

MOREHEAD STATE UNIVERSITY

University Graduate/Undergraduate/General Education Curriculum Proposal Guidelines
Revised July 2007

Guidelines and Instructions for Submission of Curriculum Proposals

1. One original hardcopy of the curriculum proposal(s) and a completed routing form must be submitted to the person listed below. One electronic copy of the proposal(s) (formatted in Microsoft Word) must also be submitted on disk or via email attachment.
2. Both Graduate and Undergraduate Curriculum proposals will be submitted to:

Rosemary Hinton
[mail to: ap@moreheadstate.edu](mailto:ap@moreheadstate.edu)
Howell-McDowell 204
606.783.2003

3. A cover letter explaining all changes must be submitted with the proposal.
4. All proposals must be in the correct format. Proposals in the incorrect format will be returned to the originator for correction.
5. Changes to the proposal required by any review committee must be made by the originator of the document and resubmitted for further review and/or acceptance.
6. New graduate or undergraduate program proposals (Type IV) are required by CPE to be posted on the KPPS website as early as possible in the development process and no later than the date the proposal is submitted to the department curriculum committee. Contact Teresa Davis in the Provost's office to post a proposal on KPPS.
7. The following descriptions of each type of guideline and its purpose should aid in choosing the correct format to follow when developing proposals for either academic programs or general education. (See following page.)

Undergraduate/Graduate Curriculum Proposal Checklist

___ Type I _____

___ Type II _____

___ Type IIA _____

___ Type III _____

___ Type IV _____

___ Type V _____

___ Type VI _____

Department _____

Originator _____

- The proposal has met the current guidelines.
- Cover letter explaining all changes attached as top page under the routing form.
- Only one proposal per routing form – full prefix, number and name listed on the routing form
- Syllabus is not embedded as part of (I – E) but attached.
- On a Type II - term offered matches description.
- Verify faculty members listed are still employed.
- The description of the course should match the syllabus.
- If the proposal affects more than one department or program (email or letter is attached).

Follow-Up

- Verify that the proposal matches the curriculum map.
- Verify that the department website has been updated once approved.
- Catalog Updates have been made.

Signature of College Curriculum Committee Chair/Date

Type I: Minor Curriculum Change is to be used when minor changes, which do not modify course or program content, are needed (e.g., in title, prefix, course number, catalog course description or minor admission requirement). The addition or deletion of equation is also considered a minor change.

Type II: New Course Proposal guideline is to be used when a new course is proposed or when a revision is proposed in the subject matter and/or method of instruction of an existing course.

Type IIA: New General Education Course Proposal guideline – Please refer to the link below

<http://www.moreheadstate.edu/undergraduate/index.aspx?id=1335>

Type III: Program Revision Proposal guideline is to be used for academic program revisions. Each revised or new course included in this program revision requires a Type II proposal.

Type IV: New Graduate/Undergraduate Program Proposal guideline should be used for new graduate or undergraduate program proposals. New program proposals are required by CPE to be posted on the KPPS website for the 45 day review. Proposals should be posted on the KPPS website as early as possible in the development process and no later than the date the proposal is submitted to the department curriculum committee.

Type V: Experimental Course/Workshop Proposal guidelines. An experimental course is a course that employs a new or innovative methodology, format, or content. An experimental course may be offered three times before a Type II new course proposal must be submitted and approved.

Type VI: Program/Course Deletions/Suspensions/Reinstatements Proposal guideline is to be followed for deletions, suspensions, and reinstatements. A proposed reinstatement of a suspended course or program should be accompanied by a Type II or a Type III proposal.

