KANSAS BOARD OF REGENTS
COUNCIL OF CHIEF ACADEMIC OFFICERS

VIDEO CONFERENCE AGENDA
April 15, 2020
9:00 am – 9:50 am

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

I.	**Call to Order**	David Cordle, Chair	
	A. Roll Call		
	B. Welcome new KU Provost, Dr. Barbara Bichelmeyer		
	C. Approve Minutes from the February 19, 2020 meeting		p. 4
II.	**Requests**		
	A. First Readings		
	1. BS in Geographic Information Science and Technology – K-State	Chuck Taber	p.7
	2. BS in Sports Nutrition – K-State	Chuck Taber	p. 17
	3. MS in Genetic Counseling – KUMC	Robert Klein	p. 25
	B. Second Readings		
	1. BSE in Early Childhood Unified: Birth through Kindergarten – PSU	Howard Smith	p. 38
	2. EdD in Community College Leadership – K-State	Chuck Taber	p. 46
	C. Other Requests		
	1. Act on Request for Approval of Name Change of the Department of Slavic Languages and Literatures to the Department of Slavic and Eurasian Languages and Literatures - KU	Barbara Bichelmeyer	p. 61
	2. Act on Request for Approval of Name Change of the School of Family Studies and Human Services to the Department of Applied Human Sciences – K-State	Chuck Taber	p. 62
	3. Act on Request for Approval of Name Change of the Master of Science in Applied Statistics and Analytics to Master of Science in Applied Statistics, Analytics, and Data Science – KUMC	Robert Klein	p. 63
	4. Act on Request for Approval of Name Change of the Bachelor of Science in Apparel and Textiles to the Bachelor of Science in Fashion Studies – K-State	Chuck Taber	p. 67
	5. Act on Request for Approval of Minor in Middle East Studies – K-State	Chuck Taber	p. 68
III.	**Council of Faculty Senate Presidents Update**	Greg Schneider, ESU	

IV. Other Matters

A. Discuss Opportunities (new degree programs, partnerships, strategic initiatives, etc.) that Universities are Considering or Planning to Pursue in the Future

B. New Business

V. Next COCAO Meeting – May 20th in Topeka

- Approve Minutes from April 15, 2020 meeting
- Tilford Conference Report - KU

VI. Adjournment

COUNCIL OF CHIEF ACADEMIC OFFICERS

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

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

Council of Chief Academic Officers

AY 2020 Meeting Schedule

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

Council of Chief Academic Officers
MINUTES

Wednesday, February 19, 2020

The February 19, 2020, meeting of the Council of Chief Academic Officers was called to order by Chair David Cordle at 9:09 a.m. The meeting was held in Suite 530, located in the Curtis State Office Building, 1000 S.W. Jackson, Topeka, KS.

In Attendance:

Members:	David Cordle, ESU	Jill Arensdorf, FHSU	Charles Taber, K-State
	Howard Smith, PSU	Rick Muma, WSU	JuliAnn Mazachek, Washburn
	Carl Lejuez, KU	Robert Klein, KUMC	
Staff:	Daniel Archer	Sam Christy-Dangermond	Amy Robinson
	Karla Wiscombe	Erin Wolfram	
Others:	Kathleen Kottas, Barton CC	Lori Winningham, Butler CC	Michelle Schoon, Cowley CC
	Adam Borth, Fort Scott CC	Marc Malone, Garden City CC	Marlon Thornburg, Coffeyville CC
	Cindy Hoss, Hutchinson CC	Michael McCloud, JCCC	Erin Shaw, Highland CC
	Brian Niehoff, K-State	Jean Redeker, KU	Beth Ann Krueger, KCKCC
	Mike Calvert, Pratt CC	Matt Pounds, NWK Tech	Joe McCann, Seward County CC
	Linnea GlenMaye, WSU	Stanton Gartin, Salina Area Tech	Chandler Kirkhart, Seward County CC
	Duane Whitbeck, PSU	Mary Carol Pomatto, PSU	Ken Trzaska, Seward County CC

Chair David Cordle welcomed everyone.

Approval of Minutes

Howard Smith moved to approve the minutes of the January 15, 2020 meeting and Chuck Taber seconded the motion. With no corrections or discussion, the motion passed.

First Reading

Chuck Taber provided a summary of K-State's proposal to offer an EdD in Community College Leadership. This program is designed to address a national need, was first developed at the University of Texas, migrated to National American University, and will be affiliated with the John Roueche Center for Community College Leadership at K-State. The EdD in Community College Leadership will be housed in the Department of Educational Leadership in K-State's College of Education. Students who migrated with the program are currently housed within the EdD in Adult Learning and Leadership but will be moved to the new program.

Howard Smith provided a summary of PSU's proposal for a BSE in Early Childhood Unified: Birth through Kindergarten. Howard noted the Committee would hear about the discontinuation of their BSE in Early Childhood Unified: Birth through Third Grade later in the meeting. When PSU changed its elementary education program to a unified approach, the birth through third grade was no longer needed and offered. The new program will be housed in Family and Consumer Sciences and they are basically keeping the early childhood piece. Dr. Duane Whitbeck, Chair/Professor of Family and Consumer Sciences at K-State discussed the creation and need for this program. Howard Smith clarified the former PSU Child Development program was not a licensure program; however, the new program at PSU will be.

Second Reading
Last month the Committee heard the first reading of K-State's proposal to offer a Bachelor of Science in Integrative Physiology. The Committee posed no further questions. Howard Smith motioned to approve the BS in Integrative Physiology proposal, and Carl Lejuez seconded the motion. The motion passed unanimously. David noted this proposal will be forwarded to COPS for approval later in the morning.

Council of Faculty Senate Presidents
Greg Schneider, ESU, presented an update. Greg stated they had two items on their agenda: the Free Expression Resolution and the Statement on Shared Governance. Greg noted he did not believe the Free Expression Resolution will pass. The Committee posed no questions.

Other Matters
Rick Muma, WSU, stated they are in the beginning stage of conversations about starting a location in Chihuahua, Mexico. This will focus around their expertise in advanced manufacturing, materials, and engineering. Rick also stated WSU may be looking at starting up a dental school again.

Jill Arensdorf, FHSU, stated they are looking at starting an online MS in Computer Science.

David Cordle, ESU, stated they have a proposal by the School of Business for a Bachelor of Arts in Entrepreneurship. He noted that interest in this possible program comes out of Fine Arts, Performing Arts and Humanities who are looking at this as a second major option for students. He believes this will have wide support on the ESU campus.

Chuck Taber, K-State, stated their campus OER initiative was selected for the "All In for K-State Day", which is a fundraising event. He anticipates this will create additional funds for the initiative.

Carl Lejuez, KU, stated their new budget model for the Lawrence campus is done. It has a unique feature where around 15-20% of the budget is determined by peer-reviewed strategic priorities which aligns with Board priorities. The new model will be implemented in July 2020. He can provide extensive documentation if anyone is interested.

Howard Smith, PSU, stated they had three donors step forward to build a simulation hospital for their nursing program. This will be added to the PSU campus shortly.

Jill Arensdorf, FHSU, stated they have a large student base in China where FHSU faculty teach face to face. With recent events they have not been able to deploy their faculty, so they are going to start the semester the following week online. They redeveloped 30 courses in the last 5 weeks to adapt to this change.

PSU Discontinuation of the Early Childhood Unified: Birth through Third Grade
Howard Smith, PSU, discussed their plan to discontinue this program earlier in the meeting when he presented the program request to add a BSE in Early Childhood Unified: Birth through Kindergarten.

Academic Calendars AY 2022-2025
Daniel Archer provided background on public universities submitting academic calendars for Board approval. He noted they will be approved by the Board next month and are being provided to COCAO as informational. The Committee posed no questions.

Topics for Regent and COCAO Breakfast
David Cordle provided the Committee a list of potential topics for the breakfast meeting between COCAO and the Board. David asked for any additions or changes to this list and to prioritize topics.

Rick Muma asked if strategic program alignment will be included in discussions. David responded that it recently came up and is an important topic to the Board; however, he believes this topic could be broader than the strategic program alignment process. David stated program review may be a more appropriate way to word the topic. The Committee discussed if the 8-year cycle was too long, and many universities noted they have internal reviews more often.

Committee members discussed budget priorities and their importance. They would like to know what the Board thinks in terms of communication strategies, advocacy and coordination plans, and the relationship between tuition and restoration.

David Cordle asked about transfer and articulation being a topic because the Presidents discussed this last month. It was noted that Regent Bangerter has a passion for this topic, and program articulation has been a popular topic in general. David commented that amongst community college Presidents he believes there is a desire to do more. It has been discussed whether 2+2 programs are the way to go, if there is any opportunity for system level program articulation, and how does the course articulation work feed into this picture.

Carl Lejuez asked what the goals of the Board are when looking at elimination of programs: efficiency, redundancy, or finances. Daniel noted that at the January Board meeting, program data was requested for the last 10 years. Committee members discussed the variety of reasons for keeping programs and the variety of ways to evaluate program effectiveness. It was noted that the minima data does not show the whole picture.
The Committee narrowed down priorities in order of importance:

1. Budget Priorities
2. Program Review/Strategic Program Alignment
3. Program Articulation
4. Deferred Maintenance

Recess

Jill Arensdorf motioned to recess the meeting until lunch, and Rick Muma seconded the motion. The motion passed and the meeting recessed at 9:45 a.m. The meeting was reconvened at 12:03 p.m.

Additional Discussion

Carl Lejuez, KU, discussed several items on their horizon:

1. The Tilford Conference had a surplus budget, so dues were not collected in 2019. The budget has about $5,000 left so dues will be charged in the future.
2. The KU English Department would like to revisit raising AP scores for English Comp 1 exam.
3. The University Press has created a mid-year report to look at their surplus. They are expected to see continued revenue progress.

The Committee briefly discussed the Senate Faculty President topics of wanting input in the elimination of programs and a Free Expression Resolution.

The Committee recognized Carl Lejuez for all his work on COCAO. The new Provost of KU will start before the next committee meeting, but Carl noted the transition will not be complete until the new academic year and he will still be available until then.

