **Total Hours (47 hours)**

Year 1 … 25 semester credit hours (sch)

Summer 1

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

Fall 1

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

Spring 1

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

Year 2 … 22 semester credit hours (sch)

Summer 2

PE 768 – Advanced Exercise Physiology	3 sch	
PE 804 – Biomechanics	3 sch	
		6 sch

Fall 2

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

Spring 2

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

VII. Core Faculty

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

* Indicates program director.

Number of graduate assistantships assigned to the program: 0

VIII. Expenditure and Funding Sources

	List Amounts in Dollars		
A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions*			
Faculty	$ 151,639	$ 154,672	$ 157,765
Administrators *(other than instruction time)*	$ 16,100	$ 16,422	$ 16,750
Graduate Assistants	$ 0	$ 0	$ 0
Support Staff for Administration (*e.g., secretarial*)	$ 0	$ 0	$ 0
Fringe Benefits *(total for all groups)*	$ 35,645	$ 36,255	$ 36,875
Other Personnel Costs	$ 0	$ 0	$ 0
Total Existing Personnel Costs – Reassigned or	$ 203,384	$ 207,349	$ 211,390
Personnel – – New Positions*			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or	$ 0	$ 0	$ 0
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			

Other			
Total Start-up Costs	$ 0	$ 0	$ 0
Operating Costs – Recurring Expenses*			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other	$ 5,000	$ 1,500	$ 1,500
Total Operating Costs	$ 5,000	$ 1,500	$ 1,500
GRAND TOTAL COSTS	$ 208,384	$ 208,849	$ 212,890

B. FUNDING SOURCES *(projected as appropriate)*	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	$ 5200
Other Sources **	$ 0	$ 0	$ 0	$ 0
GRAND TOTAL FUNDING	$ 0	$ 82,800	$ 167,564	$ 178,724
Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total		$ 125,584	$ 41,285	$ 34,166

IX. Expenditures and Funding Sources Explanations

A. Expenditures

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

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

Personnel – New Positions
No new faculty or personnel will be required for the proposed MSAT degree proposal.

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

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

Funding Sources - Tuition
Tuition will provide resources for each year of the program. $80,400 will be generated from semester credit hours (sch) in Year 1, $162,564 will be generated from sch in Year 2, and $173,524will be generated from sch in Year 3.
Year 1: Semester Credit Hours (sch) = 300; (12 new students x 25 sch x $268 in-state tuition) = $80,400
Year 2: Semester Credit Hours = 589; (12 continuing students x 22 sch x $276 tuition) = $72,864
(13 new students x 25 sch x $276 tuition) $89,700 [$72,864 + $89,700] = $162,564
Year 3: Semester Credit Hours = 586; (13 continuing students x 22 sch x $284 tuition) = $81,224
(13 new students x 25 sch x $284 tuition) = $92,300 [$81,224 + $92,300] = $173,524

Funding Sources - Fees
Students will pay fees of $100 per clinical education course to assist in covering costs of supplies, liability insurance, and accreditation. $2400 will be generated from fees in Year 1; $5000 will be generated from fees in Year 2; and an additional $5200 will be generated from fees in Year 3.
Year 1: 12 new students x 2 Clinic Education courses (AX 717 & 727) x $100 = $2400
Year 2: 12 continuing students x 2 Clinical Education courses (AX 838 & 848) x 100 = $2400
13 new students x 2 Clinic Education courses (AX 717 & 727) x $100 = $2600
[$2400 +$2600] = $5000
Year 3: 13 continuing students x 2 Clinic Education (AX 838 & 848) x $100 = $2600
13 new students x 2 Clinic Education courses (AX 717 & 727) x $100 = $2600
[$2600 + $2600] = $5200

X. References

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January 2, 2019

TO: Max Fridell
Director, Academic Affairs

FROM: David P. Cordle
Provost and Vice President for Academic Affairs

RE: Rehabilitation Services Education Name Change

Emporia State University wishes to rename both the major and minor in Rehabilitation Services Education to Rehabilitation and Disability Studies. This program is offered by the Department of Counselor Education in The Teachers College.