MOREHEAD STATE UNIVERSITY
Routing Form for University Graduate/Undergraduate Curriculum
Academic Program Proposals
 Revised July 2007

Undergraduate Proposal
 Graduate Proposal

Please check which type of curriculum change is requested (Indicate prefix, no., title):
 Type I Minor Curriculum Change _____
 Type II New Course Proposal _____
 Type IIA General Education _____
 Type III Program Revision _____
 Type IV New Program Proposal _____
 Type V Experimental Course/Workshop _____
 Type VI Deletion/Suspension/Reinstatement _____

Department College	Originator	Date
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Information Technology Resources are Available <i>(For Type II must be reviewed by IT)</i>	Date
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Departmental Curriculum Committee Approval	Date
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Department Chair's Approval	Date
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College Curriculum Committee Approval	Date
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Dean's Approval	Date
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Teacher Ed. Council Approval (if appropriate)	() Approved () Disapproved	Date
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Undergraduate Curriculum Committee Action (if appropriate)	() Approved () Disapproved	Date
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Graduate Curriculum Committee Action (if appropriate)	() Approved () Disapproved	Date
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Vice President for Academic Affairs	() Approved () Disapproved	Date
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President*	Date
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*Signature required for new programs (Type IV) only.

**Type I Minor Curriculum Change
Minor Modification of Current Course/Program**

I. COURSE (To be used for Undergraduate, General Education, and Graduate Courses)

This outline is to be used to report a minor modification of previously approved courses or programs such as course numbering and title changes. Minor changes do not modify course content (e.g., title, prefix, course number, catalog course description, minor admission requirements or completion requirements.) If the course content is to be modified, use the Type II Curriculum Proposal outline.

(Restate each outline item before providing the information.)

- A. Current course prefix, number, title, credit hours, and semester(s) offered.
- B. Proposed course prefix, number, title, credit hours, and semester(s) offered.
- C. Supply justification for the change and describe briefly what this proposal is requesting. (What are you doing and why are you doing it?)
- D. List departments and programs that could be impacted by this proposal. List individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

II. PROGRAM

The following outline is to be used to report a minor modification of previously approved programs. Please list each program change on a separate proposal form. If the program content or method of instruction is to be modified, use the Type III: Curriculum Proposal Outline. Minor changes may include a change in program title, minor admission requirements or completion requirements which do not modify program content.

- A. List the type of program changes such as: title changes, current program admission requirements or completion requirements.
- B. Proposed changes.
- C. Supply justification for change and describe briefly what this proposal is requesting. (What are you doing and why are you doing it?)
- D. List departments and programs that could be impacted by this proposal. List individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

Type II Course Proposal Guidelines New Course or Major Revision to Existing Course

For undergraduate users--this outline is not to be used for General Education Courses—A copy of Guidelines for General Education Courses are on Page 7 of this document.

This outline is to be used when a new course is proposed or when a major change is proposed in an existing course.

(Restate each outline item before providing the information.)

I. COURSE INFORMATION

The course title can only be 30 characters. The following are definitions of terms related to courses:

Petition required – the student has to request permission to take a section of the course from the Department Chair.

Equated – two different courses with the same content at the same level.

Restricted – program admission is required. Must have Department Chair approval.

- A. Course prefix, number, title, credit hours, and semester(s) offered.
- B. Approved major or program(s) in which course will be offered.
- C. Course status (required or elective)
- D. Course description as it will appear in the catalog, including pre-requisites/co-requisites, petition requirements, course equations, and restrictions.

Example: XYZ 688. Guidelines for a New Course. (3-0-3); I. petition required. A study of the impact of technology on individuals, society, and the environment. Equated with RUL 688.

- E. Sample syllabus. Syllabi for all Teacher Education courses (including content courses that typically have 50% or more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process and must include these elements: the theme for MSU's Teacher Education Program, NCATE themes, any additional EPSB themes, and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp)
Further information about these elements, and models of sample syllabi, are provided at:
<http://www.moreheadstate.edu/undergraduate/index.aspx?id=5850>.
- F. Departments and programs that could be impacted by this proposal. List individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

II. PURPOSE, GOALS AND OBJECTIVES

- A. State the purpose of the course.
- B. Explain how the specific goals and objectives of the course relate to the mission statement of the University.

- C. Define how the course helps students to achieve competencies required for the program.
- D. Describe how achievement of those competencies will be measured.

III. NEED AND JUSTIFICATION

- A. List any existing course(s) that will be replaced.
- B. Offer specific reasons for the development of this course.
- C. Justify the proposed instructional level (100-600).
- D. List the degree to which course duplicates or overlaps other courses now offered at MSU and justification for any duplication.

