

Council of Chief Academic Officers

Wednesday, December 14, 2011
9:00 a.m. – 10:00 a.m.
or upon adjournment of SCOCAO
Kathy Rupp Conference Room
1000 SW Jackson Street Suite 520
Kansas Board of Regents
Topeka, Kansas
Reconvene Noon to 1:15 p.m.
Kathy Rupp Conference Room

A G E N D A

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| 4. New Program Requests | |
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| b. WSU - Merging the Department of Counseling, Educational and School Psychology (CESP) with the Department of Educational Leadership (EL) to form the Department of Counseling, Leadership, and Educational and School Psychology (CLES) [Attachment 8] | 61 |
| c. ESU - New Concentration in Management [Attachment 9] | 62 |
| 6. Discussion | |
| a. Establishment of a working group to collaborate with community and technical colleges regarding performance agreement model | |

b. Sector Specific Indicators for the Performance Agreement Model proposed in October 2011

7. Other Business

COCAO Fall 2011 – Spring 2012

| AGENDA MATERIALS DUE | MEETING DATES | LUNCH ROTATION |
|-----------------------------|----------------------|-----------------------|
| August 24, 2011 | September 21, 2011 | ESU |
| September 28, 2011 | October 19, 2011 | WSU |
| October 26, 2011 | November 16, 2011 | KU |
| November 23, 2011 | December 14, 2011 | KUMC |
| December 21, 2011 | January 18, 2012 | Washburn U |
| January 25, 2012 | February 15, 2012 | FHSU |
| February 22, 2012 | March 14, 2012 | KSU |
| March 28, 2012 | April 18, 2012 | PSU |
| April 25, 2012 | May 16, 2012 | ESU |
| May 21, 2012 | June 20, 2012 | WSU |

Council of Chief Academic Officers

**Wednesday, November 16, 2011
9:00 a.m. – 10:00 a.m.
Or upon adjournment
Room 530
Curtis State Office Building
1000 SW Jackson Street
Reconvene at Noon
Kathy Rupp Conference Room
Kansas Board of Regents
Topeka, Kansas**

MINUTES

The Council of Chief Academic Officers met on Wednesday, November 16, 2011 in the Room 530, Curtis State Office Building, 1000 SW Jackson Street, Topeka, Kansas at 9:00 a.m. and reconvened at noon in the Kathy Rupp Conference Room of the Kansas Board of Regents Suite 520.

Members Present:

| | |
|--|------------------------------------|
| Larry Gould, Provost, FHSU | Tes Mehring, Provost, ESU |
| Jeffrey S. Vitter, Provost and EVC, KU | Keith Pickus, Interim Provost, WSU |
| April Mason, Provost, KSU | Allen Rawitch, VCAA, KU Med Center |
| Lynette Olson, Provost, PSU | Gary Alexander, KBOR |
| Randy Pembroke, VPAA, WU | |

Others Present:

Sara Rosen, KU; Ruth Dyer, KSU; Derek Myers, KSU; Rick Muma, WSU; and Jim Williams, ESU

Staff Present:

Jean Redeker, Jacqueline Johnson, and Joan Warren

Approve Minutes of October 19, 2011

Tes Mehring moved, and Keith Pickus seconded the motion, to approve the October 19, 2011 minutes as submitted. Motion carried.

KBOR update

Gary Alexander updated the Council regarding Board activities:

- The Presidential Searches for Emporia State University and Wichita State University are going well
- The Oral Health Task Force met for the first time on Tuesday, November 15, 2011
- Workload of individual faculty (a national trend) might be requested by the legislature
- National movement focusing on performance funding

- Governance Committee – Policy Manual Language
 - Review the course information/credit hour/credit by exam/credit for travel
 - Submit proposed revisions to Gary Alexander

Transfer and Articulation/Core Outcomes Project

Jim Williams presented an update on the Transfer and Articulation Advisory Council.

- General Education Core Subcommittee has been meeting
 - The LEAP model has been applied to the general education goals across the system where there are similarities – having to adapt as appropriate
 - Knowledge categories and framework have been developed/not specific
 - Essential general education transferrable learner outcomes/practical skills
- Quality Assurance Core Subcommittee has been meeting
 - Reviewed the Arizona transfer and articulation website
 - Discussed various communication avenues
- The Council will meet Thursday, November 17 from 1:30 p.m. to 3:30 p.m.

COCAO agreed by consensus to continue discussion of Transfer and Articulation at its noon meeting.

Core Outcomes Project

April Mason proposed inviting a national speaker to the next Core Outcomes Project. It was noted more frequent meetings are needed. The Council should be the group that works with the Project.

Student Credit Hour

Gary Alexander indicated campus reports have been submitted and are being compiled.

Regents Distinguished Professorship Policy

April Mason presented a proposal to revise the Board Policy concerning Regents Distinguished Professorships that would allow a university to establish a Regents Distinguished Professorship without the financial support it currently receives. Discussion followed. Board staff will discuss the issues with the President/CEO to find out the viability of such a revision. If possible, a motion may be forthcoming.

Performance Agreement Model Continued Discussion

COCAO did not discuss this item.

Program Requests

PSU - Request Approval to Restructure the College of Technology to include the Creation of the PSU School of Construction and the Kansas Center for Construction Advancement (KCCA)

Lynette Olson presented Pittsburg State University's request for approval to restructure the College of Technology.

Tes Mehring moved, and Keith Pickus seconded the motion, to approve Pittsburg State University's request to restructure the College of Technology to include the creation of the PSU School of Construction and the Kansas Center for Construction (KCCA). Motion carried.

Information Items

- a. **KUMC - Adult/Gerontological Health Care Nurse Practitioner Adult/Gerontological Health Care Clinical Nurse Specialist Certificate Program**
- b. **PSU - Discontinuance of the Auto Service Technology Certificate Program**
- c. **PSU - New Emphasis within the Bachelor of Arts in English (23.0101)**
- d. **PSU - Name Change of Two Existing Minors: Multimedia Minor changed to Digital Media and the Graphics Technologies Minor to Print Media**
- e. **PSU - New Emphases within the Bachelor of Science in Technology (CIP 10.0303): Digital Media, Graphic Design, Graphics Management, Print Media and Web/Interactive Media**
- f. **PSU - New Minor Web/Interactive Media within the BST Graphic Communications (CIP 10.0303)**

The above listed items are for informational purposes and do not require action.

COCAO convened at 9:55 a.m.

The Council reconvened at noon in the Kathy Rupp Conference Room

Other Business

Continued Transfer and Articulation Discussion

Terry Calaway and Jim Williams gave an update to the System Council of Presidents and to the Council of Presidents this morning. The Council of Faculty Senate Presidents has a position statement to submit.

Discussion followed:

- Each Campus has general education programs
- Current policy is preferred
- Common degree requirements for general education
- Common numbering system is not preferred
- Community Colleges need assurance that general education courses will transfer
- General Education courses are part of the Core Outcomes Project
- Degree specific courses are not in the current Core Outcomes Project
- Common learner outcomes identified

The timeline for the Transfer and Articulation Advisory Council is to have something for the general education courses by January 2012.

Discussion followed:

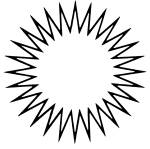
- Use current Board policy and add language concerning completed associate degrees – Associate of Arts or Associate of Science
- Include learner outcomes goals and specific general education courses

December Agenda Items

- Discuss establishment of a small working group to collaborate with community and technical colleges regarding a performance agreement model
- Provide and Discuss Sector Specific Indicators for the performance agreement model proposed in October 2011

There being no further business, meeting adjourned at 1:15 p.m.

Sincerely,
April Mason
Provost for Academic Affairs
Kansas State University



University Press of Kansas

Attachment 2

2502 Westbrooke Circle
Lawrence KS 66045-4444
Phone 785-864-4154
Fax 785-864-4586
www.kansaspress.ku.edu

Date: 23 November 2011

To: Tes Mehring, ESU
Larry Gould, FHSU
April Mason, KSU
Lynette Olson, PSU
Jeff Vitter, KU
Keith Pickus, WSU

Gary Alexander
Vice-President of Academic Affairs
Kansas Board of Regents

From: Fred Woodward
Director, University Press of Kansas
785.864.4667 / fwoodward@ku.edu

Subject: Report on FY 2011

Herewith find my report on FY 2011, to which I've attached, as requested at the September meeting, an addendum regarding longer-term financial commitments and plans. I will of course attend your 14 December meeting at the Kansas Board of Regents office in Topeka in order to answer your questions.

Report for Fiscal Year 2011

University Press of Kansas

By Fred M. Woodward

These are unsettling times for publishing and the University Press of Kansas. Given the state of higher education in general, you will not be surprised that scholarly publishers, whose mission makes their well-being largely dependent upon colleges and universities, are facing hard times and struggling with constant flux. The list of challenges includes the uncertain economy, budgetary struggles at parent institutions, perpetual technological change that both enables and disables, the shrinking of retail and library markets, the erosion of the printed book, and the continuing search for and experimentation with sustainable business models.

For only the second time in the last thirty years, our press has experienced a double-digit sales decline over two consecutive years. During FYs 2010-2011 sales shrunk 11%, a result that compares favorably only to the 16.7% slide in Fys 2000-2001 sales. The year-to-year sales drop-off was 8.5%. As a result of our selling fewer books, operating expenses exceeded the sum of sales revenues plus the annual operating subsidy. Nonetheless, our negative bottom line, before subsidy, is still half the average for similar university presses. Thus, from this financial standpoint, the University Press of Kansas continues to outperform its peers in this difficult economy by continuing to do more with less.

In FY 2011 frontlist sales—that is, those generated by the new titles listed on pages 5-9 below—accounted for virtually all (99%) of the decline from FY 2010 by plunging 22.9%. In contrast deep backlist sales, which accounted for 57% of the annual net sales, fell only one-tenth of a percent and recent backlist sales rose 2.9%. Total unit sales dropped 5.7% from 132,914 in FY 2010 to 125,306 in FY 2011. Text sales, which were 13.1% of total net sales, were down 6.9% in dollars and 10.6% in units. FY 2011 net sales by type of customer confirm that retail and institutional (library) sales showed the greatest weakness.

The top five best-sellers—all frontlist—produced only 11.3% of the annual net sales compared to the 14.5% that FY 2010's five leaders generated.

1. *MacArthur's Airman*
2. *The Great Sperm Whale*
3. *The Myth and Mystery of UFOs*
4. *Ellen and Edith*
5. *Inside the Nixon Administration*

In FY 2011 the press signed 39 new projects, 7 fewer than in FY 2010. Tangible evidence of how some of our previous acquisitions have been received can be found in the following listings of FY 2011 foreign language rights sales, prizes and accolades, and book club adoptions.

Foreign Rights Sales

- Czech language rights to *Inside Hitler's High Command*, by Geoffrey P. Megargee, to Grada Publishing in Prague.
- Polish language rights to *Japan's Imperial Army: Its Rise and Fall, 1853-1945*, by Edward J. Drea, to Jagiellonian University Press in Krakow.
- Portuguese language rights to *Revolt against Modernity: Leo Strauss, Eric Voegelin, and the Search for a Post-Liberal Order*, by Ted V. McAllister, to É Realizações Editora in São Paulo, Brazil.