"Rehabilitation" is typically misunderstood as relating to substance abuse and addiction treatment. While substance abuse prevention and treatment is a component of this program, the term rehabilitation is indicative of a broad range of disabilities including physical, mental, intellectual, sensory, and emotional. The addition of the term "disability" helps students and the public understand this program is broader in scope.

Rehabilitation and Disability Studies is a commonly used title for undergraduate programs across the nation, and aligning our program with this verbiage helps clarifies our program content.

Please add this to the COCAO agenda.

Act on Proposed Amendments to the Credit by Exam Policy

Summary

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

2/20/2019

Background

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

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

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

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

Recommendation

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

CHAPTER II: GOVERNANCE[1] – STATE UNIVERSITIES

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

. . .

3. CREDIT BY EXAMINATION

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

a. ~~College-Level Examination Program (CLEP) and Advanced Placement (AP)~~ Credit awarded by any state university in conformity with this policy shall be accepted by all other state universities.

b. ~~Beginning July 1, 2017,~~ Except for exams with alternative scores set under paragraph c, each state university shall award:

   i. Credit for all Advanced Placement (AP) examination scores of three (3) or above for the equivalent course or courses at their institution.

   ii. Credit for all College-Level Examination Program (CLEP) examination scores at or above the American Council of Education's (ACE) credit-granting recommended score of 50 for the equivalent course or courses at their institution.

   iii. Credit for all International Baccalaureate (IB) examination scores of four (4) or above on Higher Level (HL) exams and Standard Level (SL) exams for the equivalent course or courses at their institutions.

c. Any academic discipline may establish ~~a~~ higher systemwide AP exam scores above three (3) and IB exam scores above four (4) using the process for establishing a higher ~~AP exam scores that was~~ systemwide score proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on May 18, 2016 and amended by COCAO on February 20, 2019. Any academic discipline may review and change a higher systemwide AP exam score above (3) and a higher systemwide IB exam score above (4) using the process for reviewing and changing systemwide scores proposed by the Council of Faculty Senate Presidents and approved by the Council of Chief Academic Officers on January 17, 2018 and amended by COCAO on February 20, 2019.

d. All other Kansas public postsecondary educational institutions are encouraged to adopt this state university policy.

e. Institutions shall have discretion on awarding additional credit for scores above three (3) on AP exams, and above four (4) on Higher Level or Standard Level IB exams, and scores above the ACE credit-granting recommended score of 50 for CLEP exams.

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

1- Charge the members of CoFSP to distribute the default system-wide cut scores in draft form, to the department heads whose faculty members are responsible for each of those equivalent courses at each of the applicable universities.

2- If no university's department objects to the default cut score for a given exam, let that default cut score be established as the system-wide cut score for the equivalent course.

3- If one or more departments object to a particular default cut score, let all of the university department heads responsible for that particular exam discuss the issue by email or conference call, facilitated by the chair of the CoFSP, with the objective of reaching consensus on a different score. If a consensus cannot be reached, convene a meeting of the university department heads ~~responsible for the exam in question at the Kansas Core Outcomes Group annual fall meeting~~. If consensus still cannot be reached, let the Council of Chief Academic Officers set the system-wide cut score for that particular exam.

Process of reviewing and changing system-wide scores [recommended by the Council of Faculty Senate Presidents and approved by COCAO on January 17, 2018 and amended on February 20, 2019]:
~~AP and CLEP~~ System-wide credit by exam scores will be reviewed every five years unless an interim review is triggered at the request of at least two state universities. If the five-year, or interim review, reveals that at least two state universities would like to change a system-wide cut score, the CoFSP chair will facilitate an email, or conference call, of the university department heads responsible for that particular exam with the objective of reaching consensus on a score. If consensus is not reached, the Council of Faculty Senate of Presidents will vote and make a system-wide cut score recommendation to the Council of Chief Academic Officers for that particular exam.
Cut scores are announced to high schools and high school students at the beginning of each academic year. To allow adequate time for proper updates and communication to relevant constituents, all cut score changes should have a future effective date. For example, if the decision is made in academic year 2017-2018 to change a cut score, then the cut score will be effective for the next academic year 2018-2019. This will allow students who have made decisions based on the current cut scores to have that score honored.

