

Meeting Minutes



February 22, 2022 1:30-3:00 PM

1. Call to order

Anita Cowan, Lissa Behm-Morawitz, Jeni Hart, Alan Parrish, Dana Martin, Christine Van Pool, Gui DeSouza, Chi-Ren Shyu, Amanda Hoffman, Ashley Siebenaler, Julija Sukys, Azlin Mustapha, Candace Kuby, Chris VanPool, Christopher Daniggelis, Ellen Chiocca (Sub for Miriam Butler), Keith Greenwood, Yuwen Zhang, Wilson Freyermuth, Corinne Valdivia, Wenjun Ma, Michael Calcutt,

2. Acceptance of the agenda

3. Approval of minutes from January 25, 2022 meeting

Moved to approve – Gui DeSouza

Seconded – Keith Greenwood

4. Committee Reports: a. Academic Affairs – Prof. Sue Boren, chair

i. Course Approvals

Committee recommended 18 courses for approval (list is below)

Senate approved recommendations.

ii. Program Approvals – Minor Changes

a. EdSp in Educational Leadership and Policy Analysis (Dr. Margaret Whitaker)

Moving to online 30 hour degree. Depending on the administrative path they choose, which influences the changes to internship hours, the total program could reach 36 hours.

(see proposal below)

Move to approve- Candice Kuby

Seconded – Corrine Valdivia

Discussion – none

Approved - 16

Abstain – 1

Motion passed

b. MS in Sports and Recreation Management (Dr. Michelle Brimecombe)

(See proposal below)

Online degree focused on working professionals and requires a project rather than a thesis. However, an on-campus option is available for those students that would prefer to go the thesis route.

Q – Are the students enrolled in a capstone class the final semester, if a group project is everyone accountable? They will work as a group but each individual will be accountable for their own section of the project.

Q –What is the process for someone who doesn't measure up? The student will have the option to do another project, individually if staff is available or wait until the following fall for the group class.

Moved to approve- Julia Sukys

Seconded-Damon Hall

Yes- 16

No – 0

Abstain - 0
Approved

c. PhD in Human Development and Family Science (Dr. Ashley Lester)

(See proposal below)

Due to transition of HES, HDFS would like to have a standalone PhD degree. Expectation is enrollment of 7-10 persons. TAM and Arch studies would remain in HES PhD program. This change could have an impact on TAM and Arch studies enrollment in the PhD program.

Motion to approve - Corrine
Seconded – Julija
Discussion – none
Yes – 17
No – 0
Abstention – 0
Approved

Statement on Behalf of Doctoral Faculty in TAM and ArchST

The PhD in Human Environmental Sciences has a long history of addressing human needs and enhancing individual and family life in a diverse and global society by conducting advanced research. Re-organization of the College of HES in 2021 posed a unique challenge to continue a cohesive degree program given that HDFS is now in the College of Education and Human Development, and ArchSt and TAM are now in the College of Arts and Science. As we envision the future of our program, a separation between HDFS and ArchST/TAM would provide new opportunities to build our respective programs and align with our new colleges.

As HDFS moves forward with an independent degree program, the faculty in ArchSt and TAM are confident that we would continue enhancing the program impact by addressing some of the most fundamental and basic human needs – the need of clothing and built environment— where our unique doctoral programs advance human-centered research on these universal needs. With the separation, the remaining two programs would continue focusing on our synergies to produce the next generation of leaders, educators, and researchers in our fields. Both ArchSt and TAM are nationally and internationally known for our cutting edge research agendas and graduate programs, and we would like to continue our work under the PhD in HES program. To help facilitate this, upon separation, we plan to explore moving this program into the College of Arts and Science for administrative purposes, and the Deans of the College of Arts and Science (Interim Dean Cooper Drury, Senior Associate Dean Stephanie Shonekan, and Associate Dean for Graduate Studies Programs and Strategic Initiatives Jamie Arndt) strongly supports the plan.

b. Awards – Prof. Chris Daniggelis, chair

Awards packets have been sent for review. There were 7 applications for the Anderson Teaching Assistant award and 11 for the Anderson Research assistant award. The committee is looking for volunteers to review the Guttermuth and Abell awards.

c. Policy subcommittee – Prof. Julija Sukys, chair i. Appeals Process for Decisions Regarding Assistantships (edited version of previously discussed policy)

See below for edited policy

Motion to approve w/edits – Candice Kuby
Seconded – Gui DeSouza

Yes 17
No - 0
Abstain - 0
Approved with edits

5. Report: Graduate Professional Council – Ms. Amanda Hoffmann, GPC Representative

GPC sent out a survey to graduate and professional students regarding Covid-19, the deadline is this Friday. ASUM fee will be on the referendum for vote, proposed to be a permanent fee. ASUM is a lobbying group for students.

6. Report: Liaison to Faculty Council – Prof. Corinne Valdivia

FAC passed 2 resolutions regarding salary cuts and shared governance. FAC felt that Dr. Choi's response to the salary cuts and shared governance was inadequate. They are discussing how to proceed regarding the muted response from the President/Chancellor.

There was also discussion on the budget allocation and funds being used for MizzouForward.

7. Report: Graduate School – Prof. Jeni Hart, Dean of Graduate School and Vice Provost for Graduate Studies

FAC is taking up the grading policy for graduate students and submitting it to the handbook.

Faculty and students are incurring some E-performance challenges and HR is helping with the kinks.

My vita is up and running, PhD students are required but all students can use it.

Pres/Chancellor Choi is focused on doing away with 0.25 FTE assistantships. He would like to have all graduate and professional students at 0.5 FTE assistantships. Some exceptions will be allowed for those that have special circumstances. There are currently 213 students in 0.25 FTE assistantships. He is also encouraging students to apply for outside fellowships.

The Graduate School is currently interviewing for a grant writer.

8. Resolutions

9. ITAP Appeal – Call for volunteers

A call for 3 senators to assist with an appeal. Please contact Alan Parrish if you are interested.

Gui DeSouza volunteered

10. Adjournment

3:02pm

Code	Title	Status	Initiator	Received
ACCTCY 9419	ACCTCY 9419: Seminar in International Accounting Research	Added	blyther	2/10/2022
ARH VS 8110	ARH VS 8110: Introduction to Graduate Study	Edited	stantona	2/10/2022
ARTGE VS 7512	ARTGE VS 7512: Principles of Arts Entrepreneurship	Added	lgdck	1/27/2022
ARTGE VS 7960	ARTGE VS 7960: Graduate New Media I	Added	bitsicask	2/14/2022
ASTRON 7750	ASTRON 7750: Interstellar Medium	Edited	kosztind	2/14/2022
CH ENG 4235	CH ENG 4235: Advanced Separation Processes	Added	hammondkd	2/15/2022
CMP SC 4080	CMP SC 4080: Parallel Programming for High Performance Computing	Edited	chandlerjo	2/10/2022
CV ENG 4105	CV ENG 4105: Asphalt Materials and Mixture Design	Edited	tietzc	2/10/2022
ECE 4080	ECE 4080: Parallel Programming for High Performance Computing	Added	chandlerjo	2/10/2022
F S 4970	F S 4970: Food Product Development	Edited	aemdhc	2/10/2022
FINPLN 8488	FINPLN 8488: Household Financial Decision Making	Edited	habbrookshirej	2/14/2022
IMSE 4500	IMSE 4500: Introduction to Manufacturing Processes	Edited	noblej	2/10/2022
IS LT 7355	IS LT 7355: Web Design and Development	Edited	adamae	2/10/2022
MPP 7424	MPP 7424: Medical Pharmacology	Edited	parrishar	2/15/2022
MPP 8350	MPP 8350: Medical Physiology II	Added	poloparadal	2/15/2022
MPP 8550	MPP 8550: Skills in Translational Biosciences I	Edited	parrishar	2/10/2022
V BSCI 8420	V BSCI 8420: Veterinary Physiology	Edited	cummingske	2/10/2022
VET TCH 4333	VET TCH 4333: Veterinary Cell Biology	Added	wallacela	2/10/2022