Adjournment

Howard Smith motioned to adjourn the meeting, and Carl Lejuez seconded the motion. The motion passed and the meeting was adjourned at 12:38 p.m.

Program Approval

Summary

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

April 15, 2020

I. General Information

A. Institution Kansas State University

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 120

II. Justification

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

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

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

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

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

Specifically, this program will prepare students to:

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

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

III. Program Demand: Market Analysis

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

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

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

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

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

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

V. Employment

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

VI. Admission and Curriculum

A. Admission Criteria

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

B. Curriculum

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

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

Year 1: Spring

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

Year 2: Fall

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

Year 2: Spring

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

Year 3: Fall

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

Year 3: Spring

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

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

Year 4: Fall

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

Year 4: Spring

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

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

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

VII. Core Faculty

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

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

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

* Denotes Program Administrator

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

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

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

VIII. Expenditure and Funding Sources

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

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

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

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

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

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

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

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

Personnel – New Positions

No new positions are required to initiate the proposed program.

Start-Up Costs – One-Time Expenses

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

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

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

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

Operating Costs – Recurring Expenses

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

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

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

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

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

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

B. Revenue: Funding Sources

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

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

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

C. Projected Surplus/Deficit

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

X. References

Bureau of Labor Statistics, U.S. Department of Labor. 2020a. Occupational Outlook Handbook, Cartographers and Photogrammetrists, https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm. Accessed 09 January 2020.

Bureau of Labor Statistics, U.S. Department of Labor. 2020b. Occupational Outlook Handbook, Geoscientists, https://www.bls.gov/ooh/life-physical-and-social-science/geoscientists.htm. Accessed 09 January 2020.

Hong, Jung Eun. 2016. Identifying skill requirements for GIS positions: A content analysis of job advertisements. *Journal of Geography* 115(4):147-158. DOI: 10.1080/00221341.2015.1085588.

Kansas Board of Regents. 2019. Kansas Public Higher Education & Training Program Search, June 2019, https://www.kansasregents.org/academic_affairs/program_search. Accessed 05 June 2019.

Kansas State University. 2018. Fiscal Year 2019 Annual Budget, Kansas State University, October 2018, https://www.k-state.edu/budget/fy19/full/KSU%20Annual%20Budget%20FY19.pdf. Accessed 09 January 2020.

Kansas State University. 2019a. Fringe Benefit Rates, June 20, 2019, https://www.k-state.edu/research/faculty/proposal/budgets/fringe-rates.html. Accessed 09 January 2020.

Kansas State University. 2019b. KSU Tuition and Fee Schedule, Undergraduate – Fall 2019 and Spring 2020, https://www.k-state.edu/finsvcs/cashiers/documents/costs/FY20TuitionFeeScheeduleMan.pdf. Accessed 09 January 2020.

Kansas State University. 2019c. KSU Global Campus Tuition and Fee Schedule, Undergraduate and Graduate - Fall 2019, Spring 2020, Summer 2020, https://www.k-state.edu/finsvcs/cashiers/documents/costs/20FYTuitionFeeScheduleKSUGlobalCampus.pdf. Accessed 09 January 2020.

Prescient & Strategic Intelligence. 2019. GIS Market Overview, https://www.psmarketresearch.com/marketanalysis/geographic-information-system-market. Accessed 09 January 2020.

University Consortium for Geographic Information Science (UCGIS). 2020. University Consortium for Geographic Information Science Mission and Scope, https://www.ucgis.org/about-and-mission. Accessed 09 January 2020.

U.S. Department of Labor. 2020. Career OneStop, Cartographers and Photogrammetrists. https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Cartographers%20and%20Photogrammetrists&onetcode=17102100&location=kansas. Accessed 09 January 2020.

U.S. Geospatial Intelligence Foundation (USGIF). 2020. USGIF Accredited GEOINT Certificate Programs. https://usgif.org/education/accreditation. Accessed 09 January 2020.

U.S. News and World Report. 2019. Best Science Jobs, Geographer. https://money.usnews.com/careers/best-jobs/geographer. Accessed 04 October 2010.

Program Approval

Summary

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

April 15, 2020

I. General Information

A. Institution Kansas State University

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

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

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

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

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

IV. Program Demand:

A. Survey of Student Interest

Number of surveys administered: …… 142
Number of completed surveys returned: ……. 100
Percentage of students interested in program: … 79%

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

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

B. Market Analysis

Project Statement

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

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

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

Sports Nutritionist Certification and Licensing

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

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

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

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

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

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

VI. Employment

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

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

VII. Admission and Curriculum

A. Admission Criteria

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

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

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

B. Curriculum

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

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

Year 1: Spring

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

Year 2: Fall

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

Year 2: Spring

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

Year 3: Fall

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

Year 3: Spring

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

Year 4: Fall

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

Year 4: Spring

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

Total Number of Semester Credit Hours ……. 120

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

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

Number of graduate assistants assigned to this program **…… 3**

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

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

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

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

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

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

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

Personnel – New Positions

None

Start-up Costs – One-Time Expenses

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

Operating Costs – Recurring Expenses

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

B. Revenue: Funding Sources

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

Tuition

YR1 Tuition:	On campus	=	600 SCH*$312.50	=$187,500
	Online (PT)	=	150 SCH*$425.50	=$ 63,825
	Total			=$251,325
YR2 Tuition:	On campus	=	1,180 SCH * $312.50	=$368,750
	Online (PT)	=	300 SCH * $425.50	=$127,650
	Total			=$496,400
YR3 Tuition:	On campus	=	1,810 SCH * $312.50	=$565,625
	Online (PT)	=	450 SCH * $425.50	=$191.475
	Total			=$757,100

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

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

C. Projected Surplus/Deficit

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

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

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

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

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

EMSI (2019 report),www.economicmodeling.com.

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

Program Approval

Summary

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

April 15, 2020

I. General Information

A. Institution University of Kansas Medical Center

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 57

C. Contact

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

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

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

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

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

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

III. Justification

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

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

Institutional Advantages

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

Community and National Visibility

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

Workforce Enhancement

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

IV. Program Demand:

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

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

The interest and need for training of new genetic counselors was gauged by inviting regional members of genetic counseling professional societies to participate in an on-line survey (REDCap) in December 2019. There were 60 invitations delivered, and 24 responses. All respondents are certified genetic counselors practicing in the Midwest; 13 located within five miles of KU Medical Center, five within 5-25 miles, and four at a distance of more than 100 miles (two did not answer the question). All respondents indicated there is a need to training more genetic counselors and 23 of 24 said they would advise students interested in a health care career to consider genetic counseling, with the remaining respondent indicating they also would so advise a student, but only if the student already was informed about this career path. The majority of respondents (18 of 24, or 75%) also indicated their clinical site is open to supporting student training experiences and internships.

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

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

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

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

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

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

VI. Employment

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

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

VII. Admission and Curriculum

D. Admission Criteria

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

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

Required prior to matriculation into the program:

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

E. Curriculum

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

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

Degree Requirements

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

Program Outcomes

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

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

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

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

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

Year 1: Spring

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

Year 2: Summer

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

Year 2: Fall

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

Year 2: Spring

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

VIII. Core Faculty

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

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

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

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

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

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

Projected Surplus/Deficit (+/–) *(Grand Total FUNDING minus Grand Total Costs)*	**-$330,436**	**-$178,898**	**-$72,572**	**$13,485**	**$50,297**

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

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

Personnel – – New Positions

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

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

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

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

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

First AY: *(first year of enrolled students; N=6; recruiting additional clinical affiliations)*
No additional faculty or staff are proposed.

Second AY: *(enroll second cohort of students; N=9)*
No additional faculty or staff are proposed.

Third AY: *(enroll third cohort of students; N=12; enrollment cap = 12 students/year thereafter)*
No additional faculty or staff are proposed.

Start-up Costs – One-Time Expenses

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

Operating Costs – Recurring Expenses

Non-student Operating Costs – Recurring Expenses

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

Student-related Operating Costs – Recurring Expenses

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

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

B. Revenue: Funding Sources

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

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

D. Projected Surplus/Deficit

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

XI. References

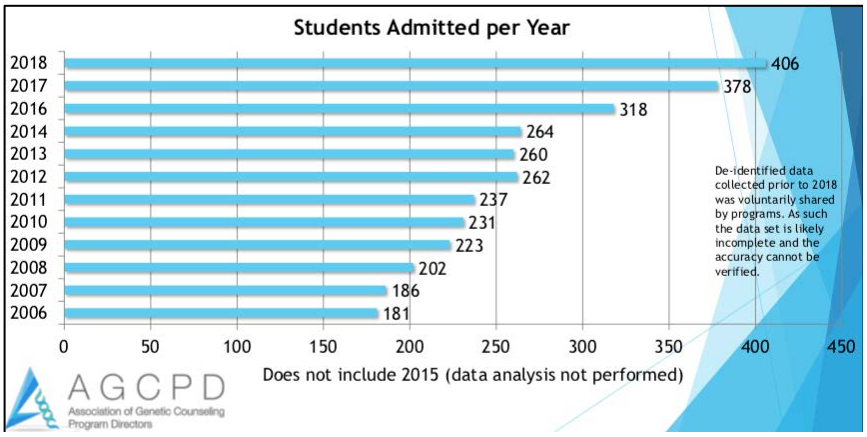
1. Accreditation Council for Genetic Counseling (ACGC), Accreditation Council for Genetic Counseling, Inc, 7918 Jones Branch Drive, Ste 300, McLean, VA 22102. Telephone: (703) 506 - 7667.
2. Accreditation Council for Genetics Counseling: Program Directory webpage. http://gceducation.org/Pages/Accredited-Programs.aspx;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

Supplemental information

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

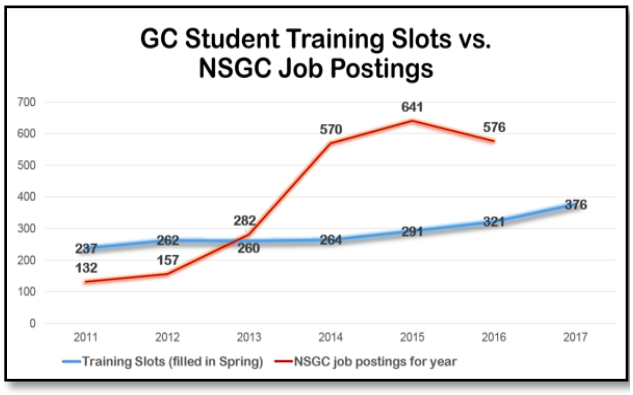
Quick Facts: Genetic Counselors	
2018 Median Pay	$80,370 per year $38.64 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2018	3,000
Job Outlook, 2018-28	27% (Much faster than average)
Employment Change, 2018-28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

