COUNCIL OF CHIEF ACADEMIC OFFICERS
REVISED AGENDA

September 20, 2017
9:00 am – 10:00 am
or upon adjournment of SCOCAO
reconvene at noon

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

I.	**Call To Order**			
	A.	*Approve April 19, 2017 meeting minutes*	April Mason, Chair	*p. 2*
II.	**Program Request**			
	A.	*Master of Science in Global Supply Chain Management (Second Reading)*	Tony Vizzini, WSU	*p. 4*
	B.	*Bachelor of Science in Business Administration with a Major in Professional Strategic Selling (First Reading)*	April Mason, KSU	*p. 12*
	C.	*Master of Science in Athletic Training (First Reading)*	April Mason, KSU	*p. 16*
	D.	*Bachelor of Interdisciplinary Studies in General Studies (First Reading)*	David Cordle, ESU	*p. 25*
	E.	*Doctorate in Clinical Laboratory Science (First Reading)*	Robert Klein, KUMC	*p. 29*
	F.	*ESU renaming the Office of Institutional Research and Assessment to Office of Institutional Effectiveness*	David Cordle, ESU	*p. 34*
III.	**Updates**			
	A.	*Council of Faculty Senate Presidents*	Brian Lindshield, KSU	
IV.	**Other Matters**			
	A.	*Board Goal: Simplify Undergraduate Admissions Process with Focus on Qualified Admissions Curriculum*	Jean Redeker, KBOR	*p. 35*
	B.	*Discuss Process for Universities to Submit Justification for Baccalaureate Degrees Exceeding 120 Credit Hours*	Jean Redeker, KBOR	*p. 36*
	C.	*CLEP & AP Policy Implementation*	Karla Wiscombe, KBOR	
	D.	*Meeting with Regents*	April Mason, KSU	
	E.	*Proposed Amendments to the Accreditation Policy*	Jean Redeker, KBOR	*p. 37*
V.	**Informational Items**			
	A.	*WSU creation of the Institute for the Study of Economic Growth*	Tony Vizzini, WSU	
VI.	**Adjournment**			

Council of Chief Academic Officers
Meeting Schedule

MEETING DATES	Location	Lunch Rotation	New Program/Degree Requests Due	Agenda Materials Due
September 20, 2017	Topeka	ESU	August 9, 2017	September 5, 2017
November 15, 2017	WSU	WSU	October 4, 2017	October 30, 2017
December 20, 2017	Topeka	FHSU	November 8, 2017	December 4, 2017
January 17, 2018	Topeka	KSU	December 6, 2017	January 2, 2018
February 14, 2018	Topeka	KU	January 3, 2018	January 29, 2018
March 14, 2018	PSU	PSU	January 31, 2018	February 26, 2018
May 16, 2018	KUMC	KUMC	April 4, 2018	April 30, 2018
June 20, 2018	Topeka	Washburn	May 9, 2018	June 4, 2018

Kansas Board of Regents
Council of Chief Academic Officers

Wednesday, June 14, 2017
MINUTES

The Council of Chief Academic Officers met the Kathy Rupp Conference Room of the Kansas Board of Regents at 9:15 a.m. on Wednesday, June 14, 2017, and reconvened at noon.

Members:	Neeli Bendapudi, KU	Lynette Olson, PSU	April Mason, KSU
	Tony Vizzini, WSU	Shelly Gehrke, ESU	Jeff Briggs, FHSU
Staff:	Jean Redeker	Karla Wiscombe	Max Fridell
	Jacqueline Johnson		
Others:	Stuart Day, KU	Rick Muma, WSU	Rick Moehring, JCCC
	Michael McCloud, JCCC	Amalia Monroe-Gulick, KU	Amy Hite, PSU
	Tiffany Bohm, KCKCC	Brian Lindshield, KSU	Janice Jewett, PSU
	Ruth Dyer, KSU	Aron Potter, Coffeyville CC	Brenda Edleston, Cloud County CC
	Lori Winningham, Butler CC	Kate McGonigal, FHSU	Alysia Johnston, Fort Scott CC
	Kim Krull, Butler CC	Gurbhushan Singh, JCCC	Jane Holwerda, Dodge City CC
	Sheryl Lidzy, ESU	Cindy Hoss, Hutchinson CC	Laura Meeks, Fort Scott CC
	Erin Shaw, Highland CC	Doc Arnett, Cowley CC	Michael Fitzpatrick, Pratt CC
	Denise Orth, FHSU	Rob Catlett, ESU	Anand Desai, WSU
	Khawaja Saeed, WSU		

Neeli Bendapudi called the meeting to order at 9:15 a.m.

Approve May 17, 2017 Minutes
Lynette Olson moved to approve the May 17, 2017 minutes. Tony Vizzini seconded, and the motion carried.

II. Program Requests

- KU – Bachelor of Science in Interior Architecture and Design (Third Reading). Stuart Day stated that all issues from previous concerns have been resolved.

  Tony Vizzini moved to recommend placing KU's Bachelor of Interior Architecture and Design on the Council of Presidents' agenda for approval. Jeff Briggs seconded, and the motion carried.

  The proposed program will be reviewed by the Council of Presidents at its meeting today (June 14, 2017).

- KSU requested approval for Degree Name Change from M.S. in Adult, Occupational and Continuing Education to M.S. in Adult Learning and Leadership; Ed.D. in Adult, Occupational and Continuing Education to Ed.D. in Adult Learning and Leadership; and Ph.D. in Adult, Occupational and Continuing Education to Ph.D. in Adult Learning and Leadership.

  Tony Vizzini moved to package KSU's requests for degree name change for Adult, Occupational and Continuing Education. Lynette Olson seconded, and the motion carried.

  Lynette Olson moved to approve the KSU degree name package. Tony Vizzini seconded, and the motion carried.

- KU requested approval for the following Department Move and Name Change:
  - Urban Planning Department move from School of Architecture, Design and Planning to School of Public Affairs and Administration in the College of Liberal Arts and Sciences
  - Name change from School of Architecture, Design and Planning to School of Architecture and Design

April Mason moved to approve the KU Urban Planning Department change and the name change for the School of Architecture, Design and Planning. Shelly Gerke seconded, and the motion carried.

- WSU – Master of Science in Global Supply Chain (First Reading). Tony Vizzini presented the degree program. Anand Desai and Khawaja Saeed were introduced and answered questions during the discussion. If there are further comments or questions, contact Tony Vizzini prior to the September 2017 meeting. This is a first reading and no action is required.

III. Informational Items

- PSU informed COCAO of the name change for minor and emphasis in Early Childhood Development to Child Development. Additionally, PSU added an emphasis of Military Police Transfer Track.

IV. Updates

Brian Lindshield reported the Council of Faculty Senate Presidents (COFSP) discussed the 120 credit hour undergraduate degree proposal at their last meeting. COFSP will continue the discussion and include faculty senates involvement with the process. COFSP topics for discussion also included the concealed carry policy and how best to implement this policy on campus. At today's meeting, the discussion will include the tobacco or smoking ban at various institutions.

V. Other Matters

- Kate McGonigal, FHSU, informed COCAO of the Tilford Conference on October 23-24, 2017 at FHSU. A tentative itinerary for the conference was presented. Discussion was held and there were several suggestions presented. Kate McGonigal thanked COCAO for their continued support of the Tilford Conference.

Tony Vizzini moved to recess until noon. April Mason seconded, and the motion carried. The Chair recessed until noon.

COCAO reconvened at 12:15 pm.

Topics discussed included:

- Common online application report and recommendations
- Change new degree proposals due date to 6 weeks prior to COCAO meeting
- First Generation Task Force update
- University Press of Kansas update in September
- Tilford Conference purpose and effectiveness
- Update on KUMC leadership change, KUMC's preparation for 2021 accreditation, and the new Health Education building with a new curriculum style

On behalf of COCAO, April Mason thanked Neelie Bendapudi for her work as COCAO chair. Neeli led the group graciously and with expertise as a new member. The COCAO chair for AY 2017-2018 will be April Mason.

There being no other business, Tony Vizzini moved to adjourn. April Mason seconded, and the motion passed. The Chair adjourned the meeting at 12:51 pm.

