

Brothers, Sheila

From: Cramer, Aaron M.
Sent: Wednesday, October 02, 2019 11:08 AM
To: Bird-Pollan, Jennifer; Brothers, Sheila C.
Cc: Shane, Rachel
Subject: NEW PhD: Arts Administration
Attachments: New Doctoral Degree - PhD in Arts Administration 9.24.2019.pdf

Proposed New PhD in Arts Administration

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new PhD degree: Arts Administration, in the Department of Arts Administration within the College of Fine Arts.

Rationale:

The proposed PhD program seeks to address the perceived critical need in the U.S. for scholars in arts and culture. There are currently only two universities that offer comparable specialization in the area of arts and culture research. UK would be the first university in the country offering arts administration degrees at the BA, MA, and PhD levels. The degree program is intended to be offered in an online format for both courses and student mentoring, with most students currently working as arts and culture professionals. The program requires the previous completion of a master's degree and requires 42 hours of coursework plus research. The proposers anticipate a natural recruitment pipeline from their MA alumni and that graduates will have opportunities in state and local arts councils, federal, state, and local government agencies, arts service organizations, large arts organizations including museums, performing arts organizations, and arts centers, economic and community development organizations, and thinktanks. An initial cohort of four students growing to 16 students is anticipated.

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Office of Strategic Planning and Institutional Effectiveness (OSPIE). The new program approval process begins when a contact person submits a “Notification of Intent” (NOI) and substantive change checklist (available [HERE](#)) to OSPIE. Units have six months from the point of NOI submission to the time when the completed proposal is approved by Senate. After the NOI is submitted, a contact person should begin working to complete this form. Contact persons should work with OSPIE to identify the program’s degree designation and CIP, as well as to solicit a letter of administrative feasibility from the Provost (per SR 3.2.3.A.2).

Pre-proposal. The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a * by the question number on this form will be used by OSPIE staff to submit the pre-proposal to the CPE (Council on Postsecondary Education).

Form structure. This form has two sections. The first half (white background) contains information required by the University Senate and Registrar’s office and the second half (beige/brown background) contains information required by two external entities, the CPE and SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). Although only the first half is required for University Senate approval, every question must be answered to receive CPE approval. Please do not leave any area blank, but instead write “not applicable” wherever that is the appropriate response.

Approval process. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly HCCC and/or GC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the SC and Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) Once approved by the Senate, the Senate Council office will submit the proposal for it to be placed on an agenda for the Board of Trustees. After approval by the Board, OSPIE will ensure the proposal is submitted to the CPE for final approval. Generally, a new program proposal must have received approval from the Senate by early spring (February or March) in order for the new program to be effective for the following fall semester.

INFORMATION REQUIRED BY UNIVERSITY SENATE	
1. Basic Information: Program Background and Overview	
1b	Home College: <i>Fine Arts</i>
1c	Home Educational Unit (school, department, college ¹): <i>Department of Arts Administration</i>
1c*	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE (OSPIE@L.uky.edu) for help with questions in this section.)
	Date of contact with OSPIE: 10/16/18
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from OSPIE.
	<input type="checkbox"/> Appended to the end of this form is a letter of administrative feasibility from the Provost.
	<input checked="" type="checkbox"/> Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the degree.
	CIP Code (confirmed by OSPIE): 50.1011

¹ Only interdisciplinary graduate degrees may be homed at the college level.

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Doctoral Degree Type		<input type="checkbox"/> Professional Practice	OR	<input checked="" type="checkbox"/> Research/Scholarship
Degree Title Designation ² : <i>Doctor of Philosophy</i>				
Is this degree title designation on the CPE's list of degree designations ² ?			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "No," please provide an explanation for OSPIE's use in external reporting purposes.				
1d*	Major Name (Interior Design, Social Work, etc.): Arts Administration			
1e	Is there a specialized accrediting agency related to this program?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If "Yes," name:			
	Do you intend to seek accreditation from this agency?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
1f	Was this particular program ever previously offered at UK but subsequently suspended?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If "Yes," describe. (300 word limit)			
1g*	Requested UK effective date ³ :	<input checked="" type="checkbox"/> Fall semester following approval	OR	<input type="checkbox"/> Specific Date ⁴ : <i>Fall 20</i> __
1h	Anticipated date for granting first degree(s): 2025			
1i*	Contact person name: <i>Rachel Shane</i>	Email: <i>rachel.shane@uky.edu</i>	Phone: 7-7717	
2. Program Overview				
2a*	Provide a brief description of the proposed program. (300 word limit, Pre-proposal question: Mission, 1)			
	<p><i>The 21st century has shown significant increase in the nonprofit arts and culture industry. According to the Americans for the Arts most recent economic impact study, the nonprofit arts sector generates \$166.2 billion in economic activity each year. Additionally, according to the National Endowment for the Art's 2008 Public Participation in the Arts survey, about 35 percent of all US adults - or 78 million Americans - attended a museum, gallery or performing arts event in the past year.</i></p> <p><i>As such, there is an increasing need to have skilled and qualified researchers to explore the arts and cultural sector. Thus, arts and cultural organizations, service organizations, arts councils and government agencies, thinktanks, and universities are increasingly seeking trained professionals to envision, conduct, and disseminate meaningful research.</i></p> <p><i>The University of Kentucky will prepare students for these careers in industry, government and academia through its rigorous foundation in research methods, cultural policy, and organization theory combined with a student-selected concentration in arts administration. The program allows students to have an innovative and individualized course of study as they work closely with graduate faculty in arts administration and the arts.</i></p> <p><i>Mission: The PhD in Arts Administration will influence the field's future through the development of strong researchers for both academic and field applications.</i></p>			

² Visit <http://dataportal.cpe.ky.gov/cpedegreedesignations.aspx> for the CPE's list of approved degree designations.

³ The effective date is the anticipated date of the first student(s) being enrolled in the program.

⁴ Programs are effective the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

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2b	<p>List the program objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that the program will address, such as how students will benefit from the program, both tangibly and intangibly. (Please note that “program objectives” are different from “student learning outcomes.”) <i>(300 word limit)</i></p>
	<p>The overall goal of UK's PhD in Arts Administration is to impact the critical need in the United States for PhD prepared scholars in arts and culture to provide leadership in education, research, and practice. This degree is uniquely positioned to positively impact the development, growth, and understanding of one of the largest, most pervasive industries in the country: arts and culture.</p> <p>Graduates of PhD in Arts Administration will:</p> <ol style="list-style-type: none"> 1) Have the systematic and critical understanding of a substantial and complex body of knowledge of arts administration. 2) Have expert specialized cognitive and research skills in arts administration with the ability to function independently. 3) Apply knowledge and skills to demonstrate authoritative judgement, adaptability, and responsibility as an expert practitioner or scholar.
2c*	<p>List the intended student learning outcomes (SLOs) for the proposed program. Address one or more of the five areas of learning: 1. broad, integrative knowledge; 2. specialized knowledge; 3. intellectual skills; 4. applied learning; and 5. civic learning. <i>(300 word limit) (More detailed information will be addressed in a subsequent question.)</i></p>
	<ol style="list-style-type: none"> 1) <i>Students will be able to analyze historical and theoretical research in order to propose and develop new arts administration scholarship.</i> 2) <i>Students will be able to conduct, analyze, and disseminate rigorous qualitative and quantitative research in the arts.</i> 3) <i>Students will be able to create new knowledge in arts administration.</i> 4) <i>Students will be able to serve and advance art administration practice through informed and data-driven research.</i>
2d	<p>Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. <i>(150 word limit)</i></p>
	<p><i>The field of arts administration is largely considered to have been formally developed in the United States in the 1960s. The institutionalization of the field has continued to solidify and expand well into the 21st century. What was once considered a niche industry, the arts and cultural sector, is one of the largest export of products of the US (and one of the only with a trade surplus), supports over 4.9 million jobs, and contributes \$730 billion to the nation's gross domestic product (GDP). By contributing 4.2% to the US GDP, arts and cultural production is a larger economic sector than agriculture, travel and tourism, transportation and warehousing, and construction.</i></p> <p><i>As the field has expanded so has the necessity for appropriately trained researchers. Currently, in the US there are only two universities where a student can specialize in the area of arts and culture research. Thus, the field is significantly underserved in providing the necessary education to support the future of the arts and culture sector. The PhD in Arts Administration at UK will fill a need nationwide by offering a rigorous, online degree program focused on field competencies and research methodologies.</i></p>
2e	<p>Describe the proposed program's uniqueness within UK. <i>(250 word limit)</i></p>
	<p><i>The PhD in Arts Administration would be the first PhD offered completely online at the University of Kentucky (although UK does offer EdD degrees online). The program builds on the success of the online MA in Arts</i></p>

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	<p><i>Administration. Like the MA degree, most students enrolled in the PhD would be current working arts and culture professionals.</i></p> <p><i>The design of the program is intended to be a full-pay doctoral program. Most students will pay for the degree (as opposed to being supported through assistantships).</i></p> <p><i>With the successful launch of the PhD in Arts Administration, UK would become the only university in the country offering a BA, MA and PhD in Arts Administration.</i></p>
2f	Describe the target audience. (150 word limit)
	<p><i>The PhD in Arts Administration will attract working arts and culture professionals who have been employed within the field for five or more years. The primary target is someone who wishes to progress the field, learn more beyond institutional management, desires to teach, or wants to create a larger impact and make a difference in the arts.</i></p> <p><i>Most students will apply to the PhD degree following the completion of a graduate degree in arts administration. UK has a natural pipeline into the PhD from its MA alumni pool. These students are already accustomed to learning within the online environment and have an affinity for UK and the Department of Arts Administration.</i></p> <p><i>Future employers of PhD graduates may include state and local arts councils; federal, state, and local government agencies; arts service organizations; large arts organizations including museums, performing arts organizations, and arts centers; economic and community development organizations; and thinktanks.</i></p>
2g*	Does the program allow for any specializations? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If "Yes," name the specialization(s). (Specific course requirements will be described in Section A, part 7.)
	Specialization #1:
	Specialization #2:
	Specialization #3:
2h	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)
	<p>ADMISSIONS. Students interested in the PhD in Arts Administration will be required to submit an application utilizing the system as designated by the UK Graduate School (currently Apply Yourself). Students will be required to submit the following items: 1) current resume; 2) statement of purpose; 3) portfolio of writing samples; 4) official transcripts; 5) GRE scores; and 6) three letters of recommendation. The Arts Administration Graduate Admissions Faculty will review the PhD applications in order to select the finalists. Finalists will be interviewed via video conference in order to determine 1) the rationale for pursuing a PhD; 2) the student’s proclivity to online education and aptitude for rigorous research expectations; 3) the area of research interest; and 4) the systems in place to support the student through doctoral studies.</p> <p>ADVISING. Upon admission, students will be assigned a graduate faculty advisor based on their research interests and objectives. The faculty advisor will serve to both guide the student through the coursework process and through the dissertation writing process. Like face-to-face programs, students will meet with their advisors on a regular basis. During the first two semesters of the program, students are expected to meet with their advisors on a monthly basis. During the third semester, the student will be working on their Dissertation Prospectus and will, therefore, meet with their advisor 2-4 times per month. This advising schedule will continue throughout the remainder to the degree program. This schedule is communicated to the students during orientation, the</p>

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	<p>department doctoral handbook, and via the advisors themselves. Additionally, all graduate faculty have weekly online office hours for drop-in appointments. Advising meetings are held via video conference using Google Hangout or Zoom.</p> <p>RETENTION. Through the development of the online MA in Arts Administration, the department has developed several strategies for the retention of students. The first step to retention is the recruitment of students with the skills to be successful. Thus, in addition to the review of the written materials, interviews will also be conducted. A strong advising relationship is also essential. Students will work with the same graduate advisor throughout their degree progression. There will be meeting expectations outside of courses in order to ensure progress. Additionally, the design of the coursework, the sequencing structure, and the comprehensive examination format will aid the students in writing their dissertation prospectus and completing three chapters of their dissertation prior to becoming “all but dissertation” or ABD.</p>		
2i	Are multiple units/programs collaborating to offer this program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<p>If “Yes,” please discuss the resource contribution(s) from each participating unit/program. (150 word limit) (Letters of support will be addressed in Part A, section 7.)</p> <p><i>Educational Policy Studies and Evaluation will partner with the Department of Arts Administration by allowing our doctoral students to enroll in the Graduate Certificate in Research Methods in Education. EPE coursework and AAD 795: Arts Administration Research Planning and Proposal Writing will provide the research methods core (15-credit hours). When students complete the PhD in Arts Administration, they will also complete the Graduate Certificate in Research Methods in Education.</i></p> <p><i>This partnership fundamentally enhances UK’s PhD in Arts Administration from its closest competitors which only require one research methods courses in their doctoral programs.</i></p>		
2j	<p>List all UK programs⁵ that the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)</p> <p><i>Not applicable. There are no other units on campus offering a similar program.</i></p>		
2k	Will the faculty of record for the proposed new Doctoral degree be the graduate faculty of the department/school offering the proposed new degree?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<p>If “No,” please describe the faculty of record for the proposed Doctoral program, including: selection criteria; term of service; and method for adding/removing members. Will the existing director of graduate studies (DGS) in the department/school be the DGS for this proposed Doctoral degree?</p>		
2m	Will the program have an advisory board ⁶ ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	<p>If “Yes,” please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (150 word limit)</p>		
	<p>If “Yes,” please list below the number of each type of individual (as applicable) who will be involved in the advisory board.</p>		

⁵ You must include a letter of support from any other program’s home unit. Please convert the letter to a PDF and append to the end of this form.