236: EDSP IN EDUCATIONAL LEADERSHIP AND POLICYANALYSIS WITH EMPHASIS IN PK-12 EDUCATIONAL LEADERSHIP AND ADMINISTRATION, ELEMENTARY AND SECONDARY PRINCIPAL AND SUPERINTENDENT, CERTIFICATION

In Workflow

1. Form Check (whitneycm@missouri.edu)
2. Initial Prov Rvw (socaridesa@missouri.edu; bearyj@missouri.edu)
3. ED_LPA Chair (diems@missouri.edu)
4. EDUC CC 2 (adkinsde@missouri.edu)
5. EDUC Dean (fellabaumje@missouri.edu; nicholssl@missouri.edu)
6. Workflow Rvw (whitneycm@missouri.edu)
7. AAC-GFS Vote (borens@health.missouri.edu; freyermuthr@missouri.edu; neumans@missouri.edu; martindan@health.missouri.edu; mustaphaa@missouri.edu; desouzag@missouri.edu; wma@missouri.edu)
8. AAC-GFS Chair (borens@health.missouri.edu)
9. GFS Pres (parrishar@health.missouri.edu)
10. Grad Dean Rvw (hartjl@missouri.edu)
11. Provost (socaridesa@umsystem.edu;bearyj@missouri.edu)
12. UM (schaffin@umsystem.edu; zlkhd4@missouri.edu)
13. MDHE/CBHE (schaffin@umsystem.edu; zlkhd4@missouri.edu)
14. SAR (kochra@missouri.edu)
15. OUR catalog (muregistrarcatalog@missouri.edu)

Approval Path

1. Wed, 27 Oct 2021 21:31:41 GMT
Carla Whitney (whitneycm): Approved for Form Check
2. Fri, 29 Oct 2021 13:55:32 GMT
Jacqueline Beary (bearyj): Approved for Initial Prov Rvw
3. Fri, 29 Oct 2021 14:18:33 GMT
Sarah Diem (diems): Approved for ED_LPA Chair
4. Fri, 03 Dec 2021 22:37:37 GMT
Denice Adkins (adkinsde): Rollback to Initiator
5. Fri, 10 Dec 2021 20:31:16 GMT
Carla Whitney (whitneycm): Approved for Form Check
6. Sat, 11 Dec 2021 22:04:43 GMT
Alexandra Socarides (socaridesa): Approved for Initial Prov Rvw
7. Sun, 12 Dec 2021 01:08:30 GMT
Sarah Diem (diems): Approved for ED_LPA Chair

8. Sun, 12 Dec 2021 18:53:00 GMT
Denice Adkins (adkinsde): Approved for EDUC CC 2
9. Mon, 13 Dec 2021 18:35:50 GMT
Jennifer Fellabaum-Toston (fellabaumje): Approved for EDUC Dean
10. Mon, 13 Dec 2021 19:25:26 GMT
Carla Whitney (whitneycm): Approved for Workflow Rvw
11. Thu, 27 Jan 2022 23:48:52 GMT
4/7 votes cast.
Yes: 100% No: 0%
Approved for AAC-GFS Vote
12. Fri, 28 Jan 2022 01:00:43 GMT
Suzanne Boren (borens): Approved for AAC-GFS Chair

History

1. Dec 11, 2020 by cladmin-rpospisil

Date Submitted: Fri, 10 Dec 2021 17:28:41 GMT

Viewing: EdSp in Educational Leadership and Policy Analysis with Emphasis in PK-12 Educational Leadership and Administration, Elementary and Secondary Principal and Superintendent, Certification

Last approved: Fri, 11 Dec 2020 20:04:45 GMT

Last edit: Mon, 13 Dec 2021 18:35:14 GMT

Changes proposed by: whitakerme

Contact Information:

Proposer User ID:

whitakerme

First Name:

Margaret (Beth)

Last Name:

Whitaker

E-mail:

whitakerme@missouri.edu

Phone:

573/882-8221

Department:

Ed Leadership & Pol Analysis

Primary Contact: The Primary Contact should be an individual who was integrally involved in the writing of this proposal, and will be able to answer questions regarding its content. Are you the Primary Contact for this proposal, or are you submitting this proposal on behalf of another individual/group?

I am the Primary Contact

Collaborating Writers: Are there any other individuals from MU who were integrally involved in the writing of this proposal?

No

Program Characteristics:

Campus:

University of Missouri - Columbia

Type of Program:

Emphasis for Specialist

Parent degree for emphasis: Select the degree program to which the emphasis is attached.

EdSp in Educational Leadership and Policy Analysis

Emphasis Required or Optional: Is the student required to choose an emphasis area to go with the degree, or can they receive the degree without an emphasis?

Emphasis is Required

Specify program level:

Graduate

Program Title: List the exact name of the program. If a degree, include the abbreviation for the degree (i.e. BA, BS, MS, PhD). If a minor, graduate minor, certificate or graduate certificate, include this first in the program title. If an emphasis, first list the parent degree title (i.e. BA in Undergraduate Studies), followed by "with Emphasis in", followed by the emphasis title.

How it is listed here is what will display on the transcript (and diploma if a degree).

Program Title:

EdSp in Educational Leadership and Policy Analysis with Emphasis in PK-12 Educational Leadership and Administration, Elementary and Secondary Principal and Superintendent, Certification

College(s) or School(s) offering the program: Select the college or school offering the program. If more than one, use the green plus sign to add rows for listing additional colleges, and use the green arrows to list the primary unit at the top.

College

1 Education & Human Development

Unit(s) offering the program: Select the unit offering the program. If more than one, use the green plus sign to add rows for listing additional units, and use the green arrows to list the primary unit at the top. Only units currently offering programs are in the list. See the blue help bubble for instructions if unit is not listed.

Units (Departments, Divisions, etc.)

1 Educational Leadership & Policy Analysis

Total credits required for graduation/completion:

30

Total Credits Change: For the change in total credits reported above, to what extent would you classify this change?

Minimal

Mode of Program Delivery: Select the option below which best fits the program.

E-Learning Program – 100% of the program is online. May have proctored exams for courses.

Process for Mode of Delivery Change: Describe your process for implementing the change in mode of delivery.

This program has been part of Mizzou Online for seven years and offered in a blended format. The Covid-19 pandemic has allowed us to experience the student benefit to offering this EdS program fully online. Student accessibility has become more equitable and this mode of delivery fits the working professionals we serve. The current students have experienced the program thus far using this E-learning model. The feedback has been positive from the students and they appreciate engagement without having to travel to campus once a month. All of the professors teaching the courses in this program have completed the UM System online certification requirements. The restructuring of courses and online delivery adjustments have been met with approval from our students. This change will also allow our program to be more competitive in the marketplace. During this transition, we have been careful to maintain quality and rigor in the program. It is vital that our product be of the highest quality to allow students to pass state certification requirements and become successful school leaders.

CIP Code: Use the "Find" link to search the government database for applicable CIP Code.

13.0401 - Educational Leadership and Administration, General.

Fit with University Mission and Other Academic Programs:

Duplication within the state:

Market Analysis - Need/Demand:

Market Analysis – Need for Program:

Student Enrollment Projections: Estimate the total student enrollment in the program for the fall semester for the first five

years. Year	1	2	3	4	5
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Student Enrollment Projections - New to MU: Estimate the total enrollment of students new to MU in the fall semester for the first five years.

Year	1	2	3	4	5
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Financial Projections:

Business and Marketing Plan - Recruiting and Retaining Students:

Program Curriculum:

Program Structure

4 236: EdSp in Educational Leadership and Policy Analysis with Emphasis in PK-12 Educational Leadership and Administration, Elementary and Accelerated Program: Does this change proposal include a new accelerated option within an existing program(s)?

No

Secondary Principal and Superintendent, Certification

Dual Degree: Does this change proposal include a new dual degree option with existing programs?

No

Program Requirements: Describe all requirements for the program. This content will be displayed in the Program Requirements area of the online University Catalog.