IV. PERSONNEL

- A. List names, qualifications including highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.
- B. Identify external adjunct faculty, if appropriate.

V. ADDITIONAL INFORMATION

- A. Desired implementation date for the course.
- B. Desired section size and anticipated enrollment.
- C. Method of instruction (lecture, laboratory, individualized).
- D. Additional facilities and special equipment needs for this course, if any.
- E. Use of library resources
 - 1. Does the course require library resources to support specific class assignments or supplemental reading? If not, so state.
 - 2. Do the library services and resources presently available meet student needs for the course? If not, what library acquisitions are being proposed to meet essential needs?
- F. Use of technology
 - 1. List software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server based license for the software. (IT does not install individual packages in labs, only server based versions.)
 - 2. List of the type of hardware to be utilized.
Please note that the Director of Information Technology should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.
- G. Use of animals. If this course involves use of animals, send a copy of the proposal to the University Institutional Animal Care & Use Committee.

Type IIA General Education Proposal Guidelines

For information regarding the new Type IIA General Education Proposal Guidelines, please visit our web site at the link below:

<http://www.moreheadstate.edu/undergraduate/index.aspx?id=1335>

Type III Program Revision To Be Used For Revision of Existing Programs

The outline below is to be used for program revisions. Each revised or new course included in this program requires a separate Type II proposal.

(Restate each outline item before providing the information.)

I. PROGRAM INFORMATION

- A. State title of revised program. List degree, major, minor, or area of concentration.
- B. List program requirements: required courses for the major, minor, area of concentration and options.
- C. List special admission requirements and/or limitations on enrollment.
- D. List discipline specific standards for accreditation in addition to Southern Association of Colleges and Schools (SACS) accreditation standards. If applicable, attach current statement of requirements.
- E. List specific general education courses required by the program (for undergraduate programs only).
- F. List departments and programs that could be impacted by this proposal. List individuals notified by the proposing department chair and describe the method of contact (e-mail, phone conversation, etc.)

II. PURPOSE, GOALS, AND OBJECTIVES

- A. State the purpose of the revised program.
- B. State the specific goals and measurable objectives of the proposed revised program. How do the specific goals and objectives relate to the mission statement of the University?
- C. State revised program outcomes or competencies to be achieved by students.
- D. List methods of program assessment to be used. (List the methods of assessment, other than course grades, to be used to insure that the desired outcomes or competencies are attained by students.) Indicate the frequency of assessment and how results will be made available to program faculty.
- E. Explain the relationship of program objectives to departmental objectives.

III. NEED AND JUSTIFICATION

- A. State specific reasons for the revision of this program.
- B. If there is a similar program at MSU or in Kentucky, provide justification for the duplication.

IV. PERSONNEL

- A. List name(s), qualifications including highest earned degree, and academic rank(s) of departmental faculty who will teach courses in this program.
- B. Identify external or adjunct faculty, if appropriate.

V. ADDITIONAL INFORMATION

- A. Desired implementation date for the program.
- B. Additional support personnel (clerical, laboratory assistants, and technicians) needed for implementation.
- C. Present and anticipated faculty necessary to offer this program. List additional faculty including academic rank and qualifications, who must be employed during the next four years if this program is implemented.
- D. Enrollment and number of graduates from this program for the past four years *and* for the next four years.
- E. Additional or remodeled facilities required.
- F. Additional equipment required.
- G. Estimated additional cost required to support this program for the next four years. Identify source of new funds (special legislative request, system reallocation, etc.).
- H. Use of library resources
 - 1. Does the course require library resources to support specific class assignments or supplemental reading? If not, so state.
 - 2. Do the library services and resources presently available meet student needs for the course? If not, what library acquisitions are being proposed to meet essential needs?

Type IV
New Graduate/Undergraduate Programs

New program proposals should be posted on the KPPS website as early as possible in the development process and no later than the date the proposal is submitted to the department curriculum committee.

(Restate each outline item before providing the information.)

