

**Academic Curriculum Audit: Campus Report
Division of Academic Affairs
Morehead State University**

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September 5, 2008

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Introduction¹

When Dr. Wayne D. Andrews became Morehead State University's 13th President he accepted the charge of insuring that the institution better prepare more Kentucky students for success in the 21st Century. Taking office on January 1, 2005, he focused immediate attention on student recruitment and retention and established an Enrollment Services unit and an **Enrollment Management Plan** designed to improve graduation rates. He spearheaded the development of the University's **Business Plan, Planning for Greatness**, whose goals are to:

1. Achieve the institutional goals of *ASPIRE* and *Double the Numbers* baccalaureate degree targets;
2. Identify financial resources necessary to support implementation of the business plan; identify sources of funding; and
3. Determine the return on investment for the region and state with successful implementation of the plan.

In February 2007, Dr. Andrews selected a new Provost and Vice President for Academic Affairs and charged her with creating and implementing a new vision for MSU – one that positioned the institution to become the best regional university in the South. A key element of this vision is to provide the students we serve with the skills, knowledge, and dispositions to be successful in a rapidly changing world. Guided by the premise that barriers to academic excellence are inter-related and exist across the institution, in the summer of 2007, Dr. Karla Hughes initiated an in-depth analysis of all programs through an **Academic Curriculum Audit** designed to examine:

- Program productivity;
- Course and content duplication;
- The effectiveness of the General Education program.

¹ A historical perspective is presented in Appendix I.

- The level of preparation and readiness for the upcoming SACS accreditation self-study;
- The absence of an integrated academic strategic plan for the Morehead and regional campuses;
- Support and coordination issues related to distance learning and other technology-related initiatives;
- The need for expansion and more effective and efficient coordination of academic support services; and,
- Needed improvements to academic advising and course scheduling practices.

Principles, Timeline, and Process

The curriculum audit was bound by the principles that:

- The process and results have integrity and are based on collective best efforts;
- The process moves forward thoughtfully, with purpose and determination;
- The process includes significant faculty involvement, participation, and opportunity for input and feedback;
- The process includes the training of faculty serving on audit teams;
- The process is linked to the University's mission and strategic plan especially in the areas of academic excellence and student success;
- The process includes the analysis of data to inform decisions; and
- The process is informed by recommendations made at each stage.

Such an undertaking requires time, and the Provost decided that it should not be undertaken in the context of business as usual. To free some time, she suspended the annual academic program review process for the 2007/08 academic year and annual unit planning and assessment reporting at the program, department and college levels. Although there was no separate curriculum audit for the General Education program, she made it clear that both General Education and preparation for SACS were critical issues in all discussions.

A campus-wide undertaking of this magnitude must be informed by expert opinion, best practices, and reasoned and open debate. Dr. Robert C. Dickeson, president emeritus of the University of Northern Colorado, heads a foundation dedicated to improving higher education. His experience as a consultant to public and private institutions engaged in critical reviews of their academic programs led him to write a highly acclaimed book, *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (San Francisco: Jossey-Bass, 1999). This book was selected to inform and guide the process at MSU, and Dr. Dickeson was invited to address the faculty and provide workshops to various constituencies.

Dr. Dickeson bases his case for reform on seven postulates: (1) academic programs are not only the heart of the collegiate institution; they constitute the real drivers of cost for the entire enterprise, academic and nonacademic; (2) academic programs have been permitted to grow, and in some cases calcify, without critical regard to their relative worth; (3) most institutions are unrealistically striving to be all things to all people in a quest for students, reputation, and resources instead of focusing on the mission and programs they can accomplish with distinction; (4) there is growing incongruence between the academic programs offered and the resources required to mount them with quality, and most institutions are thus over-programmed for their available resources; (5) traditional approaches, like across-the-board cuts, can result in mediocrity for all programs; (6) reallocation of existing resources, from weakest to strongest programs, is the best source for needed capital; and, (7) reallocation cannot be appropriately accomplished without rigorous, effective, and academically responsible prioritization.

In September, 2007, the Provost's Council studied the criteria set forth in Dr. Dickeson's book, created a list of data needed for curriculum review, and defined the terms and parameters of that data. On October 16 the council reviewed and adopted a list of questions and criteria. On October 31 a Special Convocation was held to discuss the curriculum audit process. In November, departmental audit teams were identified, the audit framework was completed, departmental discussions began, and audit team training schedules and materials were developed. Audit team training began on December 3, when initial data was distributed and the evaluation criteria were explained. The established criteria were:

- 1. External Demand (included occupational data, federal or state mandates, demographic information, state or national trends, etc.);
- 2. Internal Demand (included support of General Education, contributions provided by the program to the university community, possible or identification of programs with a similar focus, etc.);
- 3. Quality of Program Inputs and Processes (included evidence of productivity and excellence of faculty, staff and students, strength and coherence of the curriculum and ability to assess student learning outcomes, adequacy of equipment, facilities, and other resources, external accreditations, etc.);
- 4. Quality of Program Outcomes (included student surveys, employer data, internship placements, graduate school placements, graduate exams, board exams, IDEA scores, etc.);
- 5. Size, Scope and Productivity (included analysis of data describing program productivity, best practices and benchmark information, regional engagement and community service activities, performance evaluation of faculty including adjuncts, special circumstances, student enrollment, class sizes, number and size of General Education program courses, faculty information, personnel costs, operating expenses, etc.);
- 6. Fiscal Consideration (included unusual costs, revenue generation, special relationships, etc.);
- 7. Impact, Justification, Essentiality (included an expanded and in-depth SWOT Analysis for which additional training was provided);
- 8. Opportunity Analysis (included foreseeable opportunities related to either data or best practices);
- 9. Culminating Recommendations.

Using these criteria, audit teams reviewed data and began to identify additional data needs.

On January 9, 2008, Dr. Dickeson spoke at opening Convocation and met with faculty and administrative groups, including all members of department audit teams. From early January through April 11, department discussions, review, and writing took place. Some units requested SWOT analysis and other training, and a general e-mail site was created for

frequently asked questions. In February the Provost's Council developed guidelines for evaluating curriculum audit reports.

Department audit teams submitted their reports to their department chairs on or before April 11. The portfolio binders contained their unit's data, analyses, findings and recommendations regarding the established criteria. In April and May department chairs reviewed all portfolios and completed departmental summative reports that they submitted, along with the binders, to the appropriate dean. Deans reviewed these summative reports, reviewed portfolio binders, met with their department chairs to review particulars of each academic program, and completed college summative reports that were then submitted to the Provost and the other deans, with copies for the Office of Institutional Research and Assessment. All portfolio binders also went to the Provost. Deans also provided a copy of their college summative report (or a report summary) to their department chairs and college faculty. During June, the Provost read all college summative reports and reviewed selected sections of portfolio binders. In a series of meetings with deans, she reviewed particulars of each college, department, and academic program before drafting this Report, which will be distributed to all faculty by September 5. Following their feedback, a revised Report will be completed for President and Cabinet review.

At each level (chair, dean, provost) reviewers placed each academic program into one of five categories: (1) enhance the program through resource reallocation; (2) maintain the program and continue to explore continuous improvement opportunities; (3) maintain the program but with some modifications; (4) maintain the program with conditions; or, (5) delete or phase out the program. Based on Dr. Dickeson's book, the rubric for making decisions contained the following weighted criteria:

- Demand for the Program weighted 20% (external demand weighted 14% and internal demand weighted 6%);
- Quality of the Program weighted 20% (quality of inputs and processes weighted 10% and quality of outcomes weighted 10%);
- Productivity and Cost of Program weighted 20% (size, scope, and productivity weighted 12% and fiscal considerations weighted 8%); and,
- Justification and Opportunity Analysis of Program weighted 40% (impact, justification, and overall essentiality of the

program, and opportunity analysis and recommendations equally weighted).

Parameters for placing academic programs in categories at the college-level were as follows:

- 20% of all academic programs within a college were to be placed in Category 1 (Enhance through resource reallocation);
- 20% in Category 2 (Maintain and continue to explore continuous improvement opportunities);
- 20% in Category 3 (Maintain the program but with some modifications); and,
- 40% in a combined Category 4 (Maintain the program with conditions) and Category 5 (Delete or phase out the program).

Following are tables listing all programs and the categories assigned to each. The tables are arranged by college. Each table is followed by a brief narrative in which the responsible dean articulates the rationale(s) for rankings.

Program/Option	Program ³	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ⁴
Agricultural Technology 1. Agribusiness 2. Agricultural Production 3. Equine Technology 4. Ornamental Horticulture	Associate Option	AAS					XX	Low Demand; Low Productivity
Veterinary Technology	Associate	AAS			XX			
Human Sciences 1. Child Development	Area Option	BS					XX	Low Demand
Human Sciences 1. Child Development	Associate Option	AAS					XX	Low Demand
Biology 1. Biology Non-Teaching a. Pre-professional Programs 2. Biology Teaching 3. Environmental Science	Area with Options, Mj, Mn Transfer Options	BS	XX					TC IRAPP Option

³ A=Area; Mj=Major; Mn=Minor

⁴ TC=Teacher Certification

Program/Option	Program ⁵	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ⁶
Radiologic Science (Radiography)	Associate	AAS		XX				
Imaging Sciences 1. CT/MR ⁷ 2. Diagnostic Medical Sonography 3. Leadership in Medical Imaging	Area with Options	BSIS	XX					Completer Program
Engineering Technology	Area	BS	XX					
Industrial Technology 1. Construction Management Technology 2. Electrical/Electronic Technology 3. CAD and Graphic Technology 4. Telecommunications and Computer Technology 5. Manufacturing Technology.	Area with Options	BS		XX				Options 2 and 4 were consolidated as Electronics, telecommunications, and Computer Technology; 4 options

⁵ A=Area; Mj=Major; Mn=Minor

⁶ TC=Teacher Certification

⁷ CT/MR=Computed Tomography/Magnetic Resonance

Program/Option	Program ⁸	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ⁹
Industrial Technology 1. Construction Management Technology 2. Electrical/Electronic Technology 3. CAD and Graphic Technology 4. Telecommunications and Computer Technology 5. Manufacturing Technology	Associate Option Option Option Option Option	AAS				XX		
Industrial Education 1. Career and Technical Education 2. Technology Education	Area with options	BS				XX		TC TC
Technology Management	Area	BS			XX			Completer Program
Mathematics 1. Non-Teaching 2. Teaching Statistics Developmental Math	A, Mj, Mn Minor	BS		XX		XX		TC Remedial Program

⁸ A=Area; Mj=Major; Mn=Minor

⁹ TC=Teacher Certification

Program/Option	Program ¹⁰	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ¹¹
Computer Science	A, Mj, Mn	BS			XX			
Associate Degree Nursing	Associate	AAS	XX					
Baccalaureate Nursing 1. Prelicensure 2. Postlicensure		BSN		XX				Completer Program
Respiratory Care	Associate	AAS					XX	Low Demand
Chemistry 1. Chemistry Non-Teaching 2. Chemistry Teaching 3. Environmental Chemistry 4. Pre-professional Programs	A, Mj with Options, Mn Transfer	BS			XX			TC
Earth Systems Science 1. Geology 2. Environmental Dynamics 3. Earth and Space Science Teaching Integrated Science	Area with Options Mn	BS				XX		TC Shared between the PS programs

¹⁰ A=Area; Mj=Major; Mn=Minor

¹¹ TC=Teacher Certification

Program/Option	Program ¹²	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ¹³
Physics 1. Computational Physics 2. Engineering Physics (Mechanical) 3. Engineering Physics (Electrical) 4. Astrophysics 5. Pre-professional Programs Physics 1. Non-Teaching 2. Teaching Astronomy	Area with Options Transfer Mj with options Mn	BS				XX		Shared with SSC TC Shared with SSC
Psychology	A, Mj, Mn	BA, BS	XX					
Space Science Astrophysics Astronomy	Area Mn	BS	XX					Shared with Physics Shared with Physics

¹² A=Area; Mj=Major; Mn=Minor

¹³ TC=Teacher Certification

Enhance – BS in Imaging Sciences – Program has an outstanding passage rate on board exams for certification. The new on-line completer option in Leadership in Medical Imaging has shown excellent growth during the first year as a program option, a new option in Radiation Therapy is currently being reviewed by MSU in collaboration with the closing of RT programs at UK and UofL, and an Academic Counseling Coordinator is needed to facilitate recruiting, retention, and advising efforts within the unit. Additionally faculty and staff lines will be needed when the CHER building opens in fall 2010; however, further analysis will be needed to determine number of faculty with a plan for building positions into the AA budget request process.

Enhance – BS/BA in Psychology – Program has an outstanding record of student success through effective faculty mentoring and engagement activities, department is scheduled to move to Reed Hall with the completion of the CHER building for NUR and IMS, highly productive faculty with heavy teaching loads, and high demand for classes throughout the region cannot be effectively addressed with current faculty. Additional faculty lines are needed to diversify the curriculum and explore new program options. Detailed plans for expansion will be part of the next phase of the audit process.

Enhance – BS in Biology – Program has an outstanding record of demonstrating student success through successful placement in professional and graduate schools, faculty committed to quality instruction and mentoring in scholarly activities, department is committed to quality instruction through service courses to other units, external demand for service courses continues to require heavy teaching loads, and increased supply costs impact the overall operating budget for the unit. Additional faculty lines and supplements to the operating budget are needed.

Enhance – Associate Degree Nursing (ADNP) – Program has more than doubled in the last three years with the extension of the campus-based program to a new program at Mt. Sterling and the admission of fall and spring cohorts of nursing students. Passage rates on NCLEX demonstrate a high level of student success in earning RN certification. New program options are being explored to promote program growth. Low entry level salaries continue to negatively impact the retention of program faculty, and a retention plan will need to be developed in the next phase of the audit process.

Enhance – BS in Engineering Technology (BSET) – The BSET was initiated in 2006 in response to the growing demand for a highly qualified engineering-related professional workforce across the Commonwealth. Initially, resources were reallocated from within IET to develop the program but dedicated funding will be required to provide the level of faculty and operating support necessary to maintain the growth potential of the program. Continued movement toward a program in Integrated Engineering is expected over the next few years.

Enhance – BS in Space Science – The SSC is expected to become one of MSU's Hallmark programs through high profile academic, research, economic development, regional engagement, and service learning programs. The new SSC building will come on-line in spring 2009 as MSU's newest classroom building. Additional resources will provide funding for faculty, staff, student, and operating support which will be outlined as part of the enhancement process.

Maintain and Improve – BS in Nursing (BNP) – The BNP will be one of four MSU programs moving to the CHER building in fall 2010 and this transition will require an infusion of new resources to provide the instructional needs of the facility. Continued growth in the RN-Track currently exceeds faculty resources for on-line teaching. Low entry level salaries continue to negatively impact faculty retention, and a retention plan will need to be developed in the next phase of the audit process.