Program Requirements:

Degree Requirements

ED_LPA 8417	Site-Level Organization and Leadership	3
ED_LPA 8419	Superintendent: Structures and Processes for Effective Schools	3
ED_LPA 8423	Advanced Leadership for Learning Environments	3
ED_LPA 8424	Education Politics and Policymaking	3
ED_LPA 8431	Leadership for Data-Driven Change (this course may be waived if student had similar course in Master's program)	3
ED_LPA 9420	Superintendent: Fiscal Leadership and Management	3
ED_LPA 9424	Superintendent: Instructional Leadership	3
ED_LPA 9429	Superintendent: Communication, Team Leadership	3
ED_LPA 9435	Superintendent: Legal Leadership and Management	3
ED_LPA 9461	Ethics in Education	3
ED_LPA 9481	Internship in Educational Leadership and Policy Analysis	3

Internship Requirement

Students may become eligible for both elementary and secondary level principal certifications by completing two internships, but in two or three semesters (ELPA 9481 - a total of 3 graduate hours). To be eligible for PK-12 building level certifications, 300 internship hours must be completed. Specific activities and expectations are provided to students by their internship advisor.

Students may become eligible for central office/superintendent certification by completing the internship experience required by ELPA for graduation and recommendation to the MO DESE for central office/superintendent certification. This is usually gained over two semesters (a total of 3 graduate hours). To be eligible for central office/superintendent certification, 300 internship hours must be completed. Specific activities and expectations are provided to students by their internship advisor.

All internships may be completed simultaneously, if the student's workday and class schedule allows. (For two building

level internships and one central office internship, however, it is unlikely that a student would be able to complete all requirements in one semester.) The total number of graduate hours required for both K-12 principal and central office/superintendent certifications is

6. **NOTE:** DESE requires two years of building-level administration before they will issue a superintendent certificate.

Additional Faculty: For each level of expertise, provide the number of additional faculty that will be needed to deliver the program. If none, indicate 0.

Accreditation:

Plans to apply: Do you plan to apply for program specific accreditation?

Yes

Name of accrediting agency:

Council for the Accreditation of Educator Preparation (CAEP)

Timeline and process for achieving accreditation:

Accreditation was awarded in summer of 2021. We will cycle through the process again in 7 years. Ongoing data collection and program improvement continues between accreditation visits.

Catalog Information:

Information provided in this section is used to automatically populate program information in the online university catalog when published each year in June.

For Registrar use only:

C02750

Academic Plan code:

EDLPA_EDSP

Secondary Principal and Superintendent, Certification

5

Academic Subplan code:

ELA_ESPS

Reviewer Comments:

Lori Hartman (hartmanlo) (Tue, 16 Nov 2021 21:18:48 GMT): Updated workflow to include steps for AAC-GFS Vote and AAC-GFS Chair.

Denice Adkins (adkinsde) (Fri, 03 Dec 2021 22:37:37 GMT): Rollback: Rollback for clarifications in program proposal as explained in email.

Jennifer Fellabaum-Toston (fellabaumje) (Mon, 13 Dec 2021 18:35:14 GMT): Updated the course list to reflect the ED_LPA 9481 requirement, as requested.

Key: 236

809: MS IN SPORT AND RECREATION MANAGEMENT

Vote Required for Approval

View Voting Results (<http://catalog.missouri.edu/programadmin/809/>)

Votes Cast: 2

Yes 100%

No 0%

In Workflow

1. Form Check (whitneycm@missouri.edu)
2. NAT_R Chair (marketp@missouri.edu)
3. CIP Code Rvw (eimersm@missouri.edu)
4. CAFNR CC Vote (lupoa@missouri.edu; choseo@missouri.edu; nilonc@missouri.edu; clarkea@missouri.edu; upahj@missouri.edu; parcellj@missouri.edu; tummonsj@missouri.edu; straucht@missouri.edu; freyermuths@missouri.edu; petersonca@missouri.edu; finked@missouri.edu; medrh7; schumacherl@missouri.edu)
5. CAFNR CC Chair (lupoa@missouri.edu)
6. CAFNR Dean (gartonb@missouri.edu)
7. Workflow Rvw (whitneycm@missouri.edu)
8. CAFNR Dean (gartonb@missouri.edu)
9. AAC-GFS Vote (borens@health.missouri.edu; freyermuthr@missouri.edu; neumans@missouri.edu; martindan@health.missouri.edu; mustaphaa@missouri.edu; desouzag@missouri.edu; wma@missouri.edu)
10. AAC-GFS Chair (borens@health.missouri.edu)
11. GFS Pres (parrishar@health.missouri.edu)
12. Grad Dean Rvw (hartjl@missouri.edu)
13. Provost (martensmp@missouri.edu; bearyj@missouri.edu)
14. UM (schaffin@umsystem.edu; zlkhd4@missouri.edu)

Approval Path

1. Tue, 02 Nov 2021 21:08:55 GMT
Carla Whitney (whitneycm): Approved for Form Check
2. Wed, 03 Nov 2021 01:55:24 GMT
Patrick Market (marketp): Approved for NAT_R Chair
3. Fri, 12 Nov 2021 15:03:14 GMT
Mardy Eimers (eimersm): Approved for CIP Code Rvw
4. Wed, 08 Dec 2021 19:34:18 GMT
7/13 votes cast.

Yes: 100% No:

0%

Approved for CAFNR CC Vote

5. Wed, 08 Dec 2021 21:33:14 GMT
Anthony Lupo (lupoa): Approved for CAFNR CC Chair

6. Thu, 09 Dec 2021 17:00:54 GMT
Bryan Garton (gartonb): Approved for CAFNR Dean

7. Thu, 09 Dec 2021 17:40:57 GMT
Carla Whitney (whitneycm): Approved for Workflow Rvw

8. Thu, 09 Dec 2021 17:48:23 GMT
Bryan Garton (gartonb): Approved for CAFNR Dean

New Program Proposal

Date Submitted: Tue, 12 Oct 2021 16:25:13 GMT

**Viewing: MS in Sport and
Recreation Management**

Last edit: Tue, 16 Nov 2021

17:45:51 GMT

Changes proposed by: mjbyk3

Contact Information:**Proposer User ID:**

mjbyk3

First Name:

Michelle

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Brimecombe

E-mail:

mjbyk3@missouri.edu

Phone:

573/882-9517

Department:

School of Natural Resources

Primary Contact: The Primary Contact should be an individual who was integrally involved in the writing of this proposal, and will be able to answer questions regarding its content. Are you the Primary Contact for this proposal, or are you submitting this proposal on behalf of another individual/group?

I am the Primary Contact

Collaborating Writers: Are there any other individuals from MU who were integrally involved in the writing of this proposal?

Yes

Contact Information for Collaborating Writer(s): Enter the User ID(s) of the collaborating writer(s). Use the green plus sign to add rows as needed.

User ID	First Name	Last Name	Email	Phone	Department
massengaled	Dana	Massengale	massengaled@missouri.edu	573/884-9773	School of Natural Resources
sxdzb	Shuangyu	Xu	sxu@missouri.edu	573/884-8014	School of Natural Resources

Program Characteristics:**Campus:**

University of Missouri - Columbia

Type of Program:

Masters

Emphasis Areas: Do you have plans at this point to have emphasis areas to go with this degree?

No

Specify program level:

Graduate

Program Title: List the exact name of the program. If a degree, include the abbreviation for the degree (i.e. BA, BS, MS, PhD). If a minor, graduate minor, certificate or graduate certificate, include this first in the program title. If an emphasis, first list the parent degree title (i.e. BA in Undergraduate Studies), followed by "with Emphasis in", followed by the emphasis title.

How it is listed here is what will display on the transcript (and diploma if a degree).

Program Title:

MS in Sport and Recreation Management

College(s) or School(s) offering the program: Select the college or school offering the program. If more than one, use the green plus sign to add rows for listing additional colleges, and use the green arrows to list the primary unit at the top.

