KY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE

August 18, 2020 - 10:00 AM
ZOOM teleconferencing for Committee members
Livestream video for public: https://youtu.be/d53O-BJuGe4

Pages

DRAFT MINUTES
Council on Postsecondary Education

Type:	Academic & Strategic Initiatives Committee
Date:	May 20, 2020
Time:	2:00 p.m. ET
Location:	Virtual Meeting - Committee members by ZOOM, Public viewing hosted on CPE YouTube Page

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Wednesday, May 20, 2020, at 2:00 p.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the Committee met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: https://youtu.be/wIdzx444Stc. Committee Chair Lori Harper presided.

ATTENDENCE

All members were in attendance: Ben Brandstetter, Lori Harper, Lucas Mentzer, Grant Minix, Vidya Ravichandran, Robert Staat, and Sherrill Zimmerman.

Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the March 25, 2020 meeting were approved as distributed.

PROPOSED NEW ACADEMIC PROGRAMS FOR REVIEW & RECOMMENDATION

Dr. Melissa Bell, CPE's Vice President for Academic Affairs and Student Success presented six proposed new academic programs for review and approval. KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs

in the public postsecondary education institutions. Council staff reviewed the following proposed programs and recommended approval by the board.

Western Kentucky University

1) Environmental, Sustainability, and Geographic Studies (B.S.) CIP Code 03.0103
   This program focuses on environment-related issues using scientific, technological, and humanistic approaches to generate a systems-thinking mindset. The program also provides students with the option of attaining a certificate in Geographic Information Systems, which is relevant for a variety of disciplines that require the mapping and analysis of geographic, demographic, and/or environmental data. The program prepares students for careers in the environmental and sustainability job sectors and in the geospatial technology work force, as well as for graduate school.

2) Film Production (B.F.A.) CIP Code 50.0602
   The BFA in Film Production is a pre-professional major providing an immersive, conservatory-style educational experience for students pursuing a career in the film industry. Hands-on instruction in pre-production, production, and post-production provides students foundational concepts and practical skills which are reinforced through their work on short films. Film studies courses emphasize critical and analytical thinking through the study of global film culture, history, and aesthetics.

MOTION: Dr. Staat moved the Committee approve the two proposed programs at Western Kentucky University, and recommend approval by the Council at its June 19, 2020 meeting. Mr. Mentzer seconded the motion.

VOTE: The motion passed.

University of Louisville

1) Business Administration (B.A.) CIP Code 52.0101
   This program is a 120-credit hour undergraduate degree that prepares versatile, broadly educated graduates to accelerate their professional success as managers. In additional to the core business courses required of all BSBA students, the curriculum covers a range of management functions: project management, human resources management, team management, and operations management. In addition, students will develop basic proficiency in

business analytics, add functional knowledge in another business domain to support initial job placement, and gain relevant hands-on experience through a capstone project and a required internship.

2) Materials and Energy Science and Engineering (M.S.) CIP Code 14.1801
With this Master of Science, students will be trained with fundamental concepts on advanced materials, energy devices, and processing and systems engineering. The educational experiences will be enhanced by research opportunities in laboratories conducting basic and translational research on solar energy conversion, energy storage, biofuels and biomass conversion, solar fuels, materials characterization, and advanced energy materials. The MS in MESE will prepare students for career tracks in industry such as semiconductor/opto-electronics, materials, catalysts and energy. Students will also be able to pursue entrepreneurship, government and corporate labs, and doctoral studies in their respective disciplines.

MOTION: Mr. Minix moved the Committee approve the two proposed programs at the University of Louisville, and recommend approval by the Council at its June 19, 2020 meeting. Dr. Staat seconded the motion.

VOTE: The motion passed.

Murray State University

1) Respiratory Therapy (B.S) CIP Code 51.0908
The Bachelor of Science in Respiratory Therapy was developed in partnership with Madisonville Community College and West Kentucky Community and Technical College. The initial development of this program was funded by a USDA Health Services Grant based on an identified need for additional respiratory therapists in the region. Students will be able to transfer to Murray State University from the community college and complete the degree, one in which they can complete in as few as three semesters.

2) General Studies (B.S.) CIP Code 24.0199
The Bachelor of Science in General Studies is a baccalaureate degree for traditional students with at least 72 hours of consecutive college credits entering their junior or senior year. This program is for students who resolve to obtain a college degree in a timely manner, though different from their previous declaration of major, and plan to use a college degree to find

employment, strengthen future employment opportunities, and reach personal goals.

MOTION: Mr. Minix moved the Committee approve the two proposed programs at Murray State University, and recommend approval by the Council at its June 19, 2020 meeting. Ms. Ravichandran seconded the motion.

VOTE: The motion passed.

AGENCY UPDATE: CARES ACT FUNDING

Ms. Lee Nimocks, CPE's Chief of Staff and Vice President for Strategy provided an update on the status on the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which provided several streams of funding that will impact Kentucky's colleges and universities and the students they serve. It includes more than $30 billion for education, with at least $13.5 billion for the nation's K-12 schools and more than $14 billion for higher education. Funding for colleges and universities will run through the Higher Education Emergency Relief Fund.

AGENCY UPDATE: GUIDELINES FOR REOPENING CAMPUSES FOR IN-PERSON INSTRUCTION

CPE staff have developed guiding principles and a planning template for the fall 2020 reopening of Kentucky's campuses. Mr. Greg Rush, CPE's senior fellow, presented the guidelines, which adhere to all State, Federal and Centers for Disease Control Guidelines including Governor Beshear's 10 Rules to Re-opening and President Trump's Guidelines for Opening Up America Again. Colleges and Universities may begin the phase-in process of fully opening each institution by June 1, 2020, in order to ensure scheduled opening dates as established by each college and university.

AGENCY UPDATE: ACADEMIC AND STUDENT SUCCESS INITIATIVES

Dr. Melissa Bell provided an update on a number of initiatives including college readiness indicators for the 2020-21 academic year, the development of the online portal system, the series of virtual webinars being offered, the development of the statewide repository of online learning guidelines, the expanded services of the Kentucky Virtual Library, and efforts to streamline the current program approval process.

AGENCY UPDATE: RESEARCH AGENDA

Dr. David Mahan, CPE's Associate Vice President for Data, Research and Advanced Analytics presented the highlights of the CPE research agenda for the 2020-21 academic year. The research agenda was organized by month of expected work and/or completion and was provided in the agenda materials.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 3:30 p.m., ET.

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

TITLE: Proposed New Academic Programs for Review & Recommendation

RECOMMENDATION: Staff recommends the Committee accept the proposed New Academic Programs from Northern Kentucky University, the University of Kentucky and Murray State University and recommend approval of each to the full Council at its September 15, 2020 meeting.

PRESENTER: Melissa Bell, Ph.D., CPE's Vice President of Academic Affairs and Student Success

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SUPPORTING INFORMATION

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff has reviewed the proposed programs and recommends approval by the board. The university-submitted documentation has been included in your agenda packets for review.

PROGRAMS PROPOSED FOR APPROVAL

Northern Kentucky University

- Applied Software Engineering (B.S.) CIP Code 11.0899
- Doctor of Occupational Therapy (OTD) CIP Code 51.2306

University of Kentucky

- Health Services Research (Ph.D.) CIP Code 51.2299

Murray State University

- Agriculture Education (EDS) CIP Code 13.1301

PROPOSED PROGRAM SUMMARY

Institution: **Northern Kentucky University**
Program Name: Bachelor Degree in **Applied Software Engineering Degree**

Program Description: Provide students with a solid foundation in programming, user experience, software design and development as well as software security. The ASE degree will educate and train the student for jobs in full-stack development, mobile apps and web applications. They would be qualified for a majority of open software development positions.

CIP Code: **11.0899**
Credit Hours: 120
Institutional Board Approval Date: May 13, 2020
Implementation Date: **August, 2020**

Student Demand

Perhaps 20 students/year early on but the expectation is that the program will grow once it becomes more well-known and graduates earn employment positions. Additionally, we expect early on that students may not know which of the programs (BA ASW or BS CS) to enter. Advising should prepare students but some students may still select a program for which they are not suited. For these reasons, the enrollment of new majors for the first five years is expected as follows: 5, 20, 40, 60 and 75 majors.

Market Demand

This program will not replace any other program. The program will provide students with a degree that will educate and train the student for jobs in full-stack development, mobile apps and web applications. They would be qualified for a majority of open software development positions.

Employer Demand:

	Regional	State	National	Growth Projections
Type of Job		Software Developers, Applications	Software Developers	
Average Wage		$80,322	$103,560	
# of Openings		1700 (by 2026)	+302,500	24% job growth
Type of Job		Computer Programmers	Computer Programmers	
Average Wage		$73,548	$82,240	
# of Openings		-130 (by 2026)	-21,300	-7% (decline)
Type of Job		Web Developers	Web Developers	
Average Wage		$58,095	$67,990	
# of Openings		+200 (by 2026)	+24,400	15%
Type of Job	Computer & Mathematical Sciences	Computer Occupations, Other	Computer Occupations, Other	

Average Wage	$68,010	$80,231	$88,510	
# of Openings	+6,600 (by 2020)	+300 (by 2026)	No info	No info
Type of Job				
Average Wage				
# of Openings				

Academic Demand

This program is designed for students to enter the workforce immediately after graduation.

Unnecessary Duplication

Similar Programs	Comparison of Objectives/Focus/ Curriculum to Similar Programs	Comparison of Student Populations	Access to/Demand for Existing Programs	Feedback from Other Institutions
Program 1: Computer Science (NKU, UC, XU, UL, UK, etc)	As noted in #1, a BS in CS prepares students to be computer scientists, which overlaps software developers. The areas of education are similar in that they both provide a foundation in programming. They diverge in many ways though with a BS in CS providing a foundation in computation (mathematics, theoretical issues in computing, detail on the underlying structure and function of computer components, underlying structure and function of the operating system) while the proposed BA in ASE provides a foundation in large and small software projects including a	There are no applied software engineering programs in the region.	The BS in CS at NKU currently enrolls 273 undergraduate majors. The graduation rate of students attempting Calculus, MAT 129, was 25%. According to EAB (Our Enrollment Management)	N/A

	thorough examination of current platforms and tools, and user interfaces.		BS in CS would prefer the BA in ASE.	
Program 2: BS in Information Technology – Software Application Development Concentration (UC)	The BS in IT at UC is similar to the BS in CIT at NKU, featuring courses in computer networks, system administration, server administration and computer security. This degree at UC has an application development concentration which provides a greater foundation in programming. However, like a software development degree or a programming bootcamp, it does not provide a solid foundation in algorithms, development tools or platforms.	N/A	N/A	N/A
Program 3				

Comparison of Objectives/Focus/Curriculum to Similar Programs:
There are no applied software engineering programs in Kentucky or Greater Cincinnati. See the above table for a comparison of programs that have overlapping content.

Comparison of Student Populations*:* N/A

Access to Existing Programs:
There is no existing program for Applied Software Engineering. The Bachelor in Computer Science produces Software Developers, however we argue that the breadth of the Applied CS degree will meet the business need.

Feedback from Other Institutions: N/A

Cost

Projected Revenue over Next Five Years	$9,000,000
Projected Expenses over Next Five Years	$600,000

Will additional faculty be needed?

The additional faculty member is needed for teaching classes to help professionalize our students for earlier work experiences, working with students to find internships and co-op positions, and working with area companies to ensure quality experiences for the students and companies.

Provide a budgetary rationale for creating this new program:

It is anticipated that this program will draw new students to NKU (20 in year 1, 50 in year 2 and 100 thereafter). These will be students that choose to come to NKU due to this degree. It is anticipated that the program may also draw upon students who would have entered one of the other tech-related degree programs at NKU such as the BS in CS, the BS in CIT, or the BS in Media Informatics (MIN). Therefore, we anticipate the enrollment will be higher than 100 per year after year 2.

One hundred new students equate to approximately $1 million in tuition, and the program will 'cost' NKU only one new position created especially for this degree. The new position is needed because we want our ASE degree students to have expanded internships, co-ops, job shadowing opportunities over their 4-year academic studies. This type of support requires building of business relationships for student support, significant organization and oversite beyond what is provided now in our technology degrees. Further, the university is investing heavily in the Department of Computer Science by providing the department several new faculty lines, starting in the fall of 2019. It is expected that some of these faculty will be able to contribute to the ASE program. Several existing courses in computer science, media informatics and other disciplines, will be used as required courses in this program. Additionally, existing courses from the BS in CIT, the BS in CS, and the BS in MIN, will be elective courses for this program. Courses created for this degree will be available for electives in our other technology degrees (CIT, CSC, Information Systems, Media Informatics).

COVID Response: NKU – APPLIED SOFTWARE ENGINEERING

Applied Software Engineering BS - Covid-19 will have no impact on the ASE Degree. Students starting this fall will have options of taking classes in our department either online, hybrid or safely face-to-face (if allowed). The upper-level courses will either be offered online, or synchronized with asynchronous options.

Course Title (CIP)						
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)						
Course Prefix	**Course #**	**Course Title**	**Course Description**	**Type of Course: program core (C) or pre-major/ pre-professional (P)**	**Credit Hours**	**Existing (E) or New (N) Course**
INF	**120**	**Elementary Programming**	An elementary introduction to programming for those with no previous programming experience. Emphasis on understanding how to read and write basic procedural programs, and on understanding the concepts of algorithm and execution.	C	**3**	**E**
CIT	**130**	**Information Technology Fundamentals**	Introduction to the organization of computers, operating systems, and networks; comparison of common operating systems; hands-on experience in PC construction and configuration; command-line usage of Windows and Unix/Linux systems; data representation; overview of the information technology industry and its societal context.	C	**3**	**E**
CIT	**371**	**Unix Systems**	Advanced usage and basic administration of Unix/Linux systems, including management of files, users and processes, tools for editing and pattern matching, shell scripting, and software installation.	C	**3**	**E**
INF	**284**	**Networking and Communication**	Introduction to computer networking principles, focusing on network applications such as HTTP, Email, DNS, SSH and DHCP. Various protocols in the TCP/IP stack and emerging networking technologies are covered. Lab exercises reinforce concepts.	C	**3**	**E**
INF	**286**	**Introduction to Web Development**	An introduction to web design and development for majors in the informatics fields. Web page creation and HTML; site organization and best practices; e-business planning, models and strategies; overview of XML and CSS; introduction to client-side and server-side programming.	C	**3**	**E**
MAT	**185**	**Introductory Discrete Mathematics**	Number systems important in computer applications, logic, set theory, combinatorics and probability, graph theory. Not open to students who have completed MAT 385.	**C**	**3**	**E**
STA	**205**	**Statistical Methods**	Graphical descriptive measures; numerical descriptive measures; probability; hypothesis testing, estimation; analysis of variance; chi-square; regression; analysis by means of statistical software. Not open to students who have completed STA 250 or STA 314.	**C**	**3**	**E**
ENG	**347**	**Technical Writing**	Principles and techniques of technical writing, including proposals, lab reports, job applications, graphics, and feasibility studies. Recommended for students in sciences, public administration, social services, industry, and health and computer fields. Prepares students for cooperative writing internships in industries or agencies. WRITING STUDIES.	**C**	**3**	**E**
PHI	**310**	**Information Ethics**	Ethical issues faced by computing professionals including those related to computing in the workplace, security, crime, privacy, property rights, risk, liability, and the internet.	**C**	**3**	**E**
LDR	**205**	**Human Relations in Organizations**	This course develops interpersonal human relations skills for personal and professional growth. Skills will be built in networking, diversity appreciation, structuring values, conflict resolution, motivation, and personal and group communications.	**C**	**3**	**E**
INF	**100**	**Orientation to the College of Informatics**	Assist first-year students transitioning to NKU and the COI through activities related to academic, social and personal development. Discover university resources and build community to develop a better understanding of the learning process and acquire essential success skills. Students will examine growth mindset and skills for college and lifelong learning.	**C**	**1**	**E**
INF	**101**	**Introduction to the Profession**	Assist first-year students explore careers in their major. May include job shadowing, corporate visits and classroom panels. (In process 2019)	**C**	**1**	**E**
INF	**201**	**Foundations of Informatic Professionals**	This course will ready students to search and plan for an experiential education position during their academic career at NKU. Work and career readiness skills are emphasized through an applied environment allowing students to practice the business acumen needed in conducting a successful job search.	**C**	**1**	**E**
CSC	**260L**	**Object Oriented Programming I Lab**	Laboratory to accompany CSC 260 in which students gain hands-on experience in programming and using programming tools such as debuggers.	**C**	**1**	**E**
CSC	**260**	**Object Oriented Programmling I**	Elementary object-oriented programming concepts and practice: types, decisions, loops, methods, arrays, classes; design and problem-solving. An intensive introduction intended for students with programming experience.	**C**	**3**	**E**
CSC	**350**	**Database Programming**	Database concepts and practice essential for the database programmer: relational databases; Structured Query Language; entity-relationship model; ER to relational; relational algebra; design and implementation of relational database applications.	**C**	**3**	**E**
CSC	**360**	**Object Oriented Programming II**	Intermediate object-oriented programming concepts and practice: inheritance, basic graphical user interface elements; introduction to recursion; implementation of linked lists; use of basic container types.	**C**	**3**	**E**
CSC	**456**	**Advanced Web Development**	Advanced technologies for developing web applications for business and industry. Focus on the design and development of scalable, robust, and extensible web applications; different frameworks for developing web applications and the software build process. Web component	**C**	**3**	**E**
ASE	**310**	**Human-Computer Interaction**	As technology becomes ubiquitous and pervades many aspects of our life, it stimulates new possibilities for interacting with virtual and physical environments in innovative, engaging, and alternative ways. The course explores the frontiers of interaction with machines by analyzing novel paradigms, non-conventional input and output devices, tightly coupled interfaces, and potential applications of cyber-physical systems, such as, brain-computer interfaces, wearable devices, assistive technology, and Augmented/Mixed Reality. By exploring the state of the art and future trends, students will be able to experience, imagine, and realize systems for enhancing users' interaction with the world and for improving their life.	**C**	**3**	**N**
ASE	**230**	**Javascript and Framework**	Current and future software scenarios encourage the adoption of rapid development techniques for realizing applications that can seamlessly run on different types of devices. The course addresses this need by focusing on frameworks and tools for enabling programmers to implement cross-platform front- and back-end software solutions, websites, as well as mobile applications.	**C**	**3**	**N**

ASE	130	Server-Side Scripting	Modern software and websites rely on centralized servers to continuously acquire, process, store, and serve information, and to respond to the requests of large communities of geographically distributed users. In contrast to front-end development, the course focuses on the under-the-hood processes that enable applications beyond the graphical interface. At the end of the class, students will be able to design, implement, and deploy server-side systems that support authentication, database management, and dynamic customization of the interface and its content based on users' requests.	C	3	N
ASE	285	Software Engineering and Security Fundamentals	Experiential Learning Course. Software Engineering provides various kinds of tools and techniques that enable programmers to design, build, and test their software artifacts effectively. In this course, we aim to teach students basic but practical software engineering tools that they can use in their coursework or workplaces. Students learn tools to control the software-lifecycle: requirements, use-cases, unit-test, integrated development environment, version control, and debugging. Students will learn the most common software security attacks and how to design and implement software to prevent these attacks. Stuents will also learn how to test the security of software. Students also learn soft skills so that they can work as a team and present the project results effectively and efficiently.	C	3	N
ASE	420	Software Design	Modern software development requires higher-level problem-solving skills than coding or implementation of features. Competent software developers can design software systems that are easy to modify from clients' request and to adapt from new computing environmental changes. This course aims to teach students how to design software with various data structures and algorithms, design patterns and principles, and refactoring patterns and tools. Also, students are expected to detect design flaws in software systems and enhance the structure/architecture of the systems using the tools and rules they learn in this class.	C	3	N
ASE	485	Capstone	Experiental Learning Course. Students build a software system using the programming tools and software development skills they learn in this program in a team. Teams start with requirement analysis to identify the goal of a project, then they design, implement, and test the software artifacts with software engineering tools they learn in the ASE program. Students document and present their work.	C	3	N
			Total Credit hours Required for Program Core (i.e., # of hours in degree program core) **Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table**		**64**	**NA**

Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
CIT	300-400		Any 300/400 level CIT Course not take above (for embedded minor)		3	E
			Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable) **Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table**		**3**	**NA**

GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
			# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required) Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table			**NA**

FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or	Credit Hours	Existing (E) or New (N) Course
ASE/CEP	x92, x96	Research, Interships or Study Abroad	Experiential Learning Course (Internship, Co-Op, Research or Study Abroad)		0-3	E
ASE/CSC/DSC	300-400		Any ASE/CSC/DSC 300-400 level elective. No ASE electives have yet to be defined.		3	E
			Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable) **Note: number**		**3**	**NA**

Summary of Total Program Hours	**Required Core Hours (i.e., # of hours in degree program core)**	**64**	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	**3**	NA
	Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)	**0**	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	**3**	NA
	Total # of credit hours required for Program	**70**	**NA**
Information to be completed by PIE Office			
	# of new courses	6	NA
	Total # of Courses (includes new and existing)	27	NA
	Precentage of new courses (more than 25% may require SACS Substantive Change)	22%	NA

Northern Kentucky University
BS - BACHELOR OF SCIENCE
11.0899-Computer Software and Media Applications, Other.
Submission Date: 05/13/2020 12:53

Full Proposal - Basic Info

Institution :	Northern Kentucky University
Program Type :	Single Institution
Program Name :	Applied Software Engineering Degree
Degree Level :	Baccalaureate
Degree Designation :	BACHELOR OF SCIENCE
CIP Code (2-Digit) :	11-COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.
CIP Code :	11.0899-Computer Software and Media Applications, Other.

Academic Unit (e.g. Department, Division, School) :	Department
Name of Academic Unit :	Computer Science
Name of Program Director :	Maureen Doyle

Intended Date of Implementation :	8/1/2020
Anticipated Date for Granting First Degrees :	5/1/2023
Date of Governing Board Approval :	5/13/2020

Institutional Contact Information

First Name :	Maureen
Last Name :	Doyle
Title :	Department Chair
Email :	doylem3@nku.edu
Phone :	859-572-5468

Northern Kentucky University
BS - BACHELOR OF SCIENCE
11.0899-Computer Software and Media Applications, Other.
Submission Date: 05/13/2020 12:53

Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

Local and nationwide demand for software developers continues to increase. Most companies are interested in hiring developers who come from a program that provides a firm foundation in software development, but this is not the same foundation as covered in computer science programs. The main distinction is that computer science includes formal coursework in computational theory (including courses that cover proofs, non-computability, software verification, and computational complexity) in addition to a foundation in software development. On the other hand, because of the need to cover more conceptual topics, computer science programs often omit some of the more applied topics, including full-stack development, software design, human-computer interaction, and user experience.

At NKU, students interested in a computing field have several choices. Computer science (as explained above) is the primary program to produce software developers. Its more mathematical nature is often a complicating factor toward a student's graduation. Often, students switch majors to one of the other computing fields: computer information technology (which covers IT administration in a variety of settings), media informatics (digital storytelling), and business information systems (IT applied to business). All three programs cover some aspects of programming but not sufficient to produce skilled software developers effectively.

This proposal is to create a Bachelor of Science degree in Applied Software Engineering (ASE). The rationale for this new program is threefold. First, it will help NKU produce more graduates who can work in software development, particularly those who will work on the server-side, mobile, and web applications, and so do not need the full computer science curriculum. Second, although it overlaps the Bachelor of Science in Computer Science, it is distinctly different in that it emphasizes more applied and practical settings for software development and less theoretical content. Third, it emphasizes NKU's agility in creating novel and timely programs. Nationwide, there are several degree programs in software development, but those do not cover as much either foundational material nor technical material that will ensure the student is ready for the workforce.

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

This program supports both the institutional mission and strategic priorities by providing students with a degree path into a high-demand career: software development through an alternative course of study than computer science. The ASE program emphasizes software development through experiential learning, technologies, software development tools, and user interfaces/experiences while the computer science program includes foundational and theoretical courses in computer science not included in this degree. This program meets area, region, and national workforce shortages for software developers.

Northern Kentucky University
BS - BACHELOR OF SCIENCE
11.0899-Computer Software and Media Applications, Other.
Submission Date: 05/13/2020 12:53

3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

The BS in Applied Software Engineering addresses the following priorities in Kentucky's 2016-2021 postsecondary strategic agenda:

Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path.

Objective 6, Strategy 6.3: The ASE program will have two experiential learning courses and require experiential learning of all graduates, which is a high-impact practice that improves persistence. The curriculum has been developed to prepare students for co-ops after their sophomore year.

Objective 7, Strategy 7.2: The ASE degree was developed to support and simplify 2-year to 4-year transfer by requiring more technical courses in the freshmen and sophomore year than typically exist in a CS program.

Create economic growth and development and make our state more prosperous

Objective 9, Strategy 9.2: NKU alumni, NKY employers and greater Cincinnati employers were served to identify needed skills and competencies for software developers. This information was used in developing the ASE degree.

Objective 9, Strategy 9.3: The ASE degree will require us to work with the community, through our outreach arm Informatics+, for collaborators for two project-based courses, and internships/co-ops for ASE students.

Objective 9, Strategy 9.4: The CS department at NKU uses an advisory council, and regularly surveys, to involve employers in curriculum review. In addition, curriculum is often presented to the College of Informatics advisory board and the IT Leadership Forum.

Objective 9, Strategy 9.5: The creation of the BS in ASE is in response to current and future workforce demands for application and full-stack developers.

Objective 9, Strategy 9.6: The ASE degree advances Kentucky's STEM agenda by providing another avenue for students to earn degrees for careers in STEM.

4. Explain how the proposed program furthers the statewide implementation plan.

The Applied Software Engineering (ASE) degree addresses all three CPE priorities. The ASE degree is designed to be accessible to more students by preparing them for co-ops and internships early; the program prepares students for careers in full-stack software development filling local, state and federal workforce shortages and will provide the graduate with career opportunities that are economically rewarding.

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Full Proposal - Quality: Program Quality and Student Success

1. List all student learning outcomes of the program.

a. Students will produce reliable, usable and secure software applications that supports the latest ideas in user experience and user interface (UX/UI) design.
b. Students will select appropriate software design and development tools and learn to use new tools that become available.
c. Students will apply appropriate computer ethics and demonstrate effective communication and presentation skills required to succeed as a developer on a team through in-class assignments and experiential learning.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

Students will produce usable, reliable, and secure software applications that support the latest ideas in user experience and user interface (UX/UI) design: Our existing programming courses provide the foundation to create reliable and secure software applications; a course in computer security will cover computer security issues and how to ensure secure software and a new course on software design will teach students how to plan, design, and develop usable software systems effectively. Also, a course from media informatics coupled with new courses in computer science will cover the latest ideas in UX/UI design.

Students will select appropriate software design and development tools and learn to use new tools that become available: Courses in software development will emphasize tool usage; the usage of software development tools will be introduced through introductory software engineering courses, and through hands-on experience, students will learn how to use the tools learned and other tools not specifically covered in class.

