KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

VIDEO CONFERENCE AGENDA
Monday, June 1st, 2020
11:00 am

The Board Academic Affairs Standing Committee (BAASC) will meet by video conference and the meeting will be live streamed for the public. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Schmidt	
	1. Roll Call		
	2. Approve minutes from May 20th video conference		p. 3
II.	**Consent Agenda**		
	1. BS in Geographic Information Science and Technology – K-State	Brian Niehoff	p. 6
	2. BS in Sports Nutrition – K-State	Brian Niehoff	p. 17
	3. MS in Genetic Counseling – KUMC	Jeff Radel and Eric Elsinghorst	p. 25
II.	**Other Matters**		
	1. Act on Request for a New Certificate of Approval for Degree Granting Authority for National University	Crystal Puderbaugh	p. 38
	2. Private Post-Secondary (PPS) Report	Crystal Puderbaugh	p. 39
	3. Direct Support Professionals (DSP) Update	Regent Schmidt	
	4. Coordinating Council Update	Regent Kiblinger	

III. Suggested Agenda Items for BAASC June 17th Video Conference

- Revision to Performance Agreements: Funding Guidelines
- Strategic Program Alignment Next Steps
- Concurrent Enrollment Partnership (CEP) Report
- Credit for Prior Learning (CPL) Report

IV. Adjournment

Board Academic Affairs Standing Committee

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets by conference call approximately two weeks prior to each Board meeting and prior to the Board Chair's conference call to finalize items for the Board agenda. The Committee also meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Allen Schmidt, Chair

Cheryl Harrison-Lee

Shelly Kiblinger

Helen Van Etten

Board Academic Affairs Standing Committee

AY 2020 Meeting Schedule

Meeting Dates	Time	Location	Institution Materials Due
September 18, 2019	10:30 am	Topeka	August 28, 2019
October 7, 2019	11:00 am	Conference Call	
October 16, 2019	9:30 am	Conference Call	
November 4, 2019	11:00 am	Conference Call	October 16, 2019
November 20, 2019	10:15 am	Pittsburg State University	October 30, 2019
December 2, 2019	11:00 am	Conference Call	November 13, 2019
December 18, 2019	10:15 am	Topeka	November 26, 2019
December 30, 2019	11:00 am	Conference Call	December 11, 2019
January 15, 2020	10:15 am	Topeka	December 26, 2019
February 3, 2020	11:00 am	Conference Call	January 15, 2020
February 19, 2020	10:15 am	Topeka	January 29, 2020
March 2, 2020	11:00 am	Conference Call	February 12, 2020
March 18, 2020	10:15 am	Video Conference	February 26, 2020
March 30, 2020	11:00 am	Video Conference	March 11, 2020
April 15, 2020	10:15 am	Canceled	March 25, 2020
May 4, 2020	11:00 am	Video Conference	April 15, 2020
May 20, 2020	10:15 am	Video Conference	April 29, 2020
June 1, 2020	11:00 am	Video Conference	May 13, 2020
June 17, 2020	10:15 am	Video Conference	May 29, 2020

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES
Wednesday, May 20, 2020

The May 20, 2020 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Schmidt at 10:17 a.m. The meeting was held by Zoom and live streamed for the public. This was originally scheduled as a face-to-face meeting in Topeka but was moved to Zoom based on COVID-19.

In Attendance:

Members:	Regent Schmidt, Chair Regent Kiblinger	Regent Harrison-Lee	Regent Van Etten
Staff:	Daniel Archer Amy Robinson	Karla Wiscombe Erin Wolfram	Samantha Christy-Dangermond Travis White
Others:	Mickey McCloud, JCCC	Shannon Portillo, KU	

Regent Schmidt welcomed everyone. Roll call was taken for members, presenters, and KBOR staff.

Approval of Minutes
Regent Kiblinger moved to approve the May 4, 2020 meeting minutes, and Regent Van Etten seconded the motion. With no further discussion, the motion passed.