College

1 Agriculture, Food & Natural Resources

Unit(s) offering the program: Select the unit offering the program. If more than one, use the green plus sign to add rows for listing additional units, and use the green arrows to list the primary unit at the top. Only units currently offering programs are in the list. See the blue help bubble for instructions if unit is not listed.

Units (Departments, Divisions, etc.)

1 Natural Resources

Total credits required for graduation/completion:

30

Mode of Program Delivery: Select the option below which best fits the program.

E-Learning Program – 100% of the program is online. May have proctored exams for courses.

CIP Code: Use the "Find" link to search the government database for applicable CIP Code.

31.0504 - Sport and Fitness Administration/Management.

Term Start: Estimate the first term students will enroll.

Fall 2022

Term Graduate: Estimate the first term students will graduate.

Spring 2024

Fit with University Mission and Other Academic Programs:

Alignment:

Alignment with Campus Strategic Plan: Explain how the program aligns with campus goals and priorities as stated in the Campus Strategic Plan (refer to blue help bubble), as well as college and department goals.

Support for this program is strong, because the Online MS degree directly addresses several aspects of CAFNR's strategic plan, including key aspects such as building a culture with increased emphasis on high-impact research and scholarship, as well as serving industry and community needs by producing a stream of workforce-ready graduates.

The complexity, globalization, and impacts the sport and recreation industries have on society create the demand and need for the precise preparation. The sport and recreation management curriculum will emphasize the unique business, management, marketing and ethical principles and practices necessary to succeed in these industries. Ultimately, the program will prepare professionals who are critical thinkers, interdisciplinary in their approach, and capable of effectively managing and marketing sport and recreation enterprises in vastly different markets. The Sport and Recreation Management curriculum will provide both skill-based and theoretical frameworks in business management with an applied practice to sport and recreation management.

Duplication within the state:

Potential Duplications at MU or within UM: Does a similar program exist at MU or at another UM System school?

No

Market Analysis - Need/Demand:

Market Analysis – Need for Program:

Market Demand: Based on national, regional, state, or local market demand, justify the need for graduates of this program. Provide convincing data from sources such as MERIC or Bureau of Labor Statistics.

Competitor Analysis

89 institutions are listed as conferring online master's degrees in 2018 or 2019, in the programs of interest:

Sport and Fitness Administration/Management; Sport Studies; or Hospitality Administration/Management, General (CIP codes 31.0504, 31.0508, and 52.0901, respectively). 16 of these programs are from the region, using Missouri/Illinois/Kansas/Arkansas/Iowa/ Oklahoma/ Nebraska/Tennessee and Kentucky as the region. 50 programs are from public institutions, and 39 at private. A link to the program, term length, and tuition rate have been included for each program with over fifty 2019 conferrals. While 89 institutions are listed as offering online master's degrees in Sport and Recreation Management nationwide in 2019, Concordia University-Irvine reported the most conferrals in AY2019 at 420 conferrals. 61 institutions reported conferrals for an online master's degree in Sport and Recreation Management in 2015. In the AY2015-AY2019 timeframe, the total number of online master's degrees conferred in Sport Recreation and Management increased from 2,576 to 3,139 conferrals. In AY2019, average conferrals for public and private institutions listed as offering these programs online was therefore 35 conferrals (please refer to Attachment 3 for detail)

Jobs Report

A detailed jobs report was conducted during March of 2021 as a part of the demand analysis (please see Attachment 3 for detail). However, this analysis was collected during a global pandemic as a result the data may be skewed. The committee tasked with completing this report and creating this proposal suggests the data to be collected again in the Spring/Summer of 2022.

The jobs report used the filters of: Last 12 months (Mar. 1, 2020 - Feb. 28, 2021) AND Nationwide AND ((Education: Master's degree(specified)) AND (Program of study: Sport and Fitness Administration/Management (specified) OR Program of study: Sports Studies (specified) OR Program of study: Hospitality Administration/Management, General (specified))) AND (Included Postings: All New Jobs) yielding 1,403 available positions.

Within these results the top three career categories were: 1) coaches and scouts; 2) postsecondary teachers, all other; and 3) medical and health services manager. The 'top titles' within advertised postings were: 1) executive director; 2) general manager;

and 3) performance specialist. The top skills in greatest demand (which would all be greatly covered in our online course's) are: 1) communication skills; 2) planning; and 3) teamwork/collaboration.

Local Support from Missouri Parks and Recreation Association

Missouri Parks and Recreation Association (MPRA) is a non-profit association who provides opportunities for Missouri residents to enjoy parks, recreation, sport, and leisure activities.

The non-profit association, whose members that work to provide opportunities for all the state's citizens to enjoy quality leisure activities. "MPRA strives to maintain high standards of professional ethics and practices by promoting continuing education for its membership. The association encourages the support of college and university curricula to enhance research and assure a well-trained stream of future professionals" (Home, 2021). As of June 2021, MPRA works with 2224 practitioners, 113 parks and recreation agencies, and has 36 partners all of which our new degree program could benefit from Home. (2021). MPRA. [https:// www.mopark.org/](https://www.mopark.org/).

Meeting Missouri's Needs: Explain how the program will help meet Missouri's academic, economic and societal needs.

The proposed program would enhance the University's ability to develop opportunities in natural resources, specifically sport and recreation management. The online degree is innovative, flexible, and draws on the strengths of the current faculty and courses in the School of Natural Resources. It would increase the number of high-quality postsecondary credentials to meet the demands of the economy in the region, state, and an increasingly global market. Future employment opportunities for parks and recreation management graduates with degrees at every level are exceptional in both the near and long term. The discipline of sport and

recreation management is exploding as a field of study, with a dramatic increase in the need for individuals with post baccalaureate education and training. Sport and recreation employers often require advanced degrees from accredited institutions as part of job requirements and/or for promotion. The principal target student population for the sport and recreation management degree are working professionals who have received their undergraduate degree and are pursuing career advancement or changing fields.

Missouri, including Columbia, the Kansas City metropolitan area and St Louis, offer an abundance of sport and recreation related businesses that provide potential student population as well as places of internship for program completion.

Student Enrollment Projections: Estimate the total student enrollment in the program for the fall semester for the first five years.

Year	1	2	3	4	5
------	---	---	---	---	---

Total	15	17	20	22	25
Student Enrollment Projections - New to MU: Estimate the total enrollment of students new to MU in the fall semester for the first five years.					
Year	1	2	3	4	5
Total	15	17	20	22	25

Market Analysis – Student Demand for Program:

Student Demand: Describe the evidence of sufficient student demand to support a viable program. The demand must be sufficient to project fiscal and academic viability within five years of the start of the program.

For this occupation, the number of jobs at the master's level is expected to increase over the next 8-10 years, with a predicted employment trend of 1.40%, an average rate of growth (total labor market 4.24%). The median salary in the nation for graduates of these master's programs is \$51,000. 89 institutions are listed as conferring online master's degrees in 2018 or 2019, in the programs of interest: Sport and Fitness Administration/Management; Sport Studies; or Hospitality Administration/Management, General (CIP codes 31.0504, 31.0508, and 52.0901, respectively). A detailed market research report is attached to this proposal as well.

Financial Projections:

Resources: Describe the resources necessary to launch and support the program, including estimates of instructional costs, student advising, support staff, space, library resources, equipment, etc:

The estimated costs of this program included: one teaching faculty member salary and benefits along with support from projected support from MU Financial Aid, MU Mission Support, MU Student Services and CAFNR Student Services. All together, each course would cost approximately between 24,570 - 29,467 to run with an estimated enrollment of 15-20 students. Detailed calculations are provided in the uploaded document.

New Revenue: Describe the new revenue to be generated from program enrollment by students NEW TO MU, including any new or additional fees to be collected:

Using the FY2022 UG Subject Area & Course Revenue-Cost Estimator for projected enrollments of 15 and 20 respectively. It is estimated each course will earn a profit ranging from 4,662.00 to 9,509.00. It is the recommendation of this committee that six eight- week online courses are run on a yearly basis. Therefore, the new online program will earn a profit ranging from 27,972.00 to 57,054 annually. Detailed calculations are provided in the uploaded document.

