

NEW UNDERGRADUATE MINOR / CHANGE UNDERGRADUATE MINOR FORM

Please fill out Section I.

SECTION I: GENERAL INFORMATION

Program: School of Library and Information Science

Minor: Information Studies

College: College of Communications and Information Studies

Department: School of Library and Information Science

Bulletin PP: _____

CIP Code: 25.0101

Accrediting Agency (if applicable): None

⇒ Fill out Section II if you are proposing a NEW minor.

Section II: New Minor

Minor Prerequisites (list course prefix, number and title): _____

Minor Requirements (list course prefix, number and title): IS 200 Information Literacy and Critical Thinking
IS 201 General Information Sources
IS 202 Technologies for Information Services

Minor Electives (list course prefix, number and title): Existing courses (all are 3 hour courses):
IS 322 Multimedia I (Cross-listed with MAS 322)
IS 355 Communication and Information Systems in Organizations (Cross-listed with MAS 355)
IS 535 Network Management (Cross-listed with MAS 535)
IS 555 The Internet and Social Change (Cross-listed with MAS 555)

Initial proposed courses will include (all 3 hour courses)
IS 303 Systems Analysis
IS 402 Competitive Intelligence
IS 404 Health Informatics

Total Hours Required: 18

Rationale for Proposal: The program would be initiated with the development of several new courses that meet the newly revised general education requirements and be launched as a minor in the third year, by which time six new courses will have been developed. The creation of a new minor is particularly strategic at this time given the increased demand for minors due to the recent reduction in general education requirements. Furthermore, information studies is a minor that has high synergy with most other disciplines given that the production, organization and management of information is relevant to so many fields. Students with an information-studies interest would create a program of study by choosing courses that would be created within the School of Library and Information Science as well as relevant courses that exist in other departments. All courses in the minor would be conducted online, so that students could complete their coursework away from campus - an advantage for them, as well as husbanding UK classroom space.

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⇒ Fill out Section III if you are CHANGING requirements for an existing minor.

Section III: Change in Minor Requirements

Current

Proposed

Current Total Hours: _____

Proposed Total Hours: _____

Rationale for Proposal: _____

Will this program be printed in the Bulletin?

Yes

No

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Signature Routing Log

General Information:

Proposal Name: Information Studies Minor

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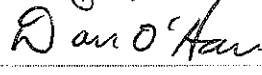
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INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
SUS Faculty	2/4/11	Jeff Huber 7-2334/jeffrey.huber@uky.edu	
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		/ /	
		/ /	
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External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ¹
Undergraduate Council	3/22/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

We will begin offering courses Fall 2011 with a full minor available Fall 2014. All courses will be offered online and be housed in the College of Communications and Information Studies.

¹ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Undergraduate Program Proposal
from the
School of Library & Information Science
and the College of Communication & Information Studies
University of Kentucky
submitted by
Jeff Huber, Director
February 2011

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1. Introduction

In May 1997 the Kentucky General Assembly enacted and Governor Paul Patton signed into law what is commonly referred to as House Bill 1, the Kentucky Postsecondary Education Improvement Act of 1997. The legislation created a new section of Kentucky Revised Statutes, chapter 164, and the new section includes the following:

164.003

(2) The General Assembly declares on behalf of the people of the Commonwealth the following goals to be achieved by the year 2020:

(b) A major comprehensive research institution ranked nationally in the top twenty (20) public universities at the University of Kentucky.

Thus was born what is commonly referred to as the Top 20 mandate, and, since becoming President of the University of Kentucky, Lee Todd has made clear his commitment to enacting the mandate. His official biography opens with a brief first paragraph of a single sentence, followed by a paragraph that reminds us:

Since his arrival on campus, President Todd has concentrated his efforts and energies on helping his alma mater achieve a greater level of national prominence. To that end, he launched the University of Kentucky's Top 20 Business Plan in December 2005. The plan is a quantitative analysis highlighting what it will take for UK to achieve its state-mandated goal of building a Top 20 public research university.¹

The Top 20 Business Plan calls for the University to become a significantly larger institution. Between 2004 and 2020, undergraduate enrollments are to increase from 18,492 to 24,692, an increase of 6,200 students.² An obstacle in increasing undergraduate enrollments, however, stems from competition from other universities for a population of college-bound teens. In such a situation UK may be faced with admitting a larger proportion of applicants in order to increase enrollments in traditional majors. The downside may be a weakening of selectivity and hence admissions indicators. Weakened selectivity increases the likelihood that students who come to the University may not be adequately prepared, which may lead to decreased retention rates as well.