Students will apply appropriate computer ethics and demonstrate effective communication and presentation skills required to succeed as a developer on a team through in-class assignments and experiential learning.: The courses on information ethics and advanced speaking will provide students with these outcomes. Students will develop software systems in a team as part of coursework; students will design, develop, and debug the system with other students as a team. Students will have the opportunity to present their outcomes in class.

3. Highlight any distinctive qualities of this proposed program.

Computer Science is the study of the foundations of computers, computation, and software. Software Engineering is a branch of Computer Science, focused on developing software effectively by managing complexities. Computer Science and Software Engineering programs are common throughout the nation in that theories are more stressed than practicalities. Therefore, most of these programs do not contain the foundational and application material/experiences found in the Applied Software Engineering program.

The Applied Software Engineering program focuses on content that one might find in some programs but not in its entirety. For instance, a course on interface design might be offered as an elective in one program, a course in secure programming might be offered in another, and a course on software design and development might be offered in a different program. Applied Software Engineering program will provide students with various technologies, tools, skills, and methodologies for developing usable, reliable, and secure software in one program.

Within the Cincinnati-metropolitan region, the closest program to the BA in ASE is at the University of Cincinnati as a track within their Computer Information Technology program. As such, it emphasizes IT more than software development and contains only a fraction of the content that the BA in ASE will offer.

The program requires some form of experiential learning such as an internship, co-op, research or study abroad.

4. Will this program replace any existing program(s) or specializations within an existing program?

NO

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5. Include the projected faculty/student in major ratio.

4 faculty / 80 students (approx)

6. Is there a specialized accrediting agency related to this program?

NO

7. Attach SACS Faculty Roster Form.

ASE-SACS-faculty-roster-form.xls

8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

The NKU Steely Library provides adequate resources in the form of online journals, reference texts, and textbooks to support this program. In addition, NKU has interlibrary loan service for students to get additional study resources.

B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

All classes will be taught in the state-of-the-art facilities in Griffin Hall of College of Informatics which include smart classrooms, virtual labs and high-speed Wi-Fi access.

9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.

Admission: The program follows NKU's admission standard, i.e., successful completion of Kentucky's pre-college curriculum and standard test score meeting CPE college readiness standards. If a prospective student standardized test score falls below the CPE college readiness standards, the student will be required to take a College Placement Test to determine proper placement in English, math, and/or reading prior to course registration.

CPE Placement Standards

ACT: English 18, Math 19, Reading 20

SAT: Evidence-Based Reading and Writing 480, Math 500

Retention: College centralized student academic advising & student course success markers.

Completion: Students need to have at least 2.0 GPA on all work attempted at NKU. Students must earn a grade of C- or better in each course that counts as part of this program. Students also need to fulfill NKU's Bachelor's degree requirements in order to complete this program.

10. Clearly state the degree completion requirements for the program.

The BS ASE consists of 63 credit hours, 6 hours of which are general education coursework and 27 of which are advanced coursework hours. Students will need to finish their general education coursework (31 additional hours) and complete 18 additional credit hours of advanced coursework, leaving 8 hours for a minor and free electives. As most minors include some general education coursework and/or advanced coursework, students will be able to graduate within 120 hours by selecting one of the many minors that permits this.

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	120	60	3	8

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12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

We have no articulation agreements in place for the ASE program but have articulation agreements in place for both the computer science and computer information technology programs with KCTCS and Cincinnati-area community colleges. We will begin to develop articulation agreements with these colleges if the degree program is approved.

13. List courses under the appropriate curricular headings.

AppliedSoftwareEngineering_KPPPSCourseTemplate-updated 10-22-2019.xlsx

bs-ase-pre-proposal-updated-Submitted-10-23-2019.docx

14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

YES

YES	Distance learning
YES	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
YES	Technology-enhanced instruction
YES	Evening/weekend/early morning classes
NO	Accelerated courses
NO	Instruction at nontraditional locations, such as employer worksite
NO	Courses with multiple entry, exit, and reentry points
NO	Courses with "rolling" entrance and completion times, based on self-pacing
NO	Modularized courses

Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

All of our courses use various forms of technology including content delivery systems (e.g., Canvas), our own personal websites, electronic presentations, a variety of software including programming language developer environments.

We regularly offer courses in the evening to accommodate those students who are full-time employees. This is true of both our computer science (CSC) and computer information technology (CIT) programs. We will similarly make ASE courses available in the evening.

We offer some courses online in CSC and CIT and will do the same with select ASE courses.

Covid-19 will have no impact on the ASE Degree. Students starting as this fall will have options of taking classes in our department either online, hybrid or safely face-to-face (if allowed). The upper-level courses will either be offered online, or synchronized with asynchronous options.

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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand at the regional, state and national levels.

The Bachelor of Science in Computer Science is among the highest enrolled programs at NKU. The demand for software engineers/developers, coupled with an interest in computation, has helped grow this program. Yet, retention issues see many of these students change majors. Some of the identified issues are because of foundational courses like CSC 362 and Calculus. The BA in the ASE program will provide an educational path for students who wish to pursue a career in software development rather than computer science.

There is a high and unmet demand for software developers regionally and nationally. Software development is the 9th fastest growing occupation for 2016-2026 as predicted by the Bureau of Labor Statistics, and Greater Cincinnati & Northern Kentucky 2020 Jobs Outlook report lists Math and CS positions growing at a rate of 26.5%. NKU has helped fill these positions with a Computer Science degree, but the Computer Science degree is not a precise fit. Computer Science is the study of computation of which software development is taught as part. We propose a degree focused on Software Development, which will have different requirements that will equally prepare our students for jobs of today and tomorrow.

A recent survey of area employees and employers showed unanimous agreement that the BA in the ASE program can serve the NKY region well and that they would be interested in hiring graduates from this program. The survey was sent out to members of the College of Informatics Advisory Board, Computer Science Advisory Council, and the Northern Kentucky Chamber of Commerce. 98% of the 34 respondents agreed that the ASE degree would fill a critical need for software developers in the region and support the creation for this degree.

A recent survey of students studying CS, Information Technology and Data Science at NKU found that 94% support NKU implementing this degree and 48% would consider switching to this degree. The survey respondents stated that 16% will definitely switch to this degree.

b. Identify the applicant pool and how they will be reached.

The applicant pool consists of traditional high school students and US veterans who are seeking to advance their career in software development as well as adults who wish to change careers. We plan to have high school visits, college fairs, and advertising events to help reach prospective students of this program.

c. Describe the student recruitment and selection process.

Recruiting events like Norse Days, Welcome Wednesdays, College of Informatics Showcase, high school activities camps at NKU, high school visits, and collaboration with the INTERalliance of Greater Cincinnati for student recruitment. The student selection process follows NKU admission standards.

d. Identify the primary feeders for the program.

Local high school, community colleges with articulation agreements, and other community colleges.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

Software engineering demands continue to rise locally and nationally. We believe that this will result in an increased demand among students in the region to study a software development degree. We also expect students who would normally enter existing programs (computer science, computer information technology, media informatics, business information systems) to select the BS in ASE instead because it fits their interests better.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2020-2021	0	30

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2021-2022	0	70
2022-2023	10	75
2023-2024	25	80
2024-2025	50	80

2. Employer Demand:

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

The main type of job will be in software development in the area of application development. Software developers is the 9th fastest growing occupation nationally for 2016-2026, according to the Bureau of Labor Statistics. The Kentucky Occupational Outlook to 2026 list Software Developers, Applications as the top fast-growing occupation requiring a Bachelor's degree with a 3% growth rate and more than 5,000 total openings. The Greater Cincinnati Region Jobs Outlook 2028 just released last month lists Software Developers, Applications as the 7th highest in net new jobs. By 2028 it is estimated that there will be an additional 1,285 jobs and an approximate growth rate of 11%.

3. Academic Disciplinary Needs:

N/A

a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

YES

Please identify similar programs in other SREB states and in the nation.

The main type of job will be in software development in the area of application development. Software developers is the 9th fastest growing occupation nationally for 2016-2026, according to the Bureau of Labor Statistics. The Kentucky Occupational Outlook to 2026 list Software Developers, Applications as the top fast-growing occupation requiring a Bachelor's degree with a 3% growth rate and more than 5,000 total openings. The Greater Cincinnati Region Jobs Outlook 2028 just released last month lists Software Developers, Applications as the 7th highest in net new jobs. By 2028 it is estimated that there will be an additional 1,285 jobs and an approximate growth rate of 11%.

All of the public KY universities have a computer science program. None have an applied software engineering program.

ASE provides a different foundation and different specializations that the traditional computer science program. Rather than foundation in computation the foundation is on different platforms, tools and approaches to software development. In CSC, the depth is in operating systems, software engineering and advanced topics in areas like artificial intelligence, computer architecture and database design. For ASE, specialization will be in full stack development, cross-platform development, user interfaces/user experience. Additionally, the ASE program has coursework not found in CSC such as a course on ethics, a course on organizational leadership, and an experiential learning requirement.

Although related and overlapping, the ASE will serve those students who want to become a software developer without the underlying computational foundation which includes courses in mathematics, computer systems and computational theory. These students will be more prepared for full stack, mobile, and web development while computer science students will be more prepared for other software engineering positions and graduate school.

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b. Our records indicate the following similar programs exist at public institutions in Kentucky.

---- No Programs Exist----

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Full Proposal - Cost: Cost and Funding of the Proposed Program

1. Will this program require additional resources?

YES

Please provide a brief summary of additional resources that will be needed to implement this program over the next five years.

1 NTTR position will be requested to assist with a professionalization course and to directly support the experiential learning requirement of the program. This is equivalent to 1 FTE starting in year 2. The request for this position will be contingent on revenue generated by the COI because of increased enrollment. We also request an increase of $6000 per year to support cloud services (we currently spend $3000 per year). We will also ask for a small amount of funds to support faculty development for our ASE faculty.

2. Will this program impact existing programs and/or organizational units within your institution?

NO

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

Please see the attached cost/funding explanation for details. The program will generate positive return on investment after the first year due to expected increased enrollment.

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Internal					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Student Tuition					
New :	28050	112200	140250	168300	168300
Existing :	140250	280500	280500	280500	280500
Narrative Explanation/Justification :	Estimate of 30 new students and 50 current/existing students transferring to the major.				

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Total					
New :	$28,050	$112,200	$140,250	$168,300	$168,300
Existing :	$140,250	$280,500	$280,500	$280,500	$280,500
Total Funding Sources :	$168,300	$392,700	$420,750	$448,800	$448,800

B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Other Professional					
New :	0	0	0	0	0
Existing :	5813	5813	5813	2906	2906
Faculty					
New :	0	71400	0	0	0
Existing :	38280	170829	286790	373288	378958
Graduate Assistants (if master's or doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Student Employees					
New :	8267	0	0	0	0
Existing :	0	8267	8267	8267	8267
Narrative Explanation/Justification :	The new position is a NTTR to assist with a professionalization course and experiential learning support. This is equivalent to 1 FTE in year 2. The other faculty are reassigned faculty teaching ASE-specific courses. These faculty were hired in 2019 to support new programs so no new faculty are needed.				
Equipment and Instructional Materials					
New :	6000	0	0	0	0
Existing :	0	6000	6000	6000	6000
Narrative Explanation/Justification :	Students will have coursework utilizing Cloud infrastructure. We currently spend $3K/course for AWS cloud, however we hope to combine AWS with no-cost alternatives keeping costs down.				
Library					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Contractual Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0

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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :	N/A				
Academic and/or Student Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Other Support Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Faculty Development					
New :	5000	2500	2500	5000	2500
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	The Applied Software Engineering Degree will be tailored to offer courses in cutting-edge technologies. Faculty will have to take courses and some will require travel support. We will leverage and maximize partnerships with companies (e.g., IBM) and no-cost training.				
Assessment					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	Assessment will be completed by the ASE Program Director in concert with the chair.				
Student Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Faculty Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Other					
New :	500	500	500	500	500
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	$500 is requested annually for marketing, including development/printing of materials as well as small and targeted internet advertising.				

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Total					
New :	$19,767	$74,400	$3,000	$5,500	$3,000
Existing :	$44,093	$190,909	$306,870	$390,461	$396,131
Total Budget Expenses/Requirements :	$63,860	$265,309	$309,870	$395,961	$399,131

Grand Total					
Total Net Cost :	$104,440	$127,391	$110,880	$52,839	$49,669

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Full-Proposal - Assess: Program Review and Assessment

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

a. Which components will be evaluated?

We plan to evaluate three program-level student learning outcomes at introductory, enhanced, and mastery levels.

The artifacts made from students at each level will be evaluated by instructors to assess the progress of students learning effectiveness.

b. When will the components be evaluated?

The student learning outcomes will be evaluated in a 1 ½-year cycle. We will evaluate each SLO every third semester.

c. When will the data be collected?

Every spring and fall semester for the courses to be assessed with an annual review of collected data each fall.

d. How will the data be collected?

The assessment data will be entered by the instructors teaching the courses that are due for assessment for each semester.

e. What will be the benchmarks and/or targets to be achieved?

Course learning outcomes set by the faculty (and confirmed by the BS ASE program committee)

f. What individuals or groups will be responsible for data collection?

Program assessment coordinator at the computer science department will be responsible for scheduling the assessment agenda and will notify instructors who need to collect assessment data for a specific academic semester.

g. How will the data and findings be shared with faculty?

The assessment data and findings will be shared with faculty member in terms of annual program assessment report which details the result of assessment and suggested curriculum improvements. The data and findings will also be discussed at the department meeting to gather feedback for assessment.

h. How will the data be used for making programmatic improvements?

For student learning outcomes, the assessment results show the number of students meeting learning outcomes. The departmental faculty will review these results and suggest course-level changes such as new assignments, changes to curricula and improved course delivery mechanisms.

2. What are the measures of teaching effectiveness?

This is achieved through the combinations of (1) course evaluation, (2) feedback from students, and (3) student learning outcome assessment.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

Program assessment results will be shared with faculty teaching in the program. Students' feedback from course evaluation will be used together with program assessment results for generating approaches for course improvements. Given the assessment results and student feedback, best practices will be applied to determine strategies for improving teaching effectiveness. Further, peer coaching will be used when available and applicable.

4. What are the plans to evaluate students' post-graduate success?

Program alumni survey and employer survey will be employed for evaluating students' post-graduate success.

PROPOSED PROGRAM SUMMARY

Institution: **Northern Kentucky University**
Program Name: Doctor of Occupational Therapy (OTD)

Program Description: The entry level Doctor of Occupational Therapy (OTD) curriculum integrates foundational knowledge, basic theoretical constructs and perspectives, and technical skills development for implementing the Occupational Therapy Process with a focus on systems and settings that represent contemporary and emerging Occupational Therapy practice. The curriculum is designed to prepare students to become evidence-based practitioners in the Evaluation, Intervention, and Outcomes stages of the Occupational Therapy Process for individuals, families, organizations, and communities across geographic locations and cultural settings.

The proposed occupational therapy program will be the only entry-level Doctor of Occupational Therapy program in the Kentucky Public Higher Education System.

CIP Code: **51.2306**
Credit Hours: **117**
Institutional Board Approval Date: **May 13, 2020**
Implementation Date: **August 1, 2021**

Student Demand

Expected enrollment over the first five years of the program will be about 20 new students per year until the 5 year when we expect it to increase to 24 students. The total expected enrollment during the first five years will be 84, which will be as follows for year 1-5 respectively, 0 – 20 – 40 – 60 – 84. We expect to graduate 20 in the 5th year.

The demand for occupational therapy education is growing. The American Occupational Therapy Association's 2017-2018 Annual Report identified there were 46523 applicants for 8029 student admissions slots into Occupational Therapy programs in 2017. Only 17% of applicants were admitted into occupational therapy programs. Of the 8029 students admitted in 2017, only 702 were admitted into entry-level doctor of occupational therapy programs.

The proposed occupational therapy program will be the only entry-level Doctor of Occupational Therapy program in the Kentucky Public Higher Education System.

Market Demand

The demand for Occupational Therapist in the United States is growing faster than supply of graduates from occupational therapy programs.

The United States Bureau of Labor Statistics identified Occupational Therapist's Job Outlook for 2016-2026 as having a projected much faster than average growth (24%) in the number of jobs.

The Kentucky Center for Education and Workforce Statistics reported Occupational Therapy is in the Top 25 Fastest Growing Northern Kentucky Local Workforce Area Occupations for 2014-2024. Occupational Therapists Ranked # 6 with a projected 39% growth in jobs.

Students wanting a career as an occupational therapists can choose either an entry-level Masters or an entry-level Doctor of Occupational Therapy Program. In 2017 the American Occupational Therapy Association's Board of Directors voted and in 2018 the Accreditation Council of Occupational Therapy Education voted to support the mandate that all occupational therapy educational programs should transition to the doctorate level within 10 years.

The demand for occupational therapy education is growing. The American Occupational Therapy Association's 2017-2018 Annual Report identified there were 46523 applicants for 8029 student admissions slots into Occupational Therapy programs in 2017. Only 17% of applicants were admitted into occupational therapy programs. Of the 8029 students admitted in 2017, only 702 were admitted into entry-level doctor of occupational therapy programs.

The proposed Occupational Therapy Program will be the only Doctor of Occupational Therapy entry-level program in the Kentucky Public Higher Education System.

Employer Demand:

	Regional	State	National	Growth Projections
Type of Job	Occupational Therapist – Northern Kentucky/Cincinnati	Occupational Therapist – Kentucky	Occupational Therapist – USA	
Average Wage	$87,172	$81,122	$83,200	
# of Openings	273 for Greater Northern Kentucky/Cincinnati Region	1,352 for Kentucky (2016-2026 Kentucky Center for Statistics)	31,000	40% Regional 23% State 24% National

Academic Demand

The proposed program is an entry-level degree designed to prepare graduates to work as Registered Occupational Therapists. The Graduates must complete their education from an educational program accredited by the Accreditation Council for Occupational Therapy Education and pass the National Board for Certification in Occupational Therapy.

The demand for occupational therapy education is growing. The American Occupational Therapy Association's 2017-2018 Annual Report identified there were 46523 applicants for 8029 student admissions slots into Occupational Therapy programs in 2017. Only 17% of applicants were admitted into occupational therapy programs. Of the 8029 students admitted in 2017, only 702 were admitted into entry-level doctor of occupational therapy programs.

Unnecessary Duplication

Comparison of Objectives/Focus/Curriculum to Similar Programs: N/A

Comparison of Student Populations*: N/A*

Access to Existing Programs: *N/A*

Feedback from Other Institutions:

As of June 2019, EKU shared with NKU they were expecting approval from their Board of Regents within the month to transition their Entry-Level Occupational Therapy Master's Program to an Entry-level Occupational Therapy Doctorate Program. NKU will add this to their full proposal and add application and admissions data from all Occupational Therapy programs withing 120 miles of the NKU campus

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	$5,020,980
Projected Expenses over Next Five Years	$4,546,317

Will additional faculty be needed

Yes, full-time faculty who are licensed as occupational therapists and have doctoral degrees are needed. The new tuition revenue will cover the expenses associated with the new faculty.

Provide a budgetary rationale for creating this new program:

This program will be sustained through tuition income and generate additional funds from operations for the college. The College of Health Professions and Northern Kentucky University will fund the startup costs until sufficient tuition revenue is received to cover expenses.

COVID Response: NKU – Occupational Therapy Doctorate

Occupational Therapy Doctorate (OTD) - Covid-19 will have minimal impact on the opening of the entry-level doctor of occupational therapy program. One faculty member needs to be hired by October 15, 2020. The faculty search and hiring process can occur via teleconferencing if the NKU campus remains closed Fall 2020. All other preparatory tasks in Fall 2020 and Spring 2021 for the opening of the program can be completed via email, telecommuting, and video conferencing.

Course Title (CIP)						
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)						
Course Prefix	**Course #**	**Course Title**	**Course Description**	**Type of Course: program core (C) or pre-major/ pre-professional (P)**	**Credit Hours**	**Existing (E) or New (N) Course**
BIO	208	HUMAN ANATOMY AND PHYSIOLOGY I	Introduction to human structure and function	P	4	
BIO	209	Human Anatomy and Physiology II	Continuation of BIO 208 with emphasis on structure and function of organ systems.	P	4	
PHY	211	General Physics with Laboratory I	Noncalculus introduction to classical physics using guided inquiry activities. Topics include kinematics, forces and Newton's Laws of Motion, circular motion, work and energy, momentum, rotational motion, static equilibrium, and fluids. Assumes knowledge of algebra and basic trigonometry.	P	3	
PSY	321	Lifespan Development	Psychological theory and research on developmental and individual differences across the lifespan in physical, cognitive, personality, and social domains; biological, psychosocial, cultural, and contextual influences on development are also examined.	P	3	
PSY	333	Abnormal Psychology	Symptoms, causes, and treatment of major mental disorders	P	3	
PSY	340	Social Psychology	Social perception and social influences on behavior; attribution, attitudes, attraction, aggression, pro-social behavior, compliance, and small groups.	P	3	
STA	250	Probability and Statistics I	Introduction to probability and statistics; discrete distributions, continuous distributions, sampling distributions, estimation and hypothesis testing.	P	3	
BIO	272	Medical and Biological Terminology	Derivatives, prefixes, roots, and suffixes.	P	3	
OTD	530	Critical Appraisal of Evidence I	Provides students with the foundational concepts for finding, evaluating, and applying evidence for occupation-based practice.	C	2	
OTD	510	Functional Movement Analysis	Students apply principles and methodology of posture, movement analysis, muscle strength testing, and joint range-of-motion testing in the analysis of occupational participation and engagement.	C	3	
OTD	510L	Functional Movement Analysis lab	Lab for practice and skill development	C	1	
OTD	512	Professional Reasoning and Writing	Students integrate APA writing style guidelines, writing and editing skills, mechanics of professional writing for evidence-based practice reasoning, synthesis, communication, and dissemination.	C	2	
OTD	580	Capstone Prep I	This course provides an overview of the NKU OTD capstone project. Students will explore potential topics	C	1	
OTD	520	OT Process Foundations	This course provides an overview of occupational therapy including the development of the profession, the occupational therapy process, and key documents for current practice.	C	1	
OTD	515	Neuroscience for Occupational Therapy	Students will identify major components and functions of the central and peripheral nervous systems of the human body with a focus on the role of neuroanatomy, neurophysiology, nervous system development, sensory systems, and motor systems in supporting occupational engagement.	C	3	
OTD	540	OT Process Rehab & Disability I Ortho	Provides students with the knowledge and skills required for the Occupation-based Practice for clients with orthopedic conditions. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of reference into the OT process.	C	3	
OTD	540L	OT Process Rehab & Disability I Ortho Lab	Lab for practice and skill development	C	1	
OTD	522	Task Analysis and Adaptation	Students will explore and apply the concepts of task analysis for application and adaptation of the occupational therapy process.	C	2	
OTD	521	OT Paradigms	An introduction to the study of conceptual foundations which underlie occupational therapy practice. Foundational scope of practice and occupation philosophy will be covered through The Occupational Therapy Practice Framework. Background information related to theory, critical thinking, and occupational science that serve as a basis for occupational therapy practice will be reviewed. Students will analyze and apply Occupation-based Models of Practice (MOHO, OA, CMOP…).	C	3	
OTD	550	Management of OT Practice	Major trends and issues which impact the standards of occupational therapy practice and the delivery of occupational therapy services are reviewed. Students review current reimbursement laws, documentation best practices, legislation, diversity, ethical practice, service delivery systems, and other current issues.	C	2	
OTD	531	Critical Appraisal of Evidence II	Building upon concepts of Critical Appraisal of Evidence 1, students apply statistical knowledge and skills in evaluating evidence for occupation-based practice.	C	2	
OTD	560	Level I FW Simulation	Students will integrate curriculum content in a simulation or community setting and a comprehensive exam.	C	1	
OTD	541	Health & Wellness	Provides students with the knowledge and skills required for the Occupation-based Practice for health and Wellness of individuals, groups, and populations. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of reference into the OT process.	C	2	
OTD	640	Rehab & Disability II Medical	Provides students with the knowledge and skills required for the Occupation-based Practice for clients with medical conditions. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of reference into the OT process.	C	3	
OTD	640L	Rehab & Disability II Medical Lab	Lab for practice and skill development	C	1	
OTD	650	Influences on OT Practice	Major influences which impact global and local health care culture and occupational therapy practices are reviewed. Student review cultural, financial, social, equity, societal, and values systems.	C	1	
OTD	641	Mental Health	Provides students with the knowledge and skills required for the Occupation-based Practice for clients with mental health conditions. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of reference into the OT process.	C	3	
OTD	641L	Mental Health Lab	Lab for practice and skill development	C	1	
OTD	570	Research I	Provides an overview of the research process	C	1	
OTD	570L	Research I Lab	Groups of students will identify a research topic, draft a literature review, and identify potential research designs.	C	1	
OTD		Therapeutic use of Self	Students synthesize theory and reflection to develop skills for effective therapeutic relationships with clients. Students will examine emotional intelligence, personal culture, and personality insight to identify approaches from the various areas of self to best match their client needs.	C	2	
OTD	660	Level I FW Community/Simulation	Students will integrate curriculum content in a simulation or community setting and a comprehensive exam.	C	1	
OTD	680	Capstone Prep II	This course provides details on the proposal process. Students will identify potential topics and sites for the Doctoral Experience.	C	1	
OTD	642	Children & Youth	Provides students with the knowledge and skills required for the Occupation-based Practice for children and youth. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of reference into the OT process.	C	3	
OTD	642L	Children & Youth lab	Lab for practice and skill development	C	1	
OTD	643	Assistive Tech	Students integrate assistive technology assessment, design, selection, and use to enhance occupational engagement and performance. Students analyze communities and practice settings for accessibility, needed modifications, and legal compliance.	C	2	
OTD	643L	Assistive Tech Lab	Learning experiences include application of the occupational therapy process in assessment, design, selection, and use of technologies, adaptations, and modifications for occupational engagement. Students fabricate assistive technology devices.	C	1	
OTD	670	Research II	An in-depth review of research designs, ethics, and statistical methods.	C	1	
OTD	670L	Research II lab	Groups of students will finalize a research design and complete an IRB proposal.	C	1	
OTD	760	Level I FW Simulation	Students will integrate curriculum content in a simulation or community setting and a comprehensive exam.	C	1	
OTD	644	Physical Agent Modalities	Students will synthesize the foundational concepts and technical skills for use physical agent modalities in the occupational therapy process.	C	1	
OTD	644L	Physical Agent Modalities Lab	Lab for practice and skill development	C	1	
OTD	645	Orthoses	Students will synthesize the foundational concepts and technical skills for use orthoses in the occupational therapy process.	C	1	
OTD	645L	Orthoses Lab	Lab for practice and skill development	C	1	