I. PROGRAM INFORMATION

- A. Purpose of the proposal.
- B. Title of proposed program and degree.
- C. Program description: (Include all required courses and any additional requirements).
- D. Special admission requirements and/or limitations on enrollment.
- E. Program specific accreditation. If this program will satisfy discipline specific accreditation in addition to the Southern Association of Colleges and Schools (SACS), note the accrediting body and present a statement of the requirements and standards that this new program will meet.
- F. Departments and programs that could be impacted by this proposal. List individuals notified by the proposing department chair and describe the method of contact (e-mail, phone conversation, etc.)

II. PURPOSE, GOALS, AND OBJECTIVES

- A. State the specific goals and measurable objectives of the proposed program. How do the specific goals and objectives relate to the mission statement of the University?
- B. Explain the relationship of program to departmental goals and objectives.
- C. Define the student competencies that are required for the successful completion of this program.
- D. Describe how the achievement of these competencies will be measured.

III. NEED AND JUSTIFICATION

- A. Explain how the program addresses the CPE Key Indicators (5 questions). See Attachments A & B.
- B. Explain the background of students who will enter this program. Will there be feeder programs established? Are the feeder programs high schools, KCTCS, or other university programs? What marketing strategies will be implemented?
- C. Define the need for the program, including primary and secondary data from employers and/or other external groups (when available), as well as community based, workforce, and economic data.
- D. List similar programs offered in Kentucky and/or region.
- E. Justify the additional program, if similar programs are offered by MSU or by other Kentucky colleges or universities.
- F. Attach documentation that articulation agreements/contracts with KCTCS are in place for every new undergraduate program being proposed.

List the institution(s) with which an articulation agreement has been established and provide a copy of the agreement(s).

- G. Describe constituencies to be served and employment prospects for graduates. Attach evidence.
- H. Include evidence or an explanation of how faculty and student scholarship in the program will help meet state and national needs.
- I. Describe what measures will be used to document student learning and mastery of competencies (e.g., measures of program successfulness, students assessments, employment rates, other outcomes)

IV. PERSONNEL

- A. Name(s), qualifications, including highest earned degree, and academic rank(s), of faculty available to MSU who will teach courses primarily in this program.
- B. Attach a one-page vita for each faculty member.

V. ADDITIONAL INFORMATION

- A. List the expected enrollment and graduation rates of this program in your college/department for the next four years. Attach evidence used to determine probable enrollment.
- B. List faculty necessary to offer this program. Attach a tentative schedule of classes to be offered and instructors available to teach.
- C. List specialized personnel (clerical, laboratory assistants, technicians) needed for implementation.
- D. List any additional or remodeled facilities required.
- E. List additional equipment required.
- F. Use of library resources
 - 1. Does the course require library resources to support specific class assignments or supplemental reading? If not, so state.
 - 2. Do the library services and resources presently available meet student needs for the course? If not, what library acquisitions are being proposed to meet essential needs?

**Type V
Experimental Course/Workshop Proposal**

This outline is to be used when a course is added to the curriculum for experimental or workshop purposes. Experimental courses may be offered a maximum of three times. To continue to offer the course after the initial three offerings, the department must submit a Type II New Course Proposal for the course.

(Restate each outline item before providing the information.)

I. COURSE INFORMATION

- A. Course prefix, number (use E for experimental and workshop), title, credit hours and semester offering:
- B. Approved program(s) in which the course will be offered:
- C. Number of times the course will be offered. (up to three)
- D. Justification if you intend to offer the course more than once.
- E. Complete course description; attach a sample syllabus. Syllabi for all Teacher Education courses (including content courses that typically have 50% or more teacher preparation majors enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process and must include these elements: The theme for MSU's Teacher Education Program, NCATE themes, any additional EPSB themes, and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp)
Further information and models are provided at:
<http://www.moreheadstate.edu/undergraduate/index.aspx?id=5850>.
- F. Anticipated implementation date.
- G. Departments and programs that could be impacted by this proposal. List individuals notified by the proposing department chair and describe the method of contact (e-mail, phone conversation, etc.).

