

Council of Chief Academic Officers

Wednesday, January 18, 2012
10:00 a.m. – 11:00 a.m.
or upon adjournment of SCOCAO
Kan-ed Conference Room
Video Conference/Conference Call
1000 SW Jackson Street Suite 520
Kansas Board of Regents
Topeka, Kansas

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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, December 14, 2011
9:00 a.m. – 10:00 a.m.
Or upon adjournment
of SCOCAO
Kathy Rupp Conference Room
Reconvene at Noon
Kathy Rupp Conference Room
Kansas Board of Regents
Topeka, Kansas**

MINUTES

The Council of Chief Academic Officers met on Wednesday, December 14, 2011 in the Kathy Rupp Conference Room of the Kansas Board of Regents, 1000 SW Jackson Street, Suite 520, 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

Jeffrey S. Vitter, Provost and EVC, KU

April Mason, Provost, KSU

Lynette Olson, Provost, PSU

Randy Pembroke, VPAA, WU

Tes Mehring, Provost, ESU

Keith Pickus, Interim Provost, WSU

Allen Rawitch, VCAA, KU Med Center

Gary Alexander, KBOR

Others Present:

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

Staff Present:

Jean Redeker, Jacqueline Johnson, and Joan Warren

Approve Minutes of November 16, 2011

Tes Mehring moved, and Lynette Olson seconded the motion, to approve the November 16, 2011 minutes as submitted. Motion carried.

University Press of Kansas Annual Report – Fred Woodward

Fred Woodward presented the University Press of Kansas Annual Report. The Press continues to perform better than its peers during this economic climate. He provided a Summary Operating Statement for FY 2011, Operating Projections for FYs 2012-2014, and Addendum to the “Report for Fiscal Year 2011” presented on September 21, 2011.

COCAO discussed the Report as follows:

- Are there other publishing income sources
- How many professors use these publications or portions of publications in teaching courses

- What is the sustainability of the Press
- With both publishing and e-book will the Press operate in the black
- The Press is taking steps to have a current e-book published in the next calendar year
 - Need infra-structure to manage the process
 - Contracts are complicated
 - Slowing adopting e-books until sustainable models are available
- There are partnerships in place to assist with distribution of books

KBOR update – Gary Alexander

Gary Alexander updated COCAO on the following:

- January Board meeting will meet only on Thursday, January 19, 2012 – no Councils will meet
- The Transfer and Articulation Advisory Council has invited staff from Arizona to present the Arizona Transfer and Articulation System and to answer the Council’s questions
- The Board Academic Affairs Standing Committee will be discussing the Board’s Geographic Jurisdiction policy at its January 3, 2012 meeting

New Program Requests

- a. **KSU - Request Approval for a Master of Science in Agricultural Education and Communication (01.0899) [FIRST READING]**
- b. **FHSU - Request Approval for a Master of Professional Studies (MPS) (30.9999) [FIRST READING]**
- c. **PSU - Request Approval for a Bachelor of Science in Workforce Development (CIP 13.1309) [FIRST READING]**
- d. **KU - Request Approval for a Ph.D. in Journalism and Mass Communication (CIP 09.0102) [SECOND READING]**

Kansas State University, Fort Hays State University and Pittsburg State University presented proposals for new degree programs for first reading. Please send April Mason, Larry Gould or Lynette Olson your questions/comments prior to the next COCAO meeting. No action is required at this time.

The University of Kansas presented a Ph.D. in Journalism and Mass Communication for second reading. The external review team provided its final report and the University responded.

Larry Gould moved, and Allen Rawitch seconded the motion, to recommend approval to the Council of Presidents. Motion carried.

Information Items

- a. **PSU - Deletion of BST with a Major in Technology Management**
- 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)**
- c. **ESU - New Concentration in Management**

Pittsburg State University, Wichita State University, and Emporia State University presented informational items to the Council. These items do not require action.

Discussion

a. Establishment of a working group to collaborate with community and technical colleges regarding performance agreement model

A working group for the proposed alternative performance was discussed at the System Council of Chief Academic Officers. It was determined that currently a working group is not needed.