OTD	740	Rehab & Disability III Neuro	Provides students with the knowledge and skills required for the Occupation-based Practice for clients with neurological conditions. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of reference into the OT process.	C	3	
OTD	740L	Rehab & Disability III Neuro Lab	Lab for practice and skill development	C	1	
OTD	741	Work & Industry	Provides students with the knowledge and skills required for the Occupation-based Practice for clients in Work Rehabilitation settings. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of reference into the OT process.	C	2	
OTD	741L	Work & Industry Lab	Lab for practice and skill development	C	1	
OTD	742	OT practice with Groups	Provides students with the knowledge and skills required for Occupation-based Practice in group settings. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, psychology, evaluation tools, occupational theories, occupation-based models of practice, and frames of reference into the OT process.	C	1	
OTD	742L	OT practice with Groups Lab	Lab for practice and skill development	C	1	
OTD	743	Productive Aging	Provides students with the knowledge and skills required for the Occupation-based Practice for the aging population. Using the Occupational Therapy Practice Framework and frames of reference, students develop skills in evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. Students synthesize foundational sciences, human health conditions, evaluation tools, occupational theories, occupation-based models of practice, and frames of reference into the OT process.	C	2	
OTD	743L	Productive Aging lab	Lab for practice and skill development	C	1	
OTD	750	OT Management	This course reviews theories and concepts for the logistics of effectively managing occupational therapy including budgeting, ethics, supervision of rehab personnel, etc.	C	1	
OTD	751	Transition Classroom to Clinic	Students prepare for successful transition from a classroom role to clinical settings. Students will evaluate themselves and create a professional development plan in the areas of professional behaviors, self-evaluation, professional goal achievement, and effective professional relationship navigation. Policies and procedures for Level II fieldwork will be reviewed.	C	1	
OTD	860	Level I FW Community/Simulation	Students will integrate curriculum content in a simulation or community setting and a comprehensive exam.	C	1	
OTD	780	Capstone Prep III	Students develop and submit proposals for the capstone project, draft individualized learning objectives, and identify a site for the doctoral experience	C	1	
OTD	696	Level II Fieldwork A	A 12 week full time affiliation in an occupational therapy setting.	C	9	
OTD	791	Research III	An in-depth review of research analysis, dissemination, and professional writing.	C	1	
OTD	791L	Research III lab	Groups of students will implement the research plan, analyze the date, and disseminate their findings.	C	1	
OTD	781	Capstone Prep IV	Students complete a literature review for the capstone project and identify a theoretical framework appropriate for their identified doctoral experience site.	C	1	
OTD	851	Organizational Leadership	Students synthesize leadership theory applicable to supervision, visioning, leading, program expansion, conflict resolution, and professional communication into a professional development plan. Students will create a program development proposal for occupational therapy provision	C	2	
MKT	605	Marketing in Organizations	This course prepares students to solve problems faced by mid- and top-level marketing decision-makers, and to understand the consequences of their decisions. A variety of contemporary marketing issues will be studied in depth. May use case methodology and/or client-based projects.	C	3	
MHI	655	Healthcare Organizational Change Mgmt.	This course will explore the process of change in health care organizations, focusing on change related to the introduction of information technology and systems. The course begins with an overview of the change process, including working in teams to effect change. Several models of change are explored to guide our studies for the remainder of the semester. The course focus is on the tools and skills needed to manage change, including risk assessment, project management and team leadership. We will also explore some of the broader issues surrounding Health-IT-related organizational change.	C	3	
MGT	605	Managing in Organizations	Managing people is a challenge in an increasingly complex and interdependent work context. This course helps prospective managers develop the skills necessary to assess, analyze, and act upon the challenges of managing with people.	C	3	
OTD	796	Level II Fieldwork B	A 12 week full time affiliation in an occupational therapy setting.	C	9	
OTD	880	Capstone Prep V	Students develop a critical assessment of evidence relating theory to their identified doctoral experience site. Students finalize individual objectives for their capstone project and doctoral experience.	C	1	
OTD	850	Transition to practitioner	Students prepare for successful transition from a student role to a professional including certification exam preparation, pursing employment, negotiation skills, and professional development plans.	C	1	
OTD	896	Doc Experience	A 14 week full time in-depth affiliation in a setting providing an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.	C	10	
OTD	881	Capstone	Students present a scholarly critical assessment of evidence relating theory to their identified doctoral experience site and / or a public venue.	C	2	
			Total Credit hours Required for Program Core (i.e., # of hours in degree program core) **Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table**		**146**	**NA**

Core Courses Required for Track(s), Concentration(s), or Specialty(s) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
			Total Credit hours Required for Program Options (Track(s), Concentration(s), or Specialty) (if applicable) **Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table**		**0**	**NA**

GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or specialty) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course

			# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/specialty are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required) Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table			NA
FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or	Credit Hours	Existing (E) or New (N) Course
				Note: number	0	NA

Summary of Total Program Hours	Required Core Hours (i.e., # of hours in degree program core)	146	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0	NA
	Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)	0	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	0	NA
	Total # of credit hours required for Program	146	NA
Information to be completed by PIE Office			
	# of new courses		NA
	Total # of Courses (includes new and existing)		NA
	Percentage of new courses (more than 25% may require SACS Substantive Change)	#VALUE!	NA

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OTD - DOCTOR OF OCCUPATIONAL THERAPY
51.2306-Occupational Therapy/Therapist.
Submission Date: 05/13/2020 12:52

Full Proposal - Basic Info

Institution :	Northern Kentucky University
Program Type :	Single Institution
Program Name :	Occupational Therapy
Degree Level :	Doctor's Degree - Other
Degree Designation :	DOCTOR OF OCCUPATIONAL THERAPY
CIP Code (2-Digit) :	51-HEALTH PROFESSIONS AND RELATED PROGRAMS.
CIP Code :	51.2306-Occupational Therapy/Therapist.

Academic Unit (e.g. Department, Division, School) :	College of Health and Human Services
Name of Academic Unit :	School of Kinesiology Counseling and Rehabilitativ
Name of Program Director :	Terrance Anderson

Intended Date of Implementation :	8/1/2021
Anticipated Date for Granting First Degrees :	7/31/2024
Date of Governing Board Approval :	5/13/2020

Institutional Contact Information

First Name :	Dr. Terrance
Last Name :	Anderson
Title :	Program Director
Email :	andersont13@nku.edu
Phone :	859-572-6933

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Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

The goals of Entry-level Doctor of Occupational Therapy (OTD), in keeping with the mission of Northern Kentucky University and the College of Health and Human Services, are to:

Provide the appropriate educational opportunities for students to acquire the knowledge, skills, and professional behaviors necessary to function as entry-level occupational therapists (OTD).

Promote interprofessional educational opportunities in the classroom, laboratory, and clinical settings to increase students' ability to deliver a higher quality of care.

Enhance our graduates' abilities to address the health and wellness of their clients, through clinical practice, service, and scholarship.

Promote a learning environment that embraces critical thinking, intellectual curiosity, self-reflection, and professional growth with a commitment to life-long learning.

Facilitate students' application of current and emerging evidence to clinical and scholarly endeavors that advance the profession.

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

The proposed Entry-level Doctor of Occupational Therapy program meshes with two of the first five initiatives of the NKU Stratetic Framework Success by Design.

Under COMPLETION - NKU will ensure that the curriculum and degree pathways are aligned with national best practices and regional workforce needs, inclusive of co-curricular and experiential experiences and other High Impact Practices the proposed OTD program is aligned with meeting regional workforce needs.

For CAREER AND COMMUNITY ENGAGEMENT - NKU will catalyze a prosperous, equitable, and inclusive regional ecosystem through economic development and entrepreneurship, with an emphasis on talent development, research and innovation in technology, health and logistics the proposed OTD program supports the emphases on talent development and innovation in health.

Aligned with the College of Health and Human Services' emphasis on interprofessional education students in the Occupational Therapy program will participate in collaborative interactions and simulation experiences that allow them to support and encourage the contributions of other team member in optimizing client outcomes. The integration of basic foundational knowledge with interprofessional simulated client experiences allows for deeper integration of knowledge and better preparation for clinical experiences.

MISSION: Consistent with the mission and values of Northern Kentucky University, and the College of Health and Human Services the faculty and staff of the Department of Occupational Therapy promote an innovative environment to facilitate excellence in academics, entry-level occupation-based practice, collaborative engagement, professionalism, and leadership within a global context to promote health through occupational engagement.

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3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

The Big Goal: 60% with Degrees and Credentials by 2030.

NKU's proposed entry-level OTD program's first objective is to provide the appropriate educational opportunities for students to acquire the knowledge, skills, and professional behaviors necessary to function as entry-level occupational therapists (OTD). Currently within 120 miles of NKU reports indicate there are 1,000 plus qualified applicants to occupational therapy programs who are not being admitted due to the programs are at capacity. This proposed program will allow additional Kentuckians to obtain occupational therapy degree and certification. This will assist in raising the percentage of Kentuckians with a high-quality postsecondary degree or certificate to 60 percent by the year 2030.

4. Explain how the proposed program furthers the statewide implementation plan.

The proposed OTD program supports the statewide priority Objective 3. Increase participation in postsecondary education, particularly among traditionally underserved populations by offering occupational therapy education in Northern Kentucky.

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Full Proposal - Quality: Program Quality and Student Success

1. List all student learning outcomes of the program.

In compliance with ACOTE standards, gradates of the Northern Kentucky University Doctor of Occupational Therapy Program will:

Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity.

Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.

Have achieved entry-level competence through a combination of didactic, fieldwork, and capstone education.

Be prepared to evaluate and choose appropriate theory to inform practice.

Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation.

Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.

Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.

Be prepared to be a lifelong learner to keep current with evidence-based professional practice.

Uphold the ethical standards, values, and attitudes of the occupational therapy profession.

Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.

Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery.

Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations.

Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.

Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge.

Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging.

Demonstrate active involvement in professional development, leadership, and advocacy.

Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

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2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The OTD curriculum will cluster the student outcomes in three curricular threads: Excellence in occupation-centered practice, collaborative engagement, and professionalism. ACOTE specifies 99 specific course content standards. The specific ACOTE standards and the program learning outcomes relating to each thread of learning included in each course will be identified on the curriculum map.

The Excellence in Occupation-centered Practice outcomes are:

· Our students will achieve entry-level competency in occupation-based and evidence-based occupational therapy practice.

· Our students will achieve beyond entry-level competency in an identified area as evidenced by completion and dissemination of a doctoral capstone project and experience

· Our students will engage in occupation-focused scholarship as evidenced by engagement in the research process culminating in a scholarly dissemination.

The program learning outcomes a, b, c, d, e, f, g, h, n, o, and q are supported in this thread.

The Collaborative Engagement outcomes are:

Our students will actively engage with:

· the occupational therapy curriculum to enhance content synthesis and skill development

· various community members to enhance occupational engagement and life participation

· peers, occupational therapy professionals, and other professionals to develop collaboration and client-centered skills to enhance occupational engagement and life participation.

The program learning outcomes a, b, c, d, e, f, g, h, j, k, l, n, o, and q are supported in this thread.

The Professionalism outcomes are:

Our graduates will demonstrate appropriate professionalism, collegiality, integrity, and leadership in all professional interactions.

The program learning outcomes c, h, i, and m are supported in this thread.

3. Highlight any distinctive qualities of this proposed program.

The proposed curriculum The proposed curriculum includes 3 courses from the NKU Haile US Bank College of Business. No other entry level OTD program in the US offers as many non OTD specific courses in their curriculum.

4. Will this program replace any existing program(s) or specializations within an existing program?

NO

5. Include the projected faculty/student in major ratio.

We anticipate a cohort enrollment size in the Occupational Therapy Program of 20 students, admitted once a year. By year 3, three cohorts (60 students) will be matriculating through the program. Additional faculty will need to be hired and will include a fieldwork coordinator, a doctoral capstone coordinator, and a one full-time faculty member.

6. Is there a specialized accrediting agency related to this program?

YES

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Please identify the agency.

The Accreditation Council for Occupational Therapy Education

Do you plan to seek accreditation?

YES

Please explain your plans for accreditation.

NKU has applied for and received Eligibility for Accreditation status from the Accreditation Council for Occupational Therapy Education (ACOTE). Prior to allowing NKU to admit students into the OTD program, ACOTE rigorously reviews a candidacy self-study submitted in a Candidacy Application. Prior to the first cohort graduating, information from a review of a full-self study and an onsite evaluation will be used to determine “Accreditation” status.

7. Attach SACS Faculty Roster Form.

FACULTY ROSTER FORM NKU OTD FULL PROPOSAL(1).docx

8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

Steely Library provides digital access to data bases that are essential for students to conduct effective literature reviews of research (full text) in the area of occupational therapy. Utilization of Medline and PubMed will serve as databases for specific research articles. In addition, the library utilizes interlibrary loan of sources that are not readily available in full text.

B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

The new $105 million Health Innovation Center (HIC) was inaugurated for the 2018-2019 academic year on campus. The strategic initiative of the HIC is for all colleges to have involvement with the development of future health professionals by implementing a transdisciplinary approach to health problems and issues that confront our Commonwealth. The initiative of transdisciplinarity is to have interprofessional and cross discipline engagement in understanding the art and science of health promotion. In this regard, a new 5,200 square foot laboratory space shared with Athletic Training is included in HIC. In addition, hospital rooms and a complete studio apartment are available for the occupational therapy program in the HIC St. Elizabeth Healthcare Simulation Center. The proposed budget includes funds for purchasing instructional equipment for the occupational therapy program.

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9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.

Minimum requirements for admission to the NKU OTD program:

A bachelor's or master's degree from a regionally accredited institution of higher education with a minimum GPA of 3.0 on a 4.0 scale.
Completion of the following prerequisite courses with a minimum grade of C and no more than two attempts in each prerequisite course.
Human Anatomy and Physiology with Labs (BIO 208 & 209)
Advanced College Writing (ENG 102)
General Physics with Lab (PHY 211)
Introduction to Psychology (PSY 100)
Introduction to Sociology (SOC 100)
Lifespan Development Psychology (PSY 321)
Abnormal Psychology (PSY 333)
Introduction to Statistics Methods (STA 205 or equivalent)
Medical Terminology (BIO 272)
Completion of 20 hours of observing occupational therapists in a variety of settings.
Submission of GRE results to NKU OTD program.
Submission of an application through the Occupational Therapy Centralized Admission System
An interview with NKU OTD faculty

OTD Program Retention

Maintain an overall 3.0 GPA
Completion of all coursework with a B- or higher
No more than one repeated OTD course

Graduation

Completion of all coursework with a GPA of 3.0 or higher
Completion of all coursework with a B- or higher
Completion of the OTD capstone experience and project

10. Clearly state the degree completion requirements for the program.

In order to graduate with a Doctor of Occupational Therapy, students must complete all coursework with a grade of B- or higher and have an overall graduate GPA of 3.0 or higher. This includes successful completion of 4 credit hours of Level I Fieldwork Simulation, 18 credit hours of Level II Fieldwork, a doctoral experiential component, and a doctoral capstone project.

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	117	117	0	0

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

EKU is also currently developing an entry-level Doctor of Occupational Therapy program. The Accreditation Council on Occupational Therapy Education has the same student outcomes for all programs, but each program has latitude on the curriculum design, focus, and objectives.

13. List courses under the appropriate curricular headings.

Occupational Therapy Doctorate-Curriculum Course Listing 12-12-2019.xlsx

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OTD-Full Proposal- 04-13-2020.pdf

PreProposal-1-Doctor-Occupational-Therapy.docx

14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

YES

NO	Distance learning
NO	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
YES	Technology-enhanced instruction
NO	Evening/weekend/early morning classes
NO	Accelerated courses
YES	Instruction at nontraditional locations, such as employer worksite
NO	Courses with multiple entry, exit, and reentry points
NO	Courses with "rolling" entrance and completion times, based on self-pacing
NO	Modularized courses

Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

The proposed curriculum is an accelearated degree design in which students entering with a bachelor's degree earn an entry-level clinical doctorate degree in 36 months.This design allows graduates to enter the occupational therapy workforce earlier and thus help alleviating the shortage of occupational therapy practitioners.

Covid-19 will have minimal impact on the opening of the entry-level doctor of occupational therapy program. One faculty member needs to be hired by October 15, 2020. The faculty search and hiring process can occur via teleconferencing if the NKU campus remains closed Fall 2020. All other preparatory tasks in Fall 2020 and Spring 2021 for the opening of the program can be completed via email, telecommuting, and video conferencing.

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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand at the regional, state and national levels.

Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

The demand for Occupational Therapist in the United States is growing faster than supply of graduates from occupational therapy programs. The United States Bureau of Labor Statistics identified Occupational Therapist's Job Outlook for 2016-2026 as having a projected much faster than average growth (24%) in the number of jobs.

The Kentucky Center for Education and Workforce Statistics reported Occupational Therapy is in the Top 25 Fastest Growing Northern Kentucky Local Workforce Area Occupations for 2014-2024. Occupational Therapists Ranked # 6 with a projected 39% growth in jobs.

The demand for occupational therapy education is growing. The American Occupational Therapy Association's 2017-2018 Annual Report identified there were 46523 applicants for 8029 student admissions slots into Occupational Therapy programs in 2017. Only 17% of applicants were admitted into occupational therapy programs. Of the 8029 students admitted in 2017, only 702 were admitted into entry-level Doctor of Occupational Therapy programs.

b. Identify the applicant pool and how they will be reached.

Potential students will be recruited from current undergraduate students at NKU and externally. NKU undergraduate majors such as Exercise Science, Health Science, Biological Sciences, Psychology, Human Servies, Sociology, and Neuroscience will be recruited. In addition, the NKU OTD program will be listed in the Occupational Therapy Centralize Application Service, the American Occupatinal Therapy Association program allowing prospective occupational therapy students to search through available occupational therapy programs in the United States.

c. Describe the student recruitment and selection process.

Potential students will be recruited from current undergraduate students at NKU and externally. NKU undergraduate majors such as Exercise Science, Health Science, Biological Sciences, Psychology, Human Servies, Sociology, and Neuroscience will be recruited. In addition, the NKU OTD program will be listed in the Occupational Therapy Centralize Application Service, the American Occupatinal Therapy Association program allowing prospective occupational therapy students to search through available occupational therapy programs in the United States.

Application to the OTD program will occur in the spring and classes will begin in the fall. The application will consist of the following:

College level transcript with documentation of degree conferred

GPA (minimum 3.0) (40%)

Three letters of recommendation (10%)

GRE Scores (10%)

Interview (40%)

The GPA, letters of recommendation, GRE scores, and interview will be used to rank students. The program will accept the 20 highest ranking applicants into the program.

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d. Identify the primary feeders for the program.

The primary feeders for the entry-level Doctor of Occupational Therapy degree are Bachelor's programs such as Exercise Science, Health Science, Biological Sciences, Psychology, Human Servies, Sociology, and Neuroscience.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

As a three year graduate program with 20 students admitted per year, the Doctor of Occupational Therapy program will add 60 students to the campus. Once fully accredited by ACOTE, the projection will be 24 students admitted per year for a total of 72 students added to campus.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-2022	0	20
2022-2023	0	40
2023-2024	20	60
2024-2025	20	64
2025-2026	20	68

2. Employer Demand:

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

The demand for Occupational Therapist in the United States is growing faster than supply of graduates from occupational therapy programs. The United States Bureau of Labor Statistics identified Occupational Therapist's Job Outlook for 2016-2026 as having a projected much faster than average growth (24%) in the number of jobs.

The Kentucky Center for Education and Workforce Statistics reported Occupational Therapy is in the Top 25 Fastest Growing Northern Kentucky Local Workforce Area Occupations for 2014-2024. Occupational Therapists Ranked # 6 with a projected 39% growth in jobs.

The demand for occupational therapy education is growing. The American Occupational Therapy Association's 2017-2018 Annual Report identified there were 46523 applicants for 8029 student admissions slots into Occupational Therapy programs in 2017. Only 17% of applicants were admitted into occupational therapy programs. Of the 8029 students admitted in 2017, only 702 were admitted into entry-level Doctor of Occupational Therapy programs.

3. Academic Disciplinary Needs:

The proposed Doctor of Occupational Therapy at NKU is an entry-level degree not an advanced practice degree

a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

YES

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Please identify similar programs in other SREB states and in the nation.

The accredited Entry-level OTD programs in SREB states are:

Arkansas State University-Jonesboro
Belmont University
Gannon University-Florida Campus
Nova Southeastern University-Tampa Bay Regional Campus
Mary Baldwin University, Murphy Deming College of Health Sciences
University of St. Augustine for Health Sciences-Austin Campus Virginia Commonwealth University
University of St. Augustine for Health Sciences-Florida Campus
University of Tennessee at Chattanooga

The accredited Entry-level OTD programs in the US are:

A.T. Still University, Arizona School of Health Sciences
Boston University, College of Health and Rehabilitation Sciences (Sargent College)
Creighton University
Drake University
Duquesne University
Huntington University
Indiana Wesleyan University
Kettering College
MGH Institute of Health Professions
Midwestern University-Downers Grove Campus
Northern Arizona University
Ohio State University
Pacific University
Rush University
Samuel Merritt University
St. Ambrose University
The University of Toledo
Thomas Jefferson University-Center City Campus
Touro University Nevada
University of St. Augustine for Health Sciences-California Campus
University of Indianapolis
University of Pittsburgh
University of the Sciences
University of South Dakota
Washington University
West Coast University-Los Angeles
Western New England University

Eastern Kentucky University is the only public university in Kentucky to offer Occupational Therapy program.

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

#Enr = Fall Enrollments , #Grd = Academic Year Graduates

		2019 - 20		2018 - 19		2017 - 18		2016 - 17		2015 - 16		2014 - 15	
Institution	**Program**	**#Enr**	**#Grd**	**#Enr**	**#Grd**	**#Enr**	**#Grd**	**#Enr**	**#Grd**	**#Enr**	**#Grd**	**#Enr**	**#Grd**
Eastern Kentucky University				43		39	12		9				

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c. Does the proposed program differ from existing programs?

YES

Please explain.

Eastern Kentucky University is transitioning from an entry-level Masters of Occupational Therapy program to an entry-level Doctor of Occupational Therapy program.

d. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs?

YES

Please explain.

Northern Kentucky University serves the Greater Cincinnati region and Eastern Kentucky University is located over 100 miles from Northern Kentucky University

e. Is access to existing programs limited?

YES

Please explain.

EKU reported in 2019 between 90 and 110 qualified applicants for their entry-level occupational therapy programs were not admitted.

f. Is there excess demand for existing similar programs?

YES

Please explain.

In Spring 2019 email requests regarding applicant and admission totals for entry-level occupational therapy programs within 120 miles of Northern Kentucky University were sent to Eastern Kentucky University, Xavier University, University of Cincinnati, Kettering College, Spaulding University, Ohio State University, and Shawnee State University.

The email responses indicated:

EKU receives 80 to 90 applicants for the 20 to 25 slots in the BS to MOT program.

EKU receives 80 to 90 applicants for the 50 to 55 slots in the Freshman to MOT program.

Xavier receives 50 applicants for their MOT and that they would be transitioning to an entry-level OTD with a cap of 24 students (16 less than their MOT program).

University of Cincinnati receives 48 applicants for 30 slots.

Kettering College receives 220 applicants for 28 slots.

Ohio State University receives 304 applicants for 47 slots.

Phone call responses indicated:

Spaulding University receives 170 to 300 applicants for 80 slots.

Shawnee State University receives 85 to 150 applicants for 40 slots.

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g. Will there be collaboration between the proposed program and existing programs?

NO

Please explain why there is no proposed collaboration with existing programs.

No collaboration is currently planned due to the unique nature of each curriculum and geographical locations. However, if feasible opportunities for collaboration arise, they will be explored.

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Full Proposal - Cost: Cost and Funding of the Proposed Program

1. Will this program require additional resources?

NO

2. Will this program impact existing programs and/or organizational units within your institution?

NO

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

See attached Funding Source and Budget Tables

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Internal					
Allocation :	0	0	0	0	0
Reallocation :	685678	141571	0	0	0
Narrative Explanation/Justification :	N/A				
Student Tuition					
New :	187100	190580	194130	237300	241732
Existing :	0	798660	1520649	2012687	2222450
Narrative Explanation/Justification :	The Proposed NKU OTD Program is targeted to begin Summer 2022 due to the Accreditation Council of Occupational Therapy Education's schedule. The student cohorts of 20 will have 10 credit hours the first academic year (Summer), 45 credits the second year, 39 credits the third year, and 25 credits in the final year. The annual admission will be 20 students per year for 3 years then transition to 24 new students each year. Based on market values, a tuition of $870 per credit hour and all lab fees per student of $655 is proposed.				

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Total					
New :	$187,100	$190,580	$194,130	$237,300	$241,732
Existing :	$685,678	$940,231	$1,520,649	$2,012,687	$2,222,450
Total Funding Sources :	$872,778	$1,130,811	$1,714,779	$2,249,987	$2,464,182

B. Breakdown of Budget Expenses/Requirements	**1st year**	**2nd year**	**3rd year**	**4th year**	**5th year**
Staff: Executive, administrative, and managerial					
New :	451710	0	0	0	0
Existing :	0	460744	469959	479358	488945
Other Professional					
New :	59000	0	0	0	0
Existing :	0	60180	61384	62611	63864
Faculty					
New :	106500	121500	0	0	0
Existing :	0	265860	524677	535171	545874
Graduate Assistants (if master's or doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Student Employees					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	The Accreditation Council for Occupational Therapy standards require 3 leadership/managerial positions and 4 faculty positions. Increases for year 3, 4 and 5 are calculated salary increases.				
Equipment and Instructional Materials					
New :	158058	108219	28219	29025	30107
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Library					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Contractual Services					
New :	2000	2000	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				

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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Academic and/or Student Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Other Support Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	N/A				
Faculty Development					
New :	23000	9800	0	0	0
Existing :	0	23000	33456	34125	34808
Narrative Explanation/Justification :	Continuing Education required by ACOTE for competency				
Assessment					
New :	13100	0	0	2620	0
Existing :	0	13100	13100	13100	15720
Narrative Explanation/Justification :	TherapyEd, PassTheOT, DISC, TRU				
Student Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	The OTD space is in the existing Health Innovations Center on the NKU main campus.				
Faculty Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	The OTD space is in the existing Health Innovations Center on the NKU main campus.				
Other					
New :	38760	10500	0	0	0
Existing :	0	35845	61260	64682	66117
Narrative Explanation/Justification :	Adjunct, Clinical Travel, Clinical Tracking, Research, ACOTE Accreditation, Marketing				
Total					
New :	$852,128	$252,019	$28,219	$31,645	$30,107
Existing :	$0	$858,729	$1,163,836	$1,189,047	$1,215,328
Total Budget Expenses/Requirements :	$852,128	$1,110,748	$1,192,055	$1,220,692	$1,245,435

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Grand Total					
Total Net Cost :	$20,650	$20,063	$522,724	$1,029,295	$1,218,747

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Full-Proposal - Assess: Program Review and Assessment

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

a. Which components will be evaluated?