Master of Science in Global Supply Chain Management

Wichita State University

Program Summary

Criteria	Explanation
1. Program Identification CIP	Master of Science in Global Supply Chain Management (MS in GSCM) 52.1399
2. Academic Unit	Barton School of Business
3. Program Description	*Supply chain* refers to the sequence of processes involved in the production and distribution of a commodity. Collaboratively designed by both the School of Business and College of Engineering, this interdisciplinary Master's degree program offers mastery of supply chain operations through hands-on, academic activities and practical, industry experiences. This program will serve graduate students on the Wichita campus. To serve the needs of professionals in the field, WSU's Master of Science in Global Supply Chain Management offers two tracks, both of which rely heavily upon science, technology, and mathematics: 1) Management track -- focuses on procurement, logistics, and operations; and 2) Analytics track – focuses on innovative tools and techniques in the decision-making processes from design through planning. Moreover, the proposed program will enhance opportunities for our graduates to pursue related post-Master's education. Qualification of the program as a STEM program will support the mission of WSU and serve KBOR's 2020 objectives.
4. Demand/Need for the Program	A Global Supply Chain Management Offering Survey, administered by the Barton School of Business for both undergraduate and graduate students, resulted in 126 out of 180 respondents, or 70 percent, indicating a strong interest in the program. Survey data for just the undergraduate population was slightly over 73 percent in favor. The supply chain management field covers diverse job opportunities, including managers in product transportation, storage and distribution; procurement and outsourcing; and the various processes involved in production. The logistics industry alone is making up 8.5% of the U.S. GDP and growing fast with its annual $1.3 trillion market. Per Fortune.com (May 2014), approximately 1.4 million new supply chain employees will be needed by 2018. Locally, all major business organizations in and near Wichita are hiring for these positions. These include Koch Industries, Spirit Aerosystems, Textron, Cargill, and AGCO.
5. Comparative/Locational Advantage	Within other Board of Regents four-year universities, there is one Master of Science in Business degree with an emphasis on supply chain management at the University of Kansas. However, the KU program, offered in conjunction with the U.S. Army Command and General Staff College at Fort Leavenworth, is designed primarily for Army majors and major-eligible captains. KSU offers an undergraduate major in management with an operations and supply chain management specialization track. This proposed degree differs from many other programs in the following ways: 1) The degree is designed to provide students with three choices as to how they wish to attain completion of a Master's of Science in Global

	Supply Chain Management; 2) Students may choose a specialized track from either management or analytics; 3) This degree is interdisciplinary in nature, a joint effort between the schools of business and engineering. WSU has a distinct locational advantage. WSU's proximity to major global companies in aerospace, health, food/agribusiness, chemical, oil and gas, recreation and amusement, and computer/electronics provides a unique setting to offer students practical, hands-on academic opportunities. Results of Wichita Regional Export Planning Initiative, a joint project of Brookings – JPMorgan, indicate the need of educational support for local supply chain companies. Upon approval, the Master of Science in Global Supply Chain Management program will increase or create needed interaction and collaboration among WSU and area manufacturing businesses. Due to the interdisciplinary curriculum and the flexibility it affords in working directly with specific business needs, this program inherently possesses the potential to have significant impacts on improving current supply chain management practices.
6. Curriculum	Students are required to take 15 semester credit hours of core courses and specialize in one of two tracks: management or analytics. For either track, students are required to complete one of two baseline courses and a minimum of six additional semester credit hours from several options. Students have three options in their path to obtaining their Master of Science in Global Supply Chain Management degree: Option 1: *The All-Course Option* includes 33 semester credit hours of coursework, or 30 hours of coursework and receiving an external certification related to operations and supply chain management from ISM, ASQ, APICS, or SME (all are organizations that certify mastery of global supply chain management skills). Option 2: *The Project Option* includes 30 semester credit hours of coursework and at least an additional 3 semester credit hours of a degree project. Option 3: *The Thesis Option* includes 24 semester credit hours of coursework and at least 6 semester credit hours of a master's thesis
7. Faculty Profile	The faculty in both Barton School of Business and College of Engineering possess terminal degrees in supply chain management, information systems, economics, analytics, and international business that are relevant and essential for the proposed Master of Science in Supply Chain Management. The core faculty group consists of six diverse faculty members from multiple disciplines: two from School of Business (Drs. Barut and Saeed) and four from College of Engineering (Drs. Buyuktahtakin, Krishnan, Weheba, and Yildirim).

Faculty Name	**Ph.D.**	**Faculty Rank**	**Devoted to the Program**
Mehmet Barut	Yes	Professor	100%
Khawaja Saeed	Yes	Professor	25%
Esra Buyuktahtakin	Yes	Assistant Professor	50%
Gamal Weheba	Yes	Professor	50%
Krishna Krishnan	Yes	Professor	25%
Mehmet Bayram	Yes	Professor	50%

8. Student Profile	Students who will be drawn to this interdisciplinary degree will likely have interests in technology, engineering, mathematics, global awareness, and finance; similarly, students will have developing proficiencies in critical thinking, problem solving, managerial leadership, conceptualization, and communication. The potential student pool includes students with baccalaureate degrees as recent graduates interested in pursuing their education, as employees of companies with supply chain responsibilities, and/or as international students interested in the global perspective. Potential career pathways include corporate leadership, manager, trainer, consultant, or instructor.
9. Academic Support	All Global Supply Chain students will interact with program coordinators who provide routine basic tasks (advising, registration, course offering and scheduling, orientation, etc.). The WSU Information Technology Services (ITS) also offers telecommunication services, computer labs, networking and data center operations, web development, and data warehousing; WSU's library services provide a host of services, including research assistance, and printing and audio assistance. Furthermore, the program will be supported by the administrative staff currently available in Business School. Each college will assign a faculty member to the role of program coordinator to assist with the details of each of the two tracks.
10. Facilities and Equipment	No new physical facility or equipment is needed. Currently, there is no need for separate lab spaces and computer rooms. WSU's meeting and conference rooms will be utilized. When the new School of Business building is in place it is expected that the program will have its own physical facility and equipment.
11. Program Review, Assessment, Accreditation	The Global Supply Chain Management program will be reviewed and assessed within the School of Business and the College of Engineering with a focus on content, expectations, and learning outcomes. Assessment of student learning outcomes will be measured along such measures such as graduation rates, graduate exit surveys, participation in program forums, knowledge and skills assessments, and thesis and project evaluations. Teaching faculty, the program coordinators, and the Office of Academic Affairs will assess the educational soundness of the program. Additionally, this program will be included in the Board of Regents program review schedule for assessment. Specialized accreditation is not available for this degree.
12. Costs, Financing	For the implementation of this program, stipends for duties as program coordinators (one each in the School of Business and in the College of Engineering) totals $6,000; salaries for two graduate assistants total $10,400 ($5,200 each). For the first year, these costs total $16,400. In year two, it is expected that enrollment will necessitate the hiring of two additional faculty members ($250,000). Adding this amount to the expenses encountered in the implementation year, the total is $266,400. It is anticipated that no new faculty will be hired in the third year and the cost for the program will remain the same as in year two. Funding for the two faculty hires in year two will come from reallocation in Academic Affairs and a program fee. The stipend for program coordinators will be funded from an internal reallocation in both Colleges. It is anticipated that students in the Master of Science in Global Supply Chain Management program will be charged $50 per credit hour program fee.

Master of Science in Global Supply Chain Management

Wichita State University

Curriculum

Students are able to earn Master degree in Global Operations and Supply Chain Management by choosing one of the following three options:

- ALL COURSE OPTION: 33 hours of coursework, or 30 hours of coursework and receiving an external certification related to operations and supply chain management from ISM, ASQ, APICS, or SME
- PROJECT OPTION: Course work plus Industry Project, 30 credit hours of coursework plus at least 3 credit hours of degree project
- THESIS OPTION: 24 credit hours of coursework and at least 6 credit hours of master's thesis

Students must submit a plan of study by the end of the first semester of enrollment.

The degree requires fifteen (15) credit hours of core courses, nine (9) credit hours of courses from a track, and electives to satisfy the degree requirements. There is a maximum of 9 credit hours of 500 or 600 level courses that can be taken in this program.

Course #	Title	Description
BLAW 810	Law & Ethics for Business	An understanding of the foundational principles of the legal system and the laws that impact business is essential to the business leader. Course provides an overview of the legal system and dispute resolution procedures, and covers specific legal topics of importance to business leaders, including contracts, torts, constitutional law, product liability, intellectual property, employment law, business entities and business regulation. It introduces students to ethical decision making processes, the major philosophical traditions in ethical theory, as well as principles of corporate governance, corporate responsibility and sustainability. The focus is on stimulating analytical thinking and class discussion about how to apply ethical principles to practical business situations.
DS 625	Global Procurement & Sourcing	This course is designed to expose learners to the latest supply chain trends and issues dealing with global purchasing and sourcing. Among the coverage are global sourcing management, purchasing management, financial and operational strategies for sourcing and procurement, diversity in sourcing and procurement, supplier base management, risks in sourcing and procurement, ethical and sustainable outsourcing. Life experience and practices by guest speakers from the area Multi-National Companies (Koch, Cargill, Spirit, Cessna and other Aviation companies, etc.) will be featured.
DS 875	Spreadsheet Modeling for Decision Making	Overview of decision making models used in various functions in business. Students learn to build and analyze the models in a spreadsheet and with different add-ins. Students acquire advanced analytical and spreadsheet skills that can make them better analysts regardless of their area of specialization. The course is example driven, covering various scenarios from business. Prerequisite: DS 850 or instructor's consent.
DS 755	Project Management	This hands-on and project-based technology course establishes fundamental guidelines for defining the process of project management and designing time-constrained projects. Covers core methodology for managing complex projects on time. Uses a software tool.
DS 790	Global Logistics & Trans Management (New)	This project based course offers experimental decisions to challenging problems with global implications of an industry. Among the topics student will acquire knowledge are intermodal transportation, route selection, transportation regulations, contingency planning, international business ethics and regulations on logistics and distribution. Prerequisites: DS850/IME 553 and DS 625

