## VOTING MEMBERS

### Ex-Officio Members (yellow and orange name cards)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert G. Frank, Co-Chair</td>
<td>Senior Vice President for Academic Affairs and Provost</td>
</tr>
<tr>
<td>Thomas Janson, Co-Chair</td>
<td>Faculty Senate Chair; Professor of Music, College of the Arts</td>
</tr>
</tbody>
</table>

### Undergraduate Council (yellow name cards)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanne M. Arhar, Associate Dean</td>
<td>Education, Health and Human Services</td>
</tr>
<tr>
<td>Donald L. Bubenzer, Dean (Interim) &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>John R. Crawford, Dean (Interim) &amp; The Arts</td>
<td></td>
</tr>
<tr>
<td>James E. Dalton, Dean (Term) &amp; Architecture and Environmental Design</td>
<td></td>
</tr>
<tr>
<td>Laura Cox Dzurec, Dean, Nursing</td>
<td></td>
</tr>
<tr>
<td>Robert (Yank) Heisler Jr., Dean, Business Administration</td>
<td></td>
</tr>
<tr>
<td>Timothy S. Moerland, Dean, Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Gary M. Padak, Dean, Undergraduate Studies</td>
<td></td>
</tr>
<tr>
<td>Wanda E. Thomas, Dean, Regional College</td>
<td></td>
</tr>
<tr>
<td>Stanley T. Wearden, Dean, Communication and Information</td>
<td></td>
</tr>
<tr>
<td>Mark W. Weber, Dean, University Libraries</td>
<td></td>
</tr>
<tr>
<td>Donald R. Williams, Dean Honors</td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Council (orange name cards)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy E. Barbour, Associate Dean</td>
<td>Education, Health and Human Services</td>
</tr>
<tr>
<td>Karen W. Budd, Director, Nursing</td>
<td></td>
</tr>
<tr>
<td>Jonathan P. Fleming, Associate Dean (Interim) &amp; Architecture and Environmental Design</td>
<td></td>
</tr>
<tr>
<td>LuEtt J. Hanson, Associate Dean, Communication and Information</td>
<td></td>
</tr>
<tr>
<td>Richard H. Kolbe, Associate Dean, Graduate School of Management</td>
<td></td>
</tr>
<tr>
<td>Ralph Lorenz, Associate Dean (Interim) &amp; The Arts</td>
<td></td>
</tr>
<tr>
<td>Isaac R. Nettey, Associate Dean, Technology</td>
<td></td>
</tr>
<tr>
<td>Barbara F. Schloman, Associate Dean, University Libraries</td>
<td></td>
</tr>
<tr>
<td>Wanda E. Thomas, Dean, Regional Campuses</td>
<td></td>
</tr>
<tr>
<td>John R. Stalvey, Associate Dean, Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Mary Ann Stephens, Dean (Interim), Graduate Studies</td>
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### Faculty Senate-Appointed Representatives

#### Undergraduate Council (yellow name cards)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul P. Abraham, Mathematics / Arts and Sciences &amp; Stark</td>
<td></td>
</tr>
<tr>
<td>Bruce J. Gunning, Technology, East Liverpool</td>
<td></td>
</tr>
<tr>
<td>Min He, Mathematical Sciences / Arts and Sciences, Trumbull</td>
<td></td>
</tr>
<tr>
<td>Linda L. Williams, Philosophy / Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Lowell S. Zurbuch, Technology</td>
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</tr>
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#### Graduate Council (orange name cards)

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Paul A. Farrell, Computer Science / Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Paul O’Keeffe, Art / The Arts</td>
<td></td>
</tr>
<tr>
<td>Susan J. Roxburgh, Sociology / Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Fred T. Smith*, Art / The Arts</td>
<td></td>
</tr>
<tr>
<td>Robin L. Selinger, Chemical Physics / Arts and Sciences</td>
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</tr>
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* Non Senator
**VOTING MEMBERS continued**

<table>
<thead>
<tr>
<th>Faculty Senate-Appointed Alternates</th>
<th>Graduate Council (orange name cards)</th>
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<tbody>
<tr>
<td><strong>Undergraduate Council (yellow name cards)</strong></td>
<td><strong>David A. Kessler, Justice Studies / Arts and Sciences</strong></td>
</tr>
<tr>
<td>David A. Kessler, Justice Studies / Arts and Sciences</td>
<td>Jessie Carduner, Modern and Classical Languages Studies / Arts and Sciences</td>
</tr>
<tr>
<td>Erica B. Lilly, University Libraries</td>
<td></td>
</tr>
</tbody>
</table>

**College Curriculum Committee Representatives**

<table>
<thead>
<tr>
<th>Undergraduate Council (yellow name cards)</th>
<th>Graduate Council (orange name cards)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paul J. Albanese, Business Administration</strong></td>
<td><strong>Sloan R. Burgess, Education, Health and Human Services</strong></td>
</tr>
<tr>
<td><strong>Pamela K. Evans, Architecture and Environmental Design</strong></td>
<td><strong>Raymond A. Craig, Arts and Sciences</strong></td>
</tr>
<tr>
<td><strong>Diana L. Fleming, Nursing</strong></td>
<td><strong>John C. Duncan, Technology</strong></td>
</tr>
<tr>
<td><strong>Todd Hawley, Education, Health and Human Services</strong></td>
<td><strong>Nichole Egbert, Communication and Information</strong></td>
</tr>
<tr>
<td><strong>Sarah E. Rilling, Arts and Sciences</strong></td>
<td><strong>Ann F. Jacobson, Nursing</strong></td>
</tr>
<tr>
<td><strong>Gretchen C. Rinnert, Communication and Information</strong></td>
<td><strong>Michael J. Loderstedt, The Arts</strong></td>
</tr>
<tr>
<td><strong>Roberto M. Uribe-Rendon, Technology</strong></td>
<td><strong>Gregory S. Stroh, Architecture and Environmental Design</strong></td>
</tr>
<tr>
<td><strong>Stephen M. Zapytowski, The Arts</strong></td>
<td><strong>John H. Thornton, Graduate School of Management</strong></td>
</tr>
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**NON-VOTING OBSERVERS AND CONSULTANTS**

<table>
<thead>
<tr>
<th>Observers</th>
<th>Graduate Council (green name cards)</th>
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<tr>
<td><strong>Undergraduate Council (green name cards)</strong></td>
<td><strong>Aron D. Massey, Graduate Student Senate</strong></td>
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<tr>
<td><strong>Brianna D. Lawhorn, Undergraduate Student Government</strong></td>
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<table>
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<tr>
<th>Consultants for Both Councils (green name cards)</th>
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</thead>
<tbody>
<tr>
<td><strong>Stephane E. Booth, Provost</strong></td>
<td><strong>Mary Ann Haley, Arts and Sciences</strong></td>
</tr>
<tr>
<td><strong>Timothy J. Chandler, Provost</strong></td>
<td><strong>Geraldine Hayes Nelson, Undergraduate Studies</strong></td>
</tr>
<tr>
<td><strong>Glenn Davis, Registrar</strong></td>
<td><strong>Elizabeth A. Sinclair-Colando, Business Administration</strong></td>
</tr>
<tr>
<td><strong>Lisa N.H. Delaney, Provost</strong></td>
<td><strong>Therese E. Tillet, Provost</strong></td>
</tr>
<tr>
<td><strong>Nancy J. Dellavecchia, Admissions</strong></td>
<td><strong>John L. West, Research</strong></td>
</tr>
<tr>
<td><strong>Ellen L. Glickman, Graduate Studies</strong></td>
<td></td>
</tr>
</tbody>
</table>
OFFICE OF THE PROVOST

TO: Educational Policies Council
FROM: Robert G. Frank, Provost
SUBJECT: Agendas for Monday, 24 August 2009, 3:20 p.m.
Undergraduate Council: Kent Student Center, Room 204
Graduate Council: Kent Student Center, 3rd Floor Conference Suite
DATE: 17 August 2009

In the event that any of the hyperlinked proposals require corrections or create actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify the Office of the Provost by Friday, 21 August, to ensure that the materials are available at the meeting for review.

UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 18 May 2009.
   Attachment 1

   Assistant and Associate Deans

2. Revision of the policy language regarding students’ right to update their catalog year. Current statement Students may elect to complete a degree program under the most recent catalog is changed to Students may elect to complete a degree program under a more recent catalog.
   Effective Fall 2010
   Associate Dean Kristen M. Figg
   Attachment 2

   College of Education, Health and Human Services

3. Revision of the minimum scores for the Praxis I writing and reading examinations to make them consistent with the 25th percentile for the past three years. The minimum score for the Praxis I reading exam decreases, from 175 to 174. The minimum score for the Praxis I writing exam decreases, from 173 to 172.
   Effective Spring 2010
   Dean Daniel F. Mahony
   Attachment 3

INFORMATION ITEMS

Office of the Provost

1. Revision of the curricular policy so that inactivated course numbers may never be reassigned to another course. Current policy is five years before re-use of a course number.
   Effective Fall 2010
   Attachment 4

2. Communication to the EPC as an information item of any agreement where a degree program will be offered off site (i.e., more than 50 percent of the program will be offered at a site other than Kent State’s eight campuses). This is in response to a directive from the Higher Learning Commission to approve such sites or risk losing financial aid.
   Effective Fall 2009
   Attachment 5
INFORMATION ITEMS continued

Regional Campuses

3. Per request of the Ohio Board of Regents, the name of the proposed ATS degree in Urban Environment Management Technology has been changed to Environment Management [EMTG]. The degree will be conferred on the Trumbull campus.
   Effective Fall 2009

LESSER ACTION ITEM

College of Education, Health and Human Services

School of Lifespan Development and Educational Services

1. Revision of the name and program requirements for the Youth Development [YDEV] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree program. The name changes to Child and Youth Development [CYD]. HDFS 44021, 44035, 44037, 44038, 44092, HED 34060 are added as required; required JUS 12000, RPTM 16000, 26030, ENG 32002 are removed; required JUS 34311, HED 32530, 32544 become electives; SPED 23000 is added as an elective. Total credit hours to program completion are unchanged at 121.
   Effective Fall 2010

GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 18 May 2009.
   Attachment 1

   Office of the Provost

2. Clarification of the minimum credit-hour requirement—from 32 to 30—for graduation with a master’s degree from Kent State University.
   Effective Fall 2010
   Senior Associate Provost Timothy J. Chandler
   Attachment 6

Graduate Studies

3. Revision of the policy on role and status of graduate student appointees. Current statement Notices of non-reappointment and of reappointment will be given to students prior to April 1st of the spring semester is changed to Notices of non-reappointment and of reappointment will be given to students earlier but no later than the last day of spring semester.
   Effective Spring 2010
   Dean Mary Ann Stephens
   Attachment 7

Graduate School of Management

4. Establishment of a Fashion Design and Merchandising [FDM] concentration within the Master of Business Administration [MBA] degree. Total credit hours to program completion are 54.
   Effective Fall 2010
   Associate Dean Richard H. Kolbe
   Attachment 8

INFORMATION ITEMS

Office of the Provost

1. Revision of the curricular policy so that inactivated course numbers may never be reassigned to another course. Current policy is five years before re-use of a course number.
   Effective Fall 2010
   Attachment 4
INFORMATION ITEMS continued

Office of the Provost continued

2. Communication to the EPC as an information item of any agreement where a degree program will be offered off site (i.e., more than 50 percent of the program will be offered at a site other than Kent State’s eight campuses). This is in response to a directive from the Higher Learning Commission to approve such sites or risk losing financial aid. Effective Fall 2009
   Attachment 5

3. Communication to the EPC as an information item the decision to suspend admissions to a graduate degree program. This notification will ensure that correct procedures are followed as per guidelines from the Ohio Board of Regents’ Advisory Committee on Graduate Study. Effective Fall 2009
   Attachment 9

College of Arts and Sciences

Department of Geography

4. Establishment of a memorandum of agreement with National Taichung University in Taiwan for eligible students at both universities to earn both a Master of Arts degree in Geography at Kent State University and a Master of Education from the Department of Social Science Education at National Taichung University. Effective Fall 2009
   Attachment 10

Graduate School of Education, Health and Human Services

School of Lifespan Development and Educational Services

5. Revision of the name, admission policy and program requirements for the Pervasive Development Spectrum Disorders post-baccalaureate [C610] and post-master’s [C809] certificates. Name changes to Autism Spectrum Intervention Specialist [C620] [C831]. Revised admission policy opens the program to baccalaureate holders in any education, health or human services field with a minimum undergraduate 3.0 GPA and two letters of recommendation. Required SPA 6/74350 is removed; required SPED 53010 is replaced with SPED 6/73954 or SPSY 6/77973; required SPED 6/73030 becomes an option with SPED 6/73959; required SPA 6/74309 and 6/74310 become options with SPED 64309 and 64310, respectively; required SPED 63992 is replaced with options SPED 63300, 63030, 64096, 64098, 64199. Total credit hours to program completion increase, from 17 to 21. Effective Fall 2010
   Attachment 11

DISCUSSION ITEMS

Graduate Studies

1. The policy and procedures for updating the Graduate Catalog.

2. The Orienting New Teaching Assistants Program (ONTAP).

SIS Academic Advisory Committee

3. Review of new graduate-level advisor types to be established and assigned to students (e.g., PhD advisor, PhD co-advisor, PhD dissertation advisor, PhD co-dissertation advisor).