Prizes and Accolades

- Winner of the 2010 Richard Neustadt Prize, which comes with a £400 cash award and is presented by the American Politics Group of the U.K. Political Studies Association to the U.K. academic who's written the best book on U.S. government and politics published in 2009: *The Age of Deficits: Presidents and Unbalanced Budgets from Jimmy Carter to George W. Bush*, by Iwan Morgan.
- Selected as a 2010 Kansas Notable Book by the Kansas Center for the Book at the State Library of Kansas: *A Kansas Year*, by Mike Blair.
- Winner of the 2010 Louis J. Battan Author's Award, which is given by the American Meteorological Society: *Weather Matters: An American Cultural History since 1900*, by Bernard Mergen.
- Named as Outstanding Academic Titles for 2010 by *Choice Magazine*, which is published by the Association of College and University Research Libraries: *Vietnam: The History of an Unwinnable War, 1945-1975*, by John Prados; *Remaking the Presidency: Roosevelt, Taft, and Wilson, 1901-1916*, by Peri Arnold; *Cuttin' Up: How Early Jazz Got America's Ear*, by Court Carney; and *Beyond: On Life and Death*, by Fred M. Frohock.
- Chosen by the Marine Corps War College as one of the Top Ten Military Books of the Decade (2002-2009): *Decoding Clausewitz: A New Approach to On War*, by Jon Tetsuro Sumida.
- Recipient of a 2010 Alpha Sigma Nu Book Award in the professional studies category from the Association of Jesuit Colleges and Universities (AJCU) and Alpha Sigma Nu: *The Battle Over School Prayer: How Engle v. Vitale Changed America*, by Bruce J. Dierenfield.

- Nearly one-third (48) of the 150 “Best” Kansas Books, compiled by the Kansas State Library and announced on the state’s 150th birthday, were University Press of Kansas publications covering Kansas history, folklore, culture, geography, geology, natural history, art, and photography.
- Selected by the Kansas Center for the Book as the designated book to be “read across Kansas” during 2011, the state’s sesquicentennial year: *What Kansas Means to Me: Twentieth-Century Writers on the Sunflower State*, edited by Thomas Fox Averill.
- Designated by the *Huffington Post* as one of the best books of 2010 on social and political awareness: *Cinematic Cold War: The American and Soviet Struggles for Hearts and Minds*, by Tony Shaw and Denise J. Youngblood.
- Chosen as a Finalist for the 2010 Great Plains Distinguished Book Prize by the Center for Great Plains Studies at the University of Nebraska: *Frontier Feminist: Clarina Howard Nichols and the Politics of Motherhood*, by Marilyn S. Blackwell and Kristen T. Oertel.
- Chosen by the membership of the Native American and Indigenous Studies Association as one of the ten all-time best books in Native American and Indigenous Studies: *Indians in Unexpected Places*, by Philip J. Deloria.
- Winner of the Army Historical Foundation’s 2011 award in Institutional and Functional History: *America’s School for War: Fort Leavenworth, Officer Education, and Victory in World War II*, by Peter J. Schifferle.
- The April 2011 issue of *PS*, the American Political Science Association’s journal of record for the profession, included an article by scholars James C. Garand and Micheal W. Giles entitled “Ranking Scholarly Publishers in Political Science” (pp. 375-83) that placed the University Press of Kansas in the top tier of presses regarded as “the leading outlets for [political scientists’] book-length manuscripts.” Among public university presses, only Michigan outranked Kansas.
- Starred reviews in *Library Journal*: *The Great Sperm Whale: A Natural History of the Ocean’s Most Magnificent and Mysterious Creature*, by Richard Ellis; *Roi Ottley’s World War II: The Lost Diary of an African American Journalist*, by Mark A. Huddle; and *Habeas Corpus in America: The Politics of Individual Rights*, by Justin J. Wert.

- Honorable Mention for the Norman B. Tomlinson, Jr., Book Prize, which is given annually by the Western Front Association to the best book on World War I: *Blood on the Snow: The Carpathian Winter Campaign of the 1915*, by Gordon Tunstall, who received a check for \$500.00.

Book Club Adoptions

- *The Great Sperm Whale: A Natural History of the Ocean's Most Magnificent and Mysterious Creature*, by Richard Ellis, as a Featured Selection of the Scientific American Book Club.
- *Pat Nixon: Embattled First Lady*, by Mary Brennan, as selection of the History Book Club.
- *Ellen and Edith: Woodrow Wilson's First Ladies*, by Kristie Miller, as a selection of the History Book Club.
- *The Damned and the Dead: The Eastern Front through the Eyes of Soviet and Russian Novelists*, by Frank Ellis, as a selection of the Military Book Club.
- *The Pope's Soldiers: A Military History of the Modern Vatican*, by David Alvarez, as a selection of the History Book Club.
- *Eleanor Roosevelt: The Transformative First Lady*, by Maurine H. Beasley, as a selection of the History Book Club.
- *Bess Wallace Truman: Harry's White House "Boss,"* by Sara L. Sale, as a selection of the History Book Club.

The Chronological List of Publications, Summary Operating Statement for FY 2011, and Operating Projections for Fys 2012-2014 follow.

CHRONOLOGICAL LIST OF PUBLICATIONS
FY 2011

***2010

- July HORACE MANN'S TROUBLING LEGACY: The Education of Democratic Citizens (cloth)
By Bob Pepperman Taylor
- July HELEN TAFT: Our Musical First Lady (cloth)
By Lewis L. Gould
- July FORGOTTEN WARRIORS: The 1st Provisional Marine Brigade, the Corps Ethos, and the Korean War (cloth)
By T. X. Hammes
- July *GIBBONS v. OGDEN*: John Marshall, Steamboats, and Interstate Commerce (cloth and paper)
By Herbert A. Johnson
- July THE PRESIDENT'S WORDS: Speeches and Speechwriting in the Modern White House (cloth and paper)
By Michael Nelson and Russell L. Riley, editors
- July WANTED WOMEN: An American Obsession in the Reign of J. Edgar Hoover (cloth)
By Mary Elizabeth Strunk
- July *ROE v. WADE*: The Abortion Rights Controversy in American History, Second Edition, Revised and Expanded (cloth and paper)
By N. E. H. Hull and Peter Charles Hoffer
- Aug NATIVE ACTIVISM IN COLD WAR AMERICA: The Struggle for Sovereignty (paperback edition)
By Daniel M. Cobb
- Aug. CINEMATIC COLD WAR: The American and Soviet Struggle for Hearts and Minds (cloth)
By Tony Shaw and Denise J. Youngblood
- Aug SINGIN' IN THE RAIN: The Making of an American Masterpiece (paperback edition)
By Earl J. Hess and Pratibha A. Dabholkar

- Aug HISTORIC PRESERVATION AND THE IMAGINED WEST: Albuquerque, Denver, and Seattle (paperback edition)
By Judy Mattivi Morley
- Aug FUGITIVE SLAVE ON TRIAL: The Anthony Burns Case and Abolitionist Outrage (cloth and paper)
By Earl M. Maltz
- Aug *BUSH v. GORE*: Exposing the Hidden Crisis in American Democracy, Abridged edition (paper)
By Charles L. Zelden
- Aug ARE WE THERE YET? The Golden Age of American Family Vacations (paper)
By Susan Sessions Rugh
- Aug UNDERSTANDING THE FOUNDING: The Crucial Questions, Second Edition, Revised and Expanded (cloth and paper)
By Alan Gibson
- Aug FLINT HILLS COWBOYS: Tales from the Tallgrass Prairie (paperback edition)
By Jim Hoy
- Sept ALASKA'S PLACE IN THE WEST: From the Last Frontier to the Last Great Wilderness (cloth)
By Roxanne Willis
- Sept RUSSIAN WAR FILMS: On the Cinema Front, 1914-2005 (paperback edition)
By Denise J. Youngblood
- Sept THE DEADLOCKED ELECTION OF 1800: Jefferson, Burr, and the Union in the Balance (cloth)
By James Roger Sharp
- Sept A MOST MAGNIFICENT MACHINE: America Adopts the Railroad, 1825-1862 (cloth)
By Craig Miner
- Sept ELLEN AND EDITH: Woodrow Wilson's First Ladies (cloth)
By Kristie Miller
- Sept BESS WALLACE TRUMAN: Harry's White House "Boss" (cloth)
By Sara L. Sale
- Sept THE MYTH AND MSYTERY OF UFOs (cloth)
By Thomas E. Bullard
- Sept INSIDE THE NIXON ADMINISTRATION: The Secret Diary of Arthur Burns, 1979 -1974 (cloth)
Edited by Robert H. Ferrell

- Sept THE SLEEPY LAGOON MURDER CASE: Race, Murder, and Justice in World War II Los Angeles (cloth and paper)
By Mark A. Weitz
- Oct FRONTIER FEMINIST: Clarina Howard Nichols and the Politics of Motherhood (cloth)
By Marilyn S. Blackwell and Kristen T. Oertel
- Oct ELEANOR ROOSEVELT: Transformative First Lady (cloth)
By Maurine H. Beasley
- Oct WAR WITH MEXICO! America's Reporters Cover the Battlefield (cloth)
By Tom Reilly, edited by Manley Witten
- Nov WHAT REALLY HAPPENED TO THE 1960s: How Mass Media Culture Failed American Democracy (cloth)
By Edward P. Morgan
- Dec PRESIDENTIAL LEADERSHIP IN POLITICAL TIME: Reprise and Reappraisal, Second Edition, Revised and Expanded (cloth and paper)
By Stephen Skowronek

***2011

- Jan BY ONE VOTE: The Disputed Presidential Election of 1876 (paperback edition)
By Michael F. Holt
- Jan THE FATE OF CITIES: Urban America and the Federal Government, 1945-2000 (cloth)
By Roger Biles
- Feb THE CIA'S SECRET WAR IN TIBET (paperback edition)
By Kenneth Conboy and James Morrison
- Feb THE FREE PRESS CRISIS OF 1800: Thomas Cooper's Trial for Seditious Libel (cloth and paper)
By Peter Charles Hoffer
- Feb PAT NIXON: Embattled First Lady (cloth)
By Mary C. Brennan
- Feb THE PRESIDENCY OF THEODORE ROOSEVELT, Second Edition, Revised and Expanded (cloth and paper)
By Lewis L. Gould
- Feb THE DETROIT SCHOOL BUSING CASE: Milliken v. Bradley and the Controversy over Desegregation (cloth and paper)
By Joyce A. Baugh

- Feb HABEAS CORPUS IN AMERICA: The Politics of Individual Rights (cloth)
By Justin J. Wert
- Feb DEATH OF THE WEHRMACHT: The German Campaigns of 1942 (paperback edition)
By Robert M. Citino
- Feb ANDREW JACKSON AND THE CONSTITUTION: The Rise and Fall of Generational Regimes
(paperback edition)
By Gerard N. Magliocca
- Feb STUMBLING COLOSSUS: The Red Army on the Eve of World War (paperback edition)
By David M. Glantz
- Feb ENDURING BATTLE: American Soldiers in Three Wars, 1776-1945 (cloth)
By Christopher H. Hamner
- Mar. ROI OTTLEY'S WORLD WAR II: The Lost Diary of an African American Journalist (cloth)
Edited by Mark A. Huddle
- Mar OUR MAN IN MEXICO: Winston Scott and the Hidden History of the CIA (paperback edition)
By Jefferson Morley
- Mar THE GREAT SPERM WHALE: A Natural History of the Ocean's Most Magnificent and Mysterious Creature (cloth)
By Richard Ellis
- Mar WHY STALIN'S SOLDIERS FOUGHT: The Red Army's Military Effectiveness in World War II
(cloth)
By Roger R. Reese
- Mar REDEEMING DEMOCRACY IN AMERICA (cloth)
By Wilson Carey McWilliams; edited with an introduction by Patrick J. Deneen and Susan J. McWilliams
- Mar RECONSTRUCTING IRAQ: Regime Change, Jay Garner, and the ORHA Story (cloth)
By Gordon Rudd
- Apr THE SUPREME COURT AND TRIBAL GAMING: *California v. Cabazon Band of Mission Indians* (cloth and paper)
By Ralph A. Rossum
- May THE POPE'S SOLDIERS: A Military History of the Modern Vatican (cloth)
By David Alvarez

- May BIRDS OF KANSAS (cloth)
By Max C. Thompson, Charles A. Ely, Bob Gress, Chuck Otte, Sebastian T. Patti, David Seibel,
and Eugene A. Young
- May WORKING THE LAND: The Stories of Ranch and Farm Women in the Modern American West
(cloth)
By Sandra K. Schackel
- June THE DAMNED AND THE DEAD: The Eastern Front through the Eyes of Soviet and Russian
Novelists (cloth)
By Frank Ellis
- June SOLDIERING ON IN A DYING WAR: The True Story of the Firebase Pace Incidents and the
Vietnam Drawdown (cloth)
By William J. Shkurti