Faculty, students, courses, curriculum, clinical education sites, fieldwork educators, fieldwork sites, doctoral capstone preceptors, doctoral capstone sites, NBCOT pass rates, employer satisfaction, and student job placement

b. When will the components be evaluated?

Annually

c. When will the data be collected?

Courses and fieldwork data will be collected each semester. All others will be collected annually

d. How will the data be collected?

Faculty teaching effectiveness will be assessed through course evaluations. Students will be assessed by GPA and fieldwork performance evaluations. Courses and curriculum will be assessed in the course evaluations and in the student satisfaction survey. Fieldwork sites and fieldwork educators will be assessed in the Evaluation completed by the students. Student occupational therapy knowledge base will be assessed through the Occupational Therapy Knowledge Exam (OTKE), NBCOT pass rate, job placement, and employer satisfaction will be collected with post-graduation evaluations.

e. What will be the benchmarks and/or targets to be achieved?

Faculty are expected to demonstrate strong teaching effectiveness documented with the level of at least “professional” on their annual performance reviews. Students are expected maintain a minimum of 3.0 GPA and score an average of 70% or higher on their fieldwork performance evaluations. The target for courses and curriculum will be more qualitative in nature, using information gained from both Likert scales and written responses to make changes when needed. The target for first year post graduation pass rate for the NBCOT exam will be 80% or higher. There will be no target for job placement, but the information will be recorded each year.

f. What individuals or groups will be responsible for data collection?

The program director and academic fieldwork coordinator will be responsible for data collection.

g. How will the data and findings be shared with faculty?

The data and findings will be shared with faculty during individual and department meetings. In addition, the annual OTD assessment report will be shared with faculty.

h. How will the data be used for making programmatic improvements?

All data will be collected, analyzed, and summarized in the Annual OTD Assessment Report. The information will be used to evaluate program effectiveness. Areas of potential improvement include course design, classroom /lab structure, teaching styles, communication styles and policies, assignment structure, program policies and procedures, fieldwork site utilization, and curriculum design. Plans for enhancement and changes will be included in the annual OTD strategic plan.

2. What are the measures of teaching effectiveness?

The program assess teaching effectiveness by looking at student course evaluations,the Occupational Therapy Knowledge Exam (OTKE), NBCOT pass rates. Innovative teaching strategies and direct student learning projects will also be used in consideration of teaching effectiveness.

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3. What efforts to improve teaching effectiveness will be pursued based on these measures?

As a program preparing students to pass the certification exam and to practice as an athletic trainer, it is very important that we are able to effectively educate our students. The faculty will work together to find ways to continue to improve teaching effectiveness through discussing teaching strategies, coordinating inter-professional education opportunities, or providing directed student learning opportunities, all which aid in the students educational experience.

4. What are the plans to evaluate students' post-graduate success?

The program will send out an alumni evaluation and employer satisfaction survey twelve months after graduation from the program. This evaluation will assess job placement, salary, NBCOT pass rate, and preparedness to work as an occupational therapist.

PROPOSED PROGRAM SUMMARY

Instituion: University of Kentucky
Program Name: Health Services Research
Degree Designation: DOCTOR OF PHILOSOPHY (PHD)
Degree Level : Doctor's Degree Research/Scholarship

Program Description

The National Academy of Medicine defines Health Services Research (HSR) as "the multidisciplinary field of scientific investigation that studies how social factors, financing systems, organizational structures and processes, health technologies, and personal behaviors affect access to health care and the quality and cost of health care." The proposed Ph.D. in HSR program will provide students with the theoretical and methodological foundations necessary to conduct creative and independent research on these issues with the ultimate goal of identifying evidence-based policy and management pathways to improve health care access, quality, and costs. The curriculum is designed for students to complete coursework in 4 core areas (1. Health Services Research Theory, Concepts, and Methods; 2. Research Methods; 3. a Disciplinary Concentration; 4. Directed Research in a Substantive Area) as well as an Elective Course, a Grant Writing Course, and a Dissertation. The Health Services Research Theory, Concepts, and Methods core will provide students with a firm understanding of the structure, dynamics, and performance of health services systems, including the institutions, professionals, and policies that comprise these systems and influence access, quality, and costs. The Research Methods core will provide students with critical skills in the design of observational studies and applied statistical analysis. The Disciplinary Concentration will provide students with further specialized knowledge and skills in either health economics or health outcomes. Directed Research will require students to engage in major components of the research process in a substantive area such as health insurance markets, value-based purchasing, rural health, and substance abuse. Lastly, students will complete a course devoted to developing grant writing skills and will complete a dissertation.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

No

CIP Code: 51.2299
Credit Hours: 54
Institutional Board Approval Date: 5/5/2020
Implementation Date: 8/16/2020

Student Demand

Year 1 - 2
Year 2 - 4
Year 3 - 6

Year 4 - 6
Year 5 - 6

Market Demand

A 2018 article by Frogner, "Update of the Stock and Supply of Health Services Researchers in the United States" in the journal entitled Health Services Research provided statistics on the growth in health services researchers from 2007 to 2015. According to this article, the estimated range in the mean annual growth rate for health services researchers falls was between 2.9 and 4.7 percent from 2007 to 2015. The author points out that the National Research Council Committee to Study the National Needs for Biomedical, Behavioral, and Clinical Research Personnel recommends that growth in the number of health services researchers be similar to annual growth in national health expenditures, which were within the range of growth for health services researchers from 2007 to 2015.

A recent peer-reviewed article by Brown et al. (2018), "Employment Trends among Public Health Doctoral Recipients, 2003-2015," published in the American Journal of Public Health provides information about employment status outcomes related to health services research. Based on analyses of the National Science Foundation's Survey of Earned Doctorates, the authors found 77.3% of graduates of public health doctoral programs with a concentration in health services administration had secured or were negotiating employment.

Several recent graduates of the DrPH in Health Management and Policy program at the University of Kentucky, including alumni now working in research positions for the federal government, have shared with us that they would have preferred a PhD in Health Services Research because it would have better prepared them for their careers.

Employment Demand

	Regional	State	National
Type Of Job	**Business teachers, Postsecondary (health policy, health management, health administration, health se**		
Avg. Wage	$0	$0	$103,330
# Jobs (Postings)	0	0	8
Expected Growth	0%	0%	12%
Type Of Job	**Health Specialties Teacher, Postsecondary (health policy, health management, health administration,**		
Avg. Wage	$0	$0	$103,330
# Jobs (Postings)	0	0	8
Expected Growth	0%	0%	26%
Type Of Job	**Managers, All other, Industry: Insurance carriers (Industry: Insurance carriers; HealthCare & Social**		
Avg. Wage	$90,401	$84,952	$89,845
# Jobs (Postings)	105	74	4750
Expected Growth	9%	9%	8%
Type Of Job	**Medical and Health Services Managers, (Industry: Insurance carriers; HealthCare & Social Assistances**		
Avg. Wage	$116,977	$126,214	$122,351
# Jobs (Postings)	257	148	17085
Expected Growth	19%	19%	21%
Type Of Job	**Postsecondary Teachers, All other (health policy, health management, health administration, health s**		
Avg. Wage	$50,500	$50,500	$80,159
# Jobs (Postings)	6	3	106
Expected Growth	9%	9%	7%
Type Of Job	**Teachers and Instructors, All other ((health policy, health management, health administration, healt**		
Avg. Wage	$0	$0	$76,381
# Jobs (Postings)	2	2	15
Expected Growth	10%	9%	9%

Indicate source of market demand information

Projections are from 2016-2026 and are from Bureau of Labor Statistics, 2018; Average salaries and job postings are from Burning Glass and represent job postings in the last 12 months. BLS/OES data was used when actual job posting data was unavailable.

Academic Demand

NA

Unneccessary Duplication N/A

Similar Program(s):

Cost

Projected Revenue over Next Five Years ($) : 1638407

Projected Expenses over Next Five Years ($) : 1638407

Will Additional faculty be needed? No

Provide a budgetary rationale for creating this new program

Implementation of the program will require a very minimal investment that is far outweighed by demand for health services researchers in the state, region, and nation. Graduates of the program will conduct timely research that will contribute to improvements in health care access, quality, and costs as well as overall population health in the state, region, and nation.

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PHD - DOCTOR OF PHILOSOPHY
51.2299-Public Health, Other.
Pre-Proposal Date: 04/28/2020
End of Review Date: 05/28/2020

Pre-Proposal - Comments

Mission

Subject: UofL offers PhD in Public Health Sciences

University of Louisville

Connie Shumake on May 18 2020 5:12PM

UofL has a PhD in Public Health Sciences with multiple tracks. The School of Public Health and Information Sciences offer two tracks in the PhD in Public Health Sciences Specialization in Health Management and Policy program:

(1) Health Organizational Research
(2) Health Policy Research

└ University of Kentucky

Ann Weber on May 19 2020 3:03PM

Our proposed PhD is in HSR with foci on health economics and health outcomes research. These areas are distinct from what U of L offers, which focuses on (1) health organizational research; and (2) health policy research. Each program would be leveraging their relative strengths to offer a range of training opportunities.

COVID Response: UK – Health Services Research (PhD)

Please explain how COVID-19 and the various potential impacts it could have on the campus, particularly this fall, will affect the implementation of this new program.

Since the program will not be approved until September the faculty does not anticipate full implementation until Fall 2021, when the program will begin admitting students. At that time, COVID19 will hopelessly be less of a factor. If concerns continue at that point, the program will follow all applicable guidelines set by the College of Public Health and the University

Course Title (CIP)						
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)						
Course Prefix	**Course #**	**Course Title**	**Course Description**	**Type of Course: program core (C) or pre-major/ pre-professional (P)**	**Credit Hours**	**Existing (E) or New (N) Course**
CPH	**663**	**Foundations of Public Health**	**This course is to be a practical introduction to public health at the national, state, and local levels. This course is intended for students in the Master of Health Administration, PhD in Gerontology, and PhD in Epidemiology & Biostatistics.**	P	**1**	**E**
CPH	**605**	**Epidemiology**	**In this course students are taught the principles and methods of epidemiologic investigations, research methodology, and statistical integration. Major topics include etiologic factors of disease and injury, the distribution of health problems within populations, levels of prevention, and the concept of risk. The design of retrospective, cross-sectional, and prospective studies are examined to illustrate odds ratio, relative risk, life tables, and person-years.**	P	**3**	**E**
BST	**600**	**Introduction to Biostatistical Methods**	**BST 600 covers basic statistical methods that are commonly encountered in health-related research. Major topics include descriptive statistics, estimation and hypothesis testing for means and proportions, correlation, and regression.**	P	**3**	**E**
HSR	**700**	**Health Services Research and Theory**	**This course reviews major scholarly advancements in the theories, methods, and applications of health services research. Students read, discuss, and critique historical and empirical writings concerning the development, organization, financing, and delivery of health services and their impact on population health and health system performance, including access, quality, and efficiency.**	**C**	**3**	**N**
HSR	**705**	**Health Services Research Methods**	**The purpose of this course is to help students develops skills related to health services research, including: research logic, analytic strategies and approaches, scientific writing and scientific presentations. Students are required to propose and carry out a secondary data analysis project related to a health services research question. Students will be required to prepare a journal-ready paper suitable for publication in a peer-reviewed health services research journal.**	**C**	**3**	**N**
CPH	**712**	**Advanced Epidemiology**	**This course provides students with the understanding of advanced issues in the design, analysis, and interpretation of epidemiologic studies. The course text and associated readings will focus on study designs and the methodologic approaches to addressing bias, confounding, and error in the design of population-based health research. The development of a systematic approach for evaluating evidence from epidemiologic studies as it relates to demonstrating causality will be emphasized. Focusing on study design, measures of associations, confounding, interaction, sources of bias and error, the student will gain an understanding of epidemiology and its role in the medical and public health sciences.**	**C**	**3**	**E**
EPI	**714**	**Epidemiologic Study Design**	**This course provides students with advanced course material relevant to the planning and execution of epidemiologic studies of various designs. The course will consider study designs which employ routinely collected data on disease occurrence, such as would be undertaken in government agencies and health departments, and the classic etiologic study designs including the case-control, prospective cohort, retrospective cohort, nested case control, case-cohort and case-crossover designs. The course will focus considerable attention on measurement methods and measurement error, borrowing examples from the subfields of epidemiology including occupational, cardiovascular, and social epidemiology. Given current interest on multilevel methods of analysis, the class will discuss approaches to the incorporation of designing multilevel studies. Finally, we will consider recent advances in experimental epidemiology with consideration of controlled community trials.**	**C**	**3**	**E**
CPH	**635**	**Databases and SAS Programming**	**Students will learn how to construct and maintain databases with applications to public health. They will also learn how to program in SAS, the leading statistical analysis system. SAS skills include report writing, MACRO writing, and Programming using SAS Intranet. Lecture, two hours; laboratory, two hours per week.**	**C**	**3**	**E**
HSR	**720**	**Directed Research**	**Students work under the direction of a faculty member on an ongoing research project, learning about the major components of the research process, including synthesis of existing literature, development of theoretical and empirical models and hypotheses, development of research protocols and instruments, collection and analysis of data, and interpretation and translation of study findings.**	**C**	**3**	**N**
HSR	**725**	**Developing Proposals for Health Services Research**	**This course is designed to provide students with the skills needed to fully participate in grant-funded research. The course will include attention to identifying potential funding sources, reading and understanding requests for proposals, and understanding the process of grant writing.**	**C**	**2**	**N**
CPH	**767**	**Dissertation Residency Credit**	**Students will enroll in this course to complete their research for their dissertation.**	**C**	**3**	**E**
			Total Credit hours Required for Program Core (i.e., # of hours in degree program core) **Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table**		**30**	**NA**
Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)						

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
CPH or ECO	658 or 725	Health Economics	Health policies and market forces impact the U.S. health care system in terms of access, cost, and quality. This course provides the perspective that economic reasoning is a valuable critical thinking approach to social science inquiry and demonstrates how this perspective helps students understand health care policy and market issues.	S	3	E
HSR	710	Health Outcomes Research Design, Measurement, and Analysis	This course explores how to plan and conduct rigorous health outcomes research studies at the clinic and population levels. Students will learn how to formulate health outcomes research questions, design a study to investigate selected research questions, evaluate the validity and reliability of health outcomes measures, and identify appropriate statistical analyses.	S	3	N
HSR	715	Comparative Effectiveness Research	This course reviews key topics in comparative effectiveness research (CER). Topics include systematic reviews and meta-analysis, study designs and modeling methods for evaluating the efficacy, effectiveness, and cost-effectiveness of devices, interventions, and health care delivery systems. The course includes training in the use of TreeAge Pro healthcare software for decision analysis and cost-effectiveness analysis modeling.	S	3	N
			Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable) **Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table**		**9**	**NA**

GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
EDP/EPE	679	Intro to Measurement Theory and Techniques	This is a measurement-oriented course that focuses on introducing measurement theory and techniques used in education and evaluation. Topics to be covered include, but are not limited to, measurement models, bivariate measures of association, norms, standardized score scales, scaling, reliability, validity, item analysis, factor analysis, confirmatory factor analysis, test construction for affective and cognitive instruments, Item Response Theory, and Rasch. The course aims to familiarize students with measurement terminology, possess a detailed strategy for constructing an instrument suitable for research purposes, become familiar with statistical procedures and software for implementing measurement techniques, gain requisite foundation of knowledge necessary to learn more complex measurement models, and become more critical of measurement presentations in academic journals and the mass media.	P	3	E
EDP/EPE	707	Multivariate Analysis in Educational Research	Multivariate statistics will prepare students to understand multivariate statistical methods and draw the link between statistics previously learned. Students will be able to conduct, interpret, and critique procedures such as factorial ANOVA, multiple regression, MANOVA, ANCOVA, MANCOVA, PCA, EFA, discriminant function analysis, logistic, regression, canonical correlation, hierarchical linear regression, and multivariate analysis of change. Become familiar with statistical software for implementing multivariate procedures. Develop an understanding of the concepts, terms, and symbols used in multivariate statistics (e.g. Matrix Algebra, effect sizes). Gain an appreciation of the role of multivariate procedures in the research process. Gain requisite knowledge necessary to learn more complex statistical procedures.	P	3	E
PA	692	Econometrics for Policy Analytics	Maximum likelihood estimation, ordinary least squares (OLS) regression, instrumental variables (IV) regression, heteroscedasticity-consistent regression, fixed and random effects models, probit, logit and tobit models, and identification and two-state least squares estimation of simultaneous equations models.	P	3	E
ECO	707	Research Seminar in Economics	This course will help students develop research skills by requiring them to work through an independent project from start to finish. The student will review the literature and select a topic in an area of economics of interest. The student will then complete the project under the guidance of the instructor. Students will discuss their ongoing work in class with other students and in individual meetings with the instructor. The final output of the course will be a finished paper suitable for submission to a scholarly journal for publication.	P	3	E
EDP/EPE	711	Advanced Quantiative Methods	This course will provide students with an overview of the theory and applications of advanced quantitative methods. A quantitative research method focuses on advanced quantitative methodologies used in methodologically-oriented studies in educational research, evaluation, and statistics. The goal of this course is to prepare students to analyze data using advanced quantitative methods. It covers topics in the areas of multilevel modeling, data mining, missing data, categorical data analysis, meta-analysis, and longitudinal data analysis. Other specific analysis techniques may also be explored. Given the advanced nature of the course, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools. This course can be repeated for up to 12 credit hours.	P	3	E

EDP/EPE	712	Advanced Psychometric Methods	This course will provide students with an overview of the theory and applications of advanced psychometric methods. A psychometric method focuses on advanced psychometric methodologies used in methodologically- oriented studies in educational measurement and evaluation techniques. The goal of this course is to prepare students to analyze data using advanced psychometric methods. It covers topics in the areas of Rasch Modeling, Item Response Theory, Structural Equation Modeling, Advanced Survey Techniques, and Latent Variable Modeling (as well as additional techniques). Given the advanced nature of the course, we will not shy away from using the mathematical tools needed to develop the conceptual understanding. But the emphasis of the course will be on the conceptual understanding and application of the tools rather than on the math or the mechanics behind the tools. This course can be repeated for up to 12 credit hours.	P	3	E
BST	762	Longitudinal Data Analysis	This course presents statistical techniques for analyzing longitudinal studies and repeated measures experiments that occur frequently in public health, clinical trials, and outcomes research. This course will cover linear mixed models, generalized linear mixed models and an introduction to nonlinear models as they apply to the analysis of correlated data.	P	3	E
PA	795	Causal Inference in Public Policy and Admin Research	Analysis of specialized topics in public administration of particular interest to practitioners. May be repeated to a maximum of six credits.	P	3	E
ECO	601	Advanced Microeconomic Theory	An intensive course covering microeconomic theory and its various methodological and analytical techniques.	S	3	E
ECO	724	Environmental Economics	This seminar in environmental economics deals with market failure, benefit-cost analysis, no market failure, valuations of environmental changes, and selected topics in environmental economics. Central to the course is valuing changes in health risks, risk perception, and behavior related to health risk. Selected topics include international issues, environmental equity and markets for environmental quality. This course and ECO 725 Health Economics are the two courses that are the basis for the area in Environmental and Health Economics in the Ph.D. Program in Economics.	S	3	E
ECO	751	Public Economics	An advanced study of both how government activities influence allocation, relative prices and welfare and what is the proper role of the public sector in resource allocation. Relevant topics include: public goods, externalities, tax incidence, optimal taxation, benefit-cost analysis, public pricing, fiscal federalism, state-municipal finance and public choice.	S	3	E
CPH	713	Pharmaco-Epidemiology	This course will provide an overview of the field of pharmacoepidemiology and its relationship to health care research. Various topics including methodology and analytical issues relevant to the conduct of pharmacoepidemiologic research will be covered. Time will also be spent reviewing existing papers in the field of pharmacoepidemiology.	S	3	E
PPS	700	Introduction to Pharmaceutical Outcomes and Policy	This course provides an overview of approaches to the study of pharmaceutical outcomes and public policy. The course is designed to give students an introduction to the field, provide an opportunity to conduct introductory research in one of the various approaches, and experience the research environment through 3 half day research rotations in selected areas.	S	3	E
KHP	673	Health Promotion and Behavior Change	This course focuses on health promotion and behavior change strategies: individual, interpersonal, organizational, community, and public policy will be considered as potential factors that can inhibit or promote behavior change.	S	3	E
KHP	677	Health Promotion and Program Planning	This course addresses principles of planning, designing, implementing, and evaluating health promotion and education programs.	S	3	E
# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours i required and there are 15 hours to choose from, then only 9 hours are required) Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table					**9**	**NA**

FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or	Credit Hours	Existing (E) or New (N) Course
			Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)		**3**	**NA**

Summary of Total Program Hours	**Required Core Hours (i.e., # of hours in degree program core)**	**30**	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	**9**	NA
	Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)	**9**	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	**3**	NA
	Total # of credit hours required for Program	**51**	**NA**
Information to be completed by PIE Office			
	# of new courses		NA
	Total # of Courses (includes new and existing)		NA
	Precentage of new courses (more than 25% may require SACS Substantive Change)	#VALUE!	NA

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Full Proposal - Basic Info

Institution :	University of Kentucky
Program Type :	Single Institution
Program Name :	Health Services Research
Degree Level :	Doctor's Degree Research/Scholarship
Degree Designation :	DOCTOR OF PHILOSOPHY
CIP Code (2-Digit) :	51-HEALTH PROFESSIONS AND RELATED PROGRAMS.
CIP Code :	51.2299-Public Health, Other.

Academic Unit (e.g. Department, Division, School) :	Department of Health Management and Policy
Name of Academic Unit :	Department of Health Management and Policy
Name of Program Director :	Dr. Ty Borders

Intended Date of Implementation :	8/27/2021
Anticipated Date for Granting First Degrees :	5/16/2024
Date of Governing Board Approval :	5/5/2020

Institutional Contact Information

First Name : Annie
Last Name : Weber
Title : Assistant Provost for Strategic Planning and Institutional Effectiveness
Email : ann.weber@uky.edu
Phone : 859-257-1962

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Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

From a societal perspective, the program's focus is a direct response to the urgent need within the Commonwealth of Kentucky, region, and nation to address large and persistent deficiencies in the accessibility, quality, and costs of health services. Health care policy makers, providers, and practitioners require a larger base of evidence on how best to organize, finance, and deliver health services to improve health system performance. Closing these gaps requires new approaches for organizing, financing, and delivering health services that can only be identified through timely and insightful health services research. The proposed Ph.D. in Health Services Research program's 3 overarching objectives for program graduates are to:

1. Conduct creative and independent research on the organization, financing, and delivery of health services.
2. Advance their careers in the field of health services research in academic, private, or governmental settings.
3. Contribute to improvements in health system performance and population health.

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

The Ph.D. in Health Services Research directly pertains to and advances 2 of UK's 5 strategic objectives - 1. Graduate Education and 2. Research and Scholarship. Regarding Graduate Education, the Ph.D. in Health Services Research will help to "Strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching, and service." Regarding Research and Scholarship, the program will "Expand our scholarship, creative endeavors, and research across the full range of disciplines to focus on the most important challenges of the Commonwealth, our nation, and the world."

3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

The Ph.D. in Health Services Research directly pertains to and advances 2 of the CPE's stated strategic objectives - Objectives 9 and 10. Regarding Object 9, the program will help to "Improve the career readiness and employability of postsecondary education graduates" by producing graduates in a timely and high demand field. Regarding Objective 10, the program will help to "Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth" by producing graduates who have the requisite skills to conduct research that may be applied to improve the accessibility, quality, and costs of health services in the state

4. Explain how the proposed program furthers the statewide implementation plan.

The Ph.D. in Health Services Research directly pertains to and advances 2 of the CPE's stated strategic objectives - Objectives 9 and 10. Regarding Object 9, the program will help to "Improve the career readiness and employability of postsecondary education graduates" by producing graduates in a timely and high demand field. Regarding Objective 10, the program will help to "Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth" by producing graduates who have the requisite skills to conduct research that may be applied to improve the accessibility, quality, and costs of health services in the state

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Full Proposal - Quality: Program Quality and Student Success

1. List all student learning outcomes of the program.

1. Understand critical health services research issues, including access, quality, and efficiency.
2. Apply theoretical knowledge and conceptual models in support of health services research.
3. Describe key issues and methods in a concentrated substantive area, such as health economics or health outcomes.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The newly developed HSR courses cover all of the required SLOs and program competencies. HSR 700 Health Services Research and Theory introduces students to critical HSR theories, concepts, and issues (SLO 1), the critical evaluation of articles and the review and synthesis of the HSR literature. HSR 701 Health Services Journal Club reinforces all three SLOs. HSR 705 Health Services Research and Theory reinforces SLOs 1-3 and introduces students to the application of HSR conceptual models, development and testing of hypotheses, selection of appropriate study designs, analysis of data, identification of ethical concerns, and interpretation and explanation of statistical findings. HSR 720 Directed Research reinforces SLOs 1-3 and introduces key substantive areas (e.g., health economics or health outcomes) and the writing of articles. HSR 725 Developing Proposals in Health Services Research introduces the writing of grant proposals.

Students who satisfactorily complete all components of the curriculum will be prepared to successfully achieve the HSR program's 3 overarching objectives for program graduates, which are to 1. Conduct creative and independent research on the organization, financing, and delivery of health services; 2. Advance their careers in the field of health services research in academic, private, or governmental settings; and 3. Contribute to improvements in health system performance and population health.

3. Highlight any distinctive qualities of this proposed program.

The major distinctive quality of the program is the opportunity for students to engage in research with faculty mentors. Students will be required to complete Directed Study credits under the mentorship of faculty mentors who have a history of funded health services research projects. Students will gain experience in developing research hypotheses, collecting and analyzing data, and writing manuscripts.

4. Will this program replace any existing program(s) or specializations within an existing program?

NO

5. Include the projected faculty/student in major ratio.

The projected faculty to student ratio is 5 core faculty members per 2-6 new students per year. The 5 core faculty members are in the Department of Health Management and Policy and will be responsible for serving as mentors for students' Directed Study and Dissertation credits.

6. Is there a specialized accrediting agency related to this program?

NO

7. Attach SACS Faculty Roster Form.

HSR_Faculty Roster.pdf

8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

The UK library resources are more than adequate to support the proposed program. The UK library already has subscriptions to numerous journals in the field of health services research.

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B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

The College of Public Health has adequate classroom space for class meetings. Several faculty members will employ students as research assistants and have available cubicles in the Healthy Kentucky Research Building

9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.

Admissions: Master's GPA of 3.25 or higher. Successful applicants will have a Master's degree in the social sciences or advanced clinical degree that included courses in biostatistics/statistics and/or epidemiology.
Retention: The program director will connect each student to an advisor that matches the student's interests.
Each student will work with 1 or more faculty members on an applied research project as part of directed research credits. This one-on-one tutelage will assure that the student is competent in the development, conduct, interpretation, and description of a health services research study.
Completion. Students will be required to maintain at least a 3.25 GPA. Each student will be required to successfully complete all course work before completing a written and oral qualifying examination written/led by a committee of graduate faculty members. Each student must pass the qualifying examination or successfully complete remedial courses or assignments before proceeding to the dissertation. Each student must successfully complete a dissertation overseen by a committee of faculty members per Graduate School policies.