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

The Council discussed potential indicators as follows:

- Indicators common among universities
- Reflect strategic plans
- Goal 5 – enhance alignment with Kansas economy
- Increase percentage of STEM graduates
- Increase percentage of Diversity

The Council reconvened at noon in the Kathy Rupp Conference Room

Continued Sector Specific Indicators for the Performance Agreement Model proposed in October 2011 discussion:

- Student Success or Student Learning
- Research/Scholarship
- Increasing Entrepreneurship/Commercialization
- Increase STEM Education
- Four Board Categories – Institutions choose 2 or 3 among those
- Sector Specific Categories
 - Diversity
 - Student Success
 - STEM Education
 - Research/Entrepreneurship

The Council agreed to finalize the sector specific indicators via email.

Other Business

University Press of Kansas

COCAO discussed the University Press of Kansas as follows:

- Current model is unsustainable
- Model implies continued supplemental input from the universities
- Are earning losses underestimated
- Operation reduction – print on demand
- Need to move forward faster
- No strategic plan in place
- Director has been successful
- Could the process be streamlined
 - In the print domain
 - With contracts
 - Distribution

- Ask for a strategic plan in six months
- Establish a small working group (include people with national expertise)
 - Business study
 - Best practices
- Ask for the Backlog Catalog/e-book
- Is there a succession plan at the Press
- Request an organizational chart of the staff
- COCAO wants to be educated about the Press
 - By-laws
 - Governance structure

Council of Presidents Discussed Regents Distinguished Professorships

Kansas State University has asked about the possibility of hiring a Regents Distinguished Professor without receiving the money attached to the professorship.

Discussion followed:

- If Universities hired additional Regents Distinguished Professors without receiving additional funds, would the legislature rescind the funding for the current positions
- Creating a new category for distinguished faculty
 - Limit the number per campus
 - Exceptional professors
 - What criteria
 - What review process will be used
 - Evaluation (is the current evaluation process appropriate)
 - What makes it more prestigious/how does it relate to the University Distinguished Professors
 - The Council was asked if it would want to pursue a professorship with a different title. No interest was expressed.

Larry Gould moved, and Keith Pickus seconded the motion, to approve the ability to hire a Distinguished Professor utilizing the same criteria and evaluation currently in place without the monetary support from the legislature. Motion carried.

Regarding the criteria for Regents Distinguished Professorship:

- Does it need to be reviewed
- What is in the statute

Breakfast with the Regents

COCAO discussed questions to ask:

- Ask about KBOR's January agenda with the Legislature
- What are their goals
- Are they aware of the effects that Transfer and Articulation will have on general education

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

Sincerely,
April Mason
Provost for Academic Affairs
Kansas State University

A PDF of the Full Proposal is Available

Request Approval for a Bachelor of Science in Information Technology (BSIT) (11.0103) – University of Kansas (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. University of Kansas has submitted an application for approval of a Bachelor of Science in Information Technology (CIP 11.0103). 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

Criteria	Program Summary
1. Program Identification CIP	Bachelor of Science in Information Technology (BSIT) 11.0103
2. Academic Unit	Department of Electrical Engineering and Computer Science (EECS) School of Engineering University of Kansas
3. Program Description	The information-intensive industries in Kansas, estimated at 3,200, and especially those in Johnson County and the Kansas City metropolitan area, are a major component of the state economy contributing some \$3.7 billion to the economy each year. These industries are becoming increasingly important as they offer the economy the greatest potentials for future growth and development. Studies show that the enhancement of educational and research infrastructure related to information technology (IT) is the key to achieving this growth. These studies further recommend IT educational opportunities to support the needs of the information-intensive service industries, and to strengthen ties between business communities and the educational institutions. The BSIT program will uniquely combine undergraduate courses with content such as web systems and technologies, information assurance and security, computer networking, information management, information technology management, systems administration and maintenance, system integration and architecture, multimedia systems, human computer interaction, social, ethical, and legal aspects of information technology to offer timely education in modern and contemporary information technology (IT) — a kind of hybrid knowledge and expertise that is essential to produce highly effective IT graduates.
4. Demand/Need for the Program	The proposed program is aimed at the high-tech industries in Northeastern Kansas and in particular in Johnson County, and will provide a hybrid curriculum that covers the most relevant computing and IT software concepts — the kind of knowledge and expertise that can be applied immediately. A number of surveys (some listed below) indicate great long-term outlook for such competencies. These studies are consistent with the national trend. The <i>Triangle Research Executive Summary</i> by DeSiegardt in particular states that “Topping the list among the tracked employers were careers requiring a Business or Finance degree

