



February 23, 2021; 1:30-3:00 PM  
<https://umsystem.zoom.us/j/92868757513>

**In attendance: Azlin Mustapha, Stevanie Neuman, Corinne Valdivia, Sue Boren, Julija Sukys, Keith Greenwood, Christopher Daniggelis, Miriam Butler, Chad Rose, Michael Calcutt, Erin Robinson, Wilson Freyermuth, Laura Cole, Candace Kuby, Anthony Lupo, Sounak Chakraborty, Gary Yao, Christine VanPool, Alan Parrish, Gui DeSouza, Ashley Siebenaler, Anita Cowan**

**Guests: Mark Morgan (SNR), Carla Whitney (Registrar)**

1. Call to order

The meeting was called to order at 1:30 PM.

2. Acceptance of the agenda

Motion to approve agenda – Keith Greenwood

Motion seconded – Sue Boren

Vote – agenda approved

3. Approval of minutes from January 26, 2021 meeting

Motion to approve minutes from January 26<sup>th</sup> meeting – Chad Rose

Motion seconded – Keith Greenwood

Vote – minutes approved

4. Committee Reports:

a. Academic Affairs – Prof. Keith Greenwood, chair

i. Approval of new course requests:

1. For review, go to <https://nextcatalog.missouri.edu/courseadmin/>  
(after you log in, click on AAC-GFS Vote in the Quick Searches box on the far right)

Academic Affairs committee submitted 60 courses for approval. Of the courses submitted, there were 3 new courses and 57 were courses that were only asking for changes.

There continues to be questions regarding the overlapping of courses especially now with the new budget model. Based on the list of courses approved by the AAC, potential overlapping of courses in Journalism and those in Digital Storytelling was discussed. Chris Daniggelis suggested that interdisciplinary work between Journalism's documentary filmmaking and digital storytelling in Visual Studies could be explored. Discussion will continue in the coming months.

Courses were approved.

- ii. New programs and program changes
  - 1. Accelerated M.S. in Natural Resources (Parks, Recreation and Tourism emphasis) (New)  
School of Natural Resources, CAFNR; Prof. Mark Morgan  
\*see proposal in Appendix.  
Motion to approve the proposal – Keith Greenwood  
Motion seconded - Laura Cole  
Discussion: none  
Vote: approved, unanimous
  
- iii. Voting on program proposals presented at January 26, 2021 meeting
  - 1. MEd Program change to online modality  
Dept. of Educational Leadership & Policy Analysis, CoEd  
Motion to approve proposal – Keith Greenwood  
Motion seconded – Sue Boren  
Discussion: none  
Vote: approved, unanimous
  
  - 2. Master of Library & Information Sci. Youth Services Emphasis Area  
School of Information Sci. & Learning Technologies (New), CoEd  
Motion to approve proposal – Keith Greenwood  
Motion seconded – Corinne Valdivia  
Discussion: none  
Vote: approved, unanimous
  
  - 3. Master of Library & Information Sci./Master of Public Affairs Dual Degree (New)  
School of Information Science & Learning Technologies, CoEd  
Motion to approve proposal – Sue Boren  
Motion seconded - Laura Cole  
Discussion: none  
Vote: approved, unanimous
  
  - 4. Accelerated M.S. in Computer Sci., Computer Engineering, and Electrical Engineering (New)  
Dept. of Electrical Engin. & Computer Sci., CoE  
Motion to approve proposal – Sue Boren  
Motion seconded - Chad Rode  
Discussion - none  
Vote: approved, unanimous
  
  - 5. Accelerated M.S. in Industrial Engin. (New)  
Dept. of Industrial & Manufacturing Systems Engin., CoE

Motion to approve proposal – Sue Boren  
Motion seconded - Gui DeSouza  
Discussion: none  
Vote: approved unanimous

6. Crosby MBA Program changes, TCoB  
Motion to approve proposal – Sue Boren  
Motioned seconded – Keith Greenwood  
Discussion, none  
Vote: approved, unanimous

b. Awards – Prof. Chad Rose, chair

No update, awards have been submitted, committee is reviewing and award winners will be known by spring break.

c. Policy subcommittee – Prof. Alan Parrish, chair

Working on three items for further discussion in March meeting:

- i. Sick leave policy for grad students (TA/RA) – there is not currently a policy to address “sick time” such as a Doctor’s appointment or serious medical leave for a few days. Have been looking at other universities but policies vary and are not clear. If any department has a policy, please let the policy committee know.
- ii. A remediation procedure for failed qualifying exams for Ph.D. students. Different programs have different requirements. Policy sub-committee suggests that a remediation will have to take place within a semester. If any department has a policy, please let the policy committee know.
- iii. Discussion regarding undergraduate students graduating with a grad certificate using dual-enrollment classes (4000/7000 courses). Obtaining graduate certificates without ever being a part of or admitted into graduate program is a problem because graduate certificates suggest a higher academic rigor than at the undergraduate level. Policy subcommittee is asking for opinions/ideas from the Senate.