10. Clearly state the degree completion requirements for the program.

The program requires 54 credit hours of coursework in 4 core areas (1. Health Services Research, Theory, and Concepts; 2. Research Methods; 3. a Disciplinary Concentration area; and 4. Directed Research in a Substantive Area), an elective course, grant writing, and dissertation work. The program offers students a choice between two disciplinary concentrations, health economics or health outcomes. Students successfully completing the coursework and achieving the minimum grade point average will be required to pass a written and oral doctoral candidacy examination demonstrating mastery of all 4 core areas of coursework described above before progressing to dissertation work. As part of the dissertation research process, candidates must successfully develop and defend a written proposal of their dissertation research and subsequently develop and defend a written monograph or 3 manuscripts of their dissertation research.

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	54	23	9	3

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

We do not plan to collaborate with existing programs at other institutions.

13. List courses under the appropriate curricular headings.

KPPPSCourseTemplate (2).xlsx

14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

NO

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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand at the regional, state and national levels.

A 2018 article by Frogner, "Update of the Stock and Supply of Health Services Researchers in the United States" in the journal entitled Health Services Research provided statistics on the growth in health services researchers from 2007 to 2015. According to this article, the estimated range in the mean annual growth rate for health services researchers falls was between 2.9 and 4.7 percent from 2007 to 2015. The author points out that the National Research Council Committee to Study the National Needs for Biomedical, Behavioral, and Clinical Research Personnel recommends that growth in the number of health services researchers be similar to annual growth in national health expenditures, which were within the range of growth for health services researchers from 2007 to 2015.

A recent peer-reviewed article by Brown et al. (2018), "Employment Trends among Public Health Doctoral Recipients, 2003-2015," published in the American Journal of Public Health provides information about employment status outcomes related to health services research. Based on analyses of the National Science Foundation's Survey of Earned Doctorates, the authors found 77.3% of graduates of public health doctoral programs with a concentration in health services administration had secured or were negotiating employment.

Several recent graduates of the DrPH in Health Management and Policy program at the University of Kentucky, including alumni now working in research positions for the federal government, have shared with us that they would have preferred a PhD in Health Services Research because it would have better prepared them for their careers.

b. Identify the applicant pool and how they will be reached.

Applicants will include Master's trained researchers working in academia (e.g., university academic medical centers), government (e.g., state health departments and Medicaid agencies), and insurance (e.g., Humana).
We have already received several inquiries and anticipate additional demand from other Master's trained researchers at UK Health Care. We will also host regular research seminars to attract interest in the program.
We also anticipate some initial demand from Master's trained researchers at Kentucky state offices. We will further advertise the program to Master's trained researchers via communications with faculty collaborators at UK Health Care, the Center for Health Services Research, as well as the Markey Cancer Center, Center on Drug and Alcohol Research, and Kentucky Department of Health. We will also advertise the program in the AcademyHealth listing of PhD in Health Services Research programs

c. Describe the student recruitment and selection process.

The Director of Graduate Studies and program faculty members will be responsible for the recruitment and selection of students. The Director of Graduate Studies and at least 2 other members of the program faculty will review each application and vote on a recommendation regarding admission. The College of Public Health's Academic Affairs office will assist in student recruitment as part of its regular recruitment activities.
The Director of Graduate Studies and program faculty will also personally recruit students in their areas of expertise in the program.

d. Identify the primary feeders for the program.

Feeder programs include state, regional, and national master's programs in public health (e.g., MPH and MS degrees from schools and programs in public health), economics, sociology, and other social sciences.
Graduates of health sciences programs (e.g., M.D. and Pharm.D.) who are interested in obtaining advanced health services research skills may also seek the degree

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

We estimate that the program will result in a net increase of 2-6 students per year

f. Project estimated student demand for the first five years of the program.

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Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-2022	0	2
2022-2023	0	4
2023-2024	2	6
2024-2025	2	6
2025-2026	3	6

2. Employer Demand:

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

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	Regional	State	National
Type of Job Postsecondary Teachers, All other (health policy, health management, health administration, health services)			
Average Wage	$?50,500	$?50,500	$80,159
# of Openings	6	3	106
Growth Projections	9.2%	9.2%	9.4%
Type of Job Teachers and Instructors, All other ((health policy, health management, health administration, health services)			
Average Wage			$76,381
# of Openings	2	2	?15
Growth Projections	9.5%	9.4%	9.9%
Type of Job Health Specialties Teacher, Postsecondary (health policy, health management, health administration, health services)			
Average Wage			$122,320
# of Openings			10
Growth Projections			25.9%
Type of Job Business teachers, Postsecondary (health policy, health management, health administration, health service			
Average Wage			$103,330
# of Openings			8
Growth Projections			12.3%
Type of Job Medical and Health Services Managers, (Industry: Insurance carriers; HealthCare & Social Assistances; Federal, State, and Local Government)			
Average Wage	$116,977	$126,214	$122,351
# of Openings ?	257	148	?17,085
Growth Projections	19.4%	19.4%	20.5%
Type of Job Managers, All other, Industry: Insurance carriers (Industry: Insurance carriers; HealthCare & Social Assistances; Federal, State, and Local Government)			
Average Wage	?$90,401	$84,952	$89,845
# of Openings	105	?74	?4,750
Growth Projections	9.4%	9.4%	8%

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3. Academic Disciplinary Needs:

NA

a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

YES

Please identify similar programs in other SREB states and in the nation.

The primary professional association for health services, AcademyHealth, lists 20 PhD in Health Services Research (among 44 PhD programs in Health Services Research or related programs in Health Policy and Management, Health Services, and Health Services Organization and Policy) on its website at https://www.academyhealth.org/page/hsr-training-programs. The proposed PhD in Health Services
Research at the University of Kentucky program is modeled after several existing training programs at other universities across the country, including the University of Michigan (PhD in Health Services Organization and Policy; University of North Carolina and University of California-Los Angeles (PhD in Health Policy and Management); and University of Washington (PhD in Health Services).

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

---- No Programs Exist----

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Full Proposal - Cost: Cost and Funding of the Proposed Program

1. Will this program require additional resources?

YES

Please provide a brief summary of additional resources that will be needed to implement this program over the next five years.

Implementation of the program will require very minimal investment. The majority of the courses are already being taught. Few new courses will need to be developed for the program. No new faculty members will need to be hired to support the program. The only minimal expense will be a stipend paid to the Director of Graduate Studies for program administration.

2. Will this program impact existing programs and/or organizational units within your institution?

NO

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

Implementation of the program will require a very minimal investment that is far outweighed by demand for health services researchers in the state, region, and nation. Graduates of the program will conduct timely research that will contribute to improvements in health care access, quality, and costs as well as overall population health in the state, region, and nation.

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A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	60000	120000	180000	180000	180000
Narrative Explanation/Justification :	We have planned for at least 2 PhD HSR students to be supported as research assistants ($25,000 each + 20% fringe = $30,000) on faculty members' federal grants in year 1. We expect this to increase to 4 students total in year 2 and 6 students total in year 3-5.				
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Internal					
Allocation :	0	0	0	0	0
Reallocation :	130223	88291	45827	49402	53048
Narrative Explanation/Justification :	General Fund revenue currently flowing to the Department will be used to support faculty salaries. Previously these faculty were teaching in the DrPH program, that is now in hiatus.				
Student Tuition					
New :	45968	91936	137904	137904	137904
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	We estimate that half of the students will be in state (tuition and fees $6,702 per semester in 2019-2020) and half out of state (tuition and fees $16,282 per semester in 2019-2020). We also estimate that the program will have 2 students total in year 1, 4 in year 2, and 6 in years 3-5. In some cases, tuition and fees will be paid for by grants and contracts.				
Total					
New :	$45,968	$91,936	$137,904	$137,904	$137,904
Existing :	$190,223	$208,291	$225,827	$229,402	$233,048
Total Funding Sources :	$236,191	$300,227	$363,731	$367,306	$370,952

B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	5000	5000	5000	5000	5000

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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Existing :	0	0	0	0	0
Other Professional					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Faculty					
New :	0	0	0	0	0
Existing :	171191	175227	178731	182306	185952
Graduate Assistants (if master's or doctorate)					
New :	60000	120000	180000	180000	180000
Existing :	0	0	0	0	0
Student Employees					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	No new faculty will be hired. Budget reflects portions of existing faculty effort to teach new classes. We have planned for at least 2 PhD HSR students to be supported as research assistants ($25,000 each + 20% fringe = $30,000) on faculty members' federal grants in year 1. We expect this to increase to 4 students total in year 2 and 6 students total in year 3-5.				
Equipment and Instructional Materials					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Library					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Contractual Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Academic and/or Student Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				

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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Other Support Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Faculty Development					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Assessment					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Student Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Faculty Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Other					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	NA				
Total					
New :	$65,000	$125,000	$185,000	$185,000	$185,000
Existing :	$171,191	$175,227	$178,731	$182,306	$185,952
Total Budget Expenses/Requirements :	$236,191	$300,227	$363,731	$367,306	$370,952
Grand Total					
Total Net Cost :	$0	$0	$0	$0	$0

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Full-Proposal - Assess: Program Review and Assessment

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

a. Which components will be evaluated?

1 Understand critical health services research issues, including access, quality, and efficiency.

2 Apply theoretical knowledge and conceptual models in support of health services research.

3 Describe key issues and methods in a concentrated substantive area, such as health economics or health outcomes.

SLOs are measured using the following:
- Comprehensive Exam, Dissertation Proposal, and Dissertation

b. When will the components be evaluated?

We will regularly conduct formative and summative assessments for each SLO. Formative assessment data (i.e., course grades) will be collected by each faculty member and reported to the DGS each semester. Summative assessment data (i.e., candidacy examinations, dissertation proposals, and dissertations) will be assessed by the student's doctoral committee and reported to the DGS each semester. The DGS and PhD program faculty will review the assessments annually, or following the conclusion of spring semesters.

c. When will the data be collected?

We will regularly conduct formative and summative assessments for each SLO. Formative assessment data (i.e., course grades) will be collected by each faculty member and reported to the DGS each semester. Summative assessment data (i.e., candidacy examinations, dissertation proposals, and dissertations) will be assessed by the student's doctoral committee and reported to the DGS each semester.

d. How will the data be collected?

Instructors will select specific assignments and test questions to assess formatives SLOs and report the data to the DGS. The student's doctoral committee will collect summative assessment data during the candidacy/qualifying examination, dissertation proposal, and dissertation and report the data to the DGS.

e. What will be the benchmarks and/or targets to be achieved?

The formative assessment benchmark will be 95% of students passing the courses for a given SLO with a mean grade of a B or better. The summative assessment benchmark will be 95% of students passing the candidacy/qualifying examination, dissertation proposal, and dissertation.

f. What individuals or groups will be responsible for data collection?

Course instructors will collect the formative assessment data and provide the data to the DGS for aggregation and review. Similarly, doctoral committees will collect the summative assessment data and provide the data to the DGS for aggregation and review.

g. How will the data and findings be shared with faculty?

The DGS will share the findings with the PhD program faculty for review annually

h. How will the data be used for making programmatic improvements?

The PhD program faculty will use the data to make changes to courses or the curriculum as warranted.

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2. What are the measures of teaching effectiveness?

Evaluations of teaching effectiveness differ from program and student learning outcome evaluations. Program instructors will be individually assessed using TCEs and peer review according to processes put in place by the department and college. If TCE assessments indicate a deficiency in teaching effectiveness for a course, the DGS will share that information with the Department Chair to raise with the instructor during part of the regular performance review process.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

Efforts to improve teaching effectiveness will be on an individual basis and may include additional training on pedagogical methods.

4. What are the plans to evaluate students' post-graduate success?

We will conduct an alumni survey approximately every 3-5 years.

PROPOSED PROGRAM SUMMARY

Instituion: Murray State University
Program Name: Agricultural Education
Degree Designation: EDUCATION SPECIALIST (EDS)
Degree Level : Specialist

Program Description

The Hutson School of Agriculture plans to offer an Educational Specialist degree in Agriculture Education, which allows students to pursue advanced course work in agriculture education above the master's degree level that will seamlessly transition into the EdD in P-20 Leadership, Agricultural Leadership Option. The EdS program will include 30 credit hours of coursework above the master's level. All courses for the proposed program are currently offered. The following courses are required for successful completion of the degree:

ADM 900 – Clinical Practice I: P-20 Leadership
ADM 910 – Clinical Practice II: P-20 Leadership
AGR 627 – Modern Issues in Agricultural Leadership
AGR 720 – Statistical Analysis and Design
AED 735 – Qualitative Inquiry in Agricultural Education
AED 900 – Trends and Advocacy in Agricultural Education
AED 910 – Agriculture Education Stewardship in Practice
AED 920 – Seminar in Agricultural Education Leadership
AED 930 – Training and Presentation Development Strategies for Agricultural Audiences
AED 940 – Agricultural Education Supervision in Practice

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

This program will not replace existing programs. The program will enhance the EdD in P-20 Leadership, Agricultural Leadership Option, by allowing students to earn an additional, valuable credential prior to completing their doctoral degree.

CIP Code: 13.1301
Credit Hours: 30
Institutional Board Approval Date: 6/5/2020
Implementation Date: 8/3/2020

Student Demand

Year 1 - 10
Year 2 - 20
Year 3 - 25
Year 4 - 30
Year 5 - 35

Market Demand

Many states award certification upgrades for completing an EdS degree for secondary high school teachers. The use of distance education has allowed Murray State to deliver graduate course work to agriculture teachers across the country and the number of enrolled students continues to increase each semester. We currently provide a master's degree as well as an EdD in Agricultural Leadership in conjunction with the College of Education and Human Services. The addition of the EdS will allow our students to obtain another credential between the master's level and the doctoral. While there are over 11,000 secondary agriculture teachers in the US, there are very few programs of this nature in the country and none that are available online.

Employment Demand

	Regional	State	National
Type Of Job	**Agricultural Sciences Teachers, Postsecondary (Regional data are not available; estimates provided)**		
Avg. Wage	$76,000	$79,130	$90,890
# Jobs (Postings)	30	110	10810
Expected Growth	6%	6%	11%
Type Of Job	**Career and Technical Education Teachers**		
Avg. Wage	$51,220	$57,490	$56,750
# Jobs (Postings)	30	180	214000
Expected Growth	4%	4%	0%
Type Of Job	**High School Teachers**		
Avg. Wage	$52,990	$56,200	$60,320
# Jobs (Postings)	1190	12250	1072500
Expected Growth	6%	6%	4%

Indicate source of market demand information

Bureau of Labor Statistics' Occupational Outlook Handbook 2019 was used for regional, state, and national salary data, as well as national growth projections. Kentucky Center for Statistics' Kentucky Occupational Outlook to 2026 was used for state job growth projections.

Academic Demand

As stated above, this degree is designed for in-service for the population of over 11,000 secondary agriculture teachers in the country.

Unneccessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
5076	00200200	Western Kentucky University	EdS		2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:
According to CPE's program inventory data portal, there are no active EdS in Agricultural Education programs at Kentucky public institutions.

Comparison of Student Populations:

Access to Existing Programs:
The proposed program is available completely online, allowing access to students in the region, state, and nation.

Feedback from Other Institutions:

Cost

Projected Revenue over Next Five Years ($) : 1175040
Projected Expenses over Next Five Years ($) : 100000

Will Additional faculty be needed? Yes
No additional faculty will be needed.

Provide a budgetary rationale for creating this new program
This program is both efficient and effective because it doesn't require any additional faculty lines and uses course work that is already in place. This will simply provide an added credential for agricultural educators. The master's degree in agricultural education prepares the student to transition directly into the EdS. Completion of the EdS will allow agriculture teachers to transition seamlessly into the EdD in p-12 Leadership with the Agricultural Education Leadership option. This program will be taught by current faculty and will only positively affect other programs as mentioned above.
The projected revenue (above) includes online tuition ($544/credit hour) for the estimated number of students each year, assuming each student enrolls for a total of 18 credit hours each year (9 per

COVID Response: Murray State – Agricultural Education (EDS)

Please explain how COVID-19 and the various potential impacts it could have on the campus, particularly this fall, will affect the implementation of this new program.

In the graduate program in the Hutson School of Agriculture, we have not suffered any decline in the number of graduate students enrolling in the summer or fall term. In fact, we have had 26 new applicants since March 15th. Our summer 2020 enrollment increased by 10 students, compared to summer 2019, and our Fall 2020 registration to date shows 45 more students enrolled, compared to the fall of 2019. We believe that we will be able to still enroll the students who have expressed interest in the proposed EdS program. The EdS program will be offered entirely online, so it is well suited to current social distancing guidelines.

Course Title (CIP)

Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre-professional (P)	Credit Hours	Existing (E) or New (N) Course
AGR	627	Modern Issues in Agricultural Leadership	This course allows students to explore leadership styles that have shown to be effective in the realm of agricultural education from secondary through adult education settings. This course addresses Program objectives 3 and 4 directly as well as 1 and 2 indirectly.	C	3	E
AGR	720	Statistical Analysis and Design	This course prepares students to objectively compile and evaluate data for informed decisions in agricultural education. This course directly addresses Program Objectives 2 and 4 and indirectly addresses Program Objective 3.	C	3	E
AED	735	Qualitative Inquiry in Agricultural Education	This course prepares students to effectively conduct qualitative research in agricultural education programs for an informed approach to program improvement. This course directly addresses Program Objectives 2 and 4 and indirectly addresses Program Objective 3.	C	3	E
AED	900	Trends and Advocacy in Agricultural Education	This class allows students in-depth views of current trends and events in agricultural education ranging from secondary education to adult. This class directly addresses Program Objectives 1, 3, and 4 and indirectly addresses Program Objective 2.	C	3	E
AED	910	Agriculture Education Stewardship in Practice	This course will allow students to examine the processes required to understand community needs, garnering a shared vision, program planning, and creating a preferred future for agricultural education on the local and state levels. This course will directly address Program Objectives 3 and 4 and will indirectly address Objectives 1 and 2.	C	3	E
AED	920	Seminar in Agricultural Education Leadership	Students enrolled in this course will analyze and make application of concepts related to leadership theory in agricultural education. This course will directly address Program Objectives 3 and 4 and will indirectly address objective 2.	C	3	E
AED	930	Training and Presentation Development Strategies for Agricultural Audiences	This course prepares students to be more effective communicators through the dissemination of scientific agricultural research to audiences with limited agricultural knowledge including secondary students and adult learners. This class directly addresses Program Objectives 1 and 3 and indirectly addresses Program Objective 4.	C	3	E
AED	940	Agricultural Education Supervision in Practice	This course will provide students experiences in supervising preservice and new professionals as an onsite supervising mentor using practices grounded in the cognitive coaching model of theory, rehearsal, modeling, and feedback. This course will directly address Program Objectives 1, 3 and 4 and will indirectly address Program Objective 2.	C	3	E
ADM	900	Clinical Practice I: P-20 Leadership	This course allows students the opportunity to clinically apply the research and practices studied throughout the course work in the program in an authentic environment. This course directly addresses Program Objectives 1 and 4 and indirectly addresses Program Objective 2.	C	3	E
ADM	910	Clinical Practice II: P-20 Leadership	This course allows students the opportunity to clinically apply the research and practices studied throughout the course work in the program in an authentic environment. This course directly addresses Program Objectives 1 and 4 and indirectly addresses Program Objective 2.	C	3	E
			Total Credit hours Required for Program Core (i.e., # of hours in degree program core) **Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table**		**30**	**NA**

Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course

				Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable) Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table	0	NA
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required) Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table						NA
FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or	Credit Hours	Existing (E) or New (N) Course
				Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)	0	NA

Summary of Total Program Hours	Required Core Hours (i.e., # of hours in degree program core)	30	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0	NA
	Guided Elective Hours (e.g., focused or track/concentration/speciality area specific electives) (if applicable)	0	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	0	NA
	Total # of credit hours required for Program	30	NA
Information to be completed by PIE Office			
	# of new courses		NA
	Total # of Courses (includes new and existing)		NA
	Precentage of new courses (more than 25% may require SACS Substantive Change)	0%	NA

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Full Proposal - Basic Info

Institution :	Murray State University
Program Type :	Single Institution
Program Name :	Agricultural Education
Degree Level :	Specialist
Degree Designation :	EDUCATION SPECIALIST
CIP Code (2-Digit) :	13-EDUCATION.
CIP Code :	13.1301-Agricultural Teacher Education.

Academic Unit (e.g. Department, Division, School) :	School
Name of Academic Unit :	Hutson School of Agriculture
Name of Program Director :	Kristie Guffey

Intended Date of Implementation :	8/3/2020
Anticipated Date for Granting First Degrees :	12/11/2021
Date of Governing Board Approval :	6/5/2020

Institutional Contact Information

First Name :	Robert
Last Name :	Pervine
Title :	Associate Provost
Email :	rpervine@murraystate.edu
Phone :	270-809-3027

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Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

--To equip future and present teachers of agriculture in secondary, post-secondary, and cooperative extension with the necessary tools to deliver modern and practical learning experiences to their students.
-To prepare students to conduct educational research in public secondary schools, community colleges, universities, and informal education settings that will strengthen the agricultural education programs in the state, the nation, and globally.
-To provide a comprehensive in-service education program through graduate studies that will meet the professional education needs of teachers of agriculture both in public schools as well as within the cooperative extension systems, community colleges, and universities.
-To provide a deeper and richer understanding of the theoretical underpinnings of agricultural education and the practical application of these concepts in educational settings.

2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

This program fully embraces the first sentence in the Murray State Mission, “Murray State University places our highest priority on student learning and excellent teaching, blending the range of educational opportunities often experienced at research institutions with the nurturing student-teacher interactions usually found at smaller universities.” This is a program designed by master teachers to provide instruction in becoming better educators. This program also holds a research component that is practical and useful.

3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda.

This program will assist in meeting the Kentucky CPE strategic agenda. The specific objectives and strategies that are addressed are as follows:

Objective 2. Partner with Kentucky’s P-12 system to increase the number of students ready to enter a postsecondary degree or certification program.
Strategy 2.2. Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities.
Through a deeper understanding of the theoretical guidelines and practical applications, educators in this advanced degree program will increase their perspective on diversity and be better suited to serve secondary students to prepare them for post-secondary education.

Objective 4. Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education.
Strategy 4.1. Attract, retain, and prepare highly effective adult educators.
Since this program is designed for agricultural extension educators as well as post-secondary instructors including community college, emphasis is placed on the adult education piece as well as the secondary education.

Objective 8. Promote academic excellence through improvements in teaching and learning.
Strategy 8.1. Promote the use of authentic assessments to evaluate student learning and provide data to inform pedagogy, assignment design, and curriculum review.
This program will involve multiple points of authentic assessment including an action research project to help promote academic excellence.

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4. Explain how the proposed program furthers the statewide implementation plan.

This program will give secondary teachers a deeper understanding of how to apply educational theories in practical ways to serve diverse student populations and prepare students for post-secondary education. This furthers the implementation of Objective 2, Strategy 2.2: Work with teacher preparation programs and key partners to increase the diversity and effectiveness of P-12 educators and school leaders and to provide high-quality professional development opportunities.

This program will involve multiple points of authentic assessment including an action research project to help promote academic excellence as described in CPE Objective 8.

Objective 9- Improve the career readiness and employability of postsecondary education graduates. Specifically, this degree addresses Strategy 9.5- Identify current and emerging workforce demands, entrepreneurial business opportunities, and stackable credentials that can lead to additional education/training.
This advanced degree will allow secondary agriculture teachers to obtain an additional certificate that will enhance their performance in the agriculture classroom.

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Full Proposal - Quality: Program Quality and Student Success

1. List all student learning outcomes of the program.

1. Students develop and integrate leadership theories and practices in a secondary or post-secondary institution.
2. Students cultivate educational advocacy models and implement effective strategies within agricultural education programs.
3. Students evaluate and assess models of instruction through high impact supervision practices within agricultural education.
4. Students apply and implement applicable research methods that can enhance and advance an agricultural education program.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

ADM 900 and 910 along with AGR 627 focus on the application within agriculture and education of leadership theories and practices. AED 900 and 910 address educational advocacy and stewardship within an agricultural program, school, and community. AED 930 and 940 focus on training and supervising preservice teachers and teachers of instruction. AGR 720 and AED 735 emphasize utilizing empirical data and research to create key strategies and tools of change within the classroom. (The attached document states which program objectives/student learning outcomes are addressed in each course in the curriculum.)

EdS Curriculum Aligned with Program Objectives.pdf

3. Highlight any distinctive qualities of this proposed program.

This program is available fully online. There are few other online specialist degree programs in agriculture education. Another distinctive quality of the program is that students can apply their EdS credits toward the EdD program at Murray State, if they choose to pursue the doctoral degree.

4. Will this program replace any existing program(s) or specializations within an existing program?

NO

5. Include the projected faculty/student in major ratio.

It is expected that the faculty/student ratio will be 1 faculty per 15 students based on expected enrollment.

6. Is there a specialized accrediting agency related to this program?

NO

7. Attach SACS Faculty Roster Form.

SACSCOC FACULTY ROSTER Agricultural Edu EdS.doc

8. A. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

The library holds 26,480 electronic book titles related to agriculture with 787 attributed to agricultural education. An additional 4670 book titles are available in print. There are approximately 160 periodicals available in print or online that are attributed to the study of agriculture. Additional publications of interest may be found under related fields such as biology and education. The library is also able to access additional titles through our interlibrary loan services. The library subscribes to several databases that would be useful to agriculture education students including Academic Search Complete, Agricola, BIOSIS, ERIC, and Education Source.

The library maintains research guides that provide students and faculty with curated lists of resources as well as access to useful handouts and tutorials. The library has developed modules in the university's learning management systems that provide online tutorials and other library instruction for students. Face-to face and synchronous online library instruction sessions facilitated by subject librarians are also available upon request.

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B. Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

This program will be offered completely online through Canvas, our learning management system. Online tools that will be employed include Canvas online learning platform, instructional videos, group chats, and a host of other online teaching tools. Existing faculty offices and computers will be sufficient to support the program, as no new faculty will be hired.

9. Clearly state the admission, and retention, and completion standards designed to encourage high quality.

Admission- This is an advanced degree designed for someone who already holds a Master's degree. Admission will be granted to those candidates who have a 3.0 GPA in their master's and who have the recommendation of 2 former professors or school administrators.
Retention- Students will be required to maintain the 3.0 GPA to remain in good standing in the program. Students will be provided with a plan of study upon admittance that can be followed to complete the degree in a timely manner. Each student will be assigned a faculty advisor who will personally advise them each semester to ensure that they continue with the program and with as few problems as possible.
Completion- Students who complete the 30 hours of course work for this degree and maintain the 3.0 GPA will receive the degree. No formal capstone or culminating project will be required. All requirements will be encapsulated in courses.