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



In 2018:
- 87% of GC students were employed before they graduated
- There were more than 4,600 certified Genetic Counselors now in practice.
- 90% of practicing GCs report being highly satisfied with their career choice

• *National Society for Genetic Counselors*
(@GeneticCounselors)



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

Program Approval

Summary

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

April 15, 2020

I. General Information

A. Institution Pittsburg State University

B. Program Identification

Degree Level:	Bachelor's
Program Title:	Family & Consumer Sciences
Degree to be Offered:	B.S.E. - Early Childhood Unified: Birth - Kindergarten
Responsible Department or Unit:	College of Arts & Sciences, Family & Consumer Sciences
CIP Code:	13.1209
Modality:	Face-to-Face
Proposed Implementation Date:	Fall 2020

Total Number of Semester Credit Hours for the Degree: 120

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

The university has memorandums of understanding with public schools in the Southeast Kansas area and two connecting states for the placement of students for field experiences. We use accredited early education and care facilities including the on-campus PSU Early Childhood Preschool Laboratory on campus which will serve as the primary location for students' clinical hours. Additional field experience hours are located in area Kindergarten programs through working with the PSU College of Education Teacher Education program.

III. Justification

This program will replace an existing program. Pittsburg State University has offered the Early Childhood Unified: Birth through Third Grade degree and teaching license since 2007. It has been a collaborative program offered by the Department of Teaching and Learning and the Family & Consumer Sciences – Child Development program. The PSU College of Education Teaching and Learning department has, with the introduction of the new Elementary Unified degree, selected to no longer offer the ECU: Birth – Third Grade degree. It has been the intention for many years for the Family and Consumer Sciences department to offer the Early Childhood Unified: Birth through Kindergarten degree. With the discontinuation of the Birth – Third Grade degree and the support of the College of Education, the time is right to begin this program.

The ECU: Birth – Kindergarten program will fill the hole created by the ending of the ECU: Birth – Third Grade program. It will capitalize on the strengths of our existing Child Development program and continue the collaboration between the two departments, but with the primary leadership shifting now to Family & Consumer Sciences. This program will run parallel to the Child Development program which is a concentration under the Family & Consumer Sciences major. The graduates of the child development program are employed in programs such as Head Start and community early childhood programs which do not require licensure.

The ECU: Birth – Kindergarten program will include courses from the Child Development program that currently exist and the courses in the existing Early Childhood Special Education minor. We also include Teacher Education courses needed for the license. This degree will now open the full range of employment options to our students including four-year-old at-risk preschool programs.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest

Number of surveys administered: …… 40
Number of completed surveys returned: ……. 36
Percentage of students interested in program: … 50%

Over the past five years we have surveyed our students regularly about their interest in the department pursuing the Early Childhood Unified: Birth – Kindergarten program. Overall, the results have been consistent with the results above in that about 50% have indicated an interest in the program. We have also surveyed those students in the old Early Childhood Unified: Birth – Third Grade program and the results indicated that about 50% would have an interest in the ECU: Birth – Kindergarten program if it were offered. Additionally, about 50% of our Child Development graduates have indicated an interest in the ECU: Birth – Kindergarten program to add to their credentialing.

B. Market Analysis

With the discontinuation of the ECU: Birth – Third Grade there is a gap in licensure programs in southeast Kansas for preparing these professionals. This program will address that need. The Occupational Outlook Handbook identifies that the early childhood professional job outlook is growing faster than average with an increase of jobs at 7%. That does not even consider that more school districts are expanding their early childhood programming as the P – 20 (public education covering preschool through college with attention to smoothing out transitions) philosophy of education is seeing more adoption. Because this is a unified degree (meaning that it includes Early Childhood Special Education) there is a greater demand for individuals with this educational preparation. Early childhood experiences lay the foundation for a child's future academic success. The three markers of high-quality early childhood programs are a high level of educational preparation by the teachers, low staff turnover and high levels of teacher pay. Providing teachers with this level of preparation to teach significantly impacts the growth of high-quality early childhood programs in the state.

The programs currently approved by the Kansas State Department of Education to offer the Early Childhood Unified: Birth – Kindergarten license are Kansas State University and the University of Kansas. Emporia State University offers this license but only at the graduate level. Pittsburg State's program has been approved but it is awaiting final Board of Regents' approval. The program at Pittsburg State University also serves the region including Southwest Missouri, Northwest Arkansas and Northeast Oklahoma. There are no other comparable programs in those areas.

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

Year	Headcount Per Year		Sem Credit Hours Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10	0	310	0
Year 2	10	0	620	0
Year 3	10	0	930	0

VI. Employment

This program prepares professionals to meet the learning and developmental needs of all infant, toddler, preschool and kindergarten-age children, including those at-risk for and with disabilities. This is done through an interdisciplinary approach that integrates developmentally appropriate child development, early education and early childhood special education strategies for young children and their families.

The program content knowledge and performance goals are aligned with the Kansas Teacher Licensure Standards for the ECU: Birth though Kindergarten (age 6) content area and the professional education standards. The proposed program was submitted to the Kansas State Department of Education for review and was approved as a program during the Spring 2019 review.

Students graduating with this degree will be able to work in programs serving infants through kindergarten that require a teaching license. From the KSDE document "Who Can I Hire as a Teacher/Early Interventionist?" (March 2015) those with the ECU: Birth – K degree can be hired in Parents-As-Teachers, State Pre-K (4 year old at risk) classroom teachers, Kansas Preschool Program classroom teachers, Early Childhood Special Education, and Kindergarten classroom teachers. They will also be able to work in programs that do not require licensure.

VII. Admission and Curriculum

A. Admission Criteria

Admittance to Teacher Education by applying and having met the following academic standards.

1. Cumulative GPA = 2.80
2. In-Major GPA = 3.00 with no grade below a "C"
3. Completion of All courses listed under Family & Consumer Sciences, Education, Psychology & Lab Experiences.
4. Completion of a minimum of 100 credit hours.
5. A grade of "C" or higher in 1. FCS 285: Lifespan Human Development; 2. PSYCH 357: Educational Psychology; 3. FCS 390: Interacting with Children & FCS 391: Practicum (preschool lab)
6. At least 6 hours of resident credit at Pittsburg State University.

B. Curriculum

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

Course #	Course Name	SCH….
UGS 150	Gorilla Gateway	2
FCS 100	Career Management in FCS	1
ENGL 101	English Composition	3
WGS 200	Introduction to Women's Studies	3
MATH 204	Math for Education I	3
PSYCH 155	General Psychology	3
		15

Year 1: Spring

Course #	Course Name	SCH….
SOC 100	Intro to Sociology	3
COMM 207	Speech Communication	3
FCS 285	Lifespan Human Development	3

ART 311	Art Education	3
HHP 150	Lifetime Fitness	1
MUSIC 140	Children's Music or EDUC 321 Methods of Creative Expression	3
		16

Year 2: Fall

Course #	Course Name	SCH….
FCS 290	Introduction and Overview of Childhood Programs	3
BIO 113	Environmental Life Science	4
FCS 230	Consumer Education and Personal Finance	3
ENGL 299	Introduction to Research Writing	3
	Elective	3
		16

Year 2: Spring

Course #	Course Name	SCH….
EDUC 261	Explorations in Education	3
FCS 203	Nutrition & Health	3
FCS 390	Interacting with Children	3
FCS 391	Practicum (preschool lab)	1
HHP 260	First Aid/CPR	2
	Elective	3
		15

Year 3: Fall

Course #	Course Name	SCH….
EDTH 3300	Technology for the Classroom	3
FCS 490	Developmental Planning	3
FCS 491	Preschool Lab	1
FCS 590	Development of the Child: Birth – Age 8	3
SPED 450	Methods Preschoolers with Disabilities	2
	Elective	3
		15

Year 3: Spring

Course #	Course Name	SCH….
EDUC 322	Early Literature/Language Development	2
EDUC 323	Literature for Young Children	1
FCS 392	Infant/Toddler Development	3
FCS 591	Supervised Student teaching - Preschool	5
SPED 350	Methods Infant/Toddlers with Disabilities	2
SPED 511	Overview of SPED, Birth – 6th Grade	3
		16

Year 4: Fall

Course #	Course Name	SCH….
EDUC 307	Clinical Experience	1
FCS 470	Professional & Social Skills	3
EDUC 366	Primary English Lang Arts W/Practicum	4

FCS 480	Dynamics of Family Relationships	3
PSYC 357	Educational Psychology	3
		14

Year 4: Spring

Course #	Course Name	SCH….
SPED 560	Assessment of Young Children	3
EDUC 464	Foundations of Measurement & Evaluation	3
FCS 690	Parent/Professional Relationships	3
EDUC 345	TP: Internship-Kindergarten	3
FCS 572	Senior Seminar	1
		13

Total Number of Semester Credit Hours ……. 120

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Amber Tankersley	Associate Professor	Ph.D.	Y	Early Childhood Education	.25
Duane Whitbeck	Professor	Ed.D	Y	Child Development/ Early Education	.1
Kari Cronister	Instructor	M.S.	N	Child Development	.25
Shawnee Hendershot	Assistant Professor	Ph.D	Y	Child Development	.25
Marti York	Associate Professor	Ed.D	Y	Early Childhood Special Education	.25

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$52,221	$53,264	$54,331
Administrators *(other than instruction time)*	$10,800	$11,124	$11,457
Graduate Assistants	0	0	0
Support Staff for Administration (*e.g., secretarial*)	$3,584	$3,691	$3,802
Fringe Benefits *(total for all groups)*	$12,282	$12,554	$12,834

Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$78,887	$80,633	$82,424
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 – New Positions	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	$500	$500	$500
Library/learning resources			
Equipment/Technology			
Travel	$1,000	$1,000	$1,000
Other			
Total Operating Costs	$1,500	$1,500	$1,500
GRAND TOTAL COSTS	$80,387	$82,133	$83,924

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$73,380	$150,440	$231,300
Student Fees				
Other Sources				
GRAND TOTAL FUNDING		$73,380	$150,440	$231,300

C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		-$7,007	$68,307	$147,376

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All faculty are currently employed by the department of Family & Consumer Sciences or the department of Teaching and Learning at Pittsburg State University. Because all of the courses are currently being taught and they are taken by students in other programs, by including these students in the courses, it will replace those lost through the discontinuation of the ECU: Birth – Third Grade programs and will maximize the current capacity of each course. Therefore, there is not an increased percent of faculty time other than the increase in students enrolled in the courses.