Student Advisory Committee OER Proposal:

Advancing accessibility to higher education in our state through affordable textbook solutions and innovative approaches to educating

What is OER?

Open educational resources, or OERs, are openly licensed course materials that are free to use for professors and students and can be a replacement for traditional textbooks. Not only are OER textbooks free of cost, they can also enhance the educational experience. Because they are openly licensed, OERs can be easily edited to make content more relatable and engaging for students. This also prevents students from having to regularly purchase newer and more expensive editions of textbooks every year.

Why is Textbook Affordability Important?

The cost of textbooks has risen roughly 800% since 1980 and is showing little sign of letting up. This is significantly higher than increases in the CPI, housing, and healthcare expenses. With the overall cost of higher education on the rise, students have been saddled with increasing amounts of financial strain and student debt. As a testament to just how cash strapped students are, the strain that textbook costs cause has helped create the severe food insecurity problems we see today on many college campuses. For many students, the decision to purchase a textbook can be the difference between them succeeding in a class or affording groceries for that week.

Textbook cost is an area where we as an institution can make a quick and significant impact in the reduction of costs to higher education. Making higher education more accessible via expansion of open educational resources can also improve retention for students who are financially insecure, yielding a higher average graduation and retention rate for KBOR institutions. Several other states like Colorado and Ohio have been pushing OER implementation for years and are already reaping the benefits. We can use some of their tactics as a model for how best to implement a plan for affordable textbooks here in our state.

Action Plan for OER:

1. Incorporate OER expansion and textbook affordability into KBOR Foresight 2020 strategic plan

2. Create and distribute survey on textbook affordability to all students at state universities
    a. Will provide standardized and concrete data on textbook costs in our state

3. Create a resource page on KBOR website as a centralized portal for all OER materials

    a. All state universities can then easily access and utilize OER resources from other KBOR schools
    b. Community and technical colleges can also access these resources
    c. Should have links to separate institution resource pages as well (for example: https://openaccess.ku.edu/oer)

4. Encourage all state universities to show which courses use OERs in the course selection process
    a. K-State and Pitt State already have implemented this and can be used as a guide
    b. Would essentially allow students who are struggling financially to map out a path to graduation with an absolute minimum cost for their course materials

5. Create a statewide task force to address the cost of textbooks and share best practices between institutions for how to lower that cost
    a. This would incorporate campus champions of OER from every school to share ideas and strategies for OER expansion

6. Provide access to Openstax and other OER resource pages for all state universities
    a. Will give all state universities quick and easy access to OER materials for professors who want to adopt them
    b. Look into Open Textbook Network training model; $200 stipend for faculty attending
    c. There is a fee for a system (Like the KBOR system) to be a member to OTN - Josh Bolick sending over quote/cost for KBOR to become members
    d. $10,00 for one day long state training for OTN (70-100 people attending; recommend 2 trainings)

7. Encourage and facilitate the adoption of a grant based incentive programs for professors to adopt, adapt, or create OER for their courses
    a. K-State has a good grant program that can be used as a model
    b. Would ideally like to have a centralized grant system shared between all state universities and managed by the Board of Regents

8. Work with state legislature to receive more funding for expansion of open educational resources

9. Encourage Provosts from each state university to send out semiannual reports on the number of OER courses offered at their respective university to COCAO and/or the statewide task force (from #5)
    a. Will help track progress and highlight areas of improvement
    b. Can easily be tracked if #4 is implemented