Agenda prepared by Therese E. Tillett, Director, Curriculum Services
### COURSE CHANGES

**Key for course changes:**

<table>
<thead>
<tr>
<th>a</th>
<th>Title Abbreviation</th>
<th>d</th>
<th>Diversity</th>
<th>H</th>
<th>Credit Hours</th>
<th>New</th>
<th>New</th>
<th>s</th>
<th>Schedule (activity)</th>
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<td>Cross-List/Slash</td>
<td>E</td>
<td>Credit-by-Exam</td>
<td>Inact</td>
<td>Inactivate</td>
<td>P</td>
<td>Prerequisite</td>
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<td>Title</td>
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<td>Fee</td>
<td>Fee</td>
<td>L</td>
<td>LER</td>
<td>R</td>
<td>Repeatable</td>
<td>W</td>
<td>Writing Intensive</td>
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<td>D</td>
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<td>Grade Rule</td>
<td>N</td>
<td>Number</td>
<td>S</td>
<td>Subject</td>
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</table>

#### Course Changes Effective Fall 2009

- **BTEC 50191** Seminar: Recent Developments In Biotechnology (1) ........................................... Inact
- **BTEC 50210** Biotechnology Case Studies (3) ............................................................................ Inact
- **BTEC 60199** Thesis I (2-6) ............................................................................................................. Inact
- **BTEC 60220** Bioinformatics (4) .................................................................................................... Inact
- **BTEC 60230** Biotechnology Laboratory (2) .................................................................................. Inact
- **BTEC 60291** Seminar: Biotechnology (1) ..................................................................................... Inact
- **BTEC 60299** Thesis II (2) ............................................................................................................. Inact
- **FIN 36040** Me and My Money (3) ............................................................................................... P

#### Course Changes Effective Spring 2010

- **ENG 21011** College Writing II (3) [LER Composition] ................................................................. P
- **ENG 25003** Literature in the United States (3) ............................................................................. Inact
- **MIS 34175** Learning to Lead (3) .................................................................................................... New
- **MIS 44042** Telecommunications and Networking (3) to: Network Theory and Applications ................................................................. TaPc
- **RIS 44017** Nuclear Medicine Radiation Safety (3) ....................................................................... PD

#### Course Changes Effective Fall 2010

- **BAD 64011** Systems Simulation (3) ............................................................................................. C
- **BAD 74011** Systems Simulation (3) to: Systems Simulation (3) ....................................................... NC
- **BAD 64019** Quantitative Management Modeling (3) to: Research Seminar in Supply Chain Management .................................................................................. TaDs
- **BAD 74019** Quantitative Management Modeling (3) to: Research Seminar in Supply Chain Management .................................................................................. TaDs
- **BAD 84275** Strategic Global Management (3) to: Corporate and Global Strategy .......................................................................................... TaDs
- **BAD 84285** Managing High Technology (3) to: Technology Management and Entrepreneurship .................................................................................. TaD
- **FDM 60010** Theories in Fashion (3) .............................................................................................. New
- **FDM 60020** Fashion Design Management (3) ............................................................................... New
- **FDM 60030** Research Methods in Fashion Design and Merchandising (3) ................................... New
- **FDM 60098** Research Project in Fashion Design and Merchandising (3) ..................................... New
- **HDFS 44037** Positive Youth Development (3) ............................................................................ New
- **HDFS 44038** Professional Child and Youth Work Practice (3) ..................................................... New
Course Changes Effective Fall 2010 continued

HIED 66674  Administration of International Higher Education (3) to: Comparative Higher Education ................................................................. TaD
HIED 66676  Intercultural Communication for International Educators (3) ....................... New
HIED 76674  Administration of International Higher Education (3) to: Comparative Higher Education ................................................................. TaD
HIED 76676  Intercultural Communication for International Educators (3) ....................... New
MCED 40045  Teaching Mathematics in the Intermediate Years, Grades 4-5 (3) ................. New
MCED 46645  Critical Inquiry and Integration: Science and Social Studies, Grade 4 (3) ...... New
MCED 47745  Critical Inquiry and Integration: Science and Social Studies, Grade 5 (3) ...... New
MCED 50045  Teaching Mathematics in the Intermediate Years, Grades 4-5 (3) ................. New
MCED 56645  Critical Inquiry and Integration: Science and Social Studies, Grade 4 (3) ...... New
MCED 57745  Critical Inquiry and Integration: Science and Social Studies, Grade 5 (3) ...... New
MUS  55141  Kent State University Chorale (1) ......................................................... P
MUS  55212  Kent State University Orchestra (1) ....................................................... P
MUS  55223  Wind Ensemble (1) .................................................................................. P
MUS  61331  Band Arranging (2) .................................................................................. P
MUS  68215  Piano Pedagogy and Materials II (3) ......................................................... P
MUS  71331  Band Arranging (2) .................................................................................. P
MUS  75141  Kent State University Chorale (1) ......................................................... P
MUS  75212  Kent State University Orchestra (1) ....................................................... P
MUS  78215  Piano Pedagogy and Materials II (3) ......................................................... P
MUS  78223  Wind Ensemble (1) .................................................................................. P
MUS  82291  Seminar in Musicology (3) .................................................................... P
MUS  88199  Dissertation I (15) .................................................................................. P

Large-scale revision: removal of “special approval” registration restriction from the following courses:
MUS  51211  51321  51341  51342  53241  53242  55131  55142  55143  55221  55222
55231  55241  55251  55261  55271  55281  55311  55321  56811  56821  56822
58241  58257  58393  61131  61211  62227  62601  62602  62603  62604  62605
62606  63261  63263  64111  64121  64131  66191  68214  68294  68687  71131
72227  72601  72602  72603  72604  72605  72606  73261  73263  74111  74121
74131  75131  75231  75271  75311  78214  78294  78393  82696  83196

SPA  64309  PDD Spectrum Disorders: Theory and Diagnosis (3) to: Autism Spectrum Disorders: Theory and Diagnosis ........................................ TaDC
SPA  64310  PDD Spectrum Disorders: Lifespan Interventions (3) to: Autism Spectrum Disorders: Lifespan Interventions ........................................ TaDC
SPA  74309  PDD Spectrum Disorders: Theory and Diagnosis (3) to: Autism Spectrum Disorders: Theory and Diagnosis ........................................ TaDC
SPA  74310  PDD Spectrum Disorders: Lifespan Interventions (3) to: Autism Spectrum Disorders: Lifespan Interventions ........................................ TaDC
SPED  63959  Medical Aspects of Disabilities in Early Childhood (3) to: Medical Aspects of Lifespan Disabilities ....................................................... TaDc
SPED  64309  PDD Spectrum Disorders: Theory and Diagnosis (3) to: Autism Spectrum Disorders: Theory and Diagnosis ........................................ TaDC
Course Changes Effective Fall 2010 continued

SPED 64310 PDD Spectrum Disorders: Lifespan Interventions (3) to:
Autism Spectrum Disorders: Lifespan Interventions ........................................ TaDC

SPED 73959 Medical Aspects of Disabilities in Early Childhood (3) to:
Medical Aspects of Lifespan Disabilities ......................................................... TaDc

CORRECTIONS

23 February 2009 Agenda
RPTM 36095 Leisure and Culture (3) .................. course number is 36085 ......................... d

18 May 2009 Agenda:
COMT 11002 Visual Basic Programming (3) .................. withdrawn .............................. PEc
COMT 20001 C++ Programming (3) .................. withdrawn .............................. PDc
COMT 20011 Java Programming (3) .................. withdrawn .............................. PDc

Special course fees:

<table>
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<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
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<td>ARTH 42912</td>
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<td>Actual Cost Basis</td>
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<tr>
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<td>Actual Cost Basis</td>
<td>+</td>
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<tr>
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<td>BSCI 20275 30275</td>
<td>Local Flora (4)</td>
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<tr>
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<tr>
<td>MATH 10006 10007</td>
<td>Core Mathematics III and IV (4)</td>
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<tr>
<td>TECH 34344 35344</td>
<td>En-Route Air Traffic Control Laboratory</td>
<td>—</td>
<td>$450.00</td>
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<tr>
<td>TECH 35749</td>
<td>Commercial Helicopter Flight (3)</td>
<td>—</td>
<td>$2780.00 $2780.00</td>
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</tbody>
</table>

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services
TO: Educational Policies Council
FROM: Robert G. Frank, Provost
SUBJECT: ADDENDUM to the Graduate Council agenda for Monday, 24 August 2009, 3:20 p.m., 3rd Floor Conference Suite
DATE: 24 August 2009

The following is an addendum to the original 17 August 2009, Graduate Council agenda:

INFORMATION ITEMS

Office of the Provost

1. Notification to the Ohio Board of Regents of Kent State University's decision to withdrawal from the Memorandum of Understanding with the Consortium of Eastern Ohio Master of Public Health and suspend its associated Master of Public Health degree, effective 22 August 2009. This action will allow Kent State to move forward to develop its own public health degree programs.
   Attachment 12
Educational Policies Council Minutes | 18 May 2009

Minutes of the Graduate Council | Pages 1–2
Minutes of the Undergraduate Council | Pages 3–7

GRADUATE COUNCIL

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Executive Dean Gregory L. Andrews; Dean Evelyn S. Goldsmith; Associate Deans Nancy E. Barbour, Karen W. Budd, LuEtt J. Hanson, Ralph Lorenz, Frederick R. Schroath, Barbara F. Scholman, John R. Stalvey

Ex-officio Members not present: Associate Deans Diane Davis-Sikora, Isaac R. Nettey

Faculty Senate-Appointed Representatives present: Erica B. Lilly

Faculty Senate-Appointed Representative not present: Paul A. Farrell, Donald (Mack) Hassler, Fred T. Smith, James A. Tyner

Graduate Council Representatives present: Nichole Egbert, Ann F. Jacobson, Janice Lessman-Moss for Yuko Kurahashi, John H. Thornton, John D. West

Graduate Council Representatives not present: John C. Duncan, Alison J. Smith, Gregory S. Stroh

Observers present: Aron Massey (Graduate Student Senate)

Observers not present:


Educational Policies Council Co-chair Thomas Janson called to order the EPC Graduate Council at 3:21 p.m., Monday, 18 May 2009, in Room 204 of the Kent Student Center.