Maintain and Improve – BS in Mathematics – Mathematics is integral to all programs in S&T; it is essential for most teacher education programs. Faculty resources to support the demand for mathematics education courses continue to be a point of stress for the department. The next phase of the audit will be a plan to address these needs. MCS faculty are committed to quality instruction through innovative teaching strategies using new instructional technologies.

Maintain and Improve – BS in Industrial Technology (BSIT) – Program graduates represent a significant workforce in support for economic development within Eastern Kentucky industries. Strong working relationship with the KY Workforce Cabinet, Area Technology Centers and KCTCS schools provides opportunities for regional engagement that enhance Technology Education across the Commonwealth. Obstacles to continued success and growth include low faculty salaries, dated instructional labs, and heavy teaching loads.

Maintain and Improve – BS in Agriculture – Program has shown significant enrollment growth during the audit review period, primarily in the animal science/equine areas. Program options will be reduced to reallocate resources to new/productive options; agribusiness option has high potential. Program can be significantly enhanced through a broader use of biotechnology across all components of the curriculum. New option in Landscape Design is being considered/evaluated.

Maintain and Improve – Associate in Radiography – Consistent strong performance of graduates on ARRT certification exam; strong commitment among faculty to mentoring students to insure student success; transition to the CHER building in 2010 will significantly enhance laboratory facilities for instruction; program has access to significant professional development resources via the Title 1c funding. Additional clinical sites would provide opportunities for enrollment growth. Resources for equipment replacement and maintenance are needed.

Maintain and Modify – BS in Computer Science – Relatively new program; CS program established in 2002; continues to show steady growth in majors. Faculty have demonstrated a strong commitment to scholarship; both faculty and students are engaged in projects within the SSC. Instructional technology availability limits flexibility of program offerings. Collaborations with IS faculty need to be explored to maximize efficiencies in content delivery and reduce possible duplication in courses. Absence of a Technology Coordinator could impact program offerings.

Maintain and Modify – BS in Chemistry – Faculty have a strong commitment to student success and provide significant service course support for programs across campus; faculty workload in support of laboratory instruction is a strength. Program faculty need to continue efforts to seek ACS accreditation. Resources for instructional equipment and maintenance continue to be a program weakness. Low productivity in terms of graduates is a concern. These issues will be addressed in the next phase of the audit.

Maintain and Modify – BS in Technology Management (BSTM) – The BSTM is a new on-line completter degree program that was first offered in 2006. Enrollment growth continues with more than half of the students seeking the BSTM located outside the Commonwealth. Significant enrollment growth is expected and will require additional faculty support. Program overlaps within IET need to be evaluated and minimized to provide a better opportunity for program evaluation.

Maintain and Modify – Associate in Veterinary Technology - MSU's Vet Tech program is the only AAS program in KY; passage rates for graduates on the VTNA consistently exceed the national average; program is AVMA accredited and completed a site visit in 2007; retention rates for first year students is a general concern. Program has an active Advisory Board and has excellent regional support among practicing Veterinarians. Addition of the new Equine Health Center and a support Staff Technician in 2008 have enriched program offerings. Plans for a new Equine Technology option will be outlined in the next phase of the audit.

Conditional Continuation – BS in Physics – Program faculty consistently demonstrate a strong commitment to student success through effective teaching and mentoring; significant portions of teaching loads are related to service and general education courses. Success of Pre-professional students represents an overall program strength. Collaborations with faculty across engineering-related disciplines to reduce content duplication are encouraged. Exploring a new program option in Health Physics has been initiated.

Conditional Continuation – BS in Earth Systems – Program interest among incoming students has increased significantly within the past two years; faculty are engaged and provide excellent mentoring in the classroom and through scholarly activities to promote student success; overall, the low productivity of the program in terms of graduates was a concern going into the audit. Restructuring the program to include the areas of Geology and Geography within one program would strengthen overall program viability; collaborations with Environmental Science, Space Science, and/or Agriculture may be possible.

Conditional Continuation – BS in Career and Technical Education (CTE) – Program was restructured in 2007-08 in response to educational standards at the federal and state levels. CTE is a highly interdisciplinary program in support of Technical Education across all vocational areas in Eastern Kentucky. Continued restructuring is expected and on-going assessment of the program will be required.

Conditional Continuation – Associate in Industrial Technology – Overall low program productivity is a significant concern; within a two year window the graduation rates must meet CPE expectation for program productivity or the program should be phased out. Enrollment growth may occur with the implementation of proposed degree options. A new program option that provides the AAS

degree for regional ATC students completing the 64-hour plan should be considered. Since eliminating the program would cause IET to lose \$30,000 in annual funding for instructional equipment, supplies, and professional development and not gain any savings in reallocation, we recommend maintaining it for two years.

Conditional Continuation – Science Education – Science Education is not an academic program but a very important component of the teacher education programs in the CoE.

Conditional Continuation – Developmental Mathematics – The Developmental Mathematics program is provided within MCS as a program specifically designed to address mandated remediation in mathematics for students entering MSU with identified deficiencies in Algebra. The program serves all units within the University; 32% of the 2006 graduates at MSU completed at least one Developmental Mathematics course while attending the University.

Delete or Phase Out – BS in Child Development – A plan has already been implemented to phase out the BS in Child Development; completion of the plan is expected within two years.

Delete or Phase Out – BUS with a Health Services Option – This program was established as a complete degree for KCTCS graduates in health-related disciplines but student interest has never materialized; as such, the program is recommended for immediate deletion.

Delete or Phase Out – Associate in Child Development – A plan has already been implemented to phase out the AAS in Child Development; completion of the plan is expected this academic year.

Delete or Phase Out – Associate in Agriculture Technology – The AAS in Agriculture Technology has been identified as a low productivity program for several years; a plan has been implemented to delete the AAS program immediately.

Delete or Phase Out – Associate in Respiratory Care - Currently, the AAS in Respiratory Care is administered as a Consortium with MCTC, ACTC, and MSU partnering in the delivery of the program; all discipline courses are taught on the Rowan Campus of MCTC. The overall lack of student interest in the program continues to show that the MSU cohort is a low productivity program. Phasing out the program is recommended to allow resources to be reallocated to other programs.

TABLE 2
College of Science and Technology
Summary of Graduate Programs and Audit Status

Program/Option	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification
Career and Technical Education	MS				XX		
Biology	MS			XX			
Secondary Biology	MAT						
Industrial Technology	MS			XX			
Psychology 1. General Experimental 2. Clinical Counseling	MS with Options		XX				
Middle Grades Math	MA						
Secondary Math	MAT						
Middle Grades Science	MAT						
Secondary Chemistry	MAT						
Secondary Earth Science	MAT						
Secondary Physics	MAT						

Maintain and Improve – MS in Psychology – Program options include the Experimental and Clinical Tracks. The demand for the Clinical program continues to be very strong despite the fact that the program requires 60 hours of coursework. M-PAC accreditation is being requested for the Clinical program and a Training Clinic is proposed; both will enhance the program and provide opportunities for program growth following the move to Reed Hall in 2010. Faculty workload is a serious threat to program viability in the clinical area. The Experimental program is very solid with a strong commitment to scholarship through research projects and student mentoring. Graduation rates for the Experimental program would be enhanced with the availability of additional graduate assistantships.

Maintain and Modify – MS in Biology – Availability of the new Magrane Molecular Biology Core Facility should provide increased opportunities for graduate students in the life science areas. While the program is a small graduate program in terms of program productivity, graduate students provide significant support for BES faculty through their instructional support in the laboratory classes. The lack of competitive graduate assistant stipends negatively impacts student recruitment. Opportunities to establish research fellowships for graduate students need to be explored.

Maintain and Modify – MS in Industrial Technology (MSIT) – The MSIT is the only engineering-related graduate program at MSU. Program maintains an industry needs focus in the delivery of the curriculum and collaborations with regional industries is an overall strength. Graduate stipends are insufficient in number to serve all of the students seeking admission to the MSIT; program attracts high quality international students to MSU's campus. Dated instructional equipment and facilities are a program weakness. The placement of students within regional industries for internships helps to counterbalance this weakness.

Conditional Continuation – MS in Career and Technical Education – In response to changes at the federal and state levels for CTE programs, the restructured MS in CTE was initiated in 2007-08 and restructuring will continue in 2008-09. Because CTE is a very broad interdisciplinary program, collaborations across disciplines are essential to program success. Characteristically, the MS in CTE is designed to specifically address the educational needs of faculty at KY's Area Technology Centers and KCTCS. Continued restructuring will be required as program assessment data show degrees of compliance with mandated guidelines for vocational education programs.

TABLE 3
College of Education
Summary of Undergraduate Programs and Audit Status

Program/Option	Program¹⁴	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification¹⁵
Interdisciplinary Early Childhood Education	Area	BA			XX			TC
Elementary Education P-5	Area	BA	XX					TC
Elementary Education 5-9	Area	BA			XX			TC
Special Education 1. Learning and Behavior Disorders P-12 2. Moderate and Severe Disability P-12	Mj, Mn Area Area	BA	XX					TC TC TC

¹⁴ A=Area; Mj=Major; Mn=Minor

¹⁵ TC=Teaching Certificate

Program/Option	Program ¹⁶	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ¹⁷
Physical Education	Major	BA						TC
Exercise Science	Area	BS		XX				
Health and Physical Education P-12	Mj, Mn	BA		XX				TC
Health P-12	Mj, Mn	BA						TC
Health Promotion	Mj, Mn	BA		XX				
Sport Management	Area	BA				XX		
Secondary Education ¹⁸		BA				XX		

Enhance – Elementary P-5 – this program requires more intense field integration (PDS models), enrollment limits, and increased student participation in more diverse learning environments that require travel support for students and faculty supervision.

Enhance – Special Education – this high-need program requires more intense field integration (PDS models), enrollment limits, and increased student participation in more diverse learning environments that require travel support for students and faculty supervision.

Maintain and Modify – IECE – this program should be included in a later phase for enhancement ; high need area with potential to develop when fully staffed.

¹⁶ A=Area; Mj=Major; Mn=Minor

¹⁷ TC=Teaching Certificate

¹⁸ Added from matrix developed from Dean's Audit Report

Maintain and Modify – Elementary Education 5-9 – this program should be included in a later phase for enhancement; high need areas such as math and science should be considered for rotation at regional campuses.

Conditional Continuation – Sport Management – to be moved to CoB with appropriate plan for continuation

Conditional Continuation – Secondary Education – all secondary and P-12 programs in other colleges should be reviewed for connection to Professional Education Unit and oversight needs

3 programs are in the Maintain and Improve category and should be enhanced in future phases.

TABLE 4
College of Education
Summary of Graduate Programs and Audit Status

Program/Option	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification
Education Technology	MAE	XX					
Elementary Education P-5	MAE						
Elementary Education 5-9	MAE						
Secondary Education 8-12	MAE						
Reading and Writing	MAE						
Special Education	LBD or MSD						
Middle Grades	MAT		XX				
Secondary	MAT						

Program/Option	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification
Special Education	MAT		XX				
Specialist In Education	EdS						
Adult and Higher Education	MAT			XX			
Counseling	MAT		XX				
School Administration	MAT						
Teacher Leader/Rank II ¹⁹	MA	XX					
Educational Leadership ²⁰	MA	XX					
Health, Physical Education and Sports Science	MA				XX		
Health and/or Physical Education	MAT						
Education/Rank II ²¹	MA					XX	
Rank II/Fifth Year ²²						XX	

RATIONALES:

¹⁹ Not in Catalog

²⁰ Not in Catalog

²¹ Added to list from matrix developed from Dean's Audit Report

²² Added to list from matrix developed from Dean's Audit Report

Enhance – Educational Technology: program is entirely online with high demand that is growing exponentially without marketing or additional faculty resources; with enhancement, program can support strategic enrollment growth and can provide financial support for programs that should be modified with controlled enrollment (i.e., P-5).

Enhance Teacher Leader Rank II – later phased enhancement – program is in development and will require additional resources due to EPSB requirements for co-planning with P-12 schools, embedded PD in schools, and individualization. Current Rank II programs will be sunset.

Enhance Educational Leadership - later phased enhancement – program is in development and will require additional resources due to EPSB requirements for co-planning with P-12 schools, embedded PD in schools, and individualization. Current School Administration program will be sunset.

Maintain and Modify - Adult and Higher Education - with faculty retirements and departures, this program requires faculty recruitment in order to enhance.

Conditional Continuation – Health, PE, and Sport Science - Consider viability of the proposed Wellness Promotion Area of Concentration. If a proposal is not developed and approved for that area, the HPE Teaching Track will be phased out.

Delete and Phase Out - Education/Rank II – this will be sunset in 2010; Teacher Leader program will replace it.

Delete and Phase Out – 5th Year Rank option – this is a backdoor route to receive a rank II change, but does not lead to a degree.

3 programs are in the Maintain and Improve category and should be enhanced in future phases.

TABLE 5
College of Business
Summary of Undergraduate Programs and Audit Status

Program/Option	Program ²³	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ²⁴
General Business	Mn, Option	BBA			XX			
Accounting	Option	BBA		XX				
Economics	Mn, Option	BBA				XX		
Finance	Option	BBA			XX			
Computer Information Systems	Option, Mn	BBA			XX			
Business Information Systems	Option, Mn	BBA					XX	
Business and Information Technology Education	Option	BBA				XX		TC

²³ A=Area; Mj=Major; Mn=Minor

²⁴ TC=Teaching Certificate

Program/Option	Program ²⁵	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ²⁶
Computer Information Systems	Associate, Option	AAB				XX		
Business Information Systems	Associate	AAB					XX	
Management	Option	BBA		XX				
Marketing	Mn, Option	BBA		XX				
Real Estate	Mn, Option	BBA					XX	
Small Business Management and Entrepreneurship ²⁷		BBA	XX					
Health Care Administration ²⁸		BBA	XX					New Program to be Proposed

²⁵ A=Area; Mj=Major; Mn=Minor

²⁶ TC=Teaching Certificate

²⁷ Not listed on Pg. 7 of Catalog; is listed on Pg. 36 of Catalog

²⁸ New Program

Enhance – Small Business Management/Entrepreneurship – Program was developed as a niche program. Small businesses are a driving force of the national economy comprising 99% of all employer firms and accounting for 78% of all jobs created during recent years. Since MSU’s service region is largely rural eastern Kentucky, the importance of small business and entrepreneurial training is critical.