Business and Marketing Plan - Recruiting and Retaining Students:

Marketing Strategy: How will the program be marketed to attract new students to it?

The target market(s) for the Sport and Recreation Management Online MS Degree Program will be: 1) graduate students looking to have a flexible course load and tailor their studies to an area of interest (e.g., recreation, sport, inclusion and diversity, management and administration); 2) students graduating with their BS or BA with a desire to pursue a career in the sport and/or recreation industries; 3) working professionals who are looking to advance in their careers; and 4) individuals looking to start their careers in sport and/or recreation management. This potential student outreach will be conducted through various ways:

- 1) The use of the Universities Graduate Programs Office and MU Online admissions teams. The admissions teams will be invited to sit with faculty in the program once a year to update them on the happenings in and out of the classroom. A 'facts sheet' will be provided to them as well highlighting what we do in the program and what is going on in the industry.
- 2) The use of Missouri Online will be utilized. Faculty will work closely with the marketing personnel to ensure website information is correct (while highlighting the program well), social media (accounts for the program are created) posts are happening on a weekly basis, and to ensure advertising the program is conducted throughout the Midwest for the program.
- 3) Employers within the Midwest will be identified and contacted about the program (e.g., MPRA as highlighted in the document). It will be the goal of this program to create a 'pipeline' of professional individuals wishing to pursue an advance degree in sport and recreation management.
- 4) The use of the Athletics Department. This should be a natural marriage for both departments. Faculty will work closely with

the coaches and current undergraduate student athletes to highlight the program. Coaches are a great recruiting tool for incoming students, and they will be armed with the correct information as they bring in student athletes to the sport and recreation management community.

In addition to the above-mentioned marketing strategies. We plan to add to our marketing mix by recruiting students on our own campus who receive B.S. degrees in related in fields (e.g., business management, journalism). Recruiting students who have earned their BS or BA from other universities in our state, regionally, nationally, and internationally will be perused. One such strategy (depending on cost) will be using resources such as the GRE exam search service, GEM Consortium and other online directories to identify potential candidates who have demonstrated graduate-level readiness for our program.

Finally, social media campaigns will be utilized frequently. The existing program's outlets will be utilized on a weekly basis to generate excitement surrounding the program. New social media outlets will be created and managed by the faculty teaching in the program to highlight it and the students enrolled.

Projected program growth: Project how the program will grow over time and how marketing will change as the program grows.

As the program grows the marketing strategy will evolve as needed. The basic strategy outlined in the above question will still remain, however, marketing efforts will be made to showcase alumni, current students, innovative collaborations between industry and classroom ten fold. By enhancing these additional strategies along with our recruitment marketing it will provide us with a better market positioning.

Retaining Students: Describe the plans to retain students through graduation.

Advising, mentoring and communication strategies will be put in place before the program is officially launched. Students will have a faculty member assigned to assist them though the program who teaching in sport or recreation management. Email blasts, newsletters, and zoom session open hours will be provided to all students to help create a sense of belongingness to the program.

Achieving Enrollment Outcomes: Describe the plans to ensure program enrollment outcomes are achieved.

The plans are outlined above in the various questions in this application. Marketing, communication, recruitment efforts will be made in a consistent manner. Once a student is enrolled they will receive attention to retain them (advising, mentoring, communication) while creating a sense of belongingness. Finally, when students graduate we will continue to work with them as alumni (e.g., inviting them to connect with us at various levels).

Exit Strategy: Provide information regarding the steps the department/academic unit will take if the program underperforms expectations. At what point would the academic unit believe the program needs to be put on hiatus or discontinued?

While it is not the anticipation that this program would be put on hiatus but check's and balances will be placed along the way. This program would be monitored by faculty and administration on a semester basis for enrollment and recruitment. It will be assessed each academic year for improvements or changes needing to be made. If, enrollment numbers do not reach or maintain at 20 students decisions would be made around year five.

Program Goals and Objectives:

Program Goals and Objectives: Briefly describe the goals and objectives of the program.

The Online Master of Science (MS) degree in Sport and Recreation Management at the University of Missouri will strive to offer quality and flexible education integrating masters level work in sport management and recreation management. In addition, the degree will introduce students to innovative course work, potential research opportunities and internships. Our students will be provided an inter- and multi-disciplinary understanding to address management traditions, trends, concerns, and issues as they apply to the sport and recreation industries.

The general goals of the Online MS in Sport and Recreation Management are as follows:

1. Graduates will be competent in critical thinking and information gathering to make sound decisions.
2. Graduates will be prepared to start their career or advance their career in the sport and/or recreation industries.
3. Graduates will be ready to make management decisions while applying theoretical and practical processes they have learned in the program.

Overall Description of Student Learning Objectives: Provide any overall descriptive information regarding the student learning objectives for this program.

The SLO's listed below are an umbrella for what the program will value and stand on. They are in alignment with the University, CAFRN, and the School of Natural Resources. Each learning objective

will govern the program to ensure a well rounded quality product is being produced for all of our stakeholders.

Listing of Student Learning Objectives: Include clearly stated student learning objectives for the program, indicating what students will know (concepts, terminology, methods, history, etc) and what students will be able to do when they complete the program. These should be broad enough to encompass all of the knowledge acquired during the course of study yet specific enough, using active verbs, to communicate clearly to students, parents and other stakeholders what students will know and be able to do. Most programs identify 6-10 student learning objectives. Refer to the blue help bubble for examples or additional assistance.

Provide a minimum of six student learning objectives in the table below. Use the green plus sign to add rows as needed.

Student Learning Objectives	
	Apply critical thinking and techniques to solve real problems related to the management of the sport and recreation industries.
2	Recognize, appreciate, and apply laws as they pertain to ethical situations, and social responsibility working in the sport and recreation industries.
	Employ appropriate communication through writing, research, and speaking with individuals,
4	Assess and critique branding strategies and marketing theories as they apply to both the global and domestic sport and recreation industry while being consistent with the professional standards.
	organizations, media and the public across all sport and recreation industry settings. Utilize management strategies from the organizational behavior and organizational theory levels to change management, employment solutions, and career development.
6	Understand and discuss the categorical effects of diversity, including how people differ based on race, sex, gender, (dis)ability, sexual orientation, religious beliefs, and social class on the sport and recreation industries.

Program Curriculum:

Program Structure

General description: Provide a general description of the structure of the curriculum plan, such as the overall number of credit hours required, general areas of study, planned academic activities, etc. If the program has an online option, explain if instruction is delivered in an asynchronous format, a synchronous format, or both.

After conducting a competitor analysis and research surrounding this proposal (see attached document for detail), the proposed flexible curriculum will be comprised of ten courses equaling 30 credit hours for graduation.

Each students must complete three core courses identified (PRST 8089, PRST 8400, and PRST 8430) and will be allowed to select seven electives depending on their career path of choice in sport or recreation management.

Courses will be completely online 6 week courses (keeping with industry standards) in both asynchronous and synchronous format depending on the course and instructor.

Program Requirements: Describe all requirements for the program. This content will be displayed in the Program Requirements area of the online University Catalog.

Program Requirements:

The proposed flexible curriculum will be comprised of ten courses equaling 30 credit hours for graduation.

Students must complete the following three core courses:

PRST 8400	Constructs of Leisure	3
PRST 8430	Research Methods in Parks, Recreation and Tourism	3
PRST 8090	Thesis Research in Parks, Recreation, Sport and Tourism	1-6
Students will then Choose seven courses depending on their area of interest and study. The following courses have been identified:		
PRST 7208	Administration and Organizational Behavior	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, Market, and Impacts	3
PRST 7385	Legal Aspects of Sport	3
PRST 8080	Foundations of Sport	3

PRST 8088	Sport and Leisure Economics	3
PRST 8436	Visitor Behavior and Policy	3
PRST 8450	Administration in Leisure Service Delivery	3
PRST 8460	Financial Operations in Leisure Service Delivery	3

Additional Information on New Course(s): For any new course(s) being planned but not yet proposed in CIM Courses, provide the information requested in the table below. Use the green plus sign to add rows as needed.