Faculty Senate Chair Janson began the meeting by explaining that in the next academic year, the Educational Policies Council will meet at the same time in two separate rooms. He said that arrangements are still being made for the rooms in which they will be held.
Action Item 1: Approval of the minutes of 27 April 2009.

Associate Dean John R. Stalvey moved for approval, seconded by Associate Dean Ralph Lorenz. With no corrections or comments, the motion passed unanimously.

Action Item 2: Revision of the dismissal policy for graduate students. Students earning a B- (2.7) or lower grade in more than 8 credit hours or earning any grade lower than a C (2.00) in more than 4 credit hours are subject to dismissal.

Dean Evelyn S. Goldsmith explained this proposal is a revision of the dismissal policy that was recommended by the previous Graduate Studies Advisory Council (GSAC) due to the plus/minus grading system. Associate Dean Nancy E. Barbour moved for approval, seconded by Associate Dean John R. Stalvey. The motion passed unanimously.

Information Item 3: Establishment of Sustainable Building post-baccalaureate [C620] and post-master’s [C832] certificates. Total credit hours to program completion are 15.

Information Item 4: Establishment of Sustainable Systems post-baccalaureate [C621] and post-master’s [C833] certificates. Total credit hours to program completion are 15.

Course Change Items: Establishment of courses for the certificate programs listed above (TECH 57000, 57010, 57200, 57210, 57211, 57300, 67220, 67221, 67310, 67311, 67320).

Dean James E. Dalton requested discussion on the two information items and the establishment of the 11 TECH courses. Dean Verna M. Fitzsimmons said that she understood that Assistant Professor John C. Duncan had conversations with the College of Architecture and Environmental Design, and she was assured that any issues were resolved. She said if they were not resolved, she would have no problem pulling them from the agenda. After some discussion, it was decided the best course of action would be to postpone their approval. Associate Professor Erica B. Lilly moved to postpone the approval of these items and courses, seconded by Associate Dean Barbara F. Schloman. The motion passed unanimously.

Lesser Action Item 2: Revision of the admissions requirements for the Intervention Specialist [INSP] major within the Master of Arts [MA] and Master of Education [MED] degrees. Completion of the Graduate Record Examination (GRE) is eliminated.

Assistant Professor asked why the Graduate Records Examination (GRE) was being eliminated. Associate Dean Barbour explained that the proposal was made because the department found that the GRE was not being used in the decision-making process. The department felt that there are other indicators such as undergraduate grade point average and writing samples that are being weighed more heavily. It was felt that requiring the GRE was impeding the application process.

With no further questions or discussion a motion to adjourned was placed before the members by Associate Professor Lilly and seconded by Executive Dean Gregory L. Andrews.

The meeting was adjourned at 3:30 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services,
Office of the Provost
Faculty Senate Chair Tom Janson called to order the EPC Undergraduate Council at 3:30 p.m., on Monday, 18 May 2009, in Room 204 of the Kent Student Center.

**Action Item 1: Approval of the minutes of 27 April 2009.**

Professor Stephen M. Zapytowski moved for approval, seconded by Dean John R. Crawford. Associate Professor Erica B. Lilly pointed out a typographical error in the minutes on page three, paragraph two, last sentence: “He pointed out that 60spercent of the diversity courses are within the LER courses.” To be corrected to “He pointed out that 60 percent of the diversity courses are within the LER courses.” With no further corrections or comments the motion passed unanimously.

**Action Item 2: Establishment of diversity (domestic) status for PSYC 11762 General Psychology, PSYC 20651 Child Psychology and PSYC 21211 Psychology of Adjustment.**

University Requirements Curriculum Committee (URCC) Co-Chair Tom Janson, presented the proposal in the absence of Dean Donald R. Williams. Provost Robert G. Frank asked about the criteria being met by these courses to make these courses eligible for domestic diversity status.
Associate Dean Mary Ann Haley explained that the criteria are being met by discussion in the classroom of inequality, culture and ethnic diversity. She added that the Psychology Department introduced the criteria and the role that diversity plays within the discipline. It is a preponderance of content not a percentage per se, she said. Chair Janson said that the department submitted a questionnaire and there was significant discussion by the URCC, which recommended that the proposal move to the EPC for consideration. He added that one of the suggestions by the URCC during this discussion was that most courses offered now address diversity, and that the university may not need the category any longer; however, the URCC was not ready to do that.

Associate Dean Nancy E. Mitchell said that she had difficulty with these courses qualifying for diversity status because the department already has two of its courses on the diversity list. She added that the above mentioned criteria were inherent to the field of psychology, and that the whole notion of cultural diversity was not strong enough. Provost Frank said that this proposal does seem to lead to a slippery slope. Dean Mark W. Weber asked what changes took place in the syllabus or course content that now make them eligible for the diversity status. He added that it could be argued that since the 1960s, courses have become less Eurocentric.

Associate Dean Haley said that diversity is important to the discipline and a standard that the department needs to meet for the bodies it reports to. She added that she was not aware that, at any point, it was spelled out that courses necessarily need to be devoted totally to diversity. Some courses have been accepted that did not face the scrutiny that these courses have faced, she said. There are a series of criteria that must be met, but not the entire criteria, and there is a percentage of the content in each course that meets it. She added that if there needs to be a rule that a certain number of courses can come from each department, it should be debated and not come after the fact. Provost Frank said that her argument was germane and that the policy probably wasn’t written very clearly; the whole point is to show cultural differences other than that in which the student lives. Dean Laura Cox Dzurec pointed out that these courses would say to students that they shouldn’t expect others to be just like them, even if they look the same.

Professor Janis Crowther, from the Department of Psychology, said that she teaches one of the courses in question, Psychology of Adjustment, and that in the course, topics such as race, gender, transition to old age, ethnic groups, stress and race, and mental disorders and race are discussed. Provost Frank pointed out that health disparities do not constitute diversity. Professor Crowther agreed.

Dean Timothy S. Moerland said that these proposals came forward in good faith, the conversation has fallen into de facto. He added that the EPC has the recommendation of the URCC. At the conclusion of the discussion Chair Janson motioned for approval of the proposal, which was seconded by Dean Moerland. The motion passed with 13 votes for, and three votes against the proposal.

**Action Item 3: Recommendations of the 21st Century Undergraduate Curriculum Core Committee.**

Professor Crowther explained that the committee started with three charges:

I. Review the 21st Century Philosophy Statement
II. Review the 121 credit hour requirement
III. Identify curricular roadblocks
Professor Crowther said that the committee focused on baccalaureate issues only. She added that in terms of the philosophy statement, data from Liberal Education and America’s Promise (LEAP) and Kent State University suggest that many Kent State students are participating in high-impact activities.

She said that the committee also reviewed the 121 credit hour requirement, and compared Kent State University to a list of peer and aspirant institutions. She said the committee also reviewed Kent State’s programs of study and found that about half of them require 121 credit hours to graduate, 75 require 122-131 credit hours to graduate, and 29 require 132 or more credit hours to graduate.

Professor Crowther also explained that professional advisors were surveyed to discover the five highest ranking roadblocks to graduation, which were transfer credit issues, missing courses, selective program requirements, course sequencing and unavailable seats. For Regional Campuses, the two major roadblocks were low grade point averages and Liberal Education Requirements (LER) courses. The advisors also indicated whether these factors had a high, medium or low impact on graduation. For discussion purposes, the committee decided to review high and medium impact categories that added up to 67 percent or more. She added that the committee did not make recommendations on some roadblock causes believed outside of its purview.

Associate Dean LuEtt J. Hanson explained that the first and second recommendations came from the recommendation in the philosophy statement that every student should participate in an experiential activity. She added that a list of possible activities was outlined in this committee’s recommendation, but it is by no means exhaustive. She said that the committee wanted units to have as much flexibility and creativity they needed to meet the requirement; it might not meet in a classroom and it might not be in the major. She pointed out that this recommendation does not exactly match the call for a capstone course in the LER report; the differences will need to be discussed. The next recommendation, she said, was to assess the experiential activity through the Assessment Quality Improvement Project (AQIP) guidelines.

Recommendations three through six address the 121 credit hours required for graduation, and it is the hope of the committee that those will be read as a group and not extracted individually, Associate Dean Hanson explained. She said that the goal is to get programs as close to 121 credit hours as possible. Given the fact that a lot of students complete developmental courses, which are not counted in the 121 credit hours, and that some students struggle at 15 credits per semester, the committee recommends anything over 121 credit hours be justified by the department as to why it is higher and how a student will complete the program in eight semesters. She added that the committee suggested that anything over 132 credit hours either be reduced, or be up front with students that they will not meet the requirements in eight semesters. She said that the timetable proposed in this category may be a little too short, and it will probably be necessary to find out what the LER implementation team recommends.

Associate Dean Hanson explained that recommendations seven through 10 are responses to curriculum related roadblocks. She outlined these recommendations as the following:

Recommendation seven advises that the process of transferring needs to improve. Even though this is a process and not curriculum issue, the committee called for a review of the transfer evaluation and improve services, she said.
Recommendation eight deals with missing graduation requirements. It came to the committee’s attention that other committees are working on this. It was recommended by this committee that the Graduation Planning System (GPS) roadmaps be available to everyone and in multiple formats and platforms. Also recommended was the enforcement of students seek advising whenever possible.

Recommendation nine deals with course sequencing roadblocks. The committee recognized that this issues lies with the departments and is currently being addressed by some outside committees and influences (e.g. Responsibility Centered Management).

Recommendation 10 recognizes the need to survey students and faculty advisors since this committee only surveyed professional advisors. Their responses may raise new roadblocks that may also need acted upon.

Provost Frank commended the committee for its work and asked if they are requesting the report be received by the EPC or if there was another action in mind. He said that perhaps the right motion would be for EPC to receive the report. Professor Zapytowski moves for acceptance of the report, which was seconded by Dean Verna M. Fitzsimmons.

Dean Fitzsimmons said that she thought the report was great and wondered if this report would now go to the LER implementation group or another group. Provost Frank said he believed that it would need to go to another committee.

Chair Janson said that he believes that the 121-credit-hour graduation requirement is completely unrealistic. He said that when programs try to reduce their credit hours they end up taking courses from the major or try combining requirements because university requirements cannot be reduced. He added that it is possible for a student to graduate in four years, if they take course overloads and pass all of their courses. He said that he would suggest dropping the 121-credit-hour requirement and instead go with 122-132 credit hours; and anything over 133 should be reviewed. Provost Frank said that what Chair Janson was asking was for the implementation team to review it all over again.

Dean James E. Dalton said that he felt that the body of knowledge has expanded; there is an extra burden being put on students for which they are not receiving the true credit hours. Provost Frank said that he felt the report should be sent to the implementation committee and let them have the debate. Associate Dean John R. Stalvey asked if the 3 credit hour standard was discussed. Professor Crowther answered in the affirmative, but added that nothing was decided. Associate Dean Stalvey said that it was not an unimportant question.

Provost Frank reminded the council that the motion before them was to accept the report, he then called for a vote. The item passed unanimously.

**Action Item III: Inactivation of the Romanian Studies [ROST] minor, which has not been actively offered in the past 10 years.**

Dean Moerland explained that this proposal was very straightforward, as this program has not had any traffic in 10 years, and seems not worth maintaining. Dean Moerland moved to inactivate the minor, which was seconded by Professor Bruce J. Gunning. Dean Weber asked if this program was originally part of the ethnic heritage programs. Dean Moerland said that he believed it was packaged with those at one time. Associate Dean Haley added that the ethnic heritage major was previously inactivated but that some of the minors are still around. The proposal passed unanimously.
Information Item 1: Revision to the Advanced Placement Program (AP) Course Credit Alignment Recommendations.