Personnel – New Positions

None

Start-up Costs – One-Time Expenses

None

Operating Costs – Recurring Expenses

None

B. Revenue: Funding Sources

Funding for the program will be through tuition and student fees. Calculations were made by multiplying credit hours by tuition.

Calculations

Student Credit Hours

YR1: 10 students x 31 credit hours= 310 credit hours

YR2: 10 students x 31 credit hours= 310 credit hours
10 students x 31 credit hours= 310 credit hours
620 credit hours

YR3: 10 students x 31 credit hours= 310 credit hours
10 students x 31 credit hours= 310 credit hours
10 students x 31 credit hours= 310 credit hours
930 credit hours

Tuition/Fees

YR1: 10 students @ full time rate ($3669) x 2 semesters = $73,380
YR2: 20 student @ full time rate ($3761- 2.5% increase) x 2 semesters = $150,440
YR3: 30 students @ full time rate ($3855 – 2.5% increase) X 2 semesters = $231,300

C. Projected Surplus/Deficit

There are no new expenses for this degree as our listed faculty are currently already teaching the courses listed for this degree. The estimated expenses do not necessarily reflect "new expenses". Therefore, any new students to the university who enroll in this degree would generate additional surplus revenue.

XI. References

Bureau of Labor Occupational Outlook Handbook, Preschool Teachers. https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm

Who can I Hire as a Teacher / Early Interventionist. (2015). Early Childhood, Special Education and Title Services, Kansas State Department of Education.

Program Approval

Summary

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

April 15, 2020

I. General Information

A. Institution Kansas State University

B. Program Identification

Degree Level:	Doctoral
Program Title:	Community College Leadership
Degree to be Offered:	Doctor of Education (Ed.D.) in Community College Leadership
Responsible Department/Unit:	College of Education, Dept. of Educational Leadership
CIP Code:	13.0407
Modality:	Hybrid
Proposed Implementation Date:	Fall 2020

Total Number of Semester Credit Hours for the Degree: 90

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

III. Justification

The American Association of Community Colleges (AACC) indicates that there are approximately 1,200 community colleges in the U.S. enrolling more than 12 million students – nearly half of all undergraduates in the nation (American Association of Community Colleges, 2019). These institutions are led by a senior population of administrators who have expressed concern for a systematic plan of leadership succession. In 2018, AACC observed "…more than 50% of the presidents of colleges that award associate degrees reported that they anticipated stepping down within the next five years, yet only 21.2% of these colleges report having a succession plan in place" (AACC, 2018a). In 2018, an influential Gallup study reported that an increasing number (47%) of community college presidents agree there is a great need for a systematic path to prepare for the community college presidency (Jaschik & Lederman, 2018). The same study found that community college presidents were pessimistic about the prospects for leadership, as only 28% said they were impressed by the current talent pool and 31% expressed concern for too few women and minority candidates.

In response, Kansas State University has committed to migrating, revamping, and growing a prestigious national doctoral program with a proven track record in preparing entire cadres of new community college leaders. The program operated for many years within the University of Texas at Austin, in addition to a period of time at National American University (NAU). With approval of the Provost, the College of Education embarked on a plan to bring the program to K-State in the form of a new Ed.D. degree in Community College Leadership. This new degree complements the other doctoral degrees in the Department of Educational Leadership that aim to prepare P-12 principals, superintendents, and adult learning experts for leadership positions in business, industry, military, profit/nonprofit settings, and the professoriate. The proposed Ed.D. in Community College

Leadership will function under the John E. Roueche Center for Community College Leadership (approved by the Kansas Board of Regents in September 2019). Dr. Roueche, who directed the program at UT-Austin and NAU, has been hired to lead this new Ed.D. degree at K-State and to serve as its Executive Director. An associate and assistant director have also been hired to assist with the administration of the program.

Students who began at the previous institution offering the program have been allowed to transfer to K-State and join in an existing doctoral program. Once the new Ed.D. degree is approved, they will matriculate back into the Community College Leadership program. The program is offered using a local cohort model, and delivers courses in hybrid format. More than 50% of the courses will be offered online, with the remainder offered at sites around the country accessible to the local cohorts. Over 50 students have already enrolled at Kansas State University to pursue the community college emphasis, transferring from the previous institution. Current demand indicates the program will soon exceed 100 students. The program will utilize the model from the previous institutions in which capacity is added as local cohorts are enrolled around the country. The K-State College of Education and the leadership of the Roueche Center will be coordinating the program, course offerings, and hiring of qualified adjunct faculty for the program.

IV. Program Demand

A. Market Analysis

The market need for the proposed program rests on three assertions: (1) that the nation's 1,200 community colleges are and will remain essential elements of the higher education landscape in the U.S.; (2) that the current supply of individuals equipped with the knowledge and skills to provide senior leadership to community colleges is inadequate to meet increasing demands and lacking in diversity; and (3) that the mechanisms for preparing senior leaders for community colleges are insufficient to meet demand.

The first assertion, that community colleges are vital to higher education and central to the potential for higher education to impact society in positive ways, is supported by literature describing the historic and contemporary role of the institutions:

In a rapidly changing America and a drastically reshaped world, American community colleges have served as the people's colleges and the Ellis Island of American higher education. They have been the platform from which millions of low- and middle-income Americans have launched their dreams. They do the toughest work in American higher education. And they do some of the most important work in America. They have served our communities and our nation well, and they have done so for more than 100 years. Community colleges, an American invention, are one of the greatest assets of this nation in the task of creating a better future. (American Association of Community Colleges [AACC], 2012)

Perceptions of the relevance and value of community college programs have only increased in recent years with the growth of employment opportunities for completers of two-year degrees and industry certifications (Strada and Gallup, 2018).

The second assertion, that the current supply of senior leaders with the requisite knowledge and skills is inadequate to meet increasing demands and lacking in diversity, is supported by research on senior leadership in higher education in general and community college leadership in particular.

The ability of higher education to flourish will require an expanded and more diverse pool of talented individuals who aspire to and are prepared for the college presidency. Developing and supporting these new leaders is urgent; at a time when thoughtful leadership is more consequential than ever, three trends suggest the need for immediate action: (1) the enormous turnover of college presidents and senior leaders resulting from a wave of retirements; (2) a shrinking pool of individuals interested in the presidency who hold positions that

traditionally precede the presidency; and (3) inadequate systems for preparing diverse and nontraditional candidates for the presidency. (Aspen Institute, 2017)

Indeed, the need for effective preparation of a diverse cadre of leaders at all levels of the community and technical colleges is critical as senior administrators and faculty, and those next in line, are retiring at record rates with the aging of the Baby Boomer population (Ashburn, 2007; Campbell, 2002; O'Banion, 2007; Shults, 2001; Weisman & Vaughan, 2007). In a national survey of Chief Academic Officers (CAOs) conducted by the American Council of Education in 2007, the mean age of all CAOs was 58.8 years; moreover, only 19% of the 1,715 CAOs who responded were age 50 and below, nearly 47% were between the ages of 51 and 60, and 33% were age 61 or older (Eckel, Cook, & King, 2009). As indicated in the previous section, more than half of community college presidents anticipate retiring within the next five years (AACC, 2018a), while more than one in four expressed pessimism about the prospects for leadership succession and nearly one-third expressed concern for too few women and minority candidates (Jaschik & Lederman, 2018).
The third assertion, that the mechanisms available for preparing the senior leaders needed by community colleges is insufficient to meet demand, is warranted by research on the preparation opportunities available. In 2012, approximately 60 university-based doctoral programs in educational leadership were operating in the nation, only 21 of which focused on community college leadership (Council for the Study of Community Colleges, 2012; Reille & Kezar, 2010). The programs focused on community college leadership have historically produced fewer than 50 graduates per year (O'Banion, 2007). Clearly, this low number of program graduates cannot meet the national demand for community college presidents and vice presidents.

The proposed program is explicitly designed to meet the needs of this market through an innovative delivery model that collaborates with community colleges to intentionally cultivate a diverse pool of aspiring senior leaders and prepare them via a program that is explicitly aligned to the contemporary needs of the field.

V. Projected Enrollment for the Initial Three Years of the Program
The College of Education and the Roueche Center have set dramatic and achievable enrollment goals for the new Ed.D. in Community College Leadership as seen in the table below.