An answer to the above dilemma is to create new majors. One such major would be in information studies,³ which has become a popular degree program at a number of U.S. research universities, including North Carolina, Michigan, Syracuse, and Florida State. In nearly all of the programs we are aware of, the major was created within the college or school that houses the university's ALA-accredited master's-degree program. That is one – but by no means the only -- reason for our proposing not only that UK create an information studies program but also that it do so within the School of Library and Information Science (SLIS), which now offers the University of Kentucky's ALA-accredited master's-degree program, the only such program in Kentucky.

Ultimately, a new degree program in information studies, particularly when offered in an online format, would recruit rural, non-traditional and out-of-state students who would otherwise not attend the University of Kentucky. The introduction of this minor coincides with a push to offer distance learning at UK, as evidenced by the large number of online classes offered for by the College of Arts and Sciences for the first time last year. By the time an information studies major was fully realized, a sufficient number of online courses would exist to permit students to earn a significant portion, if not all of, their degree from remote locations. In the meantime, an online minor would enable students to earn credit hours from a distance during the summer and/or select semesters. The roll-out of the minor now will also serve as a model for online course development in additional areas of the curriculum. The flexibility afforded by offering this as an online program would attract students, particularly during summer semesters, who are unable or unwilling to commute to the Lexington campus. In addition, offering this program in the online format is in keeping with current trends in the information professions, which rely heavily on electronic resources.

¹ <http://www.uky.edu/President/biography.htm>, December 15, 2009.

² University of Kentucky, *Top 20 Business Plan*, 2005, PF-5, 1.

³ We use "information studies" generically. For degree names at various universities, see Table I.

A collateral advantage of introducing a new minor and, ultimately, a new major in information studies would be enhanced possibilities for fund-raising and contracts. The nearest competitor in this arena is Northern Kentucky University, with a somewhat different program (i.e., more based in computer science) than is proposed here. The new NKU College of Informatics has raised over seven million dollars in external gifts in its four-year history, largely due to the perceived need for informatics personnel by area corporations. NKU has also received federal grants for research and development, including a 2008 grant of \$816,000 for two projects, one in Internet Security and another in Infrastructure Management.⁴ In the four years from its inception until the fall semester of 2008, the College of Informatics at NKU grew to 1,273 students, 1,136 of them at the undergraduate level.⁵

2. Recent Trends in Schools of Information Studies

The impact of information technology, digital initiatives, and changes in information-seeking behavior have been shifting the teaching and research agendas of schools of information studies, and prominent has been the introduction of undergraduate programs in schools that traditionally offered only graduate programs. Although, as we noted, in nearly all of the information studies undergraduate programs we are aware of, the program was created within the college or school that houses the university's ALA-accredited master's program, nevertheless the two programs – ALA-accredited master's and information studies baccalaureate – attract different cohorts. A high percentage of those attracted to our master's-degree program are interested in careers in libraries, especially academic and public libraries. However, students attracted to undergraduate information studies programs appear to be interested especially in careers in corporations.

Over the past 15 years, schools of information studies have experienced growth in the following areas:

- creation, organization, and preservation of digital materials, including standards development and metadata creation;
- information architecture and knowledge management;
- web design;
- information literacy;
- studies of information seeking behavior, particularly related to health;
- increasing importance of medical informatics.

However, the single largest area of change in the field has been an emphasis on information technology and large undergraduate majors. This trend has gone from virtually zero undergraduate majors twelve years ago to several thousand students nationwide in 2009. Beyond traditional markets, the National Research Council report, *Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economy Future* (2006), forecasts a need for more information scientists to manage the knowledge-intensive enterprises upon which the future U.S. economy will be based. Anticipating this trend, such programs currently exist at many of UK's benchmark universities and others, including NC Chapel Hill, Washington, Michigan, UCLA, Pittsburgh, Florida State, Oklahoma, University of Wisconsin-Milwaukee, Rutgers, Drexel and South Carolina. (See Table I.) The University of Illinois, UCLA and the University of Texas-Austin currently have minors in this area, and are planning for a major.

⁴ “Griffin Industries Gift . . .”, June 26, 2009. http://informatics.nku.edu/display_news.php?ID=3529.

“NKU IT Program Gets Boost . . .”, January 15, 2008.