5. Presentation on new CIM system for program proposal submission and review; Carla Whitney (MU Registrar) demonstrated the new CIM system for this process. This was implemented two weeks ago and all new program proposals will now have to be submitted via CIM.

6. Report: Graduate School – Dean Jeni Hart  
no updates/absent

7. Report: Liaison to Faculty Council – Prof. Tony Lupo

Faculty Council discussed the dissolution of HES, and they are not pursuing or addressing it at this time.

The waiver for not needing SAT scores for admission has been extended to Fall 2022.  
Faculty Council to review the number of NTT representatives within FC and the possibility of adding additional representatives.

Enhanced Teaching, Learning task force presented a new way to evaluate teaching with new and updated forms.

8. Report: Graduate Professional Council – Ms. Amanda Hoffmann, GPC Representative  
No updates/absent.

9. Resolutions  
None

10. Adjournment  
Adjourned at 3:01pm

## APPENDIX

| GFS Pres (60)              |                                                                                                            |        |            |           |
|----------------------------|------------------------------------------------------------------------------------------------------------|--------|------------|-----------|
| Code                       | Title                                                                                                      | Status | Initiator  | Received  |
| <a href="#">JOURN 7422</a> | <a href="#">JOURN 7422: Sports Journalism</a>                                                              | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7734</a> | <a href="#">JOURN 7734: Journalism and Chaos: How to Understand and Cover 21st Century Business Models</a> | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7462</a> | <a href="#">JOURN 7462: Emerging Technologies in Journalism</a>                                            | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7814</a> | <a href="#">JOURN 7814: Multimedia Sports Journalism</a>                                                   | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7434</a> | <a href="#">JOURN 7434: The Art and Mechanics of the Business Story</a>                                    | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7432</a> | <a href="#">JOURN 7432: Advanced Data Journalism</a>                                                       | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7424</a> | <a href="#">JOURN 7424: Covering Traumatic Events</a>                                                      | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7448</a> | <a href="#">JOURN 7448: Public Service Journalism: Covering State Government</a>                           | Edited | woelfels   | 2/10/2021 |
| <a href="#">GRAD 9040</a>  | <a href="#">GRAD 9040: Academic and Professional Writing for Graduate Students</a>                         | Added  | goldsmithc | 2/10/2021 |
| <a href="#">JOURN 7400</a> | <a href="#">JOURN 7400: Introduction to News Editing</a>                                                   | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7050</a> | <a href="#">JOURN 7050: Communications Practice</a>                                                        | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7350</a> | <a href="#">JOURN 7350: Problems in Journalism</a>                                                         | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7301</a> | <a href="#">JOURN 7301: Topics in Journalism</a>                                                           | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7658</a> | <a href="#">JOURN 7658: International Journalism</a>                                                       | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7406</a> | <a href="#">JOURN 7406: Digital News Editing</a>                                                           | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7430</a> | <a href="#">JOURN 7430: Computer-Assisted Reporting</a>                                                    | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7436</a> | <a href="#">JOURN 7436: Investigative Reporting</a>                                                        | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7438</a> | <a href="#">JOURN 7438: Business, Financial and Economic Journalism</a>                                    | Edited | woelfels   | 2/10/2021 |
| <a href="#">JOURN 7328</a> | <a href="#">JOURN 7328: Advanced News Communication</a>                                                    | Edited | woelfels   | 2/10/2021 |

