

COUNCIL OF CHIEF ACADEMIC OFFICERS AGENDA

March 14, 2018
9:15 am – 10:00 am
or upon adjournment of SCOCAO
reconvene at noon

The Council of Chief Academic Officers will meet in the Meadowlark Room 220 located in the Overman Student Center (302 E. Cleveland, Pittsburg, KS 66762) on the Pittsburg State University campus.

I. Call To Order

A. *Approve February 14, 2018 meeting minutes* April Mason, Chair p. 3

II. Program Requests

- A. *Master of Arts in Arts Leadership and Management (Second Reading)* WSU p. 6
- B. *Master in Health Administration (First Reading)* WSU p. 29
- C. *Master of Science in Athletic Training (Second Reading)* KUMC p. 38
- D. *Master of Science in Information Technology (First Reading)* ESU p. 45
- E. *Bachelor of Science in Business Data Analytics (First Reading)* ESU p. 51
- F. *Degree/Program name changes*
- *B.S.E. in Health and Physical Education to B.S.E in Physical Education Plus* KU p. 57
 - *M.S. in Horticulture to M.S. in Horticulture and Natural Resources* KSU p. 58
 - *Ph.D. in Horticulture to Ph.D. in Horticulture and Natural Resources* KSU
 - *Sport Administration program to Sport Management program* WSU p. 59
- G. *Department creation or name change*
- *Create Department of Sport Management* WSU p. 59
 - *Respiratory Care Department to Department of Respiratory Care and Diagnostic Science* KUMC p. 61

III. Council of Faculty Senate Presidents

Amy Hite, PSU

IV. Other Matters

- A. *Update on Board Goal on Qualified Admissions* Howard Smith, PSU
- B. *Proposed Amendments to the Policy on Expedited Program Approval Process* Jean Redeker, KBOR p. 62
- C. *Tilford Conference* Robert Klein, KUMC

- D. *New Program Proposal Form*
- E. *Request to Offer Courses in the Kansas City Metropolitan Area*
- F. *Informational Items*

Max Fridell, KBOR *p. 64*
 WSU
 COCAO Members

V. Adjournment

**Council of Chief
 Academic Officers
 Meeting Schedule**

| MEETING | Location | Lunch | New Program/Degree Requests | Agenda Materials |
|----------------|-----------------|--------------|------------------------------------|-------------------------|
| March 14, 2018 | PSU | PSU | January 31, 2018 | February 26, 2018 |
| April 18, 2018 | Conference Call | | March 7, 2018 | April 2, 2018 |
| May 16, 2018 | KUMC | KUMC | April 4, 2018 | April 30, 2018 |
| June 20, 2018 | Topeka | Washburn | May 9, 2018 | June 4, 2018 |

Council of Chief Academic Officers

MINUTES

Wednesday February 14, 2018

The February 14, 2018, meeting of the Council of Chief Academic Officers was called to order by Chair April Mason at 9:12 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: | April Mason, KSU Howard Smith, PSU Rick Muma, WSU | David Cordle, ESU Neeli Bendapudi, KU | Jeff Briggs, FHSU Robert Klein, KUMC |
| Staff: | Jean Redeker Max Fridell Susan Hancock | Karla Wiscombe Cynthia Farrier | Tim Peterson Sam Christy-Dangermond |
| Others: | Ed Kremer, KCKCC Stuart Day, KU Amy Hite, PSU Linnea GlenMaye, WSU Brian Niehoff, KSU Rob Catlett, ESU Steve Loewen, FHTC Brad Bennett, Colby CC Erin Shaw, Highland CC | Brian Lindshield, KSU Elaine Simmons, Barton CC Erin Shaw, Highland CC Adam Borth, Fort Scott CC Mark Smith, Cloud County CC George McNuffy, Colby CC Brenda Chatfield, NWKTC Harold Arnett, Cowley CC | Cindy Hoss, Hutchinson CC Michael Fitzpatrick, Pratt CC Todd Carter, Seward County CC Ryan Ruda, Garden City CC Lori Winningham, Butler CC Michael McCloud, Johnson CC Marc Malone, Cloud County CC Aron Potter, Coffeyville CC |

Chair April Mason welcomed everyone.

APPROVAL OF MINUTES

Neeli Bendapudi moved that the minutes of the January 17, 2018, meeting be approved. Following the second of Jeff Briggs, the motion carried.

PROGRAM REQUESTS

- FHSU – Bachelor of Science in Political Science (second reading). Jeff Briggs described the degree program and stated there have been no further questions or discussions.

David Cordle moved, with the second of Rick Muma, that the Bachelor of Science in Political Science be approved. The motion carried unanimously, and this degree will be presented at the next meeting of COPS and BAASC.

- WSU – Master of Arts in Arts Leadership and Management (first reading).
Rick Muma discussed Wichita State University's Master of Arts in Arts Leadership and Management. If there are further comments or questions, please contact Rick Muma prior to the March 14, 2018, meeting. This is a first reading and no action is required.

- KUMC – Master of Science in Athletic Training (first reading).
Robert Klein discussed University of Kansas Medical Center’s Master of Science in Athletic Training. Discussion was held and if there are further comments or questions, please contact Robert Klein prior to the March 14, 2018, meeting. This is a first reading and no action is required.
- KU requests approval to change the degree titles for the following:
 - B.S.E. in Health and Physical Education to B.S.E. in Physical Education Plus
COCAO discussed the change in the degree title and consensus is to table the proposal until the next meeting.
 - M.S.E in Health and Physical Education to M.S.E. in Health, Sport Management, and Exercise Science
 - Ph.D. in Health and Physical Education to Ph.D. in Health, Sport Management, and Exercise Science
Discussion was held for the above listed degree title changes. Rick Muma moved, with the second of Howard Smith, that the degree title changes for MSE & PhD by KU be approved. The motion carried.

UPDATES

Brian Lindshield, KSU, updated COCAO on the Council of Faculty Senate Presidents (COFSP). COFSP had lunch with the Regents in January and discussed various topics including alternative math pathways, open educational resources and 120 credit hour degree programs.

OTHER MATTERS

- Proposed amendments to the Credit by Exam Policy were presented by Karla Wiscombe. The Credit by Exam Process was approved at the January COCAO meeting. The proposed policy amendments reflect the updated process information.

Neeli Bendapudi moved to accept the proposed amendments to the Credit by Exam Policy. Following the second of Jeff Briggs, the motion carried.

- Proposed amendments to the Accreditation Policy were presented by Jean Redeker. The changes include submitting an accreditation report every four years, and the university notifying the Board’s V.P. for Academic Affairs when the accreditation status of a program or institution adversely changes. Discussion followed, and COCAO appreciates the time and effort in revising the Accreditation Policy.

Rick Muma moved to accept the proposed amendments to the Accreditation Policy. Following the second of JuliAnn Mazacheck, the motion carried.

- Max Fridell requested feedback on the New Program Proposal form. Discussion followed and COCAO members were asked to share the document at their home institutions and be prepared to discuss it at the next meeting.

The Chair recessed the meeting at 10:13 am.

COCOA reconvened at 11:50 am.

- Robert Klein requested to add the Tilford Conference to the March COCAO agenda.

- The process for universities to submit justification for baccalaureate degrees exceeding 120 credit hours was discussed. The combined degree information and the submission process handouts were distributed. The deadline for submission is the second Friday in March.

Informational Items

- Undergraduate Research Day is today at the State Capitol.
- Discussed institutional preferences for awarding honorary degrees.
- Stuart Day requested a University Press of Kansas (UPK) Board meeting. Stuart Day will coordinate availability with the UPK director.
- Jeff Briggs informed COCAO of Chris Crawford's, Black Hills State University (BHSU), interaction with Interstate Passport. Interstate Passport does not appear to have an impactful association at BHSU.
- The proposed amendments to the Auditing Policy, the Accreditation Policy, and the BS in Political Science degree at FHSU were approved by COPS.

ADJOURNMENT

Neeli Bendapudi moved, with the second of David Cordle to adjourn the meeting. The motion carried and the meeting adjourned at 12:22 pm.

**New Program Proposal: Program Summary
Wichita State University**

Master of Arts in Arts Leadership and Management

| <u>Criteria</u> | <u>Program Summary</u> |
|--|--|
| <p>1. Program Identification</p> <p>Title of proposed program: Degree to be offered: Anticipated date of implementation: Responsible department(s) or unit(s): Total Number of Sem. Credit Hours: Modality: CIP code:</p> | <p>Arts Leadership and Management Master of Arts Fall 2018 Interdisciplinary Department, College of Fine Arts 30 Completely Online 50.1001</p> |
| <p>2. Program Description</p> | <p>The arts as an academic discipline has changed dramatically over the past decade. The curriculum is moving toward teaching entrepreneurship; artists are considering broader career options beyond performer; and leaders of arts organizations are being trained in the business of art creation and appreciation, leadership, and management.</p> <p>The Master of Arts in Arts Leadership and Management degree is designed to be a fully online program geared for current or future leaders in non-profit arts organizations. The program will be divided into two categories: Leadership and Management.</p> <p>Leadership courses stress various leadership styles necessary to address current, long-term challenges, while the management curriculum focuses on day-to-day operation skills. The program will engage with various non-profit arts organizations and rely on teachers who are currently in the industry.</p> |
| <p>3. Demand/Need for the Program</p> | <p>Student demand was evident in the results of a survey administered to the College of Fine Arts and Hugo Wall School of Public Affairs students, both undergraduate and graduate. Of the 78 surveys returned, 43 students indicated some degree of likelihood of enrolling in the program, and 45 expressed positive views of the two-certificate step toward attaining the online degree.</p> <p>Regionally, there is a limited number of programs that offer such a degree, and only two exist in the Midwest (Colorado State University-Fort Collins, and Southern Methodist University in Dallas).</p> <p>A research study was undertaken by the Education Advisory Board (a company designed to provide research-based, decision-making assistance for universities) to assess the market demand for this WSU program. Results signify a growth demand between FY 2014-2016 of 45% for candidates with a graduate degree in arts management/leadership. This same study indicated that an online,</p> |

| | |
|---|--|
| | stackable-certificate program would appeal to both those interested in the development of skills within arts management or leadership. |
| 4. Employment Demand | <p>Demand for graduate-level arts leadership and management professionals grew 45 percent between 2014 and 2016. The Bureau of Labor Statistics (BLS) projects average growth for occupations relevant to graduate-level arts leadership and management professionals. The BLS projects the employment of “general and operations managers” and “public relations and fundraising managers” to both grow seven percent between 2014 and 2024. The BLS projects the employment of all occupations to grow on average six and a half percent in this time frame, for both undergraduate and graduate degree holders.¹</p> <p>The Education Advisory Board’s report concluded that WSU has a market for managerial skills (e.g., project management, budgeting) that composes three of the top twenty demanded skills listed by employers.</p> <p>Furthermore, this same report states that graduate-level arts leadership and management professionals with arts-related skills (e.g., video production, etc.) compose eight of the top twenty demanded skills by regional employers.²</p> <p>In addition to museums and concert halls, companies seeking arts management graduates include Live Nation World, Fox, Philips Arena, Cornerstone Ondemand, Missouri Botanical Garden, 20th Century Fox, and Cinemark USA.</p> |
| 5. Comparative/ Locational Advantage | <p>Among the six state universities, none offers a comparable degree at the graduate level. Because WSU is located in the largest city in Kansas, it is uniquely positioned to offer students access to the major arts organizations in Kansas, as well as to the Kansas Leadership Center, a non-profit organization committed to fostering leadership in Kansas communities. The proposed master’s program will capitalize on the already existing partnerships between WSU and surrounding arts organizations (e.g., Music Theater Wichita, The Wichita Symphony, and the Wichita Art Museum) for internships, research, and teaching opportunities.</p> |
| 6. Curriculum | <p>The MA in Arts Leadership curriculum consists of 30 credit hours (for thesis or non-thesis options) Students are required to take 18 credits in core courses, 6 credits of electives, and 6 credits in either Thesis, Final Project, or additional coursework.</p> |
| 7. Faculty Profile | <p>Faculty in existing departments and colleges across the university will teach, coordinate the curriculum and work with students to create independent plans of study. Additional faculty from the professional fields will teach leadership and entrepreneurship specific curriculum as needed.</p> |

¹ Bureau of Labor Statistics: Employment Projections. Retrieved from <https://data.bls.gov/projections/occupationProj>

² Education Advisory Board (2016). *Market research report: market demand for online graduate-level arts leadership and management programs.*

| | |
|--|--|
| | <p>Core faculty members include Jeff Pulaski, MFA, Associate Professor of Art; Aleksander Sternfeld-Dunn, DMA, Associate Professor of Music; and Elaine Bernstorf, Ph.D., Professor of Music. Faculty members from fields outside of the arts include Peter Cohen, Ph.D., Professor of Public Health Sciences; Suzanne Hawley, Ph.D., Professor of Public Health Sciences; Greg Meissen, Ph.D., Professor of Psychology; Melissa Walker, Ph.D., Associate Professor Hugo Wall School of Public Affairs. Each has a terminal degree and each is tenured.</p> |
| 8. Student Profile | <p>Students in the Master of Arts in Arts Leadership and Management program will be pursuing a career in the administration of arts organizations. Coming from a variety of backgrounds, students may be aspiring arts leaders or professionals currently working in arts administration who desire more education. Students may have a background in business, nonprofit management, and/or the arts.</p> <p>Students in this field are typically interested in creative problem-solving, observation and collaboration, innovation, project-planning and organization, and improving the quality of life.</p> |
| 9. Academic Support | <p>The Master of Arts in Arts Leadership and Management program will be administered and directed by one of the graduate coordinators within the College of Fine Arts, as designated by its Dean.</p> <p>Arts Management students will be assigned to faculty advisors upon admittance to the program; advisors will assist students in completing initial tasks such as registration, enrollment, and orientation.</p> <p>Students will have access to the extensive support services available at WSU, including the Counseling and Testing Center, Disability Support Services, 24/7 OneStop Student Service Center, University Libraries, Career Services, the Office of Cooperative Education and Work-Based Learning, the Media Resource Center and other offices.</p> |
| 10. Facilities and Equipment | <p>Because this degree is completely online, no on-campus facilities or equipment will be needed. It will, however, require the support, regular maintenance, and updating of the WSU Department of Online Learning and Media Resource Center.</p> |
| 11. Program Review, Assessment, Accreditation | <p>The program will be reviewed according to Kansas Board of Regents' program review requirements. Assessment of student learning outcomes will be measured, along with such measures as graduation rates, graduate exit surveys, participation in research forums, experience-learning based evaluations, knowledge-skills assessments, and thesis/capstone evaluations.</p> <p>Specialized accreditation is not available for this degree.</p> |

| | |
|-----------------------------|--|
| 12. Costs, Financing | <p>Existing graduate-level faculty will teach, advise, and supervise student work. An existing graduate coordinator will be responsible for the directing of the program. Additional funds will be needed to hire adjunct teachers for some classes requiring industry experience outside of the university. These funds will be provided by the WSU Office of Online Learning.</p> <p>Implementation costs include \$12,000 for adjunct salaries and \$4,000 for other operating expenses, for a total of \$16,000. Once the program reaches a capacity of 20 full-time students and 20 part-time students, it is recommended a tenure track position be created to take over as the full-time director and teacher of the program.</p> |
|-----------------------------|--|

**New Program Proposal: Curriculum Outline
Wichita State University**

Master of Arts in Arts Leadership and Management

Basic Program Information

- | | |
|---|--|
| 1. Title of proposed program: | Arts Leadership and Management |
| 2. Degree to be offered: | Master of Arts |
| 3. Anticipated date of implementation: | Fall 2018 |
| 4. Responsible department(s) or unit(s): | Interdisciplinary Department, College of Fine Arts |
| 5. Total Number of Semester Credit Hours: | 30 |
| 6. Modality: | Completely Online |
| 7. CIP code: | 50.1001 |

Required Courses

| | |
|--------------------------------|---------------------|
| Course Number& Name | Credit Hours |
|--------------------------------|---------------------|

Core Courses:

| | | |
|-----------------|---|-----------|
| IIC 510 | Adaptive Leadership | 3 |
| FA 815 | Contemporary Issues in American Arts Programs | 3 |
| FA 820 | Entrepreneurial Thinking in the Arts | 3 |
| FA 830 | Shaping arts in the 21st Century | 3 |
| FA 835 | Arts Marketing in the 21st Century | 3 |
| FA 840 | Managing Arts Organizations | 3 |
| Subtotal | | 18 |

Elective Courses

(select two):

| | | |
|-----------------|---|----------|
| PADM 870 | Fundraising and Financial Management in Nonprofit Organizations (3) | |
| PADM 725 | Strategic Planning in Public and Nonprofit Organizations (3) | |
| PADM 873 | Human Resource Management in Public and Nonprofit Organizations (3) | |
| Subtotal | | 6 |

Research:

| | | |
|--------|-----------------|---|
| FA 885 | Thesis Research | 6 |
|--------|-----------------|---|

OR Additional Coursework

| | | |
|--|--|---|
| | University courses 500 or above as approved by advisor | 6 |
|--|--|---|

OR Additional Coursework and Final Project

| | | |
|--------|---------------|---|
| FA 866 | Final Project | 3 |
|--------|---------------|---|

| | | |
|--|--|---|
| | University courses 500 or above as approved by advisor | 3 |
|--|--|---|

Subtotal 6

Total 30 semester credit hours

**New Program Proposal: Fiscal Summary
Wichita State University**

Master of Arts in Arts Leadership and Management

Basic Program Information

- | | |
|---|--|
| 1. Title of proposed program: | Arts Leadership and Management |
| 2. Degree to be offered: | Master of Arts |
| 3. Anticipated date of implementation: | Fall 2018 |
| 4. Responsible department(s) or unit(s): | Interdisciplinary Department, College of Fine Arts |
| 5. Total Number of Semester Credit Hours: | 30 |
| 6. Modality: | Completely Online |
| 7. CIP code: | 50.1001 |

| Part I Anticipated Enrollment ¹ | Implementation Year | | Year 2 | | Year 3 | |
|---|-----------------------------------|------------------------------------|-----------------------------------|------------------------------------|-----------------------------------|-------------------------------------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A. Headcount: Full-time, Part-time | 10 (9 credits per semester) | 5 (3-6 credits per semester) | 15 (9 credits per semester) | 5 (3-6 credits per semester) | 20 (8 credits per semester) | 10 (3-6 credits per semester) |
| B. Total SCH ² taken by all students in the program | 105-120/semester* | | 150-165/semester | | 190-220/semester | |

¹Total generated credit hours are based on a combination of full and part time students.