<http://cincinnati.bizjournals.com/cincinnati/stories/2008/01/14/daily23.html>

⁵ <http://ppb.nku.edu/ir/enrollment/hcncollgelevel.php>

Table I: Other U.S. Universities with an Information Studies Undergraduate Program			
University	Degree	Year Begun	Enrollment
Drexel	Information Systems Information Technology	N/A	341
Florida State	Information Technology	N/A	300
Michigan	Informatics	2008	39
North Carolina Chapel Hill	Information Science	N/A	30
Oklahoma	Information Studies	2005	60
Pittsburgh	Information Science	1979	130
Rutgers	Information Technology and Informatics	2001	200
South Carolina	Information Science	2008	9
Syracuse	Information Management and Technology	1989	383
Washington	Informatics	Prior to 2001	150

Typical courses in these information studies degree programs include, for example:

Systems analysis	Web design and management
Systems Evaluation	Database management systems
Competitive intelligence	Multimedia application development
Development/donor background research	Human computer interaction
Taxonomy and ontology development	Human factors in information seeking
Information architecture	

3. The Job Market for Information Studies Graduates

The job market has been growing steadily for graduates who understand both the technical and human side of information management. With the Internet and electronic business generating large volumes of data, there is a growing need to be able to store, manage, and extract data effectively. According to the Commerce Department's *Occupational Outlook* database, employment in the information supersector is expected to increase by 6.9 percent, adding 212,000 jobs by 2016. Professions in this sector carry out such tasks as

- Analyzing the computer and information needs of their organizations from an operational and strategic perspective, and ensuring they are met.
- Analyzing data on competitors and donors through environmental scanning of various data sources.
- Organizing information so as to optimize organizational decision-making.
- Creating organizational and public websites to disseminate information.
- Ensuring computer systems within an organization, or across organizations, are compatible so that information can be shared efficiently.

Computerization in various sectors of the economy has led to a need for *analysts* of many types, including those who analyze organizational information systems (*systems analysts*) as well as those who study industries (*research analysts*, or *competitive intelligence analysts*), and foundations or other donors (*donor analysts*). The growth of the Internet and the expansion of the World Wide Web (i.e., the graphical portion of the Internet) have also generated a variety of occupations related to the design, development, and maintenance of Web sites and their servers. For example, *webmasters* are responsible for all technical aspects of a Web site, including performance issues such as speed of access, and for approving the content of the site. *Internet developers*, also called *Information architects* or *Web designers*, are responsible for day-to-day site creation and design. The data-processing, hosting, and related services industry, which is expected to grow by 53 percent, includes establishments that provide Web and application hosting and streaming services. Internet publishing and broadcasting is expected to grow rapidly as it gains market share from newspapers and other more traditional media.⁶ In addition we expect that the proposed adoption of electronic medical records in U.S. health care agencies will create further demand for specialists in managing electronic information.

Job Title	Existing Jobs	Projected Growth	Median Income
Computer Analysts	504,000	29%	\$69,760
Internet Publishing	*	44%	*
Research Analysts	*	20%	\$58,820
*unavailable for this subset of the profession.			

⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2010-11 Edition. <http://www.bls.gov/oco/>, December 22, 2009.

Other job titles for undergraduates with an information studies degree have been widely reported, but systematic data on them is not yet collected by the U.S. Commerce Department. Such titles include:

Business Information Coordinator	Information Manager
Business Information Specialist	Information Officer
Community Web Site Coordinator	Information Research Analyst
Computer Services Manager	Interface Specialist
Content Manager	Knowledge Analyst
Data Services Specialist	Knowledge Architect
Database Editor	Knowledge Manager
Health Care Information Specialist	Knowledge Resource Specialist
Health Information Technician	Medical Information Specialist
Information Analyst	Medical Record Analyst
Information Architect	Technology Consultant

4. Proposed Information Studies Program at the University of Kentucky

We propose creating a program in information studies in two phases. This proposal will outline phase one, which is the development of a minor, but also makes some preliminary projections for phase two, which would be the development of a major. The information studies program would be housed in the School of Library and Information Science and draw on other programs at UK. In particular, we expect to work closely with the School of Journalism and Telecommunications, which is the other professional school in our College, the College of Communications and Information Studies. We believe the opportunities are excellent for synergies within the College, and, although we see opportunities for collaboration with units outside the College, nevertheless the essential reality, that information is at the core of the mission of the College, makes the College the ideal unit within the University for the proposed undergraduate program in information studies. In turn, the introduction of this minor/major has the potential to increase synergies within the college in other ways. We are proposing supporting this program with two teaching assistant positions, in addition to other types of staffing. We expect the candidates for these posts would be students pursuing an LIS focused doctorate in communication with an educational and/or professional background in LIS. The recruitment of two LIS focused students into our college-level graduate program would both strengthen our presence in that program and provide enhanced opportunities for LIS faculty to mentor and collaborate with doctoral students.