KU Edwards Campus Transfer Agreement Update
Mickey McCloud, JCCC, and Shannon Portillo, KU, presented the update. The agreement just completed its first year with around 150 students participating. Shannon discussed the preliminary data, noting it has potential to increase the transfer pipeline as well as persistence and graduation. Mickey highlighted the success of recapturing students, noting this was an unexpected increase. Mickey stated they are looking at ways to ensure courses taken at their 2-year institution for an AA degree are geared towards a career field or align with a 4-year program, as opposed to simply meeting criteria to complete an AA.

Regent Kiblinger stated this agreement provides a good example for looking at a better pathway from all community colleges to post-secondary. She asked if they had student demographics. Shannon responded they do not have specific demographics on the 150 students but referred to their overall university demographic data. Mickey discussed the demographics of JCCC as well. Regent Kiblinger stated future demographic tracking for participating students would be beneficial.

Regent Schmidt asked them to discuss their marketing efforts. Mickey stated that JCCC engaged in social media as well as direct marketing though their college counselors and advocates. Shannon noted KU has updated its transfer guides to indicate that students should meet with their advisors and counselors at JCCC, as well as their KU Edwards Campus academic success coaches. The KU academic success coaches work with students from recruitment through graduation, and this allows them to reach out early when students are still at the community college level to help them line up classes with their future in mind.

Associate-to-Baccalaureate Proposed Transfer Plan
Daniel Archer provided information on three critical areas that are central to creating this plan. He discussed the

details of each as provided in his materials.

1. Having a common general education package for transferrable associate degrees.
2. Creating a framework where program-specific courses transfer as a block without the loss of credit.
3. Examining associate-to-baccalaureate credit hour parameters.

Daniel discussed the formation of a general education working group as discussed during the April SCOCAO meeting. Daniel noted the group will consist of equal representation and will work toward a collaborative process for this systemwide issue. Their primary focus will be on creating a common general education package, and secondarily they will look into program specific courses.

If BAASC supports the plan, Daniel plans to take it to the Board in June. Regent Kiblinger and Regent Schmidt discussed their support of the transfer plan and the working group. Regent Harrison-Lee noted that she encourages the plan and working group to move this quickly. Daniel noted he will provide updates in the upcoming year to BAASC.

Strategic Program Alignment/Low-Enrollment Programs

Daniel stated last month the Board expressed their desire to review strategic program alignment. Daniel previously provided specific criteria to help guide the Committee. Regent Kiblinger asked for further information to understand the cost and inefficiency that may be involved in programs that are continuing. Daniel stated this information can vary, and more information can be brought to the next meeting. Regent Schmidt stated he believes they should look at all programs not meeting the minimum of 25 students enrolled as listed in the agenda. Regent Van Etten agreed and wants to look at short- and long-term goals. Regent Kiblinger noted if the Committee would like to look at all programs not meeting the minimum of 25 enrolled, there may be a need to prioritize so as not to burden universities. Regent Harrison-Lee believes if universities can review all of these programs, they should for the sake of efficiency. There is a total of 60 programs that do not have the minimum 25 majors.

Regent Kiblinger motioned to move forward with all programs not meeting the minimum of 25 enrolled to be reviewed and if there are universities that feel this is burdensome, they could appeal to BAASC to have the list shortened for their institution only. Regent Harrison-Lee seconded the motion. With no further discussion, the motion passed.

Direct Support Professional (DSP) Update

Regent Schmidt stated the DSP group met recently online. WSU has taken the lead as a working group and is moving forward with developing a curriculum. While this will not lead to a degree, it does fit into many pathways to education.

Coordinating Council Update

The next meeting has been rescheduled to May 28th. The agenda will include:

- Finalize Draft Council Charter
- Discuss benefits of aligning all spring breaks for the entire education system in Kansas (K-12 through postsecondary)
- Discuss the development of a resource page that displays all online postsecondary courses including Excel in CTE courses that are available to high school students
- Discuss idea of developing advisory connections between K-12 counselors and postsecondary academic advisors
- Discuss interest in developing a survey for HS seniors for use in K-20 planning
- Discuss developing common advisory committees for career and technical education programs
- Discuss issues related to COVID-19 that the two systems can work on together

Adjournment

Regent Schmidt discussed the next tentative agenda. The next meeting will be via video conference on June 1, 2020 and livestreamed for the public. Regent Kiblinger moved to adjourn the meeting, and Regent Van Etten seconded the motion. With no further discussion, the meeting adjourned at 11:16 a.m.