Enhance – Healthcare Administration – Given the growing need for healthcare management solutions (cited by many experts as the number one issue facing our country today), and given the already established relationships between the College of Business and the regional healthcare industry, the college is well poised to develop new programs in this area.

Maintain and Modify – BBA in General Business – Primary modification is to more aggressively market this program as the online completer for AAS transfers from the KCTCS.

Maintain and Modify – BBA in Finance – Modifications include the integration of the current BBA in real estate as a track within the finance BBA and to further develop the CFP track.

Maintain and Modify – BBA in CIS – Primary modification is to combine the BIS with the CIS into a single area of concentration in Information Systems with a strong core and elective tracks.

Conditional Continuation – BBA in Economics – Enrollment in the economics program is about 1% of the statewide enrollment yet demand for economics graduates is quite high. A condition for continuing the program is sustained and significant growth within a five year period.

Conditional Continuation – BBA in Business and Information Technology Education – The primary condition for maintaining the program is to take advantage of the opportunities to stave off further declines in enrollment and to set a goal for enrollment growth over the next five years.

Conditional Continuation – AAB in Computer Information Systems – Fold the AAB in BIS into the AAB in CIS. Eliminate courses that are unique to the AAB program so that all AAB courses may also be used in the BBA program.

Delete/Phase Out – BBA in Business Information Systems – The BIS program will be combined with the CIS into a single BBA option with BIS becoming a track within the CIS program.

Delete/Phase Out – AAB in Business Information Systems – Fold the AAB in BIS into the AAB in CIS. Eliminate courses that are unique to the AAB program so that all AAB courses may also be used in the BBA program.

Delete/Phase Out – BBA in Real Estate – The BBA in Real Estate has had a consistently low number of majors for the past several years. Analysis indicates students interested in real estate could be served well through a program track within the finance area. This is consistent with most real estate efforts at regional universities.

Three programs are in the “Maintain and Improve” category for potential enhancement in future years.

TABLE 6
College of Business
Summary of Graduate Programs and Audit Status

Program/Option	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification
Master of Business Administration	MBA	XX					
Business and Marketing Education	MAT						See COE Report
Information Systems	MS		XX				

Enhance – MBA – Program is poised for further growth opportunities especially with respect to the potential for a health administration focus, collaboration with UK/SCRMC/MSU health education projects, and collaboration with MPA. Additional resources needed to help advance quality of online delivery.

Maintain and Improve – MSIS – Program needs include resource support for marketing efforts and potential program expansion in new niche areas including healthcare IT, enterprise systems, and computer security and controls.

TABLE 7
Institute for Regional Analysis and Public Policy
Summary of Undergraduate and Graduate Programs and Audit Status

Program/Option	Program²⁹	Degree	Enhance	Maintain and Improve	Maintain	Conditional Continuation	Delete/Phase Out	Notes/Justification
Biology Environmental Sciences Option#	Emphasis	BS						
Geography#	Emphasis	BA						
Government#	Emphasis	BA						
Social Work#	Emphasis	BSW						
Sociology#	Emphasis	BS						
Public Administration*		MPA	XX					

IRAPP emphases areas will be considered in their “home” programs.

*MPA is recommended for enhancement because of strong growth in size and quality. Growth potential will expand with new options in non-profit management and homeland security.

²⁹ A=Area; Mj=Major; Mn=Minor

TABLE 8
Caudill College of Humanities
Summary of Undergraduate Programs and Audit Status³⁰

Program/Option	Program ³¹	Degree	Enhance	Maintain And Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ³²
Art 1. Studio 2. Education	A, Mj, Mn	BA		XX XX				TC
Communications 1. Advertising and Public Relations 2. Journalism 3. Organizational and Interpersonal Communication 4. Production/Electronic Media	A, Mn Option Option Option Option	BA			XX XX	XX	XX	
Theatre 1. Non-Teaching 2. Teaching	Mj Mn	BA	XX	XX				TC

³⁰ Interdisciplinary Programs are not included on this grid since they are being looked at after the initial program audit.

³¹ A=Area; Mj=Major; Mn=Minor; E=Emphasis; O=Option

³² TC=Teaching Certificate

Program/Option	Program ³³	Degree	Enhance	Maintain And Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ³⁴
English 1. Linguistics 2. Creative Writing 3. Literature 4. Technical and Professional Writing	A, Mj, Mn Mn O, Mn	BA	XX				XX	TC (Area)
English Education Developmental Education		BA			XX	XX		
French	Mj, Mn	BA				XX		TC
Spanish	Mj, Mn	BA		XX				TC
Philosophy Religious Studies	A, Mj, Mn	BA	XX			XX		

³³ A=Area; Mj=Major; Mn=Minor; E=Emphasis

³⁴ TC=Teaching Certificate

Program/Option	Program ³⁵	Degree	Enhance	Maintain And Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification ³⁶
Geography	Mj, Mn	BA				XX		IRAPP Emphasis
Government	Mj, Mn	BA				XX		IRAPP Emphasis
History	Mj, Mn	BA	XX					
Paralegal Studies	Mj	BA		XX				
Legal Studies	Mn							
Pre-Law Pre-Professional Program	Transfer							
Social Studies	Area	BA						TC
Music Education	Area	BME	XX					TC
Music Performance	Area	BM		XX				
Music Performance in Jazz Studies	Area	BM						
Music	Mj, Mn	BA					XX	
Sociology	Mj, Mn	BA			XX			

³⁵ A=Area; Mj=Major; Mn=Minor; E=Emphasis

³⁶ TC=Teaching Certificate

Program/Option	Program³⁷	Degree	Enhance	Maintain And Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification³⁸
Sociology: Criminology Emphasis	A, Mn, E	BA					XX	IRAPP Emphasis
Criminology	A, E, Mn	BA	XX					
Social Work	Area	BSW	XX					IRAPP Emphasis
Military Science	Mn							Not Audited; Maintain

³⁷ A=Area; Mj=Major; Mn=Minor; E=Emphasis

³⁸ TC=Teaching Certificate

Enhance

Criminology: This popular program is primarily a liberal arts rather than a vocational program. Four percent of students in the STAMATS market study expressed an interest in majoring in criminology; the program is cost-effective; the national and state employment outlook for criminology majors is excellent; number of majors increased from 40 to 90 in the past four years. The program is poised for growth in regional engagement by building on its solid reputation of positively affecting the populations of the region. Locating the program, which is currently housed in the Department of Sociology, Social Work and Criminology, within the proposed College of Regional and Global Studies will enhance the program's strengths. Strategies for enhancement include adding an additional faculty member to provide a greater focus on the three primary aspects of the criminal justice system: the courts, and prisons and policing; develop specializations within the criminology program (e.g., crime analysis) to increase opportunities for student recruitment, service learning, and collaboration with professionals in other disciplines in the university, community, and region; and establish a closer cross-college working relationship with IRAPP's Center for Justice Studies.

English (Creative Writing, Linguistics, Literature): Basis for placement in this category is the overall strength of the program; a well-designed curriculum offering growth areas such as a proposed BFA in Creative Writing; the number of majors, which has remained relatively constant the past five years and is comparable in proportion to that of other public universities in the Commonwealth; a very large academic program comprised of an undergraduate major, an area of concentration (English Education), five minors, and both General Education and Developmental Writing components. Strategies for enhancement include: move the program to the proposed Department of Languages, Literature, and Discourse within the proposed College of Regional and Global Studies to bring writing and speaking together; renovate the Combs Building to provide adequate facilities and equipment to English faculty; hire a replacement for the vacant assistant professor of English/director of the Morehead Writing Project position. It is also recommended that English as a Second Language (ESL) program be developed in collaboration with the Office of International and Interdisciplinary Programs and the CoE. It is also recommended that all language programs be aligned with international studies efforts, including alignment with the proposed English as a Second Language (ESL) program.

History: The basis for placement in this category is overall strengths and opportunities of the program, which significantly outweigh weaknesses and threats. Faculty in this discipline represent the faculty as scholar model, and without exception they are heavily engaged in promoting student opportunities in engagement, scholarship, and professional growth. Several helped develop and staff interdisciplinary programs in Appalachian Studies, International Studies, and Women's Studies, and all promote regional stewardship. History comprises the largest component of the Social Studies degree (27 hours) and supports General Education. Although it has experienced a decline in the number of majors, ACT Composite scores of majors has risen; opportunities to expand in the areas of public history and international history abound. Strategies for enhancement

include: moving the program to the proposed Department of History, Philosophy and Religion in the proposed College of Regional and Global Studies; hire a replacement for the current vacant faculty position; foster service learning and other regional stewardship initiatives; and expand program opportunities in public history and international history. Establishing an Office of International and Interdisciplinary Programs within the College of Regional and Global Studies would facilitate history's natural alignment with international and interdisciplinary studies.

Music (Teacher Education): This program is the largest and most highly respected BME program in Kentucky; the Kodály Institute of Kentucky at Morehead State University needs support for further development of the Kodály certification program for pre-service and in-service music teachers. The department's historic strength is in its instrumental (woodwind, brass, and percussion) Music Education program, but there is need for further development of the applied voice, piano, and orchestral string areas. There is a need to reduce the size of the BME which will require coordination and cooperation with the College of Education. Strategies include: Move the program into the proposed School of Music, Theatre, and Dance within the proposed Caudill College of the Arts; where appropriate, integrate programming with programming in other arts, media, and design disciplines; develop a music scholarship budget sufficient to attract high-quality students in each performance area; commit sufficient financial resources to support all performance areas, including music materials, equipment, facilities, and outreach activities; full-time tenure-track orchestral string faculty is needed to teach private applied, conduct the orchestra, and recruit string players. Support systems for the recruitment and retention of international students are also needed. The piano and orchestral string areas will especially benefit from the recruitment of international students from Taiwan, China, Korea, and the like. While progress has been made, high end music equipment replacement funding is needed for both instruments and band uniforms; additional faculty members are needed in music technology, theory/composition, and musicology. There is strong need for a Center for the Performing Arts. Baird Music Hall is now a substandard music program facility. Staffing needs include a full-time support person to manage and market concerts, recitals, special events, and tour programming, coordinate and market student recruitment initiatives, and provide management support for fundraising activities. The current alternating Friday course schedule and lack of flexible scheduling options make it difficult to accommodate faculty outreach and service work and impedes access to classes. The establishment of a Center for Arts Education Outreach and Entrepreneurship would help make connections between the academic program and the auxiliary units within the center, facilitate the development of P-12 and adult community arts education programming (a current strength in the arts programs), design contemporary career development programming for artists within and outside of the academy, and employ the resources in the integrated digital electronic medias. The already prominent arts education programs that have a long history of outreach are explicitly linked to all aspects of the academic programs in the arts. These signature programs form the basis for the Arts Education Outreach mission of this proposed center.

Philosophy: This is a low cost but highly productive program with a larger number of majors than other Philosophy programs in the Commonwealth, accounting for 14.7% of Kentucky's B.A. in Philosophy degrees. It provides a large number of General

Education and service courses to other academic programs. Strengths include a faculty willing to partner and realign with other academic units. Weaknesses include poor facilities, limited influence in a large department dominated by a large number of English faculty, and the lack of commitment to developing on-line or other DL courses. Strategies for enhancement include: Move the program to the proposed Department of History, Philosophy and Religion within the proposed College of Regional and Global Studies; hire a replacement for the vacant instructor of religious studies position; explore the development of courses in Continental Philosophy or Business Ethics in collaboration with the proposed College of Business and Public Affairs.

Social Work: The program is accredited by the Council on Social Work Education (CSWE) and is one of the largest programs in terms of majors enrolled. The program requires a BSW coordinator, a position which should be examined and filled on a permanent basis. The full program is offered on four campuses; however, course planning and teaching allocation has not kept pace with growth. Consequently, field practicum and seminar courses are not taught consistently or in a way that meets students' educational needs. Currently, the Morehead campus program does not operate on a cohort system as do the regional campuses, and this occasionally causes low enrollment in courses and restricts faculty availability to teach on other campuses. The cost of the program needs examination in light of the current structure and method of delivering the entire program on four campuses; the program has collaborated to develop a chemical dependency certification program on the Prestonsburg campus that is offered through the MA in Sociology. The program is poised for growth in regional engagement by building on its solid reputation of positively affecting the populations of the region. Moving the program, currently housed in the Department of Sociology, Social Work and Criminology, to the proposed College of Regional and Global Studies will enhance the program's strengths. A cost/benefit analysis of the program should be conducted to determine the most effective and efficient methods for offering the program within the stated standards of CSWE; consider establishing a single cohort group at the Morehead campus rather than offering all core courses each semester; prepare the self-study for the next reaffirmation of accreditation by CSWE; review the field practicum component for consistency; hire an external consultant to determine the feasibility and readiness of the social work faculty to develop and support an MSW program in light of the long-standing partnership with the University of Kentucky to offer the MSW at the Morehead campus.

Theatre: The program was recently accredited by NAST, which insures appropriate class sizes, sets a standard of excellence for academic and production aspects of the program, and assures that faculty workloads meet national professional standards. Over \$2 Million in endowment funding generates income to support outreach, production and professional employment of students and professional staff, including the establishment of *The Little Company* that provides unique educational experiences for students, educators and citizens and arts education for present and future teachers. The department established a new Dance program, fostering diversity and growing in popularity. Strategies for enhancement include: moving the program into the proposed School of Music, Theatre, and Dance within the proposed Caudill College of the Arts, and where appropriate, integrating programming with programming in other arts, media, and design disciplines. We should also further develop the

MSU Dance Ensemble and create a minor in dance with the goal of establishing a major in dance; hire a technical director to support Theatre and Music programs and develop technical programming that supports work in the performing arts; work with Music faculty to develop a program in Music Theatre and work to support the further development of performance studies in opera. The proposed Center for Arts Education Outreach and Entrepreneurship would help make connections between the academic program and the auxiliary units within the center. It could also facilitate the development of P-12 and adult community arts education programming (a current strength in the arts programs), and design contemporary career development programming for artists within and outside of the academy and employ the resources in the integrated digital electronic media. The already prominent arts education programs that have a long history of outreach are explicitly linked to all aspects of the academic programs in the arts. These signature programs form the basis for the Arts Education Outreach mission of this proposed center.

Maintain and Improve

Art (Studio Art): The program is of excellent quality and is pursuing accreditation by the National Association of Schools of Art and Design (NASAD). This certification requires that certain national norms and standards be addressed. Strategies include: Move the program into the proposed School of Arts, Media, and Design within the proposed Caudill College of the Arts; where appropriate, integrate programming with programming in other arts, media, and design disciplines; hiring a replacement for the vacant assistant professor of art position to oversee the Ceramics studio and courses; pursue NASAD accreditation by addressing national norms and standards, especially on health and safety issues; extend high-end equipment plan or establish a permanent department equipment/software budget; conduct a feasibility study for a Claypool-Young Building addition; implement 21st Century art foundation program design and restructuring; collaborate with other academic units to create a graphic design and web design incubator for the MSU service region; partner with CCL & IT to establish a broadly mandated Digital Image Bank with on-line accessibility. The establishment of a Center for Arts Education Outreach and Entrepreneurship would benefit this program as well as those mentioned above.