|                            |                                                                                        |        |          |           |
|----------------------------|----------------------------------------------------------------------------------------|--------|----------|-----------|
| <a href="#">JOURN 7310</a> | <a href="#">JOURN 7310: News Producing</a>                                             | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7976</a> | <a href="#">JOURN 7976: Seminar in Radio-TV News</a>                                   | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7408</a> | <a href="#">JOURN 7408: Magazine Editing</a>                                           | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7984</a> | <a href="#">JOURN 7984: Magazine Staff</a>                                             | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7994</a> | <a href="#">JOURN 7994: Magazine Publishing</a>                                        | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7700</a> | <a href="#">JOURN 7700: Engaged Journalism</a>                                         | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7650</a> | <a href="#">JOURN 7650: International Issues Reporting</a>                             | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7320</a> | <a href="#">JOURN 7320: Advanced Broadcast Reporting</a>                               | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7736</a> | <a href="#">JOURN 7736: Changing Media Business Models</a>                             | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7978</a> | <a href="#">JOURN 7978: Media Management and Leadership</a>                            | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7992</a> | <a href="#">JOURN 7992: Innovation and Audience Outreach in Converged Media</a>        | Edited | woelfels | 2/10/2021 |
| <a href="#">NURSE 8430</a> | <a href="#">NURSE 8430: Reproductive and Sexual Health Primary Care</a>                | Edited | larsongm | 2/10/2021 |
| <a href="#">JOURN 7812</a> | <a href="#">JOURN 7812: Online Audience Development</a>                                | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7428</a> | <a href="#">JOURN 7428: Health Reporting Skills</a>                                    | Edited | woelfels | 2/10/2021 |
| <a href="#">JOURN 7562</a> | <a href="#">JOURN 7562: Photojournalism Business Practices</a>                         | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7564</a> | <a href="#">JOURN 7564: Micro-Documentary Photojournalism and Videography</a>          | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7122</a> | <a href="#">JOURN 7122: Fundamentals of Data Reporting</a>                             | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7340</a> | <a href="#">JOURN 7340: Viewing Journalism Films: Images of the Reporter</a>           | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7360</a> | <a href="#">JOURN 7360: Fundamentals of Design</a>                                     | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7371</a> | <a href="#">JOURN 7371: Documentary Theory</a>                                         | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7439</a> | <a href="#">JOURN 7439: Advanced Business Journalism</a>                               | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7558</a> | <a href="#">JOURN 7558: Advanced Techniques in Photojournalism</a>                     | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7418</a> | <a href="#">JOURN 7418: Critical Reviewing</a>                                         | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7500</a> | <a href="#">JOURN 7500: Publication Design</a>                                         | Edited | woelfels | 2/12/2021 |
| <a href="#">JOURN 7416</a> | <a href="#">JOURN 7416: Science Writing for Journalism and Strategic Communication</a> | Edited | woelfels | 2/12/2021 |

|                               |                                                                                   |        |             |           |
|-------------------------------|-----------------------------------------------------------------------------------|--------|-------------|-----------|
| <a href="#">JOURN 7980</a>    | <a href="#">JOURN 7980: The Picture Story and Photographic Essay</a>              | Edited | woelfels    | 2/12/2021 |
| <a href="#">JOURN 7986</a>    | <a href="#">JOURN 7986: Advanced Writing</a>                                      | Edited | woelfels    | 2/12/2021 |
| <a href="#">JOURN 7988</a>    | <a href="#">JOURN 7988: Advanced Publication Design</a>                           | Edited | woelfels    | 2/12/2021 |
| <a href="#">JOURN 7972</a>    | <a href="#">JOURN 7972: Photo and Visual Editing</a>                              | Edited | woelfels    | 2/12/2021 |
| <a href="#">JOURN 7508</a>    | <a href="#">JOURN 7508: Information Graphics</a>                                  | Edited | woelfels    | 2/12/2021 |
| <a href="#">JOURN 7502</a>    | <a href="#">JOURN 7502: Multimedia Planning and Design</a>                        | Edited | woelfels    | 2/12/2021 |
| <a href="#">HIST 8810</a>     | <a href="#">HIST 8810: Studies in the Global Cold War</a>                         | Added  | cder2b      | 2/12/2021 |
| <a href="#">MRKTNG 8180</a>   | <a href="#">MRKTNG 8180: Applied Statistics for Marketing Analytics</a>           | Edited | jenkinsau   | 2/12/2021 |
| <a href="#">HIST 7615</a>     | <a href="#">HIST 7615: Empire's Crossroads: Britain and the Middle East</a>       | Added  | kanetc      | 2/12/2021 |
| <a href="#">JOURN 7716</a>    | <a href="#">JOURN 7716: Women and the Media</a>                                   | Edited | woelfels    | 2/12/2021 |
| <a href="#">AG S TCH 7370</a> | <a href="#">AG S TCH 7370: In-Service Course Agriculture Systems Technology</a>   | Edited | schumacherl | 2/10/2021 |
| <a href="#">AG S TCH 8085</a> | <a href="#">AG S TCH 8085: Problems in Agricultural Systems Technology</a>        | Edited | schumacherl | 2/10/2021 |
| <a href="#">AG S TCH 8340</a> | <a href="#">AG S TCH 8340: Agricultural Technology Systems</a>                    | Edited | schumacherl | 2/10/2021 |
| <a href="#">AG S TCH 9090</a> | <a href="#">AG S TCH 9090: Thesis Research in Agricultural Systems Technology</a> | Edited | schumacherl | 2/10/2021 |
| <a href="#">AG S TCH 7001</a> | <a href="#">AG S TCH 7001: Topics in Agricultural Systems Technology</a>          | Edited | schumacherl | 2/12/2021 |
| <a href="#">AG S TCH 8090</a> | <a href="#">AG S TCH 8090: Thesis Research in Agricultural Systems Technology</a> | Edited | schumacherl | 2/12/2021 |