DS 850	Operations Management	Develops an understanding of the operations function in a business and how it interfaces with other major functions in business. Students gain an appreciation of the strategic importance of operations and how a firm can gain competitive advantage through world-class performance by operations in delivering high-quality, cost competitive products and services. Builds a knowledge base of the concepts, tools and techniques related to designing, managing and improving operations. Helps managers, regardless of functional specialization, gain an operations perspective. Prerequisites: calculus and statistics.
DS 860	Enterprise Resource Planning	Provides an overview of Enterprise Resource Planning (ERP) and related systems like CRM. E-commerce systems are designed to assist an organization with the integration and management of its business processes. ERP systems can be expensive and time-consuming to implement. Topics covered include the ERP life cycle for implementation and change management. Students get hands-on exercises with ERP software, like SAP, if available. Prerequisite: DS 850 or equivalent.
DS 865	Supply Chain Management	Introduces concepts, models and solution approaches critical to managing a supply chain. Focuses on understanding how supply chain design and operation impact the performance of the company and its competitive advantage. Topics include strategy development, profitability, demand forecasting, inventory management, facility location, warehousing, transportation, network design and information sharing. Prerequisite: DS 850 or instructor's consent.
DS 890	Risk Management in Global Supply Chains (New)	Focuses on risk identification, assessment of their effects, and risk treatments. This course is based on industry experience and learnings from executive workshops and uses global based cases. Prerequisite: Core courses or instructor's consent
ECON 731	Applied Econometrics	Studies regression techniques through business, finance and economics examples. Reviews the fundamentals of statistics and covers practical model building, data collection, use of statistical software packages, interpretation of regression results and various diagnostic tests.
ECON 804	Managerial Economics	A survey of theoretical and analytical tools of economics that are useful in decision making by managers. Prerequisites: ECON 201, 202, or 800; one course in statistics; one course in calculus.
ENTR 706	Seminar in New Product & Technology Development	Provides a form to the function of idea commercialization. Examines the product development practices of successful, innovative companies and focuses on how customer needs can be translated into products and innovations. Students explore idea generation, market validation, prototype development, product concept testing, product launch strategies, post launch product evaluation, and managing innovative teams. Students apply learning through developing and testing a product idea that solves a customer problem.
FIN 625	International Financial Management	A study of the international financial and monetary system, emphasizing currency markets. This course also examines market instruments and techniques, including synthetic and derivative securities and their application to management of currency risk in international trade and finance
IB 836	International Business & Competitiveness	An introduction to international business administration with attention to the development of multinational business strategies considering the diverse economic, political, social and cultural dimensions of the environments that exist in both developed and developing areas of the world.
IB 601	International Marketing	Problems and procedures of marketing in foreign countries. Includes the effects of foreign cultures and marketing systems on the design of marketing programs. Course includes diversity content.
IME 550	Operations Research	Models and methods in operations research. Linear and quadratic programming. Network models and algorithms. Integer, dynamic and nonlinear programming. Unconstrained and constrained optimization. Prerequisite: MATH 511. Co-requisite: IME 254.
IME 553	Production	Quantitative techniques used in the analysis and control of production systems.

	Systems	Includes forecasting, inventory models, operation planning and scheduling. Prerequisite: IME 254. Corequisite: IME 255.
IME 724	Statistical Methods for Engineers	For graduate students majoring in engineering. Students study and model real-life engineering problems and draw reliable conclusions through applications of probability theory and statistical techniques. Not available for undergraduate credit. Prerequisite: MATH 243.
IME 756	Data Visualization & Analytics (New)	Fundamentals of data visualization and how to communicate effectively with data; Using data, analysis, and systematic reasoning to make decisions that improve efficiency, risk-management, and profits
IME 783	Supply Chain Management	Quantitative and qualitative techniques used in the design and management of the supply chain. Includes distribution management, multi-plant coordination, optimal design of the logistics network, adequate safety stock levels and the risk pooling concept, and integrating decision support systems (DSS) in the management of the supply chain. Prerequisite: IME 553.
IME 790	Lean Supply Chains (New)	Covers lean opportunities and JIT in supply chain and logistics; Lean tools and warehouse; and Global lean supply chain and logistics. Understand methods to identify and eliminate waste in an organization's supply chain and logistics function
IME 863	Facilities &d Logistics Mgmt. (IME 880K)	Quantitative and qualitative approaches to problems in logistics, facilities planning and design, emphasizing activity relationships, space requirements, materials handling and storage, and plant layout.
IME 865	Modeling & Analysis of Discrete Systems	Covers analytical and experimental techniques for the modeling and analysis of discrete systems with a focus on discrete event simulation of terminating and nonterminating systems. Course material includes some discussion of Markov Chains and Queuing Theory as they pertain to systems simulation. Systems applications come from the manufacturing and service sectors. Students investigate issues through readings, lectures and hands-on projects. Prerequisites: IME 553, 724, or instructor's consent.
IME 873	Warehousing & Distribution Analytics (New)	Understand the role warehousing and distribution in supply chains; introduction to material handling equipment and information technology tools in modern warehouses and distribution centers; provides today's state-of-the-art tools, metrics, and methodologies for dramatically increasing the effectiveness, accuracy, and overall productivity of warehousing operations
IME 883	Supply Chain Engineering	Provides state-of-the-art mathematical models, concepts, and solution methods important in the design, control, operation, and management of global supply chains by emphasizing a quantitative approach.
IME 960	Modeling & Computational Methods in SC	Enables students to understand the characteristic elements of integrated business logistics and supply chains; develop mathematical models; solve problems using operations research methods; develop optimization software professional optimization tools
MGMT 885	Strategic Management	An analysis of business problems from a strategic perspective. Builds on prior coursework to focus on a firm's ability to develop a sustainable competitive advantage. Firms studied represent a broad range of manufacturing and service, global and domestic, entrepreneurial and mature issues. Prerequisite: to be taken during last semester of student's program, or departmental consent.
MIS 600	Database Management Systems	Introduces various methodologies for conceptual data modeling including entity-relationship data modeling and object-oriented database design. Covers relational database management systems, the SQL standard and data administration issues. Students obtain hands-on development with SQL servers in a client/server environment in a required database programming project. Covers electronic commerce transaction processing, data warehousing, data mining and distributed database management.
MIS 750	Business Intelligence & Analytics	Introduces design and implementation of business intelligence systems for tactical, managerial and strategic level decision making. Addresses how organizational data and analytics support business performance management. Prepares managers for developing and implementing digital performance dashboards to monitor business processes and make informed decisions.

MIS 874	Management Information Systems	Explores the link between business strategy and information systems strategy. Addresses the organizational implications of investing in information systems and prepares managers with an understanding of the potential of information systems for value creation, while recognizing the uncertainties associated with it. Provides the necessary know-how to managers in using information systems for creating sustainable competitive advantage.
MIS 884	Database Planning & Management	Prepares students to deal with issues in planning and managing organization-wide integrated databases. Emphasizes logical database design and relational database implementation. Includes SQL, assuring database integrity, database conversion, database administration and data management.
MKT 803	Marketing Analysis	An application of the scientific method to the design and implementation of research procedures that support the need for management decision making, planning and strategy development in the marketplace.

Master of Science in Global Supply Chain Management
Wichita State University
Financial Statement

Part I Anticipated Enrollment *	**Implementation Year**		**Year 2**		**Year 3**	
	Full- Time	Part- Time	Full- Time	Part- Time	Full- Time	Part-Time
A. Full-time, Part-time Headcount:	10 (9cr.)		30 (9 cr.hr./sem)		40 (9 cr.)	
B. Total SCH taken by all students in program	90 /semester		270 /semester		360 /semester	

Part II. Program Cost Projection

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

	Implementation Year	**Year**	**Year**
Costs: Program Coordinator (Business)	$3,000	$3,000	$3,000
Program Coordinator (Engineering)	$3,000	$3,000	$3,000
Faculty (Business)	$0	$125,000*	$125,000*
Faculty (Engineering)	$0	$125,000*	$125,000*
Graduate Assistants (2) *($5,200 each)*	$10,400	$10,400	$10,400
OOE	$0	$0	$0
Total	$16,400	$266,400	$266,400

*The amount does not include benefits which normally account for an additional 33% of the total salary. OOE provided by the College of Business/Dept., of Finance, Real Estate, and Decision

New Degree Request – Kansas State University
Program Summary Form

Criteria	Program Summary Form
1. Program Identification	**Bachelor of Science in Business Administration** **Major: Professional Strategic Selling** CIP Code: 52.1804 Anticipated Effective Date: Fall 2018; 2018-2019 will be the first year of implementation
2. Academic Unit	College of Business Administration; the initial department assuming responsibility for administering this program will be the Department of Marketing
3. Program Description	The Major in Professional Strategic Selling will focus on providing students with the business skills necessary to be successful in a sales career; such careers include customer-oriented selling, prospecting, account management, customer relationship management, negotiation, sales analytics, sales technology, and sales leadership.
4. Demand/Need for the Program	Universities with sales programs are rare, and universities with sales majors even more rare (only 18 in the U.S., and none in Kansas). Student demand at K-State for the Certificate in Professional Strategic Selling (CPSS) since its 2012 implementation has a 1150% growth in student demand and a 100% placement rate for students earning the certificate. A survey of current students enrolled in the Certificate in Professional Strategic Selling Program indicated 81% (38 out of 47 responding students) were interested in earning a sales major if such a program existed. U.S. Bureau of Labor Statistics for employment by sales occupation (2014 and projected 2024) reveal steady growth across sales occupations; overall growth is projected at 5%, or roughly 778,000 new jobs between 2014-2024. Replacement rates are expected to create a need for 1,876,300 sales jobs from 2014-2024[1].
5. Comparative /Locational Advantage	Across the United States, only 18 universities offer a sales major; none of these are in Kansas and there is only one in the Big 12 – Baylor University. A sales major would further identify K-State as one of the leading universities in sales education. The National Strategic Selling Institute (NSSI) at Kansas State University has established itself a nationally-ranked, top sales program for each of the past six years by the Sales Education Foundation. The NSSI is the only sales program in Kansas to meet the standards for sales excellence set by the University Sales Center Alliance.
6. Curriculum	This 120-credit hour program consists of (1) 63 hours of Business Administration Pre-Professional Courses (including General Education courses); (2) 21 hours of Business Core Courses; (3) 18 hours required classes for the Professional Strategic Selling Major; (4) six hours of electives for the Professional Strategic Selling Major; (5) six hours of restricted electives from humanities, natural sciences, quantitative, or social sciences; and (6) six hours of unrestricted electives.