Chair Janson asked to raise this item for discussion. He said that the policy should be reworded to read that a score of three on this test does not demonstrate a mastery in the arts. He added that not all of the skills are taught in the high schools, nor is there any uniformity. He said that he is afraid students will not take the first course in a sequence, and take the second one and fail. Provost Frank reminded Chair Janson that this is an Ohio Board of Regents directive.

Other Items

Dean Moerland asked for an update on the LER implementation committee. Associate Provost Stephane E. Booth provided the members names. They are:
- Stephane E. Booth, Office of the Provost
- Kenneth Burhanna, University Libraries
- Diane Davis-Sikora, College of Architecture and Environmental Design
- David Dees, College of Education, Health and Human Services (Salem campus)
- Susan Emens, College of Technology (Trumbull campus)
- LuEtt J. Hanson, College of Communication and Information
- Mary Lou Holly, Faculty Professional Development Center
- Barbara Hugenberg, College of Communication and Information
- Richard Kent, College of Business Administration
- Geoffrey Koby, College of Arts and Sciences
- Mark Kretovics, College of Education, Health and Human Services
- Laura Leff, College of Arts and Sciences
- Yvonne Smith, College of Nursing
- Elizabeth Smith, College of Arts and Sciences
- Fred Smith, College of the Arts
- Donald Williams, Honors College

Dean Moerland also said that he would be in favor of further exploring the diversity requirement issues discussed at the beginning of the Undergraduate Council meeting. With a general tone of agreement, Dean Moerland made a motion to discuss these issues, which was seconded by Dean Weber.

Associate Dean Mitchell said that she believes there is good criteria but that perceptions may have changed. She added that it is at least worth discussion. Dean Moerland said that this motion is not an indictment on the original work, just the overall changes that may or may not have taken place over the past 10 or so years. Senior Associate Provost Timothy J. Chandler mentioned the anticipated vice president for diversity position. He pointed out that if the conversation is started, the new vice president could join later. Provost Frank added that he thought it was a great idea and asked for a vote for reexamining the diversity shift. The motion passed unanimously.

Chair Janson said that it is part of the URCC’s job to get involved and that a member should be involved in this discussion.

With no further discussion the meeting was adjourned at 4:10 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services, Office of the Provost
To: Therese Tillett, Director of Curriculum Services

From: Kristen Figg, Chair, Assistant and Associate Deans

Date: June 23, 2009

Subject: Catalog language regarding catalog year updates

The A&A Deans committee is recommending a change to the language regarding the student’s right to update Catalog year. Current policy (2009-09 Catalog, p. 71) states:

2. Students may elect to complete a degree program under the most recent Catalog. When changing Catalog year, students must comply with all of the requirements relevant to their program in the newer Catalog.

The requested change is to revise the first sentence to read:

2. Students may elect to complete a degree program under a more recent Catalog.

There are many reasons why students may change to a newer catalog. For example, when major courses or program requirements are revised, students can take advantage of updated course selections and requirements in order to improve the quality of their degrees. In addition, changing to a newer catalog may sometimes help a student move more quickly toward graduation. In other cases, students are required to update catalog year because program requirements have been changed to meet revised accreditation standards.

While it is important for these students to move to a “more recent” catalog, it may not always be the best choice for students to move to the “most recent” catalog. For example, students who have already completed a set of LER requirements may be forced under the most recent catalog to take additional “general requirements” in order also to update major requirements. The recently proposed revisions to the LER may create a number of these situations. In other cases, students who began taking selected courses as a non-major may be best served by moving to a newer catalog (but not the most recent) when they declare the major. If program requirements have changed, it may be difficult for these students to complete the major program without taking a number of additional courses or needing a number of “substitutions.” In these various situations, updating to a more recent catalog that typically still governs the requirements of a large number of students should not only ensure that acceptable academic expectations and
standards are in place but also allow students to make program choices that do not create roadblocks to academic progress.

Current "exclusions" in the policy would remain. For example, students returning after dismissal, students who have not made specified progress in completing degree requirements, or students who have left and return as transfer students would be required to meet the provisions of the catalog in effect at the time of their return to the University (i.e., the most recent catalog).

Under the current policy, "exceptions" may be granted by the College Dean's Office so that students may update to a "more recent" catalog year. However, the proposed revision recognizes the appropriateness of updates to a more recent catalog without considering this action to be an exception to policy.
Transmittal Memo

To: Undergraduate Council

From: Joanne Arhar

Re: Change in Praxis I Cutoff Scores for Teacher Education Programs

Date: May 5, 2009

Summary Statement: Proposal to change the policy on cutoff scores on Praxis I Writing and Reading as a requirement for admission to advanced study in teacher education programs to make them consistent with the 25th percentile for the past three years.

Undergraduate Catalog will be changed to reflect new cutoff scores.

Teacher Education Coordinators approved of this action on Friday, May 1, 2009. Coordinators represent all programs in the university who offer teacher licensure as an option through EHHS.
Proposal Summary

Title: Change in policy on cutoff scores for Praxis I Reading and Writing

Subject Specification: Praxis I Reading will change from 175 to 174 and Praxis I Writing will change from 175 to 174. This affects all teacher education majors in EHHS and College of the Arts and minors in education.

Background Information: The cut scores have been set at the 25th percentile for Praxis I for admission to advanced study. Every few years the cut scores are reviewed to determine if they are still at the 25th percentile. A subcommittee of the teacher education coordinators suggested that we look at what the cut scores would be at the 25th percentile over a period of three years: 2005-2006; 2006-2007; 2007-2008. The Research Bureau conducted the analysis and recommended that we lower the reading and writing test cutoffs. The effect will be that more students will pass the test on the first try.

Alternatives: The alternative is that we use the Ohio Conditional Licensure cut scores. But faculty wanted a stronger, Kent based rationale that we could apply to our own students. Although there are already alternatives to Praxis I (cut scores are set for ACT and SAT and Compass), the suggestion was made to use course grades as another alternative. A standardized test seemed more appropriate for our purposes.

Time table: This action was unanimously approved at the May 1, 2009 meeting of the teacher education coordinators. New cut scores would apply for those students applying for advanced study in Spring 2010.

Proposed cutoff based on 25th percentile for past three years for Praxis I Exams (2005-2008)

<table>
<thead>
<tr>
<th></th>
<th>KSU Current Cutoff</th>
<th>Proposed Cutoff</th>
<th>Ohio Conditional Licensure Cutoff</th>
<th>U of Akron Cutoff (06-07)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>% passed 1st try</td>
<td>% passed 1st try</td>
<td>% passed 1st try</td>
<td></td>
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<tr>
<td>Writing</td>
<td>173 68%</td>
<td>172 78%</td>
<td>172 78%</td>
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<td>Math</td>
<td>174 82%</td>
<td>174 82%</td>
<td>172 88%</td>
<td>172</td>
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<tr>
<td>Reading</td>
<td>175 65%</td>
<td>174 73%</td>
<td>173 73%</td>
<td>173</td>
</tr>
</tbody>
</table>
Have you ever had a criminal conviction sealed or expunged?
Have you ever had a teaching credential limited, suspended or revoked?
Have you ever surrendered a teaching credential?

Any students in the College of Education, Health, and Human Services who cannot attest to the above should immediately contact a program counselor in the College of Education, Health, and Human Services, Vacca Office of Student Services, 304 White Hall, 330-672-2862. Falseimation of information is grounds for dismissal and non-licensure.

This affidavit must be completed and witnessed by a Student Services staff member in the College of Education, Health, and Human Services Student Services office or an appropriate representative from the Regional Campuses and placed on file in 304 White Hall.

Pre-advanced Study Coursework
Minimum of C or better in EDPF 29535 Education in a Democratic Society and C or better in one of the following:

- *ITEC 19825 Educational Technology
- *EDPF 29825 Educational Psychology
- *SPED 23800 Introduction to Exceptionalities

*Prerequisite is EDPF 29535 Education in a Democratic Society. A minimum grade of C (2.00) or better must be earned in all of the above courses.

Please note: Speech pathology and audiology majors are not required to take these courses.

The following courses must be completed with minimum C (2.00) grade for early childhood, middle childhood and intervention specialist majors ONLY:
- MATH 14001 Basic Math Concepts I
- MATH 14002 Basic Math Concepts II

Early childhood and middle childhood majors are required to complete additional pre-advanced study courses with specified minimum grades. These majors should refer to the advising sheets for the course information.

Standardized Testing
All teacher education majors and minors are required to demonstrate basic competencies in reading, writing and mathematics before progressing in a degree program. Students are required to take the Praxis I if they have not adequately demonstrated the competencies through the ACT, SAT and/or COMPASS exams. Students may take the written or computer-based version of Praxis I. Information regarding Praxis I is available in the Vacca Office of Student Services, 304 White Hall, in the student services offices of the Regional Campuses and on the Vacca Office of Student Services' Web site: www.ehhs.kent.edu/GSS/. The specific competencies are listed below:

Reading
Students must satisfy one of the following options:
- ACT reading score of 26
- SAT verbal score of 620
- COMPASS reading score of 93
- Praxis I reading score of 174

Writing
Students must satisfy one of the following options:
- ACT English score of 25
- COMPASS writing score of 92
- Praxis I writing score of 172

Mathematics
Students must satisfy one of the following options:
- ACT math score of 25
- SAT math score of 620
- Praxis I math score of 174

Please note: Students must have all passing standardized test scores on file in 304 White Hall prior to submission of application for admission to advanced study.

Please note: The COMPASS placement test is administered to all incoming first-year students during the Placement, Advising and Scheduling System (PASS) program. It is taken solely for placement into freshman-level courses and cannot be taken for any other purpose.

Application for Admission to Advanced Study
Upon completion of 30-60 hours of coursework, students should have satisfied the professional requirements for admission to advanced study. Students must complete an application for advanced study and submit it to 304 White Hall by the second Friday of the term during which all professional requirements for advanced study will be completed. The application must be submitted at least one semester before the term you plan to start upper-division professional coursework. Applications are available in the Vacca Office of Student Services, 304 White Hall, in Regional Campus offices or on the Vacca Office of Student Services' Web site at www.ehhs.kent.edu/GSS/. Teacher education majors and minors must be officially admitted to advanced study to take upper-division professional coursework.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-May-09 Curriculum Bulletin
Effective Date Spring 2010 Approved by EPC

Department EHHS
College EH - Education, Health and Human Services
Degree BSE - Bachelor of Science in Education
Program Name
Concentration(s) Concentration(s) Code(s)
Proposal Revise Program Policy

Description of proposal:
Changes Praxis I cutoff scores to the following: Writing 172, Reading 174, and Math 174

Does proposed revision change program's total credit hours? □ Yes ☒ No
Current total credit hours: Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Units consulted (other departments, programs or campuses affected by this proposal):

__________________________________________________________

REQUIRED ENDORSEMENTS

[Signature]
Department Chair / School Director / Campus Dean
5/29/09

[Signature]
College Dean
5/12/09

[Signature]
Executive Dean of Regional Campuses / Dean of Graduate Studies

[Signature]
Senior Vice President for Academic Affairs and Provost


TO: Educational Policies Council  
FROM: Therese E. Tillett, Director of Curriculum Services  
SUBJECT: Revising curricular policy on re-using course numbers  
DATE: 10 August 2009

Subject Specification:  
Revising curricular policy so that inactivated course numbers cannot be reassigned to another course. Current policy is five years before re-use of a course number.

Background Information:  
Current policy: “Inactivated course numbers may not be reassigned to another title for five years.” However, the policy is affecting the following:

- The requirement of the course in a student’s program
- A student’s degree audit (KAPS)
- Recalculation of the GPA (for 10000- and 20000-level courses) if the student “repeats” the course
- Prerequisite checking

Example: In fall 2003, CACM 22020 Conflict Theory was revised to new number CACM 31010, causing 22020 to become inactivated. In fall 2008, the number 22020 was re-used for a new course, International Conflict Resolution. A student who took Conflict Theory as 22020 will now be shown—in her degree audit and in prerequisite checking—as having taken International Conflict Resolution.