Summary Operating Statement for FY 2011

| | <u>Projection</u> | <u>Actual</u> | <u>Variance</u> |
|----------------------------|-------------------|---------------|-----------------|
| Net sales | \$2,075,000 | \$1,991,556 | -4 % |
| (Cost of sales) | (768,000) | (717,409) | +6.6 % |
| Gross margin on sales | 1,307,000 | 1,274,147 | -2.5 % |
| Other publishing income | 25,000 | 31,609 | +26.4 % |
| Total publishing income | 1,332,000 | 1,305,756 | -2 % |
| (Total operating expenses) | (1,657,000) | (1,697,239) | -2.4 % |
| Net loss from operations | (325,000) | (391,483) | -20.5 % |
| Appropriation | 340,667 | 340,667 | |
| Title output | 55 | 54 | -1.8 % |

Operating Projections for Fys 2012-2014

| | <u>FY 2012</u> | <u>FY 2013</u> | <u>FY 2014</u> |
|----------------------------|----------------|----------------|----------------|
| Net sales | \$2,000,000 | \$2,100,000 | \$2,200,000 |
| (Cost of sales) | (720,000) | (756,000) | (792,000) |
| Gross margin on sales | 1,280,000 | 1,344,000 | 1,408,000 |
| Other publishing income | 25,000 | 27,500 | 30,000 |
| Total publishing income | 1,305,000 | 1,371,500 | 1,438,000 |
| (Total operating expenses) | (1,720,000) | (1,800,000) | (1,850,000) |
| Net loss from operations | (415,000) | (428,500) | (412,000) |
| Appropriation | 333,855 | 333,855? | 333,855? |
| Title output | 57 | 55-60 | 55-60 |

Addendum to the “Report for Fiscal Year 2011”

At my 21 September 2011 meeting with the Board of Trustees, I was asked to specify the estimated commitments for the use of our accumulated reserves, which are included in our restricted fee account into which all deposits are made and out of which all commitments are paid.

| | |
|---|-------------|
| Unencumbered balance as of 31 October 2011 | \$3,149,164 |
| 1. Contractual production costs (152 books) | (1,355,000) |
| 2. Warehouse addition/pallet racks | (850,000) |
| 3. Digital conversion of backlist | (404,000) |
| 4. IT upgrades (hardware + software) | (88,500) |
| 5. Contractual royalties/advances | (155,000) |
| Projected FY 2012 operating loss: | (415,000) |

Note: The estimates in nos. 1-4 were provided, upon request, to KU associate vice provost and budget director Richard McKinney in late April 2011. The estimate in no. 5, however, has been updated to reflect January-October 2011 net sales.

*A PDF of the Full Proposal is Available***Request Approval for a Master of Science in Agricultural Education and Communication (01.0899)
–Kansas State University (FIRST READING)****Summary and Recommendation**

Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. Kansas State University has submitted an application for approval of a Master of Science in Agricultural Education and Communication (CIP 01.0899). The proposing academic unit has responded to all of the requirements of the program approval process. No other institution has programs utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation.

Background

| <u>Criteria</u> | <u>Program Summary</u> |
|--------------------------------------|--|
| 1. Program Identification (CIP code) | Master of Science in Agricultural Education and Communication 01.0899 |
| 2. Academic Unit | Department of Communications |
| 3. Program Description | The Master of Science in Agricultural Education and Communication offers professionals in the fields of agricultural education, agricultural communications, extension education, and related fields with opportunities to broaden their knowledge in theory and research with the intended purpose of informing practice while at the same time expanding their technical competence. The degree offers a master's thesis option with 30 total credit hours and a master's report option with 32 total credits. The curriculum entails a core of courses in research methods, and the philosophical contexts and theoretical foundations of the respective fields of interest. In addition, students pursuing the thesis option supplement this core with coursework in data analysis and thesis research while students pursuing the report option complete a creative component. The balance of coursework in the thesis option includes 12 hours of elective courses while report option students complete 22 hours of electives. All students select elective courses and design independent research and creative components with the supervision of a graduate committee. |
| 4. Demand/Need for the Program | An online survey using Dillman's Tailored Design Method, was conducted in June of 2010 to determine a preliminary estimate of demand for the program. All Kansas Agricultural Education instructors (n = 169), Kansas State University Agricultural Communication Alumni (n = 195), and all KSRE Extension personnel (n = 50) were the sample for the survey. Of the 414 professionals surveyed, a total of 149 responses were received resulting in a 36% response. Seventy-five percent of the respondents reported they would likely enroll in the program. This number equates the demand of the program to provide 47 students enrolling within the first three years and an increased enrollment to 58 in the first four years of the program. This potential enrollment exceeds the standard by 150 percent for a master's degree level program 3-year enrollment expectation. |

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| <p>5. Comparative/Locational Advantage</p> | <p>Upon approval, this would be the only Kansas graduate program targeting the nearly 600 professionals in agricultural education, extension education and agricultural Communication professionals in the state. No other programs exist that target this specific population in the other Regents institutions. Other programs exist in education and in communication that provide master’s level instruction, but they do not target this specific population with its unique needs. Therefore, the location of this program Department of Communications provides the faculty expertise and the commitment to this population of individuals. Furthermore, prospective graduate students in agricultural communication and extension education routinely seek graduate degrees in other states rather than pursuing study in other areas within the state. The proposed program would enable at Kansas State University within the College of Agriculture and the Kansas State University to serve a large pool of potential graduate students who currently satisfy their needs for graduate education in other states at institutions such as Oklahoma State University, the University of Florida, Texas Tech University and the University of Arkansas.</p> |
| <p>6. Curriculum</p> | <p><u>Core Courses</u> Categories for core courses include: Research Methods, Thesis/Report, Theoretical Foundations in the discipline (see Appendix 1 for listing of the courses). This will comprise 15 hours of course work for those choosing the thesis option and 10 hours of course work for students choosing the project option.</p> <p><u>Elective Courses</u> Elective hours will be selected by the student, and his/her graduate supervisory committee to best satisfy the professional development needs of the individual and to meet his/her intended goals for the graduate degree. Students will be strongly encouraged to expand their course selection to include courses from both the agricultural education and agricultural communication theoretical underpinnings in order to broaden their personal skill set to include pedagogy and message development and delivery. Electives will comprise 12 hours for students selecting the thesis option and 22 hours for individuals selecting the project option.</p> <p>No internships or practica are required for the program. Most of the potential students for this program will be practicing professionals in their respective occupations of extension educator, agricultural education teacher, or individuals employed in the agricultural communication profession.</p> |
| <p>7. Faculty Profile</p> | <p>This proposed degree program requires no additional costs or requirements in terms of faculty. The faculty required to operate the program are currently in place both at Kansas State University and via our membership in the Great Plains Ag IDEA Consortium.</p> <p>The Department of Communications currently employs five tenure-track faculty who are graduate faculty and hold terminal degrees. One of these faculty members holds the rank of Full Professor, while two are currently</p> |

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| | <p>at the Associate Professor rank and two hold the Assistant Professor rank.</p> <p><u>Core faculty members at Kansas State University include the following:</u> Lauri Baker, Ph.D., Assistant Professor, Agricultural Communication and Journalism (recently nominated for graduate faculty status) Kristina Boone, Ph.D., Professor, Agricultural Communication and Journalism Jason Ellis, Ph.D., Assistant Professor, Agricultural Communication and Journalism (recently nominated for graduate faculty status) Steven Harbstreit, Ph.D., Associate Professor, Agricultural Education Shannon Washburn, Ph.D., Associate Professor, Agricultural Education</p> |
| <p>8. Student Profile</p> | <p>Currently approximately 180 agriculture teachers provide instruction in 168 high school programs in the state of Kansas. In addition, there are 232 Cooperative Extension agents with a focus on providing education in agriculture and youth development to the citizens of Kansas. There are 169 Kansas State University Agricultural Communications alumni. These three groups, agricultural education teachers, extension agents, and agricultural Communication professionals are the central student population to be targeted by the proposed degree. Additional populations of students, who possess no undergraduate degree in agricultural communication or agricultural education, would like to receive a master’s degree in order to enhance their employability. These groups of students would take undergraduate leveling courses in addition to the graduate program of study made possible by this proposed program.</p> <p>Continued professional growth is central to success for employees in agricultural communication, agricultural education and extension education and this program will provide the framework for their professional development. In addition, there are numerous individuals involved in the communication of information about agriculture to both targeted audiences and the general public in Kansas. These groups make up the potential population and clientele for this program.</p> |
| <p>9. Academic Support</p> | <p>The academic support for the program will be provided by the faculty in the Department of Communications and a support staff person to handle the communication for enrollment procedures, scheduling meetings, and arranging for final project presentations/thesis defense, etc. Recently, an academic support staff position has been reorganized to generate additional time for prompt and efficient administration of the program. Some faculty are currently advising a number of M. S. students in Curriculum and Instruction due to academic appointments in the College of Education. When the program grows to the potential identified in the needs assessment, additional faculty time will be required for advisement and additional graduate records support staff will be needed to manage the program. The library currently contains adequate resources to effectively support this new program. No additional materials are required beyond normal additions. In addition, M.S. students will have access to academic computing resources with minimal additional costs to the department. The responsibilities associated with coordinating graduate programs in the Department of Communications will be appointed by the Department Head. A current faculty member – Shannon Washburn will serve as the initial Graduate Programs coordinator. Specific duties of the Graduate</p> |

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| | <p>Program Coordinator will include the following:</p> <ul style="list-style-type: none"> • Provide overall program leadership • Oversee the work of the academic support person as related to graduate program needs • Serve as the primary liaison between the program and the Graduate School, the College of Agriculture, Ag IDEA faculty and administrative staff, Great Plains IDEA administrators, and other college and university entities involved with the management of graduate programs • Partner with the academic support staff in the initial communication with prospective students • Coordinate efforts to promote the program to applicable target audiences • Address prospective student questions regarding the application and admission process and consistently communicate with applicants on the status of their application materials • Lead faculty in admission decisions according to the admission criteria and deadlines outlined in this proposal • Direct the support staff in maintaining student files and tracking degree progress • Work with graduate faculty to ensure that program and student assessments are completed in a timely manner and that committees uphold the quality program standards outlined in this proposal. |
| <p>10. Facilities and Equipment</p> | <p><u>Anticipated facilities requirements</u> As the majority of new courses will be offered by distance learning technology, no new facilities other than those currently in existence will be required. Departmentally controlled classroom space in Umberger 317 and Waters Annex 104B will be sufficient for delivering the additional courses that are offered in a face to face format. Office space for the two graduate assistant positions to conduct research and teaching preparation is available in current departmentally controlled areas in the Umberger basement with minimum renovation/costs needed.</p> <p><u>New equipment required</u> No new equipment other than routine replacements will be required to offer this program. The internet infrastructure exists to adequately support this program and teaching equipment and facilities are adequate to provide a high quality program.</p> <p><u>Technology needs</u> The Department of Communications currently possesses the network, server, and online support services necessary for this new program. The department currently provides this support for the College of Agriculture and the State Cooperative Extension Service.</p> <p>Funds from a USDA outreach grant secured by Lauri Baker will enable the Department to purchase two site licenses for the Camtasia software for development of online course materials using a narrated PowerPoint format which will be coupled with the K-State Online format for online</p> |