	(347 jobs per week), followed by Software or IT system design (334), or other Information Technology positions (307) ...” The Kansas Department of Labor reveals more staggering numbers. According to the Kansas DOL, five IT related careers are among the top-10 fastest growing occupations. Computer system administration, software technologies, computer networking, data communication, and similar occupations are among the top ten fastest growing occupations in Kansas. In yet another report, the Kansas DOL lists three of the IT-related occupations as the top five fastest growing ones.
5. Comparative /Locational Advantage	The proposed BSIT program will be offered in its entirety at the KUEC. It will be a collaborative 2+2 program with the JCCC and will provide high quality education to the increasing number of IT professionals at the high-tech industries in the Kansas City metropolitan area and particularly to the IT professionals in Johnson County. The proposed program is unique to KUEC, KU, and the Regents. No other Kansas Regents university offers a similar program. An Internet search showed that a number of such programs have recently been created throughout the U.S. and are becoming very popular. By locating the program at the KUEC, we will be able to better address the KU’s mission statement in serving the workforce and economic and community development needs, especially in Johnson County. The availability of an AAS degree from the JCCC, the option of completing a KU undergraduate degree at the KUEC and the option of graduate studies at the same location will provide extra incentives for many individuals who, because of daily employment, are unable to attend Lawrence programs.
6. Curriculum	The curriculum, with total hours of 121 to 124, includes 12 hours of Mathematics, 9 hours of English, 15 hours of Humanities/Social Sciences, 10 hours of natural sciences, 9 hours of business, and 6 hours of Public Speaking and Technical Writing, and 55 hours of Information Technology, including a 6 hour capstone course. The curriculum is defined in detail in the proposal.
7. Faculty Profile	Curriculum will be delivered using a combination of tenure and non tenure track faculty. Five new faculty lines or equivalent are requested. These positions will be added incrementally as the program expands.
8. Student Profile	The proposed program is a 2+2 collaborative program with JCCC, the incoming students are viewed as transfer students. The School of Engineering criteria for transfer students (from JCCC) is GPA of 3.0+ transfer credit identified on the transfer guide defined by School of Engineering.
9. Academic Support	Initially through JCERT funds, a half time administrative assistant will be supported. Overall academic support will be available from existing resources at the Edwards Campus in Overland Park and the School of Engineering. Resources include scholarships, advising and student services, a comprehensive library system, network infrastructure, online educational resources, desktop support, learning management systems, computer labs, and mediated classrooms. As program needs grow, funding will be made available to expand the half time position to a full time administrative assistant through a combination of JCERT funds and JCERT Engineering tuition revenue.
10. Facilities and Equipment	The current infrastructure with the addition of the BEST Building will meet the needs of the proposed program. \$41,000.00 is requested for specialized software and network equipment needs.
11. Program Review, Assessment, Accreditation	The program will be reviewed as part of the EECS Department’s ongoing program review cycles. The undergraduate degree programs currently offered by the EECS Department

	<p>are accredited by ABET, which is the accreditor for university programs in computing and engineering. Computer Science programs are accredited by the Computing Accreditation Commission (CAC) of ABET. We will seek accreditation for the proposed program through the same channels.</p>
<p>12. Costs, Financing</p>	<p>By year 3, projected revenues of \$332,144.00 from JCERT funds + \$156,108.00 from JCERT Engineering tuition revenue generated will support faculty, technology and administrative costs of this program. Tuition revenue is based on estimates only at this time. Sales tax funding was approved by the Johnson County voters in November 2008 for the Johnson County and Education Research Triangle initiatives.</p>