II. PURPOSE AND OBJECTIVES

- A. State the purpose of the course.
- B. List course competencies to be achieved by students.
- C. Describe the relationship of competencies to academic program outcomes.
Explain how the course will help students achieve competencies required for the program.
- D. Explain how achievement of the competencies will be measured.

III. NEED AND JUSTIFICATION

- A. State specific reasons for the development of this course.
- B. Justify the proposed instructional level (100, 200, 300, 400, 600).
- C. Describe any course duplication or overlap with other courses now offered at MSU. Justify any duplication or overlap.

IV. PERSONNEL

- A. Name(s), qualifications including highest earned degree, and academic rank(s) of faculty available to MSU who will teach the course.
- B. Identification of external or adjunct faculty, if appropriate.

V. ADDITIONAL INFORMATION

- A. Desired section size and anticipated enrollment.
- B. Method(s) of instruction (lecture, laboratory, individualized).
- C. Use of library resources.
 - 1. Does the course require library resources to support specific class assignments or supplemental reading? If not, so state.
 - 2. Do the library services and resources presently available meet the student needs for the course? If not, what library acquisitions are being proposed to meet essential needs?
- D. Use of technology
 - 1. List any software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server based license for the software. (IT does not install individual packages in labs-only server based versions.)
 - 2. List the type of hardware to be utilized.
Please note that the Director of Information Technology should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.
- E. Use of animals. If this proposed course/workshop involves use of animals, send a copy of the proposal to the University Institutional Animal Care & Use Committee.

Type VI Program/Course Deletions/Suspensions/Reinstatements

This outline is to be followed for program or course deletions, suspensions, and reinstatements.

Restate each outline before providing the information.)

I. INDIVIDUAL COURSE: ___ Deletion ___ Suspension ___ Reinstatement

- A. Course prefix, number, title, and credit hours.
- B. Justification.
 - 1. Impact on Enrollment (University, Department, Program)
 - 2. Impact on Staffing
 - 3. Impact on Students
- C. List departments and programs that could be impacted by this proposal and list individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

II. PROGRAM: ___ Deletion ___ Suspension ___ Reinstatement

- A. Program Title.
- B. Justification.
 - 1. Impact on Enrollment
 - 2. Impact on Staffing
 - 3. Impact on Students
- C. Appropriate Phase-In or Phase-Out Schedule.
- D. List departments and programs that could be impacted by this proposal. List Individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)

Attachment A
For Type IV Only

Council on Postsecondary Education's Key Indicators (5 questions):

1) Are more Kentuckians ready for Postsecondary Education?

- a) Preparation of adults
 - Adults at literacy levels one and two
 - Adults with less than high school diploma or GED
- b) Preparation of recent high school graduates
 - ACT scores of high school graduates
 - High school graduates taking ACT
 - College-level courses per 1,000HS juniors and seniors
 - High school students completing the ACT core coursework
 - High school test scores
- c) Affordability (family ability to pay)
 - Income needed to pay for college expenses minus financial aid

2) Are more students enrolling?

- a) Postsecondary enrollment
 - Undergraduates
 - Graduates/professionals
 - Students enrolled in KYVU credit courses
 - "New students" enrolled in KYVU credit course
- b) College participation
 - Adult population enrolled in KY
 - Adult population enrolled in KY colleges from target counties
- c) College-going
 - Students attending college directly out of high school
 - Students attending college directly out of high school from target counties
 - College-going rates of GED completers within two years

3) Are more students advancing through the system?

- a) Persistence and completion
 - One-year retention rates of first-time freshmen
 - One-year retention rates of under prepared students
 - Number of community and technical college transfers
 - Average number of credit hours transferred
- b) Graduation
 - Percentage of adults with a bachelor's degree or higher
 - Six-year graduation rates of bachelor's degree students
 - Five-year graduation rates of transfer students

4) Are we preparing Kentuckians for life and work?

- a) Undergraduate student experience
 - Selected indicators from the National Survey of Student Engagement (NSSE)
- b) Alumni satisfaction
 - Undergraduate alumni survey results
 - Graduate alumni survey results
- c) Civic engagement
 - Selected indicators from the undergraduate alumni survey
 - Selected indicators from the National Survey of Student Engagement
- d) Knowledge and skills
 - Teacher preparation programs
 - Foundational skills

5) Are Kentucky's communities and economy benefiting?