²SCH = Semester Credit Hours

Part II. Program Cost Projection

A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.

| | Fall, Implementation Year | Year 2 | Year 3 |
|---------------|----------------------------------|---------------|---------------|
| Costs: | | | |
| Salaries | \$12,000 | \$20,000 | \$0 |
| OOE | \$4,000 | \$0 | \$0 |
| Total | \$16,000 | \$20,000 | \$0 |

Indicate source and amount of funds if other than internal reallocation:

This degree program will grow to 20 students a year after full implementation, with annual operating costs estimated at \$36,000 (\$16,000 for implementation year plus \$20,000 for year two). Funding for adjuncts will be provided by the Office of Online Learning. Once the program reaches a capacity of 20 full-time students and 20 part-time students, it is recommended a tenure track position be created to take over as the full-time director and teacher of the program.



MARKET RESEARCH REPORT

Market Demand for **Online Graduate-Level Arts Leadership and Management Programs**

Analysis of Regional Employer Demand and
Competitor Program Characteristics

COE Forum

Isabel Laterzo

Market Research Associate

Murphy Donohue

Market Research Manager

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1) Research Methodology

Project Challenge Leadership at Wichita State University approached the Forum as they evaluated the market viability of online graduate-level arts leadership and management programs. Leadership at the University expressed particular interest in a series of stackable certificates that comprise a master’s-level degree program. Through a combination of qualitative interviews with administrators of competitor programs and quantitative data analytics, the Forum sought to assess the market viability of an online graduate-level arts leadership and management program.

EAB’s market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

Methodology and Definitions

Methodology: This report includes data from online job postings from March 2016 to February 2017. The Forum identified regional demand over time, top titles, top skills, top locations, and top employers for undergraduate- and graduate-level arts leadership and management professionals in the region.

Definitions: “Regional data” refers to Kansas, Missouri, Oklahoma, and Texas.

Annual growth in job postings is measured in the change between July 2013 and December 2016 by six-month halves (e.g., H2 2015 is July 2015 to December 2015).

Burning Glass Labor/Insight™

EAB’s Partner for Real-Time Labor Market Data

This report includes data made available through EAB’s partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass’s proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings “unspecified” for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at bdenious@burning-glass.com or 301-525-6596.

Project Sources

The Forum consulted the following sources for this report:

- BlueJeans (bluejeans.com)
- EAB’s internal and online research libraries (eab.com)
- National Center for Education Statistics, Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/)
- The United States Bureau of Labor Statistics (bls.gov)
- Profiled academic webpages:
 - Colorado State University-Fort Collins, Master of Arts Leadership and Cultural Management page, Accessed March 29, 2017, <https://www.online.colostate.edu/degrees/arts-leadership-administration/>.
 - Seattle University, Master of Fine Arts in Arts Leadership page, Accessed March 29, 2017, <https://www.seattleu.edu/artsci/mfa/>.
 - Southern Methodist University, Arts Management and Arts Entrepreneurship page, Accessed March 29, 2017, <http://www.smu.edu/Meadows/AreasOfStudy/ArtsManagement/GraduateStudies/MAMBA>.
 - Southern Utah University, Arts Administration page, Accessed March 29, 2017, <https://www.suu.edu/pva/aa/>.
 - University of Houston, Master of Arts in Arts Leadership page, Accessed March 20, 2017, <http://www.uh.edu/cota/arts-leadership/>.

Profiled Institutions

The Forum interviewed administrators or profiled programs via secondary research at the following institutions:

A Guide to Institutions Profiled in this Brief¹

| Institution | Location | Approximate Institutional Enrollment (Undergraduate/Total) | Classification |
|---|---------------|--|--|
| Colorado State University-Fort Collins | Mountain West | 24,000/30,000 | Doctoral Universities: Highest Research Activity |
| Seattle University | Pacific West | 4,500/7,500 | Master’s College & Universities: Larger Programs |
| Southern Methodist University | South | 5,500/11,500 | Doctoral Universities: Higher Research Activity |
| Southern Utah University | Mountain West | 8,000/9,000 | Master’s College & Universities: Larger Programs |
| University of Houston | South | 35,000/42,500 | Doctoral Universities: Highest Research Activity |

1) National Center for Education Statistics.

2) Executive Overview

Create an online graduate-level arts leadership and management program to meet increased employer demand between H2 2014 and H2 2016. Despite a decrease in employer demand for both undergraduate- and graduate-level arts leadership professionals between H2 2013 and H2 2016 (i.e., 12 and nine percent respectively), recent increases in employer demand indicate a recovering market. Between H1 2014 and H2 2016, employer demand for relevant undergraduate professionals grew 68 percent (i.e., 38 to 64 postings). Similarly, between H2 2014 and H2 2016 employer demand for relevant graduate-level professionals grew 15 percent (i.e., 278 to 321 postings). In addition, profiled competitor programs experienced increased student interest in the recent years. In particular, **Seattle University's** program more than doubled in size between 2007 and 2012 (i.e., nine to 20 students).

Recruit working professionals in metropolitan statistical areas (MSAs) proximate to the University with high demand, such as the Chicago-Joliet-Naperville, IL-IN-WI MSA to secure enrollments. Proximate to **Wichita State University**, employers in the Chicago-Joliet-Naperville, IL-IN-WI and Dallas-Fort Worth-Arlington, TX MSAs most frequently seek undergraduate- and graduate-level arts leadership and management professionals (i.e., 520 and 214 postings, respectively). In addition, administrators across profiled institutions typically attract students within their respective states, surrounding states, or local areas (i.e., city and surrounding communities). Administrators should focus primary marketing efforts on the Midwest region and secondary, low-cost marketing efforts on distant MSAs with high employer demand (e.g., Los Angeles-Long Beach-Santa Ana, CA).

Attend arts industry conferences and events, such as those held by the Association of Performing Arts Professionals (APAP), to increase program recognition and garner enrollments. Administrators at profiled institutions report faculty attendance and presentations at relevant events and conferences help to publicize programs. In addition, become a member program of the Association of Arts Administration Educators (AAAE) to reach students across the country interested in arts leadership and management programs. The AAAE offers a searchable database of educational programs which allows students to locate programs nationwide relevant to their interests.

Offer elective courses to allow students to tailor their education to meet their career aspirations. National employers that seek undergraduate- and graduate-level arts leadership and management professionals vary from small, local non-profits (e.g., Missouri Botanical Garden) to large national companies (e.g., Live Nation Worldwide, Fox). Allow students to enroll in elective coursework, such as non-profit management or large scale business and management courses, to effectively prepare them to work in the type of organization of their choice.

3) Employer Demand Analysis

Employer Demand over Time

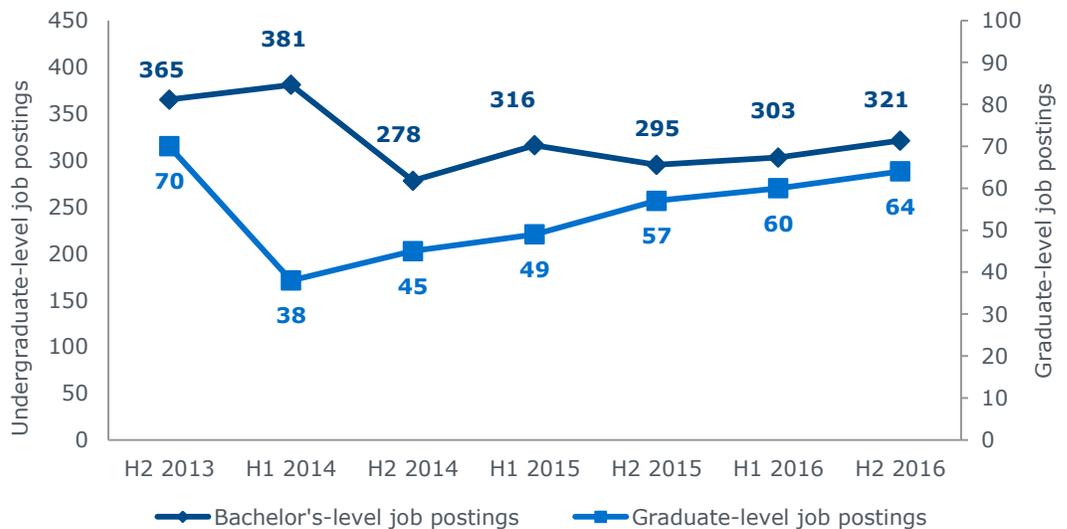
Create a Graduate-Level Arts Leadership and Management Program in Response to Recent Growth in Employer Demand between H2 2014 and H2 2016

Demand for undergraduate-level arts leadership and management professionals grew 15 percent (i.e., 278 to 321 postings) while demand for graduate-level professionals in the field grew 45 percent (i.e., 45 to 64 postings) between H2 2014 and H2 2016. Although employer demand for both undergraduate- and graduate-level professionals decreased between H2 2013 and H2 2016 (i.e., 12 and nine percent, respectively), employer demand for both undergraduate- and graduate level professionals began to increase in 2014. Employer demand for graduate-level professionals began to steadily increase in H1 2014 while demand for undergraduate-level professionals began to increase in H2 2014.

The Bureau of Labor Statistics (BLS) projects average growth for occupations relevant to undergraduate- and graduate-level arts leadership and management professionals. The BLS projects the employment of "general and operations managers" and "public relations and fundraising managers" to both grow seven percent between 2014 and 2024. The BLS projects the employment of all occupations to grow on average six and a half percent in this time frame.²

Job Postings for Undergraduate- and Graduate-Level Arts Leadership and Management Professionals

January 2014-December 2016, Regional Data³



2) Bureau of Labor Statistics
3) Burning Glass Labor/Insight™

Top Skills

Include Coursework in Basic Business Skills such as 'Budgeting' to Meet Employer Demand

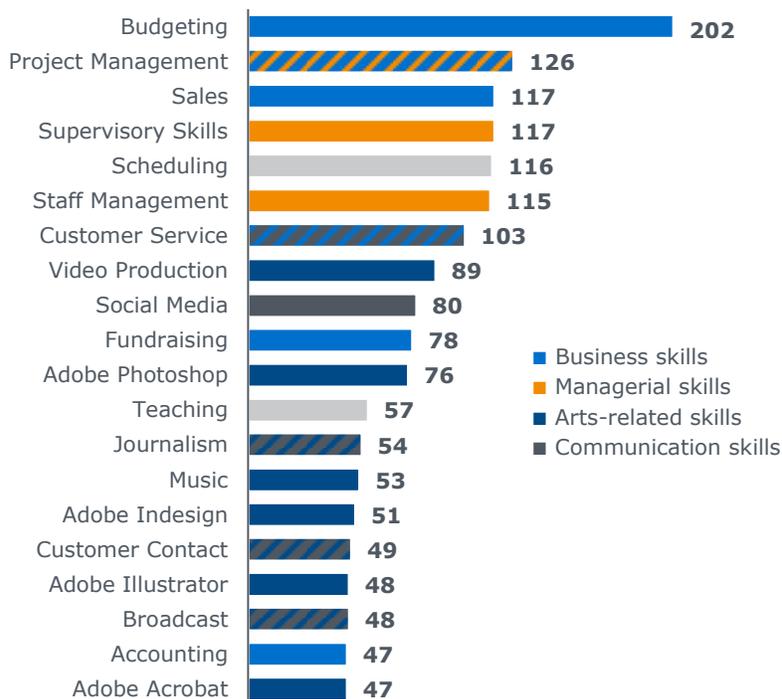
Administrators at **Wichita State University** should include coursework focused on in-demand business and managerial skills (e.g., 'budgeting,' 'project management') to prepare students for employment. Business skills, such as 'sales' and 'customer service,' compose seven of the top 20 demanded skills by employers. Managerial skills, such as 'supervisory skills' and 'staff management' skills, compose three of the top 20 demanded skills by employers. Administrators at **Seattle University** require students to enroll in coursework such as "financial management for arts leaders" and "leading staff in arts organizations" to confer both business and managerial skills.

In addition, regional employers seek undergraduate- and graduate-level arts leadership and management professionals with arts-related skills, such as 'video production.' Such skills compose eight of the top 20 demanded skills by regional employers. Administrators should recruit students with previous arts industry experience who wish to receive business and management training to meet employer demand. Communication skills compose five of the top 20 in-demand skills by regional employers (e.g., 'customer service,' 'social media'). Include coursework regarding communication in the arts industry to confer such skills.

Top Skills for Undergraduate- and Graduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁴

n = 666 job postings, 126 unspecified postings



4) Burning Glass Labor/Insight™.

Top Employers

Offer Electives Suited to Students' Professional Interests

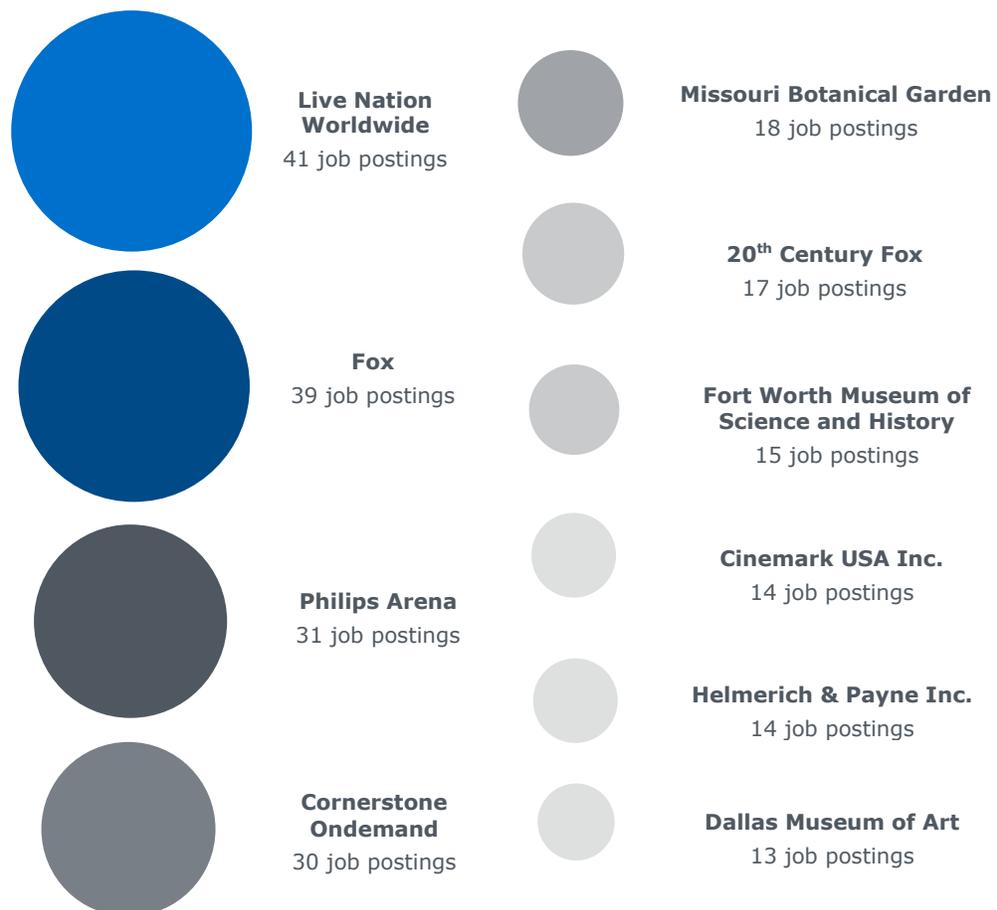
Top regional employers that seek arts leadership and management professionals range from small non-profits to large private entertainment organizations. Offer elective coursework to allow students to tailor their education to their professional interests and career path they desire. Electives can span both topics necessary for non-profit organization management and business, and managerial principles needed for larger organizations. The **University of Houston** includes elective courses such as "budgeting for public agencies" and "entrepreneurship and alternative business models in the arts" to allow students to tailor their coursework to prepare students for their desired career path.