Art (Teacher Education): The program is of excellent quality and the department is pursuing accreditation by the National Association of Schools of Art and Design, which requires that certain national norms and standards be addressed. The program must soon again be reviewed for NCATE reaffirmation of accreditation. Strategies include: Move the program into the proposed School of Arts, Media, and Design within the proposed Caudill College of the Arts; where appropriate, integrate programming with programming in other arts, media, and design disciplines; pursue both NASAD accreditation and NCATE reaffirmation of accreditation; continue development of program support resources such as a digital image bank and P-12 electric kiln; revise the art studio foundations program including new and combined courses to provide a 21st Century art foundations curriculum to address perceived deficiencies in art student preparation; continue to develop cross-cultural field experiences; re-evaluate College of Education methods courses to develop and provide more relevant “arts focused” courses; review College of

Education required courses for Art Education in relation to 21st Century needs and practice. The proposed establishment of a Center for Arts Education Outreach and Entrepreneurship would be a critical factor in the success of this program.

Military Science: Though not required to participate in the curriculum audit, it is recommended that Military Science, with its emphasis on global issues, will move to the proposed College of Regional and Global Studies. Students enrolled in Military Science programs are expected to develop cultural competence. This makes the College of Regional and Global Studies a natural home for this unit. Discussion between the Deans and the Provost determined that this would be the appropriate organizational fit for this unit.

Music (Performance & Jazz Studies): Enrollment in the BM in Performance program, which is supported by an excellent faculty, has grown during the last six years, a trend that is expected to continue. The BM Performance (Jazz Studies) program has also demonstrated growth in the last six years and is now the largest in the State and region. It provides excellent opportunities for students interested in a jazz/commercial performance career and is supported by an excellent faculty; graduates of the program have found success in graduate programs to further their musical studies and in the job market; the quality of performance is high as indicated by juried performances. Strategies include: Further develop the entire performance program, especially in applied voice, piano, and orchestral string areas; the BM in Performance (Jazz Studies) needs to modernize by developing the music industry related components and the performance areas pertaining to the jazz rhythm section. This will require more faculty members in the areas of music technology, music business, and applied jazz performance who can also help start a program or emphasis in music industry, entrepreneurship, and technology, areas that would require partnering with KCTM and the College of Business and Public Affairs. The proposed establishment of a Center for Arts Education Outreach and Entrepreneurship mentioned above could considerably enhance the success of this program.

Paralegal Studies: Program is accredited by the American Bar Association (ABA) and has the potential for expansion of offerings to regional campus sites. The Legal Studies program faculty is also interested in establishing a Legal Studies Institute and in developing courses on-line and through other DL strategies. The current practice of hiring practicing attorneys in faculty positions precludes their full-time attention to the job. This practice should be examined and weighed against the need to expand the program and provide students with access to full-time advising and mentoring. Strategies include: Move the program into a unit within the proposed College of Business and Public Affairs which includes the Institute for Regional Analysis and Public Policy (IRAPP); hire a full-time faculty replacement for the current vacant faculty position; assess the need for offering Paralegal Studies courses and/or the entire program at regional campus sites; develop on-line and other DL strategies to make Paralegal Studies courses more accessible; submit the self-study for reaffirmation of ABA accreditation.

Spanish: The program is poised to pursue opportunities created by the new state requirement that high school students have two years of language study as a prerequisite for admission to public universities and by the possibility of foreign language becoming a

General Education requirement at the university. Opportunities for growth are linked to the expansion of study abroad and other international experiences and could be enhanced with the infusion of additional scholarship dollars for such programs of study. Given the increasingly global nature of American society, strong potential exists for new collaborations with other departments and colleges. A good example is the new course for Nursing and Imaging Science, HUM 340: Health and the Hispanic Community. Revised scheduling processes in the department have enhanced enrollments and retention by improving the sequencing of classes. A weakness is an over-reliance on adjunct faculty to teach basic courses. Strategies include: Move the program to the proposed Department of Languages, Literature, and Discourse within the proposed College of Regional and Global Studies; hire a replacement for the current vacant faculty position; add an additional tenure-track faculty line to the Spanish program; and provide MAP computers for the Language Laboratory. With the establishment of an Office of International and Interdisciplinary Programs in the proposed College of Regional and Global Studies, it is recommended that all language programs be aligned with international studies efforts, including alignment with the proposed English as a Second Language (ESL) program.

Spanish (Teacher Education): shares the issues and opportunities as cited immediately above in the BA in Spanish program. In addition, the program lacks effective coordination with the CoE and must soon again be reviewed for reaffirmation of accreditation by NCATE. Strategies include: Move the program to the proposed Department of Languages, Literature, and Discourse within the proposed College of Regional and Global Studies; establish linkages between the P-12 Foreign Language Education program with the CoE and move to immediately ensure collaboration, coordination, oversight, and assessment of teacher preparation programs. With the establishment of an Office of International and Interdisciplinary Programs within the proposed College of Regional and Global Studies, it is recommended that all language programs be aligned with international studies efforts, including alignment with the proposed English as a Second Language (ESL) program.

Theatre (Teacher Education): The program is placed in this category primarily because of the strength of the BA in Theatre program, but its potential for growth is negatively affected by KDE's position on theatre education. Strategies include: Move the program into the proposed School of Music, Theatre, and Dance within the proposed Caudill College of the Arts; where appropriate, integrate programming with programming in other arts, media, and design disciplines; pursue the same strategies as outlined in the BA in Theatre program along with strategies to improve the position of theatre education in the P-12 schools. The proposed Center for Arts Education Outreach and Entrepreneurship would also enhance this program.

Maintain and Modify

Communications (Advertising and Public Relations): Careers in Advertising, Public Relations, and other fields needing writing and multi-media skills are projected to grow by an average of 25 percent during the next decade, according to state and national employment data, research from the Poynter Institute and The Pew Research Center. The number of majors in the program has declined over the past five years, although the program presently meets most standards for external accreditation by the Association for Education in Journalism and Mass Communication (AEJMC) and by the Public Relations Society of America (PRSA). The program must significantly strengthen real world professional public relations experiences for students in ways that are consistent with new multi-media and 21st Century technologies. Strategies include: Move the program to the proposed College of Business and Public Affairs and align it with the marketing program; hire replacement faculty who possess 21st Century knowledge, skills and experience; provide a time-line and adequate support for current faculty to pursue professional development and become proficient in the knowledge, skills, and experience in current multi-media and 21st Century technologies and software; undertake a study by external consultants to ascertain readiness for pursuit of accreditation by both AEJMC and PRSA; incorporate new media throughout the curriculum; establish a community advisory board; develop and implement on-line and other DL courses.

Communications (Organizational & Interpersonal Communications): The program contributes courses to twelve academic programs across colleges and academic disciplines, and students, faculty, and employers understand and appreciate the value of communication study and skills. Although the program provides service courses critical to the General Education core, only a small number of majors are enrolled in the program, it offers no on-line or other DL courses, and it lacks connections with related programs such as health communication, conflict resolution and leadership. Moreover, changes to the General Education program could significantly impact the program given its service course orientation. Opportunities exist to better link all forms of oral and written language communications and establish a higher profile for student engagement in formal discourse. Strategies include: Move the program to the proposed Department of Languages, Literature, and Discourse within the proposed College of Regional and Global Studies; seek and establish connections within and outside the degree program to develop new programs with 21st century application; continue the development of applied minors such as health communication, event planning, conflict management and negotiation and leadership; establish positive alumni relations to encourage mentoring of students and professional collaboration; increase enrollment in the option through new, innovative degree programs; continue to propose and convert option courses with the goal of making the option fully accessible via DL and online; work in concert with other programs and enrollment services to develop and implement an innovative recruitment plan that maximizes opportunities and reaches out to schools in the region, including the re-development of a competitive speech team for MSU.

English (Teacher Education): This is a strong program as a track of the BA in English, but one in which it has historically been difficult to recruit new faculty. The program is experimenting with faculty models, presently having one English Education faculty member in the department and another in the College of Education. The program must soon again be reviewed for reaffirmation of accreditation by NCATE. Strategies include: Move the program to the proposed Department of Languages, Literature, and Discourse within the proposed College of Regional and Global Studies; assess current experimental model of staffing to improve success and ensure collaboration with the CoE and improve coordination, oversight and assessment of teacher preparation programming; renovate the Combs Building to provide adequate facilities and equipment to English faculty. It is also recommended that ESL program be developed and that all language programs be aligned with international studies efforts, including alignment with ESL.

Sociology: The program faculty members are productive as measured by scholarship and grant funding. The program generates a large number of credit hours, supports the General Education Curriculum, provides service courses to other programs and contributes extensively to interdisciplinary programs at relatively low cost for the credit hours generated. It is inexpensive to maintain with a respectable number of majors and minors. The primary threat and weakness is that the number of majors has declined due to an increase in the popularity of Criminology. Strategies include further development of a regional engagement agenda. Because the program is currently engaged regionally, the unit is poised to build on its solid reputation of positively affecting the populations of the region. Moving the program, currently housed in the Department of Sociology, Social Work and Criminology, to the proposed College of Regional and Global Studies will enhance the program's strengths. The program needs to more carefully assess the knowledge and skills students are learning in core courses and make intentional changes to the curriculum based on the results.

Conditional Continuation

Communications (Journalism): The program needs to significantly strengthen real world professional experiences for students consistent with new multi-media, 21st Century technologies, and industry standards. Strategies include: Move the program into the proposed School of Arts, Media, and Design within the proposed Caudill College of the Arts. Where appropriate, integrate programming with programming with other arts, media, and design disciplines; develop programming that is consistent with industry standards and tracks to new developments; hire replacement faculty who possess 21st Century knowledge, skills and experience; provide a time-line and adequate support for current faculty to pursue professional development and demonstrate proficiency in the knowledge, skills, and experience for applying and teaching new multi-media and 21st Century technologies and software; undertake a study by external consultants to ascertain readiness for pursuit of professional program accreditation so that the program can be systematically and regularly evaluated and compared to national standards; incorporate new media

into and throughout the curriculum; develop and implement on-line and other DL courses; eliminate the photo journalism course taught in other areas; convert the photo lab into a multi-media, multi-platform journalism lab; eliminate writing lab and start requiring wireless and student laptops for low-end technology courses; place graphics computers on the MAP program; continue high-end equipment replacement plan to provide and support technology and equipment required for teaching multi-media courses. The establishment of a Center for Arts Education Outreach and Entrepreneurship would also benefit this program.

Communications (Production/Electronic Media): Although state-of-the-art video and audio studios and production editing facilities are available along with practicum and internship classes and access to MSPR radio facilities, enrollment has significantly decreased in the past five years. Weaknesses include lack of coursework and training in multi-platform (print, electronic, broadcast, and web-based) production, lack of programming and coursework to prepare students to enter Broadcast Journalism, no development of on-line or other DL courses, and lack of access to local public cable channel for the dissemination of programming. Strategies include: Move the program into the proposed School of Arts, Media, and Design within the proposed Caudill College of the Arts; where appropriate, integrate programming with programming with other arts, media, and design disciplines; develop programming that is consistent with industry standards and tracks to new developments; hire replacement faculty who possess 21st Century knowledge, skills and experience; undertake a study by external consultants to ascertain readiness for pursuit of professional program accreditation so that the program can be systematically and regularly evaluated and compared to national standards; provide professional development opportunities and support for faculty members to develop essential skills and knowledge in multi-platform delivery; incorporate new multi-media and integrated media instruction into the curriculum; develop and implement on-line and distance learning courses; support technology and equipment required for teaching multi-media courses. The establishment of a Center for Arts Education Outreach is very important to the success of this program.

English (Developmental Education): Program has a highly trained and dedicated faculty, but weaknesses include a reliance on a large number of fixed-term faculty who are significantly underpaid by CUPA standards and are overloaded by National Council of Teachers of English (NCTE) standards (“no instructor should have more than 20 composition students in any one class, nor more than 60 students at any one time”). MSU fixed-term faculty teach an average of 22 students per section, and up to 110 students per semester, nearly twice the maximum recommended; goals for matriculation and graduation of students taking Developmental Writing are vague and results in poor tracking systems. Strategies include: In order to address coordination, institutional oversight, and assessment needs, move Developmental Writing out of the department and administer from a unit that addresses all developmental areas (faculty will maintain academic appointment in the appropriate department); increase fixed-term faculty salaries to appropriate CUPA levels; bring the course load of instructors in line with national standards; establish concrete, specific and measurable goals for General Education and align General Education writing goals with

writing goals; review the structure and set goals and assessment measures for all developmental programs and align Developmental Writing with them.

French: The number of French programs in public institutions has generally declined both nationally and regionally, and enrollments in lower-division French classes have declined significantly during the past five years. Nevertheless, the number of graduates majoring in French has increased slightly and the total number of French majors has remained constant following revisions to the curriculum. There is a need for French in selected degree programs such as music performance in voice, and the possibility exists of foreign language becoming a requirement in other degree programs and in General Education. The program could grow if more foreign language majors and minors were able to incorporate overseas study into their programs, especially if more scholarship support were provided (a goal for International Education). Strategies include: Move the program to the proposed Department of Languages, Literature, and Discourse within the proposed College of Regional and Global Studies; provide MAP computers for the Language Laboratory. With the establishment of an Office of International and Interdisciplinary Programs within College of Regional and Global Studies, it is recommended that all language programs be aligned with international studies efforts, including alignment with a new ESL program.

French (Teacher Education): The same issues stated above apply to this program. The program lacks effective coordination with the CoE and must soon again be reviewed for reaffirmation of accreditation by NCATE. Strategies include: Move the program to the proposed Department of Languages, Literature, and Discourse within the proposed College of Regional and Global Studies; establish linkages between the P-12 Foreign Language Education program in the CoE and evaluate immediately to improve success and ensure collaboration, coordination, oversight, and assessment of teacher preparation programs. With the establishment of an Office of International and Interdisciplinary Programs within the proposed College of Regional and Global Studies, it is recommended that all language programs be aligned with international studies efforts, including alignment with a new ESL program.