Potential problems:

- If Conflict Theory is required in her program, the student’s degree audit will display it as not satisfied, even though she did take the course.
- If International Conflict Resolution is required in her program, her degree audit will display it as satisfied, even though she did not take the course.
- If Conflict Theory is a prerequisite for courses for which she is registering, she will receive an error, even though she did satisfy the prerequisite.
- If International Conflict Resolution is a prerequisite for courses for which she is registering, she will be allowed to register even though she has not satisfied the prerequisite.
- If she takes International Conflict Resolution, she will not receive credit for it because it is considered a repeated course. The grade she receives will trigger her GPA to be recounted.

Alternatives and Consequences:
The alternative is to continue re-using course numbers, and all issues—if they are revealed—will need to be corrected manually, which can be time consuming. The consequences include incorrect degree audits, delayed course registration and erroneous credit count and GPA recalculation.

Specific Recommendations and Justification:
It is recommended that, effective fall 2010, inactivated course numbers are never re-used so as to not produce any potential errors with returning students or students who take more than five years to complete a degree program. This policy does not affect courses that are re-activated with the same course number and considered equivalent to each other.

Timetable and Actions Required:
Approval by the Provost and notification of the Educational Policies Council are required. Implementation is sought for any course proposal with the effective term of fall 2010.
III. ACADEMIC PROGRAMS AND POLICIES

DOCUMENTATION TO ESTABLISH, REVISE OR INACTIVATE A DEGREE PROGRAM WHEREBY MORE THAN 50 PERCENT OF COURSEWORK IS OFFERED OFF-SITE*

* Off-site is defined as a site other than one of Kent State’s eight campuses.

1. Transmittal memo
   a. Summary statement describing the proposed action
   b. Listing of all curricular/consultative bodies that have approved this action

2. Proposal summary
   a. Official, full name of program
   b. Identity of partners in the agreement, including location address and type of institution
   d. Agreement particulars:
      (1) Beginning and end dates of agreement
      (2) Percent of program offered at site

3. Formal letter, memorandum of understanding or other type of correspondence that outlines the agreement to deliver the program at a site

4. Certification of Curriculum Proposal (see Section V)

5. Memos concerning impact of revised policy or name, if appropriate (duplication, encroachment, support regarding impact on department, college, regional campuses’ resources, (staffing, space, library/media, finances, student progress)

APPROVAL FLOW CHART

- Faculty curriculum/advisory committee
- Department Chair or School Director
- College Curriculum Committee
- College Dean
- Regional Campuses
- Curriculum Services/Provost
- Educational Policies Council
- Higher Learning Commission
- Graduate Studies
TO: Educational Policies Council  
FROM: Timothy J. Chandler, Senior Associate Provost  
       Therese E. Tillett, Director of Curriculum Services  
SUBJECT: Clarification of minimum credit hour requirement for a master’s degree  
DATE: 10 August 2009  

Subject Specification:  
Clarification of minimum credit-hour requirement for graduation with a master’s degree from Kent State University, and inclusion in the 2010 Graduate Catalog.  

Background Information:  
It has long been communicated to the university community and reported to the Ohio Board of Regents that the minimum number of credit hours required to graduate with a master’s degree from Kent State University is 32. However, there is no official university policy stating this to be the case. Furthermore the Council of Graduate Schools and accrediting agencies—including the American Association of Critical-Care Nurses, the National Association of Schools of Music and the Association of Collegiate Business Schools and Programs—recommend minimum 30 semester hours for completion.  

Typically, a master’s level course is 3 credits. By having a 32-credit-hour program, students may be obligated to take, and pay for, an extra credit hour beyond the program requirements. This problem would be alleviated with a 30-credit-hour program.  

Reducing the minimum credit hours from 32 to 30 will not compromise academic quality as each master’s program must maintain standards according to their respective accrediting agencies. In addition, academic units are not compelled to reduce their programs total credits to 30. Instead, this clarification allows units to explore the option of reviewing their programs to determine if reducing total credits is feasible without sacrificing quality, and provides a widely agreed-upon standard for those looking to establish new programs.  

Alternatives and Consequences:  
The purpose of this clarification is to align Kent State University with national recommendations and to include this clarification as policy in the Kent State University Graduate Catalog. The alternative is to continue existing and conflicting practices. Such continuation would (1) limit academic units from following their accrediting agencies’ recommendations; (2) make Kent State University programs less competitive nationally; and (3) financially penalize students—particularly those pursuing online programs that are based on the 3-credit-coursework.
Specific Recommendations and Justification:

It is recommended that, effective fall 2010, the minimum-hour requirement be stated as follows and included in the Graduate Catalog:

All students must satisfactorily complete a minimum 30 credit hours applicable toward a master’s degree in order to graduate. Some degree programs require more hours.

The intent of this action is to enable curricular change, not to call for exceptions to existing degree requirements for individual students.

Timetable and Actions Required:

Approval by the Educational Policies Council, Faculty Senate and the Kent State Board of Trustees will be required. Implementation is sought beginning the fall 2010 term.
The issue I was asked to assist with was a department who didn’t regularly do their annual assessment until late April. They had identified a teaching assistant who was sub-par and had been counseled during the year but did not improve. They want to non-renew but were concerned about having made the decision after April 1. The statement could be interpreted to guarantee an appointment for the coming year absent a notice of non-renewal by April 1. I would recommend revising the statement to the following:

“Notices of non-reappointment and of reappointment will be given to students earlier but no later on the last day of spring semester.

The bolded language below is the language problem I spoke to you about yesterday. Apparently, the timing is too tight for some programs to be able to assess performance and make a decision for the following year. If the date is missed, it may have to take the non-renewal to a dismissal for cause, which can always be messy. Thanks.
KENT STATE UNIVERSITY | POLICY ON ROLE AND STATUS OF GRADUATE STUDENT APPOINTEES

- I. GRADUATE APPOINTEE INVOLVEMENT IN GOVERNANCE
- II. CATEGORIES FOR GRADUATE SERVICE APPOINTMENTS
- III. STIPEND/TUITION REMISSION DURING SUMMER SESSIONS PRIOR TO OR AFTER A SERVICE APPOINTMENT
- IV. EVALUATION OF PERFORMANCE
- V. COUNCIL OF GRADUATE SCHOOLS’ POLICY
- VI. REAPPOINTMENT, DISMISSAL AND RESIGNATION POLICY
- VII. GRADUATE APPOINTMENT SERVICE COMMITMENT
- VIII. GRIEVANCE PROCEDURE
- IX. RESPONSIBILITY FOR COMPLIANCE

VI. REAPPOINTMENT, DISMISSAL AND RESIGNATION POLICY

At the time of the initial notification of appointment the department shall clearly communicate its policy on limits on the number of years of support at the master’s and doctoral levels. Reappointment is determined by the student’s department. Reappointment may be available, contingent upon good progress toward completion of the degree and satisfactory performance of duties. If a service appointee is not to be reappointed, he or she will be given written notice informing the student of the non-reappointment and of the reasons therefore. Notices of non-reappointment and of reappointment will be given to students prior to April 1st of the spring semester. During the semester in which an appointee receives a master’s degree the student must apply and be accepted into a doctoral or educational specialist program in order to be considered for further appointments. A student may not simultaneously hold a graduate appointment and a full time fellowship or other appointment from a non-university source.

Dismissal is the termination of the contract for cause. Dismissal may be effected for the violation of the terms of the appointment. The department will give written notice of a recommendation for dismissal to the appointee along with the reasons for the recommendation. This recommendation is forwarded to the appropriate graduate dean for action. If a student is dismissed for academic reasons then the appointment is terminated at that time. Any service appointee who has not been reappointed or has been dismissed may appeal the decision. The appeal must be initiated in writing to the grantor of the appointment within one week of non-reappointment or dismissal.

Notification of resignation by a service appointee is expected to be early enough to obviate serious detriment to the university. An appointee intending to resign should give written notice as early as possible. The appointee may inquire into and consider the acceptance of an appointment elsewhere anytime and without previous consultation. It is agreed, however, that if a definite offer follows, the appointee shall not accept it without giving such notice, in writing, as is indicated in the previous provision (Section V).
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Jun-09  Curriculum Bulletin __________
Effective Date Fall 2010  Approved by EPC __________

Department Graduate School of Management
College BU - Business Administration
Proposal Establish Policy Program
Proposal Name MBA with a Fashion Design and Merchandising concentration

NEW CONCENTRATION - FDM

Description of proposal:
Students in the Master of Business Administration (MBA) program have the option of taking coursework leading to a concentration in the degree. Current concentrations are: Accounting, Finance, Information Systems, International Business, Human Resources Management, and Marketing. There is a current combined degree with the BS in Fashion Merchandising and MBA. An extension of these program options is to create graduate-level courses in Fashion that would be available to all interested MBA students, not just to the graduates of the Fashion program. Courses would be taught by the Fashion faculty. Students who take all four courses while in the MBA program will earn the MBA degree with a concentration of Fashion Design and Merchandising listed on their transcripts.

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)
The new courses will have no significant effect on the undergraduate curriculum or students in the School of Fashion Design and Merchandising. In the Graduate School of Management, in addition to the currently enrolled 7-10 combined students, the Fashion industry interests many MBA students who do not have a background in this area. The initial elective course has no prerequisites, and the subsequent elective courses build on each other. These courses would be open to any MBA student regardless of undergraduate major. Courses would be taught by the faculty of the Fashion school. The unique concentration option will attract new students to the Kent State MBA program, and would be the only one of its kind in the area. It will also increase the interest in the current combined program.

Units consulted (other departments, programs or campuses affected by this proposal):
The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising

_________________________  7/13/09
Richard H. Kelle
Department Chair / School Director / Campus Dean

_________________________  7/28/09
Richard H. Kelle
College Dean

_________________________  7/29/09
Executive Dean of Regional Campuses / Dean of Graduate Studies

_________________________
Senior Vice President for Academic Affairs and Provost
TO: Therese Tillett, Director of Curriculum Services

FROM: Louise Ditchey, Director, Master’s Programs, Graduate School of Management

DATE: July 21, 2009

RE: Transmittal Memo, New MBA concentration in Fashion Design and Merchandising

a. Summary statement describing the proposed action:

Students in the Master of Business Administration (MBA) program have the option of taking coursework leading to a concentration in the degree. There is a current Combined degree with the BS in Fashion Merchandising and MBA. An extension of these program options is to create graduate-level courses in Fashion that would be available to all interested MBA students, not just the graduates of the Fashion program. Students who take all four courses while in the MBA program will earn the MBA degree with a concentration of Fashion Design and Merchandising listed on their transcripts.

The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising proposes to add four (4) new courses to its course inventory at the Graduate level in preparation for the establishment of this new MBA concentration.

The courses would be:

FDM 60010 Theories in Fashion (3 credits)
FDM 60020 Fashion Design Management (3 credits)
FDM 60030 Research Methods in Fashion Design and Merchandising (3 credits)
FDM 60098 Research Project in Fashion Design and Merchandising (3 credits).

b. Listing of all curricular/consultative bodies that have approved this action:

The proposal has been approved by the College of the Arts Curriculum Committee (CCC) at its October 2008 meeting, by the MBA Subcommittee at its December 2008 meeting, and by the College of Business Administration Graduate Council at its February 2009 meeting. If approved at the August 2009 meeting of the Educational Policies Council (EPC) and Graduate Council, the effective dates of the new program would be the Fall 2010 semester.
Proposal Summary

Title: MBA with a Fashion Design and Merchandising concentration

Subject Specification: The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising proposes to add four (4) new courses to its course inventory at the graduate level in preparation for the establishment of a new Master of Business Administration (MBA) concentration in Fashion Design and Merchandising. The degree will be BU-MBA with a concentration code of FDM.