PROGRAM APPROVAL

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

June 1, 2020

I. General Information

A. Institution Kansas State University

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 120

II. Justification

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

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

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

This proposed interdisciplinary program delivers focused content in the specific areas of geographic, or spatial, data management, analysis, and application development that is in high demand within the public and private sectors. It also affords students the opportunity to specialize in a variety of application areas through electives to customize their educational experience. This design provides students with the ability to earn additional academic credentials (e.g., double-majors, minors, certificates) at little to no cost that are in line with their interests and career objectives, whether that is immediate workforce entry or further graduate-level education.

Specifically, this program will prepare students to:

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

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

III. Program Demand: Market Analysis

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

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

5% for all occupations (Bureau of Labor Statistics 2020a). GIS&T is also highly dispersed across many job titles and fields, most of which (e.g., geosciences) are expected to see continued job growth into the future (Bureau of Labor Statistics 2020b) or, as with the career "geographer", comprise necessary skills for highly-ranked science jobs (U.S. News and World Report 2019).

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

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

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

V. Employment

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

VI. Admission and Curriculum

A. Admission Criteria

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

B. Curriculum

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

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

Year 1: Spring

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

Year 2: Fall

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

Year 2: Spring

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

Year 3: Fall

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

Year 3: Spring

Course #	Course Name	SCH 16
CC 410	Advanced Programming	4
GEOG 705 OR	Thematic Remote Sensing	3

GEOG 706 OR	Biophysical Remote Sensing	3
GEOG 707	Remote Sensing of Water	3
PHILO 386	Philosophy of Computer Science and Engineering	3
Elective	Specialization or Free Elective	3
College Requirement	Humanities: Fine Arts	3

Year 4: Fall

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

Year 4: Spring

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

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

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

VII. Core Faculty FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

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

Maiorana, Francesco	Instructor	MS	N	Computer Science	0.1
Temme, Arnaud	Assoc. Professor	PhD	Y	Geographic Information Science	0.05
Oetken, Michael	Teaching Asst. Professor	MS	Y	Computer Science	0.0625

* Denotes Program Administrator

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

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

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

VIII. Expenditure and Funding Sources

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

Physical Facilities: Construction or Renovation	$18,000		
Other – USGIF Accreditation		$6,000	
Total Start-up Costs	$40,500	$9,000	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$2,520	$6,660	$12,240
Library/Learning Resources (Software Site License)	$6,250	$6,250	$6,250
Equipment/Technology		$25,000	$25,000
Travel			
Other – USGIF Accreditation Maintenance			$4,000
Other – UCGIS Membership	$2,500	$2,500	$2,500
Total Operating Costs	$11,270	$40,410	$49,990
GRAND TOTAL COSTS	**$77,390**	**$138,418**	**$220,023**
B. FUNDING SOURCES *(projected as appropriate)*	First FY	Second FY	Third FY
Tuition (on campus and online)	$96,173	$245,444	$449,670
Student Fees (university, college)	$24,626	$50,599	$94,988
GRAND TOTAL FUNDING	**$120,799**	**$296,043**	**$544,658**
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grant Total Costs)	**$43,409**	**$157,625**	**$324,635**

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

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

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

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

For budgeting purposes, all salary estimates (faculty, administrative support, graduate teaching assistants, and support staff) include a 1% pay increase after the first fiscal year. Fringe benefit rates are applied at the current rates in use at Kansas State University (Kansas State University 2019a).

Personnel – New Positions

No new positions are required to initiate the proposed program.

Start-Up Costs – One-Time Expenses

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

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

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

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

Operating Costs – Recurring Expenses

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

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

A subset of all student computer workstations in the Kansas GeoSMART computer teaching laboratory will be replaced periodically to keep classroom technology up to date. Beginning Year 2, we will purchase ten new computers each year to replace older machines in the teaching laboratory. This replacement cycle ensures no computer in the classroom is older than four years. Replaced machines will be repurposed in the Department of Geography and Geospatial Sciences to support other computer classrooms, office technology needs, and as graduate student office computers. Total estimated recurring cost: $25,000/YR (starting Year 2).