Geography: The program's weaknesses and threats counter strengths and opportunities. Demand for the major is growing, especially in the fields of Geographic Information Systems (GIS) and remote sensing; another strength is that program courses comprise 15 hours of the Social Studies secondary teacher preparation program, and three program courses are General Education distributional choices; a critical strength is that all program courses focus on diversity, globalization, and technology, three critical areas in the overall curriculum at MSU. The program is threatened by overstaffing. With a total of 9 geographers (4 in GGH and 5 in IRAPP), unresolved administrative and workload issues have weakened morale and created a lack of synergy. Differences in workload, student advising responsibilities, service obligations, and time available for research combined with significant differences in evaluative faculty performance criteria made coordination difficult and collaboration even harder. The result is a department program based around human and cultural Geography with a significant global studies component, and an IRAPP unit focused on geospatial techniques with a GIS component. Strategies include: Combine existing geographers

from all units into the proposed Department of Earth and Space Science to address the division of faculty between GGH and IRAPP. That unit should include the MPA program, Government, and Paralegal Studies. This new administrative structure will facilitate a unified focus on 21st Century regional, national, and international issues and can review and resolve issues that separate the faculty and divide the program; combining resources can also lead to improvements in the quality of computers and servers in computer labs to support standard GIS and remote sensing applications and make existing equipment housed in IRAPP more readily available to all geographers.

Government: Retirements, faculty departures, and lack of cohesion among faculty members in the department and IRAPP, as cited above in the Geography program, have weakened the program and individual morale. However, opportunities exist for merging the current four Government faculty and two IRAPP faculty into a single unit. The Government program is home to the Legal Studies minor and is the leading major for preparing students for law school and employment in federal and state government; the program provides service courses to majors across campus, including teacher education and IRAPP (21 required hours for the RAPP Government Emphasis Program), and Social Studies (12 required hours of Government course work). Its courses heavily support the International Studies minor. It also attracts well-prepared students, as demonstrated by its average ACT of 24.7 for Government majors. One Government faculty member created the Canadian Studies Minor, an on-line, statewide, interdisciplinary program that features the Canadian Parliamentary Internship component. Weaknesses include a recent decline in the number of majors and credit hours generated. Strategies include: Merge all existing Government and Political Science faculty lines into a unit within the proposed College of Business and Public Affairs which includes IRAPP. That unit would include the MPA with a pipeline of quality undergraduate Government students to recruit to it.

Religious Studies: A newly developed minor program located within the highly productive Philosophy program, it has strengths and opportunities equal in weight to weaknesses and threats. Weaknesses include outdated classroom and office facilities, a lack of influence within a combined department dominated by a large English faculty, loss of a religious studies position in recent budget cuts, and no emphasis on-line or DL teaching. Strategies include: Move the program to the proposed Department of History, Philosophy and Religion in the proposed College of Regional and Global Studies; hire a replacement for the vacant instructor of religious studies position; emphasize the international and global dimensions of courses in this program.

Social Studies (Secondary Teacher Education): Program is NCATE accredited like all secondary certifications linked to the CoE. Social Studies has been identified by USDE as a “critical need” area, but variations in the number of majors have made the program difficult to administer in the department. Weaknesses include program dependence on the availability of a wide-range of department courses and required courses in CoE; the recent loss of several department faculty with experience in teaching Social Studies; personnel problems that made the designation of a single faculty member to coordinate and oversee the program impossible. Strategies include: working with the CoE in restructuring the program and utilizing a model of

faculty assignment similar to that being used in EFLP. This would ensure collaboration, coordination, oversight, and assessment consistent with NCATE standards and NCSS guidelines. A potential strength lies in developing, along with Sociology, Social Work and Criminology, the MA in Social Sciences, which would provide an interdisciplinary approach to preparing graduates with expertise in the social sciences and would target regional Social Studies teachers pursuing graduate study, place-bound students, and students wishing to pursue doctoral studies at other universities.

Delete/Phase Out

English (Technical and Professional Writing): Due to low productivity, the Minor in Technical and Professional Writing is recommended for deletion. This recommendation is supported at all levels of the audit process.

Music: In its current curricular format, the BA in Music is intended for liberal studies students not interested in a performance degree and unsuited or interested in teacher education. In practice, it is a “fall-back” program for students who do not or cannot complete the requirements for the BME or BM programs. Weaknesses include low student enrollment even though all required music courses in the BA program are contained within the BM and BME programs; few students see the liberal arts program in music as a viable option because it has no area of emphasis leading to a particular career focus. Strategies include: delete the program; the minor portion of the BA program should be restructured to offer the degree with marketable emphases and career focus (the music accrediting association, NASM, recognizes this as an approach to the liberal studies in music program design). With proper design and marketing, this option would attract students and allow growth in market areas not previously explored. This would require cooperation among disciplines within and outside of the arts. The potential for success could be significantly enhanced by placing it in the proposed School of Music, Theatre, and Dance within the proposed Caudill College of the Arts. This organizational structure could facilitate integrative programming with programming in other arts, media, and design disciplines, especially in industry, technology, and entrepreneurship related studies. If the minor program is developed, we must better understand and market all minors. Institutional data must be collected to specifically identify students enrolled in minor programs; systems must be developed to more effectively screen students for admission to minor programs and to facilitate the advising of these students.

Sociology (Criminology): The program is similar to the Criminology area of concentration and the Sociology major with a Minor in Criminology and is currently the least popular of the sociology and criminology offerings. It has essentially become a default degree option and is therefore recommended for deletion. This recommendation is supported at all levels of the audit process.

Further Review Needed

Interdisciplinary Programs were not included in the curriculum audit process primarily because institutional data must be collected to specifically identify students enrolled in all minor programs; however, it is recommended that these programs, given their emphasis on regional and global issues, be relocated in the proposed College of Regional and Global Studies, which is recommended to house the Office of International and Interdisciplinary Programs. This organizational change will make it easier to align our international and interdisciplinary studies efforts both within and among units. This recommendation was fully supported by the deans of the other colleges and the Provost, who agreed that this would be the appropriate organizational fit for this unit. These programs include:

Appalachian Studies (Minor)
Canadian Studies (Minor)
Cultural Studies (Minor Proposed)
International Studies (Minor)
Women's Studies (Minor)
Legal Studies (Minor)
Pre-Law (Pre-professional)

TABLE 9
Caudill College of Humanities
Summary of Graduate Programs and Audit Status

Program/Option	Degree	Enhance	Maintain and Improve	Maintain and Modify	Conditional Continuation	Delete/Phase Out	Notes/Justification
Art 1. Studio 2. Graphic Design 3. Education	MA MA MAT			XX XX	XX		
Communication	MA		XX				
English	MA		XX				
Middle Grades English Language Arts	MAT						
Secondary Social Studies	MAT						
Music 1. Education 2. Performance	MM MM			XX	XX		
Sociology: General Sociology Criminology Emphasis Gerontology Emphasis	MA			XX XX		XX	
French	MAT						
Secondary English	MAT						
Spanish	MAT						

RATIONALES:

Enhance: none

Maintain and Improve

Communication: Enrollment has steadily increased over the past five years in this generalist program that includes students from all areas of communication; Strengths include: outstanding facilities, equipment and technology; program size allows for personal interaction between faculty and students, encourages strong mentor relationships, provides opportunities for students to participate in professional meetings at the state, regional and national level and gain real world teaching experience; cost effective program because it draws faculty from many disciplines; includes DL and on-line classes to extend the reach and opportunities for the program. Weaknesses include the need for improved currency in the faculty, possibly through increased research and publication; need for additional and more competitive graduate assistantships; need to address the issue of faculty load providing faculty with the appropriate release time; need to expand electives to incorporate study in additional areas of communication; need to expand DL offerings; and, need to improve recruiting. Strategies include: Increase professional scholarly productivity; recruit qualified students who, after completing 18 hours of study are capable of teaching the basic course; continue to expand the on-line and DL offerings to make the program more accessible; review and re-define the goals and objectives of graduate education within the Division of Academic Affairs and develop a fiscal strategy for providing adequate support for marketing programs, recruiting and retaining quality students, supporting collaborative research/creative productions between faculty and graduate students, and providing teaching-related activities to a selected group of qualified graduate students.

English: The graduate program is now completely on-line, offering greater access to secondary English teachers; it is cost effective in that all students enrolled in graduate classes in English pay full tuition. The program requires no special facilities or additional equipment; Weaknesses include: the need to systematically assess the quality of on-line instruction within the Division of Academic Affairs in general and for this program specifically; the number and amount of graduate assistantships need to be significantly increased to promote full-time graduate study. Strategies include: Move the program to the proposed Department of Languages, Literature, and Discourse within the proposed College of Regional and Global Studies; renovate the Combs Building to provide adequate facilities and equipment to English faculty; provide an additional tenure-track faculty line in English; review and re-define the goals and objectives of graduate education within the Division of Academic Affairs and develop a fiscal strategy for providing adequate support for marketing programs, recruiting and retaining quality students, supporting collaborative research and creative productions between faculty and graduate students, and providing teaching-related activities to a selected group of qualified graduate students. This program, like all language programs could also be aligned with international studies efforts, including the proposed ESL program.

Maintain and Modify

Art (Studio Art & Graphic Design): This program is in this category primarily because of the need to establish clearer goals and additional support for all graduate programs within the Division of Academic Affairs. Strategies include: Pursue the development of digital imaging in the curriculum including the establishment of a digital imaging lab in the current slide library to support both the B.A. in Art and the M.A. in Art (Studio Art & Graphic Design Tracks); and develop a low residency summer on-line teacher education track to support the M.A. in Art.

Music (Teacher Education): The MM program, with emphases in music education and performance, underwent changes in 2006-2007 that streamlined the program emphases and retained as many common courses required for both programs as possible. Strengths include: extremely active and effective recruiting activity resulting in enrollment growth since 2006; increased enrollment since music teachers across Kentucky know about our innovations; an increasing interest from students other than MoSU alumni, including international students; outstanding outreach and service learning. Despite this growth, we must continue to increase graduate enrollment to remain competitive. To remain competitive and to achieve our desired distinction as the best regional university in the South, we must establish clearer goals and additional support for all graduate programs within the Division of Academic Affairs. Success in recruiting graduate students is partially tied into support for competitive GA positions and improvements in the graduate admissions process. Strategies include: Move the program into the proposed School of Music, Theatre, and Dance within the proposed Caudill College of the Arts; where appropriate, integrate programming with programming in other arts, media, and design disciplines; the Kodály program needs funding to support an expanded summer program for music teachers (this affects both the undergraduate and graduate music education programs). The Kodály specialization will help attract more Elementary Music Teachers to the university for graduate work; opportunities exist to recruit piano and string students from Taiwan, China, and Korea, etc. where there are many individuals who want to study in the United States. However, the absence of an ESL program and a well-developed international studies office at MSU, weakens such efforts. The establishment of a proposed Center for Arts Education Outreach and Entrepreneurship will benefit this program as well as many others.

Sociology: MSU is the only university in the eastern half of the state to offer the MA in Sociology. A major strength of this program is faculty research productivity, which despite heavy teaching loads, brings current theory, research, and student involvement into graduate education. The program attracts career professionals who need an advanced degree to move up; the program provides important support for other units inside and outside the university, including IRAPP, the CoE, and the cooperative MSW program. Strategies include: building on program success in regional engagement; moving the program to the proposed College of Regional and Global Studies, an environment that will enhance the program's strengths and marketability. More

effective curriculum mapping and strategic scheduling of course offerings is needed so that low enrollments in courses are avoided; the program can grow through more targeted recruitment and increased financial assistance for graduate students.

Conditional Continuation

Art (Teacher Education): This program is in this category primarily because of the need to establish clearer goals and additional support for all graduate programs within the Division of Academic Affairs and because of uncertainties regarding new EPSB standards and their possible impact on MA P-12 programs. Strategies include: Modify the curriculum for the MA in Art (Art Education Track) or establish a viable separate Art Education program to address new EPSB standards. The program can grow through more targeted recruitment and increased financial assistance for graduate students.

Music (Performance): This program has many of the same issues as MM in Music Education (described in detail above) but is more dependent upon increased recruitment of international students to support enrollment. Like all MoSU graduate programs, it needs to establish clearer goals and gain additional support. Strategies include: Move the program into the proposed School of Music, Theatre, and Dance within the proposed Caudill College of the Arts; where appropriate, integrate programming with programming in other arts, media, and design disciplines; attract more graduate students in areas where there have been few in the recent past, such as piano and strings; take advantage of ongoing international recruiting efforts and establish an ESL program; promote support for competitive GA positions and improvements in the graduate admissions process. The proposed establishment of a Center for Arts Education Outreach and Entrepreneurship will help this program as well.

Delete/Phase Out

Sociology (Gerontology): The option has failed to attract a significant number of students for more than five years; the graduate courses in gerontology will still be offered as needed. Strategy: The program is recommended for deletion. This recommendation is supported at all levels of the audit process.

Further Review Needed

The programs listed below must align with new EPSB standards. Strategies: Immediately evaluate to determine program effectiveness and ensure collaboration, coordination, oversight and assessment of teacher preparation programming between home unit and the CoE.