10. Clearly state the degree completion requirements for the program.

To complete the program, students must successfully complete the following courses while maintaining a 3.0 GPA.
AGR 627 – Modern Issues in Agricultural Leadership- This course allows students to explore leadership styles that have shown to be effective in the realm of agricultural education from secondary through adult education settings. This course addresses Program objectives 3 and 4 directly as well as 1 and 2 indirectly.
AGR 720 – Statistical Analysis and Design- This course prepares students to objectively compile and evaluate data for informed decisions in agricultural education. This course directly addresses Program Objectives 2 and 4 and indirectly addresses Program Objective 3.
AED 735 – Qualitative Inquiry in Agricultural Education- This course prepares students to effectively conduct qualitative research in agricultural education programs for an informed approach to program improvement. This course directly addresses Program Objectives 2 and 4 and indirectly addresses Program Objective 3.
AED 900 – Trends and Advocacy in Agricultural Education- This class allows students in-depth views of current trends and events in agricultural education ranging from secondary education to adult. This class directly addresses Program Objectives 1, 3, and 4 and indirectly addresses Program Objective 2.
AED 910 – Agriculture Education Stewardship in Practice- This course will allow students to examine the processes required to understand community needs, garnering a shared vision, program planning, and creating a preferred future for agricultural education on the local and state levels. This course will directly address Program Objectives 3 and 4 and will indirectly address Objectives 1 and 2.
AED 920 – Seminar in Agricultural Education Leadership- Students enrolled in this course will analyze and make application of concepts related to leadership theory in agricultural education. This course will directly address Program Objectives 3 and 4 and will indirectly address objective 2.
AED 930 – Training and Presentation Development Strategies for Agricultural Audiences- This course prepares students to be more effective communicators through the dissemination of scientific agricultural research to audiences with limited agricultural knowledge including secondary students and adult learners. This class directly addresses Program Objectives 1 and 3 and indirectly addresses Program Objective 4.
AED 940 – Agricultural Education Supervision in Practice- This course will provide students experiences in supervising preservice and new professionals as an onsite supervising mentor using practices grounded in the cognitive coaching model of theory, rehearsal, modeling, and feedback. This course will directly address Program Objectives 1, 3 and 4 and will indirectly address Program Objective 2.
ADM 900 – Clinical Practice I: P-20 Leadership- This course allows students the opportunity to clinically apply the research and practices studied throughout the course work in the program in an authentic environment. This course directly addresses Program Objectives 1 and 4 and indirectly addresses Program Objective 2.
ADM 910 – Clinical Practice II: P-20 Leadership- This course allows students the opportunity to clinically apply the research and practices studied throughout the course work in the program in an authentic environment. This course directly addresses Program Objectives 1 and 4 and indirectly addresses Program Objective 2.

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Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	30	30	0	0

12. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

The requirements for admission to this program will be a Master's degree in Agricultural Education from any accredited institution. Students who have earned a master's degree from any Kentucky public institution will meet the basic entry requirements. This EdS program will fit seamlessly between a master's degree from any institution and the EdD in P-20 Education- Agricultural Education Leadership Option at Murray State University.

13. List courses under the appropriate curricular headings.

Agricultural Edu EdS - Curriculum.xlsx

14. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?

YES

YES	Distance learning
NO	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
NO	Technology-enhanced instruction
NO	Evening/weekend/early morning classes
NO	Accelerated courses
NO	Instruction at nontraditional locations, such as employer worksite
NO	Courses with multiple entry, exit, and reentry points
NO	Courses with "rolling" entrance and completion times, based on self-pacing
NO	Modularized courses

Please describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

This program will be completely online and designed for teachers who are currently teaching in their own classroom. Therefore, asynchronous web-based modules will be used in the courses. This approach allows professionals to work on advanced courses at their own pace but within the parameters of the weekly modules. This structure provides the maximum support and flexibility for the online learner. Online tools that will be employed include Canvas online learning platform, instructional videos, group chats, and a host of other online teaching tools.

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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand at the regional, state and national levels.

Many states award certification upgrades for completing an EdS degree for secondary high school teachers. The use of distance education has allowed Murray State to deliver graduate course work to agriculture teachers across the country and the number of enrolled students continues to increase each semester. We currently provide a master's degree as well as an EdD in Agricultural Leadership in conjunction with the College of Education and Human Services. The addition of the EdS will allow our students to obtain another credential between the master's level and the doctoral. While there are over 11,000 secondary agriculture teachers in the US, there are very few programs of this nature in the country and none that are available online.

A questionnaire was sent out to current master's students to determine if they would be interested in pursuing an EdS if one were to become available. 70% of the students who responded indicated that they would have a strong interest in pursuing the EdS. Further, many students also state that they knew colleagues who already had the master's degree that were looking for an EdS option. This survey was sent out to 30 current students and we received replies from 11.

b. Identify the applicant pool and how they will be reached.

The applicant pool will be current secondary agricultural education teachers across the country who hold a master's degree but desire an advanced degree that could lead to advanced certification. The great majority of these teachers are members of the professional organization the National Association for Agricultural Educators and subscribe to the organization list serve. It will be very easy to contact potential applicants through this list serve.

c. Describe the student recruitment and selection process.

Once potential applicants are made aware of the program through the NAAE list serve, recruiters attending National FFA convention and multiple career and technical teacher conferences, applicants will be processed completely online and will be required to meet the admission requirements of holding a master's degree in agricultural education and having a 3.0 GPA in that degree as well as two letters of reference.

d. Identify the primary feeders for the program.

Feeders include any university in the US that has a master's degree in agricultural education since this program is 100% online

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

We project that this program will attract new students because there are very few of its kind in the United States. Further, this degree will serve to keep more of the current students enrolled for an additional degree.

Many states award certification upgrades for completing an EdS degree for secondary high school teachers. The use of distance education has allowed Murray State to deliver graduate course work to agriculture teachers across the country and the number of enrolled students continues to increase each semester. We currently provide a master's degree as well as an EdD in Agricultural Leadership in conjunction with the College of Education and Human Services.

The addition of the EdS will allow our students to obtain another credential between the master's level and the doctoral. While there are over 11,000 secondary agriculture teachers in the US, there are very few programs of this nature in the country and none that are available online.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2020-2021	0	10

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2021-2022	10	20
2022-2023	15	30
2023-2024	20	40
2024-2025	35	45

2. Employer Demand:

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

Graduates will most likely work as teachers in a high school or post-secondary education institution, or in agricultural extension education and outreach.

High School Teachers (job data for agricultural high school teachers are not available)
Average regional salary: $52,990. Number of openings: 1,190.
Average Kentucky salary: $56,200. Number of openings: 12,250.
Average national salary: $60,320. Number of openings: 1,072,500.

Agricultural Sciences Teachers, Postsecondary
Regional data not available.
Average Kentucky salary: $79,130. Number of openings: 110.
Average national salary: $90,890. Number of openings: 10,810.

Career and Technical Education Teachers
Average regional salary: $51,220. Number of openings: 30.
Average Kentucky salary: $57,490. Number of openings: 180.
Average national salary: $56,750. Number of openings: 214,000.

3. Academic Disciplinary Needs:

The program is not in response to changes in academic disciplinary need.

a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

YES

Please identify similar programs in other SREB states and in the nation.

There is a similar program at Auburn University in Alabama.

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

---- No Programs Exist----

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Full Proposal - Cost: Cost and Funding of the Proposed Program

1. Will this program require additional resources?

NO

2. Will this program impact existing programs and/or organizational units within your institution?

NO

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

Minimal new costs are anticipated because this degree includes courses that are already being taught through the university. This program will increase enrollment in those courses but will not require additional funds.

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	none				
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	none				
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	none				
Internal					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :	none				
Student Tuition					
New :	54090	108180	162720	229590	229590
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	This calculation was based on student tuition and fees of $601/hour with an initial enrollment in year 1 of 5 students taking 6 hours of coursework per semester fall spring and summer. Year 2 projection for 10 students, year 3 for 15 students, and years 4 and 5 at 20 students.				

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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
Existing :	$0	$0	$0	$0	$0
New :	0	0	0	0	0
Total Funding Sources :	$54,090	$108,180	$162,720	$229,590	$229,590
Existing :	5000	5000	5000	5000	5000
Other Professional					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Faculty					
New :	0	0	0	0	0
Existing :	20000	30000	30000	30000	30000
Graduate Assistants (if master's or doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Student Employees					
New :	6000	6000	6000	6000	6000
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	No new staff will be required, and adding this degree to the existing structure will require minimal staff support. No new faculty members will be required since the courses required for this degree are already being taught in the master's and EdD programs. Two student workers will help organize the database and necessary documentation for students in this program.				
Equipment and Instructional Materials					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	no new equipment/materials needed				
Library					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	existing library resources for the master's and doctoral programs will be sufficient for this program.				
Contractual Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	none				
Academic and/or Student Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0

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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :	none				
Other Support Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	none				
Faculty Development					
New :	5000	5000	5000	5000	5000
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	This money will be used for professional development for faculty to stay current in their field and on distance delivery.				
Assessment					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	no additional funds for assessment				
Student Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	not applicable				
Faculty Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	not applicable				
Other					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	none				
Total					
New :	$11,000	$11,000	$11,000	$11,000	$11,000
Existing :	$25,000	$35,000	$35,000	$35,000	$35,000
Total Budget Expenses/Requirements :	$36,000	$46,000	$46,000	$46,000	$46,000
Grand Total					
Total Net Cost :	$18,090	$62,180	$116,720	$183,590	$183,590

Kentucky Postsecondary Program Proposal System

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Full-Proposal - Assess: Program Review and Assessment

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

a. Which components will be evaluated?

Student Learning Outcomes:
1. Students develop and integrate leadership theories and practices in a secondary or post-secondary institution.
2. Students cultivate educational advocacy models and implement effective strategies within agricultural education programs.
3. Students evaluate and assess models of instruction through high impact supervision practices within agricultural education.
4. Students apply and implement applicable research methods that can enhance and advance an agricultural education program.

AGR 627 – Modern Issues in Agricultural Leadership- This course allows students to explore leadership styles that have shown to be effective in the realm of agricultural education from secondary through adult education settings. This course will assess SLOs 3 and 4.
AGR 720 – Statistical Analysis and Design- This course prepares students to objectively compile and evaluate data for informed decisions in agricultural education. This course will assess SLOs 2 and 4.
AED 735 – Qualitative Inquiry in Agricultural Education- This course prepares students to effectively conduct qualitative research in agricultural education programs for an informed approach to program improvement. This course will assess SLOs 2 and 4.
AED 900 – Trends and Advocacy in Agricultural Education- This class allows students in-depth views of current trends and events in agricultural education ranging from secondary education to adult. This class will assess SLOs 1, 3, and 4.
AED 910 – Agriculture Education Stewardship in Practice- This course will allow students to examine the processes required to understand community needs, garnering a shared vision, program planning, and creating a preferred future for agricultural education on the local and state levels. This course will will assess SLOs 3 and 4.
AED 920 – Seminar in Agricultural Education Leadership- Students enrolled in this course will analyze and make application of concepts related to leadership theory in agricultural education. This course will will assess SLOs 3 and 4.
AED 930 – Training and Presentation Development Strategies for Agricultural Audiences- This course prepares students to be more effective communicators through the dissemination of scientific agricultural research to audiences with limited agricultural knowledge including secondary students and adult learners. This class will assess SLOs 1 and 3.
AED 940 – Agricultural Education Supervision in Practice- This course will provide students experiences in supervising preservice and new professionals as an onsite supervising mentor using practices grounded in the cognitive coaching model of theory, rehearsal, modeling, and feedback. This course will will assess SLOs 1, 3 and 4.
ADM 900 – Clinical Practice I: P-20 Leadership- This course allows students the opportunity to clinically apply the research and practices studied throughout the course work in the program in an authentic environment. This course will assess SLOs 1 and 4.
ADM 910 – Clinical Practice II: P-20 Leadership- This course allows students the opportunity to clinically apply the research and practices studied throughout the course work in the program in an authentic environment. This course will assess SLOs 1 and 4.

b. When will the components be evaluated?

The components will be evaluated during and at the end of each course.

c. When will the data be collected?

Data will be collected each semester and evaluated every three years to assess learning outcomes, teaching quality, and pedagogical soundness.

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d. How will the data be collected?

Course faculty will collect assessment data and send the data to the program director.

e. What will be the benchmarks and/or targets to be achieved?

Program faculty will use a combination of local standards and best practices benchmarks, depending on the specific assessment instrument. In addition to benchmarks for student learning outcomes, faculty advisors monitor student GPA and retention rates.

f. What individuals or groups will be responsible for data collection?

Program faculty collect data. The program director will compile data and disseminate it to all faculty in the program.

g. How will the data and findings be shared with faculty?

Each academic year, the faculty within the program will meet to share experiences and discuss assessments and results to determine next steps in the program.

h. How will the data be used for making programmatic improvements?

Collectively the faculty in the Ed.S. in Agricultural Education will meet each year to evaluate student learning outcomes assessment results, student enrollment, retention rates, GPA, course evaluations, and graduation rates to determine effectiveness of the program. Based on these results, program enhancements can be implemented to align with the overall SLOs and create cohesiveness in the program.

2. What are the measures of teaching effectiveness?

IAS software mandated at the university evaluates each course content along with teaching effectiveness through a series of questions. Utilizing this data, the program will be able to evaluate teaching effectiveness.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

Department/Division chairs and/or deans will advise faculty to complete professional development courses/presentations and will discuss appropriate pedagogical practices to meet student needs.

4. What are the plans to evaluate students' post-graduate success?

We will work with Career Services and the Alumni Office to survey our students about their satisfaction with the program and whether their career and educational objectives have been achieved. Students are surveyed just before graduation and one year after graduation.

TITLE: Revised Policy for New Academic Program Approvals

RECOMMENDATION: Staff recommends the Committee accept the proposed policy changes to the policy for approval of New Academic Programs, and recommend approval to the full Council at its September 15, 2020 meeting.

PRESENTER: Melissa Bell, Ph.D., CPE's Vice President of Academic Affairs and Student Success

SUPPORTING INFORMATION

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Over the course of many months, CPE staff have worked with institutional representatives to streamline the current program approval process and align it more closely with the requirements of the SACSCOC substantive change process. Both the updated policy and glossary definitions are included for your review.

OVERVIEW OF CHANGES TO POLICY

- Streamlines the process by eliminating the pre-proposal stage (only one proposal required).
- Expedites process for KCTCS by eliminating NOI.
- Removes 50 percent rule.
- Institutes same process for all certificates.
    - KCTCS Board of Regents reviews all vocational-technical-occupational certificates per KRS 164.296.

New Academic Program Approval

Approved by the Council: *tentatively September 15, 2020*
Effective Date: September 15, 2020

Approval of New Academic Programs: Policy and Procedures

History

Prior to the Postsecondary Education Improvement Act of 1997, institutions notified the Council's predecessor, the Council on Higher Education (CHE), semi-annually of new programs under development. The institution then submitted a program proposal and a two-page executive summary after the proposal had completed all institutional approvals. Staff performed the preliminary review; a Programs Committee made up of CHE members reviewed the proposals; and the full CHE acted upon the staff and Programs Committee recommendations.

In November 1997, the newly formed Council on Postsecondary Education (the Council) directed staff to review academic program policies. Until the new policies were established, staff considered a new academic program only if it documented an immediate, critical need.

- The Council streamlined its academic policies at its September 1998 meeting by directing staff to develop new procedures that "enable institutions to respond quickly to changing market demands and place primary responsibility for quality assurance with institutional governing boards, within broad system-wide guidelines that address statewide needs and protect consumer interests."

- As a first step in streamlining, in April 1999 the Council delegated to the Kentucky Community and Technical College (KCTCS) board of regents program approval authority for new certificate, diploma, associate in arts, associate in science, associate in applied science, and associate in applied technology degree programs at the KCTCS institutions. This delegation was reaffirmed in November 2000.

- At the November 1999 meeting, the Council delegated its approval authority for new academic programs within designated program bands to each institution's governing board while retaining approval authority for first professional programs; engineering programs at the comprehensive institutions and engineering programs at the doctoral level at the University of Kentucky and the University of Louisville; teacher and school personnel preparation programs; health-related programs above the baccalaureate level; associate degree programs at public universities; and other programs falling outside each institution's negotiated program band. Proposals for new academic programs within an institution's program band were subject to a six-week public review by the chief academic officers of Kentucky's public institutions, the president of the Association of Independent Kentucky Colleges and Universities, and others. If there were no significant problems with the proposal, the institution was allowed to complete its internal process of program approval and subsequently implement the program without full Council approval.

The policy was significantly revised at the September 2011 Council meeting. Definitions were aligned to those of the U.S. Department of Education, the Integrated Postsecondary Education Data System (IPEDS) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The program bands were eliminated, a notification of intent process was developed, and the program approval criteria were more closely aligned with that of the review of existing academic programs.

Between 2011 and 2016, there were revisions to IPEDS and SACSCOC definitions. In addition, both CPE staff and institutional representatives identified areas of the policy and processes that needed further clarification or alteration. CPE staff worked with institutional representatives to update the policy and procedures accordingly. In 2017, the policy was revised. The highlights of the updated policy included:

1) A streamlined process for certificates that are not considered substantive changes by SACSCOC.
2) A curricular review in the pre-proposal stages rather than in the full proposal stage.
3) A shorter review period to help institutions better respond to student and workforce demands.
4) A time limit on the submission of pre-proposals and full proposals to help the process progress smoothly and efficiently.
5) A more explicit connection between the academic program approval policy and the review of existing academic programs policy by requiring complete submission of the previous year's program reviews before any new programs can be proposed.

This 2020 policy revision further streamlines the process and aligns the process more closely with the information required by SACSCOC.

Related Legislation

Numerous statutes and administrative regulations define the role of the Council as well as institutional authority in the area of academic programming.

- KRS 164.003 goals for achievement by 2020, including a seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.

- KRS 164.020(15) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degree at public postsecondary institutions. It also mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature.

- KRS 164.020(16) authorizes the Council to eliminate, in its discretion, existing programs or make any changes in existing academic programs at the public postsecondary institutions, taking into consideration (a) consistency with the institution's mission and

the strategic agenda; (b) alignment with the priorities in the strategic implementation plan for achieving the strategic agenda;(c) elimination of unnecessary duplication of programs within and among institutions; and (d) efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

- KRS 164.020(19) allows the Council to postpone the approval of any new program at a state postsecondary institution, unless the institution has met its equal educational opportunity goals as established by the Council. In accordance with administrative regulations promulgated by the Council, those institutions not meeting the goals shall be able to obtain a temporary waiver, if the institution has made substantial progress toward meeting its equal educational opportunity goals.

- KRS 164.125 allows the University of Kentucky, upon Council approval, to provide associate, baccalaureate, masters, and specialist programs. It also allows joint doctoral programs in cooperation with other public postsecondary institutions in the state; doctoral and postdoctoral programs; and professional instruction including law, medicine, dentistry, education, architecture, engineering, and social professions.

- KRS 164.295 allows comprehensive universities to provide, upon Council approval, associate and baccalaureate programs as well as master's-degree programs in education, business, and the arts and sciences. It also allows for specialist degrees and programs beyond the master's-degree level to meet the requirements for teachers, school leaders, and other certified personnel. It also allows for advanced practice doctorates. Comprehensive universities may also provide programs of a community college nature as provided in KRS 164.580.

- KRS 164.2951 encourages public postsecondary institutions to limit the credit-hour requirements to 60 credit hours for associate of science or associate of arts degree programs and to 120 credit hours for bachelor of arts or bachelor of science degree programs, except in situations in which the quality and content of the program would be negatively impacted or if required by external accreditor in order to meet specific program standards.

- KRS 164.296 states that no public postsecondary institution shall offer any new program of a vocational-technical occupational nature below the associate degree level without the review of KCTCS board of regents and Council approval. The KCTCS board of regents, with Council approval, may contract with public postsecondary institutions for the operation of specific programs and projects.

- KRS 164.580 allows KCTCS, upon Council approval, to offer associate degree programs. Technical colleges, through their faculty and accrediting procedures, may develop degree programs that shall be considered for approval by the board of regents and the Council.

- KRS 164.815 allows the University of Louisville, upon Council approval, to provide associate and baccalaureate degree programs of instruction, master's-degree programs, specialist degrees above the master's-degree level, doctoral degree programs and joint doctoral programs in cooperation with other public institutions of higher education, and professional degree programs including medicine, dentistry, law, engineering, and social professions.

- 13 KAR 2:110 outlines the criteria and conditions upon which an advanced practice doctorate may be approved at comprehensive universities.

- 13 KAR 2:060 establishes the process for equal opportunity goal setting, measurement of progress, and attainment of a temporary waiver. It is related to KRS 164.020(19).

Policy Fundamentals

- An institution may not submit a proposal unless it has achieved automatic eligibility status or has obtained the appropriate waiver under 13 KAR 2:060.

- An institution may not submit a proposal unless it has submitted all academic program reviews for the preceding academic year, per the Review of Existing Academic Programs Policy.

- Institutions should recommend the Classification of Instructional Programs (CIP) code of the proposed program after careful consideration. CPE will review the recommendation and finalize the CIP code with the requesting institution.

- After a program is approved by the Council, an institution has up to three years to implement the program. If the program has not been implemented within this timeframe, it must undergo the new program approval process.

- If institutions advertise or publish in institutional catalogs a new academic program prior to approval by the Council, the qualifier “pending Kentucky Council on Postsecondary Education approval” must be included until approval is received.

- After a program has been approved and entered into the program inventory, it is the institution’s responsibility to ensure that all information is correct and current. Institutional staff will update program information in the Kentucky Postsecondary Education System (KPEDS) Program Inventory module.

- The Council reserves the right to create special program approval processes for programs that require extraordinary consideration, such as responding to legislative requirements and administrative regulations.

- The Council is the approving body for academic programs. An institution should follow it internal processes and gain approval from its local governing board before the proposal is submitted for approval to the Council.

- Items that do not require new program approval:
  - Inclusion of new degree designations within an existing degree level.
  - Implementation of significant changes to the program provided the CIP code remains unchanged.

Merged and Separated Programs

If two academic programs are combined into one program, the combined program will be considered a new academic program and must follow the policy and procedures related to new academic programs only if it requires a new CIP code to describe accurately the discipline of the combined program.

If an existing academic program is separated into two or more academic programs, at least one of the separated programs is considered a new academic program and must follow the policy and procedures related to new academic programs. The other program will not be considered a new academic program if the existing CIP code remains the best disciplinary descriptor of the program.

Collaborative and Joint Programs

If any partner institution does not currently offer the academic program, that institution must undergo the new academic program approval process and must provide a "Memorandum of Understanding" that clearly outlines program responsibilities and fiscal arrangements among participating institutions.

If two or more institutions create a collaborative or joint program with academic programs that are already offered at each institution, then the program does not need to undergo the new academic program process at either institution. The institutions should notify the Council of the arrangement and provide a copy of the "Memorandum of Understanding" through the KPEDS Program Inventory module.

Suspended and Closed Programs

If a program has been suspended for fewer than five years, an institution may reinstate the program through the program inventory system.

After a program has been suspended for five years, it will be considered closed, and this status will be updated automatically in the program inventory.

If a program has been closed and an institution wants to reopen the program, an institution must complete the new program approval process.

Program Approval Process for KCTCS Institutions

This section outlines the process for approving new diploma, certificate, and associate degree programs for KCTCS institutions.

New Diploma and Certificate Programs

The institution will complete a New Diploma/Certificate Form through KPEDS. Programs will be approved upon receipt of the completed form.

Associate Degree Programs of a Vocational-Technical-Occupational Nature (i.e. AAS)

KCTCS will post a proposal to online program approval system. Institutions and Council staff will have 30 days to respond to the proposal.

- *If no issues are identified with the proposal*, the program will be approved by Council staff and reported as an information item at the next Council meeting.
- *If issues are identified with the proposal*, the institution will address those via the online program approval system, and the review period will be extended. Once the issues are resolved, the program will be approved by Council staff and reported as an information item at the next Council meeting. If concerns cannot be fully resolved, the Council staff will inform KCTCS that it should not proceed with its internal process of program approval.

New Transfer-Oriented Associate Degree Programs (i.e. AA, AS, AFA)

KCTCS will post a proposal to the online program approval system. Institutions and Council staff will have 30 days to respond to the proposal.

- *If no issues are identified with the proposal*, the program will be approved by Council staff and reported as an information item at the next Council meeting.
- *If issues are identified with the proposal*, the institution will address those via the online program approval system, and the review period will be extended. Once the issues are resolved, the program will be approved by Council staff and reported as an information item at the next Council meeting. If the concerns cannot be fully resolved, the Council staff will inform KCTCS that it should not proceed with its internal process of program approval.

Program Approval Process for Universities

This section outlines the approval process for all diploma, certificate, baccalaureate, master's, and doctoral programs at each public university.

New Diploma and Certificate Programs

The institution will complete a New Diploma/Certificate Form through KPEDS. Programs will be approved upon receipt of the completed form.

- KRS 164.296 states that no public postsecondary institution shall offer any new program of a vocational-technical occupational nature below the associate degree level without the review of KCTCS board of regents and Council approval. After review of KCTCS board of regents, the institution will complete a New Diploma/Certificate Form through KPEDS.

All Degree Programs (Excluding Advanced Practice Doctorates at Comprehensive Universities)

The institution will post to the online Notification of Intent system. The notification will then be shared with the chief academic officers at the other public institutions.

- For associate degree programs, the program will only move forward if KCTCS determines, within 30 days of notification, that a community and technical college(s) in the proposing institution's area of geographic responsibility (1) does not have an interest in creating a similar program and (2) does not have the ability to implement the program in a more cost-efficient and effective manner.

If no issues are identified, the institution will then post a proposal to the online program approval system within one year. Institutions and Council staff will have 30 days to respond to the proposal.

- *If no issues are identified with the proposal*, the program will be sent to the Council for approval.
- *If issues are identified with the proposal*, the institution will address those via the online program approval system, and the review period will be extended. Once the issues are resolved, the program will be sent to the Council for approval. If concerns cannot be fully resolved, the Council staff will inform the institution that it should not proceed with its internal process of program approval.

Advanced Practice Doctorates Programs at Comprehensive Universities

The process for approval of Advanced Practice Doctorate Programs is outlined in 13 KAR 2:110.

GLOSSARY OF DEFINITIONS
RELATED TO ACADEMIC PROGRAM APPROVAL

Academic Programming

Academic Program - combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate, diploma, associate's degree, bachelor's degree, master's degree, specialist degree, or doctoral degree.

Academic Program Implementation - occurs when the first student matriculates into a program and enrolls in any course specified in the program of study.

Area - primary field of study, typically consisting of more credit hours than a major that does not require a minor and can be completed in lieu of a major-minor combination.