⁶ An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

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	Faculty within the college who are within the home educational unit.
	Faculty within the college who are outside the home educational unit.
	Faculty outside the college who are within the University.
	Faculty outside the college and outside the University who are within the United States.
	Faculty outside the college and outside the University who are outside the United States.
	Students who are currently in the program.
	Students who recently graduated from the program.
	Members of industry.
	Community volunteers.
	Other. Please explain:
	Total Number of Advisory Board Members

3. Delivery Mode

3a*	Initially, will any portion of the proposed program’s core courses be offered via distance learning ⁸ ? (Pre-proposal question: Quality, 4)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” please indicate below the percentage of core courses that will be offered via distance learning.		
(check one)	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>
	75 - 99% <input type="checkbox"/>	100% <input checked="" type="checkbox"/>	

3b*	If <i>any</i> percentage of the program will be offered via the alternative learning formats below, check all that apply, below.		
	<input checked="" type="checkbox"/>	Distance learning.	
	<input type="checkbox"/>	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.	
	<input type="checkbox"/>	Technology-enhanced instruction.	
	<input type="checkbox"/>	Evening/weekend/early morning classes.	
	<input type="checkbox"/>	Accelerated courses.	
	<input type="checkbox"/>	Instruction at nontraditional locations, such as employer worksite.	
	<input type="checkbox"/>	Courses with multiple entry, exit, and reentry points.	
	<input type="checkbox"/>	Modularized courses.	

3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. (200 word limit)
	<ul style="list-style-type: none"> • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.

Designed for working professionals, the online PhD provides the flexibility of asynchronous education, allowing students to learn and engage with their peers and faculty without the conventional restrictions of time and place. By offering the first online PhD in the field, UK will be able to reach and serve a critical student population that wants to enhance and expand research generated within arts and culture without disruption to their employment or family obligations.

Research conducted about online education indicates that most students who dropout of online courses do so after reporting isolation, disconnectedness, and technological problems. Cognizant of this research, the PhD carefully

⁷ For questions about alternative delivery modes, please contact UK’s Distance Learning Programs and e-Learning office (<http://www.uky.edu/DistanceLearning/>).

⁸ Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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	<p><i>constructs opportunities for meaningful student-to-student and student-to-instructor interaction to mitigate any feelings of disconnectedness. The design of the program was based on the design of UK's highly successful online MA in Arts Administration. Using this design, students regularly meet with their faculty advisor based on a specific schedule (outlined in 2h). Additionally, course expectations often require synchronous meetings with faculty and advisors.</i></p> <p><i>Using the IT resources of the university as well as the expertise of the program's instructional designer, the program provides ample assistance to students, especially regarding their problems with the technology.</i></p>		
4. UK Resources			
4a*	Will the program's home educational unit require new or additional faculty? (Pre-proposal question: Quality, 6 and Cost, B)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. (150 word limit)		
	<i>The current and planned faculty resources (we have a tenure-track position open for fall 2020) are sufficient to offer the PhD in Arts Administration in terms of course offerings and graduate advisors.</i>		
	If "Yes," when will the faculty be appointed? (150 word limit)		
4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment? (Pre-proposal question: Cost, B)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. (150 word limit)		
	<i>Since the degree program will be offered completely online, there are no additional campus-based classrooms or lab spaces needed.</i>		
4c	Will the program include courses from another educational unit(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)		
	<i>EPE/EDP 557: Gathering, Using and Analyzing Educational Data I</i> <i>EPE 619: Survey Research</i> <i>EPE/EDP 620: Introduction to Evaluation</i> <i>EPE 663: Field Studies in Educational Settings</i>		
	If "Yes," append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following: <ul style="list-style-type: none"> • Demonstration of true collaboration between multiple units⁹; • Impact on the course's use on the home educational unit; and Verification that the chair/director has consent from the faculty members of the unit.		

⁹ Show evidence of detailed collaborative consultation with such units early in the process.

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4d	Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.		
NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS
List name & identify faculty member as “F” (full-time) or “P” (part-time).	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to course taught.
<i>Rachel Shane, PhD (FT)</i>	<i>AAD 655(G)</i>	<i>PhD, Cultural Policy & Arts Administration, The Ohio State University</i>	
<i>Yuha Jung, PhD (FT)</i>	<i>AAD 629 (G) AAD 795 (G)</i>	<i>PhD, Art Education, Pennsylvania State University</i>	
<i>Geraldine Maschio, PhD (FT)</i>	<i>AAD 720 (G)</i>	<i>PhD, Theatre History, University of Wisconsin-Madison</i>	
<i>New Hire in AAD (2019-20) (FT)</i>	<i>AAD 790 (G)</i>	<i>Currently unknown</i>	
<i>Tom Borrup, PhD (PT)</i>	<i>AAD 665 (G)</i>	<i>PhD, Leadership and Change, Antioch University</i>	
<i>Kelly Bradley, PhD (FT)</i>	<i>EPE 619 (G)</i>	<i>PhD, Quantitative Research, Evaluation and Measurement in Education, The Ohio State University</i>	
<i>Jane Jensen, PhD (FT)</i>	<i>EPE 663 (G)</i>	<i>PhD, Anthropology and Higher Education, Indiana University</i>	
<i>Shannon Sampson, PhD (FT)</i>	<i>EPE 620 (G)</i>	<i>PhD, Educational Policy Studies and Evaluation, University of Kentucky</i>	
<i>Joseph Waddington, PhD (FT)</i>	<i>EPE 557 (G)</i>	<i>PhD, Educational Studies, University of Michigan</i>	
<i>Jill Schinberg (FT)</i>	<i>Dissertation Committees</i>	<i>MFA, Modern Dance, University of Utah</i>	
<i>Nelson Fields (FT)</i>	<i>Dissertation Committees</i>	<i>MFA, Costume Design, University of Iowa</i>	

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<i>Herman D. Farrell III (FT)</i>	<i>Dissertation Committees</i>	<i>MFA, Playwrighting, Columbia University; JD, New York University</i>	
<i>Allan Richards, PhD</i>	<i>Dissertation Committees</i>	<i>PhD, Art Education, Illinois State University</i>	
<i>Michael Hudson, PhD (FT)</i>	<i>Dissertation Committees</i>	<i>PhD, Music Education, Florida State University</i>	
<i>Martina Vasil, PhD (FT)</i>	<i>Dissertation Committees</i>	<i>PhD, Music Education, West Virginia University</i>	
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate		

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5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)	
5a	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the <i>program</i> will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. <i>(250 word limit)</i>
	<i>Please refer to Assessment Plan for the PhD in Arts Administration.</i>
5b	<i>(related to section 15)</i> Append an assessment plan ¹⁰ for the SLOs to the end of this form. <i>(Click HERE for a sample assessment plan.)</i>
5c	Explain how the curriculum achieves the program level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives. <i>(300 word limit)</i>
	The course level student learning outcomes were developed in order to accomplish the program-level student learning objectives. Each course in the curriculum plays a significant role in achieving the program-level student objectives. Furthermore, the course level SLOs are connected to the program-level SLOs during the build process in the Learning Management System, Canvas. Canvas allows for the linkage of the course SLOs to the program-level SLOs for clear and purposeful evaluation.
5d	Append a PDF of the program’s course map ¹¹ to the end of this form. <i>(Click HERE for a sample curricular map.)</i>
5e	<i>(related to 2c)</i> Based on the SLOs from question 2c, which components will be evaluated, i.e. course mapping? For each student learning outcome identify in which courses it is covered in the curriculum and note whether employers, students, alumni, and/or faculty outside of the program were involved in the development of student learning outcomes. <i>(300 word limit)</i> .
	Please refer to Assessment Plan for the PhD in Arts Administration for the Curriculum Map (cannot be inserted). Student learning outcomes were developed by department faculty and instructional designer.
5f	When will components be evaluated? Identify the review cycle for each student learning outcome. (e.g, every semester or each year) <i>(150 word limit)</i>
	Student-learning outcomes will be assessed with a five-year longitudinal cycle using direct and indirect methods. Please see Curriculum Map and Data Collection Process / Procedures in the Assessment Plan.
5g	When will the data be collected? (This may or may not be different from when the assessment is <i>conducted</i> .) <i>(150 word limit)</i>
	Direct Methods/Measures Preferred/Used at the Course and Program Levels <ul style="list-style-type: none"> • Dissertation prospectus (formative) (when applicable, annually) • Comprehensive examination (formative) (when applicable, annually) • Dissertation document (summative) (when applicable, annually) • Dissertation oral defense (summative) (when applicable, annually) Indirect Methods/Measures Preferred/Used at the Course and Program Levels

¹⁰ An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

¹¹ Course mapping (or “curricular mapping”) is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is “introduced,” “developed,” and/or “mastered” within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

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	<ul style="list-style-type: none"> • Course grades (annual for all students) • GPA (annual for all students) • First semester student survey (annually for incoming students) • Graduating student survey (annually for graduating students) • Matriculation rate (annually for students admitted to degree program)
5h	<p>How will the data be collected? <i>(150 word limit)</i></p> <p>Please see Curriculum Map and Data Collection Process / Procedures in the Assessment Plan.</p>
5i	<p>What will be the benchmarks and/or targets to be achieved? <i>(150 word limit)</i></p> <p>Please see Curriculum Map and Data Collection Process / Procedures in the Assessment Plan.</p>
5j	<p>What individuals or groups will be responsible for data collection? <i>(150 word limit)</i></p> <p>Please see Curriculum Map and Data Collection Process / Procedures in the Assessment Plan.</p>
5k	<p>How will the data and findings be shared with faculty? <i>(150 word limit)</i></p> <p>Assessment reports will be completed by the department DGS, reviewed by the department chair and graduate faculty members, and, lastly, reviewed by the college's assessment coordinator. Final reports will be sent to the university's assessment office.</p>
5l	<p>How will the data be used for making programmatic improvements? <i>(150 word limit)</i></p> <p>Results will be analyzed and interpreted at the annual strategic planning retreat held in May and August of each academic year. Results will be used to make academic and programmatic improvements as it has each year or as needed.</p>
5m	<p>What are the measures of teaching effectiveness? <i>(150 word limit)</i></p> <p>All instructors will use the university Teacher Course Evaluation (TCE) process in order to be evaluated by their students each semester. Additionally, the Department of Arts Administration conducts its own surveys to evaluate the courses and their link to success for our students. Lastly, faculty advisors keep notes on their meetings with students and report any issues with courses or faculty effectiveness.</p>
5n	<p>What efforts to improve teaching effectiveness will be pursued based on these measures? <i>(150 word limit)</i></p> <p>Online teaching effectiveness (e.g. quality and timeliness of feedback) is addressed by the department chair with full-time faculty on an annual basis as part of their performance evaluation and with part-time faculty each time they teach.</p>
5o	<p>What are the plans to evaluate students' post-graduate success? <i>(150 word limit)</i></p> <p>Since the new degree will be delivered online, the first step will be to keep the online community alive after the students have graduated. This will be accomplished by using tools that the department has already developed for its BA and MA alumni including:</p> <ol style="list-style-type: none"> 1) UK Arts Admin Alumni closed Facebook Group, 2) LinkedIn, 3) UK Arts Admin Alumni newsletters (6 issues per year); and 4) UK Arts Admin Annual Alumni survey which gathers information about employment.
6. Miscellaneous	
6a	<p>Is there anything else about the proposed program that should be mentioned? <i>(150 word limit)</i></p>
7. Non-Course Requirements	