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

11. Identify the new degree:

Bachelor of science in Information Technology

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

	Course Name & Number	Credit Hours
Core Courses	MATH365: Statistics	__3__
	MGMT305: Survey of Management	__3__
	SA&D402: System Project Management	__3__
	ENGL362: Technical Writing	__3__
	Itxxx: Computer Organization	__3__
	Itxxx: Computer and Information Security	__3__
	Itxxx: System Administration	__3__
	Itxxx: Web Systems and Technologies	__3__
	Itxxx: Management of Information Security	__3__
	Itxxx: Computer Networks	__3__
	Itxxx: Operating Systems	__3__
	Itxxx: Human-Computer Interaction (HCI) and Multimedia	__3__
	Itxxx: Software Engineering	__3__
	Itxxx: System Architecture and Integration	__3__
	Itxxx: Social and Professional Issues	__3__
Itxxx: IT Capstone	__6__	
Electives	Itxxx: Technical/Advanced Electives	__6__
	Social Science Elective	__3__
	Total	__60__

Implementation Year FY 2012-13

Fiscal Summary for the Proposed Academic Program

Proposed Program: Bachelor of Science in Info Technology

Institution: University of Kansas – Lawrence

Part I. Anticipated Enrollment						
	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Headcount	2	10	5	20	5	30
B. Total SCH taken by all students in the program	168		360		480	

Part II. Program Cost Projection			
A. In the <u>implementation</u> year, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.			
	Implementation Year	Year 2	Year 3
<u>Base Budget</u>			
Salaries	\$ 160,000	\$ 230,000	\$ 320,000.00
OOE	42,000	1,000	1,000
Total	\$ 202,000	\$ 231,000	\$ 321,000

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

Johnson County Education and Research Triangle (JCERT)

Fringe benefits of 28% is assumed

Year 1: Two faculty @ 70,000/year each (faculty salaries could be as high as \$85,000); ½ staff @ 40,000/each

Year 1: OOE (office supplies): \$1,000, Hardware/Software: \$41,000

Year 2: Addition of the third faculty @ 70,000/year (salary could be as high as \$85,000)

Year 2: OOE (office supplies): \$1,000; no anticipated HW or SW costs

Year 3: Addition of the fourth faculty @ 70,000/year, full time office staff; no antic

Year 3: OOE (office supplies); \$1,000; no anticipated HW or SW costs

Additional faculty to be recruited after the third year

Revised: September, 2003

Approved:

*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 (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. 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 and Agricultural Education
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.
5. Comparative/Locational Advantage	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.
6. Curriculum	<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>
7. Faculty Profile	<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</p>

	<p>faculty who are graduate faculty and hold terminal degrees. One of these faculty members holds the rank of Full Professor, while two are currently 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. 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</p>

	<p>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 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</p>

	<p>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 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</p>

	<p>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 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</p>

	<p>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 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) [SECOND 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.
6. Curriculum	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
7. Faculty Profile	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.
8. Student Profile	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.
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</p>

	have tablet computers, linked through wireless Internet access.
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

11. Identify the new degree:

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 (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. 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

	<p>personnel who have earned a two-year associate degree and have an interest 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*. <ul style="list-style-type: none"> *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. • 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 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
 13.1309**

- **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.

**Academic Program Proposal
Provost Summary
University of Kansas – Lawrence**

Date: _____ Oct. 12, 2011 _____

Contact: _____ Scott Reinardy _____

School: _____ Journalism and Mass Communications _____

Department: _____

Type of Program: _____ Certificate _____
(e.g., New Degree, Joint Degree, Minor, Concentration, Certificate, Emphasis, Track, or Option)

Degree Abbreviation, if applicable: _____
(e.g., BA, BGS, BS, BME, BSB, BSE, MA, MS, MBA, MPA, JD, PhD, DMA, DE)

Total Required Credit Hours: _____ 12 _____

CIP Code (to be completed by OIRP): _____

Primary and Additional Location(s) of Instruction: _____ Lawrence Campus _____
(e.g., Lawrence campus, Edwards campus, KUMC, Fort Leavenworth, JCCC, or KCK Community College, etc...)