**ACCELERATED GRADUATE PROGRAM PROPOSAL  
COVER SHEET**

College or School: College of Agriculture, Food & Natural Resources / School of Natural Resources

Department:

Program Title: Parks, Recreation and Tourism

Degree: M.S. Natural Resources

Options (emphasis areas): Parks, Recreation and Tourism

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Implementation date (Semester): Spring, 2021

Expected Date of First Graduation: Summer, 2022

Authors of Proposal: Mark Morgan and Jennifer Wentz

Name and Phone Number of Person to Contact for More Information:

Mark Morgan, 882-9525

Individual(s) Responsible for Success of Program (e.g., chair, dean, director):


Mark Morgan, PRT Graduate Emphasis Area Coordinator, School of Natural Resources

Jenny Wentz, PRS Undergraduate Degree Program Coordinator, School of Natural Resources



**SIGNATURE SHEET**

Director of Graduate Studies: HONG HE (January 24, 2021)  
Dr. Hong He

Department Chair/Division Director:   
Pat Market, Ph.D.

Dean of School/College:   
Bryan L. Garton, Ph.D.

# Accelerated Graduate Program Proposal

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## **Executive Summary**

Employers in parks, recreation, sport, and tourism (PRST) are looking for professionally-trained employees and the PRST 4+1-degree option can fast-track student education by combining undergraduate study with a graduate degree. An accelerated M.S. program is expected to increase graduate student enrollment in PRST, and may also influence some undergraduates to pursue higher education at MU since it will be cost-effective and efficient for many students to obtain both their undergraduate and graduate degrees. There are many reasons why this proposal will be successful. Our undergraduate enrollment is the largest in SNR (~315). We have a high retention rate (82.7%) and we graduate about 130 students each year. It is very likely that some of those students would want to take advantage of this new program, given the fact that PRST faculty have diversified interests (administration, outdoor recreation, sports, and tourism). For example, a recent informal survey of PRST undergraduates revealed that 44% (n=35) would like to pursue a 4+1 option. If our faculty could retain 5 students per year into the graduate degree, it would retain high-achieving students that might seek graduate degrees elsewhere.

The accelerated M.S. degree will require a total of 138 credit hours: 105 in undergraduate courses; 15 of dual credits (cross-listed courses that are part of both the undergraduate and graduate program) and 18 hours of graduate courses (8000 & above classes, including 6 hours of supervised, self-directed study leading to a thesis or a project). All M.S. students are required to complete an original research thesis or professional project. Since some agencies now require a M.S. degree for entry-level jobs, this proposal is a cost-savings for students and a revenue generator for SNR. No additional faculty are needed to implement this program since enrollment would start at 3 and increase to 5 students per year.

### **1. Introduction**

Employers in parks, recreation, sport, and tourism (PRST) are looking for professionally-trained employees who can think, write, and communicate effectively. If approved, the PRST 4+1-degree option can fast-track student education by combining undergraduate study with a graduate degree. It will provide students with the education and skills needed to gain a competitive advantage in the workplace. This option combines traditional and online instruction with experiential learning to help students build the knowledge, experience, and decision-making skills necessary for a career in leisure services, a multi-billion-dollar global industry.

PRST students can qualify for the 4+1 program if they meet certain eligibility requirements. Upon completion of their required undergraduate coursework, students can begin the program in their senior year with the goal of completing both degrees in five years (one year less than if completing the programs separately). The M.S. degree provides students with a traditional education program that includes a research component – either a thesis or project that is supervised by a faculty advisor. Those who are successful can enhance their value and marketability to employers within 5 years.

Academic components of the accelerated program include:

- 1) Students can take up to 15 hours of coursework to count toward undergraduate and graduate degrees.
- 2) Senior dual enrollment only allows 12 credit hours, and students are not eligible for federal financial aid for graduate hours taken while undergraduates, unless they are in an official accelerated program.