English (Teacher Education-Middle Grades)

English (Teacher Education-Secondary)

French (Teacher Education)

Spanish (Teacher Education)

General Findings

The curriculum audit process focused most intensely on programs that result in an academic major, area of concentration in single or specifically designated sets of disciplines, and on graduate programs with specific curricular focus. Enrollment and matriculation data and cost/benefit information on such programs is relatively straightforward, making standardized analysis across colleges and units not only possible, but fruitful. By their very nature, inter and cross disciplinary programs are harder to track, and it became apparent in the many discussions between faculty and chairs, chairs and deans, and deans and provost that the outcomes of this audit impact the institution's ability and purpose in mounting such programs. Because of their increased viability, desirability, and currency in the higher education marketplace, they will be addressed in the next audit phase. Enrollment data, SWOT analyses, good stewardship practices, and sound academic practice tell us that these programs should continue. Thorough analysis of internal administrative structure and a careful look at what works and what doesn't work tells us that these programs require oversight, advocacy, accessibility, and academic integrity that can best be achieved through the creation of a new **College of Regional and Global Studies**. This administrative unit is discussed more completely in the "Recommendations by College" section of this report, but it would include:

- Appalachian Studies (Minor)
- Canadian Studies (Minor)
- Cultural Studies (Proposed Minor)
- International Studies (Minor)
- Women's Studies (Minor)

As the conversations broadened to include issues of organizational structure at the department, college, and division levels; historical funding of colleges and departments; the nature of valid and reliable data sets needed to make reliable decisions and provide accurate reporting in the future; student recruitment, retention and advising; faculty workloads and differentiated contracts; the role and scope of General Education, Developmental Education, University Studies, Honors, and LEAD programs; interdisciplinary programs; campus culture; teacher preparation and coordination of secondary education programs; International Education and Diversity programs; distance learning; and other topics, they led to the following conclusions:

- To prevent mission creep and an "all things to all people" growth pattern, a funding model needs to be developed that corrects imbalances and provides support to academic programs whose missions directly advance the strategic

- priorities of the University-- specifically general education, regional stewardship, distance learning, and strategically planned, mission sensitive expansion of the regional campuses.
- To make MSU competitive, enhance overall academic integrity, and provide the best education possible to students in this region, faculty workload issues must be addressed and evaluation processes must be assessed, streamlined, and modernized.
 - An on-going and systematic analysis regarding the real costs of each academic program must be developed and these findings must be revealed in formats and data sets that facilitate comparison to national norms such as the Delaware Study. All functional and/or indirect support received by colleges, departments and programs not reflected in operating budgets must be included in determining the real costs of supporting each academic program.
 - In an era of accountability and assessment in which cross-institutional, or horizontal, reporting and measurement of institutional performance are highly regarded, necessary, and increasingly demanded, we must address the perception that a number of colleges, departments and academic programs are seen to operate with ambiguous purposes in vertically oriented structures (silos) that are only loosely connected and at odds with the scope and mission of the institution.³⁹
 - Managing larger, more interdisciplinary academic units with fewer administrators is necessary and desirable for cost saving, provided that real efforts are made to revise policies, procedures, and practices that cost time and effort but yield little return.
 - A “Learning Communities” model should be used to foster and promote horizontal linkages throughout the Division of Academic Affairs
 - Teacher preparation remains a high historical and institutional priority that requires campus-wide ownership and understanding of issues especially in improving coordination of secondary education programs and quality in all areas.
 - Imbalances exist in the number of faculty and staff positions assigned to academic units which has resulted in some units being much more difficult to manage than others and making it difficult for some to meet instructional and program goals.
 - Faculty in some smaller academic programs integrated in departments with larger academic programs feel disenfranchised in their ability to impact unit decisions.

³⁹ Keeling, R., Underhile, R., Wall, A. 2007 Horizontal and Vertical Structures: The Dynamics of Organization in Higher Education. *Liberal Education* 93 (4): 22-31.

- The General Education program must be assessed, reviewed, and revised to properly prepare students with the knowledge, skills, and dispositions needed to be successful in the 21st Century.
- An integrated Developmental Education program should be established for developmental English, mathematics, and reading, but provisions should be made to keep faculty involved and assigned with faculty in their discipline.
- The deletion of academic programs does not necessarily result in significant resources to be reallocated to other academic programs. Savings may be realized in Administration, administrative support, or functional/indirect support areas.⁴⁰
- Existing campus culture sometimes makes it difficult for some department chairs and deans to assume the role of steward of the Division of Academic Affairs rather than advocates for the interests of their unit.
- New alignments between academic programs representing the traditional liberal arts & sciences should be established.
- A high priority should be placed on developing and supporting interdisciplinary programs, initiatives, and activities.
- Academic programs in the Arts should be integrated with the Kentucky Folk Art Center, Kentucky Center for Traditional Music, Arts & Humanities Council, and the Claypool-Young Art Gallery
- The Institute for Regional Analysis and Public Policy (IRAPP) should be merged with a larger academic administrative unit but continue as the Program of Distinction.
- Greater management of University Studies, Honors, and LEAD programs needs to occur, including a review of their purpose and role and the level of support needed from academic programs
- International Education and Diversity programs need to be given a higher priority and support should be provided to foster their growth, including the re-establishment of an English as a Second Language (ESL) program.
- New models of academic advising should be developed in an effort to foster student retention, improve graduation and time to graduation rates.
- Increased emphasis should be placed on scholarly productivity that applies to regional improvement, engagement, or economic development, and on professional service that involves community and regional engagement.

⁴⁰ Note: Academic programs or program emphases recommended for deletion included the BBA – Real Estate Option; BBA – Business Information Systems Option; AAB – Business Information Systems; BA – Music; BA Sociology (Criminology Emphasis); MA Sociology (Gerontology Emphasis); Minor in Professional Writing; Rank II MA – Education Options; Rank II (Fifth Year Option); Exercise Physiology; Coaching Minor; AAS – Agriculture; AAS – Human Sciences; AAS Respiratory Care; BS – Human Sciences; BUS – Health Services.

Following are Recommendations which grew out of the original audit reports. They were often initiated in discussions at the department and chair level with further formulation at the college level. More thorough discussion and study took place in the Deans Council with the Provost. Throughout the entire process, we have maintained intense focus on academic excellence and student success. Guided by the premise that we needed to evaluate our academic programs with a view toward meeting 21st Century student needs, community enrichment goals, and regional employment and development imperatives, we looked not only at the curriculum but at the organizational structure that facilitates our mission at Morehead State University.

Recommendations by College Designation

This section, while divided by College, is based on a new college framework and structure.⁴¹ Five colleges will house MSU's academic programs:

1. College of Science and Technology
2. College of Education
3. College of Business and Public Affairs
4. Caudill College of the Arts
5. College of Regional and Global Studies

⁴¹ Administrative issues that arise as a result of college and/or department changes will be addressed by the Provost's Office as the transition plans are put into place. This applies to the establishment of schools as well..

College of Science and Technology

Department of Agriculture and Human Sciences:

- Recommend name change to the **Department of Agriculture**.
- The Chair's Audit Summary stated that all Human Sciences programs will be deleted primarily because of the retirements/resignations of the faculty and graduation of students in these low demand programs. The exception is the **Child Development Option**, and those courses should be **moved to the CoE** as an early childhood non-teaching program option.
- Both the Academic Audit Report and the Chair's Audit Summary cite low to nonexistent enrollments and weak recruitment efforts for several options in Agriculture. The number of options in Agriculture will be reduced accordingly.
- Development of a new program in **Horticulture/Landscape Architecture** should be explored, along with an **Equine Technology** option within the AAS in Veterinary Technology to support the rapidly growing equine industry.

Department of Biological and Environmental Sciences:

- Recommend change to the **Department of Integrated Sciences**, which includes Biology, Chemistry, and all pre-professional science oriented programs (chiropractic, dentistry, medical technology/clinical laboratory science, medicine, pharmacy, physical therapy, physician assistant, and podiatric medicine). The Audit Report stated that 96% of the courses taught in Chemistry are service courses for the pre-professional programs that are also part of Biology and Physical Science. Proposed changes in the Department of Physical Sciences require an organizational change that addresses Chemistry. Discussions of the BES and PS audit reports with the deans led the dean of the S&T to propose the new name and department structure.
- **Science Education** programs and faculty should be moved to this new Department of Integrated Sciences. The academic audit report pointed out that there is no actual degree program in Science Education but that the faculty provides content and methodology to MSU education majors. There is a synergy that comes from having Science Education in a science department rather than the College of Education and that interaction with science practitioners lends legitimacy to the courses offered.
- Appropriate curricular changes to enhance the consolidation of these disciplines/programs should be explored.

Department of Mathematics and Computer Science:

- It is recommended that the **Developmental Mathematics** program be moved out of the department and administered within a unit that addresses all developmental areas. Faculty will maintain academic appointments in the appropriate department. Note that this is a recommendation designed to address coordination of institutional oversight and assessment needs.
- It is recommended that the overlap and relationship between **Computer Science, Information Systems, and IET** be evaluated and addressed within a specific time frame after approval of this report.

The Dean's Audit Report noted that "Continued collaborations with faculty units in other departments that facilitate/strengthen technology applications to teaching and learning should be explored. In particular, there are areas of overlap between computer science and information systems."

Department of Physical Sciences:

- It is recommended that department as it exists be **eliminated**. As stated above, Chemistry will be moved to BES to form the Department of Integrated Sciences. In addition, we recommend creation of the **Department of Earth and Space Science**, comprised of the Space Science Program combined with Geography, Geology and Physics.
- The ESS audit report recommended a merger of Geography and Earth Systems to more effectively address issues at the forefront of science in the 21st Century: those associated with energy, resource management, and global climate change. The inclusion of the Geography program (including the geographers associated with IRAPP) would bring expertise in Geographical Information Systems (GIS) and the human interactions with climate and society to the basic science of Earth Systems (the study of geology, oceanography, and atmospheric science). The combination of all geographers into one unit would address a weakness pointed out in the Geography Audit Report regarding the division of faculty between GGH and IRAPP. This organizational change would unify the efforts of the two groups, both in curriculum and in teaching standards, another weakness indicated in the Audit Report. It should be noted that the Geography Audit Report describes the possibility of a merger with "geology" as a threat, largely because they approach studying the Earth from different perspectives. While this is a valid point if the organizational change required the formation of a single degree program, this is not part of the recommendation. By bringing ESS and GEO

- together organizationally (with separate options) more interaction can occur which will be to the benefit of students.⁴²
- The Space Science Center Audit Report mentions combining with ESS but does not specifically recommend it. The advantage of such a merger would be found in the space-based activities currently ongoing in MSU's Space Science Center. Earth resource evaluation, monitoring, and detection is done through space-based remote sensing, particularly with the emerging studies on the oceanic and atmospheric components of the Earth System, which are the principal players in global climate change. Currently, the SSC program is focused primarily on space operations, being heavily involved with KSat in trying to orbit a small satellite. The addition of ESS would broaden the offerings of the department to include rigorous training in quantitative science that would inform the applied technology represented by the current curriculum. Such an organizational change (along with the other programs) would address a major challenge noted in the SSC audit report: a subcritical mass of students and faculty.
 - The Dean's Audit Report states that "The Physics faculty shall explore program options that facilitate the restructuring of Physics with other academic programs in Science and Technology. Cross-links that allow Physics to maintain program options⁴³ within these units that provide flexibility in the delivery of the programs will need to be considered. Therefore, the Physics program will be reconfigured with the appropriate faculty/emphasis assigned to Space Science or IET."
 - The curriculum will need to be reviewed and designed to address current issues in energy, environment, and space science. The Space Science Program will be enhanced with the goal of becoming a Program of Distinction.

Departments of Nursing and Imaging Sciences:

- Audit Reports and Chairs Summary provide ample evidence for the need to train and graduate more nursing and imaging sciences majors in order to meet the national and state health needs of a rapidly changing population and environment and to address the specific needs of the region for recruiting and retaining health care professionals in the small rural towns of eastern Kentucky. The dean's Audit Report states: "Consideration was given to the creation of a College of Health Professions, especially in light of the new

⁴² As an example, the geography report shows that the Department of Labor declared that Geospatial Technology is a sector expected to show high growth. The GIS expertise, in combination with the science of Earth Systems would provide students with the needed foundation for employment or graduate work in the 21st Century.

⁴³ Options include Engineering Physics within Engineering Technology and Astrophysics within Space Science.

- Center for Health, Education and Research (CHER) facility and the relocation of nursing and imaging sciences to that building.” Several organizational barriers prevented such a recommendation from being made but subsequent discussions among the Deans and the Provost focused on the healthcare needs of the region and the opportunities presented by the CHER project, which resulted in a recommendation that a **School of Health Sciences** be established within the College of Science and Technology. This organizational entity would serve as a transitional framework for a growing area of focus for MSU.
- The School⁴⁴ of Health Sciences will initially house the **Department of Nursing and the Department of Imaging Sciences**. It is also recommended that a program focused on **community nutrition** be established within this school. A new program in **Radiation Therapy** is being explored, which would provide opportunities for the development of other health related programs and partnerships.
 - Serious consideration should be given to establishing a **Physician Assistant program** at MSU to replace the current UK/SCRMC/MSU collaborative PA satellite program housed on the MSU/SCRMC campuses.

Industrial and Engineering Technology:

- In the Audit Report for IET, the **Bachelor of Science in Integrated Engineering** (BSIE) is described as a general engineering program that encompasses traditional technical training in engineering but also includes coursework in engineering administration and applied projects. The department proposed the program to attract and retain students with superior math and science skills who aspire to study engineering and to meet regional labor needs. It is recommended that, based on a positive outcome from discussions with the CPE, **a new program in Integrated/Applied Engineering** be developed.

Psychology:

- The Academic Audit Report indicates possible areas of collaboration with Biology to develop an **interdisciplinary behavioral neuroscience emphasis** as well as possible development of a psychology training clinic as part of their program. In discussion with the dean it was pointed out that Psychology is a

⁴⁴ School – An academic sub-unit of a college that houses individual disciplines with a similar mission and/or focus of distinction within the university. It may not stand independently as a self-administered unit because it does not have a significant critical mass or is in a transitional phase allowing for growth and development of that focus. Can be used to denote those disciplines affiliated with the arts that have historically been together within the administrative structure of a College. Also, a larger, interdisciplinary unit with a specialized mission tied to applied research, creative production and the scholarship of teaching.

natural “fit” within the College because of the strong commitment to the experimental nature of the discipline. Therefore it is recommended that the Department of Psychology remain in the College of Science and Technology and further develop their focus on the scientific aspects of this discipline. The department should also evaluate the advantages and disadvantages of pursuing the **M-PAC Accreditation** for the clinical track of the M.S. in Psychology as recommended in the Audit Report.

SUMMARY: It is recommended that the College of Science and Technology house the following academic units/departments:

- Agriculture
- Earth and Space Science
- Integrated Sciences
- School of Health Sciences
 - *Department of Nursing
 - *Department of Imaging Sciences
- Industrial and Engineering Technology
- Mathematics and Computer Science
- Psychology
- Water Testing Laboratory

College of Education

The recommendations in the College of Education are not as easily delineated by department because of the nature of the programs and disciplines.

- It is recommended that the **Sports Management Program** be moved to the College of Business and Public Affairs including the MA concentration. The Sports Management Program audit report indicated that moving the business-oriented program to CoB would allow for increased interaction and collaboration with CoB professionals and business practitioners. The recommendation was supported by the CoB Audit Report developed by Dean Albert as well as in the discussion with the Provost and Deans.
- It is recommended that **English as a Second Language**⁴⁵ (**ESL/TESL**⁴⁶) be developed in collaboration with English and International Studies. It is supported by the International Education audit report. In addition, the English Department documented that an endorsement in ESL is warranted. The Deans and Provost concluded that the development of ESL is a critical area for new programming.
- It is recommended that the **Child Development Option/courses** will be retained in the College of Education as an early childhood non-teaching program option. The IECE audit report indicates that a non-certification option that incorporates the child development major formerly housed in Human Sciences provides a non-teaching alternative for students unable to meet TEP admission standards. It would lead to employment in situations where certification is not required, including daycare and other care facilities. This recommendation was also highlighted in the C&I Department report.
- The nature of teacher preparation programs requires collaboration between the CoE and other colleges in providing coursework and degrees to students whose professional goal is to teach. Therefore, the Dean of the College of Education has responsibility for the integrity

⁴⁵ Placement within the organizational structure will be determined during a transition process.