Live Nation Worldwide, a live-events company focused on concert and entertainment show promotions, most frequently seeks undergraduate- and graduate-level arts management professionals (i.e., 41 postings). Live Nation Worldwide employs about 4,900 individuals and holds offices across the United States.⁵ Conversely, the Fort Worth Museum of Science and History represents a smaller non-profit organization that also seeks undergraduate- and graduate-level arts leadership and management professionals. The Fort Worth Museum of Science and History posts 15 job openings for such professionals.

Top Employers Seeking Undergraduate- and Graduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁶

n= 666 job postings, 126 unspecified postings



5) [Forbes](#)

6) Burning Glass Labor/Insight™.

Top Locations

Market the Graduate Program to Prospective Students in the Chicago, Denver, and Minneapolis Areas to Secure Enrollments

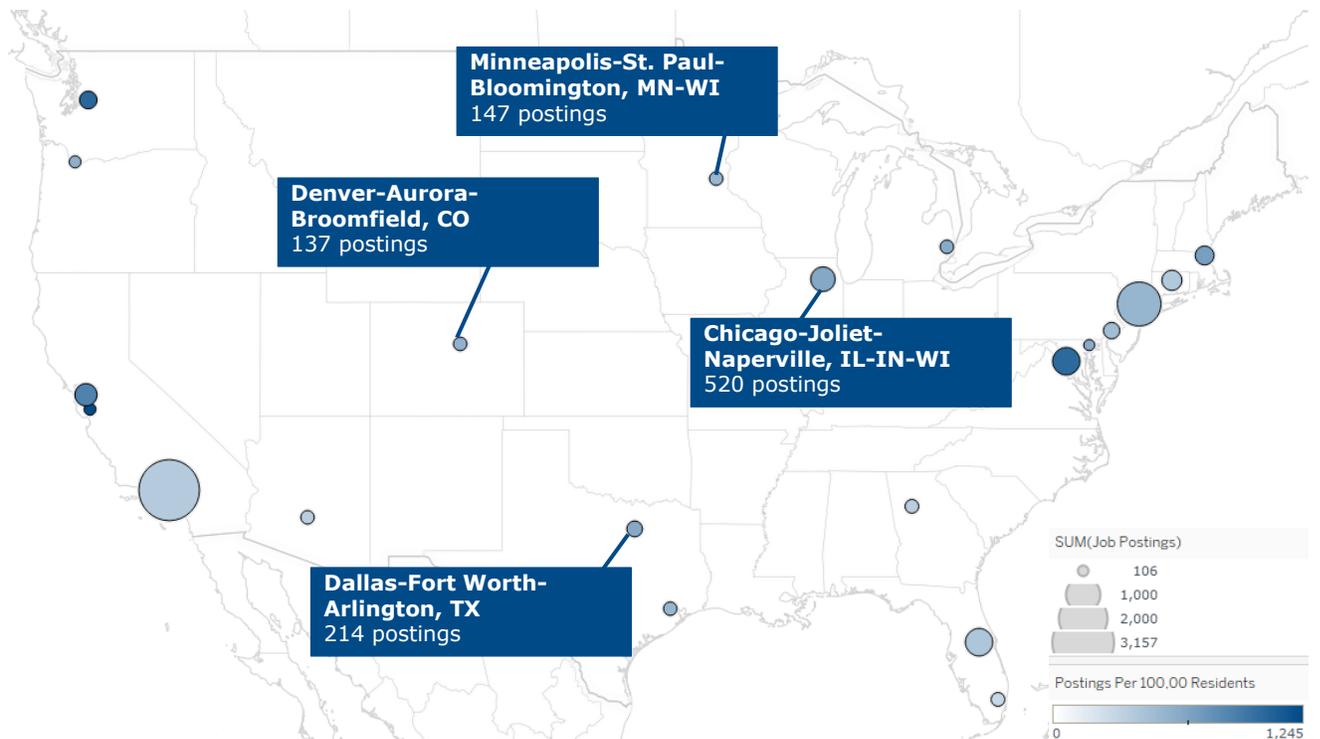
Market the new online graduate-level arts leadership and management program to prospective students in proximate metropolitan statistical areas (MSAs) with high employer demand (e.g., Chicago-Joliet-Naperville, IL-IN-WI MSA). **Wichita State University** likely holds the most name recognition with prospective students in proximate MSAs. In particular, market to students in the Chicago-Joliet-Naperville, IL-IN-WI; Minneapolis-St. Paul-Bloomington, MN-WI; Denver-Fort Worth-Arlington, TX; and Dallas-Fort Worth-Arlington, TX MSAs. Of proximate MSAs, the Chicago-Joliet-Naperville, IL-IN-WI MSA holds the most employer demand, with 520 job postings in the past year.

Focus secondary marketing on MSAs farther from **Wichita State University** where name recognition for the University remains lower and other prominent programs exist. The Los Angeles-Long Beach-Santa Ana, CA and New York-Northern New Jersey-Long Island, NY-NJ-PA MSAs hold the most employer demand for undergraduate- and graduate-level arts leadership and management professionals nationwide (i.e., 3,157 and 1,639 postings respectively). Prominent competitor programs near these MSAs include those at **Boston University**, **Drexel University**, and the **University of Southern California**.

Top MSAs for Undergraduate- and Graduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁷

n= 12,981 job postings, 514 unspecified postings



7) Burning Glass Labor/Insight™.

Include Coursework in Sales and Marketing to Prepare Students to Enter In-Demand Roles

In the past year, regional employers seek both undergraduate- and graduate-level arts leadership and management professionals to enter sales and marketing roles (e.g., 'marketing coordinator/assistant'). Sales and marketing roles compose six of the top 20 postings for undergraduate-level professionals and five of the top 20 postings for graduate-level professionals. In addition, employers also seek undergraduate- and graduate-level professionals to enter account management and finance roles (e.g., 'account manager'). Account management and finance roles compose three of the top 20 postings for both undergraduate- and graduate-level arts leadership and management professionals. Administrators at **Wichita State University** should include coursework in business and finance as well as sales and marketing to prepare students for in-demand roles. Administrators at **Southern Methodist University** include coursework such as "financial accounting" and "marketing management" to confer such skills.

As expected, employers seek graduate-level arts leadership and management professionals to enter executive and director roles, such as 'executive director' (i.e., seven postings of 636). Executive and director roles compose 10 of the top 20 roles for graduate-level professionals and four of the top 20 posted roles for undergraduate-level professionals.

Top Titles for Undergraduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁸

n=636 job postings, 0 unspecified postings



8) Burning Glass Labor/Insight™.

Top Titles for Graduate-Level Arts Leadership and Management Professionals

March 2016-February 2017, Regional Data⁹

n=141 job postings, 0 unspecified postings



*Assistant Director for Curatorial Affairs

9) Burning Glass Labor/Insight™.

4) Arts Leadership and Management Program Characteristics

Program Structure

Offer Interactive Resources in an Online Program to Engage Students

Administrators at **Wichita State University** should offer an online program to reach a wide audience and accommodate working professionals. To compete with on campus programs, maintain engagement with distance students through resources such as professional development lectures and faculty office hours. Administrators at **Colorado State University-Fort Collins** allow students to enroll in their program in-person, online, or in a hybrid format. At the same time, administrators ensure students of each group can engage with resources on campus. For example, administrators live stream and record professional development workshops offered on-campus through the application BlueJeans, a cloud video communications software.¹⁰ In addition, faculty engage in live discussion class sessions or one-on-one student meetings through BlueJeans or Skype.

Create a stackable certificate to appeal to both those interested in the development of skills within management or leadership and those who wish to pursue a full degree. Certificates provide useful opportunities for professionals employed in the arts field to develop particular in-demand skills, such as finance or marketing. The option to continue on to a full graduate-level degree following certificate completion provides the opportunity for professionals in different fields to gain the knowledge needed to enter the arts industry.

Structure of Competitor Graduate-Level Arts Management and Leadership Programs

Profiled Institutions

| Institution and Program Name | Modality | Delivery Method | Credits | Cost per credit |
|---|---------------------------|--|---------|-------------------------|
| Colorado State University-Fort Collins Master of Arts in Leadership and Cultural Management | In-person, online, hybrid | Evenings; blended asynchronous and synchronous | 32 | \$605 |
| Seattle University Master of Fine Arts in Arts Leadership | Hybrid | Evenings and weekends; asynchronous | 48 | \$700 |
| Southern Methodist University Master of Arts/Master of Business Administration in Arts Management (Dual Degree) | In-person | Day and evening courses | 75 | \$1,350 |
| Southern Utah University Master of Arts in Arts Administration | Online | Synchronous | 36 | \$1,365 |

¹⁰ [BlueJeans](#)

| Institution and Program Name | Modality | Delivery Method | Credits | Cost per credit |
|--|-----------|-----------------|---------|--|
| University of Houston Master of Arts in Arts Leadership | In-person | Evenings | 36 | In-state: \$364 Out-of-state: \$872 |

Student Demographics

Profiled Programs Typically Do Not Attract Students from Outside their Respective Regions

Across profiled in-person programs, students typically enroll from within the state and surrounding states. Uniquely, **Seattle University's** program began to attract students from outside the Pacific Northwest region in 2011. Administrators attribute this shift to increased awareness of the program through word-of-mouth marketing. **Southern Utah University**, a strictly online program, typically attracts students from Utah.

Administrators at **Wichita State University** should focus marketing efforts on working professionals within the state and region who wish to enter or achieve career advancement in the arts industry. Across profiled programs, students typically enter arts leadership and management programs as working professionals but wish to either advance within their current arts organization or enter the arts field. Administrators at **Southern Utah University** report students typically enter after working within the arts administration field to gain further knowledge and achieve career advancement. **Seattle University** uniquely attracts career changers, especially students who hold a passion for the arts but never worked in the field and wish to enter.

Student Demographics at Competitor Graduate-Level Arts Management and Leadership Programs

Profiled Institutions



Online students

- **Type of experience:** Work experience in a variety of arts organizations, including music and culinary arts
- **Years of experience:** Three to 10 years of professional work experience
- **Location:** Over half of students enroll from in-state
- **Employment status:** Working professionals



On-campus students

- **Type of experience:** Work backgrounds in history, music, dance, and theater
- **Years of experience:** Two to five years of professional work experience
- **Location:** Over half of students originate from the local area (i.e., city and surrounding communities)
- **Employment status:** Working professionals
- **Education:** Over half of students majored in an arts discipline in their undergraduate degree

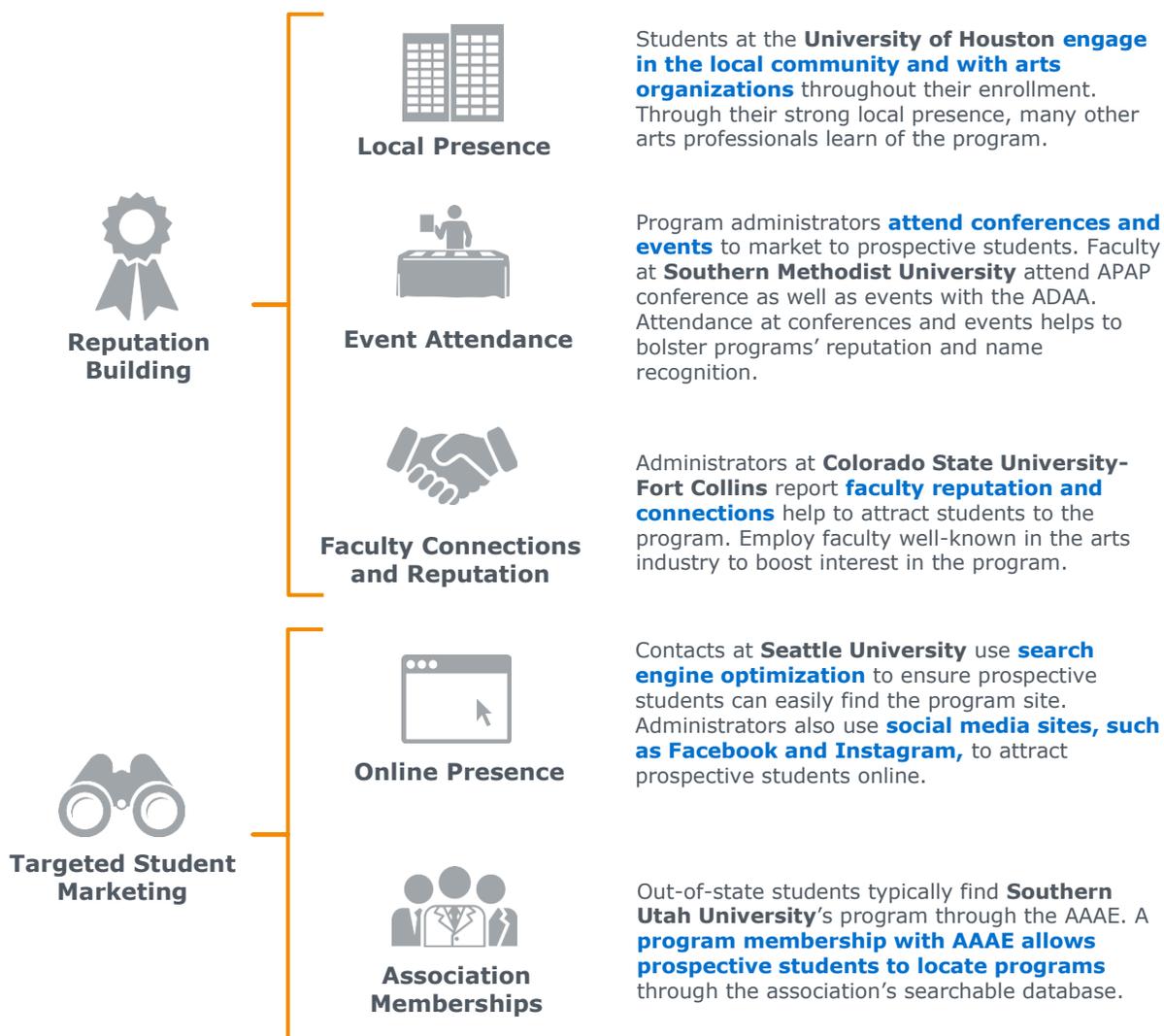
Attend Arts Industry Conferences and Events to Increase Program Name Recognition

Administrators and faculty at **Wichita State University**'s new graduate-level arts leadership and management program should attend industry relevant conferences and events, such as those held by the Association of Performing Arts Professionals (APAP) and American Association for Art Dealers (ADAA) to advertise the program. Event attendance allows programs to increase their name recognition across the arts industry, enhancing further word-of-mouth references to the program for prospective students.

In addition, to attract student interest from outside the state and region, the new arts leadership and management program should join the Association of Arts Administration Educators (AAAE). This association allows prospective students to search the association database for programs relevant to their interests. Administrators at profiled programs also report success attracting students through faculty connections and reputation, local arts community presence, and online targeted marketing efforts.