Curriculum	Level of course	Title	Expected Enrollment	Mode of delivery	Prerequisites
PRST - Parks, Recreation, Sport & in Tourism	8XXX	Sport and Recreation Strategic Marketing Recreation	20	Online	
PRST - Parks, Recreation, Sport &	8XXX	Sport and Recreation	20	Online	

Tourism

810: PHD IN HUMAN DEVELOPMENT AND FAMILY SCIENCE

Vote Required for Approval

View Voting Results (<http://catalog.missouri.edu/programadmin/810/>)

Votes Cast: 1

Yes 100%

No 0%

In Workflow

1. Form Check (whitneycm@missouri.edu)
2. H_D_FS Chair (blohman@umsystem.edu)
3. CIP Code Rvw (eimersm@missouri.edu)

4. EDUC CC 2 (adkinsde@missouri.edu)
5. EDUC Dean (fellabaumje@missouri.edu; nicholssl@missouri.edu)
6. Workflow Rvw (whitneycm@missouri.edu)
7. AAC-GFS Vote (borens@health.missouri.edu; freyermuthr@missouri.edu; neumans@missouri.edu; martindan@health.missouri.edu; mustaphaa@missouri.edu; desouzag@missouri.edu; wma@missouri.edu)
8. AAC-GFS Chair (borens@health.missouri.edu)
9. GFS Pres (parrishar@health.missouri.edu)
10. Grad Dean Rvw (hartjl@missouri.edu)
11. Provost (martensmp@missouri.edu; bearyj@missouri.edu)
12. UM (schaffin@umsystem.edu; zlkhd4@missouri.edu)

Approval Path

1. Wed, 27 Oct 2021 21:36:52 GMT
Carla Whitney (whitneycm): Approved for Form Check
2. Wed, 27 Oct 2021 21:46:27 GMT
Brenda Lohman (blohman): Approved for H_D_FS Chair
3. Thu, 28 Oct 2021 15:55:41 GMT
Mardy Eimers (eimersm): Approved for CIP Code Rvw
4. Thu, 18 Nov 2021 17:56:46 GMT
Denice Adkins (adkinsde): Approved for EDUC CC 2
5. Thu, 18 Nov 2021 18:21:59 GMT
Jennifer Fellabaum-Toston (fellabaumje): Approved for EDUC Dean
6. Fri, 19 Nov 2021 17:03:53 GMT
Carla Whitney (whitneycm): Approved for Workflow Rvw

New Program Proposal

Date Submitted: Tue, 26 Oct 2021 14:44:55 GMT

Viewing: PhD in Human Development and Family Science Last edit: Thu, 18 Nov 2021 17:52:42 GMT

Changes proposed by: lestera

Contact Information:

Proposer User ID:

lestera

First Name:

Ashlie

Last Name:

Lester

E-mail:

lestera@missouri.edu

Phone:

573/882-1301

Department:

Human Devl & Family Science

Primary Contact: The Primary Contact should be an individual who was integrally involved in the writing of this proposal, and will be able to answer questions regarding its content. Are you the Primary Contact for this proposal, or are you submitting this proposal on behalf of another individual/group?

I am the Primary Contact

Collaborating Writers: Are there any other individuals from MU who were integrally involved in the writing of this proposal?

Yes

Contact Information for Collaborating Writer(s): Enter the User ID(s) of the collaborating writer(s). Use the green plus sign to add rows as needed.

User ID	First Name	Last Name	Email	Phone	Department
bjlb5f	Brenda	Lohman	blohman@umsystem.e5d7u3/882-6852		Human Devl & Family Science

Program Characteristics:

Campus:

University of Missouri - Columbia

Type of Program:

Doctorate

Emphasis Areas: Do you have plans at this point to have emphasis areas to go with this degree?

No

Specify program level:

Graduate

Program Title: List the exact name of the program. If a degree, include the abbreviation for the degree (i.e. BA, BS, MS, PhD). If a minor, graduate minor, certificate or graduate certificate, include this first in the program title. If an emphasis, first list the parent degree title (i.e. BA in Undergraduate Studies), followed by "with Emphasis in", followed by the emphasis title.

How it is listed here is what will display on the transcript (and diploma if a degree).

Program Title:

PhD in Human Development and Family Science

College(s) or School(s) offering the program: Select the college or school offering the program. If more than one, use the green plus sign to add rows for listing additional colleges, and use the green arrows to list the primary unit at the top.

College

1 Education & Human Development

Unit(s) offering the program: Select the unit offering the program. If more than one, use the green plus sign to add rows for listing additional units, and use the green arrows to list the primary unit at the top. Only units currently offering programs are in the list. See the blue help bubble for instructions if unit is not listed.

Units (Departments, Divisions, etc.)

1 Human Development & Family Science

Total credits required for graduation/completion:

72

Mode of Program Delivery: Select the option below which best fits the program.

Traditional Program – All courses for the program are delivered face-to-face, in writing or orally. No online technology used. May have video of the class that is used during the initial delivery and viewed later.

Delivery Site(s): Select the option below which best describes the physical locations where the program will be delivered. This would include face-to-face sites or sites for receiving remote delivery. This would not include online delivery.

MU Campus

CIP Code: Use the "Find" link to search the government database for applicable CIP Code.

19.0701 - Human Development and Family Studies, General.

Term Start: Estimate the first term students will enroll.

Fall 2021

Term Graduate: Estimate the first term students will graduate.

Fall 2023

Fit with University Mission and Other Academic Programs:

Alignment:

Alignment with Campus Strategic Plan: Explain how the program aligns with campus goals and priorities as stated in the Campus Strategic Plan (refer to blue help bubble), as well as college and department goals.

Our doctorate program has existed for decades as an emphasis area in the PhD in Human Environmental Sciences program; with the dissolution of the College of Human Environmental Sciences, we are proposing to have a stand-alone Doctor of Philosophy in Human Development and Family Science. Our goals and objectives of the program remain the same: to educate the next generation of HDFS researchers and leaders.

We are a research-intensive department, producing on average \$4.2 Million in research expenditures per year (5-year average) with a mission to produce scholarship to understand growth and relationships in diverse contexts, and our doctorate program is designed to prepare future scholars. The courses, assistantships, and co-curricular experiences (e.g., HDFS lecture series) allow students to develop and master research-based skills, such as designing and executing research studies, analyzing quantitative and qualitative data, evaluating programs, writing grants, and collaborating on research teams. The program's focus on preparing scholars aligns with the mission of the department and with the strategic goals of the University (especially student success, research and creative works, and inclusive excellence).

Duplication within the state:

Potential Duplications at MU or within UM: Does a similar program exist at MU or at another UM System school?

No

Market Analysis - Need/Demand:

Market Analysis – Need for Program:

Market Demand: Based on national, regional, state, or local market demand, justify the need for graduates of this program. Provide convincing data from sources such as MERIC or Bureau of Labor Statistics.

Our doctorate program has been successful for decades, and it is evident there is a demand for students trained in our department. In a 2017 market demand survey of family science graduate programs, consulting firm EAB found growing employer demand for leadership and supervisory skills, program evaluation, grant-writing, and professional skills like written and oral communication and some statistical software programs. These are all skills graduates of our doctorate program develop.

In the last eight years, we have admitted an average of 4.15 PhD students and graduated an average of 5.13 students per year. With the end of the pandemic, the hiring of vacated faculty lines, and the improved marketing resources afforded by the College of Education and Human Development, we are confident that we will be able to increase our incoming cohorts to at least 5 PhD students each year, with a goal of 5-10 per year. Our post-graduation employment rate for the last 10 years is 100%, and our alumni go on

to academic positions (e.g., faculty, postdocs) around the country and research and leadership positions in government, research firms, and non-profit sectors. The high employment rate and the varied sectors in which our students find employment indicates that

1) our program prepares students well for the job market, and 2) the skills students developed in our program are in demand and transferable.