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7a	Will the program require completion of a master's degree from a fully accredited institution of higher learning?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "No," explain below. (150 word limit)		
7b	The Graduate School requires applicants to have an overall GPA of 2.75 on undergraduate work. Will the program have a higher undergraduate GPA requirement?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe below. (150 word limit)		
7c	Will the proposed program include requirements for testing (e.g. GRE, GMAT, TOEFL) to be considered for admission?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," name each test and describe the specific requirements, scores, etc. below. (150 word limit)		
	<i>The GRE is required. No minimum scores are required, however, the scores will be used in an overall assessment of a successful PhD applicant.</i>		
7d	Will the program have a world language requirement?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe below. (150 word limit)		
7e	The Graduate School allows transfer of up to nine credits or 25% of course work. Please describe transfer credit limitations below for the proposed program. (150 word limit)		
	Up to 9-credit hours may be transferred in to the program for students who have taken courses above the requirements of a master's degree with the advice of the student's advisory committee, Director of Graduate Studies, and Graduate School approval.		
7f	Will the program have a research proposal requirement (Plan A)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	(If "Yes," explain the requirements below. If "No," proceed to question 6g.)		
	Students will be required to submit a dissertation prospectus in the fourth semester (fall of year two) of enrollment in the PhD degree.		
7g	Provide the final examination criteria.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	The final examination of the PhD in Arts Administration will consist of a written dissertation document and an oral presentation. The written document and oral presentation constitutes the examination.		
7h	Describe termination criteria.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	The following items, independently or in conjunction with one another, may constitute a student's termination from the PhD program:		
	<ul style="list-style-type: none"> • Failure to maintain required 3.0 cumulative GPA in coursework; • Failure to pass the dissertation prospectus review; the comprehensive examination; or dissertation examination (pending approval from the DGS and Graduate School students will be allowed two opportunities); • Ethical misconduct or academic dishonesty; • Failure to submit required dissertation and complete oral examination by the end of the maximum period for candidacy; 		

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- Failure to make reasonable progress in research as determined by the student’s advisory committee and documented at least once prior to termination; or
- Failure to maintain contact with faculty advisors each semester (deemed a withdrawal).

8. Course Requirements.

8a Document the total credit hours required by level below. At least two-thirds of the minimum requirements for the Doctoral or specialist degree must be in regular courses, and at least half of the minimum course requirements (excluding thesis, practicum, or internship credit) must be in 600- or 700-level courses.

400G-level: 0	500-level: 0-12	600-level: 18-33	700-level: 13-28
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8b What is the total number of credit hours required for the degree? (e.g. 24, 32) 46

If an explanation about the total credit hours is necessary, use the space below. (150 word limit)

The minimum coursework required is 46 hours beyond the master's degree. Up to 9-credit hours may be transferred in to the program for students who have taken courses above the requirements of a master's degree with the advice of the student's advisory committee, Director of Graduate Studies, and Graduate School approval.

*Use the grids below to list core courses, electives, courses for a concentration, etc.
Use the course title from the Bulletin or from the most recent new/change course form.*

8c* **Degree/Program Major Core Courses.** These courses are required for all students in the program and include prerequisite courses. Check the appropriate box to describe the course as either “program core” or “prerequisite.”

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status ¹²
AAD 655	<i>Cultural Policy</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
AAD 665	<i>Creative Cities, Creative Placemaking, & Community Vibrancy</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
AAD 629	<i>Organization Theories in Arts Administration</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
AAD 720	<i>Sustaining Leadership in the Arts</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
AAD 790	<i>Arts & Culture Research Studies</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
EPE 557	<i>Gathering, Using and Analyzing Educational Data I</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	No Change
EPE 619	<i>Survey Research</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	No Change
EPE 620	<i>Introduction to Evaluation</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	No Change

¹² Use the drop-down list to indicate if the course will be newly proposed as a new course (“new”), if the course is an existing course that will change (“change”), or if the course is an existing course that will not change (“no change”).

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EPE 663	<i>Field Studies in Educational Settings</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		No Change
AAD 795	<i>Arts Administration Research Planning and Proposal Writing</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		New
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
Total Core Courses Credit Hours:			30	
8d	Is there any narrative about prerequisite courses for the program that should be included in the Bulletin?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," note below. (150 word limit)			
	<i>In order to apply to the PhD in Arts Administration, students must have an earned graduate degree in arts administration or a related discipline. Field practitioners in the arts and cultural sectors with graduate degrees in related disciplines may be considered for admission; however, there would likely be assigned preliminary coursework which would not apply to the required 46-credit hours for the PhD.</i>			
8e	Is there any narrative about core courses for the program that should be included in the Bulletin?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," note below.			
	<i>Students in the PhD in Arts Administration will complete both 15 credit hours toward the Arts Administration Core and 15 credit hours in the Research Methods Core.</i>			
Program Guided Electives¹³ (Guided electives for <u>all</u> students in the program.)				
8f*	Does the program include any guided electives?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	(If "Yes," indicate and note the specific courses in the grid below (8g). If "No," indicate and proceed to question 8i.)			
8g*	Using the grid provided, list the guided electives below.			
Prefix & Number	Course Title	Credit Hrs	Course Status ¹⁴	
AAD 5**	<i>Various</i>	<i>varies</i>	No Change	
AAD 6**	<i>Various</i>	<i>varies</i>	No Change	

¹³ Guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

¹⁴ Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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AAD 7**	Various	varies	No Change
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
Total Credit Hours as Guided Electives:		9	
8h	Is there any narrative about guided electives courses that should be included in the Bulletin?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If "Yes," note below. (150 word limit)		
	<i>Students will select 9 credit hours of course work within the Department of Arts Administration at the 500-, 600- or 700- level. Students wishing to take coursework outside of the Department of Arts Administration should receive approval from the DGS prior to enrollment.</i>		
	Program Free Electives¹⁵. (Free electives for <u>all</u> students in the program.)		
8i*	Does the program include any free electives?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	(If "Yes," indicate and proceed to question 8j. If "No," indicate and proceed to 8l.)		
8j*	What is the total number of credit hours in free electives?	3	
8k	Provide the free electives courses language that will be included in the Graduate School Bulletin. (150 word limit)		
	<i>In consultation with their advisor, students will take 3-credit hours of elective courses. Elective courses may be offered by the Department of Arts Administration or outside the department.</i>		
	Courses for a program's specialization(s).		
	Click HERE for a template for additional specializations ¹⁶ .		
8l	Does the program include any specializations?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	(If "Yes," indicate and proceed to question 8m. If "No," indicate and proceed to 8p.)		
8m	Specialization name:		
Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the specialization.")	Credit Hrs	Course Status ¹⁷

¹⁵ Program free electives are available to all students in the program (regardless of any concentration(s)) and the choice of which course(s) to take is up to the student. Courses are not grouped but can be described as "student must take three courses at the 600-level or above."

¹⁶ Append a PDF with each concentration's courses to the end of this form.

¹⁷ Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....

8n Provide specialization-related language that should be included in the Graduate School Bulletin. (150 word limit)

8o Does the program have an additional specialization? Yes No
 (If "Yes," indicate and proceed to question 8p. If "No," indicate and proceed to 7r.)

8p Specialization #2 Name:

Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the specialization" or "an elective course for the specialization.")	Credit Hrs	Course Status ¹⁸
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core		Select one....

¹⁸ Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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		<input type="checkbox"/> Elective	
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective	Select one....

Total Credit Hours, Concentration #2:

8q	Provide specialization-related language that should be included in the Graduate School Bulletin for the second specialization. (150 word limit)
8r	Is there anything else about the proposed program that should be mentioned? (150 word limit)

9. Degree Plan

9a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for “Year 3” and beyond only if necessary. If multiple concentrations are available, click HERE for a template for additional concentrations. Append a PDF with each concentration’s semester-by-semester program of study to the end of this form.			
	YEAR 1 - FALL:	<i>Please see attached course sequencing plan.</i>	YEAR 1 - SPRING:	
	YEAR 2 - FALL :		YEAR 2 - SPRING:	
	YEAR 3 - FALL:		YEAR 3 - SPRING:	
	YEAR 4 - FALL:		YEAR 4 - SPRING:	
	YEAR 5 - FALL:		YEAR 5 - SPRING:	

9b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)
	<p><i>The degree plan referenced in 9a does not accommodate for programs that operate outside of a traditional academic year. In order to meet the needs of the target market for this degree program, the PhD will be offered as a year-round program. Students will begin the program in the fall semester and take 6-credit hours in fall, spring and summer for seven semesters. In semester eight, students will complete their comprehensive examination. Semesters nine and ten (and beyond, if necessary) will be for dissertation residency hours.</i></p> <p><i>Students will progress in two core competency areas: Arts Administration (15 credit hours) and Research Methods (15 credit hours). During four semesters in years one and two, students will take one course in each of the two core areas. Students will also have a research area. These courses are intended to enhance their understanding of their research and dissertation focus.</i></p>

10. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

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	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
10a	<i>(Within College/Home Unit) In addition to the information below, attach documentation of department and college/home unit approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</i>		
	<i>Department of Arts Administration</i>	<i>10/23/2018</i>	<i>Rachel Shane / 257-7717 / rachel.shane@uky.edu</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
10b	(Collaborating and/or Affected Units)		
	<i>Educational Policy Studies & Evaluation</i>	<i>10/25/2018</i>	<i>Kelly Bradley / 257-3178 / kelly.bradley@uky.edu</i>
	<i>Educational, School, and Counseling Psychology</i>	<i>9/16/2019</i>	<i>Michael Toland / 257-3395 / toland.md@uky.edu</i>
	<i>Educational, School, and Counseling Psychology</i>	<i>9/17/2019</i>	<i>Kenneth Tyler / /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
10c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Graduate Council	<i>3/7/19</i>	<i>Roshan Nikou</i>

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INFORMATION REQUIRED BY CPE AND SACS	
11. Program Overview – Program Quality and Student Success	
11a	<p>Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)</p> <p><i>UK is the only public college or university in the state offering an undergraduate degree in Arts Administration. UK is also the only Kentucky college or university to offer a graduate degree in Arts Administration. There are only two universities nationwide that offer doctorates in related fields: The Ohio State University offers a PhD in Arts Administration, Education, and Policy; and Florida State University offers a PhD in Arts Education with a concentration in Arts Administration. There are no schools nationwide which where students can earn a doctorate in arts administration in a completely online format.</i></p> <p><i>With the successful launch of the PhD in Arts Administration, UK would become the only university in the country offering a BA, MA and PhD in Arts Administration.</i></p>
11b*	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>ADMISSIONS. Students interested in the PhD in Arts Administration will be required to submit an application utilizing the system as designated by the UK Graduate School (currently Apply Yourself). Students will be required to submit the following items: 1) current resume; 2) statement of purpose; 3) portfolio of writing samples; 4) official transcripts; 5) GRE scores; and 6) three letters of recommendation.</i></p> <p><i>The Arts Administration Graduate Admissions Faculty will review the PhD applications in order to select the finalists. Finalists will be interviewed via video conference in order to determine 1) the rationale for pursuing a PhD; 2) the student’s proclivity to online education and aptitude for rigorous research expectations; 3) the area of research interest; and 4) the systems in place to support the student through doctoral studies.</i></p> <p><i>ADVISING. Upon admission, students will be assigned a graduate faculty advisor based on their research interests and objectives. The faculty advisor will serve to both guide the student through the coursework process and through the dissertation writing process. Each graduate faculty member will accept one new PhD student annually.</i></p> <p><i>RETENTION. Through the development of the online MA in Arts Administration, the department has developed several strategies for the retention of students. The first step to retention is the recruitment of students with the skills to be successful. Thus, in addition to the review of the written materials, interviews will also be conducted. A strong advising relationship is also essential. Students will work with the same graduate advisor throughout their degree progression. There will be meeting expectations outside of courses in order to ensure progress. Additionally, the design of the coursework, the sequencing structure, and the comprehensive examination format will aid the students in writing their dissertation prospectus and completing three chapters of their dissertation prior to becoming “all but dissertation” or ABD.</i></p>
11c*	<p>Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)</p> <p><i>There are currently no related programs offered within the Commonwealth of Kentucky. The University of Kentucky offers the only Arts Administration degrees in the state.</i></p>
11d*	<p>Identify the applicant pool and how applicants will be reached. (300 word limit)</p> <p><i>The PhD in Arts Administration will attract working arts and culture professionals who have been employed within the field for five or more years. The primary target is someone who wishes to progress the field, learn more beyond institutional management, desires to teach, or wants to create a larger impact and make a difference in the arts.</i></p>

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Most students will apply to the PhD degree following the completion of a graduate degree in arts administration. UK has a natural pipeline into the PhD from its MA alumni pool. These students are already accustomed to learning within the online environment and have an affinity for UK and the Department of Arts Administration.