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

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

B. Revenue: Funding Sources

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

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

28-31 SCH/YR	Tuition/SCH	SCH YR 1	Sub-Totals	SCH YR 2	Sub-Totals	SCH YR 3	Sub-Totals
In-State On-Campus Tuition	$312.50	210	$65,625	555	$173,438	1,020	$318,750
Global Campus Tuition	$436.40	70	$30,548	165	$72,006	300	$130,920
Academic Infrastructure Enhancement Fee	$4.00	210	$840	555	$2,220	1,020	$4,080
COAS Fees	$16.70	210	$3,507	555	$9,269	1,020	$17,034

COE Fees	$289.70	70	$20,279	135	$39,110	255	$73,874
KSUP Fees	$0.00	0	$0	30	$0	45	$0
Total Incoming Revenue		280	$120,799	720	$296,043	1,320	$544,658

C. Projected Surplus/Deficit

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

X. References

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Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

June 1, 2020

I. General Information

A. Institution Kansas State University

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 120

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

III. Justification

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

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

Kansas State University has offered the dual degree option in Nutrition and Kinesiology, both of which are housed in the same department, and that curriculum does provide some supporting nutrition and kinesiology coursework. But that option does not provide sport-specific courses and content to prepare students for this industry. To

complete that option, students must take over 130 credit hours to earn two bachelor of science degrees. This new program meets the 120 hour requirement with sufficient unrestricted electives to make the program more viable for transfer students and those freshmen coming into universities or colleges with college credit attained in high school.

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

IV. Program Demand:

A. Survey of Student Interest

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

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

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

B. Market Analysis

Project Statement

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

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

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

Sports Nutritionist Certification and Licensing

Since sports nutrition is not a federally regulated occupation, each state is free to set its own certification and licensing standards. Some states currently require sports nutritionists to obtain a license or certificate from their Board of Nutrition in order to practice, while other states do not. Kansas has no requirement for certification or

licensing of sports nutritionists. If a sports nutritionist wants to also be a dietitian, then they would follow the licensing requirements of that field. Even sports nutritionists who are not legally obligated to become certified or licensed professionals often earn credentials through a national credentialing agency such as the Commission on Dietetic Registration (CDR) to establish professional competency in the field.

Education for Sports Nutritionists

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

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

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

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

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

VI. Employment

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

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

VII. Admission and Curriculum

A. Admission Criteria

University Admission Requirements:

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

- A 21 or higher composite score on the ACT assessment **OR**
- A 1060 or higher on the SAT ERW+M if taken after March 2016 **OR**
- A 980 or higher on the SAT CR + M if taken before March 2016 **OR**
- Rank in the top third of your graduating class,
- **AND**, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

B. Curriculum

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

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

Year 1: Spring

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

Year 2: Fall

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

Year 2: Spring

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

Year 3: Fall

Course #	Course Name	SCH=15
FNDH 400	Human Nutrition	3
BIOCH 265	Introductory Organic and Biochemistry	5
KIN 380	Principles of Exercise Training	3
XXXX	Humanities Elective	3

HHS 202	Social Well-being	0.5
HHS 203	Financial Well-being	0.5

Year 3: Spring

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

Year 4: Fall

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

Year 4: Spring

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

Total Number of Semester Credit Hours ……. 120

VIII. Core Faculty

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

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

Erika Lindshield, RDN, MPH	Instructor	MPH	N	Nutrition	0.1
Kadri Koppel	Associate Professor	PhD	Y	Food Science	0.1

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

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

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

Total Operating Costs			
GRAND TOTAL COSTS	$170,399	$170,399	$171,124

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

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

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

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

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

Personnel – New Positions

None

Start-up Costs – One-Time Expenses

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

Operating Costs – Recurring Expenses

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

B. Revenue: Funding Sources

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

Tuition

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

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

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

C. Projected Surplus/Deficit

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

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

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

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

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

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

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

Program Approval

Summary

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

June 1, 2020

I. General Information

A. Institution University of Kansas Medical Center

B. Program Identification

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

Total Number of Semester Credit Hours for the Degree: 57

C. Contact

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

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

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

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

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

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

III. Justification

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

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

Institutional Advantages

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

Community and National Visibility

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

Workforce Enhancement

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

IV. Program Demand:

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

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

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

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

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

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

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

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

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

VI. Employment

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

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

VII. Admission and Curriculum

A. Admission Criteria

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

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

Required prior to matriculation into the program:

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

B. Curriculum

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

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

Degree Requirements

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

Program Outcomes

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

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

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

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

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

Year 1: Spring

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

Year 2: Summer

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

Year 2: Fall

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

Year 2: Spring

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

VIII. Core Faculty

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

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

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

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

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

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

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

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

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

Personnel – – New Positions

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

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

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

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

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

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

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

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

Start-up Costs – One-Time Expenses

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

Operating Costs – Recurring Expenses

Non-student Operating Costs – Recurring Expenses

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

Student-related Operating Costs – Recurring Expenses

1. *Accreditation process:* Includes training, documentation, tracking, and visits. Training of the program director and other faculty will be essential to ensure faculty are prepared to teach students to meet rigorous examination standards, and in preparation for initial visits by accreditation teams. Familiarity with the standards, with the

documentation required, and ongoing tracking of program components will be accomplished by visits to other accredited genetic counseling programs to consult with experienced program directors.

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

B. Revenue: Funding Sources

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

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

Projected Surplus/Deficit

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

XI. References

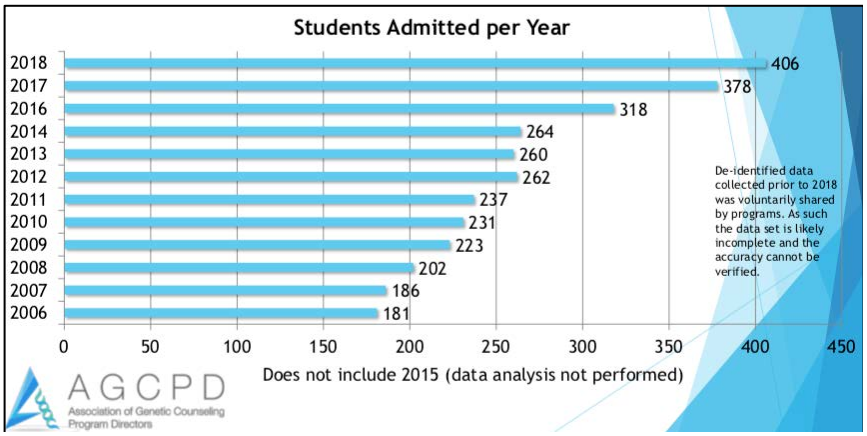
1. Accreditation Council for Genetic Counseling (ACGC), Accreditation Council for Genetic Counseling, Inc, 7918 Jones Branch Drive, Ste 300, McLean, VA 22102. Telephone: (703) 506 - 7667.
2. Accreditation Council for Genetics Counseling: Program Directory webpage. http://gceducation.org/Pages/Accredited-Programs.aspx;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

Supplemental information

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

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

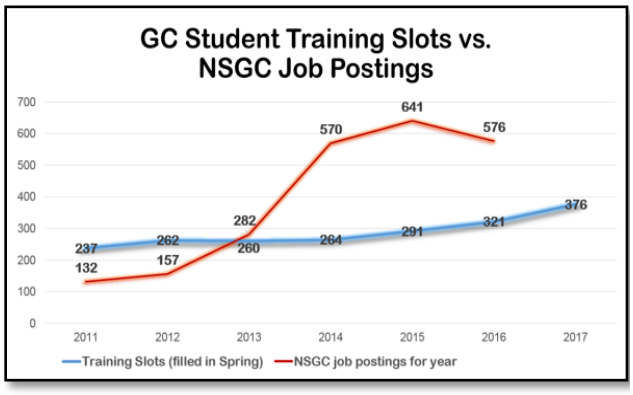
• *2006 - 2018 Genetic Counseling Applicant Pools, Assoc. Genetic Counselor Program Directors 2019 Annual Report (https://agcpd.org/Member/Default.aspx)*



In 2018:

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

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



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

Act on Request for a New Certificate of Approval for degree granting authority for National University

Summary

National University has applied for a Certificate of Approval to operate in Kansas and are requesting degree granting authority. After a thorough review of staff qualifications, record keeping systems, coursework, and supporting materials, the institution demonstrates it meets and complies with all statutorily imposed requirements. Staff recommends the institution be issued a Certificate of Approval. *June 1, 2020*

Summary of Institution Requirements

The Private and Out-of-State Postsecondary Educational Institution Act (Act) requires private and out-of-state postsecondary educational institutions to obtain Certificates of Approval from the Kansas Board of Regents (Board) to lawfully operate in Kansas. This Act not only covers "brick and mortar" schools having a physical presence within Kansas but also schools that offer or provide online distance education to Kansans who remain in Kansas while receiving that education.