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	**Part- Time**	**Full- Time**	**Part- Time**
Implementation	0	55	0	1,155
Year 2	0	45	0	2,100
Year 3	0	50	0	2,985

VI. Employment
This degree proposal is aimed at developing senior leaders for community colleges, to specifically include leadership succession preparation for the roles of president and other executive roles such as vice presidents, deans, directors, and more. As noted in previous sections, there are more than 1,200 community colleges in the nation and more than 600 are expected to need new presidents within the next five years (AACC, 2018a, 2019). The actual employment history of graduates from this program provides evidence of the proposed degree's potential to meet those needs and impact local, state, and national constituencies. The following table provides representative examples of positions held by graduates following completion of the program while it was based at its previous institutions:

Position Title	**Institution**
President and CEO	American Association of Community Colleges
President	Austin (TX) Community College

Executive Vice President	Austin (TX) Community College
Vice President	Austin (TX) Community College
Chancellor	Bossier Parish (LA) Community College
President	Bowling Green (KY) Technical College
President	Chandler-Gilbert (AZ) Community College
President	Cloud County (KS) Community College
President	Clover Park (WA) Technical College
Vice President	College of the Desert (CA)
President	Cuyahoga (OH) Community College
Vice President	Cuyahoga (OH) Community College
President	Del Mar (TX) Community College
President	Denver (CO) Community College
President	Garden City (KS) Community College
President	Green River (WA) College
Chancellor	Grossmont-Cuyamaca (CA) Community College District
President	Johnson County (KS) Community College
President	Kansas City (KS) Community College
President	Kingwood Campus, Lone Star (TX) College
Provost	Maricopa (AZ) Community Colleges
President	North Harris Campus, Lone Star (TX) College
President	Palomar (CA) College
President	Sinclair (OH) Community College
President	Southern Association of Colleges and Schools
President	Temple (TX) College
Chancellor	The Alamo Colleges (TX) District
President	University Park Campus, Lone Star (TX) College
President	Victoria (TX) College
Vice Chancellor	Wayne County Community College
President	Wichita (KS) Area Technical College

VII. Admission and Curriculum

A. Admission Criteria

Because participants in most instances will be employer-selected, it is assured that participants will be well qualified by work experience and pre-identified for likely professional advancement. Participants also must satisfy Kansas State University's admission criteria, as the Department of Educational Leadership will require entrants to meet or exceed these standards:

- Completed application;
- Master's degree or higher from a regionally accredited institution in the U.S. or international institution recognized by the ministry of education or other appropriate government agency;
- Minimum cumulative GPA of 3.00 achieved for all previous graduate coursework;
- Official transcripts reflecting all academic work completed at baccalaureate and graduate levels from regionally accredited institutions;

- Current curriculum vita demonstrating three years of related professional experience;
- Personal and professional goal statements;
- Three signed letters of recommendation on letterhead from professionals who are familiar with the applicant's academic and leadership potential;
- Willingness to participate as a member of a cohort;
- Commitment to successfully completing all courses, practica, and field experiences in a prescribed calendar sequence to earn the degree.

B. Curriculum

Total credit hours earned in EdD program = 60, with an additional 30 semester credits transferred from master's degree.

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

Course #	Course Name	SCH=6
EDACE 851	The Historical and Contemporary Community College	1
EDACE 852	Field Study: Historical and Contemporary Community College	1
EDACE 852	Field Study The Historical & Contemporary Community College (var 1-2 credits; repeatable)	1
EDACE 853	Access, Equity, and Success	2
EDACE 854	Field Study: Access, Equity, and Success	1

Year 1: Spring

Course #	Course Name	SCH=6
EDACE 882	Introduction to Educational Research	2
EDACE 883	Field Study: Educational Research	1
EDACE 861	Fostering Desired Culture: Fundamentals and Strategies for Organizational Development	2
EDACE 862	Field Study: Organizational Development	1

Year 1: Summer

Course #	Course Name	SCH=9
EDACE 857	Effective Leadership and Theory	4
EDACE 858	Field Study: Effective Leadership	1
EDACE 859	Effective Leadership Institute	1
EDACE 991	Internship	3

Year 2: Fall

Course #	Course Name	SCH=6
EDACE 863	Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes	2
EDACE 864	Field Study: Enrollment to Outcomes	1
EDACE 855	Aligning Vision, Planning, and Resources	2
EDACE 856	Field Study: Planning and Resources	1

Year 2: Spring

Course #	Course Name	SCH=9
EDACE 920	Educational Value Choices: Access, Equity, and Success	2
EDACE 921	Field Study Access, Equity, and Success	1
EDACE 922	Policy Formation for Public Process	2
EDACE 923	Field Study: Policy and Public Process	1

EDACE 924	Effective Governance and Leadership	2
EDACE 925	Field Study: Governance and Leadership	1

Year 2: Summer

Course #	Course Name	SCH=6
EDACE 926	Leadership for Transformation	2
EDACE 927	Field Study: Transformational Leadership	1
EDACE 928	Designing a Comprehensive Plan for Success	2
EDACE 929	Field Study: Plan for Success	1

Year 3: Fall

Course #	Course Name	SCH=6
EDACE 970	Dissertation Development: Starting the Journey	4
EDACE 971	Field Study: Dissertation Development I	1
EDACE 972	Field Study: Dissertation Development II	1

Year 3: Spring

Course #	Course Name	SCH=6
EDACE 999	Dissertation Research	3
EDACE 991	Internship	3

Year 3: Summer

Course #	Course Name	SCH=6
EDACE 930	Implementing Leadership Competencies	2
EDACE 931	Field Study (Institute) Leadership Competencies	1
EDACE 999	Dissertation Research	3

Total Number of Student Credit Hours in Program **60**
Total Credit Hours transferred from Masters **30**
Total Number of Student Credit Hours to Graduate **90**

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
CORE FACULTY					
John E. Roueche*	Senior Professor of Practice, Executive Director	Ph.D.	N	Founder of the original program, will serve as executive director for new Ed.D. program at KSU.	.9
Margaretta Mathis*	Professor of Practice and Senior Director	Ph.D.	N	Federal and state government relations, policy development, and national association	.9

				management.	
Terry O'Banion	Senior Professor of Practice	Ph.D.	N	Will serve as graduate faculty coordinator for the Roueche Center;	.9
Jerry Johnson	Professor Department Chair	Ed.D.	Y	Department Head, 15% of his time will be spent on program	.15
RELATED FACULTY					
Field-based instructors and supervisors (6 per cohort)	Cadre of Professors of Practice and other professional titles	Variously Ed.D Ph.D.	N	The Ed.D. program utilizes nationally qualified field-based adjuncts who are successful senior leaders and CEOs in the community college world, all with terminal degrees. These leaders will teach some courses, supervise internships, serve as liaisons to partnership community college sites, and may serve as doctoral committee members.	.2

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	-	-	-
Administrators *(other than instruction time)*	91,980.27	91,980.27	91,980.27
Graduate Assistants	-	-	-
Support Staff for Administration (*e.g., secretarial*)	-	-	-
Fringe Benefits *(total for all groups)*	28,513.88	28,513.88	28,513.88
Other Personnel Costs	-	-	-
Total Personnel Costs – Reassigned or Existing	120,494.15	120,494.15	120,494.15
Personnel – New Positions			
Faculty	352,400.00	822,400.00	940,400.00
Administrators *(other than instruction time)*	248,200.00	248,200.00	248,200.00
Graduate Assistants	-	-	-
Support Staff for Administration (*e.g., secretarial*)	103,009.66	103,009.66	103,009.66
Fringe Benefits *(total for all groups)*	137,419.39	175,489.39	185,047.39

Other Personnel Costs	-	-	-
Total Personnel Costs – New Positions	841,029.05	1,349,099.05	1,476,657.05
Start-up Costs – One-Time Expenses			
Library/learning resources	-	-	-
Equipment/Technology	15,000.00	5,000.00	5,000.00
Physical Facilities: Construction or Renovation	-	-	-
Other	-	-	-
Total Start-up Costs	15,000.00	5,000.00	5,000.00
Operating Costs – Recurring Expenses			
Supplies/Expenses	97,500.00	162,500.00	260,000.00
Library/learning resources	1,500.00	2,500.00	4,000.00
Equipment/Technology	1,000.00	1,666.67	2,666.67
Travel	50,000.00	83,333.35	133,333.36
Other	163,480.00	260,770.00	357,620.00
Total Operating Costs	313,480.00	510,770.02	757,620.03
GRAND TOTAL COSTS	1,290,003.20	1,985,363.22	2,359,771.23

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		1,097,250.00	1,995,000.00	2,835,750.00
Student Fees		-	-	-
Other Sources		28,875.00	52,500.00	74,625
GRAND TOTAL FUNDING		1,126,125.00	2,047,500.00	2,910,375.00
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		-163,878.20	+62,136.78	+550,603.77

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

A portion of the current Educational Leadership faculty will be used to support the new program.

- Administrator expenditure calculations are based upon 50% of one 9-month tenured faculty salary, 15% of one 12-month department head salary, and 10% of one 9-month non-tenured faculty salary.
- Fringe is calculated at 31% of the specified salary expenditures.

Personnel – – New Positions
This is an executive leadership program that competes in costly national markets. The program requires additional resources to attract reputable faculty who demand higher salaries.

- Faculty expenditure calculations are based on the cost of one new 12-month faculty member (Senior Professor of Practice) plus adjunct salaries. Adjunct faculty salaries are based upon the number of predicted cohorts and corresponding field-based instructor needs (three cohorts/18 field-based instructors in year one, five cohorts/30 field-based instructors in year two, and eight cohorts/48 field-based instructors in year three) and the cost of adjunct faculty to serve on committees.

    - Year 1:
    - Full time faculty: $112,400
    - Adjunct faculty: $240,000

    - Year 2:
    - Full time faculty: $112,400
    - Adjunct faculty: $710,000

    - Year 3:
    - Full time faculty: $112,400
    - Adjunct faculty: $828,000

- Administrator expenditure calculations are based upon the cost of two new 12-month administrators (Senior Professors of Practice).
- Support Staff expenditure calculations are based upon two new 12-month staff positions (one Assistant Director and one Office Specialist III).
- Fringe is calculated at 31% of the specified salary expenditures.

Note: program intent calls for additional tenure-track faculty based on enrollment performance.

Start-up Costs – One-Time Expenses
Start-up costs include initial investments for technology and equipment. Year one includes the cost of technology and equipment purchases for new personnel, and years two and three include estimated costs for maintenance.

Operating Costs – Recurring Expenses
Built on a cohort model delivering high quality executive programming on community college campuses across the nation, this initiative requires additional resources to remain competitive. Program delivery includes cohort-based institutes delivered at off-campus locations. Significant investment in rental space and travel for field-based instructors for face to face course sessions will be required. Other operating costs include estimated faculty and staff service center investments for university services. These resources are critical to support the curriculum and delivery of the program.

B. Revenue: Funding Sources
Tuition and fee structure will be sufficient to adequately fund the program after the one-year investment by the College of Education. Tuition includes course materials, fees, books, distance education software, thesis work,

etc. The proposed tuition rate for the program is $975 per student credit hour (including $25 Global Campus administration fee).