The Department of Arts Administration has a sophisticated marketing strategy already in place to reach students for its other online offerings. With the addition of the online PhD, marketing efforts of the department will feature all of our online offerings. Strategies including direct digital marketing, online advertising, social media advertising and user generated content (UGC), print advertising in industry publications, presence and advertising at national arts service organization conferences, and personal sales.

12. Mission: Centrality to the Institution’s Mission and Consistency with State’s Goals

12a* (related to 2b) Explain how the program objectives support at least two aspects of [UK’s institutional mission and academic strategic plan](#)? (150 word limit)

The PhD in Arts Administration fully embraces all aspects of the University of Kentucky mission. The degree will facilitate learning which is informed by scholarship and research; it will expand the knowledge of the arts and cultural industries through research and scholarship; and it will serve a global community through the dissemination of this knowledge.

The PhD in Arts Administration also fully supports all three of UK's Strategic Initiatives on Graduate Education:

1) Recruit and retain outstanding graduate students from all backgrounds.

This PhD targets working professionals from all arts and cultural industries. This is a broad and diverse segment within the population that is largely unreached for doctorate degrees.

2) Invest in graduate programs that have distinctive synergy with UK's research priorities and/or whose graduate students demonstrate excellence at the national and global levels.

The University of Kentucky has always been at the forefront in arts administration education. UK launched the first BA in Arts Administration in 1987 as well as the first online MA in Arts Administration at a public university. Now, UK has the opportunity to offer the first PhD in Arts Administration in the country. It will also mark the first online PhD in our field.

3) Elevate the quality and richness of the graduate student experience and increase the national competitiveness of UK's graduate programs.

Allowing for an online doctoral degree vastly changes student experience and broadens the pool of potential doctoral students. This unique offering will help increase the competitiveness of all the programs within the Department of Arts Administration.

12b* (related to 2b) How do the program objectives support at least two aspects of the Council on Postsecondary Education’s (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit)

This program will further the state’s postsecondary education agenda by increasing productivity through program innovation. The program will be delivered completely online, providing a distance learning option for students who are already employed and unable to attend classes in person. (8.1, 4.3, 4.4) In addition, it provides training in a growth industry, allowing more Kentuckians to equip themselves for the future. (6.1, 6.2)

12c* If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box and append a PDF version of the letter to this form.
(e.g. any program leading to teacher, principal, or superintendent certification, or rank change)

13. Resources

13a How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit)

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	<i>The Department of Arts Administration has partnered with the Department of Educational Policy Studies & Evaluation in order to create the PhD in Arts Administration. Educational Policy Studies & Evaluation (EPE) will provide the Research Methods Core for the degree. EPE already offers all of these courses in an online format. As a result, upon graduation, students will receive both the PhD in Arts Administration and a Graduate Certificate in Research Methods in Education. A letter supporting this partnership is included in the appendices of this proposal.</i>
13b*	<p>What will be the projected “faculty-to-student in major” ratio? (150 word limit)</p> <p><i>The maximum number of students accepted per year will be the same number of graduate faculty in the Department of Arts Administration. Graduate faculty will only each be assigned one new student advisee annually. Thus, no graduate faculty member will ever have more than four students working on their research. Faculty advisors will be assigned based on research interests and alignment.</i></p>
13c*	<p>Describe the library resources available¹⁹ to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit)</p> <p><i>Extensive online library resources have already been developed in support of the MA in Arts Administration. The UK Library system has online access to all of the primary journals in the field. Additionally, students will be able to request print materials be mailed to them from the UK Collection or Interlibrary Loan. Moreover, the Department of Arts Administration will provide sponsoring letters for students to use at reciprocal colleges and universities for research at an on-site library.</i></p>
13d	<p>Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. (300 word limit)</p> <p><i>The proposed program is offered as a 100% online degree program. Thus, the current physical facilities are currently adequate. Instructional equipment for this program is technology-based. Faculty must have and maintain appropriate computer hardware and software. Due to our online MA in Arts Administration, the Department already maintains a three-year replacement policy for hardware. Software is purchased as needed.</i></p>
14. Demand and Unnecessary Duplication	
14a	<p>Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit)</p> <ul style="list-style-type: none"> • This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels <p><i>The creative industry is thriving nationwide. Arts businesses and their creative employees stimulate innovation and strengthen the nations competitiveness in the global economy. Additionally, arts businesses play an important role in building and sustaining economic vibrancy. According to the 2017 Creative Industries in the United States report, there are over 673,000 businesses are involved in the creation or distribution of the arts. These organizations employ 3.48 million people. These figures represent 4.01 percent of all US businesses and 2.04 percent of all US employees.</i></p> <p><i>Regionally, according to the 2014 Kentucky Creative Industry Report, the creative industry is thriving in Kentucky.</i></p> <ul style="list-style-type: none"> • <i>The Kentucky creative industry collectively employs 108,498 people.</i> • <i>The creative industry represents 2.5 percent of Kentucky’s total employment.</i>

¹⁹ Please contact OSPIE (OSPIE@L.uky.edu) for more information.

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	<ul style="list-style-type: none"> • <i>The creative industry accounts for annual earnings of \$1.9 billion.</i> • <i>The creative industry in Kentucky includes more self-employed individuals and microenterprises than any other economic sector, compared to national data.</i> <p><i>The national and state level data provides compelling evidence of the demand of a growing and changing industry that necessitates a terminal degree in the field. The creative industries are ranked as the 11th largest industry in the country. Every other industry in the top 20 has doctoral offerings at universities (e.g. public administration, healthcare administration, education, business management, agriculture). The creative industries require a doctoral degree to research, disseminate and impact the arts and cultural sector.</i></p>
14b	<p>Clearly state the degree completion requirements for the proposed program. (150 word limit)</p> <p>PhD in Arts Administration students must complete all of the following requirements:</p> <ul style="list-style-type: none"> • Complete all assigned preliminary coursework (if applicable); • Complete all PhD coursework (minimum of 46 hours) while maintaining a minimum GPA of 3.0 out of 4.0 on all graduate work attempted at UK, • Pass the written and oral dissertation prospectus in the fourth semester of coursework, • Develop and orally defend a dissertation proposal; • Write three chapters of the dissertation and orally defend; • Complete a written dissertation based on the approved proposal; and • Successfully defend the dissertation in an oral presentation.
14c	<p>Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
	<p>If "Yes," explain. (300 word limit)</p> <p><i>This program will enhance the stature and strength of the Department of Arts Administration at the University of Kentucky. The department already holds a reputation as one of the best BA and MA programs in the country with the most comprehensive curriculum. The addition of the PhD will enhance the reputation and make the University of Kentucky the only university in the country offering a BA, MA and PhD in Arts Administration.</i></p>
14d	<p>Identify the primary feeders for the program. (150 word limit)</p> <p><i>Primary feeders for the program will be master's degree programs in Arts Administration (although students with master's degrees in related disciplines will be considered).</i></p> <p><i>There are approximately 100 graduate programs in arts administration in the US that are members of the Association of Arts Administration Educators (AAAE). UK is also a member of AAAE and has had faculty serve on the board for the last 8 years (and are slated to serve for another 5 years). The AAAE members programs will serve as strong feeders for the program. UK has access to the pool of students through its board service, conference attendance, and listserv.</i></p> <p><i>Of course, UK has a natural pipeline into the PhD from its MA alumni pool. These students are already accustomed to learning within the online environment and have an affinity for UK and the Department of Arts Administration.</i></p>
14e	<p>Describe the student recruitment and selection process. (300 word limit)</p> <p>RECRUITMENT. The Department of Arts Administration has a sophisticated marketing strategy already in place to reach students for its other online offerings. With the addition of the online PhD, marketing efforts of the department will feature all of our online offerings. Strategies including direct digital marketing, online advertising, social media advertising and user generated content (UGC), print advertising in industry publications, presence and advertising at national arts service organization conferences, and personal sales.</p> <p>SELECTION. Students interested in the PhD in Arts Administration will be required to submit an application utilizing the system as designated by the UK Graduate School (currently Apply Yourself). Students will be</p>

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required to submit the following items: 1) current resume; 2) statement of purpose; 3) portfolio of writing samples; 4) official transcripts; 5) GRE scores; and 6) three letters of recommendation.

The Arts Administration Graduate Admissions Faculty will review the PhD applications in order to select the finalists. Finalists will be interviewed via video conference in order to determine 1) the rationale for pursuing a PhD; 2) the student’s proclivity to online education and aptitude for rigorous research expectations; 3) the area of research interest; and 4) the systems in place to support the student through doctoral studies.

Selection will be competitive as only four doctoral students will be accepted annually.

14f Specify any distinctive qualities of the proposed program. (300 word limit)

UK is the only public college or university in the state offering an undergraduate degree in Arts Administration. UK is also the only Kentucky college or university to offer a graduate degree in Arts Administration. There are only two universities nationwide that offer doctorates in the related field of art education with a specialization area. There are no schools nationwide which where students can earn a doctorate in arts administration in a completely online format.

With the successful launch of the PhD in Arts Administration, UK would become the only university in the country offering a BA, MA and PhD in Arts Administration.

14g Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. (300 word limit)

Since this is new degree program, the department is projecting a new increase to its total number of student enrollments.

14h* Use table below to estimate student demand for the first five years following implementation.

Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
2019 - 2020	0	4
2020 - 2021	0	8
2021 - 2022	0	12
2022 - 2023	4	16
2023 - 2024	4	16

14i Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)

The 21st century has shown significant increase in the nonprofit arts and culture industry. According to the Americans for the Arts most recent economic impact study, the nonprofit arts sector generates \$166.2 billion in economic activity each year.

There is an increasing need to have skilled and qualified researchers to explore the arts and cultural sector. Thus, arts and cultural organizations, service organizations, arts councils and government agencies, thinktanks, and universities are increasingly seeking trained professionals to envision, conduct, and disseminate meaningful research which supports this growing industry.

The UK will prepare students for these careers in industry, government and academia through its rigorous foundation in research methods, cultural policy, and organization theory combined with a student-selected concentration in arts administration. The program allows students to have an innovative and individualized course of study as they work closely with graduate faculty in arts administration.

14c Has the Council on Postsecondary Education identified similar programs? Yes No
(Please contact OSPIE (OSPIE@L.uky.edu) for help with this question.).

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14j	If "Yes," the following questions (14j1 – 14j5) must be answered.		
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? If "Yes," explain. (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? If "Yes," explain. (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(3)	Is access to existing programs limited? (150 word limit) If "Yes," explain.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(4)	Is there excess demand for existing programs? If "Yes," explain. (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
(5)	Will there be collaboration between the proposed program and existing programs? If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs. (150 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14k	Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation? If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
14k.i	Identify similar programs in other SREC states and in the nation.		
14k.ii	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14k.iii	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14k.iv	Is access to existing programs limited? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14k.v	Is there excess demand for existing similar programs? If "Yes," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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14k.vi	Will there be collaboration between the proposed program and existing programs? If “No,” explain. (300 word limit)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14l	Would your institution like to make this program available through the Academic Common Market ²⁰ ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
14m	Clearly describe evidence of employer demand or discipline needs. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program. (300 word limit) <i>The nonprofit arts industry in the United States is much larger than most people imagine. According to leisure time participation studies, regularly conducted by the National Endowment for the Arts, more people attend live arts events each year than attend live professional sports events or watch movies in movie theatres.</i> <i>According to the Americans for the Arts’ Arts & Economic Prosperity 5 Study, America’s Nonprofit Arts & Cultural Industries generates \$166.3 billion in economic activity— \$63.8 billion in spending by arts and cultural organizations and \$102.5 billion in event-related spending by their audiences. This industry supports 4.6 million jobs and generates \$27.5 billion in government revenue.</i> <i>Nonprofit Arts & Cultural Organization workers make of .83% of the US workforce – which is more than police officers (.48%), lawyers (.44%), farming, fishing, and forestry (.33%), firefighters (.23%), and computer programmers (.21%). The direct spending of nonprofit arts organizations supported 1.15 million jobs.</i>		
14n	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.		
15. Assessment and Oversight			
15a*	Describe <i>program</i> evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit) Please refer to Assessment Plan for the PhD in Arts Administration.		
15b	Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program. (300 word limit) Please refer to Assessment Plan for the PhD in Arts Administration.		
16.* Advance Practice Doctorate New Program Proposal			
16a	Is the proposed program an advance practice doctorate? If “Yes,” please answer the questions below.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
16a.i	Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitates a new doctoral program.		
16a.ii	Does the curriculum include a clinical or experiential component?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

²⁰ Please contact OSPIE (OSPIE@L.uky.edu) for more information.