Marketing Strategies for Competitor Graduate-Level Arts Leadership and Management Programs

Profiled Institutions



Enrollment Trends

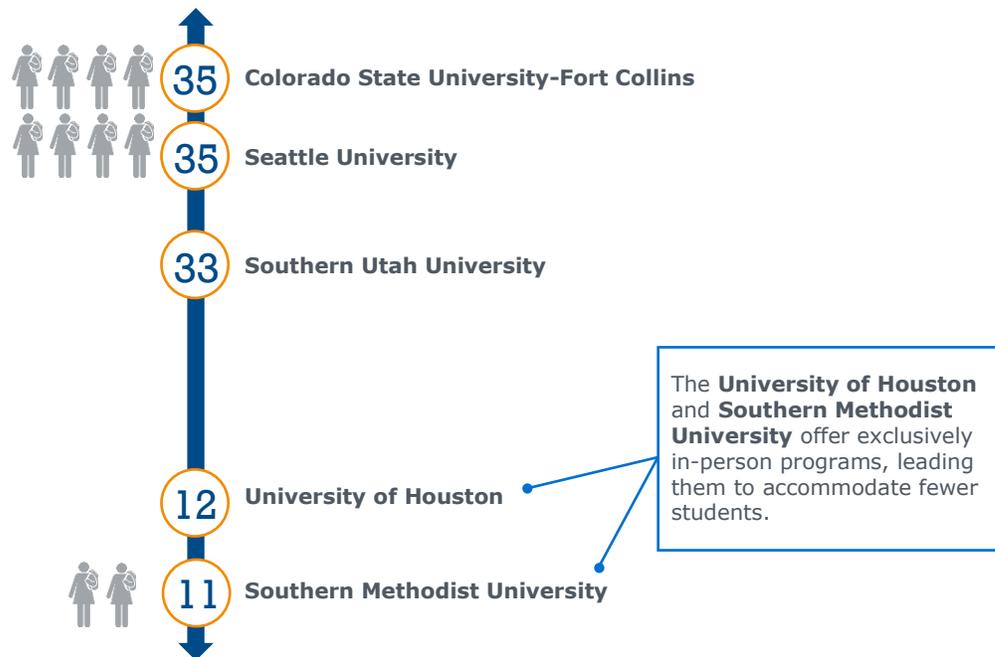
Create an Online Graduate-Level Program to Capture a Larger Audience

Administrators across profiled programs report increased enrollments and student interest in graduate-level arts leadership and management programs in recent years. In particular, between 2007 and 2012 administrators at **Seattle University** doubled the program to two cohorts due to a rapid increase from nine to 20 students from the program's inception. Currently, the program enrolls about 35 students per entering class. Create an online graduate-level arts leadership and management program to meet increased student interest.

Overall, fully online or programs with online components enroll more students than strictly in-person programs. Enrollment at in-person programs increased in recent years (e.g., **University of Houston** grew from seven to 12 students since 2013). However, in-person programs do not hold the same capacity to enroll large class sizes. In addition, online programs can reach a wider audience of students beyond commuting distance. Administrators at **Wichita State University** should create an online program to reach students outside of the immediate Wichita, Kansas area and capture a larger audience.

Approximate Entering Class Size at Competitor Graduate-Level Arts Leadership and Management Programs

Profiled Institutions



Appendix: Networking Contacts

Colorado State University-Fort Collins

Constance DeVereaux

Director, LEAP Institute for the Arts

(970) 491-3902

constance.devereaux@colostate.edu

Seattle University

Kevin Maifeld

Founding Director, MFA in Arts Leadership

(206) 296-5370

maifeldk@seattleu.edu

Southern Methodist University

Melissa A. Keene

Associate Director, Arts Management and Arts Entrepreneurships

(214) 768-3425

mkeene@smu.edu

Southern Utah University

Rachel Parker Bishop

Director, Arts Administration

(435) 586-7873

bishopr@suu.edu

University of Houston

Fluerette S. Fernando

Director, Master of Arts in Arts Leadership

(713) 743-4817

fsfernando@uh.edu

**New Program Proposal: Program Summary
Wichita State University**

Master in Health Administration

| <u>Criteria</u> | <u>Program Summary</u> |
|----------------------------------|---|
| 1. Program Identification | <p>Title of proposed program: Master in Health Administration Degree to be offered: Master's Degree Implementation Date: Fall 2018 Department(s) or unit(s): College of Health Professions, Department of Public Health Sciences Total Semester Credit Hours: 42 CIP Code: 51.0701 Modality: Online</p> |
| 2. Program Description | <p>The online Master in Health Administration (MHA) program will prepare students in areas of management, health care finance, human resource administration, strategic planning, law and ethics, health economics, and health information systems. Students will be expected to plan, direct, manage, and coordinate medical and health services. Housed within the College of Health Professions (CHP), Department of Public Health Sciences (PHS), this program will allow aspiring health care administrators to understand the status quo of health care, as well as explore the many recent changes in care, law, regulation, and technology.</p> <p>Students seeking employment in executive health care roles benefit from holding a Master's degree for two significant reasons: 1. Master's degrees in health administration and management are preferred by employers; and 2. Students who successfully attain their MHA will be equipped with required knowledge and qualities that employers deem important to serve in an administrative capacity.</p> <p>The fully-online nature of the program will be advantageous to students who historically consist of working professionals seeking to advance their education and career potential, but require flexibility in a graduate-level program.</p> |
| 3. Employment Demand | <p>The Bureau of Labor Statistics (BLS) projects faster-than-average growth in demand for health administration professionals due to national public health trends that will increase needs for health care management professionals. The BLS projects national employment of medical and health services managers to grow 17 percent from 2014 to 2024. In addition to the rising employment demand, the need to replace administrators who retire over the next decade will result in career opportunities.¹</p> |

¹ Bureau of Labor Statistics, US Department of Labor. (2017, September 21). *Occupational outlook handbook, 2016-2017 Edition*. Retrieved from Medical & Health Services Managers: <https://www.bls.gov/ooh/Management/Medical-and-health-services-managers.htm#tab-4>

| | |
|---|--|
| <p>3. Employment Demand <i>(continued)</i></p> | <p>Furthermore, the Education Advisory Board (EAB) conducted research regarding how institutions can capture growing and changing master's markets. The EAB market research brief entitled: "Market Demand for an Online Master's-Level Health Administration Program" reports that "national demand for master's-level health administration professionals increased 43 percent between July 2013 and June 2016" (Kanthadai, p.6).²</p> |
| <p>4. Local and Online Demands</p> | <p>Local Demand: A 2016 Center for Economic Development and Business Research report created for the Medical Society of Sedgwick County reported that Health Care and Related Industries are the #2 employer in the Wichita metropolitan statistical area; one in five employees worked directly in Health Care and Related Industries.³</p> <p>This proposed MHA curriculum was shared briefly at a September 2017 Kansas chapter meeting with the American College of Health Care Executives. Participants (Kansas health care executives) were invited to provide written, anonymous feedback about the value of the proposed courses and need for the MHA. More than 80% of the respondents agreed with both of the following: 1) "Would someone graduating with this degree have gained the skills your organization would value?" [to their health care systems] and 2) "Would you recommend a program like this to someone you are mentoring?"</p> <p>Online Demand: The previously referenced EAB report regarding online MHA programs also states that online programs increase enrollment both by expanding the geographic area of student recruitment and catering to working professionals who require flexible coursework.⁴</p> |
| <p>5. Student Demand</p> | <p>In assessing student interest in an online Master in Health Administration degree, a brief survey was conducted. Paper copies were distributed in upper-level Public Health Science classes consisting of juniors and seniors. Also, a link to the poll was sent to all undergraduate Public Health Science students via e-mail. Eighty-eight student responses were received. When asked: "Are you interested in pursuing an online Master in Health Administration program at WSU?" 86% of respondents said <u>yes</u>. When asked "How likely would you be to apply for the MHA program if it was available?" more than 50% of students indicated interest in applying.</p> <p>The level of interest and positive response exceeded faculty and administration expectations and reinforces the need and interest in this program. We anticipate high student demand for the Master in Health Administration degree from graduates of the WSU Bachelor in Health Management degree.</p> |

² Kanthadai, S. (2016). *Market demand for an online master's-level health administration program: Analysis of employer demand, program characteristics, and student trends*. EAB, The Advisory Board Company.

³ Center for Economic Development and Business Research, W. Frank Barton School of Business, Wichita State University, 2016.

⁴ Kanthadai, S. *ibid*.

| | |
|--|--|
| <p>6. Comparative /Locational Advantage</p> | <p>Among the public universities in Kansas, the University of Kansas has a similar program to the proposed MHA program; however, KU's program is a traditional in-person/hybrid program, whereas WSU is uniquely positioned to offer a fully online program, a more affordable tuition rate, and a program with fewer total required credit hours. Among private institutions, Friends University, also located in Wichita, does offer a related program in health care leadership, but with on-campus class requirements and higher tuition costs. WSU has the competitive advantage for affordability and a fully online nature that creates flexibility. The MHA program at WSU will further advance the mission of the university, to be an essential educational, cultural, and economic driver for Kansas and the greater public good; and the vision of the College of Health Professions to lead change in health care education.</p> <p>Nationally, WSU will be able to compete on affordability; as for online tuition, WSU is among the lowest in the nation, with online students paying the same tuition regardless of residency.</p> <p>WSU carefully deliberated the impact of this degree on other state institutions and did not feel it would dilute the overall quality of MHA/MHS/MHA training available in Kansas, especially given the online appeal of the program.</p> |
| <p>7. Curriculum</p> | <p>The curriculum consists of 42 semester credit hours. Students must complete 36 semester credit hours of core courses which provide sufficient background of the MHA discipline and adhere to standards set forth by the accrediting body -- the Commission on Accreditation of Health Care Management Education (CAHME).</p> <p>Students must also complete 3 semester credit hours of an elective and culminate their degree with completion of a 3-semester credit hour capstone in their final semester of study.</p> <p>Existing courses comprise approximately half of the required hours, some of which will involve developing content from traditional to online instruction. The remaining courses will be newly created by faculty content experts. Coursework includes topics on management, health care finance, human resource administration, strategic planning, law and ethics, health economics, and health information systems.</p> |

| <p>8. Faculty Profile</p> | <p>The faculty in the Department of Public Health Sciences (PHS) possess appropriate degrees in health management and public health that are relevant and essential for the proposed Master in Health Administration program. PHS is also collaborating with content experts from The Barton School of Business to address further financial and accounting principles essential to the MHA, and content experts in Aging Studies to teach content in long-term care systems as an elective option. The faculty within the Department of PHS is also well versed in online development and administration of a fully online graduate degree program.</p> <p><u>Core Faculty in the MHA Program:</u></p> <table border="1" data-bbox="540 562 1451 779"> <thead> <tr> <th data-bbox="540 562 1234 604">Faculty</th> <th data-bbox="1234 562 1451 604"><i>FTE to Program</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="540 604 1234 638">Sonja Armbruster, MPH, <i>Health Sciences Educator</i></td> <td data-bbox="1234 604 1451 638">50%</td> </tr> <tr> <td data-bbox="540 638 1234 672">Nikki Keene-Woods, PhD, <i>Associate Professor</i></td> <td data-bbox="1234 638 1451 672">25%</td> </tr> <tr> <td data-bbox="540 672 1234 705">Debbi Lehner, MBA, <i>Senior Health Services Educator</i></td> <td data-bbox="1234 672 1451 705">25%</td> </tr> <tr> <td data-bbox="540 705 1234 739">Stanly Longofer, PhD, <i>Professor</i></td> <td data-bbox="1234 705 1451 739">10%</td> </tr> <tr> <td data-bbox="540 739 1234 779">New Hire*</td> <td data-bbox="1234 739 1451 779">100%</td> </tr> </tbody> </table> <p>*The PHS Department will hire one additional faculty member in a health services educator position. The expected timeline for employment of the new faculty member will include the initiation of the hiring process early-spring 2018, with the new hire beginning August 2018. Graduate Coordinator and advising responsibilities will begin immediately upon hire, course prep and online course development will be major responsibilities in fall 2018 with teaching responsibilities of four classes/semester beginning spring 2019.</p> <p>Four additional, on-core faculty members will provide content expertise in instruction for this program.</p> | Faculty | <i>FTE to Program</i> | Sonja Armbruster, MPH, <i>Health Sciences Educator</i> | 50% | Nikki Keene-Woods, PhD, <i>Associate Professor</i> | 25% | Debbi Lehner, MBA, <i>Senior Health Services Educator</i> | 25% | Stanly Longofer, PhD, <i>Professor</i> | 10% | New Hire* | 100% |
|---|---|----------------|-----------------------|--|-----|--|-----|---|-----|--|-----|-----------|------|
| Faculty | <i>FTE to Program</i> | | | | | | | | | | | | |
| Sonja Armbruster, MPH, <i>Health Sciences Educator</i> | 50% | | | | | | | | | | | | |
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| Debbi Lehner, MBA, <i>Senior Health Services Educator</i> | 25% | | | | | | | | | | | | |
| Stanly Longofer, PhD, <i>Professor</i> | 10% | | | | | | | | | | | | |
| New Hire* | 100% | | | | | | | | | | | | |
| <p>9. Student Profile</p> | <p>Characteristics health care administrators typically have in common include strong communication skills, dependability, professional judgment and discretion, flexibility, organization, and analytical thinking.⁵ Opportunities to grow and develop in these areas are integrated into the curriculum.</p> <p>Given the PHS undergraduate student poll results, it is anticipated that many WSU graduates will apply to this new program; however, we also anticipate other applicants with health services management-related undergraduate degrees. Given the fully-online nature of the program, this program will also attract current, working clinical professionals seeking career advancement in health care within the Wichita area and beyond.</p> | | | | | | | | | | | | |

⁵City College (September 28, 2015). The 5 qualities of a successful health care administrator. Retrieved from <https://www.citycollege.edu/blog-healthcare/5-qualities-successful-health-care-administrator/>

| | |
|---|---|
| <p>10. Academic Support</p> | <p>Two faculty advisors will provide general program advising for newly admitted students. A future MHA core faculty is an existing member of the PHS faculty. A position has been approved to hire an additional faculty advisor who will serve as the Graduate Coordinator. An existing full-time administrative faculty will serve as Director of Graduate Programs. Additionally, a university-trained student tutor will provide support to all MHA students.</p> <p>The existing academic support model and The Instructional Design Team at WSU is extensive and adequate in terms of supporting the new program.</p> |
| <p>11. Facilities and Equipment</p> | <p>Existing facilities are adequate to support the program. Additional programming necessary to complete synchronous learning will be required. New computer/printer equipment will be needed for the new hire faculty member.</p> |
| <p>12. Program Review, Assessment, and Accreditation</p> | <p>National accreditation through the Commission on Accreditation of Health Care Management Education (CAHME) is considered the gold standard for MHA programs. In concert with this proposal preparation, WSU will also be seeking approval to seek CAHME Accreditation to afford a clear process during the first year of the program to evaluate learning and competencies necessary for CAHME, as well as to establish the assessment measures for annual program review.</p> |
| <p>12. Costs/Financing</p> | <p>Start-up costs include online development funding (paid directly during year one to transition traditional coursework to online only), and new online course development, and initial program consultancy to aid program curriculum.</p> <p>Annual reimbursement includes stipends for the Director of Graduate Programs and the Graduate Coordinator; salary for the new faculty member who will serve as advisor and instructor, 4 classes/semester; and adjunct pay to teach three MHA specialty courses (e.g. health law and ethics).</p> <p>The Office of Online Learning supports this proposal and funding has been approved for FY 2018.</p> |

**New Program Proposal: Curriculum Outline
Wichita State University
Master in Health Administration**

Basic Program Information

| | |
|--|--|
| 1. Title of proposed program: | Master in Health Administration (MHA) |
| 2. Degree to be offered: | Masters Degree |
| 3. Anticipated date of implementation: | Fall 2018 |
| 4. Responsible department(s) or unit(s): | College of Health Professions, Department of Public Health Sciences |
| 5. Total Semester Credit Hours: | 42 |
| 6. CIP Code: | 51.0701 |
| 7. Modality: | Online |

| Course Name & Number | Semester Credit Hours |
|--|------------------------------|
| Core Courses | |
| MBA 800 Fundamentals of Finance and Financial Analysis | 3 |
| HA 621 Supervisory Management in Health Care Organizations | 3 |
| HA 622 Human Resources Management in Health Care Organizations | 3 |
| HA 648 Concepts of Quality in Healthcare | 3 |
| HA 802 Health Law & Ethics | 3 |
| HA 804 Health Informatics | 3 |
| HA 806 Issues and Trends in Health Professions | 3 |
| HA 808 Principles of Epidemiology | 3 |
| HA 810 Strategic Planning & Performance Analytics in Health Care | 3 |
| HA 812 Health Care Policy & Administration | 3 |
| HA 814 Health Care Leadership & Operations Management | 3 |
| HA 833 Health Economics | 3 |
| Electives (select 3 semester credit hours from among the following) | 3 |
| HA 818 Rural Health Care Leadership (3) | |
| AGE 710 Systems in Long-Term Care (3) | |
| MKT 801 Marketing Management (3) | |
| DS 850 Operations Management (3) | |
| Practicum | |
| HA 816 Practicum | 3 |

Total Number of Semester Credit Hours Needed for MHA Degree **42**

Master in Health Administration Course Descriptions

MHA Core Required (39 hours)

MBA 800. Fundamentals of Finance and Financial Analysis 3 credit hours. Provides students (whose undergraduate degrees were in disciplines other than business) the accounting and finance fundamentals required for the MBA program. Topics covered include: the design and use of financial statements (including balance sheet, income statement, and statement of cash flows); analysis of companies using financial ratios; time value of money theory and calculations; investment decision rules; securities valuation; and fundamentals of capital budgeting. Prerequisites: graduate standing and permission of the MBA director.