The accelerated M.S. degree program prepares students for advanced positions in the profession who are as competitive as those graduating from traditional M.S. programs.

Some example career opportunities are listed below:

- 1) Sport management, with working opportunities in professional sport teams, collegiate athletics, youth sport, media, athletic administration and finance.
- 2) Recreation administration positions at municipal parks and specialized recreation systems, such as sports complexes, golf courses, recreation centers, aquatic theme parks and pools, voluntary, non-profits, and campus recreation facilities.
- 3) Natural resource management positions that feature a recreation component, such as park rangers, interpreters, environmental educators, and those in charge of planning & design of facilities.
- 4) Tourism development, with jobs in tourism enterprises, resorts, economic development agencies and visitor services.

The 5-year enrollment for PRST has averaged 315 students per year, highest of any program in SNR (326 in 2015; 316 in 2016; 329 in 2017; 315 in 2018; and 287 in 2019). PRST enrolled 338 undergraduate students in 2020, including 56 new students, during the COVID-19 pandemic. PRST student enrollment in Fall, 2020 is nearly half (46.4%) of all the undergraduates in SNR. For the last 5 years, our student retention rate has averaged 82.7%, comparable to the success reported by CAFNR. Graduation rates for undergraduate PRST students are high. The program graduates, on average, about 131 students per year. Research shows that students who are satisfied with their undergraduate academic experience are likely to earn a M.S. degree.

Accelerated M.S. programs are becoming more popular across the nation and worldwide, but none for undergraduate students in Missouri who might be interested in this degree. This option can bring an additional source of revenue for SNR and allow PRST undergraduate students to take graduate courses while working on their B.S. degree. A number of undergraduate students have expressed an interest the program, if it should become available.

Program coordinators include:

Dr. Mark Morgan, Graduate Emphasis Area Coordinator of Parks, Recreation and Sport program

Dr. Jennifer Wentz, Undergraduate Degree Program Coordinator & Director of Internships of Parks, Recreation and Sport program

## **2. Business-Case: Criteria and Justification**

### **2.A. Benefits for Students and for the Program**

This accelerated program provides many benefits for students, including:

- 1) Speed - enable students to receive graduate degree within half of the time frame required by the traditional two-year M.S. program
- 2) Lower cost – since students only need to stay one year beyond their B.S. degree, they will spend less money to obtain a second degree
- 3) Career advancement – A student's marketability is greatly enhanced; it prepares and qualifies them for leadership roles in the profession. Many agencies now require a M.S. degree for entry-level jobs.
- 4) Networking – Offer students opportunities to meet new people (e.g., peers, professors, guest speakers, professionals) in the field, which may lead to future job opportunities.

Having students obtain a M.S. degree under this program is beneficial for the following reasons:

- 1) Increase the number of graduate students, which may contribute to the flexibility and variety of offerings of the PRST program, and ultimately expand the program.
- 2) Provide an additional revenue stream for PRST, with an expected increased graduate student enrollment.
- 3) Enhance the competitiveness and further boost the visibility of PRST by tapping into the latest trend and emerging market of “4+1” accelerated program in higher education.

### **2.B. Student Demand for Program**

Since their creation in the 1960s, degree programs related to Sport Management disciplines have experienced enormous growth and popularity in a relatively short time (Ferris & Perrew, 2014; Jones, Brooks & Mak, 2008). Evidence of these claims are reflected at MU, as at the undergraduate program in Parks, Recreation and Tourism maintained a solid enrollment for many years; however, since adding the Sport Management emphasis, student numbers have increased from about 80 in 2010 to over 500 in 2015, surpassing all enrollment projections. Since then, the name of the degree was changed to Parks, Recreation and Sport and it now reaches over 300 students annually.

According to the North American Society for Sport Management (NASSM), 259 colleges and universities offer M.S. degrees in Sport Management in the United States, (NASSM, 2020). In Missouri, 5 universities have M.S. degree programs in Sport Management, including Maryville University, Missouri Baptist University, Southeast Missouri State University, Missouri State University, and the University of Central Missouri. This indicates there is demand not only nationally, but in the state of Missouri.

Furthermore, the MU Parks, Recreation and Sport degree has ranked in the top 1 and 2 positions for the most popular undergraduate degree of leisure related fields in the U.S. according to Collegefactual.com. As one of the largest undergraduate programs in the country, PRST has an

abundance of potential applicants for graduate school. The 4+1 model could result in a higher enrollment in the undergraduate and graduate level programs, as compared to other universities. The 4+1 option is a unique opportunity for MU to deliver a competitive advantage over programs in Missouri and others in the Midwest.