1 Source: Employment Projections program, U.S. Bureau of Labor Statistics. Retrieved from: https://www.bls.gov/oes/

<table>
<tr><td>7. Faculty Profile</td><td>The faculty required to teach the Major in Professional Strategic Selling are currently on staff. Two tenured and one tenure-track faculty members have doctoral degrees relevant to sales and maintain active research programs in the discipline.
<table>
<tr><th>Faculty Name</th><th>Faculty Rank</th><th>Highest Degree</th><th>FTE</th></tr>
<tr><td>Dawn Deeter-Schmelz</td><td>Professor</td><td>Ph.D.</td><td>1.0</td></tr>
<tr><td>Edward Nowlin</td><td>Asst Professor</td><td>Ph.D.</td><td>1.0</td></tr>
<tr><td>Douglas Walker</td><td>Assoc Professor</td><td>Ph.D.</td><td>0.5</td></tr>
<tr><td>David Lehman</td><td>Instructor</td><td>M.B.A.</td><td>1.0</td></tr>
<tr><td>Tom Clark</td><td>Executive-in-Residence</td><td>M.S.</td><td>0.5</td></tr>
<tr><td>Robert Strawn</td><td>Executive-in-Residence</td><td>M.B.A.</td><td>.25</td></tr>
<tr><td>Dawne Martin</td><td>Instructor</td><td>Ph.D.</td><td>.25</td></tr>
</table>
FTE = Full-Time Equivalent for this program.
We will utilize two Executive-in-Residences with extensive sales/industry experience. Other faculty in the department have expressed interest in teaching sales coursework as the need arises.</td></tr>
<tr><td>8. Student Profile</td><td>Students majoring in Professional Strategic Selling will be undergraduate students accepted for study in the College of Business Administration. These students will have an interest in a sales career. Students who excel tend to have strong internal motivation and a competitive nature. Consistent with enrollment in the CPSS, we expect a diverse group of students in the program, including a significant number of underrepresented minorities and women.</td></tr>
<tr><td>9. Academic Support</td><td>This major is being initiated through existing courses and one new course. Therefore, academic support for this program will be provided through existing resources already in place to deliver the Certificate in Professional Strategic Selling. Advising for the program will follow the College of Business Advising model, with students assigned an advisor through the College of Business Student Resource Center.</td></tr>
<tr><td>10. Facilities and Equipment</td><td>The program currently houses six sales role-play rooms, including technology, a conference room that includes sales technology and webinar capabilities, and access to a behavioral research lab within the National Strategic Selling Institute. Consequently, no new facilities or equipment will be needed to implement this new major.</td></tr>
<tr><td>11. Program Review, Assessment, Accreditation</td><td>The College of Business Administration is accredited by the AACSB International, and this program will fall under that accreditation process. Further, the NSSI has met the standards established by the University Sales Center Alliance and is a member in good standing. An assessment plan for student outcomes includes evaluation of student role-plays, assignments, projects and tests. This program may also be subject to additional assessment processes from the Higher Learning Commission and the Kansas Board of Regents.</td></tr>
<tr><td>12. Costs, Financing</td><td>Costs for salaries for the implementation year are $232,058, with operational costs of $4,000 (total: $236,058). No additional costs beyond this amount are needed for year two; for year three, we have increased this budget to $364,528 (due to additional instruction salary). Faculty salaries are paid by a combination of general use funds (through internal reallocation) and private funding sources. Administrative salaries and stipends are paid via private funding sources.</td></tr>
</table>

CURRICULUM OUTLINE NEW DEGREE PROPOSALS
Kansas Board of Regents

I. Identify the new degree: Major in Professional Strategic Selling

II. Provide courses required for each student in the major:

	Course Name & Number	Course Credit Hours	Total Credit Hours
Business Administration Courses Pre-Professional (BAPP) Program:	**General Education**		**54**
Business Core:	ACCTG 231 Accounting for Business Operations	3	
	ACCTG 241 Accounting for Investing and Finance	3	
	FINAN 450 Principles of Finance	3	
	GENBA 101 Business Orientation	0	
	GENBA 110 Business Foundations	3	
	GENBA 166 Business Information Technology Skills Proficiency	0	
	MANGT 366 Information Technology for Business	3	
	MANGT 420 Management Concepts	3	
	MANGT 421 Introduction to Operations Management	3	
	MANGT 595 Business Strategy	3	
	MANGT 596 Business Ethics and Corporate Citizenship	3	
	MKTG 400 Introduction to Marketing	3	
	Total Hours Business Core		**30**
Economics Electives	Economics electives must be selected from economics *(offerings numbered 500 or above excluding ECON 505 in consultation with the student's academic advisor)*		**6**
Unrestricted Electives	**Total Hours Unrestricted Electives**		**6**
Major in Professional Strategic Selling: Core Courses	MKTG 542 Fundamentals of Professional Selling	3	
	MKTG 550 Business Marketing	3	
	MKTG 560 Sales Force Leadership	3	
	MKTG 565 Customer Relationship Management	3	
	MKTG 570 Advanced Selling	3	
	MKTG 499 Sales Experiential Learning	3	
	Total Hours Major Core Courses		**18**
Major in Professional Strategic Selling: Electives	*Choose two (2) from the following list:* MKTG 450 Consumer Behavior (3) MKTG 496 Special Topics in Marketing: Relationship Marketing (3) MKTG 496 Special Topics in Marketing: Cooperation Selling (3) MKTG 544 International Marketing (3) MKTG 496 Services Marketing (3) MKTG 545 Marketing Channels (3) MKTG 580 Business Intelligence for Strategic Decision Making (3)	*6*	
	Total Hours Major Electives		**6**
Research	Not applicable		
Practica	Not applicable		
	Total Hours for Major in Professional Strategic Selling		**120**

IMPLEMENTATION YEAR FY 2018-2019
Fiscal Summary for Proposed Academic Programs Institution:
Kansas State University
Proposed Program: Major in Professional Strategic Selling

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	30	0	50	0	75	0
B. Total Semester Credit Hours taken by students in program	900		1500		2250	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
Salaries and Fringe…Total	$232,058		$232,058		$360,528	
Instruction: GTAs		0		0		0
Instruction: Adjuncts/Instructors/Non-Tenure Track		15,062		15,062		30,124
Instruction: Tenure and Tenure-Track		113,409		113,409		226,817
Administration		71,890		71,890		71,890
Support Staff		31,697		31,697		31,697
Other Operating Expenses…Total	$4,000		$4,000		$4,000	
Office Expenses		4,000		4,000		4,000
TOTAL:	$236,058		$236,058		$364,528	

Indicate source and amount of funds if other than internal reallocation:
All funding sources will be due to internal reallocation and private funding, i.e., through the J. J. Vanier Distinguished Chair in Business Administration and funds raised by the National Strategic Selling Institute. Note: Faculty salaries are paid from a combination of general use and private funding sources.
Administrative salaries are paid from private funding sources.