HA 621. Supervisory Management in Health Care Organizations 3 credit hours. Cross-listed as PHS 621. This is a study of supervisory management concepts and techniques that apply to health care organizations and programs. Emphasis is on understanding the health care environment and its various health care settings, the identification of issues facing front-line employees, supervisors and mid-level managers, and the development of administrative and leadership skills necessary to successfully lead health care work teams. Topics covered include: effective management techniques, decision-making, organizing, budgeting, time management, leadership, communication, motivation, discipline, performance appraisal, management of change, teamwork, effective meetings, working with unions, quality improvement and career development.

HA 622. Human Resources Management in Health Care Organizations 3 credit hours. Cross-listed as PHS 622. This introductory course to the essential theories, components and issues of human resources management is intended for clinical health care professionals and students who have responsibility for managing people in health care organizations. Included are human resources management, recruitment, training, performance appraisal, benefits and compensation, employee relations, employee health and safety, employee assistance programs, occupational stress and job burnout, violence in the workplace and work/family issues. Through peer collaboration, students are required to analyze human resources problems and present viable solutions.

HA 648. Concepts of Quality in Health Care 3 credit hours. Cross-listed as PHS 648. Addresses quality management in health services organizations, with a focus on a systematic approach to meet the Institute of Medicine's aim to provide care that is safe, effective, patient-centered, timely, efficient and equitable. The history and status of quality management initiatives are presented. Students learn the role of quality from theory to application in a broad base of organizational settings.

HA 802. Health Law and Ethics 3 credit hours. This course introduces the student to legal, regulatory, and ethical issues related to managing health care organizations. This course is designed to provide students with the practical knowledge needed to identify legal issues inherent in health care administration and to understand the legal ramifications of administrative and management decisions. In addition to an overview of laws governing health care institutions, this course explores the ethical dilemmas facing managers and providers in these institutions.

HA 804. Health Informatics 3 credit hours. This course provides a practical overview of the evolving discipline of health informatics. The student should gain a solid understanding of information systems methodologies and approaches in the delivery and administration of modern health care systems as it relates to the delivery of efficient, high quality health care. Course activities are designed to help students understand, develop, manage, and integrate clinical and administrative information, technologies and systems to support timely and informed decision making in organizations.

HA 806. Issues and Trends in Health Professions 3 credit hours. This course will familiarize students with current trends affecting the present and projected health care delivery system. Topics covered cut across the areas of health care management and policy including personnel, patients, health care technology, organizational structures and facilities, finance mechanisms, and the role of government. This course will also address the cultural issues present in the health care environment and the professionals that work within it. This course attempts to focus on specific current and pertinent topics each given year.

HA 808. Principles of Epidemiology 3 credit hours. Cross-listed as PHS 808. An introductory graduate-level course concerning epidemiological principles and how these principles form the scientific basis for public health.

HA 810. Strategic Planning & Performance Analytics in Health Care 3 credit hours. This course provides an overview of organizational strategic planning theories and methods. Additionally, to provide services effectively and efficiently, managers need information to make decisions. This course includes study of the fundamentals of performance measurement and management systems. Measure selection, alignment with strategic plans, reporting processes, accountability and implementation of the performance management processes will be included. Case examples will focus on health care services organizations.

HA 812. Health Care Policy & Administration 3 credit hours. Cross-listed as PHS 812. An in-depth look at policy and management issues in the health system from a public health perspective. Topics include health policy, trends in the health care system, and administrative issues. Topics are critiqued with regard to public health goals, the interests of the consumers and providers, and ethics.

HA 814. Health Care Leadership & Operations Management 3 credit hours. This course focuses on the key characteristics of executive leadership within a health care organization and the responsibilities and competencies necessary for successful operations. This course will include components of self-reflection and aims to equip participants with management and leadership competencies that enable them to make a positive difference. Students will gain knowledge of some key financial and operational drivers that will prepare them for today's ever evolving healthcare environment.

HA 816. Practicum 3 credit hours. The practicum experience culminates the MHA program in the final semester of study. Practicum is an applied learning experience where students demonstrate their knowledge of various health administration competencies while gaining practical experience in a health services organization. The practicum also involves completion of a capstone project, which can focus on one or more MHA program learning outcomes. The practicum requires a minimum of 160 hours on-site with a health services organization, as well as a final presentation and portfolio submission of the capstone project. Practicum hours may be completed in the student's resident state and the final presentation and portfolio can be submitted online. Prerequisite: Instructor consent.

HA 833. Health Economics 3 credit hours. Cross-listed as PHS 833. An application of classical economic theories, principles and concepts to traditional U.S. medical care. Both the traditional and unique determinants of demand and supply considered with emphasis on the role of need for care, provider-induced demand, and health insurance. The legitimate role of government in health care is also considered.

MHA Electives (Select 3 Semester Credit Hours from the Courses Listed Below)

HA 818. Rural Health Care Leadership 3 credit hours. This course will focus upon the unique challenges experienced by health organizations in rural communities. Students will be required to comprehend certain issues facing the rural healthcare environment and leaders including provider and clinical staff shortages and recruitment, lower volume considerations, access to higher levels of care, aging facilities and limited funding. Course activities are designed to help students relate to the current state of rural healthcare and the efforts in place to improve access to care and ensure survival of this important branch of healthcare.

AGE 710. Systems in Long-Term Care 3 credit hours. Analyzes long-term care in the U.S. as a response to chronic illness and disability emphasizing the diversity of long-term care systems and addressing the needs of persons of all ages. Addresses systems and organizational aspects that affect organizational outcomes and quality of long-term care services. Considers long-term care policy and management issues. It explicitly applies a trajectory model of chronic illness, conceptualizing formal long-term care services as one series of responses to chronic illness and disability.

MKT 801. Marketing Management 3 credit hours. Develops an understanding of the difference between a sales/marketing department and a marketing orientation. Emphasizes the integral role of a marketing orientation throughout the modern organization.

DS 850. Operations Management 3 credit hours. Develops an understanding of the operations function in a business and how it interfaces with other major functions in business. Students gain an appreciation of the strategic importance of operations and how a firm can gain competitive advantage through world-class performance by operations in delivering high-quality, cost-competitive products and services. Builds a knowledge base of the concepts, tools and techniques related to designing, managing and improving operations. Helps managers, regardless functional specialization, gain an operations perspective. Prerequisites: calculus and statistics.

**New Program Proposal: Fiscal Summary
Wichita State University**

Master in Health Administration

College of Health Professions,
Department of Public Health Sciences

| Part I. Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|---|---------------------|-----------|---------------|-----------|---------------|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| Full-time, Part-time Headcount: | 10 (9hrs/sem) | 0 | 20 (9hrs/sem) | 0 | 37 (9hrs/sem) | 0 |
| Total SCH taken by all students in program | 90/semester | | 180/ semester | | 333/ semester | |
| Part II. Program Cost Projection | | | | | | |
| In <u>implementation</u> year one, list all identifiable General Restricted Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted. | | | | | | |
| | Implementation Year | | Year 2 | | Year 3 | |
| <u>Online Development</u> | \$42,000 | | NA | | NA | |
| <u>Base Budget Salaries</u> | \$60,000 | | | | | |
| Director Stipend | \$10,000 | | | | | |
| Coordinator Stipend | \$5,000 | | | | | |
| Adjunct | \$11,250 | | | | | |
| Accreditation Consultant* | \$10,000 | | | | \$10,000 | |
| Totals** | \$138,250 | | \$0.00 | | \$10,000 | |

*Department/college covering annual accreditation and site visit fee

**The amount does not include benefits which normally account for an additional 33% of the total salary.

Note: Students applying to the graduate school will be charged a one-time graduate school \$60 application fee. Upon program admission, a one-time \$100 program fee will be applied. The program fee will be used to fund initiatives related to the program.

- Start-up costs (include online development and equipment funding): \$42,000
- Salary for the new faculty member (who will serve as advisor and instructor): \$60,000
- Stipend for the Director of Graduate Programs: \$10,000
- Stipend for the Graduate Coordinator: \$5,000
- Adjunct salary (to teach three specialty MHA courses): \$11,250

Total for the implementation year is \$138,250. No costs are anticipated for the second year; an accreditation consultant fee of \$10,000 is the only anticipated cost for year three. The funding has been approved by and will be provided by the Office of Online Learning.

New Program Proposal: Program Summary
University of Kansas Medical Center
Master of Science in Athletic Training (MSAT)

| Criteria | Summary |
|------------------------------------|--|
| Basic Program Information | <p>1. Title of proposed program: Master of Science in Athletic Training (MSAT)</p> <p>2. Degree to be offered: Master of Science in Athletic Training</p> <p>3. Responsible department: Department of Physical Therapy and Rehabilitation Science (PTRS)</p> <p>4. CIP Code: 51.0913 Athletic Training/Trainer</p> <p>5. Anticipated implementation date: Summer 2020</p> <p>6. Total SCH for degree 68*</p> <p style="text-align: right;">* requirement for accreditation</p> |
| Program Description | <p>The proposed Master of Science in Athletic Training (MSAT) will prepare students for a career as an Athletic Trainer (AT). ATs are health care professionals who collaborate with physicians to provide preventative care, emergency care, clinical diagnosis, therapeutic interventions and rehabilitation of injuries and medical conditions. This new MSAT program will be located at the KU-Medical Center (KUMC) campus in Kansas City KS within the Department of Physical Therapy and Rehabilitation Science (PTRS) in the School of Health Professions (SHP).</p> <p>This new program will replace the current AT Bachelor degree program currently offered by the School of Education on the KU-Lawrence campus. This change is necessary after recently updated professional accreditation standards that will go into effect prior to Fall 2022.</p> <p>Of relevance for this proposal are two fundamental changes to the requirements for accredited Athletic Training programs (these requirements have been endorsed by the athletic training professional organizations and will be enforced by the Commission on Accreditation of Athletic Training Education [CAATE]):</p> <p>1) The entry-level professional degree will change from a Bachelor’s degree to a Master’s degree.</p> <p>2) All Athletic Training programs must now be “administratively housed with similar healthcare profession programs that are subject to specialized programmatic accreditation.” The intent here is to ensure the professional socialization of Athletic Training faculty and students with other healthcare profession programs.</p> |
| Demand/Need for the Program | <p>Athletic trainers are skilled at preventing or treating athletic injuries, providing first aid or emergency care, and working with people to maintain physical fitness. According to the Kansas Board of Healing Arts website, there currently are 559 actively licensed ATs in Kansas¹. The employment of ATs is expected to grow much faster than other occupations (21% growth expected from 2014 to 2024) due in part to increased awareness of concussions and other sports injuries².</p> |

¹ <http://www.ksbha.org/departments/licensing/statistics.shtml>

² <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

| | |
|---|--|
| | <p>In fact, the KU Health System has experienced a strong, recent job market for Athletic Trainers in the Sports Medicine Division. This perspective is supported by the Bureau of Labor Statistics report of opportunities in Kansas for athletic trainers, where annual salaries are \$44-\$46K and above the national median.</p> <p>Traditional work settings for athletic trainers include supporting sports teams in college/university and elementary/secondary schools, in professional and other spectator sports, and in performing arts groups. A growing segment of athletic trainers also work with people injured in industry and military settings, hospital patients, and clients in health and fitness centers.</p> |
| <p>Comparative/ Locational Advantage</p> | <p>The location of this new MSAT program in Kansas City provides important advantages that will be attractive to potential students. Not only will the students continue to support the athletic programs at KU-Lawrence as part of their academic and practical training, they also will be positioned to support the Sports Medicine clinics for KU Health System in a growing number of high school and community partnerships throughout the Kansas City area.</p> <p>There are no other currently accredited MSAT programs in operation in Kansas, although there are a few other programs that have sought or plan to seek approval and accreditation with the new standards (e.g., Kansas State University, Sterling College, and the University of St. Mary). Of the proposed programs of which we are aware, KUMC offers the only School of Health Professions campus in the State.</p> <p>Furthermore, there are no similar programs in the region. Since the accreditation standard begins in 2022, other programs must move to the Masters level as well. Currently, there are two Masters programs in the region -- one at the University of Central Missouri and the other at Missouri State University. Unlike these programs, ours will have strong ties to the local professional sporting organizations.</p> |
| <p>Curriculum</p> | <p>The two-year, six-semester program includes 68 semester credit hours. Key academic objectives for this program include opportunities for students to gain success in the following:</p> <ul style="list-style-type: none"> • injury and illness assessments; • emergency management; • therapeutic modality safety and application; • first aid and CPR/AED for the professional rescuer; • clinical care to patients; • cultural competence, interprofessional practice, and communication; • decision-making and problem-solving skills through critical thinking; • effective delivery of athletic training services; and • interprofessional practice and communication with various members of the sports medicine team. |

Due to several shared courses in the MSAT curriculum with other health profession departments, several KUMC faculty from other departments will join the Department of Physical Therapy and Rehabilitation Science in delivering this program.

This program was developed with the assistance of Dawn Emerson, PhD ATC is currently an Assistant Professor in the School of Education Health Sport and Exercise Science Department. She plans to have a continued role as a long-distance advisor in the new MSAT program.

Faculty members who will be a part of delivering this program include:

| Faculty Name | Title/Appt Type | Time allotted | Course name |
|-----------------------------------|--|----------------------|--|
| MSAT Program Director, TBD | <i>Core Faculty</i> Clinical Associate Professor, PTRS/non-tenure track | 100% | TBD |
| MSAT Clinical Coordinator, TBD | <i>Core Faculty</i> Clinical Assistant Professor, PTRS/non-tenure track | 100% | Clinical Experience I, II, III, IV, V |
| Faculty, TBD | <i>Core Faculty</i> Assistant Professor, tenure track | 75% | TBD |
| Mildred Oligbo, DPT | Clinical Assistant Professor, PTRS / non-tenure track | 5% | PTRS 702 Physical Therapy Documentation and Health Informatics |
| Rebecca McConnville, MS RD LD SSD | Clinical Instructor, Dietetics and Nutrition / non-tenure track | 5% | DN 865 Nutrition in Sports and Exercise, |
| George Enders, PhD | Associate Professor, Dir of Medical Ed, Anatomy and Cell Biology / tenured | 5% | PTRS 710 Advanced Topics in Human Anatomy |
| Lisa Stehno-Bittel, PT, PhD | Clinical Professor, PTRS / non-tenure track | 5% | PTRS 828 Medical Imaging |
| Irina Smirnova, PhD | Associate Professor, PTRS / tenured | 5% | PTRS 855 Pharmacology for Physical Therapists |

Faculty Profile

Student Profile

Athletic trainers typically possess the following characteristics: passion for sports, quality health, and working with people; self-confidence; interpersonal skills; decision-making; empathy; and attention to detail.

| | |
|---|--|
| | <p>Students entering this program will be required to possess a Bachelor’s degree in any field and meet the requirements for admission into the program, including (for detailed descriptions, please refer to the Narrative):</p> <ul style="list-style-type: none"> • Minimum grade point average (GPA) of 3.0 (on a 4.0 scale); • Three letters of recommendation; • Personal statement that describes the applicant’s educational and career goals; • Health physical and immunization records; • Completed background check; and • A grade of <u>C</u> or better in required prerequisite courses (completed within the last 10 years). <p>Recommended, but not required is a minimum of 40 hours of observation with a certified athletic trainer.</p> <p>All applications will be considered in accordance with the admission requirements of the Office of Graduate Studies. Each application will be evaluated by the MSAT Admissions Committee and forwarded to the KUMC Office of Graduate Studies for approval.</p> |
| <p>Academic Support</p> | <p>Academic services at KUMC, including library, audio-visual, laboratory, and academic computing resources, are sufficient to support this program. Counseling and Educational Support Services offer students the following services: psychological, psychiatric, educational support, and writing. The Department of Academic Accommodation Services also ensures that students with disabilities are assisted in their academic journey.</p> |
| <p>Facilities and Equipment</p> | <p>For lecture classes and simulation experiences, existing state-of-the-art classroom space is available for MSAT students in the new Health Education Building. New teaching lab space will be made available, in addition to storage space for these labs with several large cabinets to hold exercise equipment, tape, braces, etc. Students will have the unique experience of taking Human Anatomy (including cadaver lab) with the same facilities and instructor that the KUMC medical students and other health professional students use.</p> <p>New office space will be made available to support the three, new faculty and one new staff position, in addition to research lab space to support faculty research.</p> <p>The School of Health Professions and the KUMC campus location will provide important opportunities for interprofessional education and simulation resources now available with the new Health Education Building.</p> |
| <p>Program Review/ Assessment/ Accreditation</p> | <p>The MSAT degree program will adhere to all standards of accreditation as set forth by Commission on Accreditation of Athletic Training Education (CAATE).</p> <p>In addition to regular accreditation reviews, the proposed program will be reviewed and evaluated systematically through survey and evaluation instruments to obtain feedback from students, graduates, clinical sites, and employers.</p> <p>Curricular and instructional changes will be implemented based on assessment measures and subsequently monitored through ongoing evaluation using assessment tools.</p> |
| <p>Costs/ Financing</p> | <p>The cost of this new degree program will be supported through several sources, but will not require any change in state allocations. KU Athletics has committed to supporting the salary and fringe for one faculty member. KU Health System’s Department of Sports Medicine has also committed to provide support to start up this program (\$20K). All other expenses will be supported by tuition revenue and student fees. Implementation costs total \$390,299 (\$349,798 for salaries plus \$40,501 for other operating expenses.) Year two additional costs total \$226,499; year three additional costs total \$7,000.</p> |