The program would be initiated with the development of several new courses that meet the newly revised general education requirements and be launched as a minor in the third year, by which time six new courses will have been developed. The creation of a new minor is particularly strategic at this time given the increased demand for minors due to the recent reduction in general education requirements. Furthermore, information studies is a minor that has high synergy with most other disciplines given that the production, organization and management of information is relevant to so many fields. Students with an information-studies interest would create a program of study by choosing courses that would be created within SLIS as well as relevant courses that exist in other departments. All courses in the minor would be conducted online, so that students could complete their coursework away from campus – an advantage for them, as well as husbanding UK classroom space.

A. Enrollment expectations

We anticipate an initial cohort of 25 students, ramping up to 75 students within three years. Our knowledge of the experience at other universities leads us to believe that, given adequate resources and a concerted marketing effort, it is reasonable to believe the program, if it were ultimately expanded to include a major, would have the potential to grow to the range of 200-300 students.

B. Program structure

The information studies minor would require 18 hours, and be composed of ten courses developed at the 200 - and 500-levels to be chosen from:

- new courses within the School developed explicitly for the information studies program;
- complementary coursework in other units within the College and departments of the University.

The 18 hours would be comprised of IS 200, IS 201 and IS 202. The remaining 9 hours would be selected from electives in conjunction with the advisor.

C. Proposed Areas, Courses and Sequence of the Undergraduate Curriculum

There would be five areas covered by the curriculum:

- Research Skills and Sources,
- Information Technologies,
- Information System Design, Management and Evaluation,
- Human Aspects of Information Technology,
- Specialized Content Areas.

Each area would be represented by one or two courses in the curriculum, as described below:

Research Skills and Sources

IS 200 Information Literacy and Critical Thinking (3 hours)

This course provides an introduction to the concepts and practices of information literacy. It explores how to effectively and ethically find, evaluate, analyze, and use information resources in academic and everyday-life situations. Emphasizing critical inquiry and critical thinking, this course will explore the theories and definitions surrounding the term “information literacy.” Students will put this theory into practice by developing problem-solving skills that allow them to meet information needs throughout their lifetimes. Students will gain a better understanding of how information and knowledge function in society and will discover methods of finding, accessing, evaluating, and using different information sources in an effective and ethical manner.

IS 201 General Information Sources (3 hours)

Information professionals play a major role in the information life cycle by facilitating the process of finding what others have created and accumulated. Their role is: to amass collections of information resources; to develop services to help people identify and articulate their information needs; and to enable people to find, evaluate and use items of relevance. This course provides students with a basic understanding of the information environment, as well as an understanding of the differences in the information behavior, needs, and uses of various user groups. Upon completion of this course, students will be able to critically evaluate and employ information sources in different formats, and be able to communicate with users to identify and address their information needs.

Information Technologies

IS 202 Technologies for Information Services (3 hours)

This course is designed to teach the fundamental concepts of information technology in ways relevant to professional practice in the library, archival, and informatics fields. It explores applications of computers and networks to information problems. Included are features of hardware, types of software, commercial systems and search engines.

*IS 322 Multimedia I (3 hours) (Cross-listed with MAS 322)

Introduction to techniques of multimedia production and the basic principles of communication via multimedia. Practical, hands-on experience with various media used in computer-based multimedia including: text, still graphics, motion graphics, animation, sound, and hyperlinking. Includes stand-alone computer- and Web-based applications.

*IS 355 Communication and Information Systems in Organizations. (3 hours) (Cross-listed with MAS 355)

An examination of the role of a variety of communication and information systems used in organizations. This includes the study of communication processes across a variety of systems, including the telephone, e-mail, voice mail, and audio- and video-conferencing. It also includes an examination of the uses for a variety of information systems and technologies, including computer networks, integrated voice response systems, computer-telephony integration, call centers, automated attendants, voice recognition, and synthesis, database management systems, and a variety of additional hardware and software tools used in business today. Prerequisite: 202.