⁴⁶ TESL – Preparing teachers for English as a Second Language Instruction.

of all programs dealing with the training of teachers.⁴⁷ It is recommended that MSU **create an oversight agreement** between Dean of CoE and all college deans with educator preparation programs, providing mechanisms for monitoring programs and to provide input for program and faculty evaluations. This mechanism should allow us to review P-12 and secondary level teacher preparation programs on a regular cycle and make organizational and programmatic changes that enhance program success. This recommendation is based on the C&I audit report and the audit report from the dean of the CoE pointing to the need for better coordination, oversight, and recruitment for programs involved in teacher preparation.

- It is recommended that **English Education and Secondary Social Studies** be evaluated immediately to improve program success because of program issues that have been of concern in the past. The academic audit process has facilitated conversations with CoE and the English and GGH departments, where all parties have expressed an interest in reviewing the collaboration and oversight efforts for these educator preparation programs.
- It is recommended that **Developmental Reading** be moved out of the department and administered within a unit that addresses all developmental areas. Faculty will maintain academic appointments in the appropriate department. Note that this is a recommendation designed to address coordination of institutional oversight and assessment needs. The recommendation is partially based on the C&I Department Chair's audit report which points to the need for better developmental program coordination.
- It is recommended that a **5th year degree program for secondary sciences and math teaching** (BS degree + MAT) as the primary program be considered. The audit discussion between the Deans and Provost highlighted the need to create viable strategies for increasing recruitment of science and math teachers. In addition, recognition that the employment of mathematics teachers is expected to increase by 12% and there is a high demand for high quality mathematics and

⁴⁷ By NCATE and EPSB definition, the Dean of the College of Education has oversight of all educator preparation programs; this oversight could mean redesigning curriculum, moving into or out of CoE, etc.

science teachers according to the department's curriculum audit reports that substantiate the need to address the low number of students in science and math education. An additional justification comes from the recommendation for online secondary math and science programs for teachers which is found in the curriculum audit reports for both math and chemistry.

- It is recommended that the current **C&I Department** be divided into a streamlined C&I department that is combined with the current HPES Department⁴⁸ until College of Education creates a **new organizational plan**.⁴⁹ This recommendation is based on the discussion of the audit reports between the Dean and department chairs. Also, the audit report from C&I clearly outlines the difficulty in managing the large number of programs currently within C&I and identifies it as an obstacle for program success.

Summary: It is recommended that the College of Education house the following academic units:

- Curriculum and Instruction – Pre-K-5; Middle Grades; Special Education and Special Education MAT; developmental reading (faculty); endorsements, master's and specialist programs
- P-12; Secondary Education Programs; MAT Middle Grades and Secondary; P-12 Health and PE; Health Promotion; Exercise Science; Kinesiology; Wellness Promotion
- Professional Programs in Education

College of Business and Public Affairs

College of Business:

- To better reflect the direction the CoB will take in the future, it is recommended that the name be changed to the **College of Business and Public Affairs**. This recommendation is linked to the recommendation to integrate IRAPP within the college structure. The CoB Audit Report states: that the CoB and IRAPP “propose to merge into one unit...” The administrative leadership of both units agree

⁴⁸ Create a department for P-12, Secondary Education and MAT middle grades and secondary programs that also include Health & Physical Education, Kinesiology, and Wellness Promotion.

⁴⁹ Develop an organizational plan that redistributes programs across departments for optimal management as documented in the audit discussions at the College level.

there is sufficient similarity between the missions to justify this reorganization, which is also supported by the faculty.

- **IRAPP**: It is recommended that IRAPP be moved into the College. The IRAPP Audit Report states “Strong commitments and missions in graduate education, economic development, engagement, outreach, and regional research are essential to both the College of Business and the Institute for Regional Analysis and Public Policy. A merged unit would result in some fiscal savings, increased efficiencies, and new initiatives in instructional programming, applied research, and grant activities. The merged unit would position MSU with increased interest and capacity in economic development, entrepreneurship, grant and contract support, and engagement.” IRAPP would continue to hold the **Program of Distinction** status.
- In addition to the **MPA Program**, it is recommended that this unit also house **Government and Paralegal Studies**. The combination of Government and IRAPP Government faculty is proposed in the Government Audit Report. This combination will provide increased opportunities for program growth, quality, and scope including the promotion of academic curricula in practical politics (consultancy, legislative assistants, campaign staff, and political advising). The recommendation at the College level supports this direction.
- Both the Deans of the CoB and IRAPP recommend that the GGH **Paralegal Studies Program** become an IRAPP program if a merger occurs between the GGH Government Program and IRAPP Political Science faculty. The recommendations were based on the rationale that there are historical ties between the Government and Paralegal Studies Program, and that being within the auspices of a new College of Business and Public Affairs would be a better fit for graduates of the Paralegal Studies Program working with attorneys in either the public or private sector.
- **Economic Development**: It is recommended that an **Institute⁵⁰ for Economic Development** be established that will coordinate the

⁵⁰ Institute – An organizational entity within the university that can be free-standing within a division, college or department that is established for a specific purpose such as research and/or community engagement.

- efforts of the Small Business Development Centers and the Innovation Centers at West Liberty and Paintsville. This recommendation emanates from the role that MSU plays in regional engagement and the need to be focused on economic development as part of that commitment to eastern Kentucky. Discussions between the deans and provost stressed the role of each college in regional stewardship.
- Sport Management: It is recommended that the **Sport Management Program** be moved to the College of Business and Public Affairs including the MA concentration. This recommendation was part of the Sport Management Program audit report in which the faculty indicated that moving the business-oriented program to CoB would allow for increased interaction and collaboration with CoB professionals and business practitioners. The recommendation was supported by the CoB Audit Report developed by Dean Albert as well as in the discussion with the Provost and Deans.
 - Advertising and Public Relations: It is recommended that the **Advertising and Public Relations** focus from Communication be moved to the College of Business and Public Affairs. The Audit Report for the program pointed out that “elements of some courses in Advertising and Public Relations are replicated in other programs (visual graphics in art and web design in business) ... greater coordination and collaboration between programs could strengthen the curriculum and use scarce resources more wisely.” In addition, the Opportunities Section of the Chairs Summary Report stated that an outcome would be to “explore the possibility of restructuring the advertising components of the program to develop links to similar areas in the College of Business.” The faculty stated in their Audit Report that they would “...explore opportunities for offering classes on-line.” As a follow-up recommendation, the chair stated that the program would benefit from the experience and success that the College of Business had in technology integration and on-line course and program delivery. And, finally, the Dean’s report recommended that possible alignments be explored with the College of Business.
 - Small Business Management/Entrepreneurship (SBME): It is recommended that the SBME be **enhanced**. Audit reports in the College of Business point out that “small businesses are a driving force of the national economy comprising 99% of all employer firms

and accounting for 78% of all jobs created during recent years.” In addition, they cite the importance of small business and entrepreneurial training to MSU’s rural service region. This program was launched by the COB in fall of 2006 with 7 students and by the fall 2007 term enrollment had increased to 18 students.

- Master of Business Administration: It is recommended that the MBA program be **enhanced**. Audit reports identify several opportunities for enhancement in the areas of Healthcare Management, collaboration with UK/SCRM/MSU Training Center, MBA / MPA, and internationalization of the curriculum.
- Healthcare Administration: It is recommended that the COB develop a **new program in Healthcare Administration**. Several of the curriculum audit reports included references to healthcare administration program potential. These reports spoke to the niche opportunities in healthcare administration, especially considering the economic drivers in this region of the state. The audit reports point out that several institutions around the country offer BBAs in healthcare management or healthcare administration, but none are offered by the public institutions in Kentucky. In addition, the college has already developed significant ties in the healthcare industry by taking the lead in the development of the Northeast Kentucky Regional Health Information Organization (NEKY RHIO) and through discussions with administrators in the University of Kentucky School of Medicine regarding the potential for business coursework requirements for 3rd and 4th year medical students who will be stationed in Morehead.

SUMMARY: It is recommended that the College of Business and Public Affairs house the following academic units⁵¹:

- Department of Accounting, Economics and Finance (includes BBA in accounting, economics, finance with a real estate track within finance)

⁵¹ A two department structure for the BBA programs may be implemented in lieu of the three department structure as presented above. In a two department model, resources may be reallocated to support a student services center in the college. This center would provide advising and career support services to students via a central college office with a dedicated staff member and faculty support.

- Department of Management and Marketing (BBA in management, small business management/entrepreneurship, general business, sport management, marketing, and the yet to be developed healthcare administration option; advertising/public relations component of the communications degree program)
- Department of Information Systems (includes BBA in computer [or management] information systems, business and information technology education, and the MSIS program)
- MBA Program (administered as a college-wide program)
- Institute for Regional Analysis and Public Policy (includes MPA, government and paralegal studies programs)
- Institute for Economic Development (includes oversight of the Small Business Development Center and Innovation Centers)

Caudill College of the Arts⁵²

Caudill College of the Arts:

- To emphasize and focus on programs in the arts, it is recommended that the Caudill College of Humanities become the **Caudill College of the Arts**. The College of Regional and Global Studies will be established to better focus university programs and attention on the global dimensions of higher education and world citizenship. It will be home to the social science disciplines currently housed in CCH.
- Combining the arts disciplines and the existing outreach units into an arts college **promotes integration of the performing, visual, and media arts** within and among disciplines and sub-disciplines, encourages and facilitates joint programming such as music theatre, integrated electronic media, technical and industry studies, arts entrepreneurship and management, etc. It better positions the institution to address underdeveloped aspects of existing programs needs, such as orchestral strings, vocal studies, piano, journalism, production, dance, etc., and facilitates the development of local to global arts programming. This recommendation emerged from audit discussions at the department and college levels, and was fully supported by the deans of the other colleges and the Provost.
- It is recommended that the units within the College be designated as **“Schools.”** The “School”⁵³ designation will elevate the perception of the arts programs and allow MSU to compete more effectively with UK, U of L, and other larger institutions that are trying to attract the same prospective students. Arts programs at these competing institutions typically have Schools of Music (UK has a College of Fine Arts and U of L has a freestanding school). MSU’s will be the first arts programs in the state to

⁵² Formerly known as the Caudill College of Humanities, this unit housed what is being proposed in the Caudill College of the Arts and the College of Regional and Global Studies.

⁵³ School – An academic sub-unit of a college that houses individual disciplines with a similar mission and/or focus of distinction within the university. It may not stand independently as a self-administered unit because it does not have a significant critical mass or is in a transitional phase allowing for growth and development of that focus. Can be used to denote those disciplines affiliated with the arts that have historically been together within the administrative structure of a College. Also, a larger, interdisciplinary unit with a specialized mission tied to applied research, creative production and the scholarship of teaching.

adopt the integrated organizational plan. The “school” designation is sometimes reserved for doctoral granting arts units; however, exceptions exist at WKU, which has a School of Journalism & Broadcasting and a School of Nursing, both without graduate programs. Though many regional universities designate their arts units as departments, some have chosen to elevate the profile of their arts units by naming them schools, even those that do not have doctoral programs.⁵⁴ The integration of the arts areas will create larger units with the mission of building 21st century programs. The success of this venture is dependent on our strengthened ability to attract the most talented students and faculty to MSU. The “School” designation will speak directly to our commitment to this goal. As an essential piece of MSU’s strategy to achieve the goal of becoming the best public regional university in the South, using the “school” moniker will raise pride in the programs that already have traditional alumni loyalty. It will also provide the opportunity to seek donors for naming these units and help capitalize on the visibility these programs provide to the entire institution.

- School of Music, Theatre, and Dance: It is recommended that the appropriate disciplines within CCH become the **School of Music, Theatre, and Dance** in the new Caudill College of the Arts. This unit title includes the word “Dance” because courses in dance are being taught, a dance minor is ready to submit for approval, and the goal is for the program to grow and support a major. In addition to being its own discipline, dance is an integral aspect of theatre programming and is historically linked and functionally applied to the performance and teaching of music. It promotes and often highlights diversity and encourages cultural pluralism and exploration.

⁵⁴The following selected institutions elevate their arts programs using the “school” moniker: **Ohio University College of Fine Arts** www.finearts.ohio.edu/pages/school-links/index.htm (Each arts unit is named a school. Only the interdisciplinary unit offers the doctorate); **Kent State University College of the Arts** www.kent.edu/fpa/ (Each arts unit is named a school. Only the School of Music has a doctoral program); **University of Akron College of Fine and Applied Arts** www.uakron.edu/colleges/faa/index.php (Each arts unit is named a school. There are no doctoral programs in any of the arts schools); **Youngstown State University College of Fine and Performing Arts** www.fpa.ysu.edu/index.shtml (Each arts unit is named a department, except the Dana School of Music. There is no doctoral program in the School of Music); and **James Madison University College of Visual and Performing Arts** www.cvpa.jmu.edu/ (Each arts unit is named a school. Only the School of Music has a doctoral program).

- It is recommended that **Music Theatre**, a high-demand academic program, be created along with programs that address music industry opportunities and the further development of the orchestral string area. This recommendation is drawn from Music, Theatre and CCH audit reports.
- School of Art, Media and Design: It is recommended that the appropriate disciplines within CCH come together as the **School of Art, Media and Design** in the new Caudill College of the Arts. Art and graphic design along with production/electronic media/journalism⁵⁵ would collaborate to design innovative academic programs for the 21st century. Production (electronic media) and Journalism Programs are linked by their dependence upon each other, and by their common strengths, weaknesses, and strategies set forth in the Audit Reports. Both seek the development of essential skills by faculty in multi-platform delivery, AEJMC accreditation, incorporation of new multi-media and multi-platform education in the curriculum, and support for technology and equipment resources required for teaching multi-media courses. This recommendation is based on CCH program audit reports, discussions between the dean and chairs, and was recommended in the CCH audit report.
- Center for Arts Education Outreach and Entrepreneurship: A **Center for Arts Education Outreach and Entrepreneurship** will be established and charged with making connections between academic programs and the auxiliary units within the center, developing P-12 and adult community arts education programming (a current strength in the arts programs), designing contemporary career development programs for artists within and outside the academy, and employing the resources in the integrated digital electronic media.⁵⁶ The already prominent arts education programs have a long history of outreach and are explicitly linked to all aspects of the academic programs in the arts. These signature programs form the basis for the Arts Education Outreach mission of this center. This recommendation was based on Art, Music, and Communication & Theatre audit reports and drawn from CCH chair and dean discussions. The CCH audit report discusses this recommendation in terms of new alignments.

⁵⁵ It is recommended that the program focus on bringing this program into the digital era.