New Degree Request – *KANSAS STATE UNIVERSITY*

Criteria	**Program Summary**
1. Program Identification Anticipated Date of Implementation	Master of Science Athletic Training CIP 51.0913 August, 2020
2. Academic Unit	College of Human Ecology, Department of Food, Nutrition, Dietetics, and Health
3. Program Description	The proposed MS in Athletic Training will serve students on the K-State campus as a Commission on Accreditation of Athletic Training Education (CAATE) accredited program. This program represents a degree change from the CAATE Accredited Bachelor of Science in Athletic Training. The Athletic Training Strategic Alliance (Board of Certification, Commission on Accreditation of Athletic Training Education, National Athletic Trainers' Association, and the National Athletic Trainers' Association Foundation) recently announced that the entry-level professional degree that has been offered at the bachelor's degree level must transition to the Master of Science degree level prior to the fall term of 2022. The proposed program will have 2 admission paths; a five-year degree admission and a post-Baccalaureate admission. Once admitted into the proposed M.S. in Athletic Training program, the students from both pathways will be placed into a single cohort. Incoming first-year students in the fall of 2017 will be the last undergraduate athletic training cohort to be eligible for acceptance into the current accredited B.S. in Athletic Training program. This curriculum will provide theoretical and clinical experience in the five professional practice domains of Athletic Training: injury/illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being. Graduates will use research, innovative methods, and evidence-based healthcare practices with their clients in secondary schools, colleges and universities, hospitals, clinics, industry, military, and the performing arts.
4. Demand/Need for the Program	Kansas State University currently offers an undergraduate Athletic Training Program in the College of Human Ecology and Department of Food, Nutrition, Dietetics and Health, accredited by the CAATE. This program was accredited in 2004 and has remained in good standing with CAATE. The Athletic Training program has experienced high enrollments over the past decade, and its popularity has required an enrollment cap to ensure the students' needs are being met. A survey of the current undergraduate students majoring in Athletic Training from the College of Human Ecology in at Kansas State University was conducted to evaluate interest in the M.S. in Athletic Training Program. The survey responses (50 total responses) showed that of the Freshman pre-professional phase students (12 responses) and the professional level students admitted into the program (38 responses), 84% would pursue the M.S. in Athletic Training degree (40 students).

4. Demand/Need for the Program *(continued)*	There are currently no accredited M.S. in Athletic Training programs in the state of Kansas and, due to increased accreditation requirements, the number of accredited programs in Kansas and in bordering states will continue to decrease. Therefore, student enrollment in Athletic Training will likely increase due to the reduced number of accredited programs in the region.
5. Comparative /Locational Advantage	While there are no CAATE accredited entry-level Master of Science Athletic Training professional degree programs in Kansas, there are 13 CAATE accredited bachelor degree programs in the state; three of these programs are on Academic Probation with CAATE (Benedictine College, Bethany College, and Tabor College), and Benedictine and Bethany are voluntarily withdrawing their accreditation. Sterling College is seeking a degree change from the bachelor degree to a master's degree, and the University of Saint Mary is seeking new accreditation. It is anticipated that there will be continued attrition of the nine remaining Kansas professional programs still in good standing with CAATE, as well as attrition of other institutions in bordering states that are unable or are unwilling to transition their existing AT Programs from the bachelor level professional degree to the master level professional degree. Specifically, of the nine Kansas CAATE accredited AT Programs in good standing with CAATE, only five institutions have program directors and or clinical coordinators who have a terminal degree. Of these five programs, K-State has the largest reported number of students graduating from its program. As of May 22, 2017, the three-year aggregate of graduating students and the annual number in each graduating class (**2013-14**, **2014-15**, and **2015-16**) are as follows for these five programs (note: the total for the three years appears first, followed by a graduation number for each of the three years reporting): Kansas State University **70** (**22**, **24**, **24**); Fort Hays State University 16 (Unknown); Sterling College 26 (9, 5, 12); University of Kansas 39 (9, 15, 15); and Wichita State University 11 (6, 3, 2). Of the remaining schools in Kansas, the number of reported graduates from the program are: Bethel 7 (2,3,2); Emporia State University 11 (6,3,2); Southwestern College 5 (2,2,5); and Washburn 22 (8,7,7).
6. Curriculum	A three-year, 99-semester credit hour pre-professional program precedes the 51-semester credit hour professional program for this 5-year Master of Science in Athletic Training degree (for a total of 150 semester credit hours). The curriculum for the pre-professional program includes introductory courses in biology, athletic training, chemistry, anatomy and physiology, statistics, physics, and nutrition, among others. **Pre-Professional Program** **Year 1** **Fall** **Course Title** — **Course** — **#** — **Sem Cdt Hrs** Expository Writing I — ENGL — 100 — 3 Principles of Biology — BIOL — 198 — 4 Basic Nutrition — FNDH — 132 — 3 College Algebra — MATH — 100 — 3 Intro Athletic Training — FNDH — 120 — 2 Intro Athletic Training Lab — FNDH — 121 — 1 **SEM. TOTAL** — **16**

6. Curriculum *(continued)*

Year 1 *(continued)*

Spring

General Psychology	PSYCH	110	3
Gen. Chem & Lab/Chem I	CHM	110/111 or 210	4
Behavior. Basis of Phys Act	KIN	220	4
Public Speaking I	COMM	106	3
Foundations of Human Ecol	GNHE	210	1
*Elective	___	__	3
SEM. TOTAL			**18**

Year 2

Fall

Hum Body	BIOL	340	
OR			
Anat. & Physiology	KIN	360	8
Care and Recognition	FNDH	320	3
*Elective	___	__	3
Introduction to Sociology	SOCIO	211	3
SEM. TOTAL			**17**

Spring

Princ of Macroeconomics	ECON	110	3
Physiology of Exercise	KIN	335	4
*Elective	___	__	3
Expository Writing II	ENGL	200	3
Humanities	___	__	3
SEM. TOTAL			**16**

Year 3

Fall

Physio of Exercise Lab	KIN	336	1
3 Nutrition and Exercise	FNDH	635	3
Humanities	___	__	3
Biomechanics	KIN	330	3
*Elective	___	__	3
*Elective	___	__	3
SEM. TOTAL			**16**

Spring

Introduction to Statistics	STAT	325	3
Physics I	PHYS	113	4
*Elective	___	__	3
*Elective	___	__	3
*Elective	___	__	3
SEM. TOTAL			16

*Apply for Admission to Professional Phase

*Transition from UG to MS Status

Total Number of Semester Credit Hours in Pre-Professional Program: 99

6, Curriculum *(continued)*

Professional Program

Summer

Course Title	Course	#	Sem Cdt Hrs
Gen Medical Assessment and Eval	FNDH	654	3
Emergency Management	FNDH	652	3
Research Methods	FNDH	775	3
SEM. TOTAL			**9**

Year 4

Fall

Athletic Training Therapeutic Interventions I	FNDH	854	3
Athletic Training Evaluation I	FNDH	821	3
Pharmacology	FNDH	653	3
Athletic Training Practicum I	FNDH	883	2
SEM. TOTAL		**11**	

Spring

Athletic Training Therapeutic Interventions II	FNDH	855	3
Evaluation II	FNDH	822	3
Practicum II	FNDH	884	2
Advanced Athletic Training Lab/ Clinical Skills	FNDH	858	3
SEM. TOTAL			**11**

Summer

Administration in Ath.Training	FNDH	857	
OR			
Administration in Healthcare Organizations	FNDH	720	3
Ath.Trng. Externship Practicum	FNDH	888	1
Practicum III	FNDH	885	2
SEM. TOTAL			**6**

Year 5

Fall

Ath Trng Therapeutic Interventions II	FNDH 855	3
Evaluation II	FNDH 822	3
Practicum II	FNDH 884	2
Advanced Athletic Training Lab/ Clinical Skills	FNDH 858	3
SEM. TOTAL		**11**

Spring

Research Experience in Ath.Trng	FNDH 889	4
Practicum V	FNDH 887	2
SEM. TOTAL		**6**

Total Number of Semester Credit Hours in Professional Program: 5

Total Number of Semester Credit Hours in Professional Program: 51
Total Number of Semester Credit Hours for MS in Athletic Training: 150

7. Faculty Profile	Fourteen graduate faculty in the Department of Food, Nutrition, Dietetics, and Health have been identified to support the proposed program with 6.0 FTE assigned to the program. These positions will be graduate faculty positions, and the clinical coordinator position will transition from the undergraduate program to this graduate program by August 2020. Four of the graduate faculty will be considered core faculty. The core faculty will have the following credentials: terminal degree, certified Athletic Trainer, and Licensed Athletic Trainer. The core faculty will not have teaching responsibility outside of the program. Core faculty include: Name / Title / FTE / Highest Degree / Tenure Status P. Vardiman / Assoc Prof/ Director / 1.0 / PhD / Tenured R. Thiele / Asst Prof / 1.0 / PhD / Tenure Track M. Rakestraw / Instructor / 1.0 / PhD / Non-Tenure Track; Grad Faculty Status S. Dietrich / Asst Prof / 1.0 / PhD / Tenure Track
8. Student Profile	Students entering the proposed program may come from a variety of academic backgrounds who have a healthcare focus, but all will be interested in becoming a Certified Athletic Trainer. Students will be recruited for admission into the five-year option as well as into the post-baccalaureate option. Students will be required to complete an application to the M.S. in Athletic Training program, and those who meet the minimum criteria for admission also will be required to complete an on-campus interview. Students drawn to this program will be interested in focusing on decision-making skills, applying knowledge through evaluating symptoms and working with other healthcare professionals, attention to detail during both preventative and healing stages, and interpersonal skills.
9. Academic Support	No new academic support will be needed. Undergraduate and graduate students will have access to advising services provided by the core faculty members and the department undergraduate advisors. In addition to the support received from the Athletic Training staff and faculty, students also will have access to support within the Department of Food, Nutrition, Dietetics and Health from the graduate student services coordinator, the graduate program director, and office staff. All students may receive support via writing workshops, student success seminars, student leadership programs, Teaching and Learning Center programs, and the Science Communication Fellows program.
10. Facilities and Equipment	The proposed program classroom, faculty offices, and laboratories will be housed in the first floor of the Lafene Health Center. The Kansas State University Athletic Department-Athletic Training facilities will continue to act as supporting facilities and clinical rotation sites for the program. These facilities are located in the Vanier Family Football Complex, Bramlage Coliseum, Ahearn Field House, and Tointon Family Stadium, Lafene Sports Medicine Clinic, and Chester E. Peters Recreation Complex. There are several off-campus facilities that will continue to act as clinical sites to support the Athletic Training Program. These facilities include Manhattan High School, Nichols Chiropractic Clinic, Mathis Rehabilitation Clinic, No Stone Unturned Rehabilitation Clinic, Council