<u>Area</u>	<u>Summary</u>
1. Program Description and Purpose	<p>The Sports Management & Media Certificate Program will supplement the traditional professions with interdisciplinary instruction for graduate students in sport management, and journalism and mass communications. The purpose of this certificate program includes:</p> <ul style="list-style-type: none"> • Developing interdisciplinary opportunities for graduate students interested in working in the sports industry. • Creating a better understanding of the interaction between sports, management and media. • Equipping students with the skills necessary to work in sports-related professions such as university administration, sports marketing and sports media (TV, newspaper, Web, public relations, advertising, etc.) • Creating critical-thinking skills among students entering sports professions. • Providing a broad-based sports education for graduates who will be working in jobs that have yet to be created. • Teaching skills that will allow graduates to be flexible, adaptable and diverse for changing jobs in sports. • Possibly providing online instruction to professionals wanting to sharpen their skills. <p>Students will need to apply and be admitted to the graduate certificate program to complete the graduate certificate program.</p>

2. Comparable programs in the state/region	None.
11. Source(s) of articulated demand / need for this program (Provide specific information / data)	<p>As the sports industry continues to expand, new professional opportunities will emerge. Preparing KU students for these opportunities is advantageous for the students as well as the university.</p> <p>Throughout the country during the past few years, journalism and mass communications programs have initiated sports media programs. A 2007 Penn State University study reported that of 384 universities more than 40% offer at least one sports media-related course. At that time, 14 universities offered a minor, certificate, emphasis or a full program in sports media (Hardin, 2007). Two years after that study, the number of sports journalism programs continues to increase. In December, the University of Indiana hired Baltimore Sun Editor and Senior Vice President Tim Franklin to direct its new sports journalism program. A few months ago, the University of Georgia announced it was initiating a sports journalism program similar to Penn State University's John Curley Center for Sports Journalism established in 2003. And during summer 2009 West Virginia University launched its sports communication minor.</p> <p>KU is among the universities that offer some sports media courses but does not offer a major, minor or certificate in sports media. It would seem at this time of exponential growth in the sports industry that KU examine avenues to prepare students for professions in sports-related enterprises.</p> <p>The certificate program would also allow KU to provide distance-learning opportunities to professionals and part-time students. Online courses would need to be developed or current courses would need to be modified. But the possibility to expand this program beyond the brick and mortar of the university is viable.</p>

<p>4. Proposed Curriculum</p>	<p>The four-course program will include two courses from the Department of Health, Sport, and Exercise Sciences and two courses from the William Allen White School of Journalism and Mass Communications. To earn the certificate, the completion of the following four courses are required:</p> <p>From Journalism and Mass Communications JOUR 840, Seminar: Sports Marketing, Sales and Promotion (3) Research in the issues and development of media. Seminars focus on topics of current and historical interest. Students develop projects and presentations in special areas of interest and expertise. Course may be repeated under different topics. Admitted as a KU graduate student</p> <p>JOUR 840 Seminar in Multimedia Sports Journalism (3) Hands-on instruction in the gathering, writing and presentation of news and information for newspapers, magazines, television, radio and online sports media. Student work may appear in campus or professional media. Admitted as a KU graduate student</p> <p>From Health, Sport, and Exercise Sciences HSES 831 Ethics in the Sport Industry (3). This course is designed to help sport managers learn to make morally reasoned decisions in various sport settings. This course will help prepare sport managers to respond more responsibly when faced with challenging ethical dilemmas and guide them in learning to serve as role models for ethical conduct. Prerequisite: Admitted as a KU graduate student</p> <p>HSES 842. Sport Marketing (3). This course helps students gain a deeper understanding of sport marketing by examining in-depth the sport marketing mix of product, price, place, and promotion as well as marketing strategy and marketing research. Prerequisite: Admitted as a KU graduate student</p>
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11. Faculty required for this program ¹ (Names, FTE for this proposed program)	No additional sources required. Courses are already developed and professors of those courses have agreed to participate in the program. Students would blend into the current classes available.		
11. Anticipated student enrollment ²	<u>Full Time</u>	<u>Part Time</u>	<u>Total</u>
	Year 1	5-10	
	Year 2	10-15	
	Year 3	15-20	
7. Anticipated number of program graduates after 5 years; after 7 years ³	It's difficult to say but a rough estimate would be 25 after five years and 40 after seven.		