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| | <p>assessment instruments, group discussions, etc. Online course delivery protocols adopted by the Great Plains Ag IDEA consortium will be met using existing software and hardware capabilities. No additional technology will be required to support this proposed program beyond routine software updates and licensing and hardware updates currently built into the departmental academic budget.</p> |
| <p>11. Program Review, Assessment, Accreditation – formal assessment plan.</p> | <p><u>Program Review</u> In order to provide a meaningful and focused self-assessment of the program’s attainment of goals, future planning, success in meeting the needs of students, faculty and the Board of Regents; the M.S. in Agricultural Education and Communication program will participate in the Kansas Board of Regents review following an eight year review cycle. The Board of Regents’ review of the department’s undergraduate programs occurred during the 2010-2011 academic year, so it would be logical that both the new graduate review and the next undergraduate review be scheduled for the 2018-19 academic year. This review will be conducted in accordance with the review protocols adopted by Kansas State University for all Board of Regents Reviews. In addition, the program will participate in the Kansas State University Graduate School mid-cycle review on a four year rotation for further formal introspection and peer feedback. Furthermore, the graduate program coordinator will lead annual departmental faculty reviews of the data generated by the multiple steps outlined in the Program Assessment Process below. These annual departmental reviews will be conducted with a focus on attainment of student learning outcomes, course quality, needs for curricular revision, and to address both student and external stakeholder needs of the program. Finally, the graduate program coordinator is a Consortium Degree Steering Committee member together with a representative of each contributing member institution in the Great Plains Ag*IDEA consortium. This steering committee conducts monthly conference calls for the purpose of joint planning, review of individual course quality and quantity, troubleshooting course delivery, enrollment etc., and to simply maintain open dialog to ensure consortium expectations are held high and consistently met or exceeded.</p> <p><u>Assessment Process</u> M. S. in Agricultural Education and Communication students are required to self-assess their knowledge, skills and dispositions upon admission to the program, at the mid-point of the program (completion of 12 hours), and as they exit the program. The purpose of these surveys is to document student growth throughout the program and to assist with program evaluation focused on continuous improvement of the M. S. in Agricultural Education and Communication. In addition, advisors and committee members are required to complete a final examination rubric prior to signing the M. S. ballot at program completion.</p> <p><u>M. S. Graduate Admission Survey</u> The M. S. in Agricultural Education and Communication requires that each newly admitted student access the Agricultural Education and Communication Graduate Admission Survey online and complete it upon admission to the program. An email will be sent providing directions for</p> |

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| | <p>accessing, completing, and submitting the Graduate Admission Survey during the first semester of coursework.</p> <p><u>M. S. Midpoint Self-Assessment Survey</u> The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Midpoint Self-Assessment Survey upon completing 12 hours of M. S. coursework. An email will be sent providing directions for accessing, completing, and submitting the Midpoint Self-Assessment Survey at this transition point. Students <i>must</i> make an appointment with their advisor at program mid-point to verify program progress.</p> <p><u>Midpoint Checklist for Advisor</u> At the mid-point of each M. S. student’s program, the advisor will submit a checklist to assure that each student is making adequate progress toward program completion. Items include narrative statements in response to Student Learning Outcomes, verification of a filed Program of Study, and an unofficial transcript of course grades. Students <i>must</i> make an appointment with their advisor to ensure this mid-point progress report is completed regarding their progress in the program.</p> <p><u>M. S. Final Examination Rubric</u> The M. S. in Agricultural Education and Communication requires advisors and committee members jointly to complete the M. S. Final Examination Rubric prior to signing the M. S. ballot. The purpose of the rubric is to evaluate student performance throughout the program while utilizing the resulting data for program improvement.</p> <p><u>M. S. Graduate Exit Survey</u> The M. S. in Agricultural Education and Communication requires that each student access and complete the M. S. Graduate Exit Survey prior to their scheduled Final Examination/Master’s Project/Thesis. As soon as the Final Examination is scheduled, an email will be sent providing directions for accessing, completing, and submitting the M. S. Survey prior to final program completion.</p> |
| 12. Costs, Financing | <p>As a result of a reorganization of scheduled undergraduate course offerings in the department, the recent addition of an instructor line to the Department of Communication faculty team, the recent hire of two new tenure line faculty, and the reorganization of a current academic support personnel position, no additional faculty or resources will be necessary to implement the program. Specifically, these organizational changes have been made with a focus on enabling the department to expand its emphasis to encompass a graduate degree. Five undergraduate courses in Agricultural Education which had historically been offered twice per year have been moved to the Fall semester only and one undergraduate course that had been offered twice per year has been moved to the Spring semester only for increased efficiency and to open faculty scheduling to offer graduate course work. In addition, utilizing Student Credit Hour generated fee increases, an Instructor level position has been added to the Agricultural Education faculty team during the Fall 2011 semester in order that tenure-track faculty could add graduate</p> |

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| | <p>coursework to their load. With the recent departure of two Agricultural Communications and Journalism faculty at the Assistant Professor and Instructor ranks, the Department has been able to convert the Instructor position to an Assistant Professor position thereby enabling the Summer 2011 start dates of Dr. Lauri Baker and Dr. Jason Ellis, thereby enabling the program to double the number of graduate faculty in Agricultural Communications and Journalism. These two new hires were approved for Graduate faculty membership in the Fall 2011 semester. Finally, the recent transition of employment in an academic support personnel position has facilitated the Department in re-configuring this position to include academic support for a graduate program. All of these changes which have occurred over the past six months reflect the Department's commitment to implementing our Strategic plan by expanding graduate programming without requesting additional faculty resources within a challenging budgetary context. Costs for student recruitment will be derived from existing Departmental and College recruitment allocations.</p> |
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**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree:

Master of Science in Agricultural Education and Communication

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

| | Course Name & Number | Credit Hours (Thesis Option) | Credit Hours (Project Option) |
|-------------------------|--|---|--|
| Core Courses | EDCEP 816 – Research Methods | 3 | 3 |
| | OR EDLEA 838 – Qual Research in Educ. | 3 | 3 |
| | OR SOCIO 824 – Qualitative Methodology | 3 | 3 |
| | EDSEC 620 – Hist. & Phil of Career & Tech Ed | | |
| | | 3 | 3 |
| | OR AGED 830 – Hist. & Phil of Land Grant | 3 | 3 |
| | AGED 840 – Adv. Theory & Meth of Tchg Ag | 3 | 3 |
| | OR AGCOM 844 – Theory of Ag. Comm. | 3 | 3 |
| | AGED 810 – Soc. Data Analysis in Ag Comm/Ed | 3 | 0 |
| | | | |
| Electives | To be determined by student and committee | 12 | 22 |
| Research | AGED 899 – Master’s Thesis | 6 | 0 |
| | OR AGED 890 – Master’s Project | 0 | 1 |
| Practica | None Required | 0 | 0 |
| | Total | 30 | 32 |

IMPLEMENTATION YEAR __FY __2012

Fiscal Summary for Proposed Academic Programs

Kansas State University Proposed Program: M.S. in Agricultural Education and Communications

| Part I. Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|--|---------------------|-----------|-----------|-----------|-----------|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A. Full-time, Part-time Headcount: | 3 | 20 | 8 | 30 | 8 | 30 |
| B. Total SCH taken by all students in program | 174 | | 320 | | 320 | |
| Part II. Program Cost Projection | | | | | | |
| A. In implementation year one, list all identifiable General Use costs to the academic funded. In unit(s) and how they will be subsequent years, please include only the additional amount budgeted. | | | | | | |
| | Implementation Year | | Year 2 | | Year 3 | |
| Base Budget | 258,672 | | | | 29,744 | |
| Salaries | | | | | | |
| OOE | 7,526 | | | | | |
| Total | 266,198 | | | | | |

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

Approved: _____

Form Revised: September 2003

A PDF of the Full Proposal is Available

Request Approval for a Master of Professional Studies (MPS) (30.9999) [FIRST READING] - Fort Hays State University

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. Fort Hays State University has submitted an application for approval of a Master of Professional Studies (MPS) (CIP 30.9999). The proposing academic unit has responded to all of the requirements of the program approval process. Six other institutions has programs utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation.

Background

| <u>Criteria</u> | <u>Program Summary</u> |
|---------------------------------------|---|
| 1. Program Identification CIP Code | Master of Professional Studies (MPS) with concentrations in Human Resource Management, Cyber Security, Web Development, Computer Networking, and Information Assurance Management. CIP Code 30.9999 |
| 2. Academic Unit | The MPS program will be administratively managed through the FHSU Graduate School, with courses offered through each of the participating departments. The primary academic home for the degree program will be the College of Health and Life Sciences. |
| 3. Program Description | The MPS program will provide advanced professional training to students in the initial concentration areas. The MPS will be a degree designed for workforce development for the university’s service region which extends through the Virtual College across the nation and around the world. |
| 4. Demand/Need for the Program | 179 of 5471 FHSU students surveyed in Fall, 2010 indicated a desire to enroll in an MPS program at FHSU. Bureau of Labor Statistics data indicate that occupational growth in the areas of human resource management and informatics are expected to demonstrate average to better than average growth between 2008-2018. |
| 5. Comparative /Locational Advantage | No similar programs exist in Kansas. Five online competitors exist in the US. One competitor is located in the region. Particular advantages of FHSU for this program are: <ul style="list-style-type: none"> • An opportunity to earn a master’s degree that offers flexible attractive alternatives to traditional MS, MA, and MBA programs. • An opportunity to explore specialized professional occupational disciplinary content in greater depth than traditional MBA and MPA degree programs. • An opportunity to earn a master’s degree which provides a more attractive alternative to 3rd party non-credit professional development workshops and in-service experiences. • FHSU offers competitive tuition and fees compared to all existing competitors. |

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| 6. Curriculum | <p>9 hr core - research methods, statistics, and introduction course 9-12 hr - major 6-9 hr - cognate field or free electives 3 hr - project or internship course</p> |
| 7. Faculty Profile | <p>Faculty in the MPS program will need to have qualifications similar to those of faculty in discipline-specific MS programs. Faculty must be capable of being qualified as graduate faculty at FHSU, which requires substantial involvement in recent scholarship.</p> |
| 8. Student Profile | <p>The program is intended for place-bound working adults who desire a professional master's degree in order to advance in their current occupations or to "re-tool" their skills in order to enter new career opportunities in the workforce. A potential market are students in other countries served through the Virtual College by way of strategic international partnerships with host foreign universities.</p> |
| 9. Academic Support | <p>Advising: Advising of PSM students will be performed by faculty members within the participating departments. The advisor will develop a degree program plan in conjunction with the student, assisted by members of the graduate committee. The Graduate School will provide additional student and faculty support.</p> <p>The Center for Teaching Excellence and Learning Technologies (CTELT) assists faculty with the convergence of information technologies into digital formats. Numerous workshops are offered throughout the year to provide faculty/staff with opportunities to develop skills and enhance instruction.</p> <p>The Kelly Center, on the FHSU campus, offers programs to assist students with learning skills, and is also the home for Career Counseling Services, which assists individuals in career decisions through the use of personal and career interest inventories, career exploration workshops, and computer-based career exploration programs.</p> <p>Library: Forsyth Library is the information/research center for the university. The library provides access to information through books, periodicals, government documents, CD-ROMS, computer literature searches and public Internet connections. Library faculty and staff offer a full range of reference, interlibrary loan, circulation/reserve, government documents and special collection services. Current holdings in Forsyth Library Human Performance student library meet the needs of the proposed program. There is no need for additional library resources.</p> <p>Academic Computing: Students must have computer access and the entire FHSU campus has wireless Internet access. General computer laboratories are located throughout campus and in residence halls, and each of the participating departments has their own computer lab facilities. All faculty have tablet computers, linked through wireless Internet access.</p> |

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| 10. Facilities and Equipment | Current facilities and equipment are adequate. No additional facilities are required. |
| 11. Program Review, Assessment, Accreditation | The program will be reviewed according to KBOR requirements. Assessment of student learning outcomes will be measured annually and reported through the department annual report process. There are no special accreditation requirements for this degree program. |
| 12. Costs, Financing | \$0 |

CURRICULUM OUTLINE
NEW DEGREE PROPOSALS

Kansas Board of Regents

I. Identify the new degree:

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| Master of Professional Studies |
|--------------------------------|

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

| | Course Name & Number | Credit Hours |
|----------------------------------|---|--------------|
| Core | Varies by program – see specific concentration curricula | 9 |
| Major | Students will complete a minimum of 9 credit hours in an area of concentration (cyber security, human resource management, information assurance management, or computer networking). Courses must be approved by the student’s graduate committee and the Dean of the Graduate School. | 9-12 |
| Cognate or Free Electives | Students will complete a minimum of 6 credit hours in a cognate area or through the completion of free electives. Courses must be approved by the student’s graduate committee and the Dean of the Graduate School. | 6-9 |
| Project or Internship | Varies by program – see specific concentration curricula | 3 |
| Total | | 30 |

IMPLEMENTATION YEAR FY 2012

Fiscal Summary for Proposed Academic Programs

Institution: Fort Hays State University

Proposed Program: Master's of Professional Studies (MPS)

| Part I. Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|---|---------------------|-----------|----------------|-----------|----------------|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| A. Full-time, Part-time Headcount: | 20 | 10 | 40 | 25 | 60 | 35 |
| B. Total SCH taken by all students in program | 220 / semester | | 460 / semester | | 680 / semester | |
| Part II. Program Cost Projection | | | | | | |
| A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted. | | | | | | |
| | Implementation Year | | Year 2 | | Year 3 | |
| Total | \$0 | | \$0` | | \$0 | |

Indicate source and amount of funds if other than internal reallocation: no funds are needed

A PDF of the Full Proposal is Available

**Request Approval for a Bachelor of Science in Workforce Development (13.1309) –
Pittsburg State University (FIRST READING)**

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. Pittsburg State University has submitted an application for approval of a Bachelor of Science in Workforce Development (CIP 13.1309). The proposing academic unit has responded to all of the requirements of the program approval process. One other institution has a program utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation.