	Grove High School, Rock Creek High School, and Riley County High School. The KSU Athletic Training Program facilities, the on-campus and off-campus supporting facilities have sufficient capacity for the anticipated enrollment and future growth of the program.
11. Program Review, Assessment, Accreditation	This program is reviewed by CAATE on an annual basis and undergoes a re-accreditation and on-site evaluation every 10 years. The proposed program will use the Assessment Plan that has been submitted with the proposal.
12. Costs, Financing	No new funding is required. The College of Human Ecology and the Department of Food, Nutrition, Dietetics, and Health have dedicated financial resources for supporting faculty, staff, and growth within this graduate program. Total costs for the implementation year is $265,904; this includes $216,375 for salaries, $0 for new hires, $20,029 for graduate assistantships, $8,500 for administration, and $11,000 for academic support.

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

I. Identify the new degree:

Masters of Science in Athletic Training

	Semester Credit Hours
Pre-Professional Program ……..	99
Professional Program……..	51
Total for Masters of Science in Athletic Training ……	150

The curriculum for the proposed program will provide theoretical and clinical experience in the five professional practice domains of Athletic Training:

- injury/illness prevention and wellness protection,
- clinical evaluation and diagnosis,
- immediate and emergency care,
- treatment and rehabilitation, and
- organizational and professional health and well-being.

The proposed program will have 2 admission paths:

- a five-year degree admission and
- a post-Baccalaureate admission.

There will be a selective admission to both the five-year degree and Post-Baccalaureate degree options. Once admitted into the proposed Master of Science in Athletic Training program, the students from both pathways will be placed into a single cohort.

All students who are eligible may apply for admission to the Professional Program by submitting a completed application and participating in an on-campus interview in the spring of their third year. Admission to the M.S.in Athletic Training Program will require a minimum 3.25 GPA, completion/or current enrollment in FNDH 120 and 121 and participation in 75 hours of required observation during the FNDH 121 course.

Pre-Professional Program

Year 1

Fall				Spring			
Expository Writing I	ENGL 100	3		General Psychology	PSYCH 110	3	
Principles of Biology	BIOL 198	4		Gen. Chem & Lab/Chemistry I	CHM 110/111 or 210	4	
Basic Nutrition	FNDH 132	3		Behavior. Basis of Phys Act	KIN 220	4	
College Algebra	MATH 100	3		Public Speaking I	COMM 106	3	
Intro Athletic Training	FNDH 120	2		Foundations of Human Ecology	GNHE 210	1	
Intro Athletic Training Lab	FNDH 121	1		*Elective	___ __	3	
		16				18	

Year 2

Fall				Spring			
Hum Body	BIOL 340	8		Princ of Macroeconomics	ECON 110	3	
OR				Physiology of Exercise	KIN 335	4	
Anat. & Physiology	KIN 360	8		*Elective	___ __	3	
Care and Recognition	FNDH 320	3		Expository Writing II	ENGL 200	3	
*Elective	___ __	3		Humanities	___ __	3	
Introduction to Sociology	SOCIO 211	3				16 Hours	
		17 Hours					

Year 3

Fall				Spring			
Physiology of Exercise Lab	KIN 336	1		Introduction to Statistics	STAT 325	3	
3 Nutrition and Exercise	FNDH 635	3		Physics I	PHYS 113	4	
Humanities	___ __	3		*Elective	___ __	3	
Biomechanics	KIN 330	3		*Elective	___ __	3	
*Elective	___ __	3		*Elective	___ __	3	
*Elective	___ __	3				16 Hours	
		16 Hours					

***Apply for Admission to Professional Phase**

***Transition from UG to MS Status**

Professional Program

Summer			
General Medical Assessment and Evaluation	FNDH 654	3	
Emergency Management	FNDH **652**	**3**	
Research Methods	FNDH 775	3	
		9 Hours	

Year 4

Fall				Spring			
Athletic Training Therapeutic Interventions I	FNDH 854	3		Athletic Training Therapeutic Interventions II	FNDH 855	3	
Athletic Training Evaluation I	FNDH 821	3		Evaluation II	FNDH 822	3	
Pharmacology	FNDH 653	3		Practicum II	FNDH 884	2	
Athletic Training Practicum I	FNDH 883	2		Advanced Athletic Training Lab/ Clinical Skills	FNDH 858	3	
		11 Hours				11 Hours	

Summer			
Administration in Athletic Training	FNDH 857	3	
OR			
Administraion in Healthcare Organizations	FNDH 720	3	
Athletic Training Externship Practicum	FNDH 888	1	
Practicum III	FNDH 885	2	
		6 Hours	

Year 5

Professional Preparation in Athletic Training	FNDH 892	3		Research Experience in Athletic Training	FNDH 889	4	
Fundamental Methods of Biostatistics	STAT 701	3		Practicum V	FNDH 887	2	
OR						6 Hours	
Introduction to Statistical Methods for Natural Sciences	STAT 703	3					
Practicum IV	FNDH 886	2					
		8 Hours					

IMPLEMENTATION YEAR: FY 2020

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University
Proposed Program: Master of Science in Athletic Training

Part I. Anticipated Enrollment						
	Implementation Year		**Year 2**		**Year 3**	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	25-30	0	50-60	0	50-60	0
B. Total SCH taken by all students in program	775-930		1275-1530		1275-1530	

Part II. Program Cost Projection			
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.			
	Implementation Year	**Year 2**	**Year 3**
Base Budget Salaries			
Current faculty….	$216,375	$220,703	$225,117
New hires…….	$0	$0	$0
Grad Res. Assist.	$20,029	$40,058	$40,058
Academic Support.	$11,000	$11,220	$11,445
Administration...	$8,500	$8,670	$8,843
Total Salaries….	$255,904	$280,651	$285,463
OOE	$10,000	$10,000	$10,000
Total	$265,904	$290,651	$295,463

Notes:

1. All salaries include a 2% annual pay increase.
2. Salaries for current faculty (Drs. Vardiman, Thiele, Dietrich, and Morgan Rakestraw) are represented in the initial implementation year of the M.S. degree program. This represents a transition of cost from these faculty supporting the previous undergraduate program. Refer to the program narrative for information regarding these faculty and their respective time allocations.
3. Graduate research assistantships are current positions allocated for research faculty in the Athletic Training Program and will continue with the M.S. degree program. These positions are considered non-teaching positions.
4. Academic support refers to 25% of the full-time FNDH department's academic advisor's time – a 0.25 FTE commitment.
5. Administration refers to a 0.25 FTE commitment on behalf of the FNDH staff who will supply administrative support.
6. The $10K of OOE per year is 1/3 of the current FNDH department OOE.

New Program Request - *Emporia State University*

Criteria	Program Summary
1. Program Identification	Bachelor of Interdisciplinary Studies, Major in General Studies (GRS)
2. Academic Unit Implementation CIP Code	Department of Interdisciplinary Studies (DIS) Spring, 2018 24.0102
3. Program Description	The General Studies major is a degree completion program designed for students who wish to finish a bachelor's degree but not to seek a major in a traditional program or from one department. The degree is designed to: 1) allow such students to graduate in a timely manner after fulfilling all university graduation requirements; 2) provide a broad introduction to various subjects of the students' choice; and 3) create engaged, generally-educated citizens who have skills appropriate for today's rapidly changing society. This degree, housed in the Department of Interdisciplinary Studies in the College of Liberal Arts and Sciences, accepts undergraduate courses from all departments on campus. The degree may be completed online as well as on campus. It is required that the student's program of study is to be discussed with and approved by the DIS advisor.
4. Demand/Need for the Program	The Kansas Board of Regents (KBOR) recently announced that of adults in Kansas with some college but no degree, nearly 27% had earned between 60 and 119 credit hours when they enrolled in courses in academic year 2016-17. This cohort included 1,170 students enrolling at state universities in Kansas and is a prime audience for this major. Students leave the university without completing a degree program for a variety of reasons. Often, such students have few requirements remaining and, if a flexible degree completion program existed at ESU, many such students would have more of an opportunity to complete a degree. The GRS major will benefit those students who have only a few requirements remaining, wish to finish their degree online, and do not desire or need a traditional degree. KBOR's Foresight 2020 strategic plan aspires "to increase to 60 percent the number of Kansas adults who have earned a certificate, associate, or bachelor's degree by 2020" and to "achieve a ten-percentage point increase in retention and graduation rates by 2020." In addition, KBOR recently announced that the Board will explore how to attract this audience (those with some college but no degree) back to college to complete a degree. The GRS major at ESU will be available both on campus and online and is anticipated to raise ESU graduation rates, to increase enrollment in ESU's distance education programs, and to increase the percentage of Kansans with bachelor's degrees.
5. Comparative /Locational Advantage	Students who started but did not complete their degrees at ESU will be able to finish this degree on campus and/or online. Students from other institutions (throughout Kansas or in other states) will be able to complete this degree online.
6. Curriculum	The GRS curriculum will come from departments and programs across campus, including on-campus and online courses. The degree will take advantage of past, current, and future courses in the curriculum of all campus programs. Guidelines for the GRS major completion include allowing flexibility for students to be able to complete the program with as few barriers as possible. One required course for the degree, *ID492: GRS Capstone*, will be supervised by faculty in the Department of Interdisciplinary Studies.
7. Faculty Profile	Ellen Hansen, Ph.D., Professor of Geography in the Department of Social Sciences and Chair of the Department of Interdisciplinary Studies, will serve as the coordinator for this program. Any faculty member teaching undergraduate courses at ESU will be able to contribute courses to the degree program.