*IS 535 Network Management (3 hours) (Cross-listed with MAS 535)

Introduces concepts and technologies of computer networking, focusing on telecommunications, data networks, LAN hardware and LAN operating systems, and network application development. Prerequisite: 303.

Information System Design, Management and Evaluation

IS 303 Systems Analysis (3 hours)

This course examines and applies the principles of information systems analysis. It surveys project management, feasibility and analysis, systems requirement definition and resource allocation. It utilizes a structured systems development methodology that spans the entirety of the information system lifecycle, which starts with the conception of the need for a specific information system and ends with the implementation of that system. The course utilizes a case approach in which students initiate the analysis and logical design of a limited-scope information system. Prerequisite, IS 202.

Human Aspects of Information Technology

*IS 555 The Internet and Social Change (3 hours) (Cross-listed with MAS 555)

Examines the political, cultural, and social aspects of information technology on society. Among the issues considered are the historical development and acceptance of new technologies, regulation (and de-regulation), how automation has changed the workplace, information poverty, intellectual property and privacy concerns, and the future of information technology and Internet applications.

Specialized Content Areas

IS 402 Competitive Intelligence (3 hours)

This course examines competitive intelligence models, functions, & practices; the roles of information professionals in CI, and the management of CI. Discussion and practice topics include: intelligence ethical & legal considerations; identifying intelligence needs; intelligence project management, research methods, analysis, production, and dissemination; the uses of intelligence; intelligence sources and tools; managing the intelligence function; and the evolution of CI. Prerequisite: IS 201.

IS 404 Health Informatics (3 hours)

Provides an overview of health care information systems, legal and ethical issues in health care, compliance and regulatory requirements, coding of health care data, quality management, HL7, data security, and HIPAA. Explores major applications and commercial vendors, decision support methods, evaluation of health-care information systems; and new opportunities and emerging trends. Prerequisite: IS 201, IS 202.

*Indicates an existing course.

Proposed Courses for New Undergraduate IS Minor

Course	Proposed	Housed
IS 200 Information Literacy and Critical Thinking	Developed Spring 2011, using Distance Learning Program course development funds [^]	Library & Information Science
IS 201 General Information Sources	Developed Summer 2011, using Distance Learning Program course development funds	Library & Information Science
IS 202 Technologies for Information Services	Developed Summer 2011, using Distance Learning Program course development funds	Library & Information Science
IS 303 Systems Analysis	Developed Summer 2011, using Distance Learning Program course development funds	Library & Information Science
IS 402 Competitive Intelligence	Developed Summer 2011, using Distance Learning Program course development funds	Library & Information Science
IS 404 Health Informatics	To be developed Summer 2012 using Distance Learning Program course development funds	Library & Information Science

Existing Courses for New Undergraduate IS Minor

Course	Existing	Housed
IS 322 Multimedia 1 (cross listed with MAS 322)	Existing course, to be converted to online format Summer 2012 using Distance Learning Program course development funds	Journalism and Telecommunications
IS 355 Communication and Information Systems in Organizations (cross listed with MAS 355)	Existing course, to be converted to online format Summer 2012 using Distance Learning Program course development funds	Journalism and Telecommunications
IS 535 Network Management (cross listed with MAS 535)	Existing course, to be converted to online format Summer 2012 using Distance Learning Program course development funds	Journalism and Telecommunications
IS 555 The Internet and Social Change (cross listed with MAS 555)	Existing course, to be converted to online format Summer 2012 using Distance Learning Program course development funds	Journalism and Telecommunications

[^]University of Kentucky Distance Learning Programs provides \$3,000 towards the development of new online courses.

D. Proposed Implementation Schedule

This proposal calls for a three-year implementation schedule. It also makes some two-year projections into the development of a major to provide some context:

Current Year (2010-2011)

1. Initial curricular development will begin. IS 200 will be developed by the new instructor shared by Composition and Communication and SLIS.
2. Seek distance learning development funds to provide for additional curricular development.
3. Seek approval from UK Undergraduate Council for all new courses.
4. Meet with primary stakeholders about their interest in, and possible contribution to, the program. Initially these would be the UK Undergraduate Council, Department of Communication, Department of Computer Science, Gatton College of Business and Economics, and School of Journalism and Telecommunications. Other potential stakeholders would be contacted as they are identified.
5. Begin recruiting new instructor shared by Composition and Communication and SLIS for 2011/2012.