In addition to the growth of programs across the country to catch up with demand, MU PRST faculty have received confirmation from current undergraduate students that they would be interested in participating in a 4+1 option. Without a current model in place, some students have pursued graduate degrees at other universities. The 4+1 model allows the MU PRST program to retain high-achieving students that might seek graduate degrees elsewhere.

An informal, pre-career outcomes survey was administered to 80 students enrolled in PRST 1011 during Spring, 2020. Of that number, about 35 (44%) were interested in the idea of a 4+1 M.S. program at MU. PRST faculty will admit up to 3 undergraduate students per year, initially, and up to 5 later on.

Obtaining a M.S. degree within 5 years will be attractive to some High School students, hence the program could be used as a marketing tool. In high demand, and with a competitive advantage of being a 4+1 option, this program will be very attractive to prospective students, including student athletes, as well as their parents.

PRST has numerous student athletes enrolled in the undergraduate degree program. In recent years, some have had an additional year of eligibility and enrolled in other graduate programs on campus such as positive coaching, with or without intentions of finishing their degree. This 4+1 model might be appealing to student athletes in the recruiting process, especially if they may have a year eligibility after completing their B.S. degree.

Parents are likely to find this degree option attractive for their children since it maximizes career possibilities (credentials and cost). PRST undergraduate students enjoyed a 94.3% career success rate, followed by 100% in both 2017-2018 & 2018-2019.

**Table 1. Student Enrollment Projections (anticipated total number of students enrolled in the accelerated program during the fall semester of given year).**

| Year                       | 1 | 2 | 3 | 4 | 5 |
|----------------------------|---|---|---|---|---|
| MU Students Enrolled       | 3 | 3 | 4 | 5 | 5 |
| Transfer Students Enrolled | 0 | 0 | 0 | 0 | 0 |

## 2.C. Departmental Capacity

### 2.C.1. Impact on Resources

This proposal would draw mainly on existing resources within SNR. Our current graduate program has been declining in student numbers and we are seeking ways to boost enrollment. PRST has the

capacity to absorb more graduate students without needing additional resources or faculty. The addition of the accelerated option will not compromise the quality of our PRST program.

### **2.C.2. Revenue**

This proposal has the potential to increase revenue in SNR through course and supplemental fees derived from students who choose to complete their M.S. degree in this fashion. We also believe it could make our B.S. degree more attractive if students know there is a possibility of being admitted into an accelerated M.S. program.

### **2.C.3. Net Revenue**

Given our past history of absorbing student numbers without needing additional resources, the net revenue gained through this program could be kept. If the program became popular, additional resources could be covered through the revenue stream at that time.

### **2.D. Business and Marketing Plan: Recruiting and Retaining Students**

Here are some ways we plan to attract students into the program.

- Recruit freshman students into the program
- Discuss accelerated program in our introduction course open to all students at Mizzou
- Attend or market to High School DECA state and national events
- Website
- Academic Advising Meetings discussing program
- Jennifer Wentz, Program Coordinator
- Mark Morgan, Graduate Program Coordinator
- CAFNR Recruitment committee member
- PRST & CAFNR Academic Advisor
- Recruiters
- CAFNR Communication

Marketing costs will be no different than we are currently doing.

PRST is doing an excellent job of retaining undergraduate students until graduation (82.7%). Our retention of graduate students is even higher. With proper advising, we see no reason why graduate students would quit the program since they are much more motivated than undergraduate students.

PRST faculty will ensure that program enrollment outcomes are achieved through faculty meetings and other discussions with SNR administrators to admit students who are most qualified, and dialogue with those who are selected to initiate feedback on program strengths and weaknesses, if any.

### **3. Program Characteristics**

#### **3.A. Program Outcomes**

The M.S. degree in Natural Resources (emphasis in Parks, Recreation, & Tourism) prepares students for mid-level management positions with government agencies or non-profits, or for doctoral study. Although the curriculum has some required courses, it is flexible to meet the needs of students who specialize in recreation administration, travel & tourism, sports management, or natural resources recreation. Employers find this arrangement to be quite attractive.

Key competencies and learning objectives developed by M.S. students in the School of Natural Resources incorporate skills and processes leading to the thesis (or project), which is a substantial part of evidence demonstrating academic excellence. To a greater degree than the Ph.D., coursework is critical to the learning outcomes of the M.S. The Faculty of the School of Natural Resources requires that M.S. students master the following learning outcomes and competencies.