8. Student Profile	Students who choose to complete the GRS will come from a variety of backgrounds - - from both ESU and other institutions. For example, some may be education students who decide near the end of their degree program that they do not wish to teach. The GRS will allow them to use their content and education courses to complete a Bachelor of Interdisciplinary Studies (BID) with a General Studies Major. Some will come from other programs and will decide that the major they have been pursuing is not right for them. Still others will be working professionals who did not finish their bachelor's degree and find themselves in a position where a degree is necessary or would be helpful in advancing their careers.
9. Academic Support	This major, housed in the Department of Interdisciplinary Studies, will provide administrative support and student advising services. Currently, no new academic positions are required.
10. Facilities and Equipment	No new facilities or equipment will be required.
11. Program Review, Assessment, Accreditation	The Department of Interdisciplinary Studies will be responsible for completing program review, assessing the major and participating in accreditation at the university level.
12. Costs, Financing	No new costs are requested.

Emporia State University

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents

I. The Proposed Degree:
Bachelor of Interdisciplinary Studies, Major in General Studies (GRS)
Proposed Implementation Date: Spring, 2018

II. Required Semester Credit Hours:

	Course Name & Number	Credit Hours
Core Courses	ID 492 GRS Capstone	1
	Two academic years of coursework in closely related subjects within any liberal arts program, which may include a minor in any subject	60
	General Education Program equivalent to requirements for the Bachelor of Science degree	47-55
Electives	Electives include all courses beyond the 60 hours of core courses and the 47-55 hours of general education courses used to reach 120 hours required to graduate.	0-10
Research	Student research will be encouraged for all GRS majors through participation in any of ESU's undergraduate research programs, including independent studies and research seminars, among others, in programs across campus.	0-10
Practica	Practica and internships will be encouraged through courses offered in any of ESU's undergraduate programs. ID 510, Internship in the Department of Interdisciplinary Studies, will serve as the course for planning and supervising internships.	0-10
	Total	120

Emporia State University

IMPLEMENTATION YEAR FY 2018 (Spring 2018)

Fiscal Summary for Proposed Academic Programs

Proposed Program: Bachelor of Interdisciplinary Studies with a Major in General Studies

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	5	10	15	25	25	50
B. Total SCH taken by all students in program	75 + 60 = 135		225 + 150 = 375		375 + 300 = 675	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
Base Budget Salaries	0		0		0	
OOE	0		0		0	
Total	0		0		0	

- All courses involved in the GRS Major are taught by current faculty at ESU. Initially, no new faculty will be required.
- All student advising will be handled by the full time DIS Advisor. If we see an increased demand for the program, then additional staffing and resources be needed.
- A portion of the net revenue generated by increased enrollment at ESU would be allocated to the department to help meet the demand.

Program Summary
New Degree Program
Kansas Board of Regents

New Degree Request – University of Kansas Medical Center

Criteria	**Summary**
1. Program Identification & CIP	Doctorate in Clinical Laboratory Science CIP: 51.1005
2. Academic Unit	School of Health Professions, Department of Clinical Laboratory Sciences
3. Program Description	Open to individuals holding a national certification as medical laboratory scientists, graduates from this program will provide consultative services to patients and healthcare teams, or they may choose to enter academic positions in clinical laboratory science. Clinical laboratory scientists are a crucial component of the health care team, as seventy to eighty percent of a physician's medical decisions are based on data generated by the clinical laboratory, and new Federal requirements mandate that test results be available to patients. Working with a rapidly expanding laboratory test menu and increasing test complexity, clinical laboratory scientists provide consultation to patients, physicians, and other members of the healthcare team. The proposed program is designed to address these needs by providing doctoral-level training and advanced practice in Clinical Laboratory Science (CLS), as well as by building upon the existing strengths of our nationally-accredited CLS program.
4. Demand/Need for the Program	With intensified analyses and a rapidly expanding test menu, there is a need for doctoral-level training in Clinical Laboratory Science (CLS) to provide consultative services to both patients and healthcare providers. In a survey of physicians, it was found that speed and accuracy of diagnosis was increased in 70-80% of their cases when interpretation of laboratory results was provided (Hickner, et al.). Individuals with extensive clinical laboratory expertise will dramatically improve patient outcomes and reduce costs. Unfortunately, the lack of doctorally-prepared clinical laboratory scientists is a barrier to the availability of interpretation of complex testing panels. Implementing this program will overcome this barrier, as well as address an unmet need in the state of Kansas (and nationwide) for doctorally-trained CLS professionals. In 2008, a survey of 299 randomly chosen early career CLS's indicated that 65% were interested in pursuing a doctorate in clinical laboratory science (DCLS) (Doig & Beck). In 2009, a similar survey was sent nationally. Out of 1452 respondents, 61% indicated an interest in pursuing a DCLS with 23% of them indicating a desire to start as soon as possible (Nadder). Implementing this program will address both the need and demand for doctoral-level training in CLS.
5. Comparative/ Locational Advantage	Nationally, only two universities (Rutgers University, NJ; University of Texas Medical Branch, TX) offer the DCLS. As a leading academic medical center that focuses on patient outcomes with a team-based health-care delivery approach, KUMC is an ideal location for this innovative program. The CLS program at KUMC has been in existence since 1933 and continuously accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) for over 50 years. Our BS in CLS graduates have an outstanding pass rate

	on national certification exams, and the program benefits from the high density of clinical facilities in the Kansas City metropolitan region. The success and reputation of our BS in CLS program will allow for effective establishment of clinical residency partners for the DCLS program. Additionally, the emphasis on interprofessional education amongst the healthcare disciplines at KUMC will provide unique opportunities for collaborative education prior to the clinical residency. Therefore, KUMC is uniquely positioned to offer this Doctoral degree program.
6. Curriculum	The 76-credit hour program consists of advanced graduate core courses, a research project, and a clinical residency. The core courses provide foundational knowledge needed for professional practice, including clinical correlations, test utilization, evidence-based practice, and quality assurance. The advanced courses encompass the six subspecialties of clinical laboratory science (chemistry, immunology, hematology, immunohematology, microbiology, & molecular diagnostics). The research project requires students to synthesize and integrate knowledge and apply theories and principles learned across the curriculum, and will include a written thesis as well as an oral defense. In the clinical residency, the students are provided the opportunity for professional practice by delivering consultative services to patients and healthcare teams.
7. Faculty Profile	All faculty involved in the proposed program are certified clinical laboratory scientists and/or possess advanced degrees in disciplines that are directly associated with clinical laboratory science. The CLS Department currently has nine faculty members, most of whom hold nationally recognized clinical laboratory certification. The CLS faculty who will teach in the DCLS program are: Eric Elsinghorst, PhD, MPH, MLS(ASCP)MB^{cm}, Research Associate Professor; Renee Hodgkins, PhD, MT(ASCP), Clinical Assistant Professor; Jan Hudzicki, PhD, MLS(ASCP)SM ^{cm}, Clinical Associate Professor; and WenFang Wang, PhD, C(ASCP) ^{cm}, Clinical Assistant Professor. Due to two vacancies, the CLS Department is currently recruiting new faculty members to fill these positions with a Summer 2017 start date. The faculty, and their departmental affiliation, currently identified as instructing DCLS core curriculum courses offered by other departments are: Glendon Cox, MD, MHSA, BA. Department of Health Policy & Management; Gregory Reed, PhD. Department of Pharmacology, Toxicology & Therapeutics; Steven LeVine, PhD. Department of Molecular & Integrative Physiology; Babalola Faseru, MD, MPH. Department of Preventive Medicine & Public Health; and Christopher Crenner, MD, PhD. Department of History & Philosophy of Medicine. Professionals mentoring students at clinical sites will be affiliated with the program through adjunct faculty appointments in the Department of Clinical Laboratory Sciences.
8. Student Profile	The proposed program requires that applicants possess national certification as a medical laboratory scientist (MLS[ASCP]) and Bachelor's degree in CLS or an appropriate life science. It is required that applicants have work experience as a medical laboratory scientist.
9. Academic Support	Students enrolled in the program will be assigned to a five-member advising committee which will be responsible for guiding each student through the program requirements. Students will meet with these advisors on a regular basis. The current academic support services available at KUMC are sufficient to support the proposed program.
10. Facilities & Equipment	New facilities or equipment will not be needed for the proposed program.