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	If "Yes," list and discuss the nature and appropriateness of available clinical sites. (300 word limit)
16a.iii	Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field. (300 word limit)
16a.iv	Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program. (300 word limit)
16a.v	Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed. (300 word limit)
16a.vi	Provide evidence that funding for the program will not impair funding of any existing program at any other public university. (300 word limit)

17. Cost and Funding of the Proposed Program²¹

17a	Will this program require additional resources? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. (300 word limit) <i>There are no expected expenses in this area.</i>
17b	Will this program impact existing programs and/or organizational units within your institution? (300 word limit) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If "Yes," briefly describe.
17c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. (300 word limit)

18.* Budget Funding Sources, by Year of Program

All the fields in number 16 are required for the CPE's pre-proposal form. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. Please answer in terms of dollar amounts. All narratives have a 100-word limit. (Pre-proposal question: Cost, A)

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	<i>There is no federal funding for this program at this time.</i>				

²¹ For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

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Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	<i>There is no other non-state funding for this program at this time.</i>				
State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative/Explanation:	<i>The program will be funded through existing state resources already allocated to the University of Kentucky, and through tuition generated by new students.</i>				
Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.)²²:	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
(New) Allocated Resources					
(Existing) Reallocated Resources					
Narrative/Explanation:	<i>Narrative for Student Tuition (the student tuition narrative block below is set for numbers only). The tuition is calculated based on 2018-19 part-time graduate student tuition rate. It does not account for any future tuition increases.</i>				
Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	49896	99792	149688	199584	199584
Existing	0	0	0	0	0
Narrative/Explanation:	0				
<u>Total Funding Sources</u>	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<u>Total</u> New					
<u>Total</u> Existing	0	0	0	0	0

²² The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organizational units.

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TOTAL FUNDING SOURCES	49896	99792	149688	199584	199584
19.* Breakdown of Program Expenses/Requirements⁴					
(Please note – all the fields in number 19 are required for the CPE’s pre-proposal form.)					
(Pre-proposal question: Cost, B)					
Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing					
Narrative/Explanation ²³ :	<i>The current and planned faculty for the program is sufficient in serving the limited population of PhD students. If the program seeks growth, an additional faculty member would need to be hired. Five year estimates assume four admissions annually.</i>				
Other Professional (Include salaries.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing					
Narrative/Explanation:	There are no expected expenses in this area.				
Faculty (Include salaries and whether new hires will be part time or full time.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	24222	24648	25087	25539	26005
Existing	29086	29958	30856	31781	32734
Narrative/Explanation ²⁴ :	<i>The Director of Graduate Studies will be converted to a 12-month faculty member. 3% annual increase is estimated. Part-time faculty members will teach specific courses and over the summer.</i>				
Graduate Assistants (Include salaries and/or stipends.)²⁵	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	6000	6000	6000	6000	6000
Existing					
Narrative Explanation/Justification:	<i>The program is largely expected to be a full-pay program. There will be one 1/2 time assistantship available.</i>				
Student Employees (Include salaries and/or stipends.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing					

²³ Discuss whether new hires will be full-time or part-time.

²⁴ If new hires are involved, explain whether new hires will be full-time or part-time.

²⁵ Identify the number of assistantships/stipends to be provided; include the level of support for each.

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Narrative Explanation/Justification: <i>There will be no student employees.</i>					
Equipment and Instructional Materials	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing					
Narrative Explanation/Justification: <i>No additional equipment or materials are needed.</i>					
Library (Include new journal subscriptions, collections, and electronic access.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification: <i>Library services are currently appropriate for needs.</i>					
Contractual Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	17100	17100		6000	6000
Existing					
Narrative Explanation/Justification: <i>Contractual services are for the development of the new online courses for the PhD in years 1 and 2 and for revision costs in years 4 and 5.</i>					
Academic and/or Student Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	5000	5000	5000	5000	5000
Existing					
Narrative Explanation/Justification: <i>A new part-time graduate academic coordinator will be hired to serve all of the department's online programs. 25% of the position will be charged to the PhD.</i>					
Other Support Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing					
Narrative Explanation/Justification: <i>No additional support services are needed.</i>					
Faculty Development (Include travel, conference fees, consultants, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing					
Narrative Explanation/Justification: <i>There are no expected expenses in this area.</i>					
Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0

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Existing					
Narrative Explanation/Justification:	<i>The University of Kentucky requires that the faculty and chief administrators in each department assess the effectiveness of every academic program within their college every year. This assessment requires that the faculty a representative from each department include and articulate the measures used to assess the program, data to support any recommendations for change, as well as an Improvement Action Plan. This IAP encourages each program to assess and improve on a regular, annual basis. The cost for the program evaluation process does not cost the individual college or department any additional funds.</i>				
Student Space and Equipment	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	0	0	0	0	0
Existing					
Narrative Explanation/Justification:	<i>The program operates 100% online and therefore there are no additional costs for student space or equipment.</i>				
Other	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	15000	15000	15000	16000	16000
Existing					
Narrative Explanation/Justification:	<i>These expenses account for marketing and operating expenses of the program.</i>				
Total Expenses/Requirements	1st Year	2nd Year	3rd Year	4th Year	5th Year
New	67322	67748	51087	58539	59005
Existing	29086	29958	30856	31781	32734
TOTAL Program Budgeted Expenses/Requirements:	<i>The PhD in Arts Administration will only operate with a structured deficit in the first year of operation due to the start-up costs involved with building online courses. However, the revenue in year two will off-set those costs in full. At full capacity, the program will generate nearly \$150000 annually.</i>				
GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Funding Sources	<u>49896</u>	<u>99792</u>	<u>149688</u>	<u>199584</u>	<u>199584</u>
Total Expenses/Requirements	<u>67322</u>	<u>67748</u>	<u>51087</u>	<u>58539</u>	<u>59005</u>
TOTAL NET COST:	<u>-17426</u>	<u>32044</u>	<u>98601</u>	<u>141045</u>	<u>140579</u>

20. Course Descriptions (complete for question 11n)

20a	Program Core Courses (includes pre-major and pre-professional courses)
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
AAD 629	<i>ORGANIZATION THEORIES IN ARTS ADMINISTRATION Organization theory examines the inner workings of institutions in an attempt to understand organization functionality. For this course, theories are drawn from numerous disciplines including arts management, business administration, nonprofit management, and public administration. Additionally, theories may be classical, foundational, modern, postmodern, and/or critical. Specifically, this course explores various organizational theories that are relevant to running and studying nonprofit arts organizations. Through readings and critical analysis, students will establish a conceptual framework in which to design a research study.</i>

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<p>AAD 655</p>	<p>CULTURAL POLICY <i>Arts and culture institutions operate in complex environments with policies that shape the kinds of artistic creations that are created, produced, disseminated, marketed, funded and preserved. What are these policies in the United States? Who are the policy actors? Who implements policy? Who enforces policy? How do you create new policies?</i></p> <p><i>This course explores regulatory and provisionary areas of public policy as well as cultural policy specifically. Historical and contemporary policy issues related to arts education, creative economy, cultural facility infrastructure, employment, equity, funding, and preservation will be investigated.</i></p>
<p>AAD 665</p>	<p>CREATIVE CITIES, CREATIVE PLACEMAKING, & COMMUNITY VIBRANCY</p>
<p>AAD 720</p>	<p>SUSTAINING LEADERSHIP IN THE ARTS <i>This course offers a theoretical and practical understanding of leadership for arts and cultural organizations. Students will be exposed to various leadership theories, models, and issues from many different fields, such as arts management, business administration, nonprofit management, and public administration with a specific attention given to running arts and cultural organizations. Sustaining Leadership in the Arts also explores emerging, critical, and contemporary leadership issues including diversity, equity, and inclusion in arts and cultural leadership.</i></p>
<p>AAD 767</p>	<p>ARTS ADMINISTRATION DISSERTATION RESIDENCY CREDIT <i>Residency credit for dissertation research after the qualifying comprehensive examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended.</i></p>
<p>AAD 790</p>	<p>ARTS & CULTURE RESEARCH STUDIES <i>Arts & Culture Research Studies explores various types of research studies done in the field of arts and culture. Both empirical and theoretical research in many different areas, such as management, governance, leadership, financial management, fundraising, marketing, programming and evaluation, human resources management, audience and community development, cultural economics, and cultural policy will be examined.</i></p> <p><i>The types of research studies explored in this course will include white papers, research papers (articles), books (and book chapters), and websites (emphasis on visual elements). Studies included in this course are from many different fields, such as arts management, business administration, nonprofit management, and public administration but focus on topics in arts and culture management, administration, and policies. By reading and analyzing a number of studies in many different foci, students will be able to gain a broad understanding of arts and culture research and to shape their future research.</i></p>
<p>AAD 795</p>	<p>ARTS ADMINISTRATION RESEARCH PLANNING & PROPOSAL WRITING <i>Arts Administration Research Planning & Proposal Writing is designed to help students learn the significance and components of a sound research design and proposal writing. In the course, students will be exposed to various research design approaches of qualitative, quantitative, and mixed methods utilized within arts and culture research. Students will also understand various components of a sound and effective research proposal including the abstract, introduction, purpose statement, literature review, theoretical framework, research questions and hypotheses, and methodology and methods. Within the course, students will work on their research plan and written proposal for their dissertation project.</i></p>
<p>EPE 557</p>	<p>GATHERING, ANALYZING, AND USING EDUCATIONAL DATA <i>This course is rooted in the conceptual understanding of statistics and covers applications of statistical and graphical methods for educational and evaluation data. Basic descriptive statistics, correlation,</i></p>

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	<p><i>normal distributions and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation. Statistical literacy exercises will be used for comprehension and application of materials. In addition, applications of statistical software will be demonstrated.</i></p>
EPE 619	<p>SURVEY RESEARCH METHODS IN EDUCATION <i>Survey research is one of the most common and useful methods for gathering data in educational research. Obtaining valid and reliable research results requires the administration of instruments that provide valid and reliable measures of the variables selected for observation. This course will focus on principles of measurement and procedures for developing a variety of survey instruments and for determining their validity and reliability. It is designed to teach students both how to improve the questions and design instruments. The theory and practice of survey research relies on contributions from disciplines such as psychology, sociology, statistics, and computer science. The purpose of this course is to familiarize participants with basic features of the design and implementation of surveys, and acquaint them with some principles and underlying theory from disciplines that have traditionally used surveys most heavily. The course will cover major stages of the survey process, including hypothesis and problem formulation, study design, sampling, questionnaire design, interviewing techniques, pretesting, modes of data collection, and data cleaning, management, and analysis. The course involves lectures, readings, and discussions. Students are encouraged to bring materials related to their own research interests. The course will provide an overview of the theoretical and experimental literature related to question and questionnaire design a</i></p>
EPE 620	<p>EPE 620 TOPICS AND METHODS OF EVALUATION <i>An examination of a subset of evaluation methods, topics, and problems. An introductory course in the area with minimal emphasis on quantitative methods. The course is designed to: provide a perspective from which evaluation studies may be viewed; and, to provide experiences for those who will learn from or conduct evaluations.</i></p> <p>EPE 663: FIELD STUDIES IN EDUCATIONAL INSTITUTIONS <i>Field research in an educational setting. Questions of theory, method, and application examined. Students plan and implement a study under faculty supervision.</i></p>
20b	Program Guided Electives Courses (for the major)
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
	<i>Students will select 9 credit hours of course work within the Department of Arts Administration at the 500-, 600- or 700- level. Students wishing to take coursework outside of the Department of Arts Administration should receive approval prior to enrollment.</i>
20c	Program Free Electives Courses