Meeting Missouri's Needs: Explain how the program will help meet Missouri's academic, economic and societal needs.

100% of PhD graduates are employed within 6 months of graduation. Alumni work both within and outside of higher education; graduates have worked in Extension, federal and state government agencies, research

institutions, and health and human services agencies in Missouri, in the US, and across the world. In addition to the impact graduates have in their employment after graduation, students have a tremendous impact on our community while they are on-campus. Doctoral students are teaching assistants, research assistants, and graduate instructors, and they help us fulfill the research, teaching, and Extension missions of the University for MU students and citizens. Our students help teach and mentor undergraduate students; they live and buy things in this community, and they have opportunities for outreach and engagement activities (like community teaching).

Student Enrollment Projections: Estimate the total student enrollment in the program for the fall semester for the first five years.

Year	1	2	3	4	5
Total	25	27	30	30	30

Student Enrollment Projections - New to MU: Estimate the total enrollment of students new to MU in the fall semester for the first five years.

Year	1	2	3	4	5
Total	5	5	6	6	7

Market Analysis – Student Demand for Program:

Student Demand: Describe the evidence of sufficient student demand to support a viable program. The demand must be sufficient to project fiscal and academic viability within five years of the start of the program.

There is sufficient student demand for this program. In a 2017 market demand survey of family science graduate programs, consulting firm EAB found growing employer demand for leadership and supervisory skills, program evaluation, grant-writing, and professional skills like written and oral communication and some statistical software programs. Each year we reject approximately half of our applications due to not meeting quality standard, lack of fit with the department, or not having advisor capacity (average rejection rate over the past 8 years is 55%). Our post-graduation employment rate for the last 10 years is 100%, and our alumni go on to academic positions (e.g., faculty, postdocs) around the country and research and leadership positions in government, research firms, and non-profit sectors.

Financial Projections:

Resources: Describe the resources necessary to launch and support the program, including estimates of instructional costs, student advising, support staff, space, library resources, equipment, etc:

There are no new expenses associated with the proposed program. Currently, our graduate student stipends are paid through external fellowships, research assistantships (using funds from faculty members' start-up or grant funds) and teaching assistantships (using revenue from tuition and supplemental fees). Our faculty are actively working to increase the proportion of assistantships funded in the department from external grants.

New Revenue: Describe the new revenue to be generated from program enrollment by students NEW TO MU, including any new or additional fees to be collected:

We anticipate no large sums of additional revenue by moving our doctoral program from an emphasis area in HES to a stand-alone PhD. We will see modest gains in revenue as our student numbers begin to rise to pre-pandemic levels and with the hiring of a replacement faculty member in the Endowed Milsap Professor position.

Business and Marketing Plan - Recruiting and Retaining Students:

Marketing Strategy: How will the program be marketed to attract new students to it?

Because we already have a doctoral program (it currently exists as an emphasis area in the PhD in Human Environmental Sciences), our marketing work has been ongoing. We are continuing to market our program to future researchers with our department's Marketing and Recruitment Committee and with the resources available to us by the College of Education and Human Development's Strategic Communication's office. Our website, marketing materials, and social media presence are continually updated and congruent with

the University of Missouri's branding requirements. The Director of Graduate Studies holds in-person and virtual information sessions to market the graduate programs in HDFS, and we strategically target populations with electronic mailings (e.g., advisors of undergraduate HDFS and related disciplines at MU and other institutions; students who have completed the GRE and who have indicated their interest in HDFS-related study; students in terminal Master's HDFS or related programs; students who have enrolled in the McNair program)

We are targeting the following populations:

- a). high-achieving undergraduates in HDFS and related disciplines at the University of Missouri and beyond
- b). high-achieving graduate students in terminal Master's programs in HDFS or related disciplines at other institutions
- c). high-achieving students from under-represented minority groups.² We send targeted emails to students on the McNair and National name exchange lists. We have a successful history of acquiring recruitment funds from the Grad School to offer one-year fellowships for students from historically underrepresented groups (\$40,000 over the last 5 years).

Projected program growth: Project how the program will grow over time and how marketing will change as the program grows.

We already have a strong program and a excellent national reputation, so we anticipate moderate growth in the PhD program to 5-10 incoming PhD students each year (our 5-year average cohort size is 4.15 per year).

Retaining Students: Describe the plans to retain students through graduation.

Our program has an excellent retention rate of 97% over 5 years. We have many strategies to retain students, including a comprehensive handbook, an in-person student orientation, professional development seminars for incoming students and for advanced PhD students, regular feedback on student progress, established support networks (e.g., peer mentorship program, engaged student organizations), fiscal support (e.g., assistantships, professional development funds, fellowship and scholarship opportunities), and varied opportunities for professional experience (e.g., teaching and research assistantships, community teaching opportunities).

Achieving Enrollment Outcomes: Describe the plans to ensure program enrollment outcomes are achieved.

Our program is already strong. We have increased communications to relevant populations and are offering more regular, virtual information sessions about HDFS graduate programs; we anticipate that will yield the one or three additional students needed to meet our goal of an incoming cohort of 5-10 students.

Exit Strategy: Provide information regarding the steps the department/academic unit will take if the program underperforms expectations. At what point would the academic unit believe the program needs to be put on hiatus or discontinued?

We don't anticipate this at all, but if the 5-year average incoming cohort is 3 or under and the 5-year average of graduating students is 3 or under, I would expect needing additional resources from the university to jumpstart our marketing. If those numbers decline to 2 or under (5-year average), I expect the program to be put on hiatus.

Program Goals and Objectives:

Program Goals and Objectives: Briefly describe the goals and objectives of the program.

Our doctorate program has existed for decades as an emphasis area in the PhD in Human Environmental Sciences program; with the dissolution of the College of Human Environmental Sciences, we are proposing to have a stand-alone Doctor of Philosophy in Human Development and Family Science. Our goals and objectives of the program remain the same: to educate the next generation of HDFS researchers and leaders.

Overall Description of Student Learning Objectives: Provide any overall descriptive information regarding the student learning objectives for this program.

Students will be able to demonstrate mastery in five content areas: 1) human development and family science theory, 2) research methods, 3) major research findings in HDFS, 4) diversity in human development and families, 5) professional standards and ethics.

Listing of Student Learning Objectives: Include clearly stated student learning objectives for the program, indicating what students will know (concepts, terminology, methods, history, etc) and what students will be able to do when they complete the program. These should be broad enough to encompass all of the knowledge acquired during the course of study yet specific enough, using active verbs, to communicate clearly to students, parents and other stakeholders what students will know and be able to do. Most programs identify 6-10 student learning objectives. Refer to the blue help bubble for examples or additional assistance.

Provide a minimum of six student learning objectives in the table below. Use the green plus sign to add rows as needed.

Student Learning Objectives

1 Identify, describe, and distinguish key HDFS theories using appropriate terminology and proper citations

Apply theoretical concepts accurately in course and capstone writing

Critically evaluate methods, results, and conclusions of published research

3 Select and apply an appropriate theory to formulate research questions and hypotheses

5 Interpret results from a published table or graph

Propose empirically-informed research questions and/or testable hypotheses

7 Design an appropriate study to test hypotheses or answer research questions

Collect, analyze, and interpret data

9 Understand grant-writing process and complete specific aims for a grant

Actively participate in the creation of manuscripts submitted for publication

12 Identify, describe, and explain developmental change and consistency in individuals, close relationships, and families within diverse contexts and changing environments

11 Clearly articulate, orally and in writing, the central constructs and dominant criticisms in HDFS

13 Synthesize and critique a body of literature on a specific area of research

14 Apply evidence-based principles and practices to endeavors (e.g., internship, research, presentations, journal articles) inside and outside the classroom

15 Understand both contemporary findings and landmark studies in one's area of research

16 Identify aspects of individual and family diversity and social justice relevant to human development and family processes

17 Critically analyze personal and societal biases and assumptions relevant to individual and family diversity

Demonstrate professional, ethical, and culturally sensitive standards of conduct in the classroom

Communicate research and theory in HDFS to professional and lay audiences through a variety of

Demonstrate professional, ethical, and culturally sensitive standards of conduct in professional settings platforms (e.g., conference presentations, in-seat and online undergraduate courses, research seminars)

Program Curriculum:

Program Structure

General description: Provide a general description of the structure of the curriculum plan, such as the overall number of credit hours required, general areas of study, planned academic activities, etc. If the program has an online option, explain if instruction is delivered in an asynchronous format, a synchronous format, or both.