**New Program Proposal: Curriculum
University of Kansas Medical Center**

Master of Science in Athletic Training (MSAT)

Basic Program Information

- | | |
|--|--|
| 1. Title of proposed program: | Master of Science in Athletic Training (MSAT) |
| 2. Degree to be offered: | Master of Science in Athletic Training |
| 3. Responsible department: | Department of Physical Therapy and Rehabilitation Science (PTRS) |
| 4. CIP Code: | 51.0913 Athletic Training/Trainer |
| 5. Anticipated implementation date: | Summer 2020 |
| 6. Total semester credit hours for the degree: | 68 |

This is a cohort model where students take courses in sequence.

| Summer I | | Fall I | | Spring I | | Summer II | | Fall II | | Spring II | |
|---------------------------------|------|--|------|---|------|-----------------------------------|------|---------------------------|------|---|-----------|
| PTRS 710 Advanced Anatomy | 6 cr | PTRS 702 PT Documentation and Health Informatics | 1 cr | AT Research | 1 cr | Ethics and Leadership Seminar | 2 cr | Advanced Skills in AT | 3 cr | | |
| Principles of AT | 1 cr | PTRS 855 Pharmacology for PT | 2 cr | DN 865 Nutrition in Sport and Exercise | 3 cr | Examination and Management III | 3 cr | AT Capstone | 2 cr | | |
| PTRS 828 Medical Imaging | 1 cr | Examination and Management I | 4 cr | Examination and Management II | 4 cr | | | | | | |
| | | Therapeutic Interventions in AT I | 3 cr | Therapeutic Interventions in AT II | 3 cr | | | | | | |
| | | Clinical Experience I | 3 cr | Clinical Experience II | 3 cr | Clinical Experience III | 2 cr | Clinical Experience IV | 9 cr | Clinical Experience V (full time immersive) | 12 cr |
| | 8 | | 13 | | 14 | | 7 | | 14 | | 12 |
| | | | | | | | | | | | |
| | | | | | | | | | | TOTAL CREDITS | 68 |

The courses designated as PTRS are currently taught in the Doctor of Physical Therapy program, and the course DN865 is currently taught in the School of Health Professions' Dietetics and Nutrition Department. Course descriptions for each new course that will be part of this program are as follows:

Course descriptions:

Principles of Athletic Training – 1 semester credit hour. This course is designed to introduce the beginning content and skills to the professional athletic training student. Emphasis will be placed on basic athletic training procedures including, but not limited to, injury evaluation; emergency management; preventative taping, bracing, and padding techniques; therapeutic modality safety and application; first aid and CPR/AED for the professional rescuer; and other foundational procedures and techniques related to the prevention, care, and management of athletic related injuries/illnesses.

Examination and Management □ – 3 semester credit hours. This course provides a systematic approach to evaluate various injuries and illness that occur to the lower extremity, pelvis, and lumbar spine among physically

active populations. Topics will include risk management, etiology, specific signs and symptoms, immediate care, and referring.

Therapeutic Interventions in Athletic Training I – 3 semester credit hours. This course presents the theoretical and physiological foundations of pain and inflammation. This course will provide students with hands-on experience in developing and progressing comprehensive therapeutic approaches through rehabilitation and modalities to treat lower extremity injuries and illness seen among physically active populations.

Clinical Experience I – 3 semester credit hours. This course combines lecture and supervised clinical experience with preceptors. This course will present students with the foundations of providing clinical care to patients, cultural competence, interprofessional practice, and communication.

Athletic Training Research Seminar – 1 semester credit hours. This course is designed to allow students to develop clinical questions and discuss and integrate evidence into clinical practice. A focus will be placed on enhancing decision-making and problem-solving skills through critical thinking. Students will choose a clinical topic and develop skills for clinical reasoning.

Examination and Management II – 3 semester credit hours. This course provides a systematic approach to evaluate various injuries and illness that occur to the upper extremity and thoracic and cervical spine among physically active populations. Topics will include risk management, etiology, specific signs and symptoms, immediate care, and referring.

Therapeutic Interventions in AT II – 3 semester credit hours. This course will discuss and give students hands-on experience in developing and progressing comprehensive therapeutic approaches through rehabilitation and modalities to treat upper extremity injuries and illness seen among physically active populations.

Clinical Experience II – 3 semester credit hours. This course combines lecture and supervised clinical experience with preceptors. Emphasis is placed on the students continuing to develop skills and gaining experience in all aspects of athletic training.

Ethics and Leadership Seminar – 2 semester credit hours. This course discusses aspects of planning, coordinating, evaluating, and supervising the delivery of athletic training services. Topics include but are not limited to athletic training within the larger healthcare system, professional leadership, developing policies and procedures, legal concerns, promoting healthy lifestyles, and achieving optimal patient outcomes.

Examination and Management III – 4 semester credit hours. This course teaches a systematic approach to evaluate various injuries and illnesses that occur to the head, thorax, abdomen, and gastrointestinal, cardiovascular, integumentary, reproductive, endocrine, nervous, lymphatic, and urinary systems commonly seen among physically active populations.

Clinical Experience III – 2 semester credit hours. This course combines lecture and supervised clinical experience with preceptors. Emphasis is placed on the students continuing to develop skills and gaining experience in all aspects of athletic training. A component of this course will include self-reflection on practice.

Advanced Skills in Athletic Training – 3 semester credit hours. This course is designed to provide advanced knowledge and skills in athletic training within evaluation, treatment and rehabilitation, emergency management, and psychosocial.

Athletic Training Capstone – 2 semester credit hours. This course is designed to provide athletic training students with activities to facilitate transition to clinical practice with a focus on evidence based practice. Using clinical topics, students will prepare a publishable manuscript and prepare to disseminate the findings through a poster and/or oral presentation.

Clinical Experience IV – 9 semester credit hours. This course allows students to gain supervised clinical experiences with preceptors. The primary emphasis of this course is non-sport populations, non-musculoskeletal conditions, and interprofessional practice. A component of this course will include self-reflection on practice.

Clinical Experience V – 12 semester credit hours. This course is designed to allow students to be immersed into athletic training practice by working closely and under the supervision of preceptors. Students will gain experience in all aspects of athletic training. Emphasis is placed on interprofessional practice, communication with various members of the sports medicine team, and clinical decision making. An online component provides assessment and opportunities for students to reflect on readiness to practice as athletic trainers.

**New Program Proposal: Fiscal Summary
University of Kansas Medical Center**

Master of Science in Athletic Training (MSAT)

Basic Program Information

- | | |
|--|--|
| 1. Title of proposed program: | Master of Science in Athletic Training (MSAT) |
| 2. Degree to be offered: | Master of Science in Athletic Training |
| 3. Responsible department: | Department of Physical Therapy and Rehabilitation Science (PTRS) |
| 4. CIP Code: | 51.0913 Athletic Training/Trainer |
| 5. Anticipated implementation date: | Summer 2020 |
| 6. Total semester credit hours for the degree: | 68 |

| Part I. Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|---|---------------------|-----------|-----------|-----------|-----------|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A. Full-time, Part-time Headcount: | 25 | 0 | 50 | 0 | 50 | 0 |
| B. Total SCH taken by all students in program | 875 | | 3400 | | 3400 | |
| Part II. Program Cost Projection | | | | | | |
| A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted. | | | | | | |
| | Implementation Year | | Year 2 | | Year 3 | |
| <u>Base Budget</u> | | | | | | |
| Salaries | \$349,798 | | \$7,000 | | \$7,000 | |
| OOE | \$40,501 | | \$219,499 | | \$0 | |
| Total | \$390,299 | | \$226,499 | | \$7,000 | |

The cost of the new degree program will be supported through several sources, but will not require any change in state allocations. KU Athletics has committed to supporting the salary and fringe for one faculty member in anticipation of the close working relationship between the MSAT program and the athletics teams. KU Health System's Department of Sports Medicine has also committed to provide support to start up this program (one-time \$20K). All other expenses will be supported by tuition revenue and student fees. The course fees will be set at the identical rate that DPT students pay per semester credit hour and will be managed in a restricted fee (RFF) account set up for this specific purpose.

**New Program Proposal: Program Summary
Emporia State University**

Master of Science in Information Technology (MSIT)

| <u>Criteria</u> | <u>Program Summary</u> |
|---------------------------|--|
| I. Program Identification | <p>Title of proposed program: Information Technology</p> <p>Degree to be offered: Master of Science</p> <p>Anticipated date of implementation: August 2018</p> <p>Responsible department(s) or unit(s): School of Business</p> <p>Total Semester Credit Hours: 36</p> <p>CIP Code: 11.0103</p> <p>Modality: Online</p> |
| 2. Program Description | <p>The School of Business at the Emporia State University (ESU) is proposing a 36-semester credit hour Master of Science in Information Technology (MSIT) degree program. The degree is aimed at providing a broad, all-inclusive perspective of the technology profession, and as such, will prepare the students for the technological challenges in today's industries. This program is proposed as a science, technology, engineering, and mathematics (STEM) program offered through an Association to Advance Collegiate Schools of Business (AACSB)-accredited School of Business.</p> <p>The proposed MSIT stems, in part, from a call from ESU's president for proposals for the ESU Incentive Plan. Under the Incentive Plan, the university provides funding for the implementation of new programs that have the potential to generate income through enrollment increases or by other means. After a review of the submitted proposals, the MSIT program was one of the proposals selected for funding. The selection of the MSIT program for funding indicates the institution considers the MSIT a priority for the university.</p> |
| 3. Student Demand | <p>Sufficient industry demand for the skill set found in graduates of this degree program exists. To evaluate the level of corresponding student demand for future students for this program, the current population of School of Business students (graduate and undergraduate) were surveyed; they were asked to react to a series of survey questions regarding the proposed program.</p> <p>For the undergraduate population, survey results show that 18.8% of the respondents indicate that they are <i>Likely</i> or <i>Most Likely</i> to pursue the MSIT program, if it is available. In the graduate survey, 33.33% of the respondents indicate that they would have been <i>Likely</i> or <i>Most Likely</i> to have entered the MSIT program, had it been available.</p> <p>We also asked both sample groups (undergraduate and graduate) about their perception of interest in the MSIT program among other students. The results show that 47.5% of our undergraduate sample believe that other business majors would be <i>Likely</i> or <i>Most Likely</i> to enroll in the MSIT. The graduate group believe that 72.2% of other business majors would be <i>Likely</i> or <i>Most Likely</i> to enroll in the MSIT program.</p> <p>Another result that gives us strong confidence in the program's appeal is the low number of respondents in both the undergraduate and graduate samples who expect other business majors' interest in the MSIT program to be <i>Not Likely at All</i> (6.1% and 0% respectively).</p> |

| | |
|---|--|
| <p>4. Employment Demand</p> | <p>According to the Bureau of Labor Statistics, employment of computer and information technology occupations is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. These occupations are projected to add about 546,100 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security.¹</p> <p>The Information Systems Advisory Council at the ESU School of Business has indicated on numerous occasions the increasing local demand for technology-related skilled professionals. The Council is composed of IT executives and upper level managers from the major companies in the region. The state of the job market in Kansas reflects both global and national trends.</p> <p>Occupations related directly to this degree include database administrator, information systems manager, IT consultant, IT technical support officer, systems analyst, systems developer, post-secondary instruction, etc. Jobs where this degree would prove useful include network engineer, IT sales professional, UX analyst, and web content manager. Typical employers include information and communication technology, consulting firms, software houses, service providers, telecom companies, P-12 district and post-secondary institutions, local and central government, corporate administrative offices, National Health Service, the media, and charity foundations.</p> |
| <p>4. Comparative/ Locational Advantage</p> | <p>A STEM-designed program, coupled with ESU's competitive tuition rate, low student-to-faculty ratio, the School of Business' Association to Advance Collegiate Schools of Business (AACSB)² accreditation, and Emporia's comparatively lower cost of living, should prove advantageous in attracting students.</p> <p>This proposed MSIT program, delivered through ESU's AACSB-accredited School of Business, will produce much needed graduates for high-paying jobs that meet market demands for the region.</p> <p>ESU currently offers a 36-semester credit hour MBA program with an Information Systems concentration that is not a STEM-designed program (due to the preponderance of business courses in the core); this program is meritorious in its own right. However, because we do not offer a STEM-designed program, we have lost students – particularly international students – to business schools at competing universities that have STEM business programs.</p> |
| <p>5. Curriculum</p> | <p>The 36-semester credit hours proposed MSIT program includes 24 semester credit hours of required courses covering broad technological areas, such as database management, cloud computing, electronic commerce, and enterprise architecture. An additional 12 semester credit hours of elective courses comprise the remaining semester credit hours. The MSIT does not have internships, practica or clinical requirements. Opportunities for student interaction are integrated into the required, core courses.</p> |

¹ US Department of Labor Bureau of Labor Statistics. (January 2018). Occupational outlook handbook. Retrieved from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>

² AACSB. (2015). Retrieved from <http://www.aacsb.edu/accreditation>

| | | | | |
|---|--|------------|---------------------------------------|----------------------------|
| <p>5. Curriculum <i>(continued)</i></p> | <p>The required IT courses (24 semester credit hours): IS 813 Information Technology Project Management IS 823 Systems Analysis and Design IS 843 Electronic Commerce IS 873 Info Systems for Managerial Decision Making IS 824 Database Management IS 825 Cloud Computing & Management IS 826 Application Programming IS 828 Enterprise Architecture</p> <p>An additional 12 hours of elective courses comprise the remaining credit hours.</p> | | | |
| <p>6. Faculty Profile</p> | <p>The School of Business currently has five full-time, tenure-track Information Systems (IS) faculty who hold terminal degrees in the field. These faculty currently teach some of the courses that are part of the proposed new program. The current IS faculty body have the experience, expertise, and research interests that align with the proposed new program. One additional faculty member has been approved through the University Incentive Plan to provide additional resources for the new courses. Two-thirds of the new faculty position will be used for this proposed program.</p> <p>The current core faculty and their credentials are:</p> | | | |
| | <p>Name</p> | <p>FTE</p> | <p>Area of Specialty</p> | <p>Rank (tenure track)</p> |
| | <p>Juan Chavarria, Ph.D.</p> | <p>1.0</p> | <p>Information Systems</p> | <p>Asst. Prof.</p> |
| | <p>Javier Flores, Ph.D.</p> | <p>1.0</p> | <p>Computer Information Systems</p> | <p>Asst. Prof.</p> |
| | <p>Geethalaksmikanth Lakshmikanth, Ph.D.</p> | <p>1.0</p> | <p>Electrical Engineering</p> | <p>Asst. Prof.</p> |
| | <p>Mohammed Rahman, Ph.D.</p> | <p>1.0</p> | <p>Healthcare Information Systems</p> | <p>Asst. Prof.</p> |
| | <p>Douglass Smith, Ph.D.</p> | <p>1.0</p> | <p>Decision Sciences</p> | <p>Asst. Prof.</p> |
| <p>7. Student Profile</p> | <p>Prospective students will have a bachelor degree in the field of Business, Engineering, Computer Science, or any technology-related field. Students without appropriate background will be required to take additional prerequisite courses.</p> <p>Students interested in a STEM approach to IT education typically focus on real-world issues and problems, the engineering-design process, a hands-on inquiry and open-ended exploration, productive teamwork, knowledge of and appreciation for use of math in content learning, an exploration of multiple right answers, and allowances to reframe failure as a necessary part of learning.³</p> | | | |
| <p>8. Academic Support</p> | <p>The current School of Business infrastructure is sufficient to support the new MSIT program. The School of Business has a stand-alone advising center with one full-time individual dedicated to advising graduate students. The increase in graduate students due to the proposed program should not present any issues regarding student support. The advising center also includes two full-time individuals for undergraduate advising, a graduate assistant, and several student workers.</p> | | | |