Background Information: The Kent State University Master of Business Administration (MBA) Program Requirements allows students to choose 6 to 12 hours of electives leading to an optional concentration that is suited to their needs. A minimum of 12 hours is required for a concentration. The College of Business and Graduate School of Management proposes a concentration in Fashion Design and Merchandising to be added to the MBA program. Currently, the MBA program offers concentrations in Accounting, Finance, Human Resource Management, Information Systems, International Business, and Marketing.

Alternatives and Consequences: If the proposed courses are not approved and the College of Business and Graduate School of Management cannot establish the MBA concentration in Fashion Design and Merchandising, the result will be a missed opportunity to expand enrollment through course offerings and a new area of interest for students enrolled in the Professional and Full-Time MBA programs. Passage of the proposed courses will leverage the reputation of the Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising through increased enrollment in the MBA program.

Specific Recommendation and Justification: The four new courses are: 60010 Theories in Fashion (3 credits); 60020 Fashion Design Management (3 credits); 60030 Research Methods in Fashion Design and Merchandising (3 credits); 60098 Research Project in Fashion Design and Merchandising (3 credits). Completion of the four courses, in addition to the remainder of the MBA curriculum, will result in the concentration in Fashion Design and Merchandising.

Timetable and Actions Required: The proposal has been approved by the College of the Arts Curriculum Committee (CCC) at its October 2008 meeting, by the MBA Subcommittee at its December 2008 meeting, and by the College of Business Administration Graduate Council at its February 2009 meeting. If approved at the August 2009 meeting of the Educational Policies Council (EPC) and Graduate Council, the effective dates of the new courses and program would be the Fall 2010 semester.
Assessment Plan

Mission/Purpose
Mission: The M.B.A. programs at Kent State University prepare students for management and staff positions in regional, national and international organizations through exploration and skill acquisition in ethical leadership, teamwork, creative problem solving, global perspectives and applications of information technology. Program Goals: Graduates of the M.B.A. programs will have... a) a comprehensive knowledge of the functional areas of business, b) problem-solving capabilities, c) a global perspective, d) oral and written communication skills, e) the ability to manage information using technology, f) the ability to work effectively in teams, g) an understanding of the ethical and social implications of business decisions.

Goal
Measurement of MBA knowledge gained

Outcomes/Objectives
1. Utilize business theory and quantitative tools
2. Participate effectively in teams
3. Critically assess ramifications of decisions
4. Understand foreign and domestic environments
5. Communicate effectively
6. Use technology as a communication tool
7. Critical thinking skills

Measures and Findings:
1. Course-embedded evaluations
2. Business Strategy analysis
3. Ethics and behavior in the work environment
4. International Business Experience
5. Use of technology in presentations
6. Course performance and application of information
7. Use of student surveys
8. Team papers and presentations
Action Plan tracking

<table>
<thead>
<tr>
<th>Action</th>
<th>Established</th>
<th>Target Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Asst evaluations</td>
<td>1995</td>
<td>Continuous</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Student satisfaction survey</td>
<td>2000</td>
<td>Continuous</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Job placement survey</td>
<td>2000</td>
<td>Continuous</td>
<td>Three months past graduation</td>
</tr>
<tr>
<td>Review of PT MBA curriculum</td>
<td>2007</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Plagiarism workshops</td>
<td>2007</td>
<td>Continuous</td>
<td>At orientation</td>
</tr>
<tr>
<td>Develop direct assessments</td>
<td>2007</td>
<td>2010</td>
<td>MBA Subcommittee</td>
</tr>
<tr>
<td>MBA final assessment test</td>
<td>2010</td>
<td>2012</td>
<td>ETS test at graduation</td>
</tr>
</tbody>
</table>

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
The MBA Subcommittee had to postpone this review when the new Dean of the College of Business, Mr. Yank Heisler, created Strategic Planning Committees in November 2008. They studied, among other things, Master's programs in the Graduate School of Management. The final report for the MBA program is still being worked on as of June 30, 2009. This report will be used by the MBA Subcommittee in 2009-2010 to continue the assessment process.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
The early report of the Task Force of the Strategic Planning Committee for the MBA program shows the need to review the curriculum, particularly in terms of concentrations and elective courses.

Executive Summary
In October 2008, Mr. Yank Heisler became Dean of the College of Business Administration. By November 2008, he assembled a faculty-led Strategic Planning Committee that has a task force studying the Master's programs. Their findings for the MBA programs have not yet been released. Their report will be used by the MBA Subcommittee in 2009-2010 as they review the programs. An MBA Curricular Committee for the part-time program was assembled in Fall 2007 to redesign the program. A draft was approved by the MBA Subcommittee in 2009, but has been tabled by the Graduate Council until more details can be provided.
<table>
<thead>
<tr>
<th>Course Subject and Title</th>
<th>Credit Hours</th>
<th>Classification</th>
<th>Grade</th>
<th>Important Notes</th>
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<tr>
<td>Semester One: [Fall, 12 Credit Hours]</td>
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<tr>
<td>BAD 63037 Financial Accounting for Mgr. Action</td>
<td>3</td>
<td>Core</td>
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</tr>
<tr>
<td>BAD 64005 Statistics for Management</td>
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<td></td>
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</tr>
<tr>
<td>BAD 65051 Marketing Management</td>
<td>3</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAD 64158 Leadership and Mgr. Assessment</td>
<td>3</td>
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<td></td>
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</tr>
<tr>
<td>Semester Two: [Spring, 12 Credit Hours]</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BAD 63038 Acct for Managerial Action</td>
<td>3</td>
<td>Core</td>
<td></td>
<td></td>
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<tr>
<td>BAD 64042 Management Information Systems</td>
<td>3</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAD 66061 Financial Management I</td>
<td>3</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDM 60010 Theories in Fashion</td>
<td>3</td>
<td>Elective</td>
<td></td>
<td>Leads to Fashion concentration</td>
</tr>
<tr>
<td>Semester Three: [Summer, 6 Credit Hours]</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAD 64185 International Business</td>
<td>3</td>
<td>Elective</td>
<td></td>
<td>International elective</td>
</tr>
<tr>
<td>BAD 64271 Human Resource Management</td>
<td>3</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Four: [Fall, 12 Credit Hours]</td>
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<td></td>
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<tr>
<td>ECON 62021 Business Conditions Analysis</td>
<td>3</td>
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<td></td>
<td></td>
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<tr>
<td>BAD 64041 Operations Management</td>
<td>3</td>
<td>Core</td>
<td></td>
<td></td>
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<tr>
<td>BAD 66050 Legal and Ethical Environment</td>
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<tr>
<td>FDM 60030 Research Methods in Fashion Design and Merchandising</td>
<td>3</td>
<td>Elective</td>
<td></td>
<td>Leads to Fashion concentration</td>
</tr>
<tr>
<td>Semester Five: [Spring, 12 Credit Hours]</td>
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<tr>
<td>ECON 62022 Managerial Economics</td>
<td>3</td>
<td>Core</td>
<td></td>
<td></td>
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<tr>
<td>BAD 64185 Business Strategy</td>
<td>3</td>
<td></td>
<td></td>
<td>Integrative Management course (capstone)</td>
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<tr>
<td>FDM 60020 Fashion Design Management</td>
<td>3</td>
<td>Elective</td>
<td></td>
<td>Leads to Fashion concentration</td>
</tr>
<tr>
<td>FDM 60098 Research Project in Fashion Design and Merchandising</td>
<td>3</td>
<td>Elective</td>
<td></td>
<td>Leads to Fashion concentration</td>
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Graduation Requirements Summary

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>MBA Core</th>
<th>Executive Module</th>
<th>International elective</th>
<th>Integrative Management</th>
<th>Concentration electives</th>
<th>Min GPA</th>
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<tbody>
<tr>
<td>54</td>
<td>30</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Special Notes for Degree:
The MBA has variable hours based on the student’s undergraduate coursework. The program ranges between 39 and 54 credit hours. The coursework can be taken full time (day classes) or part time (evening classes), but the degree must be completed within six years.

MBA Core
Courses in this category may be waived based on undergraduate business coursework. Attributes reviewed: course content, age of course, grade in course.

Executive Module
The two courses in this category are required for all MBA students.

International elective
Students can choose among several internationally based business courses.

Concentration electives
Concentration areas as of Fall 2009 are: Accounting, Finance, Marketing, Human Resource Management, Information System and International Business. Fashion Design and Merchandising will the 7th concentration area.
MBA PROGRAM REQUIREMENTS
PROGRAM SHEET  

I. Background Information

A. Student's prior college/university experience(s):
   Undergraduate degree & major: ____________ College/University: ____________
   Graduate degree and field: ____________ College/University: ____________

B. If a business undergraduate major, is program AACSB-accredited? Yes ______ No ______

C. Proficiency – Quantitative Skills: Required ____________ Waived ______
   (see page 3)

D. Proficiency – Computer Skills: Recommended ____________ Waived ______

II. Management Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Waived*</th>
<th>Term</th>
<th>Grade</th>
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<tr>
<td>Accounting:</td>
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<td>BAD 63037 Financial Accounting For Managerial Action</td>
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<tr>
<td>BAD 63038 Accounting For Managerial Action &amp; Evaluation</td>
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<td>______</td>
<td>Spr 1</td>
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<td>Computers:</td>
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<tr>
<td>BAD 64042 Management Information Systems</td>
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<td>______</td>
<td>Spr 1</td>
<td>______</td>
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<td>Economics:</td>
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<tr>
<td>ECON 62021 Business Conditions Analysis &amp; Public Policy</td>
<td>3</td>
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<td>______</td>
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<tr>
<td>ECON 62022 Managerial Economics</td>
<td>3</td>
<td>______</td>
<td>Spr 2</td>
<td>______</td>
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<td>Finance:</td>
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<tr>
<td>BAD 66061 Financial Management I</td>
<td>3</td>
<td>______</td>
<td>Spr 1</td>
<td>______</td>
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<tr>
<td>Human Resources Management:</td>
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<td>BAD 64271 Human Resources Management</td>
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<td>Marketing:</td>
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<tr>
<td>BAD 65051 Marketing Management</td>
<td>3</td>
<td>______</td>
<td>Fall 1</td>
<td>______</td>
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<tr>
<td>Operations:</td>
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<tr>
<td>BAD 64041 Operations Management</td>
<td>3</td>
<td>______</td>
<td>Fall 2</td>
<td>______</td>
</tr>
<tr>
<td>Statistics:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BAD 64005 Statistics For Management</td>
<td>3</td>
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<td>Fall 1</td>
<td>______</td>
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</table>

**SUBTOTAL, Core Courses** 30

Revised 7/01/2005
III. Executive Modules (suggested to be taken within the first 12 hours of student’s program)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term Taken</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>BAD 64158</td>
<td>Leadership and Managerial Assessment—includes managing cultural diversity, TQM, team building, project management, negotiations, and communication skills, among other topics</td>
<td>3</td>
<td>Fall 1</td>
<td></td>
</tr>
<tr>
<td>BAD 66050</td>
<td>The Legal and Ethical Environment of Management Decisions—includes social obligations of business and legal regulatory considerations</td>
<td>3</td>
<td>Fall 2</td>
<td></td>
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</tbody>
</table>

**SUBTOTAL, Executive Modules**
6

IV. Integrative Management Course:
BAD 64185 Business Strategy or approved substitution

<table>
<thead>
<tr>
<th>Course number selected</th>
<th>Course title selected</th>
<th>Hours</th>
<th>Term Taken</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Spr 2</td>
<td></td>
</tr>
</tbody>
</table>

V. International Elective
To be selected from courses in international concentration.

<table>
<thead>
<tr>
<th>Course number selected</th>
<th>Course title selected</th>
<th>Hours</th>
<th>Term Taken</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Sum 1</td>
<td></td>
</tr>
</tbody>
</table>

VI. Other Electives
Students may pursue a concentration. A concentration will consist of a minimum of at least 12 credit hours.
International elective may be used as part of a concentration, but its use in this manner will not reduce the total number of elective hours needed (12). See policy for students in accelerated program — electives may be as few as six hours. 6 – 12 hours

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Hours</th>
<th>Term Taken</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDM 60010</td>
<td>Theories in Fashion</td>
<td>3</td>
<td>Spr 1</td>
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<tr>
<td>FDM 60020</td>
<td>Fashion Design Management</td>
<td>3</td>
<td>Spr 2</td>
<td></td>
</tr>
<tr>
<td>FDM 60030</td>
<td>Research Methods in FDM</td>
<td>3</td>
<td>Fall 2</td>
<td></td>
</tr>
<tr>
<td>FDM 60098</td>
<td>Research Project in FDM</td>
<td>3</td>
<td>Spr 2</td>
<td></td>
</tr>
</tbody>
</table>

Name: ____________________________
MBA PROGRAM SUMMARY

Maximum hours: 54 Hours
Minimum Hours: 39 Hours

Core Courses (30 Hours) 30
Executive Modules (6 hours) 6
Integrative Management Course (3 hours) 3
International elective (3 hours) 3
Other electives (12 hours)* 12

TOTAL MBA PROGRAM 54

Proficiency Work Required:

Computer Proficiency
Based on our review, it appears that you may be lacking proficiency in computer software usage. MBA students are expected to know how to use the internet, along with Microsoft Word, Excel, and Powerpoint. If you are not proficient in these areas, we recommend that you take a preparatory computer workshop. Proficiency computer workshops will not count toward program hour requirements.