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Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
	<i>Students may select 3 credit hours of elective course work within or outside Department of Arts Administration. Student should consult with their advisor to select elective course(s).</i>

20d	Courses for a Track. (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.
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Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
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New Doctoral Program PhD in Arts Administration

Appendices

- Office of Strategic Planning and Institutional Effectiveness, OSPIE Verification, RaeAnne Pearson
- Department of Arts Administration, Letter of Faculty Support, Chair Rachel Shane
- Department of Educational Policy Studies & Evaluation, Letter of Support, Chair Kelly Bradley
- Department of Educational, School, & Counseling Psychology, Letter of Support, Chair Kenneth Tyler
- Department of Educational, School, & Counseling Psychology, Letter of Support, DGS Michael Toland
- College of Fine Arts, Letter of Administrative Feasibility, Dean Mark Shanda
- Graduate School, Confirmation of Residency Requirement Compliance, Interim Dean Brain Jackson
- Assessment Plan for the PhD in Arts Administration
- Proposed Curriculum
- Proposed Course Sequencing
- PhD Proposal Admissions
- External Faculty Commitments

Subject: Re: UK Sub Change

Date: Thursday, October 25, 2018 at 10:50:23 AM Eastern Daylight Time

From: Office of Strategic Planning and Institutional Effectiveness

To: Shane, Rachel

Dear Dr. Shane,

Thank you for submitting an NOI regarding the proposed program, **Arts Administration, PhD (50.1001)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposed documentation presented and the Substantive Change Checklist, the proposed program does not constitute a substantive change as defined by the SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program may move forward in accordance with college and university-level approval processes.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate to contact me.

RaeAnne Pearson, Ph.D.

Planning and Accreditation Coordinator
University of Kentucky
Office of Planning and Institutional Effectiveness
Patterson Office Tower #555
Lexington, KY 40506
[859-218-4009](tel:859-218-4009)

From: Shane, Rachel

Sent: Thursday, October 25, 2018 1:11:02 PM

To: Office of Strategic Planning and Institutional Effectiveness

Subject: Re: UK Sub Change

The form is attached!

From: Office of Strategic Planning and Institutional Effectiveness <OSPIE@uky.edu>

Date: Friday, October 19, 2018 at 11:31 AM

To: "Shane, Rachel" <rachel.shane@uky.edu>

Subject: Re: UK Sub Change

Hi Rachel,

To expediate this process can you complete the NOI form linked below? The subchange questions are a part of the form. This form also has the information we need for CPE.

https://uky.az1.qualtrics.com/jfe/form/SV_3miQOxAUa9rAGRT

From: Shane, Rachel

Sent: Tuesday, October 16, 2018 8:16:47 PM

To: Office of Strategic Planning and Institutional Effectiveness

Subject: UK Sub Change

Attached is our completed checklist for a new degree program.

Thank you,

Rachel Shane, Ph.D.
Chair, Department of Arts Administration
University of Kentucky
205 Fine Arts Building
Lexington, KY 40506-0022
rachel.shane@uky.edu
859.257.7717

October 25, 2018

To Whom It May Concern:

I am writing to confirm the full support of the proposal submitted for the PhD in Arts Administration by the Department of Arts Administration. On October 23, 2018, the faculty of the Department of Arts Administration voted to approve the proposal for the PhD in Arts Administration unanimously. The vote was recorded via a Qualtrics survey.

If you should need any additional information, please do not hesitate to contact me at (859) 257-7717 or rachel.shane@uky.edu.

Sincerely,



Rachel Shane, Ph.D.
Chair, Department of Arts Administration

seeblue.



University of Kentucky
College of Education
Educational Policy Studies & Evaluation

131 Taylor Education Building
Lexington, KY 40506-0001
P: 859-257-3178
F: 859-257-4243
uky.edu/epe

Dr. Rachel Shane
Chair, Department of Arts Administration
College of Fine Arts
205b Fine Arts Building
Lexington, KY 40506

Dear Dr. Shane,

I am writing in support of the proposal for the PhD in Arts Administration, which includes the requirement that students complete the Graduate Certificate in Research Methods in Education offered by the Department of Educational Policy Studies and Evaluation in order for students to complete their degree. The EPE faculty are in support of the inclusion of our courses and certificate in the proposed PhD. Interim Dean of the College of Education, Dr. Rosetta Sandidge, also supports the collaboration.

The courses that your PhD students would take are offered, regularly, with at least one online offering per year. Per our discussion, our current offerings match the degree's proposed delivery and sequencing plan. Upon enrollment in the Research Methods in Education certificate, the PhD in Arts Administration students will have priority in registration. We are able to honor this arrangement for 4-5 students per year.

We look forward to working with you and your faculty on this collaborative degree.

Sincerely,

Kelly D. Bradley

Digitally signed by Kelly D. Bradley
DN: cn=Kelly D. Bradley, o=University of Kentucky,
ou=Educational Policy Studies and Evaluation,
email=kbrad2@uky.edu, c=US
Date: 2018.10.25 12:56:08 -0400

Kelly D. Bradley, Ph.D.
Professor and Chair, Educational Policy Studies & Evaluation
Program Chair, Research Methods in Education

see blue.™

An Equal Opportunity University

Subject: Re: Letter of Support
Date: Tuesday, September 17, 2019 at 4:43:09 PM Eastern Daylight Time
From: Tyler, Kenneth
To: Shane, Rachel
CC: Toland, Michael D.
Attachments: image001.png

EDP enthusiastically supports this proposal, Dr. Shane. Good luck!

From: Shane, Rachel <rachel.shane@uky.edu>
Sent: Tuesday, September 17, 2019 4:04:40 PM
To: Tyler, Kenneth <kenneth.tyler@uky.edu>
Cc: Toland, Michael D. <toland.md@uky.edu>
Subject: FW: Letter of Support

Dear Dr. Tyler,

I am currently working on having a new degree program approved, a PhD in Arts Administration. We have been working with Dr. Bradley, Chair of Educational Policy Studies and Evaluation. Dr. Bradley and her faculty have graciously supported the PhD and our desire to have our students enroll, as a requirement, in the Graduate Certificate in Research Methods in Education. As DGS for EDP, I had reached out to Dr. Toland who provided his support and also suggested that I contact you.

The PhD proposal is now ready for review by the Senate's Academic Programs Committee (SAPC). SAPC noticed that I inadvertently omitted EDP in our letters of support. Two of the courses that will be required for our PhD are EPE/EDP 557: Gathering, Using and Analyzing Educational Data I and EPE/EDP 620: Introduction to Evaluation since they are requirements for the certificate. Since these two courses are cross-listed, we would appreciate having your support for our students in those courses.

We anticipate admitting four students per year. I have attached Dr. Bradley's letter as well as our proposal for the new degree program. If you support the inclusion of our students in these two courses, a simple reply to this email will suffice for SAPC.

Many thanks,
Rachel

Rachel Shane, Ph.D.
Gary B. Knapp Endowed Chair of Arts Administration
Associate Professor, College of Fine Arts
Associate Professor, College of Business and Economics

University of Kentucky
205 Fine Arts Building
Lexington, KY 40506-0022
rachel.shane@uky.edu
859.257.7717
#UKArtsAdmin
#MakeArtHappen

Subject: Re: Letter of Support
Date: Monday, September 16, 2019 at 1:41:26 PM Eastern Daylight Time
From: Toland, Michael D.
To: Shane, Rachel
CC: Bradley, Kelly
Attachments: Outlook-cf2y5fbf.png

Dear Dr. Shane,

Thank you for reaching out to me for a letter of support for your new degree program. I am fully in support of what you have proposed. However, I wonder if it would be better if the letter of support came from my department chair, Dr. Kenneth Tyler, than me. I realize that I am affiliated with the Graduate Certificate in Research Methods in Education, but I just wanted to make sure it was me you wanted the support from our ir it was from my department chair.

Please let me know.

Thank you,

Michael



Michael Toland, PhD
Professor, Director of Graduate Studies
University of Kentucky
Department of Educational, School, & Counseling Psychology
251C Dickey Hall, Scott St.
Lexington
859-257-3395
toland.md@uky.edu

From: Shane, Rachel <rachel.shane@uky.edu>
Sent: Monday, September 16, 2019 12:42 PM
To: Toland, Michael D. <toland.md@uky.edu>
Cc: Bradley, Kelly <kelly.bradley@uky.edu>
Subject: Letter of Support

Dear Dr. Toland,

I am currently working on having a new degree program approved, a PhD in Arts Administration. We have been working with Dr. Bradley, Chair of Educational Policy Studies and Evaluation. Dr. Bradley and her faculty have graciously supported the PhD and our desire to have our students enroll, as a requirement, in the Graduate Certificate in Research Methods in Education.

The proposal is now ready for review by the Senate's Academic Programs Committee (SAPC). SAPC noticed that I inadvertently omitted EPE in our letters of support. Two of the courses that will be required for our PhD are EPE/EDP 557: Gathering, Using and Analyzing Educational Data I and EPE/EDP 620: Introduction to Evaluation since they are requirements for the certificate. Since these two courses are cross-listed, we would

appreciate having your support for our students in those courses.

We anticipate admitting four students per year. I have attached Dr. Bradley's letter as well as our proposal for the new degree program. If you support the inclusion of our students in these two courses, a simple reply to this email will suffice for SAPC.

Many thanks,
Rachel

Rachel Shane, Ph.D.
Gary B. Knapp Endowed Chair of Arts Administration
Associate Professor, College of Fine Arts
Associate Professor, College of Business and Economics

University of Kentucky
205 Fine Arts Building
Lexington, KY 40506-0022
rachel.shane@uky.edu
859.257.7717
#UKArtsAdmin
#MakeArtHappen



University of Kentucky
College of Fine Arts
Office of the Dean

202 Fine Arts Building
Lexington, KY 40506-0022
Administration: 859-257-1707
Fax: 859-323-1050
finearts.uky.edu

January 23, 2019

Office of Strategic Planning and Institutional Effectiveness (OSPIE)
University of Kentucky
CAMPUS

RE: Required letter of administrative feasibility for the proposed PhD in Arts Administration

To Whom It May Concern:

I am writing to offer my full support of the proposed PhD in Arts Administration by the Department of Arts Administration. I have reviewed the attached materials and can confirm the administrative feasibility is present within the existing department and the College of Fine Arts to ably support the rigorous academic program that is being proposed.

If you should need any additional information, please do not hesitate to contact me at (859) 257-1707 or mark.shanda@uky.edu.

Sincerely,

Mark Shanda, Dean
Professor of Theatre and Dance
College of Fine Arts

seeblue.

An Equal Opportunity University

Subject: RE: PhD
Date: Wednesday, January 23, 2019 at 12:38:38 PM Eastern Standard Time
From: Jackson, Brian
To: Maschio, Geraldine
CC: Shane, Rachel
Attachments: image001.jpg

Hi Geri:

The residency requirement really relates to the pre- and post-qualifying coursework requirements, not really physical presence on campus. For example, the post-qualifying residency requirement is a minimum of two semesters of 767. Assuming your hours meet standard minimum requirements, I don't believe there is an exception that's needed.

Best,

Brian



Brian A. Jackson, Ph.D.
Interim Dean
101B Ezra Gillis Building | Lexington, KY 40506-0033
(859) 257-7132 | www.gradschool.uky.edu

From: Maschio, Geraldine
Sent: Wednesday, January 23, 2019 12:03 PM
To: Jackson, Brian
Cc: Shane, Rachel
Subject: PhD

Hi, Brian.

As I believe you know, our online MA has been very successful, and the students report feeling fully engaged with their peers and the faculty, academically challenged, and prepared to meet the demands of the contemporary, ever-changing, workplace.

We are now proposing a rigorous PhD that will further what we are doing in the MA. Below are some of the highlights of this program and attached is the proposed curriculum and sequencing of courses.