Background

| <u>Criteria</u> | <u>Program Summary</u> |
|--------------------------------|---|
| 1. Program Identification | <p>Bachelor of Science with a major in Workforce Development*</p> <ul style="list-style-type: none"> • Emphasis I. Supervision & Leadership • Emphasis II. Human Resources <p><i>*Note: This proposed degree is the modification and enhancement of the Option II –Program Completion track of the current Bachelor of Science in Technology (BST) Degree with a major in Technology Management. With the adoption of this degree the current BST in Technology Management Option I and II will be eliminated.</i></p> |
| 2. Academic Unit | College of Technology, Department of Technology & Workforce Learning |
| 3. Program Description | <p>The proposed degree program (the Bachelor of Science with a Major in Workforce Development) will be an online completion degree program designed to provide a baccalaureate degree path for non-traditional students with and Associate Degree interested in continuing their professional/career development in the areas of Supervision & Leadership or Human Resources. This degree recognizes the value of an Associate Degree earned from an accredited two-year college. It is designed to build upon this educational foundation, and the student’s work experiences, by providing additional general education, professional support classes, and emphasis courses in the areas of Supervision & Leadership or Human Resources.</p> |
| 4. Demand/Need for the Program | <p>Four constituency groups will benefit from this proposed online completion degree program.</p> <ul style="list-style-type: none"> • Employees/Graduates with Associate Degrees – many two-year associate degree graduates cannot progress further in their organizations or fields without an appropriate baccalaureate degree. The majority of individuals in this group are identified as non-traditional students 1) whose work schedules often conflict with the on-campus program schedules of baccalaureate degree programs, and 2) who are geographically unable to participate in on-campus programs and/or courses. This proposed online completion degree program addresses their needs. • Military Personnel with Associate Degrees – place bound military personnel who have earned a two-year associate degree and have an interest |

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| | <p>in the areas of supervision/leadership or human resources often cannot progress further on their education and/or non-military career paths because of both geographic and timing conflicts resulting from military assignment. This proposed online completion degree program addresses their needs.</p> <ul style="list-style-type: none"> • Potential Employers – business organizations need experienced, well-rounded professionals with expertise in the areas of supervision/leadership and human resources. Many employers are looking for a flexible baccalaureate career path as a means of advancing experienced frontline employees with two-year associate degrees into management and/or specialized human resource positions. In many cases, corporate policies preclude individuals from advancement into positions that have not earned a baccalaureate degree. This proposed online completion degree program addresses their needs. • Community Colleges – need a variety of career path options to meet the needs of their prospective students. This proposed online completion degree program provides a unique baccalaureate career path for both place bound two-year associate degree graduates and those who need to manage full-time employment with their desire to obtain an undergraduate degree. |
| <p>5. Comparative/Locational Advantages</p> | <p>The proposed online completion degree (BS with a major in Workforce Development) provides the following comparative/location advantages over other completion degrees offered in the state:</p> <ul style="list-style-type: none"> • This degree, with the emphasis areas of Supervision & Leadership or Human Resources, will be offered completely online by PSU to place-bound military personnel and employees in business and industry. • This degree, with the emphasis areas of Supervision & Leadership or Human Resources, can be completed in 60 credit hours*. <p>*Note: This presupposes that the student has completed and received an AA or AS associate degree from an accredited institution that required a minimum of 64 credit hours including: English [6], Speech [3], Math [3], Science w/lab [4], Social Sciences [3], Political Science [3], Humanities [3], and Cultural Studies [3]. These courses/credits are recognized to be in alignment with the requirements stipulated by the Association of Technology Management and Applied Engineering (ATMAE), and as such would not be delivered by PSU as part of the 60 hour BS online completion program.</p> <ul style="list-style-type: none"> • This degree, with its emphasis areas of Supervision & Leadership or Human Resources, utilizes courses previously developed and taught by PSU College of Technology’s faculty and will be able to leverage current coursework and faculty expertise. Many of the courses have been taught as professional support courses and service courses for other degree programs. The PSU faculty members possess the academic and work experience necessary for teaching these courses. • This degree, with its emphasis areas of Supervision & Leadership or Human Resources, will use core general education and business requirements courses that currently exist or under development by other academic departments. • This degree, with its two emphasis areas of Supervision & Leadership or Human Resources is closely aligned with knowledge and skills required by business organizations. It will utilize PSU College of Business courses that |

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| | make up its AACSB-accredited program and HRD courses taught by faculty associated with an AHRD-accredited program. In addition, the proposed degree has been designed to meet accreditation requirements outlined by the Association of Technology Management and Applied Engineering (ATMAE). |
| 6. Curriculum | As previously noted, the proposed degree has been designed to meet accreditation requirements outlined by the Association of Technology Management and Applied Engineering (ATMAE). (see Section 11 for details) |
| 7. Faculty Profile | Undergraduate program faculty members typically possess MS and/or doctorate degrees with appropriate work experience and licensing. Faculty members throughout Pittsburg State University teaching baccalaureate programs may teach courses associated with this proposed program. |
| 8. Student Profile | Non-traditional students who are graduates of associate degree programs (primarily AA and AS) from accredited institutions, with previous training in business, technology and professional-related fields, that are seeing a baccalaureate career path that would enable them to obtain supervisory or human resource-type positions in business and industry. |
| 9. Academic Support | All academic support associated with College of Technology baccalaureate programs is available for use with this program. Tutorial services, as required by HLC for online degrees, will be available when fully implemented. |
| 10. Facilities & Equipment | This proposed online completion degree (BS with a major in Workforce Development) will be housed in the College of Technology's Kansas Technology Center and use same development and online delivery facilities; equipment; and course management, assessment, and course development software and systems, associated with existing programs. The proposed program will make use of existing online courses associated with the BST in Technology Management program that is being eliminated and replaced with this proposed online completion degree. |
| 11. Program Review, Assessment, Accreditation | This program will utilize the same program review procedures used for all PSU baccalaureate programs. Assessment includes the use of professional development and senior seminar courses (TM 399 Professional Development and TM 699 Senior Assessment in Technology Management), exit exams, surveys, and placement. As previously noted, the proposed degree has been designed to meet accreditation requirements outlined by the Association of Technology Management and Applied Engineering (ATMAE). These program requirements are noted below: |
| 12. Costs, Financing | Additional costs associated with this program are directly related to costs associated with increased enrollments. It does not require the purchase of specialty equipment beyond what is currently available to service the existing baccalaureate programs in the College of Technology. Part of program financing would be from tuition and distance learning fee payments. |

CURRICULUM OUTLINE

**NEW DEGREE PROPOSALS
Kansas Board of Regents**

INSTITUTION: PITTSBURG STATE UNIVERSITY

III. Identify the new degree:

Bachelor of Science with a major in Workforce Development

- **Emphasis I: Supervision & Leadership**
- **Emphasis II: Human Resources**

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

[Please refer to the program guide following this section]

| | Course Name & Number | Credit Hours |
|---------------|---|--------------------|
| Core Courses: | <u>*General Education [from Two-Year College]</u> | <u>[25]</u> |
| | <u>*Specialization [from Two-Year College]</u> | <u>[39]</u> |
| | <u>Core Courses: General Ed-Related Courses [PSU]</u> | <u>18</u> |
| | <u>Core Courses: Business Courses [PSU]</u> | <u>09</u> |
| | <u>Major: Workforce Development Courses [PSU]</u> | <u>12</u> |
| | <u>Emphasis Courses [PSU]</u> | <u>21</u> |
| | Emphasis I – Supervision & Leadership (or) | |
| | Emphasis II – Human Resources | |
| Electives: | <u>None</u> | <u> </u> |
| Research: | <u>None</u> | <u> </u> |
| Practica: | <u>None</u> | <u> </u> |
| | | Total: 124* |

*Credits hours are contained within a 64-hour associate degree program from an accredited institution.

Bachelor of Science with a major in Workforce Development

- **Emphasis I. Supervision & Leadership**
- **Emphasis II. Human Resources**

Prerequisite: Students accepted to the program must have an Associate Degree (AA or AS) from an accredited institution.

| Required | Hours |
|---|----------------|
| Associate Degree | 64 |
| If the following General Education requirements have not been fulfilled as part of the student's Associate Degree program, then prior to completion of the BS degree, the student must have completed each of the following general education requirements, any of which may have been part of the associate degree. These courses are in addition to the 60 hours offered by Pittsburg State University. | |
| ENGL 101 English Composition | 3 |
| ENGL 299 Introduction to Research Writing | 3 |
| COMM 207 Speech Communication | 3 |
| MATH 113 College Algebra or approved math substitute course | 3 |
| Physical Science course with laboratory (life science can also be used) | 4 |
| Social Sciences – Introduction to Sociology 100 or General Psychology 155 | 3 |
| Political Sciences – U.S. Politics 101 | 3 |
| Humanities—Music, Art, Theater, Dance | 3 |
| Core Requirements (to be taken from PSU) | 27 |
| General Education-Related Courses (18): | |
| TM 350 Societal Influence of Technology or GT 350 Technology & Civilization | 3 |
| TM 555 Diversity in Technology Management | 3 |
| PSYCH 575 Industrial and Organizational Psychology | 3 |
| SOC 360 Community Sociology | 3 |
| JUST 223 Basic Interviewing | 3 |
| COMM XXX (new on-line course to be developed) | 3 |
| Business Related Courses (9): | |
| MATH XXX (new on-line course to be developed) | 3 |
| MGMKT 330 Basic Marketing | 3 |
| MGMKT 444 Legal and Social Environment of Business | 3 |
| Workforce Development Courses | 12 |
| EST 393 Introduction to Industrial Safety or EST 512 Risk Analysis | 3 |
| TM 390 Trade and Job Analysis | 3 |
| TM 399 Technology Management Professional Development | 2 |
| TM 520 Leadership in the Workplace | 3 |
| TM 699 Senior Assessment in Technology Management | 1 |
| Emphasis I. Supervision & Leadership Courses | 21 |
| MFGET 405 Quality Control | 3 |
| MGMKT 327 Organizational Theory & Behavior | 3 |
| EST 630 Safety Management | 3 |
| TTED 606 Industrial Supervision | 3 |
| TM 500 Industrial Organization and Technology Management | 3 |
| TM 501 Work Measurement and Efficiency Methods | 3 |
| TM 503 Facility Maintenance and Management | 3 |
| OR | |
| Emphasis II. Human Resource Courses | (or) 21 |
| HRD 575 Instructional Media in HRD | 3 |
| HRD 596 Introduction to Human Resource Development | 3 |
| TM 653 Workforce Preparation | 3 |
| TM 679 Presentation Skills | 3 |
| HRD 597 Organizational Staffing (new on-line course to be developed) | 3 |
| HRD 598 Talent Management (new on-line course to be developed) | 3 |
| HRD 630 Employee and Labor Relations (new on-line course to be developed) | 3 |
| TOTAL | 124 |

IMPLEMENTATION YEAR: FY 2012
Fiscal Summary for Proposed Academic Programs

Institution: PITTSBURG STATE UNIVERSITY

Proposed Program: **Bachelor of Science with a major in Workforce Development**

- **Emphasis I: Supervision & Leadership**
- **Emphasis II: Human Resources**

| Part I. Anticipated Enrollment | Implementation Year | | Year 2 | | Year 3 | |
|--|-----------------------------|-----------|-----------------------------|-----------|-----------------------------|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-time | Part-Time |
| A. Full-time, Part-time Headcount: | 0 | 10 | 0 | 20 | 0 | 30 |
| B. Total SCH taken by all students in program | 0 | 180 | 0 | 360 | 0 | 540 |
| Part II. Program Cost Projection* | | | | | | |
| A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted. | | | | | | |
| | Implementation Year | | Year 2 | | Year 3 | |
| <u>Costs:</u> | No impact on current budget | | No impact on current budget | | No impact on current budget | |
| OOE | No impact on current budget | | No impact on current budget | | No impact on current budget | |
| Total | No impact on current budget | | | | | |

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

- No additional funds requested. The program will be unproblematic by using current faculty and efficient scheduling.