Quantitative Proficiency (3)
ECON 62010, Survey of Economics – Covers basic algebraic and elementary calculus concepts. This course counts toward the MBA program as a 3 credit hour elective. A student has the option of taking a quantitative proficiency test to try to waive out of the Survey of Economics course. Please contact the Graduate School of Management to schedule an appointment.

Additional Notes:

*Every student needs at least six (6) hours of elective courses and those with a non-business undergraduate degree need 12. A minimum of twelve (12) hours is required for a concentration. If a student’s program falls below the 39-hour program minimum, he/she will make up the hours through added elective coursework. Core courses from which a student is waived may NOT be taken as electives.

Signature:

GSM Adviser ____________________________ Date: ______________________

Name: ________________________________

- 3 -
PART C: GUIDELINES FOR SUSPENDING A GRADUATE DEGREE PROGRAM

I. SUSPENSION OF A GRADUATE DEGREE PROGRAM

When a university has decided to suspend admission to a graduate degree program, the university will inform the OBR and other members of RACGS. A university may suspend a graduate degree program if the institution plans to reactivate the program at some future date. At any time within seven years of the initial suspension, the university may reactivate the program simply by informing OBR and the other RACGS members that the program will be admitting students once again. It is the responsibility of the university’s Graduate Dean to determine whether or not changes in the specific field of study, since the degree program was suspended, warrant the submission of a full planning proposal to OBR and RACGS.

II. DISCONTINUATION OF A GRADUATE DEGREE PROGRAM

A. If a suspended graduate degree program is not reactivated within the specified seven-year period, the program will be declared discontinued. If at a subsequent date after the seven-year period the university plans to reactivate a discontinued graduate degree program, the university must seek formal approval from OBR through RACGS in the same manner as required for approval of a new graduate degree program. In the view of RACGS, disciplinary changes in a specific area of study during a seven-year period may be significant enough that a new or substantially revised, program may need to be developed.

B. When a university has no plans to reactivate a suspended graduate degree program, the Graduate Dean should inform OBR and RACGS that the degree program has been discontinued. It is understood that if the university ever plans to reactivate the suspended graduate degree program, it will be necessary to seek the approval of OBR and RACGS through the established procedures for development of a new graduate degree program.
MEMORANDUM OF AGREEMENT BETWEEN
KENT STATE UNIVERSITY, USA
&
NATIONAL TAICHUNG UNIVERSITY
TAIWAN

Kent State University ("KSU") (Ohio, USA) and National Taichung University (Taiwan) ("NTCU"), wishing to establish cooperative relations between the two institutions, and especially to develop academic and cultural interchange between them through mutual assistance in the areas of education and research, hereby resolve to cooperate in the development of programs and academic exchanges subject to the following agreed upon terms and conditions.

Article 1: Objective of the Agreement.

The purpose of this agreement shall be to establish a mutually-beneficial educational and pedagogical relationship between the Department of Social Studies Education ("SSE") at NTCU and the Department of Geography at KSU. This agreement establishes the formal understanding of the scope of operations between these two leading educational institutions, and commits to writing the intent and mutual assent of both parties to engage in a dual degree program.

Article 2: Scope of Agreement.

This Agreement shall be carried out, subject to the availability of funds of either party, and subject to the approval of the President of Kent State University and the President of NTCU, through activities and programs for the exchange of students. The activities and programs engaged in are limited to those programs specifically stated in this Agreement.

Article 3: Implementation of Agreement as applied to the Dual Degree program

A dual degree program as defined in this Agreement allows students to benefit from the educational experience in the Department of Social Studies Education at NTCU and in the Department of Geography at KSU. This program will admit and educate qualified students originating from SSE, who will pursue a Master of Arts degree in the Department of Geography at KSU, and will admit and educate qualified students originating from KSU, who will pursue a M.E. degree at SSE. This program fosters international education and collaborative research efforts between the two departments. Upon successful completion of the degree program requirements, students shall be awarded a M.E. degree by NTCU and a M.A. degree by KSU.

Article 4: General program requirements.

1. In this Agreement, unless the context implies otherwise:
   a. "Exchange students" shall mean students participating in the exchange implemented herein;
   b. "Home institution" shall mean the university at which the student intends to graduate from; and
   c. "Host institution" shall mean the university that has agreed to receive the exchange students from the home institution.
2. Tuition and fees. Students from NTCU attending Kent State University will be assessed out-of-state tuition fees, and students from KSU attending NTCU will pay tuition as determined by NTCU, which may not be greater than the tuition charged to non-residents.

3. Housing and travel. The host institution will facilitate the arrangement of lodging for exchange students, but all expenses incurred for travel, lodging, and other incidental costs associated with the program (laboratory fees, special activity fees, etc.) shall be borne by each individual exchange student. Arrangements for other school-to-school payments may be negotiated as necessary and must be agreed to in writing by both parties.

4. Student conduct and academic policy. While at the host institution, exchange students are subject to the student conduct and academic policies of the host institutions for matters specifically related to their program. All exchange students under this program must adhere to all course load requirements for exchange visitors and student visas under federal and state laws. Failure to follow such laws will result in immediate expulsion from KSU. Both KSU and NTCU retain sole discretion to dismiss a student from the program at any time for failure to maintain appropriate standards of conduct according to the hosting university's policies and standards. Student so dismissed will be deregistered from all class, all tuition and fees will be forfeited in accordance with each university's policy, and the student so dismissed will be expelled from student housing and escorted to the airport by a designated official. Neither university is responsible for any fees due to the airline, which must be paid by the student or will be charged to the home university if student does not have the necessary funds. Notice of such dismissal must be sent to the Dean of Students, or equivalent office, at the student's home institution.

5. Kent State University retains at all times the ultimate authority over all admission and subsequent academic decisions at KSU, while NTCU retains the ultimate authority over all admission and subsequent academic decisions at NTCU. In addition to assuring that coursework credit will transfer, all students from NTCU must have the appropriate level of TOEFL (or alternative IELTS) and other test scores required for their respective degree program. If it is determined that a student does not have a sufficient level of English proficiency, they will be required to undertake appropriate ESL education prior to formal admission to the program.

6. The Kent State University will supply all administrative services in regard to the applicable programs for this Agreement for the academic year, including the total program and the total student body. All facilities will be open to the NTCU participants. The Kent State University does not assume any liability for hospital or medical fees for the NTCU participants.

7. Program Specific Requirements for the Dual Degree Program.

   a. Program coordinators. Each student in this degree program shall be co-advised by one faculty member from SSE/NTCU and one faculty member from the Department of Geography at KSU. Additional faculty members from either department can be invited to form an advisory committee.
b. Admission of students. Students may apply for admission to this program only by nomination by SSE/NTCU or by the Department of Geography at KSU. Nominations are accepted if students meet the criteria specified in this Agreement.

c. Qualifications of application.

i. All currently enrolled M.E. graduate students with the SSE/NTCU are eligible to apply for admission to this degree program if the following criteria are met:

1. Students admitted to this program shall maintain a GPA of 3.0 or above for courses taken at NTCU (on a 4-point scale);
2. Students admitted to this program shall meet the minimum requirements for TOFEL scores (550/paper, 214/computer-based);
3. Students admitted to this program shall meet the minimum requirement for GRE score (combined score of 1,000 for Verbal and Quantitative); and
4. Students admitted to this program shall follow the application procedures specified by the Department of Geography at KSU for the admission to the M.A. program at KSU.

ii. All current M.A. students in the Department of Geography at KSU are eligible to apply for admission to this degree program if the following criteria are met:

1. Students admitted to this program shall maintain a GPA of 3.0 or above (on a 4-point scale); and
2. Students admitted to this program shall submit a statement outlining research interests and research plan to be carried out while attending NTCU.

d. Program requirements.

i. Course requirement. Students in this degree program must complete a total of thirty-two (32) credit hours for this collaborative graduate program. As approved by KSU faculty, up to 12 credit hours can be transferred from NTCU to KSU, providing the student submits an official transcript from NTCU showing when the courses were taken and the grades earned. Similarly, up to 12 credit hours can be transferred from KSU to NTCU with an official transcript showing when the courses were taken and the grades earned approved by NTCU faculty.

NTCU will review and ensure the course work meets the standards and requirements from M.E. degree program at NTCU. KSU will review and ensure the course work meets the standards and requirements for M.A. degree programs at KSU. If necessary, students are expected to take additional credit hours at either university to meet the degree requirements set forth by the respective university.
ii. Thesis requirement. Upon completing the required course work, each student in this program shall select two co-advisors, one from SSE/NTCU and another from the Department of Geography at KSU. With consultation from the two co-advisors, an advisory committee shall be established to have at least a total of three (3) faculty members, including the two co-advisors.

1. At KSU, students in this degree program shall work with the advisory committee to develop a proposal for the Masters thesis. Upon successful defense of the proposal, students shall begin taking Thesis I and Thesis II. Each student is required to successfully defend the thesis research and to submit a final version of the thesis approved by co-advisors.

2. At SSE/NTCU, students are encouraged to take two thesis credits before attending the Department of Geography at KSU to engage in the early phase of thesis research. Students from KSU shall submit a research statement outlining the goals of the thesis research and how they are related to international and interdisciplinary research efforts and/or experiences. Upon the approval and consultation by SSE/NTCU, students may pursue course work at NTCU in areas deemed relevant to the proposed thesis research before beginning course work at KSU.

e. Award of degree.

i. Upon successful completion of all programs and University requirements and deadlines, students in this dual degree program shall be awarded an M.E. degree by NTCU and an M.A. degree by KSU.

ii. In the case that students from NTCU in this degree program cannot fulfill all requirements for the M.A. degree at KSU, students shall be allowed to transfer completed credit earned at KSU to NTCU to continue their M.E. degree at NTCU.

Article 4: Term, and Termination.

This Agreement will be effective upon its mutual signing and remain in effect for a period of four (4) years, and may be amended or extended upon written agreement by both parties. This Agreement may be cancelled by either party in writing with 90 days notice, subject to modifications by amendment or subsequent individual program agreement. In the event that the agreement is not renewed or is terminated in any other way, any related activities in progress at the time of termination of this Agreement will continue until the current semester in which the termination takes place is completed.