1 NOTE: The following minima guidelines will be taken into consideration. (All figures are annual averages computed over the most recent five year period.)

Type of Program	Faculty FTE with doctorate or appropriate terminal degree to deliver instruction in the major
Baccalaureate programs	3 or more
Graduate level 1 (master's level) programs offered in departments that also offer the baccalaureate	+3 (for a min. total of 6)
Graduate level 2 (doctoral level) programs offered in departments that also offer the baccalaureate and master's	+2 (for a min. total of 8)
Graduate level 1 (master's level) programs offered in departments that do not offer the baccalaureate	3
Graduate level 2 (doctoral level) programs offered in departments that do not offer the baccalaureate	5

2 NOTE: The following minima guidelines will be taken into consideration. (All figures are annual averages computed over the most recent five year period.)

Type of Program	Number of majors
Baccalaureate programs (<i>junior, senior, and 5th year</i>)	25 or more
Associate programs (<i>freshman, sophomore, junior, senior, and 5th year</i>)	25 or more
Graduate level 1 (master's level) programs	20 or more
Graduate level 2 (doctoral level) programs	5 or more

3 NOTE: The following minima guidelines will be taken into consideration. (All figures are annual averages computed over the most recent five year period.)

Type of Program	Number of graduates
Baccalaureate programs	10 or more

8. Additional facilities / equipment required	None.																														
9. Program Review, Assessment, Accreditation aspects of the program	The professors involved in the certificate program will conduct an end-of-semester review to assess the viability and purpose of the courses included in the certificate.																														
<p>10. Financing: New funding required for this program.</p> <p>(Identify only incremental funding in years 2 and 3)</p> <p>What is the source of the new funds?</p>	<table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th><u>Salaries</u></th> <th><u>OOE</u></th> <th><u>Equipment</u></th> <th><u>Other</u></th> <th><u>TOTAL</u></th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="6">There is no source of new funds and no additional faculty requirements.</td> </tr> </tbody> </table>		<u>Salaries</u>	<u>OOE</u>	<u>Equipment</u>	<u>Other</u>	<u>TOTAL</u>	Year 1						Year 2						Year 3						There is no source of new funds and no additional faculty requirements.					
	<u>Salaries</u>	<u>OOE</u>	<u>Equipment</u>	<u>Other</u>	<u>TOTAL</u>																										
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Graduate level 1 (master's level) programs	5 or more
Graduate level 2 (doctoral level) programs	2 or more