Revenue calculations for are based upon the SCH data reported in section V and the $975 per SCH rate—specifically, the *Tuition/State funds* amounts are based upon $950 per SCH for tuition/fees and the *Other Sources* amounts are based upon $25 per SCH for Global Campus administration fees.

C. Projected Surplus/Deficit

The stimulus for this terminal degree initiative relates to an urgent need for a formal and sustained leadership succession program for the nation's 1,200+ community colleges. Many community college presidents and other senior leaders are nearing retirement, and the measurable supply of new top-quality leaders is both unclear and unorganized absent this initiative. The target student audience is, in almost all cases, employees of community colleges who have been singled out by their respective institutions for hiring to nearby or eventual leadership roles. The need is so significant that in many cases these students' tuition is partially or completely supported by their respective schools. By accepting the challenge to prepare a new generation of doctoral graduates, K-State is perfectly positioned to impact a large number of the more than 1,200 community colleges in the nation. After a one-year investment, the program will be self-supported by tuition generated by the program.

XI. Program Review, Assessment, and Accreditation

The Ed.D. in Community College Leadership will be subject to multiple and continuous reviews, including internal reviews by Kansas State University's Graduate School; program and budget reviews by the College of Education; program oversight and maintenance by the Department of Educational Leadership; and external reviews including by the Kansas Board of Regents. The Roueche Center further plans to create a national community college advisory board. All facets of the new Ed.D. degree in Community College Leadership will report to the Dean of Education and the Chair of the Department of Educational Leadership. Student reviews will be required as well, including but not limited to surveys at points during and at conclusion of their degree programs to help faculty make improvements. Data from surveys and student assessments will be aggregated, reported, and used for adjustments. Student learning outcomes (SLO) based on the College of Education's Conceptual Framework and the *2018 AACC Competencies for Community College Leaders* (AACC, 2018b) will be used to assess program effectiveness. The program will be subject to the external requirements of the Higher Learning Commission (HLC) as part of the university's HLC accreditation process.

XII. Notes

American Association of Community Colleges (2012, April). *Reclaiming the American dream: A report from the 21st Century Commission on the future of community colleges*. Washington, DC: Author.

American Association of Community Colleges (2018a). *Executive leadership transitioning at community colleges*. Washington, DC: Author.

American Association of Community Colleges (2018b). *AACC Competencies for Community College Leaders (3rd Ed.)*. Washington, DC: Author.

American Association of Community Colleges. (2019). https://www.aacc.nche.edu/about-us/.

Ashburn, E. (2007). Wave of leaders' retirements hits Calif. 2-year colleges. *Chronicle of Higher Education, 54*(3), A20-A21.

Aspen Institute (2017, May). *Renewal and progress: Strengthening higher education in a time of rapid change*. Washington, DC: Author.

Campbell, D.F. (2002). *The leadership gap: Model strategies for leadership development.* Washington, DC: Community College Press.

Council for the Study of Community Colleges. (2012). *Grad programs*. Retrieved from http://www.cscconline.org/home/graduate-programs/

Eckel, P.D., Cook, B.J., & King, J.E. (2009). *The CAO census: A national profile of chief academic officers.* Washington, DC: American Council on Education.

Jaschik, S., & Lederman, D. (2018). *The Inside Higher Ed survey of college and university presidents*. Washington, DC: Gallup.

O'Banion, T. (2007). Crisis and calamity in the community college. *Community College Journal, 77*(3), 44-47.

Reille, A., & Kezar, A. (2010). Balancing the pros and cons of community college "grow-your-own" leadership programs. *Community College Review, 38*(1), 59-81.

Shults, C. (2001). *The critical impact of impending retirements on community college leadership.* Washington, DC: American Association of Community Colleges.

Strada Education Network and Gallup, Inc. (2018). *From college to life: Relevance and the value of higher education.* Washington, DC: Author.

Weisman, I.M., & Vaughan, G.B. (2007). *The community college presidency: 2006*. Washington, DC: American Association of Community Colleges.

Report to the Kansas Board of Regents
Regarding the Proposed Program for
a New Doctorate in Community College Leadership
at
Kansas State University

March 13, 2020

External Review Team Members
Leonard A. Valverde, Professor Emeritus, College of Education, Arizona State University, Review Team Chair
Larry Ebbers, Endowed Professor, College of Education, Iowa State University
William Lasher, Professor Emeritus, The University of Texas at Austin

Introductory Comments

Upon the selection of the members of the External Review Team, Regents' staff provided a written packet of information to each member. A conference call was arranged so that clarification could be provided and to arrange for future actions. After understanding our purpose, it was decided to interview three persons from Kansas State University (K-State). They were: Dr. John E. Roueche, Executive Director, Community College Leadership Program; Dr. Debbie Mercer, Dean of the College of Education; and Dr. Jerry Johnson, Chair of the Department of Educational Leadership. In addition to the information gathered from the three interviewees, information was given about other graduate degree programs at the other six universities within the Kansas university system. This information was requested in response to an inquiry raised by the team when discussing additional documentation. The team expresses its appreciation for all the assistance provided by the staff persons in the Regents' office, the K-State Provost's office, and the Dean's office of the College of Education. Their rapid response to assistance allowed the External Review Team to stay on its timeline for completion.

Preface

The External Review Team was aided in undertaking its responsibility and recommendation of the Community College Leadership Program (CCLP) by three factors: 1) Two members having historical involvements with the program through its operation at The University of Texas at Austin and at National American University. 2) All three members having firsthand working knowledge of the program and its evolution. 3) Each member having broad experience in higher education, i.e., Academic Vice President, Provost office, Deanship background at the College of Education level, and teaching in the community college arena. Consequently, its review of information and especially through the interviews with Kansas State University key representatives, the External Review Team was able to come to a unanimous set of recommendations.

Overall Recommendation

Comments provided in response to each of the six Board of Regents criteria will substantiate the favorable overall recommendation. That is:

The External Review Team has concluded the Community College Leadership Program has met and exceeded all six of the standards established by the Kansas Board of Regents. It strongly recommends that the Kansas Board of Regents continues the Community College Leadership Program.

In general, this favorable recommendation is supported by several facts. First, the CCLP is not just a formally welcomed new addition to the College of Education with high priority, but an educational endeavor that shares its values and preparation approach to student learning with the College of Education, and also shares the Department of Educational Leadership's principles and practice in academic curriculum. Second, all parties (Provost, COE, and Department) are fulfilling their commitments during the CCLP's first year of operation. Third, after one year in existence, the CCLP has gained a commitment from Ranger Community College in

Texas to start a new cohort of students; 60 students from the National American University cohorts have transferred to complete their formal set of studies with K-State; the College of the Desert, in California, is discussing a second cohort of students with K-State; and one of the transferred students has completed their doctoral degree from K-State and participated in the university's graduation ceremony.

The Kansas Board of Regents Six Criteria

Justification

The External Review Team finds the need requirement to be well documented and moreover for the Community College Leadership Program to exceed in responding to the need. The justification provided in the original Program Approval request is very strong and persuasive. Three facts underscore this recommendation:

- On April 30, 2018, the American Association of Community Colleges published *Executive Leadership Transitioning at Community Colleges* and reported that "…more than 50 percent of the presidents of colleges that award associate degrees reported that they anticipate stepping down within the next five years, yet only 21.2 percent of these colleges report having a succession plan in place." K-State has accepted the challenge of providing a doctoral program that produces community college leaders for the future and across the nation.
- The CCLP has evolved from a highly regarded doctoral program, originally developed at The University of Texas at Austin to the cohort program recently offered at National American University. Both iterations of the CCLP have been led by the current Executive Director, who has already demonstrated growing K-State's doctoral student body for the Department of Educational Leadership.
- "Why did K-State accept the challenge?" This question was posed to all three K-State interviewed officials. While all three gave a similar response, the Dean of the College stated it the best. "K-State was one of the first operational land grant universities. This meant that K-State was tasked with teaching agriculture, science, military science and engineering to interested students." The CCLP is a natural extension of the original academic areas. This response is also found in the K-State's Strategic Plan.
- The K-State orientation also fits the primary features of the CCLP. The program's cohort design provides an innovative approach to enhancing the leadership competences of its students. Nationally known faculty who have had successful careers in the community college movement are engaged to teach future leaders. This model fits well with the other educational leadership programs that are provided by the K-State College of Education, especially those in adult learning and leadership.

Curricula

The External Review Team finds the standard for doctoral course of study to be exceptional. Beyond attending to all the Regents' points, the CCLP demonstrates the following:

- The course of study is based upon the Student Learning Objectives of K-State, the College of Education conceptual framework, and the American Association of Community College competencies for community college leadership.
- The long-established curriculum has been blended with the Department of Educational Leadership emphasis on practical application. For example, the inclusion of credit-based Field Studies for almost all course work.
- The CCLP's established curriculum, which has served previous graduates extremely well, has been updated to emphasize the changing circumstances of community college education, i.e. the growth of diversity in the student bodies.
- The incorporation of understanding small and rural community colleges, their agendas of concern, and the sharing of approaches with the K-12 public school leadership programs.

Faculty

The External Review Team believes the faculty standard exceeds the expectations of faculty excellence and believes that the faculty and related faculty are exceedingly well qualified to provide an excellent educational experience to students enrolled in the program. The following justify the recommendation:

- The core faculty of the CCLP are among the most distinguished and well recognized leaders in community college leadership and scholarship. The two senior professors of practice are among the most distinguished scholars in community college research. In addition, they are viewed as the most thought-provoking leaders in the mission, vision, and values for the community colleges of the future. Both have led distinguished careers among scholars and practitioners. The External Review Team concurs that the leadership of the two most recognizable names in community college leadership will establish the prominence of the program for many years to come.
- The professor of practice and senior director is a scholar in her own right and has a distinguished record of administrative acumen in administering cohort-based programs such as the University of Texas and the National American University.
- The Review Team interviewed the Department Chair of Educational Leadership at K-State. The team found the chair to be knowledgeable about community colleges and the role community colleges play in the P-20 continuum. The chair's interest in and knowledge of rural education will be an asset to the implementation of the program, given that 25 percent of community colleges across the U.S. are small and rural.
- With respect to related faculty, the leadership of the CCLP has selected six scholar practitioners for each cohort who meet K-State's requirements to teach in the program and conduct graduate research. The Review Team is familiar with each of these scholar practitioners and are pleased with the selection process and appointments. To date, K-State has reviewed each scholar practitioner and approved them all.