All PhD students must have at least 72 post-Baccalaureate credit hours in the following areas: (1) HDFS content, (2) research methods/statistics, (3) collateral area of study, and (4) research/practica. Following coursework, students complete a comprehensive exam (either a take-home written exam or a systematic literature review eligible for publication), and a dissertation. After the successful defense of the dissertation, the student has completed the doctoral program.

This is an on-campus-only degree program. Planned academic activities include classwork, assistantships, research labs, and lecture and professional development series offered by the Department and University.

Program Requirements: Describe all requirements for the program. This content will be displayed in the Program Requirements area of the online University Catalog.

Program Requirements:

Degree Requirements

Courses. All PhD students must have at least 72 post-Baccalaureate credit hours, 30 of which may be from an MA/MS program. Students who are admitted directly into the PhD program with only a Bachelor's degree are required to complete a Master of Science degree. The following coursework is required: (1) HDFS content, (2) research methods/statistics, (3) collateral area of study, and (4) research/practica. The following are minimums of hours required in each area.

Content Courses (minimum 21 hours): These are the courses that will not only provide students with a strong

foundation in HDFFS theory and concepts, but also support their line of research.

Research Methods/Statistics (minimum 21 hours): These courses will help students learn to understand and conduct research well.

Collateral (9-15 hours): The collateral area represents a focused area of study (e.g., gerontology, women's and gender studies, quantitative statistics) that you choose.

Research and Practica (minimum 23 hours): Built into the plan of study is 2 credit hours of professional development seminars (HDFS 8087), 6 credit hours of research practica (HDFS 9210), 3 credit hours of teaching practicum (HDFS 9100), and 12 dissertation hours (HDFS 9090).

Comprehensive Exam. Students are eligible to take comprehensive exams once they have completed courses. Students may choose a take-home exam option, or a critical literature review option. Both options require an oral defense with the committee and will be evaluated on students' mastery of theory, HDFFS content, research methods, and collateral area.

Dissertation. Following the successful completion of the comprehensive exam, students are considered doctoral candidates and will begin the dissertation process. First, students will propose their dissertation research to the committee. The proposal should include a well-developed literature review, carefully thought out hypotheses or research questions, and a detailed plan for the research methods to be used. Second, students will complete the research needed for the dissertation, and defend the dissertation to the committee. Once successfully defended, the student has completed the doctoral program.

Additional Faculty: For each level of expertise, provide the number of additional faculty that will be needed to deliver the program. If none, indicate 0.

Level	Number
Tenure Track	0
Non-Tenure Track	0
Post-Doc Fellows	0
Grad Tchng/Research Asst	0
Adjunct	0

Accreditation:

Plans to apply: Do you plan to apply for program specific accreditation?

No

Provide brief explanation:

Not applicable

Reviewer Comments:

Denice Adkins (adkinsde) (Thu, 18 Nov 2021 17:52:42 GMT): Please note: This is NOT a new program, just a re-homing of an existing program between colleges when the department was moved. HDFFS reports that there was no other way to put this program into the system other than by calling it a new program. -Denice Adkins for EDUC2

assistantships (highlighted portions are new)

Assistantships and Fellowships

A student with a graduate assistantship may appeal a decision regarding an assistantship in the following circumstances:

- Unfair dismissal.
- Prejudiced or capricious academic program evaluation.
- **Inequities in assistantship compensation, duties, or workplace conditions.**

If you are a graduate student and believe one of the above situations applies to you, you may begin the appeals process.

Step 1: Work toward a resolution.

First attempt to resolve the matter with the faculty/staff member or appropriate administrative leader of the school, college, or unit responsible for your assistantship.

Step 2: File a written appeal within your unit.

If your attempt at resolution is unsuccessful, you may then file a written appeal to the [director of graduate studies](#) for consideration by the appropriate graduate committee. This appeal must be filed within 60 days of the evaluation or dismissal. A written determination of the appeal will be presented to you and your supervisor. If the assistantship is not in an academic program, the Associate Dean of the Graduate School will consider the appeal.

Step 3: Present the appeal to the Graduate School.

If no action is taken on the appeal within 30 days* of its filing or if the matter is not resolved to your satisfaction, you may present the original appeal and documentation to the MU Dean of the Graduate School.

If the dean determines that the appeal might have merit, they will request a review by an ad hoc Appeal Committee of the Graduate Faculty Senate consisting of five senators who are not members of the academic program involved in the appeal. The Graduate School will provide information to the student, the department/program and members of the ad hoc GFS Appeal Committee regarding the content, process and regulations/policies pertaining to the appeal. Upon compilation of the appeal file, the Dean of the Graduate School will send a copy of file materials to the members of the Appeal Committee and to the department/program. If the program/department wishes to respond in writing, its statement will be distributed to the Appeal Committee, the student, and representatives from the Graduate School.

A hearing will be scheduled **within 30 working days*** of receiving the notice of appeal. Parties to the hearing **include**: the student (and an advisor from the university community, if desired), **the student's assistantship supervisor (optional), department chair (optional), department director of graduate studies (optional)**, the Appeal Committee and the Graduate School. At this hearing, the department or program will first invite the student making the appeal to present the case discussed in the written statement. The Appeal Committee may ask questions at this point, and once its questions have been answered, will give the program/department the opportunity to defend its dismissal of the student. **The student's supervisor, department chair, or director of graduate studies may also contribute to the discussion; a department may also designate an alternate department member to participate in place of the aforementioned.** Following further questions from the Appeal Committee, the hearing will be adjourned.

The Appeal Committee will arrive at its decision withing 48 hours* of the hearing's conclusion. The Appeal Committee Chair

will convey the decision in writing (and within 72 hours* of the conclusion of the committee's deliberations) to the student, the director of graduate studies and chairperson of the department or program, the assistantship supervisor, the Dean of the Graduate School, the Graduate Faculty Senate president, and any other appropriate party named in the appeal. Given the accelerated deadline to deliver a decision, it is understood that decision letters will be brief and delivered electronically.

*All time frames and deadlines are exclusive of holidays and weekends.

Item #2 Dual enrolment credits – change from 8 to 9, so it aligns with normal course credit hours

Counting Credits

In each degree field, a minimum of 18 hours of graduate courses is required, with a minimum of three hours of 8000-level courses. Students must also take a minimum of 12 hours of shared 8000-level graduate credit.

- The 18 hours of graduate course work is to be taken for each degree program respectively. **For example:** For a dual master's degree program in mathematics and electrical engineering, a student's plan of study must show 18 hours of mathematics graduate course work that applies only to the mathematics degree and 18 hours of electrical engineering graduate course work that applies only to the electrical engineering degree.
- 12 hours of shared 8000-level graduate credit, which can include thesis/project research credit, as applicable.
- $18 + 18 + 12 = 48$ hours of graduate credit, which is the minimum total hours for a dual master's degree program.

Credit Transfer

Up to nine hours of transfer credit may be applied to one of the two degree programs, or divided between the two degree programs. The nine hours of transfer credit cannot be applied to each degree program separately.

Up next in policy (I'd love to have a quick chat about these in exec, especially with Jeni.)

- a) Reconsidering the requirement for outside members on doctoral committees.
- b) Academic dishonesty. Might it be enough to change the language on the Grad School website? [Grab a quote] What role does the Office of Academic Integrity play here?