Classification of Instructional Programs code (CIP code) - a six-digit code in the form of xx.xxxx that identifies instructional program disciplines and supports the accurate tracking and reporting of fields of study and program completions activity as required for federal reporting.

Closed Program - academic program that is no longer offered by an institution and has been removed from the institution's catalog and the program inventory.

Concentration - set of courses designed to develop expertise within a major or area at the master's level.

Core - set of courses required by all students within a major or area. It also refers to the set of courses required by all students within a track, concentration, or specialization.

Major - primary area of study defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

Minor - secondary area of study that is separate from the major and is defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

New Academic Program - a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed.

Program of Vocational-Technical and Occupational Nature - certificate, diploma, or associate degree programs (i.e. AAS) designed to prepare students to enter the workforce

immediately after graduation in occupations that typically do not require a baccalaureate degree or above.

Specialization - set of courses designed to develop expertise within a major at the doctoral level.

Suspended Program - academic program that no longer accepts new students as of a specified date but allows current or previously accepted students to complete the program. The program can be reopened within five years without going through the new academic program approval process. After five years, if the program has not been reopened, it will be considered a closed program.

Track - set of courses designed to develop expertise within a major or area at the undergraduate level.

Transfer-Oriented Degree - award (i.e., A.A. or A.S.) that normally requires at least 60 semester credit hours that prepares students for entrance into upper-division coursework associated with a bachelor's degree.

Academic Program Delivery Methods

100% Distance Learning Program - academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

Accelerated Course - course that can be completed in less than a traditional semester.

Accelerated Program - use of accelerated courses, credit for prior learning, and/or other methods to allow students to complete the program in less than the usual amount of time.

Collaborative Program - academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program's delivery and quality. The credential awarded may indicate the collaborative nature of the program.

Competency-Based Educational Program - outcome-based program that assesses a student's attainment of competencies as the sole means of determining whether the student earns a degree or a credential. Such programs may be organized around traditional course-based units (credit or clock hours) that students must earn to complete their educational program, or may depart from course-based units (credit or clock hours) to rely solely on the attainment of defined competencies. *(SACSCOC)*

Cooperative (Work Study) Program - academic program that provides for alternate class attendance and employment in business, industry, or government. *(IPEDS)*

Correspondence Education - education provided through one or more courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instruction. Interaction between the instructor and the student is not regular and substantive and is primarily initiated by the student. *(IPEDS)(Similar to SACSCOC)*

Credit for Prior Learning - college credit for the college-level knowledge and skills gained from non-college instructional programs or life experiences, including but not limited to employment, military experience, civic activities, and volunteer service. Credit is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments.

Credit Hour - an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required in (1) for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. *(34 CFR 600.2)*

Direct Assessment Competency-Based Educational Program - instructional program that, in lieu of credit hours or clock hours as a measure of student learning, uses direct assessment of student learning relying solely on the attainment of defined competencies, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program using the results of the assessment. *(SACSCOC)*

Distance Learning Course - formal educational process in which the majority of the instruction in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

Distance Learning Program - formal educational process in which the majority (more than 50%) of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program. *(SACSCOC definition of distance education)*

Dual Degree Program- - academic program in which students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature. *(SACSCOC)*

Embedded Program - consists of required courses of a lower-level degree or credential that are part of a higher-level degree or credential. Such programs usually do not admit students directly, and therefore, students may not be enrolled in these programs. Students are awarded a lower-level degree or credential as these programs serve as an exit option for students who do not complete the requirements for the higher-level degree or credential.

Extended Campus Program - academic program offered at any center, branch, campus, or other site at which postsecondary degree or non-degree work is offered, in addition to the parent campus. It refers to locations both within and outside an institution's area of geographic responsibility.

Joint Program - academic program in which students study at two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures of each of the participating institutions. *(SACSCOC)*

Modularized Program - academic program in which the majority (more than 50%) of the coursework is offered in modules. *(SACSC*OC)

Module - standalone segment/component of a parent course for which content (description, requisites, outline, competencies, and activities/experiments) has been determined and credit assigned. The sum of constituent segments is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.

Degrees and Credentials

Advanced Practice Doctorate - program of study beyond the master's degree designed to meet the workforce and applied research needs of a profession. It requires close cooperation between institutions and employers to ascertain employers' needs. The degree may or may not be necessary for the recognition, credential, or license required for professional practice. It can be classified as either *doctor's degree–professional practice*, if it meets those criteria, or *doctor's degree–other* for IPEDS reporting.

Associate's Degree - award that normally requires at least 2 but less than 4 years of full-time equivalent college work based on at least 60 credit hours. (*combination of IPEDS and SACSCOC)*

Bachelor's Degree - award that normally requires at least 120 semester credit hours or the equivalent. This includes all bachelor's degrees conferred in a five-year cooperative (work-

study) program and degrees in which the normal four years of work are completed in three years. (*combination of IPEDS and SACSCOC)*

Degree - award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies. *(IPEDS)*

Doctor's Degree – highest award a student can earn for graduate study. *(IPEDS)*

Doctor's Degree – Other – doctor's degree that does not meet the definition of a doctorate of research/scholarship or a doctorate of advanced practice. *(IPEDS)*

Doctor's Degree – Professional Practice – doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. *(IPEDS)*

Doctor's Degree Research/Scholarship - a Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. *(IPEDS)*

Master's Degree - an award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree. This degree requires the successful completion of at least 30 semester hours beyond the bachelor's degree. (*combination of IPEDS and SACSCOC)*

Professional Science Master's Degree – a type of master's degree that consists of two years of non-thesis academic training in science, mathematics, or technology and contains a professional component that may include internships and cross-training in business, management, regulatory affairs, computer applications, and communications. The program is designed with the input of one or more employers.

Post-Baccalaureate Certificate – an award that requires completion of an organized program of study beyond the bachelor's degree. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree. *(IPEDS)*

Post-Doctor's Degree-Professional Practice Certificate – an award that provides advanced training and enhances knowledge in important areas of clinical or research specialization and specialty practice for individuals who hold a professional degree.

Post-Master's Certificate – an award that requires completion of an organized program beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level. *(IPEDS)*

Postsecondary Certificate or Diploma (at least one but fewer than two academic years) – an award that requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours. *(IPEDS)*

Postsecondary Certificate or Diploma (at least two but fewer than four academic years) – an award that requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours. *(IPEDS)*

Undergraduate Certificate or Diploma (9-29 semester credit hours) – A program of study that requires completion of an academic program below the baccalaureate degree in less than one academic year and is designed for completion between 9-29 semester or trimester credit hours, or between 13-44 quarter credit hours, or between 300-899 contact or clock hours, by a student enrolled full time

Undergraduate Certificate or Diploma (less than 9 semester credit hours) – a program of study that requires completion of an academic program below the baccalaureate degree in less than one academic year and is designed for completion in less than 9 semester or trimester credit hours, or in less than 13 quarter credit hours, or in less than 300 contact or clock hours, by a student enrolled full time.

Specialist Degree – an award that normally requires 60 semester hours of concentrated and approved graduate coursework beyond the bachelor's degree. It is generally offered in the field of education to acknowledge completion of advanced graduate study designed to help individuals meet licensure requirements or develop additional knowledge and skill beyond the master’s degree but not at the doctoral level.

TITLE: Campus Reopening Plan – As of August 14, 2020

DESCRIPTION: CPE staff will provide an update on the campus reopening plans as of mid-August, 2020.

PRESENTER: Greg Rush, CPE's Senior Fellow

SUPPORTING INFORMATION

The following information provides an outlook for the public institutions Fall 2020 re-opening plans, as of mid-August 2020. Mr. Rush will provide additional information and answer questions.

- Campus-wide planning efforts were made in partnership with CPE.

- The first priority in all decisions is the health, safety and well-being of students, employees, and the community.
-
- In May, CPE provided guidance emphasizing the following:

    - Adherence to state, federal, and CDC guidelines
    - Flexibility in program delivery combining in-person, hybrid, and online approaches
    - Recovery measures to support the most vulnerable students
    - Detailed restart plans from each campus covering a range of contingencies
    - Ending in-person classes at Thanksgiving
    - Adjusting academic calendar vacation days
    - Extending resident move-in period
    - Designating on-campus quarantine spaces
    - Providing masks for students and employees
    - Contingency planning for possible return to remote learning
    - Offering student support services virtually
    - Using virtual campus visits to recruit students
    - Using web/apps for monitoring symptoms daily

- Offering a mix of online and face-to-face instruction to on-campus students
- Repurposing large, multi-function and outdoor facilities for instruction
- Providing professional development for faculty on virtual instruction
- Requiring daily temperature and health checks for employees
- Expanding carry-out and delivery dining options and limiting dine-in services
- Limiting participation in sports and fitness programs

ACADEMIC & STRATEGIC INITIATIVES **DISCUSSION ITEM**
KY COUNCIL ON POSTSECONDARY EDUCATION August, 18, 2020

TITLE: Research Agenda

DESCRIPTION: CPE staff will present an update on CPE's Data, Research and Advanced Analytics research agenda for the 2020-21 academic year.

PRESENTERS: David Mahan, Ph.D., Associate Vice President, Data, Research and Advanced Analytics

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UPDATE → CPE RESEARCH AGENDA – HIGHLIGHTS FOR 2020-21

January/February 2020

- Return on Investment (ROI)[2]
- Diversity plan application and validation of data (collecting annual reports, scoring of qual. criteria)[4]
- Launch of GEARUP KY application 'GUS', student information system[4]
- Presidents' presentation of campus scorecards to CPE

March/April 2020

- CPE/EMSI Kentucky engineering sector analysis[1]
- KY Strategic Agenda Progress Report[2,4]
- Campus scorecard dashboard[4]

May/June 2020

- KY Academic Program Outcomes Report (KAPOR) with KYSTATS[4]
- College readiness: evaluation of the count of additional underprepared students if ACT benchmarks were increased
- Coleridge research conclusions (bordering states' data share) with KYSTATS[1]

July/August 2020

- CPE/EMSI Kentucky healthcare sector analysis[1]
- Dual credit evaluation report, 4-year public universities[1,3,4]
- Out-of-state college going rate, KYSTATS High School Feedback Report[3,4]
- Trend analysis for performance funding work group
- Transfer (student mobility) for KCTCS and 4-year institution feedback report[4]
- College readiness measurements evaluation[1]

Sept/Oct 2020

- CPE/UK Martin School assessment of sub-associate credentials (report #1)[1,2,3]
- KY 60x30 rebrand and establishment of additional targets[2,4]
- Degrees/credential production for 2019-20, fall 2020 enrollment report, 60x30 report-out, graduation rates[2,3,4]
- CPE/EMSI Kentucky teacher prep sector analysis[1]
- Coleridge research conclusions (bordering states data share) UK Martin School training with KYSTATS[1]

November/December 2020

- 'Students Right to Know Act', information portal (per HB 419 April 2019)[4]
- ROI 2.0 with KYSTATS (metrics by campus, geography, demographic)[2]
- Dual credit evaluation report 2.0, KCTCS[1]
- CPE/UK Martin School, assessment of sub-associate credentials (report #2)[1,2,3]

January/February 2021

- Presidents' presentation of campus scorecards to CPE[4]
- Performance funding validation
- Diversity metrics update
- CPE/UK Martin School, assessment of sub-associate credentials (report #3)[1,2,3]

March/April 2021

- KY Strategic Agenda Progress Report, (final assessment 2016-21)[2,4]
- CPE/UK Martin School, assessment of sub-associate credentials (report #4)[1,2,3]

May/June/July/August 2021

- 2021-25 Strategic Agenda, update campus scorecards w/ additional measures[2,4]
- CPE/UK Martin School, assessment of sub-associate credentials (report #5)[1,2,3]
- Evaluation of co-requisite model implementation[1]

In consideration

- Additional workforce outcomes and program costs/revenue evaluation at KY academic program level, with Gray Associates, KYSTATS[2]
- Rollout of machine learning student success with UK 'LEADS' modeling (micro grants) with UK Institutional Research Office[1]
- CPE/EMSI study education pathways and alumni outcomes assessment for urban residents of color, and rural low-income residents
- Evaluation of KEES, CAP, KTG with KYSTATS, KHEAA[1]

Notes: *Research manuscript[1] White paper[2] Research brief[3] Interactive dashboard Data Center[4]*

CPE Student Advisory Group - Members AY 2020-21

Ethan Clark Allen

- School: West Kentucky Community and Technical College.
- Program: Associate of Science, pre-medicine track.
- Projected graduation date: May 2021.
- Priority areas: student safety, transparency, academic resources, college affordability.

Rachel Burns

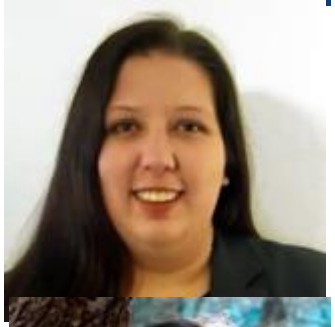
- School: University of Louisville.
- Program: Bachelor of Arts in history.
- Projected graduation date: May 2022.
- Priority areas: student services and resources, sexual assault/dating violence.

Priyadarshini Chandrashekhar

- School: University of Louisville.
- Program: Bachelor of Science in biology, and math minor.
- Projected graduation date: May 2022.
- Priority areas: academic quality, online instruction during COVID-19, student support, and access to resources for success.

Cameron Davis French

- School: University of Kentucky.
- Program: Bachelor of Science in community and leadership development.
- Projected graduation date: May 2021.
- Priority areas: mental health resources, college affordability, support for first-generation students.

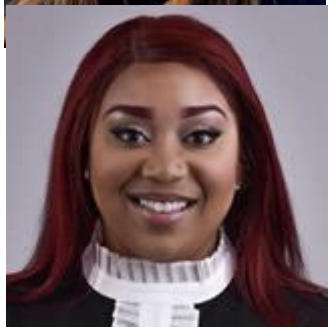


Taylor Hoffman

- School: Eastern Kentucky University.
- Program: Bachelors of Science in homeland security.
- Projected graduation date: December 2021.
- Priority areas: student support, food insecurity, affordability.

Molly Logsdon

- School: Murray State University.
- Program: Bachelor of Arts in communication disorders.
- Projected graduation date: May 2022.
- Priority areas: student success, mental health resources, affordability and financial support.



Te'Asia Martin

- School: University of Kentucky.
- Program: Doctor of Philosophy in higher education.
- Projected graduation date: May 2022.
- Priority areas: inclusion and equity, first-generation undergraduate and graduate students; access for low socioeconomic status students.

Eyouel Mekonnen

- School: Eastern Kentucky University.
- Program: Bachelor of Arts in English and political science.
- Projected graduation date: May 2021.
- Priority areas: academic support, equitable access to resources, diversity and inclusion support.

Scott Nelson

- School: Western Kentucky University.
- Program: Bachelor of Science in biology and chemistry.
- Projected graduation date: May 2022.
- Priority areas: career and academic counseling, diverse representation on campus.

Aaron Anthony Nethery

- School: Murray State University.
- Program: Master of Arts in postsecondary education administration.
- Projected graduation date: May 2022.
- Priority areas: student life, career and academic counseling.

Nadia Pacheco

- School: West Kentucky Community and Technical College.
- Program: Associate of Arts in video production.
- Projected graduation date: May 2021.
- Priority areas: diverse representation, scholarship opportunities, mental health.

Jason Brent Parsons II

- School: Morehead State University.
- Program: Bachelor of Arts in international studies.
- Projected graduation date: May 2021.
- Priority areas: public health on campuses, low-income students, student services.

Mallory B. Quisenberry

- School: University of Kentucky.
- Program: Bachelor of Arts in integrated strategic communications, minor in Spanish
- Projected graduation date: May 2022.
- Priority areas: college affordability, academic support resources, mental health, food insecurity.

Trevor Daniel Schooley

- School: Somerset Community College.
- Program: Associate of Arts in applied science, physical therapy assistant program.
- Projected graduation date: May 2022.
- Priority areas: student debt; student access in rural areas.

Mahogany M. Shelton

- School: Kentucky State University.
- Program: Bachelor of Science in psychology, pre-medicine track.
- Projected graduation date: May 2021.
- Priority areas: student success, program diversity, retention rates, university recognition.

Walter Steely

- School: Murray State University.
- Program: Bachelor of Science in agribusiness.
- Projected graduation date: May 2022.
- Priority areas: student health and safety, diversity and inclusion, academic quality, affordability.

Abigail Nicole Stewart

- School: Jefferson Community and Technical College.
- Program: Associate of Science in sustainability.
- Projected graduation date: December 2020.
- Priority areas: student resources - academic, financial, food insecurity.

Afi Henriette Tagnedji

- School: University of Louisville.
- Program: Bachelor of Science in biochemistry.
- Projected graduation date: May 2023.
- Priority areas: student health and safety, education quality, access to financial aid.

Michaela Taylor

- School: University of Kentucky.
- Program: Juris Doctorate and Master of Health Administration.
- Projected graduation date: May 2023.
- Priority areas: supports for first generation and diverse students, assistance with financial planning and financial aid.

Clay Wallace

- School: Morehead State University.
- Program: Bachelor of Arts in convergent media.
- Projected graduation date: May 2022.
- Priority areas: supports for non-traditional and diverse students.

Gregory Thomas Wieland

- School: Northern Kentucky University.
- Program: Bachelor of Arts in political science.
- Projected graduation date: June 2021.
- Priority areas: student health and safety, improving student culture on campus.

Noah Young

- School: University of Louisville.
- Program: Bachelor of Arts in political science.
- Projected graduation date: May 2023.
- Priority areas: college affordability, mental health, diversity, equity and inclusion.

Policy leader in Kentucky education to head P-20 programs at CPE

Sue Patrick
sue.patrick@ky.gov (mailto:sue.patrick@ky.gov)502-892-3051 (tel:502-892-3051)http://cpe.ky.gov (http://cpe.ky.gov)

Kentucky Council on Postsecondary Education
100 Airport Road, Second Floor
FrankfortKY40601

The Kentucky Council on Postsecondary Education (CPE) announced today that Amanda Ellis, a former teacher and accomplished leader in state education policy, will serve as the Council's new associate vice president for P-20 policy and programs.

Ellis joins CPE with more than two decades of experience, including 14 years of service in Kentucky middle and elementary schools. She most recently worked as the chief academic officer and associate commissioner of the Office of Teaching and Learning at the Kentucky Department of Education (KDE), where she has held various positions in senior leadership since 2013.

"Amanda brings a tremendous passion for students along with a commitment to innovation and a high degree of policy expertise," said CPE President Aaron Thompson. "Providing a seamless transition from P-12 to higher education is a high priority for CPE, and Amanda commands the perfect skill set to lead this effort. We are eager to harness both her perspective and experience."

In her role with the Council, Ellis will help direct policy and programs that focus on the transition from high school to college, college readiness, and teacher quality. She will serve as a staff liaison with key stakeholders in Kentucky education, working to strengthen strategic partnerships, student success, teaching and school leadership. In addition, Ellis will help lead efforts to improve dual credit opportunities for Kentucky students.

"I'm both honored and excited to join the team at CPE," Ellis said. "Kentucky faces some steep challenges in education, but the Council is undertaking incredible efforts to improve outcomes for students and prepare our workforce for the changing economy. I'm thankful for an opportunity to advance the work and continue to support our students in these critical areas."

During her tenure at the state education department, Ellis led efforts around improved student access and outcomes. That included expanding the number of teachers and educational leaders to better provide standards-aligned instruction and establishing a coordinator for school counselors to emphasize the need for wrap-around support as students transition into postsecondary opportunities.

Ellis also collaborated with school districts and education partners at the state and national level, working to ensure all students have access to a high-quality educational experience.

Earlier in her career, Ellis served as the principal of Emma B. Ward Elementary School in Lawrenceburg for eight years. She also taught seventh-grade science at Anderson County Middle School from 1999 to 2003 and later served as the curriculum resource teacher for two years at Saffell Street Elementary School in Lawrenceburg.

Ellis earned her undergraduate degree at Indiana University, her master's degree at Georgetown College, and her Ed.D. in educational leadership at the University of Kentucky.

"Throughout Dr. Ellis' 6.5 years of service at the Kentucky Department of Education, she has always put the children of the commonwealth first in every decision made and initiative created," said Kevin C. Brown, the department's interim commissioner. "During my interim, I've been particularly grateful for her willingness to restart the Office of Teaching and Learning (OTL). Her efforts have resulted in OTL regaining its rightful prominence in KDE's programmatic offerings to districts. While Dr. Ellis' departure is an immediate loss to KDE, it is a huge gain overall as she will hone and strengthen the connections between P-12 and higher education."

###

TITLE: Academic Program Review: Update from Gray Associates

DESCRIPTION: Gray Associates will provide an overview of the program review methodology and system, and a representative from Western Kentucky University will discuss how the system has been used at their institution.

PRESENTER: Mary Upchurch, Senior Partner, Gray Associates
Elizabeth Atkins, Analyst, Gray Associates
Cheryl Stevens, Chief Academic Officer, Western Kentucky University

SUPPORTING INFORMATION

Gray Associates, Inc. is a strategy consulting firm focused on higher education. The Commonwealth of Kentucky contracted with Gray to oversee a comprehensive review of academic programs at our public institutions. The firm also has access to multiple data sources, which assists the sophisticated analyses needed to guide CPE's work on this project.

To assist the Committee with understanding their work, Mary Upchurch and Elizabeth Atkins from Gray Associates will provide an overview of that methodology and system. Additionally, to see how it is being used on campuses, Cheryl Stevens from Western Kentucky University will present.

GRAYASSOCIATES

Data • Insights • Strategy

Kentucky Council on Postsecondary Education

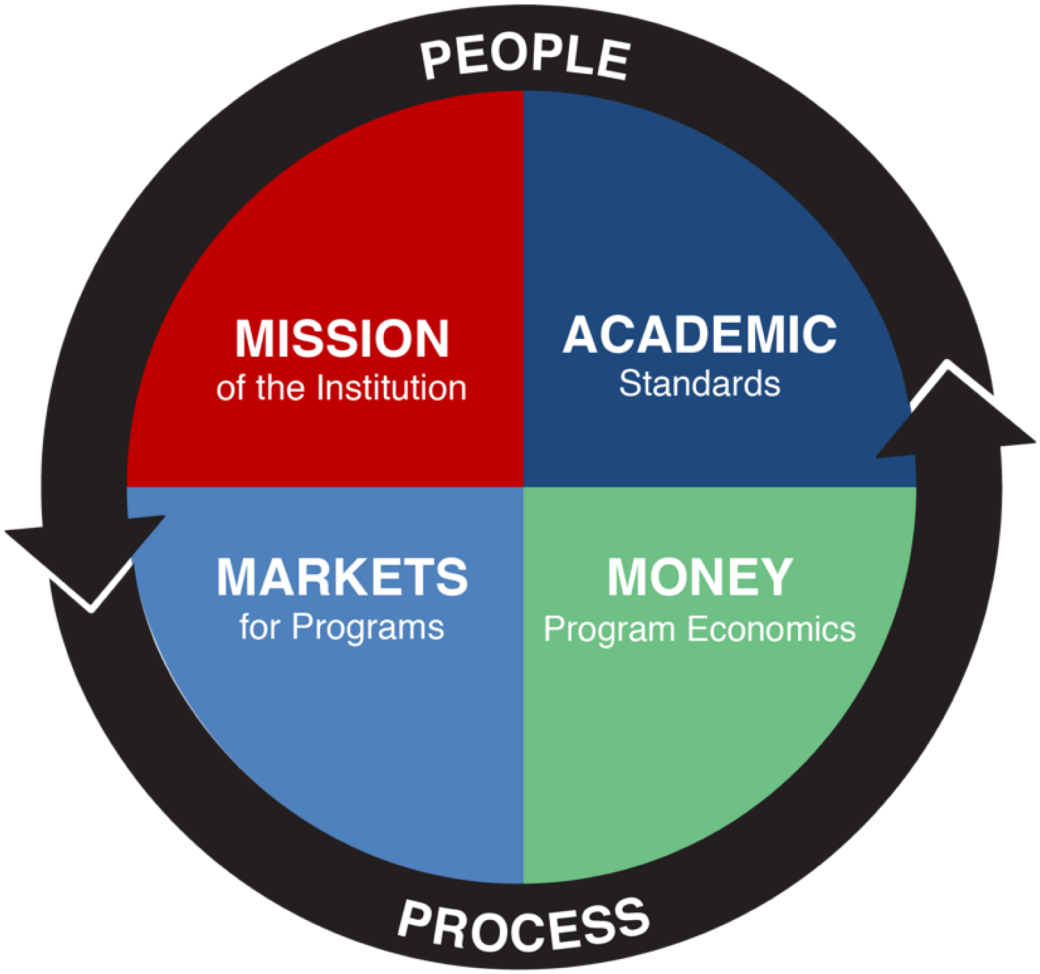
Kentucky Program Portfolio Strategy Project Update

August 18, 2020

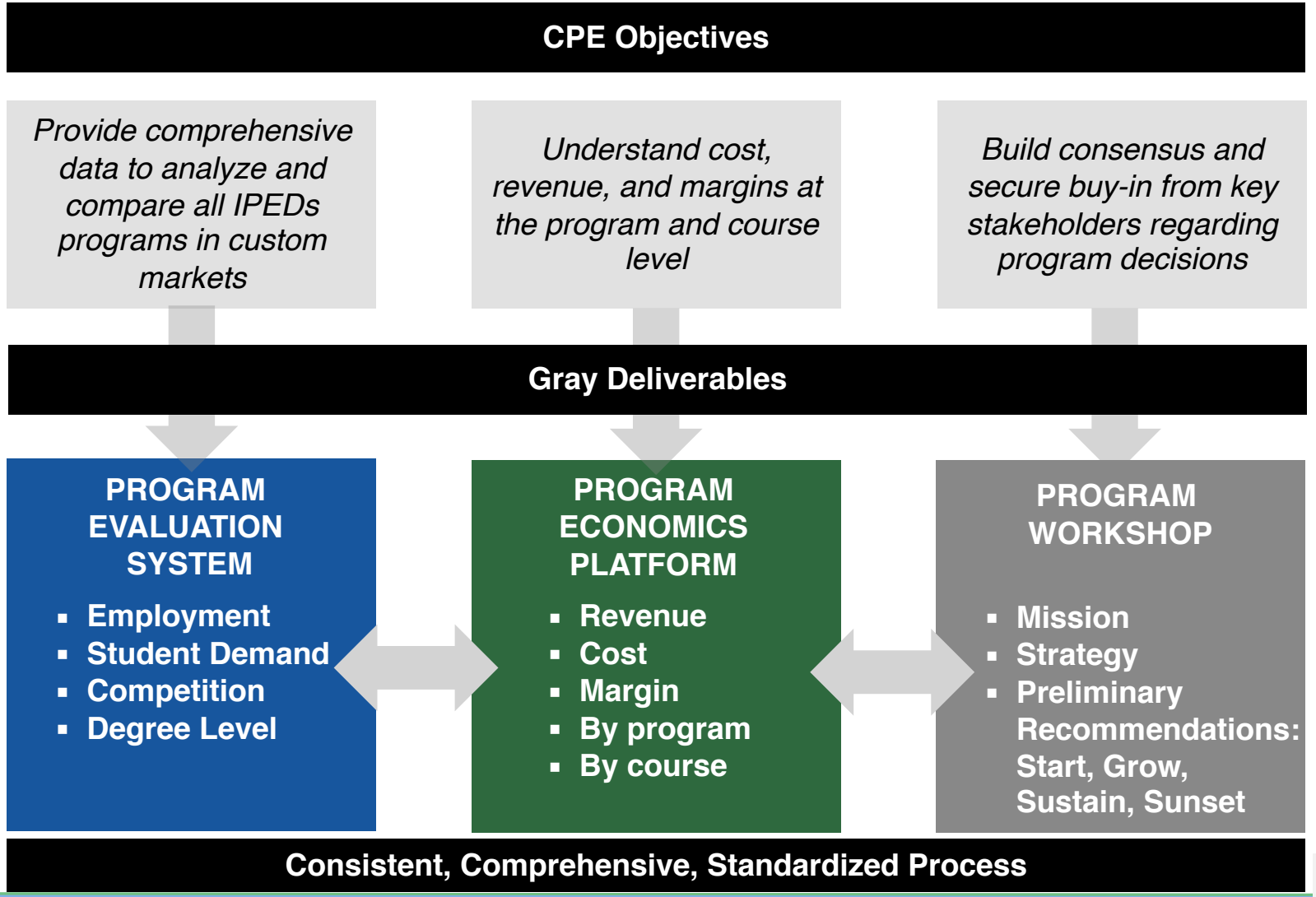
www.GrayAssociates.com

Integrated Program Assessment

GRAYASSOCIATES



Use a shared, data-informed process to help CPE and the Kentucky universities perform a comprehensive, statewide program review.