Academic Support

The External Review Team finds that Academic Support has been met more than satisfactorily. The expenses are explained in the Start-Up Costs/One-Time Expenses section adequately and the program's first year of operation demonstrate sufficient support. Furthermore, the following factors minimized the Academic Support requirements:

- The uniqueness of the CCLP is shown by what is emphasized. Some of these unique characteristics include: cohort-based institutes delivered at off campus locations; investment in rental space or donation of classrooms by the local cohort campus; travel for field-based instructors for face-to-face course sessions; faculty and staff service center investments for university services. These are the things that a high-quality cohort-based leadership program for future community college executives need in order to be competitive.
- Moreover, the fact that the CCLP is cohort based and provided at the cohort's community college allows students to form support systems that are available to provide the kind of personal support that all students find important at various stages of their doctoral program. Such student relationships help grow the network of community college leaders of the future.

Facilities and Equipment

The External Review Team finds that the requirements for Facilities and Equipment have been met and exceeded. Three specific findings buttress this recommendation:

- The current configuration of the facilities within the College of Education at K-State more than adequately meet the needs of the CCLP. Specifically, since the program is cohort-based and administered in a similar model to the K-12 Educational Administration Academies approach, there will not be a significant need for on-site facilities at K-State.
- The proposed staffing structure will be accommodated to a large degree at cohort sites, i.e., community college locations/campuses.

- An initial investment in technology (as demonstrated by the first year of operation) is evidence that K-State will support the administrative structure and adequately facilitate the delivery of content in this cohort-based model.

Review, Assessment, and Accreditation

The External Review Team finds that the Regent's requirements for review, assessment and accreditation have been met and exceeded. In addition to conforming to the Department's evaluation, the College's assessment, and the Provost Office Review, the following facts support the finding:

- Since the CCLP curriculum incorporates data collection and analysis in problem solving as well as in class assignments, this aspect of field-based data will be used by program leadership to measure the rate of progress or hinderance, if any.
- The CCLP will establish an Advisory Committee which will examine annual data about the program's yearly operation and may provide ideas of what can be done better, such as: suggest instructors, identify potential internship sites, identify common problems to address, and emphasize topics for dissertation work.
- Accreditation has been granted to the CCLP due to its relationship with K- State, its previously accredited status with the National American University, and its long-standing accreditation at The University of Texas at Austin.
- Finally, it should be noted that while at The University of Texas at Austin and under the leadership of its long-standing current Executive Director, the CCLP consistently ranked as the number one community college leadership program in the nation.

Institutional Response to Review Team Recommendations

Because the Review Team made no specific recommendations and had no additional questions, a response from Kansas State University is not required.

KU THE UNIVERSITY OF KANSAS
Office of the Provost

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

FROM: Carl W. Lejuez
Interim Provost and Executive Vice Chancellor, University of Kansas

DATE: February 13, 2020

RE: Request to Change a Departmental Name

The University of Kansas requests to change the name of the Department of Slavic Languages and Literatures to the Department of Slavic and Eurasian Languages and Literatures.

The designation Eurasia is used in this field of study to indicate the expanse of Russia, the Caucasus, and Central Asia, which bridges Europe and Asia. Historically, core languages represented in the department, like Russian, have migrated outside national bounds and into this broader Eurasian territory. In adding Eurasian to the department designation, the unit hopes to reflect the ways in which its work and interests go beyond the European continent and into the Caucasus, Central Asia, and even Turkey.

The department has been intellectually trending toward Eurasia in both language as well as literature and culture offerings and offers instruction in nine languages: Russian, Old Church Slavonic, Bosnian/Croatian/Montenegrin/Serbian, Polish, Slovene, Ukrainian, Czech, Turkish, and Persian/Dar/Tajik/Farsi. While some of these languages are Slavic, others are simply culturally significant to the area of study.

In the timespan from when the Department began granting degrees at KU (1960s), the region studied has undergone considerable political changes – so much so that the American Association for the Advancement of Slavic Studies voted to change the name of the Association to the equally lengthy, but more inclusive, ASEEES, the Association for Slavic, East European, and Eurasian Studies. The proposed departmental name change follows closely in the footsteps of ASEEES as well as aspirational peers.

Strong Hall | 1450 Jayhawk Blvd. Room 250 | Lawrence, KS 66045-7518 | USA
+1 785-864-4904 | Fax +1 785-864-4463 | provost@ku.edu | http://provost.ku.edu

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

Memorandum

Date: March 25, 2020

To: Dr. Blake Flanders, President
Kansas Board of Regents

From: Charles S. Taber, Provost and Executive Vice President
Kansas State University

Re: Proposed name change to School of Family Studies and Human Services

Kansas State University is requesting to change the name of the School of Family Studies and Human Services, to the Department of Applied Human Sciences. The faculty have been considering a name change for the past few years. The programs within this unit currently include Communication Sciences and Disorders, Human Development and Family Science, Conflict Resolution, Couple and Family Therapy, Early Childhood Education, Applied Family Science, Life Span Human Development, Family and Community Services, and Youth Development. With the name change, the unit would also house the Human Ecology degree program, currently under the Dean's office. The use of the term "School" has been confusing for students and faculty, as "school" implies the existence of a unified program that is necessary for accreditation. The faculty feel that the name Applied Human Sciences fits with a number of similarly structured units at other land grant institutions around the country. The new name also fits better with the recently changed name of the College of Health and Human Sciences. The faculty in the unit voted unanimously for the change, as did the Dean's Advisory Council. The Dean also approves the change.

I am supportive of this change. I believe that the new name makes more sense, not only to our internal community, but to external constituents and students. I believe the new name will be clearer to prospective students.

The change will not alter the faculty mix in the department, nor will it increase their costs. The programs in the department are strong in terms of enrollments, and faculty qualifications are equally strong.

I have approved this change and, if possible, would like it placed on the April agenda for the Council of Chief Academic Officers. If not possible, then the May agenda would be fine.

Please let me know if you have any questions on either change, or if you require more information to move this forward.

Thank you.

108 Anderson Hall, Manhattan, KS 66506-0113 | (785) 532-6224 | fax: (785) 532-6507 | k-state.edu/provost

KU MEDICAL CENTER
The University of Kansas

February 26, 2020

Samantha Christy-Dangermond,
Director,
Academic Affairs
The Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66212-1368

Dear Ms. Christy-Dangermond, Sam,

I would like to request that a name change be implemented for the M.S. degree in Applied Statistics and Analytics. If approved, the new program name would be M.S. in Applied Statistics, Analytics, and Data Science. The rationale is provided in Dr. Mayo's attached request to me.

To summarize, the data science emphasis is becoming a major component of this highly successful master's degree program with 50/113 students enrolled this spring. The name change will allow for better recognition of the degree on a student's resume/*curriculum vitae* and is in keeping with the name of the Department: Biostatistics & Data Science.

Thank you.

Sincerely,

Robert

Robert M. Klein, PhD, FAAA
Chancellor's Club Professor
Vice Chancellor for Academic and Student Affairs

Vice Chancellor for Academic and Student Affairs
3901 Rainbow Blvd. | Mail Stop 1040 | Kansas City, KS 66160 | (913) 588-4698 | FAX (913) 588-5242 | www.kumc.edu/academic-affairs

KU MEDICAL CENTER
The University of Kansas

February 20, 2020

Robert Klein, PhD
Vice Chancellor for Academic and Student Affairs
University of Kansas Medical Center

Re: Proposed name change to degree program

Dear Vice Chancellor Klein:

As you know, we began the MS in Applied Statistics and Analytics in 2015 and it has been a huge success with 44 graduates to date and 15 more scheduled to finish prior to spring graduation 2020. We started the program with two emphasis areas; statistics and analytics, and based upon feedback from students as well as to meet market needs, we created a data science emphasis in the fall of 2018 which also led to the recent certificate program in Applied Data Science. We currently have 163 students in the program, of which 113 are enrolled this spring and over 50 in the newer data science emphasis. Given the growth of the data science emphasis and the desire for students to have this better recognized on their resume/cv we propose changing the name to MS in Applied Statistics, Analytics and Data Science.

I appreciate your consideration of this matter and hopefully moving forward with this request.

Sincerely,

Matthew S. Mayo, PhD, MBA
Professor and Founding Chair
Department of Biostatistics & Data Science

Department of Biostatistics & Data Science
3901 RAINBOW BLVD | Mail Stop 1026 | KANSAS CITY, KS 66160 | (913) 588-4703 | FAX (913) 588-0252 | www.kumc.edu | Biostatistics.kumc.edu

ONLINE

MASTER OF SCIENCE IN APPLIED STATISTICS AND ANALYTICS

ADMISSIONS

Requirements for consideration by the Admissions Committee (These are in addition to the KUMC Office of Graduate Studies' general requirements.):

1. Online application: applyweb.com/kumc (Applicants will need to designate three recommenders.)
2. Official transcript(s) mailed to:
   University of Kansas Medical Center
   3901 Rainbow Blvd, Mail Stop 4005
   Kansas City, KS 66160
   or
   Email to: stats_education@kumc.edu
3. Cumulative undergraduate GPA of 3.0 or better in a completed bachelor's degree. For applicants who do not meet this threshold, a petition may be submitted requesting an exception at the discretion of the department.
4. B average or higher in Calculus I and II courses (i.e., single variable differentiation and integration or equivalent)
5. Completion of any computer programming language course or demonstration of mastery via credentials or work experience
6. GRE preferred but not required

Application deadlines:
Spring: Jan. 1 | Summer: May 1 | Fall: Aug. 1

KU EDWARDS CAMPUS
The University of Kansas

edwardscampus.ku.edu/stats

CAREER OUTLOOK

With the rising emphasis on all-things-data in businesses and other organizations, so rises the need for statisticians and data scientists. The U.S. Bureau of Labor Statistics estimates a 34 percent growth in jobs for statisticians by 2024 and reports a current median salary of $75,600 for statisticians and $124,100 for data scientists. Organizations need them to harvest data and turn it into information and insights that drive actions and shape strategies.