I am writing regarding the Residency Requirement for Doctoral Degrees. The requirement states that the written approval of the Dean is required for programs seeking an exception to the residency requirement. I believe the highlights below indicate that our students will be engaged with the faculty and the academic community. Would you be willing to write a brief letter approving this exception so that we can include it in our proposal?

Thank you, as always, for your support. Geri

Highlights:

- Upon acceptance, each student will be assigned a graduate advisor who is selected based on research interests. The intention is for this advisor to work with the student throughout the entire program and serve as chair of their dissertation committee.
- The relationship between the faculty advisor and student will require synchronous bi-weekly meetings beginning in semester six as the student begins their dissertation proposal.
- Students in the PhD in Arts Administration will enroll in course work for 10 consecutive semester, *including summer*, in order to complete their coursework.
- Two Full Graduate Faculty Members, the Chair and Director of Graduate Studies, will work on a 12-month schedule in order to serve the needs of the doctoral students within the program throughout the year.
- Students will have access to appropriate library services through our online library collections and reciprocal agreements with a university library in the student's location.
- Once the student passes the comprehensive examination, the student will enroll in the fall and spring in AAD 767: Dissertation Residency Credit.
- Termination criteria includes that a student may be dismissed from the program for "failure to maintain contact with faculty advisors each semester."

Geraldine Maschio, Ph.D.
Director of Graduate Studies
in Arts Administration
and Professor of Theatre
859-257-8201

**Assessment Plan for the PhD in Arts Administration
College of Fine Arts**

1. Introduction

1.1. Unit Mission Statement

Arts Administration Mission

Dynamic and innovative, the University of Kentucky Department of Arts Administration leads national and international initiatives in teaching, research, professional and community service to educate and inspire responsible arts leaders, artists, and entrepreneurs.

Arts Administration Vision

The University of Kentucky's Department of Arts Administration will be recognized as a leader in arts administration education and be a reference for its innovation in pedagogical models and the development of new learning frameworks. It will also play an active role in furthering the advancement of research in arts administration and its related disciplines. In partnership with the other units in the College, the Department of Arts Administration will actively support the teaching, research, and service initiatives of the College of Fine Arts in order to address the academic, cultural, and humanistic needs of the University communities.

PhD in Arts Administration Mission

The PhD in Arts Administration will influence the field's future through the development of strong researchers for both academic and field applications.

1.2. Basic Assessment Approach

Student-learning outcomes will be assessed with a four-year longitudinal cycle using direct and indirect methods. Please see Curriculum Map and Data Collection Process / Procedures in the Assessment Plan.

1.3. Definition of Key Terms

Assessment: A strategy for understanding, confirming, and improving student learning through a continuous, systemic process.

Curriculum Map: A visual depiction of how learning outcomes and/or professional standards are translated into individual courses taught within a program

Learning Outcomes: Statements of learning expectations.

Direct Evidence: Students show achievement of learning goals through performance of knowledge and skills. Includes, but is not limited to: dissertation documents, score gains between entry and exit, portfolios, and substantial course assignments that require performance of learning.

Indirect Evidence: Data from which you can make inferences about learning but do not demonstrate actual learning, such as perception or comparison data. Includes, but is not limited to: surveys, focus groups, exit interviews, grades, and institutional performance indicators.

2. Assessment Oversight, Resources

2.1. College Learning Outcomes Assessment Coordinator

The College of Fine Arts Learning Outcomes Assessment Coordinator is the Associate Dean, Dr. Beth Arnold.

2.2. Unit Assessment Coordinator

The Arts Administration Director of Graduate Studies will serve as assessment coordinator for the PhD.

2.3. Other Assessment Resources

It is the responsibility of the Chair of the Department of Arts Administration to monitor the activities of assessment that occur within all department degree programs. The chair will lead the assessment meetings with the faculty and review the assessment report.

3. Program-Level Learning Outcomes

3.1. Learning Outcomes by Program

PhD Outcome 1: Students will be able to analyze historical and theoretical research in order to propose and develop new arts administration scholarship.

PhD Outcome 2: Students will be able to conduct, analyze, and disseminate rigorous qualitative and quantitative research in the arts.

PhD Outcome 3: Students will be able to create new knowledge in arts administration.

PhD Outcome 4: Students will be able to serve and advance art administration practice through informed and data-driven research.

3.2. Accreditation Standards by Program

There is no accreditation body for arts administration.

4. Curriculum Map

	I: Introduce	R: Reinforce	E: Emphasize		
Courses	SLO 1	SLO 2	SLO 3	SLO 4	
AAD 655: Cultural Policy	I				
AAD 665: Creative Cities, Creative Placemaking...	I				
AAD 629: Organization Theories in Arts Admin	I				
AAD 720: Sustaining Leadership in the Arts	R		I		
AAD 790: Arts & Culture Research Studies	E	E	R	R	

AAD 795: Arts Admin Research Planning...	R	E	E
EPE 557: Gathering, Using, and Analyzing...Data	I		
EPE 619: Survey Research	I		
EPE 620: Introduction to Evaluation	I		
EPE 663: Field Studies in Educational Settings	E	E	E
AAD 767: Arts Admin Dissertation Residency Credit		E	E

5. Assessment Methods and Measures

5.1. Direct Methods/Measures Preferred/Used at the Course and Program Levels

- Dissertation prospectus (formative) (when applicable, annually)
- Comprehensive examination (formative) (when applicable, annually)
- Dissertation document (summative) (when applicable, annually)
- Dissertation oral defense (summative) (when applicable, annually)

5.2. Indirect Methods/Measures Preferred/Used at the Course and Program Levels

- Course grades (annual for all students)
- GPA (annual for all students)
- First semester student survey (annually for incoming students)
- Graduating student survey (annually for graduating students)
- Matriculation rate (annually for students admitted to degree program)

6. Data Collection and Review

6.1. Data Collection Process / Procedures

Outcome Number	Criteria	Formative Assessment Data (6.1.2.)	Summative Assessment Data (6.1.2.)	Cycle (6.1.1.)	Academic Year (6.1.1.)	Benchmark (6.1.3.)	Responsible (6.1.4.)
Outcome 1	Students will be able to analyze historical and theoretical research in order to propose and develop new arts administration scholarship.	Course grades in AAD 665, AAD 665, and AAD 629	Dissertation prospectus; Comprehensive examination	Years 1-2 (formative) Year 5 (summative)	2019-20 (formative) 2024-25 (summative)	Formative: 75% will pass with a B or better Summative: 75% will pass	Formative data assessed by faculty. Summative data assessed by student's graduate committee members. Data collected and reported by DGS.
Outcome 2	Students will be able to conduct, analyze, and disseminate rigorous qualitative and quantitative research in the arts.	Course grades in EPE 557, EPE 619, and EPE 620	Dissertation document; Dissertation oral defense	Years 1-2 (formative) Year 5 (summative)	2019-20 (formative) 2024-25 (summative)	Formative: 75% will pass with a B or better Summative: 85% will pass	Formative data assessed by faculty. Summative data assessed by student's graduate committee members. Data collected and reported by DGS.
Outcome 3	Students will be able to create new knowledge in arts administration.	Dissertation prospectus; Comprehensive examination	Dissertation document; Dissertation oral defense	Year 2 (formative) Year 5 (summative)	2020-21 (formative) 2024-25 (summative)	Formative: 75% will pass Summative: 85% will pass	Formative and summative data assessed by student's graduate committee members. Data collected and reported by DGS.
Outcome 4	Students will be able to serve and advance art administration practice through informed and data-driven research.	Dissertation prospectus; Comprehensive examination	Dissertation document; Dissertation oral defense	Year 2 (formative) Year 5 (summative)	2020-21 (formative) 2024-25 (summative)	Formative: 75% will pass Summative: 85% will pass	Formative and summative data assessed by student's graduate committee members. Data collected and reported by DGS.

7. Assessment Cycle and Data Analysis

Assessment of student learning outcomes takes place throughout the program and occurs in all courses. Course-level assessment is gathered through the indirect methods of GPA and course grades. Additionally, department-based survey results are assessed at several points within the program.

Program-level assessment data is gathered at summative points in the curriculum – dissertation written document and oral defense.

The program follows a five-year assessment cycle. However, data will be gathered annually for all outcomes. All students must be evaluated for course purposes as well as the summative assessments. Therefore, data will be gathered on all students for the purposes of the program assessment.

Results will be analyzed and interpreted at the annual strategic planning retreat held in May and August of each academic year. Results will be used to make academic and programmatic improvements as it has each year or as needed.

Assessment reports will be completed by the department DGS, reviewed by the department chair and graduate faculty members, and, lastly, reviewed by the college's assessment coordinator. Final reports will be sent to the university's assessment office.

8. Teaching Effectiveness

8.1. Identify Measures of Teaching Effectiveness

All instructors will use the university Teacher Course Evaluation (TCE) process in order to be evaluated by their students each semester. Additionally, the Department of Arts Administration conducts its own surveys to evaluate the courses and their link to success for our students. Lastly, faculty advisors keep notes on their meetings with students and report any issues with courses or faculty effectiveness.

8.2. What Efforts to Improve Teaching Effectiveness Will Be Pursued Based on these Measures?

TCEs, departmental surveys, and faculty advising notes are reviewed by the chair and instructional designer each semester. Course delivery-based issues (e.g. unclear assignment instructions) are addressed before the course is offered again by the instructional designer. Online teaching effectiveness (e.g. quality and timeliness of feedback) is addressed by the department chair with full-time faculty on an annual basis as part of their performance evaluation and with part-time faculty each time they teach.

9. Post-Graduate Success

Arts Administration examines data collected by the UK Alumni Survey as well as an internal survey document.



College of Fine Arts

Department of Arts Administration

PhD in Arts Administration Degree Requirements

Course Requirements

Courses	Credit Hours
Arts Administration Core (15 hours)	
AAD 655: Cultural Policy	3
AAD 665: Creative Cities, Creative Placemaking, & Community Vibrancy	3
AAD 629: Organization Theories in Arts Administration	3
AAD 720: Sustaining Leadership in the Arts	3
AAD 790: Arts & Culture Research Studies	3
Research Methods Core (15 hours)	
EPE/EDP 557: Gathering, Using and Analyzing Educational Data I	3
EPE 619: Survey Research	3
EPE/EDP 620: Introduction to Evaluation	3
EPE 663: Field Studies in Educational Settings	3
AAD 795: Arts Administration Research Planning and Proposal Writing	3
Arts Administration Research Area (9 hours)	
Students will select 9 credit hours of course work within the Department of Arts Administration at the 500-, 600- or 700- level. Students wishing to take coursework outside of the Department of Arts Administration should receive approval from the DGS prior to enrollment.	9



College of Fine Arts

Department of Arts Administration

Elective (3 hours)	
Students may select 3 credit hours of elective course work within or outside the Department of Arts Administration. Student should consult with their advisor to select elective course(s).	3
Dissertation Credit (minimum of 4 credit hours)	
AAD 767: Dissertation Residency Credit* <i>Students must register for this course in the semester of their qualifying examination. A minimum of two semester are required as well as continuous enrollment (in fall and spring semesters) until the dissertation is complete. These hours constitute full-time enrollment.</i>	4 (+) (Minimum number of AAD 767 credit hours required. Students must continually enroll until degree is complete.)
TOTAL CREDIT HOURS Earned master's degree in Arts Administration plus...	46 (+) (Minimum number of credit hours required. Students who do not complete their dissertation within two semesters must continually enroll in AAD 767 until the degree is complete.)

*Students need not be physically on campus while enrolled in course work or dissertation residency hours. The term "residency" refers to continual enrollment.

Coursework Requirements

The minimum coursework required is 46 hours. Up to 9-credit hours may be transferred into the program for students who have taken courses above the requirements of a master's degree with the advice of the student's advisory committee, Director of Graduate Studies, and Graduate School approval.

Degree Requirements

PhD in Arts Administration students must complete all of the following requirements:

- Complete all assigned foundational coursework (if applicable);
- Complete all PhD coursework (minimum of 46 hours) while maintaining a minimum GPA of 3.0 out of 4.0 on all graduate work attempted at UK,
- Pass the written and oral dissertation proposal in the fourth semester of coursework (preliminary exam),



College of Fine Arts

Department of Arts Administration

- Write three chapters of the dissertation based on the approved proposal (comprehensive exam);
- Complete a written dissertation based on the approved proposal and comprehensive exam; and
- Successfully defend the dissertation in an oral presentation.