11. Program Review, Assessment, Accreditation	Accreditation of the program will be sought through the National Accrediting Agency for Clinical Laboratory Sciences. The proposed program will be systematically reviewed and evaluated through survey and evaluation instruments that solicit feedback from students, graduates, residency sites, and employers. Program assessment will incorporate responses from the various evaluation instruments, as well as student coursework grades and outcomes of the thesis defense required for degree completion. Based on these measures, curricular changes will be implemented. The effectiveness of any change will be monitored through continued evaluation of student outcomes. A national certification exam for the DCLS is currently being developed. Graduates' performance on this exam will be included as part of the program process improvement.
12. Cost, Financing	Operating expenses for the proposed program will come from the existing budget of the Department of Clinical Laboratory Sciences, KUMC School of Health Professions. Two additional doctoral-level faculty are required in addition to the two vacancies. The two vacancies will be funded by the existing budget for the Clinical Laboratory Sciences Department. The salaries for the two additional faculty will be provided by the University.

References

Hickner, J., et al. (2014). Primary care physicians' challenges in ordering clinical laboratory tests and interpreting results. *The Journal of the American Board of Family Medicine, 27*(2), 268-274.

Doig, K., & Beck, S. (2008). Surveys of support for the doctorate in clinical laboratory science. *Clin Lab Sci, 21*(2), 92.

Nadder, T. (2011). Results from an interest survey on the professional doctorate degree in CLS. *ASCLS Today, 25*(4), 13-14.

Curriculum Outline
New Degree Program
Kansas Board of Regents

I. Identify the new degree: Doctorate in Clinical Laboratory Science

II. Provide courses required for each student in the major:

Course Name & Number	Semester Credit Hours
Core Courses	
CLS 800 Advanced Topics	3
CLS 802 Principles of Healthcare Education (3), or MICR 805 Teaching in Higher Education (3)	3
CLS 805 Advanced Molecular Diagnostics	2
CLS 815 Research Methods in Clinical Laboratory Sciences	2
CLS 820 Evidence Based Practice	3
CLS 830 Advanced Clinical Chemistry	3
CLS 836 Advanced Hematology	3
CLS 838 Advanced Immunology/Transplant	3
CLS 842 Advanced Microbiology	3
CLS 844 Advanced Immunohematology	3
CLS 851 Clinical Correlations I	3
CLS 852 Clinical Correlations II	3
CLS 880 DCLS Interprofessional Practice	2
CLS 890 Advanced Laboratory Operations	3
BIOS 704 Principles of Statistics in Public Health	3
HP&M 810 Health Care System	3
PHCL 898 Principles of Pharmacology	1
PHSL 843 Physiology of Disease	3
PRVM 800 Principles of Epidemiology	3
PRVM 853 Responsible Conduct of Research	1
Research	
CLS 901 DCLS Research I	2
CLS 902 DCLS Research II	3
CLS 903 DCLS Research III	3
CLS 999 DCLS Capstone	1
Practica	
CLS 911 DCLS Residency I	4
CLS 912 DCLS Residency II	5
CLS 913 DCLS Residency III	5
Total:	76

Fiscal Summary
New Degree Program
Kansas Board of Regents

Proposed Program: Doctorate in Clinical Laboratory Science
Implementation Year: Academic Year 2019-2020, Fiscal Year 2020

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3		Year 4		Year 5	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time head-count:	2	2	6	6	11	10	14	14	15	18
B. Total SCH taken by all students in program:	74		236		412		537		618	

Part II. Program Cost Projection					
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.					
	Implementation Year	Year 2	Year 3	Year 4	Year 5
Costs: Salaries/Fringe	$93,100	$93,100	*NAAB*	*NAAB*	*NAAB*
OOE	$1,200	*NAAB*	*NAAB*	*NAAB*	*NAAB*
Total	$94,300	$93,100	*NAAB*	*NAAB*	*NAAB*

NAAB = No additional amount budgeted.
Indicate source and amount of funds if other than internal reallocation:

Salaries/Fringe: As described in the "Program Faculty" section of this proposal, the CLS Department is filling two vacancies, the funds for which are in the current CLS budget. In addition to filling these vacancies, two additional new faculty will be required to support the program. The salary and fringe costs associated with new faculty hiring will be supported by KUMC (letter of support from David Vranicar, KUMC Vice Chancellor for Finance, is included in appendix materials). By the fourth year of the program, the net income realized through tuition will more than offset the cost of new faculty salary and benefits. OOE. The OOE costs will be supported by the reallocation of existing resources. OOE costs will be ongoing each year, but without requiring additional amounts budgeted, so are shown in the "Implementation Year" only.

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August 16, 2017

TO: Max Fridell
Director, Academic Affairs

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

RE: Institutional Research and Assessment Name Change

Emporia State University wishes to change the name of the Office of Institutional Research and Assessment to the Office of Institutional Effectiveness. This office has expanded its role and responsibilities and Institutional Effectiveness is more reflective of those additional responsibilities.

Please add this to the COCAO agenda as an information item.

DRAFT BOARD GOALS 2017-2018

1. To increase opportunities for high school students, the Board will form a Concurrent Enrollment Program Taskforce to identify opportunities to expand concurrent enrollment in the state. The final report will be delivered to the Legislature at the beginning of the 2018 session.

2. The Board will study ways to simplify the undergraduate admission application process with a specific focus on Qualified Admissions precollege curriculum course requirements.

3. The Board will support the expansion of the *Apply Kansas: College Application Month* campaign to additional high schools to provide more students, including low-income and first-generation students, with the opportunity to apply to college.

4. The Board will designate the Council of Business Officers to collaborate on new approaches to gain greater administrative efficiency.

5. The Board will hire a new president at Fort Hays State University.

Discuss Process for Universities to Submit Justification for Baccalaureate Degrees Exceeding 120 Credit Hours

Jean Redeker, VP, Academic Affairs

Background

At its May 2017 meeting, the Board reviewed its policy on credit hour requirements for baccalaureate degree programs to determine if it met best practices for on-time completion and found 33% of system baccalaureate programs require 120 credit hours; 50% require 124 credit hours; and 17% exceed 124 credit hours. The Board decided to implement a process to evaluate which programs should exceed 120 credit hours and directed staff to develop such a process for discussion at the August 2017 retreat.

Staff developed the process below for discussion and recommend the Council of Faculty Senate Presidents and the Council of Chief Academic Officers review it and provide input.

For Discussion: Process to Evaluate Baccalaureate Degree Programs in Excess of 120 Credit Hours

The Board of Regents may approve a request for a bachelor's degree program to exceed 120 credit hours.

(1) Programs may be approved for the following reasons:

(a) Additional credit hours are required to meet specialized accreditation standards for program content, and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared; or

(b) Additional credit hours are required to meet state or federal mandated criteria for professional licensing; or

(c) Other compelling academic reasons.

(2) Requests for approval for a degree program to exceed 120 credit hours must be received by the second Friday in March[1]. In the request, the university must:

(a) identify all majors by program title and CIP code within the degree program and the number of credit hours required for each major;

(b) provide the full program of study for each major;

(c) identify which criterion selected as the basis for approval (1a, 1b, or 1c above), and provide documentation to support the justification. Such justification could also include the credit hour limits of similar programs regulated by state/federal agencies or accredited by the same accrediting body.

(3) The Board Academic Affairs Standing Committee reviews all requests and makes recommendations to the full Board.

[1]Input on due date needed from state universities.

Proposed Amendments to the Accreditation Policy

Board policy states "the Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the state universities and their accredited programs each year." Staff is exploring reducing the frequency of the report, and is seeking COCAO's guidance. Any proposed changes to the accreditation policy require Board approval. *9/20/2017*

Background

Each year state universities report to the Board on the accreditation status of the institution and all accredited programs. Because there is little variance from year-to-year in these reports, staff is exploring reducing the frequency of the reports. Guidance from the Chief Council of Academic Officers on this issue is critical.

l. Accreditation Policy

The Kansas Board of Regents believes that accreditation is an important indicator of institutional and program quality but that it must be balanced by considerations such as the relationship of accreditation to institutional mission, role, and aspiration, as well as the costs associated with accreditation visits and recommendations.

i. Board approval is required when any state university seeks accreditation for any program that it does not hold. Board approval shall be preceded by a formal proposal to the Board to seek accreditation. Where a program at any state university is unaccredited, Board approval must be obtained and granted prior to beginning the accreditation process. The proposal should include information on the accrediting agency and a table of costs associated with accreditation.

ii. The Vice President for Academic Affairs shall provide the Board with a report on the accreditation status of the state universities and their accredited programs ~~each~~ in odd numbered years. The report shall include information on a) whether the institution or the program is accredited for the full term of accreditation and b) whether the institution or the program has received full accreditation status or is on probationary status.

iii. Copies of all final accreditation reports shall be ~~mailed to the Board office upon their receipt from the accrediting agency~~ available upon request.