The lucrative Master of Science in Applied Statistics & Analytics degree typically compliments prior education and careers in:

- Business
- Finance
- Accounting
- Marketing
- Education
- Mathematics
- Health care

Fortune magazine ranked statistics and biostatistics among the top graduate degrees in 2015 and 2016 based on salary, growth and job satisfaction. Graduating with an M.S. degree in applied statistics and analytics will open new doors to a more rewarding career.

CURRICULUM

This 30-credit-hour program is organized into three sections: required foundation, area of emphasis and electives. There are twelve credit hours of foundation coursework, twelve credit hours of emphasis area coursework and six credit hours of electives.

Required Foundation | *12 credit hours*
- STAT 805: Professionalism, Ethics and Leadership in the Statistical Sciences
- STAT 835: Categorical Data Analysis
- STAT 840: Linear Regression
- STAT 850: Multivariate Statistics

Statistics Emphasis | *12 credit hours*
- STAT 820: SAS Programming I
- STAT 825: Nonparametric Methods
- STAT 830: Experimental Design
- STAT 871: Mathematical Statistics

Analytics Emphasis | *12 credit hours*
- STAT 820: SAS Programming I
- STAT 823: Introduction to Programming and Applied Statistics in R
- STAT 830: Experimental Design
- STAT 880: Data Mining and Analytics

Data Science Emphasis | *12 credit hours*
- STAT 823: Introduction to Programming and Applied Statistics in R
- DATA 824: Data Visualization and Acquisition
- STAT 880: Data Mining and Analytics
- DATA 881: Statistical Learning I

Elective courses | *6 credit hours*
- STAT 820: SAS Programming I
- STAT 821: SAS Programming II
- STAT 823: Introduction to Programming and Applied Statistics in R
- STAT 825: Nonparametric Methods
- STAT 830: Experimental Design
- STAT 833: Measurement for Statisticians
- STAT 845: Survival Analysis
- STAT 871: Mathematical Statistics
- STAT 872: Mathematical Statistics II
- STAT 880: Data Mining and Analytics
- DATA 824: Data Visualization and Acquisition
- DATA 881: Statistical Learning I
- DATA 882: Statistical Learning II

TUITION & FINANCIAL ASSISTANCE

$700 per credit hour
Updated tuition and fees information:
edwardscampus.ku.edu/tuition-fees

Financial assistance is available, which may include grants, scholarships, loans and other aid. Contact us for help determining what your options are.

CONTACT

Shana Palla, M.S.
Assistant Director of Graduate Education
spalla@kumc.edu

Jo Wick, Ph.D.
Associate Director of Graduate Education
jwick@kumc.edu

edwardscampus.ku.edu/stats

Please request updated information after June 30, 2020.

KANSAS STATE UNIVERSITY | Office of the Provost and Executive Vice President

Date: February 14, 2020

To: Dr. Blake Flanders, President
Kansas Board of Regents

From: Charles S. Taber, Provost and Executive Vice President

Re: Proposed name change to the BS Degree in Apparel and Textiles

Kansas State University is requesting to change the name of the Bachelor of Science degree in Apparel and Textiles to a BS in Fashion Studies. This name change was initiated by the faculty and reflects the change made to the name of the department last semester. The use of the term "fashion studies" is broader, more appealing, and more descriptive of the degree than "apparel and textiles." It is also more in sync with the career path opportunities for graduates. Many of the graduates of the program do find work in the fashion industry.

I am supportive of this change. I believe that the faculty in the department are excited about the change, and believe it will attract students to appealing and marketable career opportunities. I feel it will help increase our enrollments and enhance our focus on student success.

The change will not alter the faculty mix in the department, nor will it increase their costs. The department changed its name to Interior Design and Fashion Studies in fall 2019. The new name for the degree reflects that change.

I have approved this change and, if possible, would like it placed on the March agenda for the Council of Chief Academic Officers.

Please let me know if you have any questions on either change, or if you require more information to move this forward.

Thank you.

108 Anderson Hall, 919 Mid-Campus Drive North, Manhattan, KS 66506-0110 | 785-532-6224 | k-state.edu/provost

Revised 9-27-18

Kansas Board of Regents

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

Department of Political Science, Kansas State University

(NAME OF INSTITUTION)

802 Mid-Campus Drive-S, 101 Calvin Hall, Manhattan, KS 66506

(ADDRESS)

785-532-6842

(TELEPHONE)

TITLE OF MINOR:

Middle East Studies CIP = 05.0108

(Title and CIP)

February 14, 2020
(Date Submitted)

(Signature of Vice-President/or Provost)

PROPOSAL FOR MINOR WHERE NO BOARD-APPROVED DEGREE PROGRAM EXISTS
Kansas Board of Regents

Submitted by Dr. Sabri Ciftci

College of Minor College of Arts and Sciences

Department of Minor Political Science

Minor: A minor is a program of study, with less depth than a major. It is completed to complement, or as an addition to a major. A minor may not exceed 24 credit hours at the baccalaureate level; 12 credit hours at the master's level; and 18 credit hours at the doctoral level.
The addition of a new minor in an area of study where no Board-approved degree program exists requires approval by the Council of Chief Academic Officers and the President and Chief Executive Officer of the Board of Regents. Action is approved when the campus receives written notice from the Board President and Chief Executive Officer.

I. Describe the Purpose of the Proposed Minor:

Establishing a "Middle East Studies" minor is compatible with the Kansas State University's vision and mission. Establishment of this minor will help meet the goals of excellence in research output, diversity in education, and integration of research, teaching, and engagement. Currently, several Kansas State University faculty have full or partial interest in the study of the Middle East, North Africa, Turkey, and the Islamic world, including the Muslim majority post-Soviet Republics of Central Asia, India, and Southeast Asia. Courses related to the Middle East and the Muslim world are offered on a regular basis by different departments (Political Science, History, Philosophy, Communication Studies, Modern languages, etc.). These offerings range from Middle Eastern politics to religion and democracy, intercultural exchanges, history of Islamic thought, political Islam, religion and communication in the Middle East, and Arabic. The Middle Eastern Studies minor will mobilize these resources toward the advancement of the education of students. Kansas State University students do not have the choice of minoring in Middle Eastern Studies despite the University's logistical advantage. In addition to faculty resources, there are also a significant number of students and scholars from the Middle East/Islamic world on campus. Several student organizations have been very active (e.g., Saudi Club, Muslim Student Association, and Iranian Student Association). Recently, there has been an increase in the number of international students from Saudi Arabia. Kansas State University is also located in close proximity to the Ft. Riley military bases from where it draws a significant number of students. The proposed minor is likely to be of interest to military students. Furthermore, the Middle East Studies minor has the potential to generate intellectual synergies with the Security Studies graduate program housed within the political science and history departments and the National Bio and Agro-Defense Facility due the Middle East region's significance for these programs as well as for the US national security and the interests. The Middle Eastern Studies minor will form the foundation for advancing the study of a critical region that is of interest to Kansas State University faculty and students, the local community, the state, and the nation. This minor will increase the visibility of Kansas State University as an institution that can offer education about various regions in the world. The Middle Eastern Studies minor is likely to give a competitive edge to our students in their professional life and prepare them to take on the opportunities in the in global job market.

III. Faculty resources:

A. Number of FTE Faculty who will teach in the new minor: # 4

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

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

Instr. 1 GTAs

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

Bachelor Masters Doctorate 4

***The number of faculty is determined by the faculty members and the instructor that teach the core course requirement. There will be additional faculty who may teach core course requirements and optional electives.**

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

Course Type	Course Name & Number	Credit Hours
Introductory Course Requirement	One course from the following list: a) POLSC135: Introduction to Comparative Politics b) HIST 111: World History to 1450 **OR** HIST 112: World History since 1450 **c)** COMM 480: Intercultural Communication	**3**
Language Requirement Courses	a) ARAB 101: Arabic I b) ARAB 102: Arabic II	8
Core Course Requirement	Students must take a minimum of 9 credits of core courses from the following three categories. To fulfill the minor requirements, each student has to choose **one course from each section** **a) Political Science Courses** i. POLSC624: Comparative Politics of Middle East ii. POLSC653: International Politics of Middle East iii. POLSC524: Political Islam **b) History Courses** i. HIST 598 A 20th Century Islamic Ideas ii. HIST 598 History of Islam iii. HIST 852 A History and Security of the Modern Middle East **c) Communication Studies, Philosophy, Modern Languages** i. COMM 450: Religion and Communication in the Middle East ii. PHILO 337 Religious Freedom and Democracy iii. ARAB 300: Arabic III iv. ARAB 301: Arabic IV v. ARAB 540: Arabic V, Special Studies	9

Elective Courses (Optional)	Students can replace one course (3 credit) from the "core course requirements" section conditional on the approval of the director of the Middle East Studies Minor. • ANTH 200 or 204: Introduction to Cultural Anthropology • ANTH 210: Introduction to Cultural Anthropology (Honors) • ANTH 314: World Religions • ANTH 345: Cultures of South Asia • ANTH 616: Apocalypse and Prophecy • AMETH 450: Comparative Ethnic Studies • AMETH 354: Asian American Perspectives: Islamophobia • ART 195: Survey of Art History I • ECON 536: Comparative Economics • ECON 682: Development Economics • POLSC601: Topics: US/Energy Security • POLSC 654 - International Politics of Africa • POLSC 626 - African Politics • POLSC 638 - Ethnic Conflict • GEOG 340: Geography of Natural Resources • HIST 567: Europe in the Middle Ages • HIST 597: The Crusades • POLSC 675 - Religion and Politics • POLSC 526 - Comparative Political Institutions • MC 572: Global Mass Communications • POLSC545: The Politics of Developing Nations • POLSC 643 - Global Human Rights • SOCIO 363: Global Problems • SOCIO 507: International Development and Social Change • SOCIO 633: Gender, Power, and International Development • POLSC 540 - Global Security Threats • POLSC 541 - Politics of the World Economy • POLSC 543 - American Foreign Policy	3
Practica Courses		
Research Courses		
Total Semester Credit Hours		20