⁵⁶ www.youtube.com/watch?v=0twuNV2EvV8

SUMMARY: It is recommended that the Caudill College of the Arts house the following academic schools/units:

- School of Music, Theatre, and Dance
- School of Art, Media and Design
- Center for Arts Education Outreach and Entrepreneurship⁵⁷
 - Kentucky Folk Art Center
 - Kentucky Center for Traditional Music
 - Arts and Humanities Council
 - Claypool-Young Art Gallery

⁵⁷ If MSU is awarded the Governor's School for the Arts, it will be coordinated through the Center for Arts Education and Outreach.

College of Regional and Global Studies

- **College of Regional and Global Studies:** To emphasize and focus on the disciplines that explore regional and national issues within the global context of the modern world, and to emphasize the growing importance of global thinking, responsible world citizenship, and stewardship of our region and state, it is recommended that the social science disciplines currently in the Caudill College of Humanities form the new **College of Regional and Global Studies**.
- Organizing an academic unit around regional and global issues is a visionary approach that values the integrity and history of the humanistic disciplines while giving them a context on which to build 21st Century academic programs. The concept of a College of Regional and Global Studies was agreed upon by CCH dean and department chairs and recommended in the CCH audit report.
- The Regional and Global Studies structure provides a framework for the organization, promotion, and assessment of the essential knowledge, skills, and dispositions that will position MSU graduates to thrive in an increasingly diverse, complex, and shrinking world. In addition to academic programs, this college provides for oversight for core academic and honors programs and supports the development of curricular and co-curricular opportunities for regional engagement, and community stewardship and volunteerism even as it enhances diversity and global and cultural understanding, and promotes lateral and interdisciplinary thinking (Recommended in CCH audit report).
- **Office of General and University Studies:** It is recommended that this unit within the College of Regional and Global Studies have oversight for the General Education curriculum and the Bachelor of University Studies Degree Options. In addition, the Bachelor of University Studies will be redesigned for both access and academic integrity. Key components of the suggested thematic focus of programs of study within the BUS are Learning Communities designed to address the contemporary issues of our society.⁵⁸
- **Sociology, Social Work and Criminology:** It is recommended that this department be moved to the new College of Regional and Global

⁵⁸ This concept is further explained in the final section of this report addressing the framework of Academic Affairs.

Studies. The department is already organized according to naturally aligned disciplines. Though currently engaged regionally, this unit is poised to build on its solid reputation of positively affecting the populations of the region by pruning ineffective programming and expanding programming in areas of need. This recommendation was drawn from the SSWC and CCH audit reports

- **Military Science**: It is recommended that Military Science, with its emphasis on global issues, move to the new College of Regional and Global Studies. Students enrolled in Military Science programs are expected to develop cultural competence, making the College of Regional and Global Studies a natural home for this unit. This recommendation was fully supported by the deans of the other colleges and the Provost, who determined that this would be the appropriate organizational fit for this unit.
- **Department of History, Philosophy, and Religion**: It is recommended that the disciplines in history and philosophy, including religion, be combined into a new department. History, Philosophy, and Religion provide a more natural alignment of the disciplines than exhibited in the current structure of English, Foreign Languages, and Philosophy. This recommendation was part of the CCH chair and dean discussions and conceptually appears in the CCH audit report. This recommendation was fully supported by the deans of the other colleges and the Provost.
- **Department of Languages, Literature, and Discourse**: It is recommended that the disciplines of English and foreign languages as well as parts of communication be combined into a new department. The broader title of Languages, Literature, and Discourse accommodates the need for comparative, creative, and functional studies in human discourse. Oral and written communications provides the common thread on which to base these studies that examine human expression through language in all of its forms. This unit serves as the home base for the re-development of a competitive speech team for MSU. Aspects of this recommendation were part of the CCH chair and dean discussions and appear in the CCH audit report. This recommendation was fully supported by the deans of the other colleges and the Provost.

- **English as a Second Language:** It is recommended that English as a Second Language (ESL) be developed in collaboration with the College of Education, the Department of Languages, Literature and Discourse, and International Studies. Because the institution values diversity, attracting a more diverse student body, including international students, supports MSU's strategic plan. The development of the ESL program within the College of Regional and Global Studies, in conjunction with the College of Education, is essential to achieving this goal. The need for this program was highlighted in the EFLP and Music audit reports and recommended in the CCH audit report.
- **Developmental Writing:** It is recommended that Developmental Writing be moved out of the department and administered within a unit that addresses all developmental areas. Faculty will maintain academic appointments in the appropriate department. Note that this is a recommendation designed to address coordination of institutional oversight and assessment needs.
- **Office of International and Interdisciplinary Programs:** It is recommended that an Office of International and Interdisciplinary Programs be established. This unit would provide an administrative structure that aligns and supports existing and new international and interdisciplinary programming, and facilitates collaboration to develop new foreign language programs and international study opportunities. It will collaborate with the Department of Languages, Literature, and Discourse and the Coe to develop and administer a new English as a Second Language (ESL) program. The office will also align and support further development of existing interdisciplinary programs in International Studies, Cultural Studies, Women's Studies, Appalachian Studies, and Canadian Studies. This unit will facilitate new interdisciplinary programs, focusing on the development of cross-institutional collaborations and the promotion of diversity. Aspects of this recommendation were part of the CCH chair and dean discussions, with the concept appearing in the CCH audit report. This recommendation was fully supported by the deans of the other colleges and the Provost.

- **Honors Academy**⁵⁹: It is recommended that an Honors Academy be established to coordinate academic leadership programs and provide oversight for the Honors Program and Academic Leadership. The unit will house other leadership programs including the LEAD Program and the American Democracy Project along with contractual programs such as the Governor’s Scholars Program. The Strategic Enrollment Management Plan for the Honors Program stated that the Honors Program should be restructured so that it reflects best practices and that it should take a leadership role in the development of a stronger intellectual climate at the University. The discussions with the deans and provost regarding the audit reports and the formation of the new college recognized that success in establishing an Honors Academy would be critical in the recruitment and retention of academically gifted students at Morehead State University. While the Honors Program and the LEAD Program were not specifically addressed in the Academic Audit, discussion of this Academy was a result of the Academic Audit Process and the subsequent reports at all levels.

SUMMARY: It is recommended that the College of Regional and Global Studies house the following academic departments/units:

- Office of General and University Studies
- Department of Sociology, Social Work and Criminology
- Military Science
- Department of History, Philosophy and Religion
- Department of Languages, Literature, and Discourse
- Office of International and Interdisciplinary Programs⁶⁰
- Honors Academy

⁵⁹ Academy – A Learning Community within a university and/or college where a group of scholars are focused on the advancement of knowledge within the context of a well-rounded education. At MSU, an academy would consist of students from different disciplines who seek to enhance their formal education through a unique focus or perspective (i.e., leadership)

⁶⁰ Programs included (but not limited to) are: Appalachian Studies Minor; Canadian Studies Minor; Cultural Studies (minor currently being proposed); International Studies Minor; and, Women’s Studies Minor.

Next Steps⁶¹

With the release of the Academic Affairs Curriculum Audit Report, there will be time for faculty and staff to read the report and provide feedback. To facilitate constructive feedback, the following process will be followed:

1. Audit Teams in each academic department will work with the chair of that department to solicit input appropriately. This may be through faculty meetings, forums, written comments, etc. The format used in a particular department will be determined by that department.
2. Constructive feedback should be formatted as pros and cons as well as suggestions for improvement of the recommendations. Rationale for feedback will be important for further consideration of the feedback.
3. Chairs will aggregate the feedback from faculty and Audit Teams and meet with the Deans of each College. From those discussions, a college document of recommendations and rationale will come forward for consideration by the Provost. All feedback will be reviewed and discussed by the Deans Council.⁶²
4. A final Academic Audit Document will be compiled and forwarded to the President's Cabinet for consideration.

⁶¹ Chairs and Deans within Colleges will work with the Audit Teams to structure discussion and feedback appropriate to that academic unit.

⁶² Deans Council consists of current academic deans, IRAPP dean, and Provost.

The timeline for this process will be:

Date	Action
September 5, 2008	Academic Audit Document released
November 3, 2008	All faculty feedback completed Department Audit Team.
December 15, 2008	Department Audit Team completes discussion with Department Chair and forwards summary document to the College Dean.
January 14, 2009	Deans Council begins discussion of feedback.
February 4, 2009	Deans Council Finalizes Recommendations
February 10, 2009	Final Academic Audit Report Presented to President's Cabinet
March, 2009	Final Academic Audit Report Presented at the Board of Regents Work Session
March, 2009	Final Academic Audit Report will be considered at the Quarterly Board of Regents meeting

Note that the Deans Council will be working on the implementation strategies for the Academic Audit while the faculty are reviewing the audit recommendations. This process has been referenced in the Provost's Update⁶³ and will continue to be outlined through regular communication with the academic community.

⁶³The following was sent in the Provost's Update on August 14, 2008: The initial Audit Report will be distributed in early September, which will be the next step in the process (the distribution and review schedule for the Audit Report follows this note). However, there will be no "magic wand" that implements those proposed changes when the review is complete. There will be some easy tasks that can be accomplished immediately while other things may take extended time. The current plan will be the creation of planning and/or implementation teams for program and/or organizational changes. This will ensure that the implementation of the various plans can be done in thoughtful and appropriate ways.

Appendix I: Historical Perspective

During the 2007/08 academic year, the Division of Academic Affairs developed and conducted a comprehensive academic curriculum review, a process perhaps unparalleled in the history of Morehead State University. The need for such a review was great. It sprang from a number of structural, functional, institutional, and mission-driven locations, including recent postsecondary education reform efforts at a variety of levels.

In March, 1997, Governor Paul E. Patton published *An Agenda for the 21st Century: A Plan for Postsecondary Education*, the document that established the foundation for broad postsecondary education reform in Kentucky. Problems identified by the reform effort included: low numbers of Kentuckians with college degrees; the high cost of postsecondary education relative to the number of degrees produced; low persistence rates throughout the public education process; low production of degrees; inadequate workforce preparation; and, lack of a nationally-recognized research capability. Critical structural factors caused the problems, said Patton, including : lack of a statewide Strategic Agenda; no system-wide accountability; unnecessary program duplication; no incentives for excellence; no incentives for cooperation among institutions; inadequate transferability of course credits; inadequate use of technology; needless turf battles; and, inadequate state funding and lack of funding tied to a Strategic Agenda.

Ultimately, Kentucky's public agenda for postsecondary education became a nationally recognized model of reform. *The Postsecondary Education Improvement Act of 1997* (House Bill 1) established Kentucky's Council on Postsecondary Education (CPE) to review the public agenda every four years. In September, 2005, the Council published *Five Questions One Mission: Better Lives for Kentucky's People*. The five questions posed in this document were: (1) Are More Kentuckians ready for Postsecondary Education? (2) Is Kentucky Postsecondary Education Affordable for its Citizens? (3) Do More Kentuckians Have Certificates or Degrees? (4) Are College Graduates Prepared for Life and Work in Kentucky? (5) Are Kentucky's People, Communities, and Economy Benefiting? These five questions, and the key indicators attached to each, serve as the state's Strategic Agenda and form the basis of the Council's system-wide strategic planning process.

In 2006, the Council completed a *2020 Projections Study* to meet the educational attainment goal of the *Kentucky Postsecondary Education Improvement Act of 1997*. The study projected that Kentucky would need 800,000 adults with at least a bachelor's degree by 2020 to reach the national average. Kentucky only had 400,000 college graduates in 2000. To meet this goal, in October, 2007, the CPE developed *Double the Numbers: Kentucky's Plan to Increase College Graduates*, which outlines five strategies for ramping up degree production along with a regional approach in helping Kentucky public institutions meet their 2020 bachelor's degree and undergraduate enrollment targets. The five strategies are: raise high school graduation rates; increase the number of GED graduates and transition more to college; enroll more first-time students in KCTCS and transfer them to 4-year programs; increase the number of Kentuckians going to and completing college; and, attract college-educated workers to the state and create new jobs for them.

In addition to the system-wide plans formulated by the Council on Postsecondary Education, also included in Kentucky's public agenda are the mission statements and strategic plans of the public postsecondary education institutions. Morehead State University is guided by the following:

The **Vision Statement** for Morehead State University is, *We aspire to be the best public regional university in the South.*

The **Mission Statement** is, *We are a diverse community of learners committed to student success. MSU is accredited as a comprehensive University offering quality higher education opportunities in a collegial and open environment. MSU pursues academic excellence, research, community engagement and life-long learning. MSU is dedicated to improving the quality of life while preserving and promoting the unique cultural heritage of East Kentucky.*

The **Core Values** are: *PEOPLE come first and are encouraged to achieve their full potential; Commitment to SCHOLARSHIP, LEARNING and SERVICE is embraced; EXCELLENCE is achieved through TEAMWORK, LEADERSHIP, INNOVATION and*

ACCOUNTABILITY; DIVERSITY of people and thought is respected; PARTNERSHIPS are built on honesty, integrity and trust.

The vision statement, mission statement, and core values serve as the foundation of the University's **Strategic Plan**, *ASPIRE to Greatness: MSU Strategic Plan 2006-2010*. The goals and outcome criteria of *ASPIRE* are focused on academic excellence, student success, productive partnerships, improved infrastructure, resource enhancement, and enrollment and retention gains. As would be expected, the University's direction is greatly influenced by Kentucky's postsecondary education reform effort reflected in the public agenda as well as by principles set forth in the Council's *Five Questions One Mission: Better Lives for Kentucky's People and Double the Numbers: Kentucky's Plan to Increase College Graduates*. Basically, Morehead State University has a duty and responsibility to do its part as a Kentucky public postsecondary institution in preparing more Kentucky students to be successful in the 21st Century. This report documents our most recent efforts to achieve those goals.

Appendix II: Related Audit Recommendations

- The overlap and relationship between Computer Science, Information Systems, and IET must be evaluated. Why do we have the MSIT and the MSIS? Are there duplicative courses offered in these departments? If so, why and how can we consolidate the offerings? What must be done to be more integrative, especially on the conceptual level, with the disciplines directly involved with information systems and their application as well as related disciplines?
- Terms⁶⁴ used within the MSU Catalog and other publications representing the academic programs must be defined. The framework for the academic offerings must be assessed and terminology clarified to be consistent with CPE guidelines and need to fit into the external assessment tools that will be part of institutional accountability.
- The implementation of the Academic Audit Recommendations dictate that the budget/funding model for academic programs be evaluated and revised.
- The implementation of the Academic Audit Recommendations dictate that the differentiated work load model be evaluated and designed to facilitate meeting the goals of Academic Affairs and the University.

⁶⁴ Terms include but are not limited to program, major, minor, option, and emphasis.