Students completing these requirements will earn a **PhD in Arts Administration** and a **Certificate in Research Methods in Education**.



Department of Arts Administration

PhD in Arts Administration Course Sequencing

Year One (18 credit hours)

During years one and two, PhD in Arts Administration students take 6-credit hours per semester (fall, spring, and summer).

Year One: Fall	Year One: Spring	Year One: Summer
AAD 655: Cultural Policy (3)	AAD 665: Creative Cities, Creative Placemaking, & Community Vibrancy (3)	AAD 790: Arts and Culture Research Studies (3)
EPE/EDP 557: Gathering, Using and Analyzing Educational Data I (3)	EPE 619: Survey Research (3)	AAD Research Area Course (3)

Year Two (18 credit hours)

Year Two: Fall	Year Two: Spring	Year Two: Summer
AAD 629: Organization Theories in Arts Administration (3)	AAD 720: Sustaining Leadership in the Arts (3)	AAD Research Area Course (3)
EPE 620: Introduction to Evaluation (3)	EPE 663: Field Studies in Educational Studies (3)	AAD Research Area Course (3)
<i>Dissertation Prospectus Due (October 1)</i>		

Year Three (6 credit hours)

In year three, students take 6-credit hours in fall and take their comprehensive examination in the spring.

Year Three: Fall	Year Three: Spring	Year Three: Summer
Elective (3)	<i>PhD Proposal Due</i>	No course work required
AAD 795: Arts Administration Research Planning and Proposal Writing (3)	<i>Completion of Comprehensive Examination</i>	No course work required



College of Fine Arts

Department of Arts Administration

Year Four (4 credit hours)

In year four, students begin registering for *AAD 767: Dissertation Residency Credit* in fall and spring. Students must continuously enroll in *AAD 767: Dissertation Residency Credit* in fall and spring semesters until the degree is completed.

Year Four: Fall	Year Four: Spring	Year Four: Summer
AAD 767: Dissertation Residency Credit (2)*	AAD 767: Dissertation Residency Credit (2)*	No course work required

*Students must continuously enroll in *AAD 767: Dissertation Residency Credit* in fall and spring semesters until the degree is completed.



Department of Arts Administration

PhD in Arts Administration Admissions

Admission Guidelines

The program is designed to provide research specialization in arts and culture beyond the master's level. All students are expected to have at least minimal training in the common body of knowledge in the functional areas of arts administration.

In order to apply to the PhD in Arts Administration, students must have an earned graduate degree in arts administration or a related discipline. Field practitioners in the arts and cultural sectors with graduate degrees in related disciplines may be considered for admission; however, would likely be assigned foundational coursework which would not apply to the required 46-credit hours for the PhD.

Students will only be admitted in the fall semester.

Admission Requirements

Students interested in the PhD in Arts Administration will be required to submit an application utilizing the system as designated by the UK Graduate School (currently Apply Yourself). Students will be required to submit the following items:

1. Current resume;
2. Statement of purpose;
3. Portfolio of writing samples;
4. Official transcripts;
5. GRE scores; and
6. Three letters of recommendation.

The Arts Administration Graduate Admissions Faculty will review the PhD applications in order to select the finalists. Finalists will be interviewed via video conference in order to determine the student's:

- Rationale for pursuing a PhD;
- Proclivity to online education and aptitude for rigorous research expectations;
- Area of research interest; and
- Systems in place to support the student through doctoral studies.

Subject: RE: New degree program

Date: Wednesday, January 23, 2019 at 12:21:05 PM Eastern Standard Time

From: Fields, Nelson

To: Shane, Rachel

Rachel

I would be delighted to be part of the new PhD program in Arts Administration.

Nelson

From: Shane, Rachel <rachel.shane@uky.edu>

Sent: Wednesday, January 23, 2019 11:49 AM

To: Fields, Nelson <nelson.fields@uky.edu>

Subject: New degree program

Dear Nelson,

The Department of Arts Administration would like to invite you to be a faculty member within a new degree program that we are currently proposing. Please see my attached letter – the formal request – for the details.

I look forward to hearing from you!

Best,
Rachel

Rachel Shane, Ph.D.

Gary B. Knapp Endowed Chair of Arts Administration

Associate Professor, College of Fine Arts

Associate Professor, College of Business and Economics

University of Kentucky

205 Fine Arts Building

Lexington, KY 40506-0022

rachel.shane@uky.edu

859.257.7717

#UKArtsAdmin

#MakeArtHappen

Subject: Re: New degree program
Date: Wednesday, January 23, 2019 at 12:22:23 PM Eastern Standard Time
From: Vasil, Martina
To: Shane, Rachel
Attachments: MV.png

I'm in! Sounds cool. I've got expertise in qualitative research if that helps your students in deciding at all. I also teach a class on qualitative research every other spring. Right now I've got music ed doctoral and music therapy masters students in it. I would be open to arts admin if they'd ever want to take it as an elective :)

Martina Vasil, PhD
Assistant Professor, Music Education
Director: Modern Band, Orff Schulwerk, and Dalcroze Summer Institute
<https://finearts.uky.edu/music/education/summer-training>
University of Kentucky School of Music
105 Fine Arts Building
Lexington, KY 40506-0022
(859) 257-8203
martina.vasil@uky.edu



You received this email faster as the sender used productivity features of [Mailbutler](#).

On Jan 23, 2019, at 12:21 PM, Shane, Rachel <rachel.shane@uky.edu> wrote:

Hi Martina,

Your involvement would only include serving on a dissertation committee should a student have a research interest that aligns with your area of expertise. Doctoral committees are typically include at least one person outside of the program of study but in a relevant area. We are only planning on accepting four students per year for the program, so I would suspect, you might have one dissertation committee every 2-3 years or so.

Thanks!
Rachel

From: "Vasil, Martina" <martina.vasil@uky.edu>
Date: Wednesday, January 23, 2019 at 12:00 PM
To: "Shane, Rachel" <rachel.shane@uky.edu>
Subject: Re: New degree program

Hi Rachel,

I only teach MUS courses. How would you like for me to be involved? I'm interested, but just need to clarify my role.

Subject: Re: New degree program

Date: Thursday, January 24, 2019 at 4:35:51 PM Eastern Standard Time

From: Shane, Rachel

To: Farrell, Herman

Dear Herman,

Thank you for agreeing to serve as a dissertation committee member, if called upon. That is perfect! We really wanted to be able to bring in the expertise of faculty outside of arts administration for dissertation research. Many thanks for your willingness to serve in that capacity.

Best,
Rachel

From: "Farrell, Herman" <herman.farrell3@uky.edu>

Date: Wednesday, January 23, 2019 at 6:07 PM

To: "Shane, Rachel" <rachel.shane@uky.edu>

Subject: Re: New degree program

Dear Rachel,

Thank you for the invitation but I will be unable to join the faculty of the PhD program in Arts Administration. My plate is quite full with many other service, teaching and research/creative activities. I can, however, as I have done with other doctoral programs in the CFA, serve as a dissertation committee member, if called upon. I would be willing, and when available, to serve on such committees in the future.

all the best,

Herman

Herman Daniel Farrell III
University Research Professor

Associate Professor - Playwriting
SAASC - University Senate Committee Chair
University of Kentucky
Department of Theatre
138 Fine Arts Building
Lexington, Kentucky 40506
www.hermandanielfarrell3.com/

From: Shane, Rachel
Sent: Wednesday, January 23, 2019 11:48:01 AM
To: Farrell, Herman
Subject: New degree program

Dear Herman,

The Department of Arts Administration would like to invite you to be a faculty member within a new degree program that we are currently proposing. Please see my attached letter – the formal request – for the details.

I look forward to hearing from you!

Best,
Rachel

Rachel Shane, Ph.D.
Gary B. Knapp Endowed Chair of Arts Administration
Associate Professor, College of Fine Arts
Associate Professor, College of Business and Economics

University of Kentucky
205 Fine Arts Building
Lexington, KY 40506-0022
rachel.shane@uky.edu
859.257.7717
#UKArtsAdmin
#MakeArtHappen

Subject: Re: New degree program

Date: Thursday, January 24, 2019 at 11:03:10 AM Eastern Standard Time

From: Hudson, Michael

To: Shane, Rachel

Dear Rachel,

I accept your invitation and am honored that you thought of me. I look forward to working with your PhD students.

Best,

Michael W. Hudson, Ph.D.

Associate Professor & Chair, Music Education/Music Therapy

University of Kentucky

School of Music

859-218-1476

Michael.hudson@uky.edu

On Jan 24, 2019, at 10:43 AM, Shane, Rachel <rachel.shane@uky.edu> wrote:

Dear Michael,

Thank you for your email. I am so sorry I forgot the attachments! I have attached both the letter and the course sequencing so you can see it. We believe your expertise in Music Education & Therapy would align with the interests of some of our doctoral students. By serving on the dissertation committee of students who are researching topics in this area, you would be adding greatly to their experience.

Our plan is to only accept 4 students annually. So I would expect that your service would include perhaps 1 dissertation committee every 2 years or so. Please do review the materials and let me know if we can include you as a member of PhD program!

Best,
Rachel

From: "Hudson, Michael" <michael.hudson@uky.edu>

Date: Thursday, January 24, 2019 at 10:22 AM

To: "Shane, Rachel" <rachel.shane@uky.edu>

Subject: Re: New degree program

Dear Rachel,

Thank you so much! This is really exciting. I am honored that you thought of me and I look forward to working with the Department of Arts Administration. I could only find attached to the email a the curriculum proposal and sequence. Your email mentioned a letter. Maybe I'm missing something. If so, my apologies for the confusion. I look forward to talking with you more about this opportunity. Thank you!

Best,

Michael W. Hudson, Ph.D.

Associate Professor & Chair, Music Education/Music Therapy

University of Kentucky

School of Music

859-218-1476

Michael.hudson@uky.edu

On Jan 23, 2019, at 11:45 AM, Shane, Rachel <rachel.shane@uky.edu> wrote:

Dear Michael,

The Department of Arts Administration would like to invite you to be a faculty member within a new degree program that we are currently proposing. Please see my attached letter – the formal request – for the details.

I look forward to hearing from you!

Best,
Rachel

Rachel Shane, Ph.D.
Gary B. Knapp Endowed Chair of Arts Administration
Associate Professor, College of Fine Arts
Associate Professor, College of Business and Economics

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#MakeArtHappen

<PhD in Arts Administration Courses & Sequencing.pdf>

<Hudson Michael Invitation.pdf>

<PhD in Arts Administration Courses & Sequencing.pdf>

Subject: Re: New degree program

Date: Thursday, January 31, 2019 at 1:27:45 PM Eastern Standard Time

From: Richards, Allan

To: Shane, Rachel

Dear Rachel,

I would be honored to serve as an Adjunct Professor in the new PhD in Arts Administration Program.

Sincerely,

Allan

From: Shane, Rachel

Sent: Wednesday, January 23, 2019 11:46 AM

To: Richards, Allan

Subject: New degree program

Dear Allan,

The Department of Arts Administration would like to invite you to be a faculty member within a new degree program that we are currently proposing. Please see my attached letter – the formal request – for the details.

I look forward to hearing from you!

Best,
Rachel

Rachel Shane, Ph.D.

Gary B. Knapp Endowed Chair of Arts Administration

Associate Professor, College of Fine Arts

Associate Professor, College of Business and Economics

University of Kentucky
205 Fine Arts Building
Lexington, KY 40506-0022
rachel.shane@uky.edu
859.257.7717
#UKArtsAdmin
#MakeArtHappen

Subject: Re: New degree program

Date: Thursday, January 31, 2019 at 1:27:45 PM Eastern Standard Time

From: Richards, Allan

To: Shane, Rachel

Dear Rachel,

I would be honored to serve as an Adjunct Professor in the new PhD in Arts Administration Program.

Sincerely,

Allan

From: Shane, Rachel

Sent: Wednesday, January 23, 2019 11:46 AM

To: Richards, Allan

Subject: New degree program

Dear Allan,

The Department of Arts Administration would like to invite you to be a faculty member within a new degree program that we are currently proposing. Please see my attached letter – the formal request – for the details.

I look forward to hearing from you!

Best,
Rachel

Rachel Shane, Ph.D.

Gary B. Knapp Endowed Chair of Arts Administration

Associate Professor, College of Fine Arts

Associate Professor, College of Business and Economics

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