*TWL departmental funds for base budget and in-load teaching will be reallocated from the BS in Technology Management program. Funds for “teaching overload” (regular faculty) and adjunct faculty will be generated through Continuing Studies tuition and distance learning fees.

Request Approval for a Ph.D. in Journalism and Mass Communication (CIP 09.0102) University of Kansas (SECOND READING)

Summary and Recommendation

Universities may apply for approval of new academic programs following the guidelines of Appendix G in the Kansas Board of Regents Policies and Procedures Manual. The University of Kansas has submitted an application for approval of a Ph.D. in Journalism and Mass Communication (CIP 09.0102). The proposing academic unit has responded to all of the requirements of the program approval process. One institution has an undergraduate program utilizing this Classification of Instructional Program (CIP) code. The program will be funded through internal reallocation.

12/01/11

Background

| <u>Criteria</u> | <u>Program Summary</u> |
|--------------------------------|---|
| 1. Program Identification | Doctor of Philosophy in Journalism and Mass Communication CIP 09.0102 |
| 2. Academic Unit | William Allen White School of Journalism & Mass Communications |
| 3. Program Description | <p>This new PhD program focuses on emerging “new” media, such as newspapers going online, television outlets using the Web, radio stations streaming programming world wide. Changing media lead to changing roles of journalists and other media practitioners. The public adopts new reading, viewing and listening habits. Businesses must adapt their business models or face bankruptcy.</p> <p>This forward-thinking PhD program will explore how the public, the journalists and the businesses they work for adapt and build new media.</p> <p>Students will examine fundamental questions of how new media form, evolve and function in society. For instance, a student may ask, “What business models succeeded or failed in previous mass media technologies,” or “How do emerging media establish roles in society?”</p> |
| 4. Demand/Need for the Program | There were over 140 posted jobs for PhD’s in Mass Communications with an emphasis in new media/technology from November 2008 through November 2009. We believe there were approximately 50 PhD graduates during that time suitable for those positions. |
| 5. Comparative /Locational | There are no PhD programs in Journalism & Mass Communications in Kansas. There are no PhD programs in the |

| | |
|---|---|
| Advantage | region as highly focused on media technology, media and society, and business aspects of media. |
| 6. Curriculum | <p>We propose a four-year degree program consisting of 55 hours of coursework, a comprehensive exam and oral defense, and a substantive dissertation with an oral defense. Twelve hours of coursework will be in a concentration in a unit outside of the School. The curriculum also includes core courses in grantwriting and developing as a faculty member.</p> <p>The students also will complete all University requirements for the PhD.</p> |
| 7. Faculty Profile | The School has 14 faculty members holding the PhD, is searching for two more, and has one full professor holding the JD. These faculty members represent 16.5 FTEs. |
| 8. Student Profile | <p>Students will have a Master's degree in Journalism, Mass Communication or a related field. They will demonstrate an interest in technology, media and society, and business aspects of the industry. They will be interested in careers in academe or the highest levels of the industry.</p> <p>Students will meet the University's entrance requirements, including high scores on appropriate elements of the GRE, excellent references from academics, a minimum GPA of 3.0 as an undergraduate and graduate student and a clear, concise, meaningful statement of purpose. Those whose native language is not English must achieve an appropriate score on the TOEFL.</p> |
| 9. Academic Support | The School's Associate Dean for Graduate Studies (ADGS) will advise incoming students. The School has sufficient faculty and staff to support the tightly focused program. |
| 10. Facilities and Equipment | Current facilities and equipment are adequate to support the program. |
| 11. Program Review, Assessment, Accreditation | The PhD program will be reviewed through the University's periodic BOR program review, through annual review by the School's dean and faculty, and through accreditation review by the discipline's accrediting body (The Accrediting Council for Education in Journalism & Mass Communication, ACEMJC). The School has just completed BOR review and ACEMJC review. The new PhD program will be reviewed in the next cycle of the BOR and ACEMJC process. |
| 12. Costs, Financing | No new financing required. |

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Kansas Board of Regents**

I. Identify the new degree:

PhD in Journalism and Mass Communication

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

| Course Name & Number | Credit Hours |
|--|---------------------|
| Core Courses Students take the following. They select either J-803 or J-804. They select one theory/method course from concentration. | |
| JOUR 618 First Amendment/Media Law | 3 3 |
| JOUR 750 Financial Management and Media | 3 6 |
| JOUR 803 Mass Media and Society | 3 9 |
| JOUR 800 Proseminar: Introduction to Doctoral Education | 1 10 |
| JOUR 801 Mass Communication Theory | 3 13 |
| JOUR 802 MC Methodology I – (Survey of Methodology) | 3 16 |
| JOUR 803 MC Methodology II – (Quantitative Methodology) OR | 3 19 |
| JOUR 804 MC Methodology II – (Qualitative Methodology) | 3 |
| PRE 902 Research Methodology in Education (or another T/M course in student’s concentration) | 3 22 |
| JOUR 805 Communication Technology & Society | 3 25 |
| JOUR 806 Entrepreneurship and the Media | 3 28 |
| JOUR 82X Advanced Mass Communication Ethics & Legal Issues | 3 31 |
| GS 720 Grants Development and Administration | 3 34 |
| SPED 982 Preparing Future Faculty | 3 37 |
| Electives Students select 9 hours of J-electives, such as the following or other J-840 seminars. | |
| JOUR 84X News and Information Industries: History & Future | 3 40 |
| JOUR 84X Strategic Communication Industry: History & Future | 3 43 |
| JOUR 84X New Media & the Future of Mass Communication | 3 46 |
| JOUR 84X International Communication Issues | 3 |
| Concentration Students select 9 hours of coursework in one unit outside the J-School. (For example:) | |
| HSES 828 Sport Finance | 3 49 |
| HSES 830 Socio-cultural Dimensions of Sport | 3 52 |
| HSES 831 Ethics in the Sport Industry | 3 55 |
| Research The student completes 9-18 hours of dissertation research | |
| JOUR 89X Dissertation Research | Variable |
| Practica None required | |
| Total | 55 + Diss. |

TO: Kansas Board of Regents

FROM: Site Visit Team, proposed Ph.D. in Journalism & Mass Communications, University of Kansas (Marie Hardin, Joe Foote, Jan Slater)

CC: Ann Brill, Dean, William Allen White School of Journalism & Mass Communications

DATE: October 18, 2011

RE: Report following site visit to review proposed Ph.D. program

The site visit team for the proposed Ph.D. in Journalism & Mass Communication interviewed faculty, administrators and prospective students during a visit to campus Sept. 18--20. For a list of faculty, administrators and students, please see the attachment to this memorandum.

These observations and recommendations follow Appendix G of the Board of Regents Policy and Procedures Manual. Observations are based on information from administrators, faculty, students.

Unless otherwise indicated for an individual provision, all provisions were met; strengths or challenges are briefly described.

a. *Program Need and Student Characteristics.*

(1) *Is the program central to the mission of the institution?*

- The proposed program fits well with both the KU mission statement and with the School's graduate mission statement. The doctoral program would certainly position the School to more powerfully contribute to the KU identity as "a major comprehensive research and teaching university that serves as center for learning, scholarship, and creative endeavor." A doctoral program would also strengthen the School's mission for graduate studies, which includes the goal that its graduate students "master research, critical thinking, and analytical skills."

(2) *What is the student demand for the program?*

- Although the School's proposal did not contain a "disciplined survey analysis" to project student demand, several factors indicate that such demand should be sufficient to allow the program to admit four students per year. The School's MA program, its relationship with units such as Ft. Leavenworth, and its proximity to Kansas City should provide an adequate candidate pool.

(3) What is the demand for graduates of this program?

- The School's program proposal includes an analysis of academic job postings in mass communications. The analysis found 140 positions that would draw on proposed strengths of the program in media and technology; the analysis also estimated only about 50 graduates in current programs to fill those positions. A more recently published analysis (Fall 2011) of academic jobs compared to graduates by the National Communications Association, however, provides a less optimistic analysis and assessment of the supply---and---demand scenario. The NCA report indicates that between 2005---2010, 68 jobs (2% of the total) were posted relating to digital media. However, other areas such as general mass communication (150 jobs, 4.5%), journalism (194, 5.8%) and public relations (233, 7.0%) could be served through the KU doctoral program.

(4) What are the locational and comparative advantages of this program?

- The School's proposal notes that "currently, no opportunity exists to pursue a Ph.D. in Journalism, Mass Communication or similar area at the University of Kansas, in the Regents system, or in any institution in the State of Kansas."
- The proposal mentions the doctoral program at the University of Missouri as a regional competitor for Ph.D. studies. Others in the region might include those at Iowa and the University of Oklahoma. All of these programs have the advantage of already having been established – two (Missouri and Iowa) for decades and with strong reputations for scholarly activity in mass communications.
- The School's proposal notes that it is the only unit at KU without a doctoral program. Establishment of such a program would help the School better align with the University's designation as an institution with "Very High Research Activity." The proposal also outlines the ways a program in the School would work in partnership with other units on campus, such as the School of Education. Interviews with the dean and associate dean in that unit, along with interviews with the chair and graduate director of Communication Studies (another unit that would work with the School) indicate strong potential for collaboration.
- The proposal notes – and interviews confirm – that although in a freestanding unit, the doctoral program would indeed provide its students "the best of both worlds" by providing them with appropriate coursework inside and outside the School. Although a "freestanding" program is appropriate because of the nature of the program of study, other units could provide even stronger support and collaboration than that already planned.
- The School's strategic plan, as does its proposal, indicates that the establishment of a doctoral program is a top priority for the School. Interviews with the dean and associate dean indicate the commitment is unwavering. Interviews with faculty members in the School indicate they are aware of and support this priority.