<p>11. Additional comments on the utility/necessity of this program.</p>	<p>In dollar figures, the U.S. sports industry is twice the size of the automotive industry and seven times the size of the movie industry. At more than \$213 billion, sports is the largest and fastest growing business in the United States (Sports Business Journal, June 23, 2009). According to the Sports Business Journal, the revenue stream includes:</p> <ul style="list-style-type: none"> • Advertising: \$27.43 billion • Spectator spending: \$26.17 billion • Sporting goods: \$25.62 billion • Operating expenses: \$22.98 billion • Professional services (including facility/event management): \$15.25 billion • Media spending: \$12.6 billion • Licensed goods: \$10.5 billion • Media broadcast rights: \$6.99 billion • Sponsorship: \$6.4 billion <p>As the sports industry continues to expand, new professional opportunities will emerge. Preparing KU graduate students for these opportunities is advantageous for the students as well as the university.</p> <p>Throughout the country during the past few years, journalism and mass communications programs have initiated sports media programs. A 2007 Penn State University study reported that of 384 universities more than 40% offer at least one sports media-related course. At that time, 14 universities offered a minor, certificate, emphasis or a full program in sports media (Hardin, 2007). Two years after that study, the number of sports journalism programs continues to increase. In December, the University of Indiana hired Baltimore Sun Editor and Senior Vice President Tim Franklin to direct its new sports journalism program. A few months ago, the University of Georgia announced it was initiating a sports journalism program similar to Penn State University's John Curley Center for Sports Journalism established in 2003. And during summer 2009 West Virginia University launched its sports communication minor.</p> <p>KU is among several universities that offer some sports media courses but does not offer a major, minor or certificate in sports media. At this time of exponential growth in the sports industry, it's advantageous to offer KU students an additional opportunity to be prepared for professions in sports-related enterprises.</p>
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Academic Calendar Revisions

We have received numerous requests for revisions to Academic Calendars in the last two years.

In an effort to take fewer individual requests for calendar changes to the Board for approval, we ask that any requests for revisions to the academic calendars be sent to Academic Affairs for the February Board meeting no later than January 23, 2012.

Currently we have received requests for WSU and from ESU.



FORESIGHT 2020

A 10-Year Strategic Agenda for the State's Public Higher Education System

Foresight 2020 is a 10-year strategic agenda for the state's public higher education system. Adopted by the Kansas Board of Regents in September 2010, the plan sets long-range achievement goals that are measurable, reportable, and ensure the state's higher education system meets Kansans' expectations.

ALIGN SYSTEMS & INSTITUTIONS

Achieve alignment between the state's preK-12 and higher education systems and continue to enhance alignment between higher education institutions.

- 1.1 By December of 2010, the Board of Regents and its staff in cooperation with the P-20 Education Council and the Kansas State Department of Education will identify gaps that currently exist between preK-12 completion and higher education preparation expectations.
- 1.2 By August of 2011, all higher education institutions will have had discussions with local preK-12 partner high schools regarding these gaps and a plan to eliminate them.
- 1.3 By June of 2011, the Board of Regents will adopt a revised set of university admissions standards designed to identify a level of high school preparation that significantly enhance student success at the state's higher education institutions.
- 1.4 During the 2010-11 academic year, the Board will create a task force to review progress on alignment of higher education institutions and charge the task force with developing recommendations for additional enhancements needed to ensure greater alignment.
- 1.5 Beginning in the 2011-12 academic year, the Board and its staff will work with the Kansas State Department of Education and local school districts to inform parents, students, and counselors of new qualified admissions requirements and request that high school transcripts begin reflecting a student's grade point average in the Qualified Admissions Precollege Curriculum for those students who will be required to meet the revised admissions standards that go into effect in 2015.
- 1.6 Regents' universities will demonstrate increased collaboration including alignment within the Kansas higher education system through a biennial report beginning in the spring of 2013.

INCREASE PARTICIPATION

Achieve participation in the state's higher education system that better reflects the state's demography and more fully engages adult learners.

- 2.1 By 2020 or before, Kansas will improve levels of participation, within each higher education institution and across the system, that reflect the racial, ethnic, and economic demography of the state with a special focus on the most underrepresented students as measured by biannual progress on the baseline year of 2010.
- 2.2 By 2020 or before, Kansas will achieve "first in the nation" state status for in-state postsecondary participation among "traditional" students.
- 2.3 By 2020 or before, Kansas will achieve "top five" state status for participation of adults between the ages of 25-39 with only a high school diploma.
- 2.4 By 2020 or before, Kansas will achieve "top five" state status for participation of adults between the ages of 40-64 with only a high school diploma.
- 2.5 By 2020 or before, Kansas will achieve the national average for enrollment of those with less than a high school diploma in the state-administered Adult Basic Education (ABE) programs.
- 2.6 By 2020 or before, Kansas will achieve the national average for enrollment of those with limited or no English language proficiency in English as a Second Language (ESL) programs.
- 2.7 By 2020 or before, Kansas will double the percentage of Kansas ABE participants who achieve the goal of continuing on to postsecondary education after completion of their ABE programs.
- 2.8 By January of 2011, the Board of Regents will develop and submit for legislative consideration a proposal that would authorize new state funding to provide need-based assistance to students at public universities.
- 2.9 By September of 2012, the Board of Regents, in cooperation with state university leaders, will develop an initiative aimed at bringing additional out-of-state students into Kansas to pursue their postsecondary studies.