Project Plan Timeline: Updated

GRAYASSOCIATES

The projected end date for the project is now 4th quarter, 2020.

PROGRAM ECONOMICS*	PROGRAM MARKET ANALYTICS	PROGRAM ENROLLMENT AND COMPLETIONS	WORKSHOPS	BEST PRACTICES / IMPLEMENTATION GUIDANCE
Which programs produce margins, and how much?	Which programs do students want? What programs do employers need?	How does each program perform?	What program portfolio mix serves current and future needs?	Ongoing Program Review and Management
Built systems to analyze program and course economics for each university	Built systems to analyze program demand for each university and the geographic markets they serve	Incorporated performance metrics into data systems for ongoing tracking and review	Identify programs to Start, Sustain, Grow, Fix, or Sunset using a data-informed, transparent process	Document policy guidelines, dashboards to update and monitor markets, economics, and academic outcomes, benchmark data

*University of Kentucky and University of Louisville moved outside Gray scope of work

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Gray, CPE, and the Kentucky universities jointly defined relevant geographic markets.

MARKET DEFINITION

All key data are anchored to a custom geographic market set.

There are standard market definitions for CPE and universities:

- Kentucky
- University Service Regions
- U.S. market

Custom Markets were defined by each school and added.

PROGRAM SCORING RUBRIC

This weights employer, student, and competitive metrics at the market level.

There is a standard CPE scoring rubric; each university has the option to customize it to better reflect their unique mission and strategy.

PROGRAM MARKET SCORE

The selected rubric assigns scores to each metric and calculates an overall program score.

Program vitality reflects the market under evaluation and the scoring rubric used.

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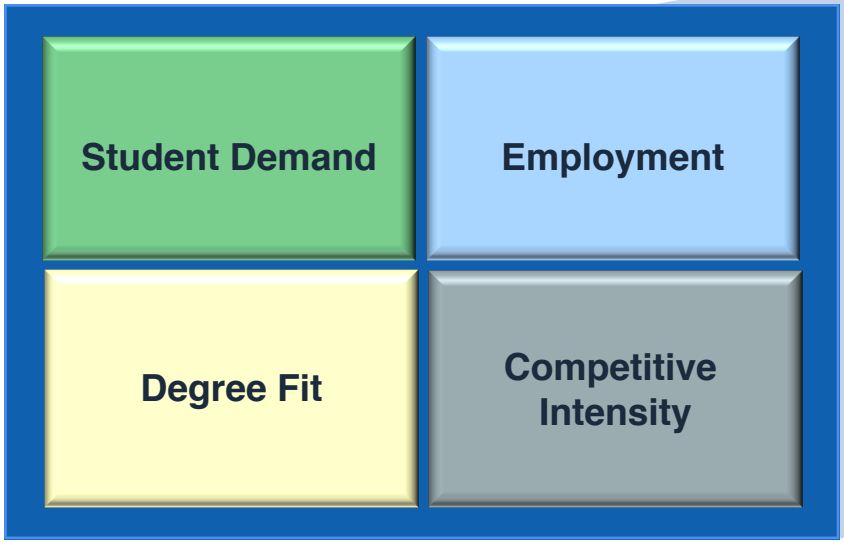
Program Evaluation System

- Market opportunity and position
- Program portfolio position



Program Market Scorecard
Finance, Bachelor's Level, Kentucky Market

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Program Evaluation System + NKU CPE Pres | Data | Analysis | Story | Edit | Scorecard

GRAYASSOCIATES | Scoring Rubric | Program Rank | Scorecard | Prog x Market | Competitors | Data Table | Workplace Requirements | Historical Data | Crosswalks | Data Definitions

CIP: 52.0801 Finance, General | Market: Kentucky | Modality: All | Award Level: Bachelors | Current Programs | Workshop Summary

Overall Score (100 Percentile): 55

Student Demand (100 Percentile): 29

Category	Percentile	Criterion	Value	Score
Size	96	Inquiry Volume (12 Months)	59	7
	96	Int'l Page Views (12 Months)	11,721	NS
	62	Google Search Volume (3 Months)*	1,563	0
	99	Completion Volume	561	15
Growth	97	Inquiry Volume YoY Change (Units)	28	1
	85	Google Search YoY Change (Units)*	523	1
	99	Completion Volume YoY Change (Units)	61	2
	76	Inquiry Volume YoY Change (%)	90%	1
	96	Google Search YoY Change (%)*	50%	1
	67	Completion Volume YoY Change (%)	12%	1

Degree Fit (49 Percentile): 0

Category	Percentile	Criterion	Value	Score
Completions		National Completions by Level	See	0
Workforce		National Workforce Ed Attainment	Below	0
NHEBI Natl 2 Year	39	Cost Index**	0.90	NS
	75	Student: Faculty Index	1.14	NS

Competitive Intensity (19 Percentile): 1

Category	Percentile	Criterion	Value	Score
Volume of Competition	98	Campuses with Graduates**	10	-6
	3	Institutions YoY Change (Units)	-1	2
	93	Average Completions per Institution	56	2
	86	Median Completions per Institution	37	0
	99	Program Size YoY Change (Units)	17	2
	90	Program Size YoY Change (%)	1	1
	98	Nat'l Insts. with Program Online**	51	NS
	73	Nat'l Online % of Institutions	11%	NS
	97	Nat'l Online Completions**	1,170	NS
	64	Nat'l Online % of Completions	3%	NS
Market Saturation	40	Completions per 1,000 Pop**	0.55	NS
	23	Average Cost per Inquiry**	$31	0
	76	Google Search * Cost per Click**	$11	0
	79	Competition Index**	0.54	0

CIP Description

A program that generally prepares individuals to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations. Includes instruction in principles of accounting, financial instruments, capital planning, funds acquisition, asset and debt management, budgeting, financial analysis, and investments and portfolio management.

Employment* (100 Percentile): 25

Category	Percentile	Criterion	Value	Score
Size	98	Job Postings Total (12 Months)	3,534	6
	97	BLS Current Employment	21,028	4
	96	BLS Annual Job Openings	2,068	1
	99	BLS Share of Generalist Employment	7,583	3
	99	BLS Share of Generalist Openings	695	2
Growth	98	Job Postings YoY Change (Units)	337	NS
	54	Job Postings YoY Change (%)	11%	NS
	53	BLS YoY Change (%)	1%	0
	71	BLS 3-Year Historic Growth (CAGR)	3%	NS
	55	BLS 10-Year Future Growth (CAGR)	1%	NS
Saturation	81	Job Postings per Graduate*	6.1	0
	76	BLS Job Openings per Graduate*	3.5	0
Pay and Outcomes	56	BLS 10th-Percentile Wages*	$38,315	1
	94	Nat'l ACS Wages (Age < 30)*	$58,868	4
	92	Nat'l ACS Wages (Age 30-60)*	$124,742	4
	47	Nat'l ACS % with Any Graduate Degree*	32%	NS
	54	Nat'l ACS % with Masters*	26%	NS
	39	Nat'l ACS % with Doct/Prof Degree*	6%	NS
	35	Nat'l ACS % Unemployed (Age <30)**	3%	0
	35	Nat'l ACS % Unemployed (Age 30-60)**	3%	0
	72	Nat'l ACS % in Direct Prep Jobs	45%	NS
	0	Nat'l GE Wages - Assoc. & Cert	NA	NS
	0	Nat'l GE Placement Rate-Assoc & Cert	NA	NS

Inquiries and Completions

Award Level	Inquiries (Market)	Completions (Market)	Completions (National)
Certificate	0%	0%	1%
Associates	0%	0%	0%
Bachelors	81%	96%	87%
Postbaccalaureate Certificate	0%	0%	0%
Masters	19%	4%	12%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	0%

Job Postings (Market)

Award Level	Minimum Education Requested
- Unspecified -	22%
High School/Certificate	33%
Associates	20%
Bachelors	60%
Masters	26%
Doctoral	19%

BLS Workforce Edu (Natl)

Award Level	BLS Educational Attainment
No College	8%
Some College	14%
Associates	7%
Bachelors	49%
Masters	19%
Doctoral	3%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
** - Color scale in reverse.

NA - No data available/not currently tracked. NS - Not Scored in Rubrics (values = 0).
2-Yr - Associates & certificate programs only.

<40% | 40%+ | 70%+ | 90%+ | 95%+ | 98%+ Percentile | Export to PNG

Current Job Postings – Kentucky Market

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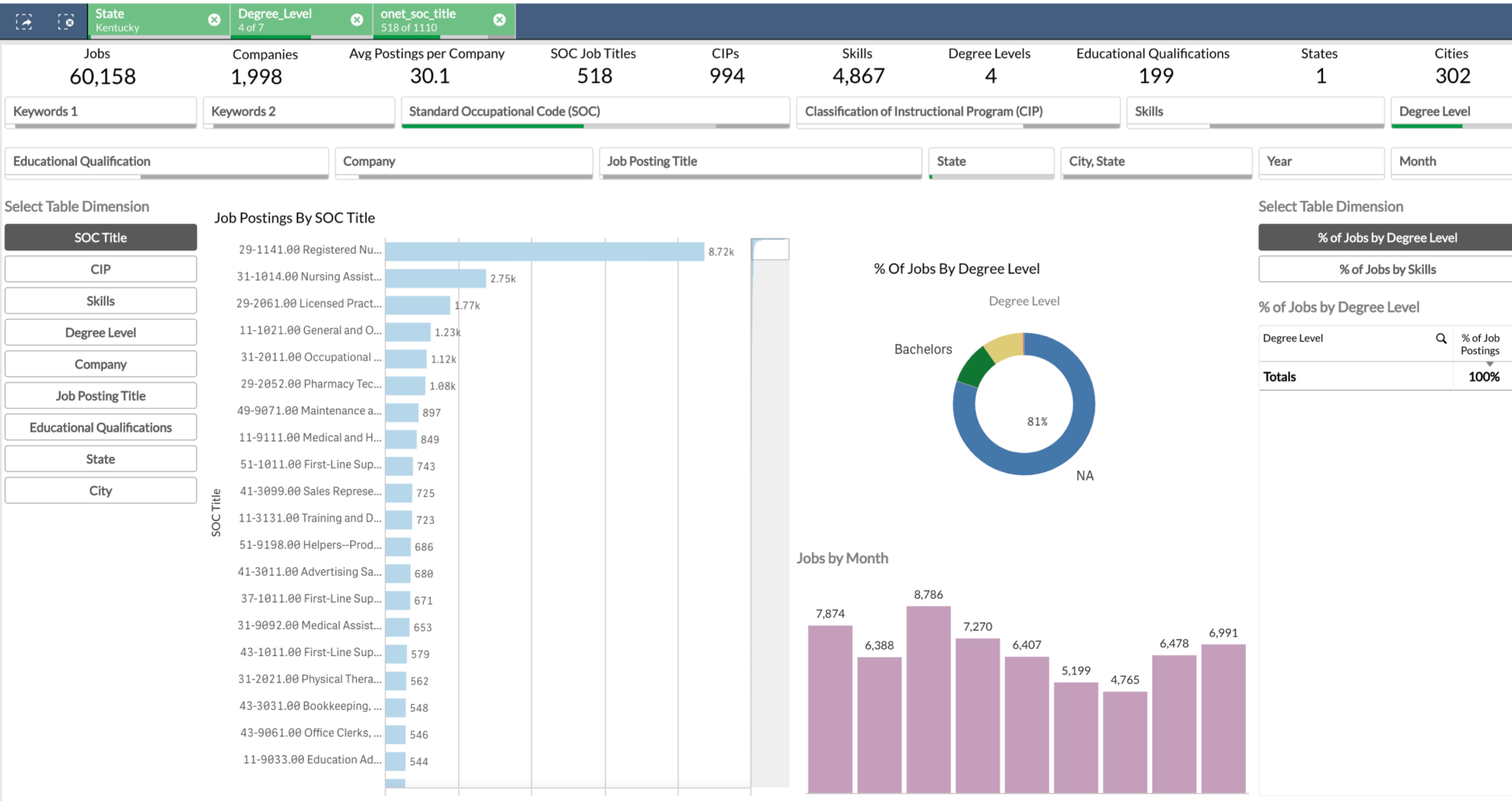

Source: Gray Associates

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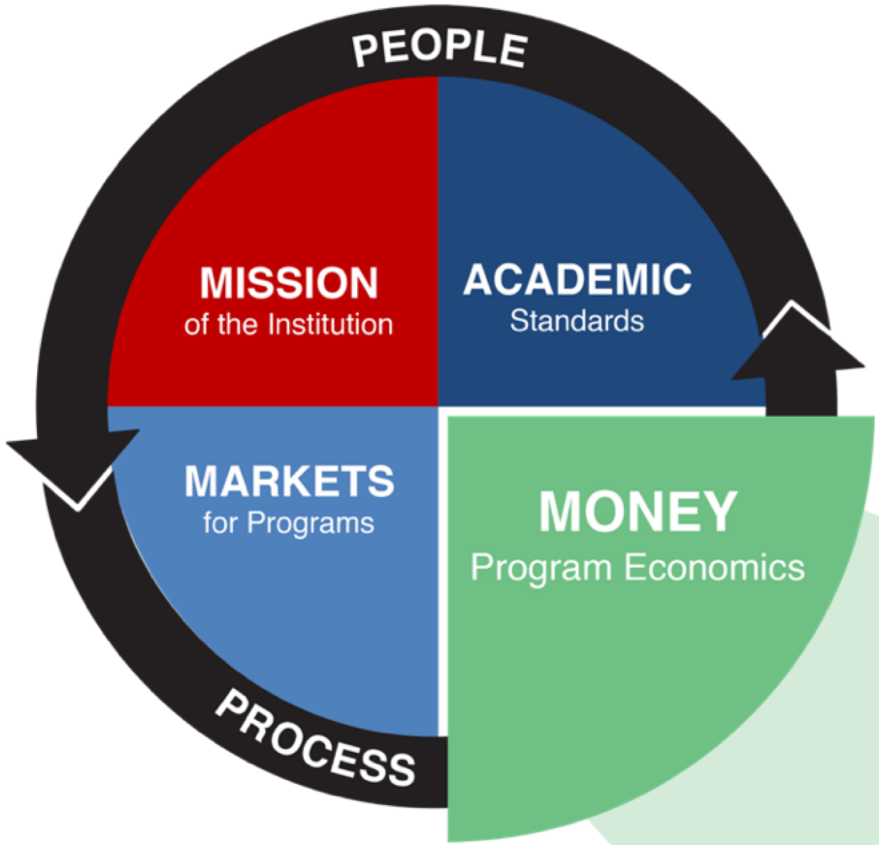
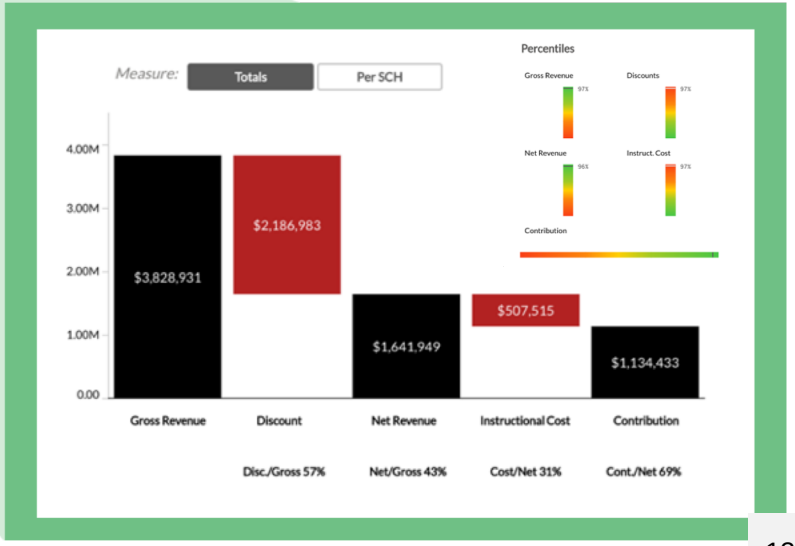


Program Economics Platform

- Program portfolio
- Contribution margins
- Program and course economics



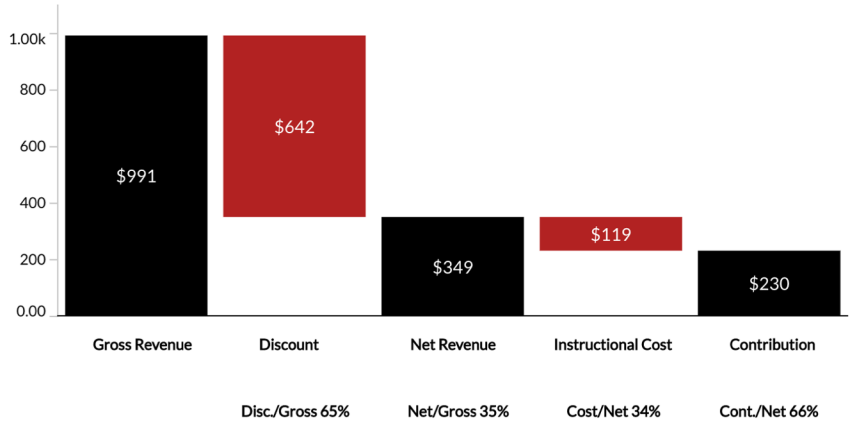
Program Economics Program Scorecard GRAYASSOCIATES

Program: Biology | Award Level: 4 of 20

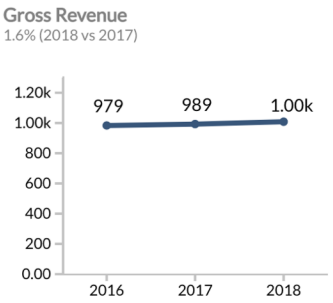
Filters: Year | Academic Unit | Program Area | Program | Award Level | Secondary Major | Minor | Student Level | Semester | Modality | Department | Course Subject | Course Title | Course Level | Section Number | Location

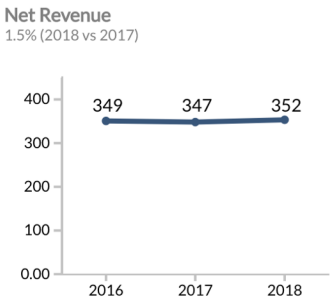
Illustrative

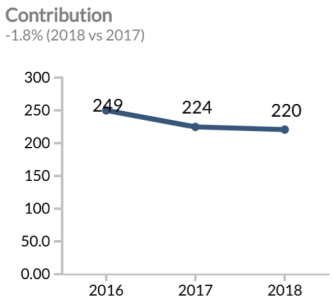
Measure: Totals | Per SCH



Percentiles







ILLUSTRATIVE

Program Portfolio Contribution View

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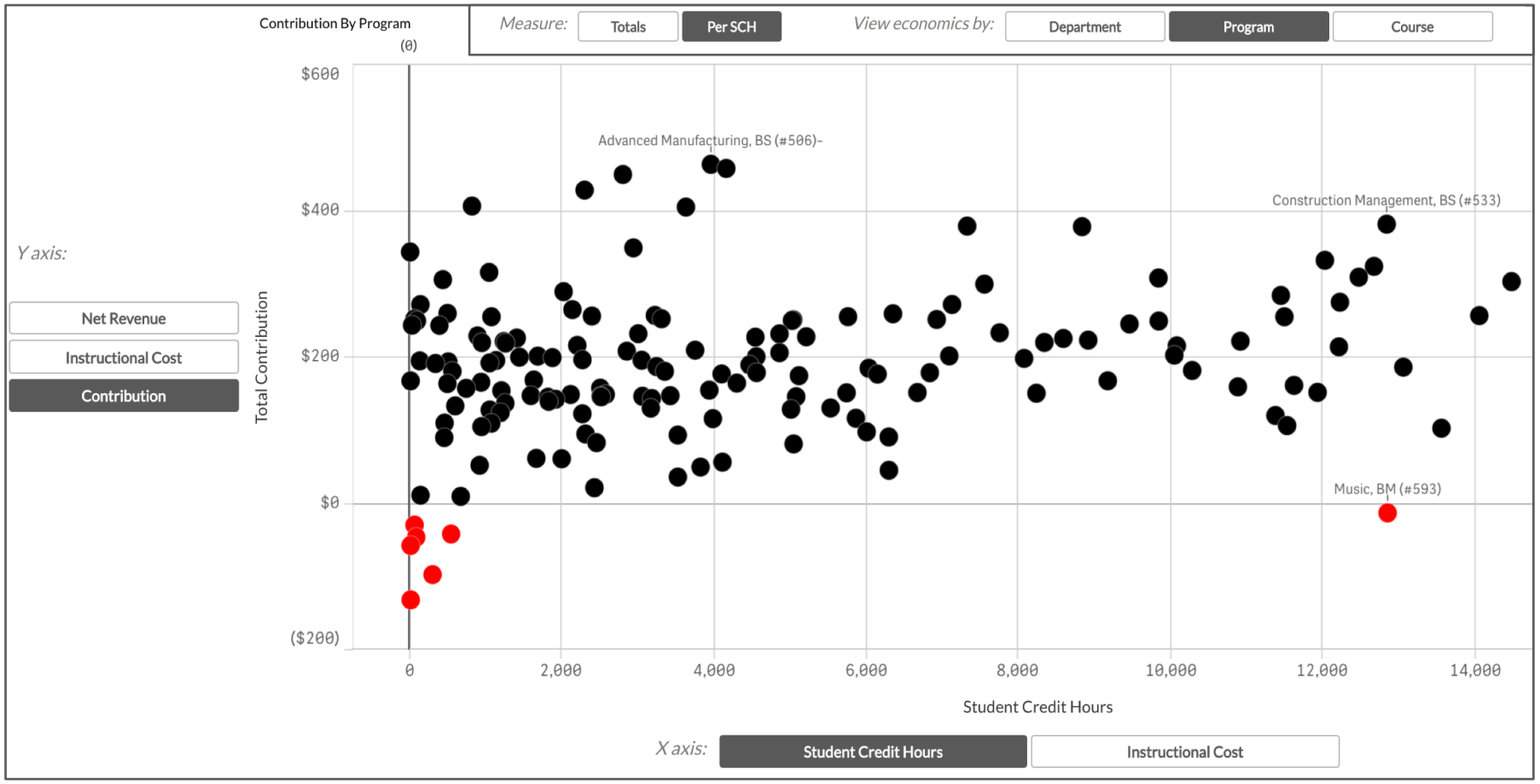
ILLUSTRATIVE



Program Portfolio Strategy: Process

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Program Workshop

2-Day University Leadership Session

Team-driven discussions using market and program economics data

Workshop Recommendations to ***Start, Sustain, Grow, Fix*** *or* ***Sunset***

University Evaluation Process

Report to CPE

Program x Market Matrix

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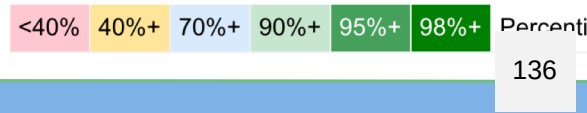
CIP	# of Programs in KY	U.S. Score	KY: 2018 Total Enroll	Univ. 1	Univ. 2	Univ. 3	Univ. 4	Univ. 5	Univ. 6	Univ. 7	Univ. 8
45.0601 Economics, General	5	37	201	23	0	58	0	36	84	0	0
14.0701 Chemical Engineering	0	36	0	0	0	0	0	0	0	0	0
14.0901 Computer Engineering, General	0	33	0	0	0	0	0	0	0	0	0
52.1201 Management Info. Systems, General	4	29	392	91	0	232	69	0	0	0	0
52.0203 Logistics, Materials, and Supply Chain Mgmt	3	29	62	0	0	34	0	28	0	0	0
14.3501 Industrial Engineering	0	28	0	0	0	0	0	0	0	0	0
52.1301 Management Science	2	26	58	0	0	0	0	0	58	0	0
14.0501 Bioengineering and Biomedical Engineering	0	26	0	0	0	0	0	0	0	0	0
27.0101 Mathematics, General	9	25	405	33	40	95	97	63	77	0	0
52.1001 Human Resources Management, Gen'l	4	25	153	0	0	153	0	0	0	0	0
45.1001 Political Science and Gov't, Gen'l	6	23	518	116	21	108	49	67	157	0	0
45.0603 Econometrics and Quantitative Economics	2	23	75	0	0	0	0	0	75	0	0
51.0701 Health Care Admin/Management	2	22	288	0	0	0	0	0	288	0	0
52.0299 Business Admin/Mgmt/Oper., Other	0	22	0	0	0	0	0	0	0	0	0
14.4501 Biological/Biosystems Engineering	0	22	0	0	0	0	0	0	0	0	0
42.0101 Psychology, General	8	20	2,476	914	85	540	205	226	506	0	0
23.0101 English Language and Lit., Gen'l	6	20	831	136	14	261	97	140	183	0	0
43.0103 Crim. Justice/Law Enforcemt Admin	1	20	775	775	0	0	0	0	0	0	0

Note: Enrollment for Universities 7 and 8 are currently being added to the system.



Integrated Program Assessment

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