(5) *What are the characteristics of the students who will participate in this proposed program?*

- The proposal indicates that the School plans to select students for the doctoral program with the expectation that they will have completed a M.S. or M.A. in mass communications or journalism before beginning doctoral studies. Interviews with administrators and faculty confirm this plan.
- The School already has a process for assessing and admitting students into its MA program. Interviews with the associate dean for graduate studies and a review of the program proposal and School documents confirm the establishment of a graduate committee and admissions requirements and procedures that can be adjusted for the higher standards of a doctoral program.
- As the School's proposal indicates and interviews with the dean, associate dean and faculty confirm, significant opportunities for student interaction will be available in the School's new Graduate Studies and Research Center, which is in the heart of Stauffer--Flint Hall, where the School is housed. As the proposal also indicates and interviews confirm, KU master's students have increasingly participated in scholarly conferences where they can interact with their peers from across the United States. The dean has indicated that support will be provided to doctoral students to participate in such conferences.

b. Curriculum of the Proposed Program. Program proposals will be expected to describe the curriculum of the proposed program. The curriculum of the proposed program shall be judged on the basis of the following criteria :

(1) *What is the curriculum of the proposed program?*

- The proposal suggests that students will possess a number of skills and competencies in the areas of research, core knowledge, communication, grant--writing, ethics, and academic life. The proposed curriculum, along with interviews with administrators in other units (such as the Dean in the School of Education, for instance) indicate that this basic list of learning outcomes is feasible and realistic. Interviews with faculty, the associate dean and the dean in the School indicated that the proposal's list of items under "knowledge future graduates will possess" is, perhaps, too broad and could be narrowed to strengthen the doctoral program's impact and better draw on faculty expertise.
- Coursework for the proposal is described in the proposal. Interviews with faculty, the dean and the associate dean in the School indicate that the coursework plan is still under development as the School seeks to design classes that will serve the needs of a theoretically based doctoral program from the foundation of an MA program that is professionally oriented and for which many masters students take classes with advanced undergraduates. Thus, courses will need to be retooled to serve the doctoral program. An example of such a course would be JOUR 618, a course designated for the "foundation core" of the program; this course

serves primarily undergraduates and would need to be revised. Interviews with the associate dean and the dean indicate an understanding that additional development of coursework is necessary. Furthermore, interviews with administrators in other units (such as Education and Communication Studies) indicate that these units are eager to play a key role in the required courses for the School's doctoral students.

- Internships and practica are typically not a part of Mass Communications doctoral programs; appropriately, they are not designated for this program.

c. Program Faculty. Program proposals shall establish clearly the requirements, costs and quality of the faculty for the program.

(1) What is the quality of the faculty?

- The Board of Regents requires that doctoral programs are appropriately staffed; such staffing for doctoral programs has been set at 8 faculty with terminal degrees (three for a BA program; three additional faculty for MA programs; two additional faculty for a doctoral program). A review of the School's graduate faculty (those mentioned in the proposal and those who have been hired since the proposal was drafted) indicates a total of 16 faculty with doctorates. All but three of the faculty with doctorates are at the associate or assistant level.
- The proposal differentiates the "core" faculty from others who teach in the program. This is especially important in a School such as this one, where professional technique---focused classes are taught by faculty with tremendous industry experience but who do not have P h.D. degrees.
- A review of faculty vitae, interviews with the dean and with the associate dean in the School indicate that relatively narrow description of the new program (on technology, entrepreneurship and new media) should give way to a more general approach that draws more on the breadth of faculty expertise in the School. One example of expertise that would be captured in a broader program description is that in the area of health communication, where several faculty members research and publish.
- A review of vitae and interviews with the faculty, dean and associate dean in the School indicate that the faculty is capable of executing the proposed program. The School has relatively few full professors; it also has associate professors who may not aspire to do the scholarly publishing to move to the full rank. The dean, however, has strategically hired several assistant professors who have moved through the tenure process and several others who are enthusiastic about publishing and working with docto ral students. Thus, faculty are in place to contribute to the School's aspirations for the program.
- The proposal indicates – and the dean confirmed – that the normal teaching load for tenure---line faculty is two courses a semester. The proposal also indicates that only two additional courses will need to be developed for the Ph.D. program, which will accept cohorts of four

students each year. Other courses available for doctoral students will be MA courses –already staffed----- that are retooled to serve Ph.D. students. The proportion of assignments by core faculty to the doctoral program is manageable, according to the dean.

- The proposal indicates that no new faculty will need to be hired to staff this program.
- A review of the vitae for the proposed graduate faculty indicate a mix of interests, qualifications and scholarly activity that lend themselves to a general program that develops specialties over time.

(2) *How many graduate assistants will serve the program?*

- Although the proposal indicates that six students would be admitted annually to the Ph.D. program, interviews with the dean and associate dean indicate that the number has been adjusted to four. Interviews with the dean confirmed that activities are well underway to secure grant and fellowship funding; furthermore, graduate assistantships previously assigned at the MA level (and already budgeted) can be reassigned to the Ph.D. level.

d. Academic Support. Program proposals shall establish clearly the requirements, costs and quality of the academic support services for the program.

(1) *What are the academic support services for this program?*

- The program proposal indicates that the School already has facilities and infrastructure (such as advising and computing resources) in place to support the MA program. An expansion of computing resources has already been budgeted, according to the dean. An interview with the associate dean indicates that the School expects to handle its advising of the doctoral students through the staffing already in place (a full-time Graduate Records Coordinator) for the MA program.

(2) *What new library materials and other forms of academic support are required beyond normal additions?*

- The School's proposal indicates that its current library and media resource services for its MA students will be sufficient for its doctoral students.
- The School has a media resource coordinator who works with all students; it is expected that this coordinator would also work with doctoral students in the program .

(3) *What new supporting staff will be required beyond normal additions?*

- The School's Dean is confident that existing staff support will be sufficient to serve needs of the doctoral program. Small cohorts of doctoral students (four a year) should not require additional staffing – at least initially ----- because of the infrastructure already in place to serve the MA program.

e. Facilities and Equipment. Program proposals shall establish clearly the requirements, costs and quality of the facilities and equipment for the program.

(1) *What are the anticipated facilities requirements (existing, renovated or new)?*

- The new space for the Graduate Studies and Research Center seems attractive and sufficient to house the doctoral students, key faculty, and a research lab. It is located in the west wing of Stauffer ---Flint Hall.
- The proposal notes and the dean confirms that costs for the Graduate Studies and Research Center in the School have been covered.
- See above.

(2) *What new equipment will be required beyond normal additions?*

- The School's program proposal does not indicate the requirement of new equipment beyond what would be required for the undergraduate and MA programs. Unless the School plans to invest heavily in advanced computers and peripherals for its Media Research Lab – which it does not indicate is the case – the doctoral program should not require new equipment beyond what would be customary with the addition of students to any program.

f. Program Review, Assessment and Accreditation. Program proposals shall establish clearly the institution's plan to monitor, maintain and enhance the quality and effectiveness of the program.

(1) *What program review process or evaluation methods will be used to review the program?*

- According to the Program Plan and an interview with the Senior Vice Provost for Academic Affairs, assessment of the doctoral program will take place as part of the formal Program Review process that regularly takes place for all academic programs at KU. The School is currently undergoing such review; the next review would include the doctoral program.

(2) *What student learning outcomes measures will be used to assess the program's effectiveness?*

- The proposal indicates that an annual assessment will be used to monitor the progress of doctoral students – a common, accepted practice for doctoral programs. Other benchmarks indicated in the proposal, such as tracking the quality and number of student conference presentations, publications, and job placement upon completion of the degree, are also accepted measures.

(3) *What are the institution's plans regarding program accreditation?*

- No specialized accrediting agency exists for mass---communication doctoral programs in the United States. Although the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) evaluates baccalaureate and professionally oriented masters programs, it does not evaluate doctoral programs.

List of administrators, faculty and students interviewed as part of site---team visit
Sept. 18---20:

Administrators:

Ann Brill, Dean, William Allen White School of Journalism & Mass Communications
Tom Volek, Associate Dean
Barbara Barnett, Associate Dean
Scott Reinardy, Track Head
Tien---Tsung Lee, Track Head

School Faculty:

Piotr Bobkowski
John Broholm
Jerry Crawford
Pam Fine
Mugur Geana
Jimmy Gentry
Crystal Lumpkins
Chuck Marsh
Hyunjin Seo
Max Utsler
Doug Ward
Mike Williams
Mark Johnson (adjunct)

Administrators, Faculty outside the School:

Rick Ginsberg, Dean, School of Education
Beth Innocenti, Chair, Communication Studies
Jim Lichtenberg, Associate Dean, School of Education
Sara Rosen, Senior Vice Provost, Academic Affairs
Robin Rowland, Graduate Director, Communication Studies
Jeffrey Vitter, Sr., Provost

Students/Prospective Students

Ian Cummings
Alice Hunt
Col. Steve Boylan



WILLIAM ALLEN WHITE
SCHOOL OF JOURNALISM
& MASS COMMUNICATIONS

The University of Kansas

Office of the Dean

November 15, 2011

Dr. Sara Rosen
Sr. Vice Provost for Academic Affairs
University of Kansas

Dear Vice Provost Rosen:

This letter is an addendum to my letter to you of October 25 responding to the external reviewers' report for our proposed PhD program. I have been asked to clarify two specific points made by the reviewers. Those points are 1) the site team's note that "The knowledge our PhD graduates should possess is too broad" and 2) "The core course should be redesigned." I have attached two revisions and will briefly summarize them below.

We have divided our statement of the knowledge our PhD graduates should possess into two sections. The first includes the knowledge essential for all holding a doctorate in our discipline to possess — capabilities in theory and methodology, including statistical analysis; understanding of media roles, uses and effects; and knowledge of the First Amendment.

The PhD graduates also will possess knowledge more specialized to their area of expertise. This will include advanced competency in theory and methodology appropriate to their enquiry, and advanced analytical capabilities in specific applications and/or areas identified by the students with their faculty advisors.

We also have redesigned the core curriculum reflecting the reviewers' comments that we focus more on the expertise of our publishing faculty. We have eliminated the Technology and Entrepreneurship Core and shifted those hours to a course and lab in statistics and an additional Journalism elective seminar. Statistics adds to the PhD students' analytical prowess and the additional elective allows the students to focus more on their concentration and also is more inclusive of our publishing faculty. Also, the reviewers specifically noted that JOUR 618, the First Amendment, also includes undergraduate students. We will implement JOUR 818, limited to graduate students with appropriate content and research elements. The revised curriculum reflects that change.

Dr. Rosen, these changes reflect both the spirit and letter of the outside reviewers' comments. We concur with those comments and now feel our PhD program will provide rich opportunities to develop new knowledge for our students and faculty.

Again, my faculty and I look forward to implementing our PhD program in the Fall of 2012 and to the enrichment it will bring to the University of Kansas and the people of Kansas.

Sincerely,

A handwritten signature in blue ink that reads "Ann M. Brill". The signature is written in a cursive style and is enclosed within a thin blue rectangular border.

Ann M. Brill, Ph.D.

Revised Knowledge Statement

(11-15-11)

Knowledge future graduates will possess

We expect our PhD program graduates to possess advanced knowledge in the following areas necessary for all scholarship in the discipline:

- Scholarly inquiry and methods of discovery;
- Current theory and research methods of the discipline;
- Statistics appropriate to the discipline;
- Media use by society, historical and current;
- Media roles in society, including issues of diversity;
- The First Amendment, legal and ethical issues of the discipline.

Additionally, we expect our PhD program graduates to possess advanced knowledge in one or more of the following areas as necessary for scholarship in their chosen area of expertise and with the advice and guidance of their respective faculty advisors:

- Advanced practice of theory, methods and concepts in the student's area of journalism expertise;
- Advanced practice of theory, methods and concepts suitable to the student's area of concentration;
- Advanced statistics;
- Specific uses and impacts of media, such as in healthcare delivery, in education, in politics, or in traditional mass media roles;
- The business of the media, historical and current;
- Innovation and entrepreneurship.

Summary of PhD Curriculum revisions

(11-15-11)

Please note we have streamlined and focused the curriculum to our strengths. This fits with the letter and spirit of the outside reviewers' report, which noted we focused on business and technology areas not in our faculty's publishing expertise.

To wit, we:

1) Removed the 6-hour "Technology and Entrepreneurship" Core. 3 hours shift to PRE 710 in the Theory and Methodology Core, and 3 hours to an additional JOUR elective.

Rationale: No publishing scholars on our faculty in this area; knowledge of statistical analysis necessary for all scholars; streamlines and focuses curriculum on our strengths.