- 2.10 By January of 2012, the Board of Regents will develop and submit for legislative consideration a proposal that would authorize new state funding to expand the state’s Comprehensive Grant Program to provide need-based student assistance for two-year, certificate, and part-time students with an initial focus on those students who pursue studies that lead to jobs in high demand areas of the state’s economy.
- 2.11 By the summer of 2012, Regents’ institutions will have an approved plan to meet the Regent’s policy on distance education which includes the use of alternative delivery systems to accommodate the variety of student educational needs.

IMPROVE RETENTION & GRADUATION RATES

Achieve measurable improvement in persistence and completion rates for higher education institutions across the state.

- 3.1 By September of 2012, the Board of Regents, in cooperation with higher education institutional leaders, will develop an initiative aimed at identifying and recruiting back into the higher education system working adults who have earned substantial credit but have not finished the work necessary to earn a credential or degree.
- 3.2 By 2020 or before, Kansas will achieve a 10 percentage point increase in first-to-second year retention rates across the higher education system.
- 3.3 By 2020 or before, Kansas will achieve a 10 percentage point increase in the six-year graduation rate for public universities and the three-year graduation rate for community and technical colleges.
- 3.4 By 2020 or before, Kansas will achieve “top 10” state status for the percentage of students who have earned an associate degree or higher.

ENHANCE STUDENT SUCCESS

Ensure that students earning credentials and degrees across the higher education system possess the foundational skills essential for success in work and in life.

- 4.1 During the 2010-11 academic year, the Board of Regents’ system-wide learner outcomes task force, in consultation with the university Chief Academic Officers, shall make recommendations regarding the identification and measurement of foundational skills (such as oral and written communication, technical and numerical literacy, critical thinking and problem-solving) which institutions will report to the Board.

- 4.2 During the 2011-12 academic year, the System Council of Chief Academic Officers will finalize a proposal for assessment of a set of common learner outcomes for the KBOR system, submit it to the Board Academic Affairs Standing Committee for review and approval, and then forward to the Board for approval.
- 4.3 Beginning in FY 2014, each Regents institution will report on assessment of the learner outcomes to the Board and based on the initial results, develop goals for each outcome to be included in performance agreements.

ALIGN WITH KANSAS WORKFORCE NEEDS

Enhance alignment between the work of the state’s higher education system and the needs of the Kansas economy.

- 5.1 By December of 2011, the Board will begin receiving an annual report on the workforce needs of the state and the number of persons educated in the higher education system to fill those needs to determine alignment and gaps.
- 5.2 By December of 2012, the Board will begin receiving an annual report on university research initiatives designed to meet the needs of the Kansas economy.
- 5.3 By 2020 or before, Kansas will achieve or exceed the regional average for percentage of credentials or degrees awarded in science, technology, engineering, and mathematics (STEM) fields.

ENSURE STATE UNIVERSITY EXCELLENCE

Enhance the regional and national reputation of Kansas universities through aspirational initiatives.

- 6.1 By June of 2011, Regents’ universities will identify benchmarks of excellence in comparison with peer institutions and establish goals to pursue in order to increase regional, national, and/or peer rankings.
- 6.2 By June of 2012, Regents’ universities, according to mission, will identify areas for expansion of research capacity and/or focus and will establish goals to pursue.

Learn more about the Kansas Board of Regents and find additional *Foresight 2020* information at www.kansasregents.org/foresight_2020.