³ ITWorld. (June 2014). *Characteristics of successful IT professionals*. Retrieved from <https://www.itworld.com/article/2696004/careers/12-characteristics-of-successful-it-professionals.html>

| | |
|--|--|
| 9. Facilities / Equipment | <p>Because the program will not require any new facilities or equipment, the School of Business anticipates that the current facilities, library, audio-visual and academic computing resources are adequate to support the proposed program. The School of Business has two dedicated computer labs and access to another computer lab, if needed. Therefore, no additional facility, equipment, or library resource costs will be required to service the program.</p> |
| 10. Program Review, Assessment, Accreditation | <p>The School of Business currently has assessment mechanisms to assess the quality of existing programs, as per the Association to Advance Collegiate Schools of Business (AACSB) accreditation requirements. Because the School of Business already has AACSB accreditation, the proposed MSIT program will simply be incorporated into the existing assessment structure.</p> <p>Thus, for the School of Business to maintain AACSB accreditation, assessment standards must be continuously addressed and met. On an annual basis, the assessment results are presented to faculty and used to make changes or improvements. The School of Business assessment efforts are designed to measure student performance of the learning goals presented herein.</p> |
| 11. Costs / Financing | <p>Implementation year costs are \$87,785 (salaries), \$3,350 (marketing), \$4,740 (instructional support) -- for a total of \$95,875. The Other Operating Expense needs are provided through School of Business internal reallocation. Additional costs for year two are \$1,678 (salaries) and \$86 (instructional support); year three costs are \$1,624 (salaries) and \$88 (instructional support). Funding for the proposed program is provided by Emporia State University as part of the University Incentive Program Initiative.</p> |

**New Program Proposal: Curriculum
Emporia State University
Master of Science in Information Technology (MSIT)**

Basic Program Information

| | |
|--|------------------------|
| 1. Title of proposed program: | Information Technology |
| 2. Degree to be offered: | Master of Science |
| 3. Anticipated date of implementation: | August 2018 |
| 4. Responsible department(s) or unit(s): | School of Business |
| 5. Total Semester Credit Hours: | 36 |
| 6. CIP Code: | 11.0103 |
| 7. Modality: | Online |

Course Name / Number

Semester Credit Hours

Core Courses

| | | |
|------------------------|---|----|
| IS 813 | Information Technology Project Management | 3 |
| IS 823 | Systems Analysis and Design | 3 |
| IS 843 | Electronic Commerce | 3 |
| IS 873 | Info Systems for Managerial Decision Making | 3 |
| IS 824 | Database Management | 3 |
| IS 825 | Cloud Computing & Management | 3 |
| IS 826 | Application Programming | 3 |
| IS 828 | Enterprise Architecture | 3 |
| Total for Core Courses | | 24 |

Elective Courses (Select 12 Semester Credit Hours from Among the Following):

| | | |
|----------------------------|---------------------------------------|-----------|
| CS 564 | Network Defense & Countermeasure | 3 |
| CS 565 | Computer Forensics | 3 |
| IS 503 | Data Mining | 3 |
| IS 827 | Advanced Application Programming | 3 |
| IS 805 | Special Topics in Information Systems | 3 |
| IS 853 | Business Analytics | 3 |
| IS 863 | Enterprise Resource Planning | 3 |
| Total for Elective Courses | | <u>12</u> |

Total for Master of Science in Information Technology (MSIT) Degree **36**

**New Program Proposal: Financial Summary
Emporia State University
Master of Science in Information Technology (MSIT)**

Basic Program Information

- | | |
|--|------------------------|
| 1. Title of proposed program: | Information Technology |
| 2. Degree to be offered: | Master of Science |
| 3. Anticipated date of implementation: | August 2018 |
| 4. Responsible department(s) or unit(s): | School of Business |
| 5. Total Semester Credit Hours: | 36 |
| 6. CIP Code: | 11.0103 |
| 7. Modality: | Online |

| Part I. Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|---|---|-----------|---|-----------|---|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A. Full-time, Part-time Headcount: | 15 | | 30 | | 30 | |
| B. Total SCH taken by all students in program | 270 (assuming 9 SCH per student <i>per semester</i>) | | 540 (assuming 9 SCH per student <i>per semester</i>) | | 540 (assuming 9 SCH per student <i>per semester</i>) | |
| Part II. Program Cost Projection | | | | | | |
| A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted. | | | | | | |
| | Implementation Year | | Year 2 | | Year 3 | |
| <u>Base Budget</u> Salaries & Benefits | \$87,785 | | \$1,592 | | \$1,624 | |
| <u>OOE</u> Instructional Support | \$ 4,740 | | \$ 86 | | \$ 88 | |
| Marketing | \$ 3,350 | | \$ 0 | | \$ 0 | |
| Total | \$95,875 | | \$1,678 | | \$1,712 | |

Faculty salary is based on one new faculty member hired with two-thirds of assignment allocated to the MSIT program; new faculty position is provided through the ESU Incentive Plan. Under the Incentive Plan, the university provides funding for the implementation of new programs that have the potential to generate income through enrollment increases or by other means. Increases in salary are based on a 2% raise per year. Other Operating Expenses (OOE) are from School of Business reallocation.

**New Program Proposal: Program Summary
Emporia State University**

Bachelor of Science in Business Data Analytics

| <u>Criteria</u> | <u>Program Summary</u> |
|---------------------------|--|
| 1. Program Identification | <p>Title of proposed program: Business Data Analytics Degree to be offered: Bachelor of Science in Business Anticipated date of implementation: August 2018 Responsible department(s) or unit(s): School of Business Total Semester Credit Hours: 120 CIP Code: 52.1301</p> |
| 2. Program Description | <p>The School of Business at Emporia State University (ESU) is proposing a new Bachelor of Science in Business major in Business Data Analytics (BDA). The new BDA program will produce data scientists for the State of Kansas.</p> <p>The Business Data Analytics program is schematically organized so students will be exposed to core data analytics concepts and techniques. The degree is aimed at providing a comprehensive set of knowledge and skills required for becoming a state-of-the-art data scientist. This new undergraduate degree will prepare students for the latest information-oriented technological challenges.</p> <p>The proposed Business Data Analytics degree stems, in part, from a call for proposals from Emporia State University’s president, Allison Garrett. President Garrett encouraged all university units to submit proposals that would attract students, improve performance and enhance the reputation of ESU. After a review of the submitted proposals, the Business Data Analytics program was one of the proposals selected by President Garrett for funding. The selection of the Business Data Analytics program for funding indicates the institution considers the BDA a priority for the university.</p> |
| 3. Student Demand | <p>Sufficient industry demand for the skill set found in graduates of this degree program exists.</p> <p>To evaluate the level of corresponding student demand for future students for this program, we emailed our current population of School of Business students (graduate and undergraduate) and asked them to react to a series of survey questions. For the undergraduate population, our survey results show that 29% (37.8% for graduate students) of the respondents indicate that they are <i>Likely</i> or <i>Most Likely</i> to have majored in Business Data Analytics, had it been available. Another result that gives us strong confidence in the program’s appeal is the low level of negativity. Only 5% (undergraduate) and 0% (graduate) of respondents expect other business majors’ interest in the BDA major to be <i>Not Likely at All</i>.</p> |
| 4. Employment Demand | <p>“Data analytics is a hot new career field” (¶ 1).¹ The Data Scientist has been identified as the best job among the twenty-five Best Jobs in America for 2016,</p> |

¹ Rutgers. (2018). Master of business and science degree: Data analytics jobs & skills in demand 2016. Retrieved from <https://mbs.rutgers.edu/articles/data-analytics-jobs-skills-demand-2016>

| | |
|---|---|
| <p>4. Employment Demand (continued)</p> | <p>according to Glassdoor.² The Business Data Analytics degree will cater to this market.</p> <p>In the past two years, the Information Systems Advisory Council at the ESU School of Business has indicated the increasing local demand for data analytics professionals. The Council is composed of IT executives and upper level managers from the major companies in the region. The state of the job market in Kansas reflects both global and national trends. The proposed new bachelor of science program is organized in such a manner, so that students will be exposed to core data analytics concepts and techniques. The degree is aimed at providing a comprehensive set of knowledge and skills requires for becoming a state-of-the-art data scientist. This new undergraduate degree will prepare the students for the latest information-oriented technological challenges.</p> <p>A sampling of data analytics job titles includes Business Intelligence Developer, Business Intelligence Analyst, Data Scientist, Intelligence Analyst, Software Development Engineer, Data Engineer, Data Analyst, and Business Analyst. Top employers advertising data analytics jobs in the United States include Amazon, UnitedHealth Group, Blue Cross, Oracle, JP Morgan Chase, Wells Fargo, PricewaterhouseCoopers, American Express, Verizon, AT&T, General Electric, IBM, Capital One, Aetna, Travelers Insurance, Comcast, Johnson & Johnson, and Motorola.</p> <p>According to Forbes.com, IBM predicts demand for Data Scientists will soar 28% by 2020.³</p> |
| <p>5. Comparative /Locational Advantage</p> | <p>Given that none of the Kansas Regents public universities currently have a Bachelor of Science degree program in Business Data Analytics, this proposed BDA program at the Emporia State University will produce much needed graduates to meet the market demands for the region.</p> <p>This new BDA program will be part of the Science, Technology, Engineering and Math (STEM) Program, which benefits all students, including international students. Additionally, this new Business Data Analytics undergraduate program has potential for international joint programs with our international AACSB accredited university partners; such affiliations could certainly result in a lucrative revenue stream.</p> <p>The BDA program also promotes distinctive academic programs to advance the university's reputation.</p> |
| <p>6. Curriculum</p> | <p>The proposed BDA program includes 24 hours of courses in Business Data Analytics and 42 hours of courses in the traditional business core, plus 48 hours to fulfill ESU's general education requirements and 6 hours of university general electives. Opportunities for student interaction are integrated into the required, core courses.</p> <p>In addition to the 48-university general education program semester credit hours, the 42-business core semester credit hours, and the 6-university general elective</p> |

² Piatetsky, G. KD Nuggets. Referenced Glassdoor. Retrieved from <https://www.kdnuggets.com/2017/01/glassdoor-data-scientist-best-job-america.html>

³ Kauflin, J. (July 20, 2017). Forbes. *The five most in-demand skills for data analysis jobs*. Retrieved from <https://www.forbes.com/sites/jeffkauflin/2017/07/20/the-five-most-in-demand-skills-for-data-analysis-jobs/#610b8e922c7c>

| <p>6. Curriculum (continued)</p> | <p>semester credit hours, students will be required to take 6 business electives and 18 data analytics courses (the latter listed below). Required Data Analytics Courses -- semester credit 18 hours IS 333 Business Computer Systems Analysis (Currently offered in BSB-IS) IS 413 Database Concepts (Currently offered in BSB-IS) IS 453 Business Intelligence (Currently offered in BSB-IS) IS 503 Data Mining (Proposed new course) IS 513 Big Data Analytics (Proposed new course) IS 533 Data-driven Decision Making (Proposed new course)</p> | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---|------|--------------------------------|-----|-------------------|----------------|-------|-----|---------------------|---------------|-------|-----|------------------------------|--------------------------------|-------|-----|------------------------|-----------------|-------|-----|--------------------------------|----------------|-------|-----|-------------------|
| <p>7. Faculty Profile</p> | <p>The School of Business currently has five full-time, tenure-track Information Systems (IS) faculty members who hold terminal degrees in the field. These educators currently teach some of the courses that are part of the proposed, new program. The current IS faculty body have the experience, expertise, and research interests that align with this program.</p> <p>One additional faculty member with a terminal degree in the field will be hired using internal funds to support the program, with an expected hire date prior to the beginning of the Fall 2018 semester. One-third of the new faculty member's assignment will be dedicated to the Business Data Analytics program.</p> <table border="1" data-bbox="456 877 1451 1161"> <thead> <tr> <th>Name</th> <th>Highest Degree(s)</th> <th>FTE</th> <th>Area of Specialty</th> </tr> </thead> <tbody> <tr> <td>Juan Chavarria</td> <td>Ph.D.</td> <td>1.0</td> <td>Information Systems</td> </tr> <tr> <td>Javier Flores</td> <td>Ph.D.</td> <td>1.0</td> <td>Computer Information Systems</td> </tr> <tr> <td>Geethalaksmikanth Lakshmikanth</td> <td>Ph.D.</td> <td>1.0</td> <td>Electrical Engineering</td> </tr> <tr> <td>Mohammed Rahman</td> <td>Ph.D.</td> <td>1.0</td> <td>Healthcare Information Systems</td> </tr> <tr> <td>Douglass Smith</td> <td>Ph.D.</td> <td>1.0</td> <td>Decision Sciences</td> </tr> </tbody> </table> | Name | Highest Degree(s) | FTE | Area of Specialty | Juan Chavarria | Ph.D. | 1.0 | Information Systems | Javier Flores | Ph.D. | 1.0 | Computer Information Systems | Geethalaksmikanth Lakshmikanth | Ph.D. | 1.0 | Electrical Engineering | Mohammed Rahman | Ph.D. | 1.0 | Healthcare Information Systems | Douglass Smith | Ph.D. | 1.0 | Decision Sciences |
| Name | Highest Degree(s) | FTE | Area of Specialty | | | | | | | | | | | | | | | | | | | | | | |
| Juan Chavarria | Ph.D. | 1.0 | Information Systems | | | | | | | | | | | | | | | | | | | | | | |
| Javier Flores | Ph.D. | 1.0 | Computer Information Systems | | | | | | | | | | | | | | | | | | | | | | |
| Geethalaksmikanth Lakshmikanth | Ph.D. | 1.0 | Electrical Engineering | | | | | | | | | | | | | | | | | | | | | | |
| Mohammed Rahman | Ph.D. | 1.0 | Healthcare Information Systems | | | | | | | | | | | | | | | | | | | | | | |
| Douglass Smith | Ph.D. | 1.0 | Decision Sciences | | | | | | | | | | | | | | | | | | | | | | |
| <p>8. Student Profile</p> | <p>Data scientists require high critical thinking and problem-solving abilities. We expect high-achieving students with keen interests in technology to enroll for this major.</p> <p>Students interested in this major typically exhibit the following characteristics⁴: strong analytics aptitude, curiosity, hypothesis-driven, motivated, and structured problem-solver. Other sources reference similar traits, and one thing they all have in common is that the student must have a passion for business and data.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>9. Academic Support</p> | <p>Current ESU School of Business infrastructure is sufficient to support the new Business Data Analytics program.</p> <p>Additionally, the School of Business has a stand-alone advising center with two full-time individuals dedicated to advising undergraduate students.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>10. Facilities and Equipment</p> | <p>The School of Business anticipates that the facilities are adequate to support the proposed program. The School of Business has two dedicated computer labs and access to another computer lab, if needed. Several new software tools and packages will be required that are mostly available for free by large corporations (e.g. IBM, Microsoft, Oracle, Cisco, etc.) for academic use purposes.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

⁴ Piyanka, Jain. (May 28, 2016). *Forbes.5 characteristics of the analytics hero*. Retrieved from <https://www.forbes.com/sites/piyankajain/2015/05/18/5-characteristics-of-the-analytics-hero/#6ae574ea176f>

| | |
|--|---|
| <p>11. Program Review, Assessment, Accreditation</p> | <p>The University and the School of Business currently have assessment mechanisms in place to assess the quality of existing programs. As the new program will be introduced as an Association to Advance Collegiate Schools of Business (AACSB) accredited program, the School of Business will be required to apply existing AACSB assessment protocols to the new program. For the School of Business to maintain AACSB accreditation, assessment standards must be continuously addressed and met. On an annual basis, the assessment results are presented to faculty and used as data points to make changes or improvements.</p> |
| <p>12. Costs, Financing</p> | <p>Funding for the proposed program is provided by Emporia State University (as part of the University Incentive Program Initiative). Costs for the implementation year total \$47,006 (\$43,022 for salaries/benefits and \$3,984 for other operating expenses). Additional money for year two totals \$1,041, and \$843 for year three.</p> |