2) Added PRE 710 (and its lab, PRE 711) to the Theory and Methodology core. Note the credit for the two courses totals 4 hours.

Rationale: PhD students need expertise in statistics.

3) Added one more course (3 hours) to the Electives, raising the required elective courses inside Journalism to 4 and the required hours to 12.

Rationale: More inclusive of our publishing faculty and more opportunities for our PhD students to focus their studies.

4) Replaced Jour 618 with Jour 818, Advanced Studies in First Amendment.

Rationale: Jour 618 included undergraduate students. Jour 818 will be limited to graduate students, with appropriate coursework and research expectations.

4) Raised number of overall hours in the program from 55 to 56 to reflect adding the 1-hour PRE 711 lab.

Curriculum Revision

(11-15-11)

The curriculum

The PhD program requires a total of 56 course credit hours (18 3-hour courses, 1 1-hour statistics laboratory, plus a 1-hour pro-seminar) plus dissertation hours, which are variable. 35 course hours are prescribed, 21 are elective. The student takes a 12-hour concentration in one unit outside of Journalism. Students who hold a master's in journalism may have this 55-hour requirement adjusted (a maximum of 18 credits) due to prior course work. The student completes study of appropriate research skills, designed in consultation with the faculty advisor. The student also must meet KU's requirements for dissertation hours.

The PhD program offers intensive rigorous education in research skills leading to the student's dissertation proposal and dissertation. All Journalism electives have an expectation of significant original research leading to publication.

The PhD student takes a 17-hour core of interdisciplinary study of scholarly theory and methodology in mass communications and a second discipline. The program requires 9 hours of enrichment in ethics and legal issues, grants development and administration, and university-level faculty development. The student then applies those principles to a specialized area in another discipline, such as Communications Studies, Public Administration, Political Science, Health Policy and Management, units in the School of Education or others for 9 hours of coursework. The student works with an advisor in that discipline to plan that part of the program. Letters of support from these sample programs follow in Appendix B.1.

The student also will complete a minimum of 12 hours (4 courses) in Journalism 84X-level seminars. Each seminar is research-based, and requires the student to complete an original research project. Each seminar is geared to advance the student's competency in the methodology and theory of the discipline. The student is encouraged to do publishable work building towards the dissertation and his/her research trajectory. The

papers and presentations in these seminars are primary components of the student's research portfolio. The student also will build his/her research competency in courses in the concentration in another unit. That work, too, is expected to form a part of the student's research portfolio.

The student also must complete KU's research skills and responsible scholarship requirement. The PhD student will select theory and methodology courses appropriate to his/her proposed research trajectory, as reflected in the student's positioning statement of research and teaching goals and interests. Training in responsible and ethical scholarship will be included in J-800 Proseminar.

Once admitted to candidacy, the student completes KU's dissertation hours requirement, producing a dissertation acceptable to his/her committee.

The PhD program will have an MSJ option for students who, for whatever reason, may not complete the PhD. Students may earn the MSJ by completing J-818, J-750, J-801, J802, J-803, either J-805 or J-806, two J-84X seminars, and two additional electives. The student then must produce an acceptable thesis (enrolling in J-898 and J-899). The MSJ student must successfully present and defend the thesis.

Foundation Core (9 hours required).

| | | |
|----------|---|---|
| JOUR 818 | 3 | Advanced Studies in First Amendment |
| JOUR 750 | 3 | Financial Management and Media |
| JOUR 803 | 3 | Mass Media and Society – (modern media and society) |

Theory and Methodology Core (17 hours required).

| | | |
|----------|---|--|
| JOUR 800 | 1 | Proseminar: Introduction to Doctoral Education |
| JOUR 801 | 3 | MC Theory – (Mass Comm Theory) |
| JOUR 802 | 3 | MC Methodology I – (Survey of Methodology) |
| JOUR 803 | 3 | MC Methodology II – (Quantitative Methodology) |
| | | or |
| JOUR 804 | 3 | MC Methodology II – (Qualitative Methodology) |
| PRE 710 | 4 | Introduction to Statistical Analysis (including PRE 711) |

Outside 3 Methodology/Theory (Examples are from Comm Studies; Public Admin.; Pol. Sci., Family Medicine, units in School of Education)
 (Example. COMS 850 – Intro to Research Methods)
 (Example. PUAD 841 – Role, Context and Ethics of Public Administration)
 (Example. POLS 701 – Political Theory)
 (Example: HP&M 819 – Research Inquiry to Support Evidence Based Practice)
 (Example. PRE 902 – Research Methodology in Education)

Enrichment Core (9 hours required).

JOUR 82X 3 Advanced Mass Communication Ethics & Legal Issues
 GS-720 3 Grants Development and Administration
 SPED 982 3 Preparing Future Faculty*

* Note that School of Education Administration is exploring adapting SPED 982 for Ph.D. students across the university.

Journalism/Mass Communication Electives (Select 12 hours).

JOUR 84X 3 News and Information Industries: History & Future
 JOUR 84X 3 Strategic Communication Industry: History & Future
 JOUR 84X 3 New Media & the Future of Mass Communication
 JOUR 84X 3 International Communication Issues
 (Other JOUR 840 Seminars)

Concentration (9 hours minimum).

Three appropriate courses from other KU units such as Communications Studies, Public Administration, or Political Science.

For example:

COMS 807 3 Rhetoric, Politics and the Mass Media
 COMS 843 3 Changing Communication Behavior
 COMS 860 3 New Communication Technology and the Work Place

Or

PUAD 842 3 Law and Public Management
 PUAD 943 3 Constitutional Foundations of Public Administration
 PUAD 949 3 Law, Courts, and Public Policy

Or

POLS 810 3 American Politics
 POLS 824 3 Public Policy and Administration
 POLS 849 3 Law, Courts and Public Policy

Or

HP&M 810 3 The Healthcare System
 HP&M 844 3 Communication for the Healthcare Executive
 HP&M 852 3 Strategy Development and Marketing

Or

| | | |
|-----------|---|------------------------------------|
| H SES 828 | 3 | Sport Finance |
| HSES 830 | 3 | Socio-cultural Dimensions of Sport |
| H SES 831 | 3 | Ethics in the Sport Industry |

Dissertation Research (variable hours): JOUR 99X 3 Dissertation Research

Pittsburg State University

COLLEGE OF TECHNOLOGY

Department of Technology and Workforce Learning
1701 South Broadway . Pittsburg, KS 667624567 620-
235-4371 fax: 620-235-4020
www.virtstare.edultwl

November 18, 2011

Dr. Bruce Dallman
Dean
College of Technology
Pittsburg State University

RE: Deletion of BST with a Major in Technology Management

Dear Dr. Dallman:

The Department of Technology and Workforce Learning (TWL) recommends the elimination of the *Bachelor of Science in Technology with a Major in Technology Management (BST in TM)—Option I Specialized and Option II Program Completion*. It is recommended that this program close at the end of the **May 2015** semester. Upon final approval of the **BS in Workforce Development** by the Kansas Board of Regents, students will no longer be admitted to the BST in Technology Management programs. The anticipated date for no longer admitting students to the BST in TM is **June 1, 2012**.

The following rationale is the basis for this recommendation:

BST in TM—Option I is a redundant degree. The BST in TM—Option I Completion emphasis is redundant to the current BAS in Technology-Technology Management emphasis (BAST-TM). Both degrees are completion degrees that require a technology-based associate degree. Also, the general education component of the BST in TM is not consistent with other BST programs in the College of Technology (COT). Once the BST in TM Option I Completion degree is eliminated, all remaining BST degrees in COT would share a comparable general education component.

New AAS in TM (FSCC) plus BAST-TM (PSU) eliminates need for BST in TM – Option I. TWL and COT are working with Fort Scott Community College (FSCC) to develop an associate degree in Technology Management that coupled with the BAS T-TM would eliminate the necessity for having the BST in TM Option II Specialized degree. Currently the BST in TM-Specialized is being used to accommodate students that have significant course work in a specialized technical area (i.e., 21+ hours of technical concentration), but have NOT completed an AAS degree that is necessary for admission to the BAST -Technology Management emphasis degree. Under a cooperative arrangement with FSCC, students will transfer these hours to FSC, complete the AAS in Technology Management with FSCC, and then be admitted to the BAST program at PSU. This arrangement eliminates the need for the BST in Technology Management Option I Specialized.

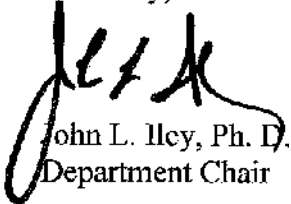
Dr. Bruce Dallman
October 25, 2011
Page 2

Resources needed to support other viable programs. The financial, faculty and recruitment resources associated with the BST in TM are needed to support the new BS in Workforce Development (BS in WD) degree, as well as the BAST (TM emphasis) degrees.


Minima issues with BST in TM. The recent Program Review identified minima issues (i.e., number of majors, graduates, and faculty) regarding the BST in TM. By eliminating the degree, we can redirect efforts towards the new BS in WD degree rather than trying to increase enrollments and support for this degree, which we have previously noted as being somewhat redundant to these other degrees. We have informed the Program Review Committee of our intentions to eliminate the BST in TM and focus efforts and resources on the BAST (TM emphasis) and new BS in Workforce Development


We would appreciate your acceptance of this recommendation for the elimination of the BST in Technology Management (Options I & II), and sharing this decision with Provost Lynette Olson.

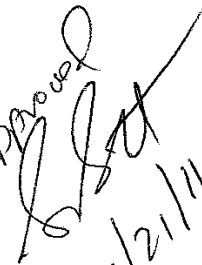
Sincerely,


John L. Iley, Ph. D.
Department Chair

cc: Dr. Lynette Olson
Ms. Debbie Greve

I concur with this proposal
 11/18/11

 11/18/11

Approved

11/21/11



November 21, 2011

To: Interim Provost Keith Pickus

From: Dean Sharon Hartin Iorio

Subject: New Department Formed by Combining the CESP and Ed. Leadership Departments

The Wichita State University College of Education requests the merger of the Counseling, Educational and School Psychology Department (CESP) with the Educational Leadership Department (EL) to form a joint new department.

Title: Counseling, Leadership, and Educational and School Psychology (CLES).

The title denotes the programs to be served in the requested new department.

Background: These departments, until split in 2005, were comprised of three units. The Communication Disorders and Sciences programs relocated to the College of Health Professions, thus three separate departments were created, two in the College of Education (EL and CESP) and one in the College of Health Professions (re-titled Communication Sciences and Disorders [CSD]).

Rationale: The requested change is driven by three purposes: 1) uniting the two College of Education departments' shared function of serving educational professionals with graduate level instruction, 2) the desire to maximize faculty expertise across interdisciplinary educational professional fields, and 3) the intent to maximize support resources in these graduate program departments. The department faculty has agreed to the merger, created a list of course curriculum changes, chosen a potential chair, and is anxious to merge the departments.

We respectfully request that this new department be approved as soon as possible with any curriculum changes in the new department to be offered for the beginning of the Fall Semester, 2012.



November 29, 2011

TO: Dr. Gary Alexander

FROM: Tes Mehring *Tes Mehring*
Provost/Vice President for Academic Affairs & Student Life

RE: Concentration in Management

Emporia State University has added a concentration in Management. This concentration is available for all undergraduate academic majors and degree programs. Please add this to the COCAO agenda as an informational item.

EMPORIA STATE UNIVERSITY
DEPARTMENT OF BUSINESS ADMINISTRATION AND EDUCATION
Management Minor *

Required Courses:** (15 hours)

| | |
|----------------------------------|---|
| MG 301 Principles of Management | 3 |
| MG 433 International Management | 3 |
| MG 443 Organizational Behavior | 3 |
| MG 444 Human Resource Management | 3 |

Select one additional three (3) hour MG course with advisor approval.

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**Students minoring in management must earn a minimum of a “C” grade in all management minor courses to fulfill program requirements.

*All courses currently exist in curriculum.