- Possess in-depth knowledge of the foundational and advanced principles of their particular emphasis area
  - Assessed via coursework completion and oral final exam (which includes thesis / project defense) administered by the faculty affiliated within that emphasis area.
- Strengthen and acquire new analytical, critical thinking and problem-solving skills to perform as a professional in natural resources and related fields.
  - Assessed via coursework completion and oral final exam (which includes thesis / project defense) administered by the faculty affiliated within that emphasis area.
- Conduct independent and original research that leads to a thesis (if a thesis-based Masters) that is considered appropriate for publication in a peer-reviewed journal.
  - Assessed by the graduate committee via a final oral defense of the thesis.
- Demonstrate a mastery of skills and knowledge by developing a professional paper (if non-thesis-based Masters) based on a topic or internship
  - Assessed by the graduate committee via a final oral presentation of the project.
- Develop oral and written communication skills that are appropriate for the emphasis area.
  - Assessed via coursework completion and oral final exam (which includes thesis / project defense) administered by the faculty affiliated within that emphasis area.
- Apply appropriate quantitative and qualitative principles, concepts and techniques to solving real-world problems associated with natural resources and their management.
  - Assessed via coursework completion and oral final exam (which includes thesis / project defense) administered by the faculty affiliated within that emphasis area.
- Read and interpret the literature related to the emphasis area.



- Assessed via coursework completion and oral final exam (which includes thesis / project defense) administered by the faculty affiliated within that emphasis area.
- Master the design and conduct relevant scientific investigations (thesis-based)
  - Assessed via the successful development of a thesis proposal approved by the graduate committee; and via coursework completion and oral final exam (which includes defense of the thesis) administered by the faculty affiliated within that emphasis area.
- Apply basic statistical and other analytical techniques to a variety of research questions and hypothesis testing situations.
  - Assessed via coursework completion and oral final exam (which includes thesis / project defense) administered by the faculty affiliated within that emphasis area.
- Communicate effectively and persuasively, both orally and in writing.
  - Assessed via coursework completion and oral final exam (which includes defense of the thesis or project report) administered by the faculty affiliated with the Graduate Emphasis Area of the student.

### **3.B. Program Structure**

The accelerated M.S. degree will require a total of 138 credit hours: 105 undergraduate courses; 15 of dual credits (cross-listed courses that are part of both the undergraduate and graduate program) and 18 hours of graduate courses (8000 & above classes, including 6 hours of supervised, self-directed study leading to a thesis or a project). All M.S. students are required to complete an original research thesis or professional project. The thesis topic and general methods are approved by the student's graduate committee. The completed thesis is then defended in an oral exam administered by that committee. That final oral exam also may address discipline-specific knowledge.

The 120 credit hours for the B.S. in Parks Recreation and Sport will be retained (105 undergraduate courses and 15 dual credit). Students will still need to complete their 12 credit hour capstone internship as part of the 105 undergraduate credits; the internship cannot be used to fulfil the M.S. thesis or project requirement. Within the minimum of five 7000 level dual credit course, three are required, as they are core courses already required in the undergraduate program. The remaining two may be selected based on the student interests and to correspond with their undergraduate emphasis area. A minimum of five 8000 level courses are required of every graduate student: PRST 8400 Constructs of Leisure (foundations class); PRST 8430 Research Methods in Parks, Recreation & Tourism (how to conduct research); and one quantitative or qualitative statistics class (how to analyze data). At least two other PRST classes are selected at the 8000 level to meet the needs of individual students.

**PROGRAM STRUCTURE**

1. Total credits required for graduation (must be at least 138 total credit hours) [See Overview on page 1]:
  - a. Total undergraduate credits: 105
  - b. Total of dual credits\*: 15
  - c. Total graduate credits: 18
2. Residency requirements, if any: N/A
3. Required core courses to complete MS (at least 15 hours must be 8000 level & above)

**Year 1 of Master's (as Provisional Graduate Student- dual credit)**

| Course number              | Course title                                                          | Credit hours |
|----------------------------|-----------------------------------------------------------------------|--------------|
| ESC_PS 7170                | Introduction to Applied Statistics                                    | 3            |
| PRST 7208                  | Administration and Organizational Behavior                            | 3            |
| PRST 7100<br>(forthcoming) | Ethics & Diversity                                                    | 3            |
| 2 from the<br>following:   |                                                                       |              |
| PRST 7250                  | Parks, Health and Wellness                                            | 3            |
| PRST 7260                  | Sustainable Tourism                                                   | 3            |
| PRST 7333                  | Park and Sport Facility Operations                                    | 3            |
| PRST 7340                  | Recreation Land Management                                            | 3            |
| PRST 7357                  | Domestic and International Tourism: Resources,<br>Market, and Impacts | 3            |
| PRST 7150<br>(forthcoming) | Contemporary Issues in Sport                                          | 3            |
| PRST 7385<br>(forthcoming) | Legal Aspects in Sport                                                | 3            |
| <b>Total hours</b>         |                                                                       | 15           |