**New Program Proposal: Curriculum
Emporia State University**

Bachelor of Science in Business Data Analytics

Basic Program Information

- | | |
|--|---------------------------------|
| 1. Title of proposed program: | Business Data Analytics |
| 2. Degree to be offered: | Bachelor of Science in Business |
| 3. Anticipated date of implementation: | August 2018 |
| 4. Responsible department(s) or unit(s): | School of Business |
| 5. Total Semester Credit Hours: | 120 |
| 6. CIP Code: | 52.1301 |

| Course | Semester Credit Hours |
|---|-----------------------|
| University General Education Program | 48 |
| University General Electives | 6 |
| Business Core | 42 |
| Business Data Analytics Major Courses | 24 |
| <i>Required BDA Courses – 18 semester credit hours</i> | |
| <i>IS 333 Business Computer Systems Analysis (Currently offered in BSB-IS)</i> | |
| <i>IS 413 Database Concepts (Currently offered in BSB-IS)</i> | |
| <i>IS 453 Business Intelligence (Currently offered in BSB-IS)</i> | |
| <i>IS 503 Data Mining (Proposed new course)</i> | |
| <i>IS 513 Big Data Analytics (Proposed new course)</i> | |
| <i>IS 533 Data-driven Decision Making (Proposed new course)</i> | |
| <i>Electives BDA – Select 6 semester credit hours from the following:</i> | |
| <i>IS 343 Web-Based Business Applications (Currently offered in BSB-IS)</i> | |
| <i>IS 393 Advanced Web-Based Applications (Currently offered in BSB-IS)</i> | |
| <i>IS 433 Operating Systems Concepts (Required for Data Security Minor)</i> | |
| <i>IS 473 Telecommunications & Networking (Currently offered in BSB-IS)</i> | |
| <i>CS 564 Network Defense and Countermeasures (Currently offered in BSB-IS)</i> | |
| <i>CS 355 UNIX (Currently offered in BS-CS)</i> | |
| <i>CS 565 Computer Forensics (Required for Data Security Minor)</i> | |
| <i>IS 523 Cloud Computing (Proposed new course)</i> | |

Total Required for Degree Completion 120

**New Program Proposal: Fiscal Summary
Emporia State University**

Bachelor of Science in Business Data Analytics

Basic Program Information

- | | |
|--|---------------------------------|
| 1. Title of proposed program: | Business Data Analytics |
| 2. Degree to be offered: | Bachelor of Science in Business |
| 3. Anticipated date of implementation: | August 2018 |
| 4. Responsible department(s) or unit(s): | School of Business |
| 5. Total Semester Credit Hours: | 120 |
| 6. CIP Code: | 52.1301 |

| Part I. Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|---|--|-----------|---|-----------|---|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A. Full-time, Part-time Headcount: | 20 | | 40 | | 60 | |
| B. Total SCH taken by all students in program | 600 (assuming 15 SCH per student per semester) | | 1200 (assuming 15 SCH per student per semester) | | 1800 (assuming 15 SCH per student per semester) | |
| Part II. Program Cost Projection | | | | | | |
| A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted. | | | | | | |
| | Implementation Year | | Year 2 | | Year 3 | |
| <u>Base Budget</u> Salaries & Benefits | \$43,022 | | \$ 999 | | \$800 | |
| <u>OOE</u> Faculty/Instructional Support Marketing | \$ 2,334 \$ 1,650 | | \$ 42 \$ 0 | | \$ 43 \$ 0 | |
| Total | \$47,006 | | \$1,041 | | \$843 | |

Indicate source and amount of funds if other than internal reallocation:

One additional faculty member with a terminal degree in the field will be hired using internal funds to support the program, with an expected hire date prior to the beginning of the Fall 2018 semester. One-third of the new faculty member's assignment will be dedicated to the Business Data Analytics program.

January 17, 2018

To: Office of the Provost

From: Rick Ginsberg, Dean – School of Education



Subject: Degree name change for programs in Department of Health, Sport, and Exercise Sciences

I support the Department of Health, Sport, and Exercise Sciences in its request to change the name of the following undergraduate degree:

From:

B.S.E. in ***Health and Physical Education***

To:

B.S.E. in ***Physical Education Plus***

The current name does not reflect changes in the curriculum of the undergraduate major. Recent changes to the program give students the option to add coursework in one of several concentration areas. The changes were initiated to better prepare teacher candidates if they choose to pursue licensure examinations in a second teaching area or if they are interested in additional knowledge and training to support a career in education, sport and/or physical activity. The options include coursework related to, Health, Middle Level Mathematics, Middle Level Science, English, Speech/Theatre, Psychology or a minor in Business or Sport Management. The new B.S.E. degree name will better represent the program, assist with marketing the degree, and in helping students with licensure and employment after graduation.

Kansas State University
Proposed changes in degree names

1. Master of Science program

Degree: MS in Horticulture
CIP Code: 01.1103
Department: Horticulture and Natural Resources

Name Change Requested: From MS in Horticulture to MS in Horticulture & Natural Resources

Rationale: In April 2016, the Board of Regents approved a new department name, changing from the Department of Horticulture, Forestry, and Recreation Resources to the Department of Horticulture and Natural Resources. Many changes have occurred since the merger of the Department of Horticulture and the Department of Forestry in 1991. This new name reflects changes in our undergraduate programs in the natural resources area and the addition of research faculty in this area. Because of the addition of research faculty in natural resources, and thus, graduate students, we would like to change the name of our graduate programs to reflect this. The curriculum will not change.

2. Doctor of Philosophy program

Degree: PhD in Horticulture
CIP Code: 01.1103
Department: Horticulture and Natural Resources

Name Change Requested: From PhD in Horticulture to PhD in Horticulture & Natural Resources

Rationale: In April 2016, the Board of Regents approved a new department name, changing from the Department of Horticulture, Forestry, and Recreation Resources to the Department of Horticulture and Natural Resources. Many changes have occurred since the merger of the Department of Horticulture and the Department of Forestry in 1991. This new name reflects changes in our undergraduate programs in the natural resources area and the addition of research faculty in this area. Because of the addition of research faculty in natural resources, and thus, graduate students, we would like to change the name of our graduate programs to reflect this. The curriculum will not change.



WICHITA STATE
UNIVERSITY

COLLEGE OF EDUCATION

Department of Sport Management

Memorandum

February 13, 2018

TO: Richard D. Muma, PhD, MPH
Interim Provost and Professor
Wichita State University

FROM: Mark Vermillion, PhD
Chair & Professor
Department of Sport Management

CC: Shirley Lefever, EdD
Dean, College of Education
Clay Stoldt, EdD
Associate Dean College of Education

RE: Sport Management—Degree Name Change and Department Creation

This is a request by the College of Education to change the name of the Sport Administration program to Sport Management and to establish a Department of Sport Management to house both the BA in Sport Management and MEd in Sport Management. The Sport Administration program was housed in the Kinesiology and Sports Studies (KSS) Department in the College of Education. KSS was separated into Human Performance Studies (HPS) and the Department of Sport Management.

Current

Department Name: Kinesiology and Sports Studies
Program Names: Sport Administration

Proposed

Department Name: Sport Management
Program Names: Sport Management

Rationale

While the terms “Sport Administration” and “Sport Management” have often been used interchangeably, “Sport Management” is now clearly the normative designation. Strong evidence of this can be found in the name of the program’s primary international academic body, the North American Society for Sport Management, and our accreditation and assessment body that reviews institutions for compliance with international program standards, Commission on Sport Management Accreditation (COSMA).

Competition from other regional institutions using the term “Sport Management” for the degrees or classes is escalating. While the COSMA-approved status WSU remains a significant competitive advantage, the degree title is a significant disadvantage to maintaining the program’s market prominence. For example, a Google search using the term “Sport Management” failed to reveal the WSU program in a prominent listing. Student recruitment is jeopardized if the “Sport Administration” program title is retained.

Given the profession’s common use of the “Sport Management” title, WSU’s “Sport Administration” title jeopardizes the program’s credibility among, for example, other institutions of higher education, journal editors, and sport industry employers. This may negatively impact graduates as they seek to advance their careers, faculty as they work to maintain/enhance their reputations in the marketplace, and other program constituents such as prospective students and potential employers of program graduates.

If there is anything else I can do to help, then please let me know.

February 14, 2018

Jean Redeker, PhD
Vice President for Academic Affairs
Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368

Dear Dr. Redeker:

The University of Kansas Medical Center requests permission to reorganize the present structure of the Respiratory Care Department in the School of Health Professions. The goal is to incorporate the certificate programs now offered outside of any departmental structure. The realigned academic unit will be renamed the Department of Respiratory Care and Diagnostic Science (RCDS).

Programs that will be incorporated into RCDS include: the B.S. in Respiratory Care and the following certificates: Advanced Cardiovascular Technology, Diagnostic Ultrasound and Vascular Technology, and Nuclear Medicine Technology.

The change in Department name and the realignment of programs will be accomplished with no additional State funds being required.

Thank you in advance for your assistance.

Sincerely,



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

Proposed Amendments to the Policy on Expediated Program Approval Process

The Board approved an expedited program approval process to allow state universities to respond quickly to distinct opportunities. Staff is proposing adding additional criteria for justification to tailor criteria to those programs that: are in need of expedited approval due to unforeseen, immediate circumstances; were directly requested by a corporate, industrial or public entity; and were expediated for approval at the campus level.

March 2018

Background

The Board approved an expedited program approval process to allow state universities to respond quickly to distinct opportunities to meet workforce, economic or other special needs. The current justification to expediate approval of a proposed program is so broad as to potentially encompass most new academic programs. Staff is proposing adding additional criteria for justification to tailor criteria to those programs that: are in need of expedited approval due to unforeseen, immediate circumstances; were directly requested by a corporate, industrial or public entity; and were expediated for approval at the campus level.

f. Expedited Approval Process for a New Program

This Expedited Approval Process is designed to allow state universities to respond quickly to distinct opportunities to meet workforce, economic or other special needs. The Expedited Approval Process may not be used to circumvent the customary program approval process.

i. Request for Approval

To request approval to offer a program under the Expedited Approval Process, a state university shall enter the proposed program into the Program Inventory Database and submit a “Statement of Intent” to the Vice President for Academic Affairs.

The Statement of Intent shall be limited to two pages and shall:

(1) Justify the need for expedited implementation by demonstrating that the program:

(a) is in need of expedited approval due to unforeseen, immediate circumstances;

~~(b)~~ (b) has a direct and immediate impact on meeting workforce, economic, or other special needs; ~~and/or has been directly requested by~~

(c) is being developed by a state university at the direct request of a corporate, industrial or public entity;

~~(d)~~ (d) is distinct within the state university sector or, if not distinct, that duplication is appropriate; ~~and~~

~~(e)~~ (e) meets all the requirements of Board policy on off-campus delivery of academic courses and programs; ~~and~~

(f) was expediated for approval at the campus level.

(2) Describe the proposed program, including:

(a) an overview of the program ~~and curriculum;~~

(b) the title of program, responsible department(s), degree(s) to be offered, anticipated date of implementation, and CIP code, and location(s) of this program;

(c) ~~anticipated date of implementation, an overview of the curriculum;~~ and

(d) any new required faculty and/or resources and how those will be funded.

The Vice President for Academic Affairs will review the “Statement of Intent” and, if approved, shall forward the Statement to the Council of Chief Academic Officers and Council of Presidents. The Councils shall have fourteen calendar days to review and comment on the proposed program.

The Vice President for Academic Affairs shall review the proposed program and any comments received, and provide a recommendation to the Board President and Chief Executive Officer for final consideration.

ii. Annual Reports

By December of each year following a program’s implementation, state universities with programs approved using the expedited approval process shall provide the Vice President for Academic Affairs an annual update on the program. The update shall include:

- (1) a brief description of program’s progress, including program enrollment; and
- (2) a description of any problems and/or barriers to success; and
- (3) plans for and progress of changes and developments to the program.

This report shall be provided until a final decision is made on program continuation.

iii. Final Recommendation

~~Five~~ Four years after the program’s implementation, the university shall provide the Vice President for Academic Affairs a report on its progress and recommend that it either be placed in the regular program array or be discontinued. The report shall include information on:

- (1) number of Faculty;
- (2) number of Majors;
- (3) number of students on schedule to graduate in six years;
- (4) resources expended; and
- (5) whether the program is meeting workforce and/or economic needs.

The Vice President for Academic Affairs shall review the ~~information provided~~ final report, and provide a recommendation to continue or discontinue to the Board President and Chief Executive Officer. If continued, the program shall be placed in the university’s regular program review cycle for reporting to the Board.

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

Format. Font: Times New Roman, 11-point; Margins: top/bottom-- 1 inch; left/right-- .08 inch.

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

A. General Information

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

2. Program Identification:

Program Title: _____

Degree to be Offered: _____

Responsible Department or Unit: _____

CIP Code: _____ Proposed Implementation Date: _____

Total Number of Semester Credit Hours for the Degree: _____

B. Justification and Program Demand

1. Justification:

In the space below, provide a brief description of the program and indicate why this program is important to your institution and to the state of Kansas. (Please refer to **Format** directions above.)

2. Demand: Select one of the two options for indicating student demand:

Option A. Survey of Student Interest

Number of surveys administered: _____

Number of completed surveys returned: _____

Percentage of students interested in program: ... _____

Option B. Market Analysis

Attach a one-page analysis that reflects trends, changing student demographics, curricular growth patterns, etc., to forecast student demand for this program. *(Please note formatting information and provide citations for sources.)*

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

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

| Year | Headcount | | Sem Credit Hrs | |
|----------------|-----------|-----------|----------------|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time |
| Implementation | | | | |
| Year 2 | | | | |
| Year 3 | | | | |

4. Demand: Employment

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

C. Curriculum

1. Admission/Requirements:

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

2. Courses:

Attach a one-page semester-by-semester degree plan.

D. Core Faculty

1. Inventory

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

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

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

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

| Faculty Name | Rank | Highest Degree | Tenure Track Y/N | Academic Area of Specialization | FTE to Proposed Program |
|--------------|------|----------------|------------------|---------------------------------|-------------------------|
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2. Identify the number of graduate assistantships who will be assigned to the program: _____

E. Expenditures and Revenue:

Please complete the information below and provide explanations* as clearly-labeled attachments.

| I. EXPENDITURES | List Amounts in Dollars | | |
|---|-------------------------|-----------|----------|
| | First FY | Second FY | Third FY |
| Personnel – Reassigned or Existing Positions* <i>(*Provide written explanations as necessary and attach to this document)</i> | | | |
| Faculty | | | |
| Administrators <i>(other than instruction time)</i> | | | |
| Graduate Assistants | | | |
| Support Staff for Administration <i>(e.g., secretarial)</i> | | | |
| Fringe Benefits <i>(total for all groups)</i> | | | |
| Other Personnel Costs | | | |
| Total Existing Personnel Costs – Reassigned or Existing | | | |
| Personnel – New Positions* <i>(*Provide written explanations as necessary and attach to this document)</i> | | | |
| Faculty | | | |
| Administrators <i>(other than instruction time)</i> | | | |
| Graduate Assistants | | | |
| Support Staff for Administration <i>(e.g., secretarial)</i> | | | |
| Fringe Benefits <i>(total for all groups)</i> | | | |
| Other Personnel Costs | | | |
| Total New Personnel Costs -- New Positions | | | |
| Start-up Costs – One-Time Expenses* <i>(*Provide written explanations as necessary and attach to this document)</i> | | | |
| Library/learning resources | | | |
| Equipment | | | |
| Physical Facilities: Construction or Renovation | | | |
| Other | | | |
| Total Start-up Costs | | | |
| Operating Costs – Recurring Expenses* <i>(*Provide written explanations as necessary and attach to this document)</i> | | | |
| Supplies/Expenses | | | |
| Library/learning resources | | | |
| Equipment | | | |
| Travel | | | |
| Other | | | |
| Total Operating Costs | | | |
| GRAND TOTAL COSTS | | | |

Commented [FM1]: We have not had concerns voiced regarding the new form to date. One recommendation has come forward which I think is good. Where we ask for start-up costs for equipment, we wonder whether it should indicate **equipment/technology** or **equipment/software**, thinking about some of the typical expenses that are incurred w/ a new program launch. For your consideration. Thanks for driving this. We think it will be helpful!

Commented [FM2]: Would the same (comment above) apply here as well? [Max's question]

| II. FUNDING SOURCES* (projected as appropriate) (*Provide written explanations as necessary and attach to this document) | List Amounts in Dollars | | | |
|---|-------------------------|----------------|-----------------|----------------|
| | Current | First FY (New) | Second FY (New) | Third FY (New) |
| Tuition / State Funds | | | | |
| Student Fees | | | | |
| Other Sources ** | | | | |
| GRAND TOTAL FUNDING | | | | |
| Projected Surplus/Deficit (+/-) (Grand Total FUNDING minus Grand Total Costs) | | | | |

**Other Sources:
As appropriate for each source, please describe the length of financial commitment and note the expiration date. (Examples could include federal, state, and/or private grants, etc.)

Institutional Contact Person:

Name: _____ E-mail: _____

Date of Proposal Submission: _____