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing institutions to determine if they meet the statutory standards, Board staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews for facilities when applicable), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuition and fees, and refund policies are reviewed by Board staff. Institutions are also required to provide descriptions of their programs and courses, clinical or externship requirements, instructor credentials, a statement of the objectives of the programs, and qualifications of administrators and owner information.

National University

National University, located in La Jolla, CA, was founded in 1971. National University has ground locations in California and Nevada and offers online programs to students across all 50 states and from 65 countries. The University offers undergraduate and graduate programs in healthcare, business, education, fine arts, engineering, law, criminal justice, and homeland security. National University is seeking to offer online programs to Kansas students.

National University is accredited by the WASC Senior College and University Commission, an accreditation agency recognized by the U.S. Department of Education.

Staff Recommendation

Staff recommends issuance of a Certificate of Approval with new degree granting authority to National University.

Receive Annual Private and Out-of-State Postsecondary Report

SUMMARY

This report concerns the activities of the Private and Out-of-State Postsecondary (PPS) unit of the Kansas Board of Regents. It focuses on the qualitative review process, data collection outcomes, and strategies used to regulate both the private and out-of-state postsecondary institutions operating in Kansas. The data presented in the report covers fiscal year 2018 and 2019 activities. *June 1, 2020*

Background

The Kansas Private and Out-of-State Postsecondary Educational Institutional Act (Act) authorizes the Board of Regents to grant Certificates of Approval to qualified institutions, thus allowing those institutions to lawfully operate in Kansas. This Act not only covers "brick and mortar" schools having a physical presence within Kansas, but also schools that offer or provide on-line distance education to Kansans who remain in Kansas while receiving that education.

The PPS unit regulates the private and out-of-state postsecondary institutions and administers an oversight process that helps to ensure the quality of the postsecondary education provided to students enrolled in those institutions. Regulation and oversight include reviewing institutions' applications and other materials to determine if the institution has met and continues to meet required statutory and regulatory qualification standards and investigating these institutions if complaints are received or concerns surface.

PPS is in regular contact with and reviews reports provided by other entities that oversee various aspects of institutions in this sector, including other state regulatory agencies, accrediting agencies and the U.S. Department of Education. The PPS staff is also actively involved with the National Association of State Administrators and Supervisors of Private Schools (NASASPS), an organization that provides policy leadership and promotes best practices in effective state regulation of private postsecondary education.

Institutional Requirements

To qualify for a Certificate of Approval, an institution operating in Kansas subject to the Act must meet the standards established by the Act. In reviewing schools to determine if they meet the statutory standards, PPS staff requires and reviews substantial documentation and evidence presented to demonstrate compliance of the schools to ensure proper facilities (with site reviews for facilities when applicable), equipment, materials, and adequate space are available to meet the needs of the students. A recent financial statement, proof of accreditation, evidence of compliance with local, county, state and national safety codes, enrollment agreements, copies of advertisements, schedules of tuition and fees, and refund policies are reviewed by the PPS staff. Schools are also required to provide descriptions of their programs and courses, including clinical or externship requirements, instructor credentials, a statement of the objectives of the programs, and qualifications of administrators and owner information.

FY 2018 Data Highlights

- 19,422 Kansas students enrolled at an approved institution
- 145 approved institutions
- 2,488 approved programs at the diploma, associate, bachelor, master and doctorate level
- 13,258 awards completed at approved institutions

FY 2019 Data Highlights

- 18,032 Kansas students enrolled at an approved institution
- 128 approved institutions
- 2,220 approved programs at the diploma, associate, bachelor, master and doctorate level
- 11,155 awards completed at approved institutions