**Year 2 of Master's (As Graduate Student [minimum of 18 credits])**

| Course number      | Course title                       | Credit hours |
|--------------------|------------------------------------|--------------|
| PRST 8400          | Constructs of Leisure              | 3            |
| PRST 8430          | Research Methods                   | 3            |
| PRST 8089 / 8090   | Research Project / Thesis Research | 6            |
| 8000               | Grad Level Course                  | 3            |
| 8000               | Grad Level Course                  | 3            |
| <b>Total hours</b> |                                    | 18           |

4. Requirement for thesis, internship, or other capstone experience:

PRT 8089 Research Project (non-thesis) or PRT 8090 Thesis Research

**5. Any additional features of the program:**

There is no accreditation body that certifies students at the graduate level for PRST.

Students are eligible for a variety of funding mechanisms to pay for graduate school. The most common ones are graduate teaching or research assistantships. Other sources of funding include foreign governments, fellowships through Fulbright, Peace Corps, or other organizations. Self-pay is an option that is chosen by some students and/or their parents.

### **3.C. Program Goals and Assessment**

- Each faculty member assesses learning outcomes for his / her class. Key competencies and learning objectives developed by M.S. students in the School of Natural Resources incorporate skills and processes leading to the thesis (or project), which is a substantial part of evidence demonstrating academic excellence.
- The unit goal of our unit is to retain 100% of our applicants for graduation within 3 years.
- PRT will admit up to 3 new students each year, initially, culminating in 5 later on, under this accelerated program format.
- The proportion of students who will achieve licensing, certification, or registration is not applicable to this program.
- The undergraduate degree program in Park, Recreation, and Sport has a placement rate of 100% within 6 months of graduation. We expect the graduates from the accelerated program will have similar results.
- Awards and scholarships granted by professional agencies and associations.

### **3.D. Student Requirements**

- The student must have completed 90 credit hours toward a B.S. degree in Parks, Recreation & Sport with a 3.5 GPA or higher.
- The student must apply online to the MU Graduate School.
- The student must request official transcripts from each university attended.
- The student must write a statement of purpose which outlines their academic and professional history, future goals, and how they plan to achieve them using this degree. This document must include the name of a faculty member who has agreed to supervise the student.
- The student must obtain 3 letters of recommendation, at least 2 from academics.
- The student must have completed an internship or other suitable capstone experience from MU prior to admittance into this program.

### **3.E. Faculty and Administration**

Dr. Mark Morgan, Associate Professor and Graduate Emphasis Coordinator will be responsible for the success of this program. About 10% of his time is allocated for this duty.

Each faculty member, TT and NTT, are eligible to advise graduate students in this program

Dr. Mark Morgan, Graduate Emphasis Coordinator

Dr. Sonja Wilhelm Stanis, Associate Director, SNR

Dr. Dana Massengale, Sport Management

Dr. Michelle Brimecombe, Sport Management

Dr. Shuangyu Xu, Tourism

Dr. Christine Li, Environmental Education

Dr. Jenny Wentz, PRT Undergraduate Coordinator, Recreation Administration

This degree program has no special requirements (degree status, training, etc.) for teaching

PRT faculty often provide extracurricular options for graduate students such as field trips, professional conferences & workshops, online classes, teaching experiences, etc. Many students take advantage of these learning opportunities through active participation, thus enhancing their career potential and meeting a variety of professionals by doing so.

### **3.F. Alumni and Employer Survey**

To assess the program, various measures will be used to collect and analyze data as described:

Alumni Survey and Interviews

- Employer Survey and Interviews
- Undergraduate Survey and Interviews
- Enrollment Data
- Career Outcome Success Rates

Through these methods, key categories will be identified and evaluated such as:

- Program effectiveness
- Curriculum design and structure
- Student Competence
- Employment Success, Advancement and Success

Several methods will be used to obtain feedback from employers of graduates:

- Formal conversations with employers over zoom or telephone
- Use of social media (student & agency accounts)

- Informal conversations at professional meetings / workshops