- a) Employment of graduates
 - College graduates working in Kentucky- by level
 - Out-of-state college students who stay in Kentucky after graduation
- b) Employer and community satisfaction
 - Employer & Community Survey- satisfaction with KY graduates and completers
 - Employer & Community Survey- satisfaction with postsecondary institution's support
- c) Research and development
 - Extramural research and public service expenditures per full-time faculty
 - Extramural research and development expenditures
 - Federal research and development expenditures
 - Endowment and gifts in research priority areas
 - Research expenditures for endowment and gifts in research priority areas
 - Productivity of research space

Attachment B
For Type IV Only

Morehead State University's Response to CPE Key Indicators

1. Are more Kentuckians ready for postsecondary education?

- Establish the Kentucky Academy of Adult Education to expand and improve statewide preparation of adult education teachers and administrators.
- Create additional pre-school through college local partnerships with the Appalachian P-16 Council.
- Encourage middle school students to stay in school and better equip themselves for post-secondary education through the institutional and statewide GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grants.
- Train elementary and secondary teachers to more effectively use modern learning technologies via the PT-3 grant (Preparing Tomorrow's Teachers to Use Technology).
- Offer new innovation grants for stay-in-school programs at regional high schools through the Kentucky Higher Education Network Center.

2. Are more students enrolling?

- Preserve current momentum in enrollment growth.
- Intensify marketing efforts to attract more first-time, traditional students from Kentucky.
- Target GED recipients and other adults in recruitment efforts.
- Enhance on-campus living and learning facilities.
- Expand recruitment of minority students in urban areas.
- Maintain leadership in student access to on-line services and other technology.
- Seek additional transfer students through new and existing joint degree programs (2+2) and dual admissions with KCTCS institutions.
- Enroll more non-traditional students through distance learning access via the KYVU and interactive video and increased financial aid.
- Partner with KCTCS institutions to provide improved facilities and services at extended campus centers.
- Expedite development of the Space Science Center to stimulate more interest in science and engineering among pre-college students.
- Engage alumni actively and systematically in student recruitment, including minority populations.
- Continue leadership in availability of KYVU degree programs and determine need for new degrees to meet changing career fields.
- Reinforce institutional commitment to merit-based financial aid, free tuition for promising high school students during the senior year and financial aid workshops for prospective students and parents.

3. Are more students advancing through the system?

- Strengthen personal counseling and tutorial aid of under prepared first-time and readmitted students, to improve retention.
- Review academic and administrative policies to maintain high standards while facilitating attainment of retention goals.
- Increase institutional endowments to attract and retain prominent faculty members to strengthen academic programs and foster student achievement.
- Provide statewide leadership in professional preparation of adult education teachers and administrators through the CPE-funded Kentucky Academy of Adult Education.
- Continue growth in recruitment of Kentucky graduate students through the Appalachian Graduate Consortium with Pikeville College and other independent institutions.

4. Are we preparing Kentuckians for life and work?

- Broaden access to technology to inspire students to fully embrace technology by integrating it into their daily lives.
- Expand English as a Second Language (ESL) and other programs involving international students to expose more faculty and students to world cultures, including global business practices.
- Initiate service learning programs to help students develop an appreciation of community volunteerism.
- Develop more stringent evaluation of academic programs through increased use of alumni and employer satisfaction surveys.

5. Are Kentucky's communities and economy benefiting?

- Extend outreach services to local communities through the Institute for Regional Analysis and Public Policy to assist in enterprise development related to the new economy.
- Enlarge cultural heritage-related tourism activities by the Kentucky Folk Art Center and Kentucky Center for Traditional Music.
- Provide on-site and distance learning staff training programs for new and expanding employers with emphasis on the new economy.
- Activate the Space Science Center and seek additional federal research funding to assist with new space-related entrepreneurial activities.
- Increase teaching, public service, and research involvement with agricultural organizations and individuals to help the industry cope with changing economic and cultural conditions.