Year One (2011-2012)

1. Further develop curriculum, creating detailed lesson plans and assignments for each course. This will be funded through distance learning development funds.
2. Hire a new instructor shared by Composition and Communication and SLIS.
3. Four courses, including IS 200, new courses and existing courses, will be offered. In addition to two courses taught by the instructors, funds are requested to staff courses by: 1) two new teaching assistants, 2) existing departmental faculty through overload assignments, 3) existing departmental faculty who will be relieved from a regular teaching assignment by employing part time instructors, and/or 4) employing part time instructors.
4. Seek approval from UK Undergraduate Council for the remaining courses and for the undergraduate minor in Information Studies.
5. Evaluate new courses.
6. Recruit one Instructor to continue curricular development and teach courses for the minor.
7. Begin recruiting doctoral students with an LIS background to apply to the graduate program to serve as a TA for our program.

Year Two (2012-2013)

1. Six courses, including new and existing courses, will be offered.
2. Continue to evaluate new courses and instructional staff.
3. Hire first teaching assistant.

Year Three (2013-2014)

1. Roll out minor with the offering of 10 sections of new and existing courses.
2. Evaluate success and sustainability of the minor and make recommendations about expanding to a major.
3. Construct a proposal for Phase II to expand to a major if warranted.
4. Hire a new instructor.
5. Hire second teaching assistant.

Years Four and Five (2014 – 2016)

1. Develop a major. Figures are estimated here to demonstrate the potential of expansion.

E. Potential Revenue

Because we propose offering this new minor in an online format, we believe it will generate enough revenue for the University to make it self-sustaining. If expanded to a major, we furthermore believe it would recruit rural, non-traditional and out-of-state students who would otherwise not attend the University of Kentucky. The students in this program would provide a new source of tuition revenue for the University. Each student would also generate program-fee revenue for SLIS, which would be needed to support the technology necessary for the program.

5. Resources required

Table III. below outlines both the resources required to develop the program and an estimate of the resulting tuition revenues generated. The bulk of resources requested fund one Instructor line and recurring salary funding for PTI or overload salaries. Incidental funding is requested to provide for faculty development and technology support.

Table III.

Table IV: Annual Costs and Revenues for a Minor in Information Studies				Extended Costs and Revenues for a Major in Information Studies	
Years	2011-12	2012-13	2013-14	2014-15	2015-16
New Instructor	\$50,000		\$50,000		
Recurring Instructor Salary**			\$51,500	\$53,000	\$106,000
Teaching Assistant		\$13,000	\$13,000		
Recurring TA Salary			\$13,000	\$26,000	\$26,000
Overload/ Part-Time Instructor (PTI) Salaries	\$8,000	\$16,000	\$16,000	\$16,000	\$24,000
Technology & Faculty De- velopment	\$4,000	\$2,000	\$2,000	\$12,000	\$2,000
Number of Sections Taught/AY	4	6	10	14	20
Total Annual Costs to UK	\$12,000	\$68,000	\$69,500	\$131,000	\$132,000
Cumulative Costs to UK	\$12,000	\$80,000	\$169,500	\$300,500	\$432,500
Maximum UK Tuition Revenue***	\$102,900	\$154,350	\$257,250	\$360,150	\$514,500
Cumulative UK Tuition Revenue	\$102,900	\$257,250	\$514,500	\$874,650	\$1,389,150
* Salaries do not include benefits ** Includes approximate 3% increases annually *** Assuming full sections of 25 students each *** Assuming full sections paying \$343/credit hour					

6. Conclusions: Strategic Considerations

A. College of Communications and Information Studies

The proposed new degree program would fit well with the College of Communications and Information Studies Strategic Plan. In particular, it would contribute to broader College emphases on digital environments, and on health promotion and consumer health information.

B. University of Kentucky

The proposed degree program also dovetails nicely with the University's Strategic Plan. The new program would attract additional students to the University. It is innovative and promotes integration, not only within the College of Communications and Information Studies but also across the University. We believe many of the applications growing out of this program would be entrepreneurial. It would also bring UK's undergraduate efforts in line with many of our benchmark institutions.

C. Commonwealth of Kentucky

For the Commonwealth of Kentucky, the program would accomplish two goals. First, it would create options for residents of rural areas in the region to complete coursework for a BA degree without spending four full years away from their communities. As one of the more rural populations in the country (with about 60% of the population living well outside of the only three metropolitan areas of more than 250,000 in population), Kentucky is ideal for an Internet-based degree program. Second, the program would demonstrate how the Internet can be used to address specific shortages in the labor force, in this case a need for information technology workers in the state of Kentucky.