Article 5: Miscellaneous.

1. Indemnification. To the extent permitted by law, each party agrees to be liable for the acts and omission of its own officers, employees and agents engaged in the scope of their employment arising under this Agreement, and each party hereby agrees to be
responsible for any and all liability, claims, costs, expenses or damages arising from any claim with respect that party’s role in connection with this Agreement.

2. No agency. Nothing herein shall be construed to create an agency relationship between the home and host universities, or any employment relationships between the institutions for any faculty or staff member provided under the exchange program. The parties are independent contractors and no legal relationship is intended by this Agreement.

3. Compliance with laws. The parties will comply with all applicable laws and regulations in their respective countries in performing their obligations hereunder.

4. Ohio Compliance Requirements:

   “NTCU warrants that it is not subject to an "unresolved" finding for recovery under O.R.C. Section 9.24. If this warranty is found to be false, this Agreement is void ab initio and NTCU shall immediately repay to Agency any funds paid under this Agreement.”

   Campaign contributions. “NTCU hereby certifies that all applicable parties listed in Division (i)(3) or (J)(3) of O.R.C. Section 3517.13 are in full compliance with Divisions (i)(1) and (J)(1) of O.R.C. Section 3517.13.”

   Conflicts of interest and Ethics compliance. “No personnel of NTCU or member of the governing body of any locality or other public official or employee of any such locality in which, or relating to which, the work under this Agreement is being carried out, and who exercise any functions or responsibilities in connection with the review or approval of this Agreement or carrying out of any such work, shall, prior to the completion of said work, voluntarily acquire any personal interest, direct or indirect, which is incompatible or in conflict with the discharge and fulfillment of his or her functions and responsibilities with respect to the carrying out of said work.

   Any such person who acquires an incompatible or conflicting personal interest, on or after the effective date of this Agreement, or who involuntarily acquires any such incompatible or conflicting personal interest, shall immediately disclose his or her interest to other party in writing. Thereafter, he or she shall not participate in any action affecting the work under this Agreement, unless the other party shall determine in its sole discretion that, in the light of the personal interest disclosed, his or her participation in any action would not be contrary to the public interest.

   NTCU represents, warrants, and certifies that it and its employees engaged in the administration or performance of the Agreement are knowledgeable of and understand the Ohio Ethics and Conflicts of Interest laws and Executive Order No. 2007-01S, as found at www.ethics.ohio.gov.

D. Declaration Regarding Material Assistance/Non-Assistance to a Terrorist Organization:

   “NTCU hereby represents and warrants to Kent State University that it has not provided any material assistance, as that term is defined in O.R.C. Section
2909.33(C), to any organization identified by and included on the United States Department of State Terrorist Exclusion. If these representations and warranties are found to be false, this Agreement is void ab initio NTCU shall immediately repay to Kent State University any funds paid under this Agreement."

5. Anti-Kickback Enforcement Act of 1986, Public Law 99-634 (41 USCA §§51-58). By agreeing to this binding Agreement, the transacting parties (1) certify that they have not paid kickbacks directly or indirectly to any employee of Kent State University for the purpose of obtaining this or any other agreement, purchase order or contract from Kent State University and; (2) agree to cooperate fully with any Federal Agency investigating a possible violation of the Act.

6. Use of logos, etc. Neither the home nor the host institution may use any identifying marks of the other without the express written permission of the other party.

7. Equal Opportunity. Both NTCU and Kent State University subscribe to a policy of equal opportunity and will not discriminate on the basis of race, gender, religion, national origin, marital status, sexual orientation or physical disability.

8. Authoritative Version. The English version of this Agreement shall be the authoritative version of the Agreement for all purposes. In the event of a conflict between the English version and any translation of this Agreement, the English version shall control.

9. Severability. If any section or provision of this Agreement is held illegal, unenforceable or in conflict with any law by a court of competent jurisdiction, such Section or provision of this Agreement shall be deemed severed from this Agreement and the validity of the remainder of this Agreement shall not be affected thereby.

INTENDING TO BE LEGALLY BOUND, by signing below, each party acknowledges its agreement with the terms and conditions of this Agreement and each signatory represents and warrants that he/she is authorized to sign on behalf of and to bind his/her party to all of the terms and conditions of this Agreement as of the Effective Date.

Ying Hsing Yang
Dr. Ying Hsing Yang (Date)
Provost
National Taichung University (NTCU), Taiwan

Robert G. Frank
Dr. Robert G. Frank (Date)
Provost
Senior Vice President of Academic Affairs
Kent State University, Kent, Ohio, USA

Lee Min Wei
Lee Min Wei (Date)
Dean, College of Humanities & Liberal Arts
National Taichung University (NTCU), Taiwan

Timothy Moerland
Timothy Moerland (Date)
Dean, College of Arts & Sciences
Kent State University, Kent, Ohio, USA

Ya Hui Hsueh
Ya Hui Hsueh (Date)
Chair, Department of Social Studies Education
National Taichung University (NTCU), Taiwan

Jay Lee
Jay Lee (Date)
Chair, Department of Geography
Kent State University, Kent, Ohio, USA
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Feb-09
Effective Date Fall 2010
Curriculum Bulletin
Approved by EPC

Department EFSS
College EH - Education, Health and Human Services
Program Name Pervasive Developmental Disorders Specialist Certificate
Program Code

Concentration(s) Concentration(s) Code(s)
Proposal Revise Program

Description of proposal:
The Special Education and Speech Pathology & Audiology faculty seek to revise the current name, admissions criteria, and course requirements for the Pervasive Developmental Disorders Specialist Certificate.

Does proposed revision change program's total credit hours? □ Yes □ No
Current total credit hours: 21 Proposed total credit hours: 21

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This is an existing program that includes coursework and faculty involvement from Special Education and Speech Pathology and Audiology. Admissions criteria would be broadened to include individuals with a baccalaureate degree in any education, health, and human services fields. There are no changes which involve encroachment.

Units consulted (other departments, programs or campuses affected by this proposal):
This program has been a joint program between Speech Pathology and Audiology and Special Education. The revision includes a course from the School Psychology Program and SPSY faculty has been consulted and is in agreement with the revisions.

REQUIRED ENDORSEMENTS

[Signatures and dates]

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost
# Autism Spectrum Intervention Specialist Certificate Requirements

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**Capstone project options:**

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Student Signature ____________________________________________________________

Date ____________________________

Advisor Signature ____________________________________________________________

Date ____________________________
EDUCATIONAL FOUNDATION AND SPECIAL SERVICES

Special Education Program

Transmittal Memo

February 5, 2009

Title: Revision to the Pervasive Developmental Disorders Specialist Certificate

Summary: The Pervasive Developmental Disorders Specialist Certificate (PDD Certificate) has been offered to graduate and postgraduate students in Special Education and Speech Pathology and Audiology for approximately 5 years. The Special Education and Speech Pathology & Audiology faculty seek to revise the current name, admissions criteria, and course requirements for the Pervasive Developmental Disorders Specialist Certificate. They would like to propose that the program be titled, Autism Spectrum Intervention Specialist Certificate to better reflect terminology used within educational settings and the educational emphasis of the program. Currently, enrollment in the PDD certificate program has been limited by the relatively restrictive admissions criteria of including only graduate or post graduate students in special education and speech pathology and audiology. A large number of interested individuals in related fields including general education, counselling, occupational therapy, early childhood education, and school psychology have been turned away. The SPED and SP&A Faculty propose to revise admissions criteria to include individuals with baccalaureate degrees in any education, health, or human services field who meet additional admissions criteria specific to GPA and letters of recommendation and are in need of specialized training in this field. Feedback from current and past participants collected via survey, indicate that although they are/were generally very pleased with the program they would have liked to have more options in terms of course offerings. Revisions to course requirements are proposed that would allow for greater accessibility and flexibility for participants.

Course offerings for the Autism Spectrum Intervention Specialist Certificate would include:

SP&A 6/74309/SPED 64309, Autism Spectrum Disorders: Theory and Diagnosis
SP&A 6/74310/SPED 64310, Autism Spectrum Disorders: Life Span Interventions
SP&A 6/74500, Language Science
SPED 53030, Applied Behavior Analysis I
SPED 63954, Practical Applications Five to Eight or SPSY 6/77073 OR Consultation in the Helping Profession
SPED 6/73030 Psychopharmacological Interventions in Special Education OR SPED 63959 Medical Aspects of Lifespan Disabilities
SPED 63300, Research Applications in Special Education; OR SPED 53030, ABA II; OR SP&A 64096, Individual Investigations: Speech Pathology & Audiology; OR SP&A 64098, Research in SP&A; OR SP&A 64199, Thesis I.

Course offerings for the current PDD Certificate include:
SP&A, 6/74309, PDD Spectrum Disorders: Theory and Diagnosis
SP&A, 6/74310, PDD Spectrum Disorders: Life Span Interventions
SP&A, 6/74500, Language Science
SPED, 53030, Classroom and Behavioral Management I: Theory and Techniques (now changed to ABA I)
SPED, 6/73030, Psychopharmacological Interventions in Special Education
SPED, 53010, Family Professional Collaboration
SP&A 6/74350, Communication Modalities and Assistive Technology
SP&A 64096, Individual Investigations, OR SPED 63992, Advanced Practicum

This proposal is submitted by the SPED and SP&A faculty in order to revise the PDD Certificate program name, admissions requirements, and course content for the purpose of better meeting the needs of current and future participants.
Proposal Summary

Title: Revision to the Pervasive Developmental Disorders Specialist Certificate

Subject Specification: The Special Education and Speech Pathology & Audiology faculty seek to revise the current name, admissions criteria, and course requirements for the Pervasive Developmental Disorders Specialist Certificate.

Background Information: The Pervasive Developmental Disorders Specialist Certificate (PDD Certificate) has been offered to graduate and post graduate students in special education and speech pathology and audiology for approximately 5 years. It is a 21 hour program. The name of the program was chosen to reflect medical diagnosis terminology. Students enrolling in the PDD Certificate program have had a limited number of choices in terms of course offerings.

Rationale:

Enrollment in the PDD certificate program has been limited by the relatively restrictive admissions criteria of including only graduate or post graduate students in special education and speech pathology and audiology. A large number of interested individuals in related fields including general education, counseling, occupational therapy, early childhood education, and school psychology have been turned away.

The terms Pervasive Developmental Disorders (PDD) and Autism Spectrum Disorders (ASD) are used to represent the same conditions. The term, ASD is most frequently used within educational settings and therefore by potential participants in the certificate program. Changing the name to Autism Spectrum Intervention Specialist Certificate would better reflect the educational emphasis of the program.

Feedback from current and past participants collected via survey, indicates that although they are/were generally very pleased with the program they would have liked to have more options in terms of course offerings to allow for greater individualization to meet varied skills and needs. Revisions to course requirements would allow for greater accessibility and flexibility for participants.

PDD Certificate participants have been required to take SPED 6/73030, Psychopharmacology. This is also a course that is required of all special education majors and as a result is sometimes unavailable to Certificate students (reaches maximum enrollment with SPED majors). SPED 6/73959, Medical Aspects of Disabilities in Early Childhood is a course that was established to meet the needs of students working on a particular grant. It has not been used in several years and faculty were in agreement that it could be modified to meet the needs of Certificate participants, therefore providing an alternative to Psychopharmacology. It will be available to all graduate level students, not just those pursuing the Certificate.

Alternatives and Consequences: The faculty involved in the PDD Certificate program has discussed this topic several times and feel that this is the preferred course of action. Alternatives and consequences have been carefully weighed and there is agreement that the proposed revisions would lead to increased student enrollment and satisfaction, and would not place additional burden on University resources.

1 of 3
Specific Recommendation and Justification:

1. Change the name of the Pervasive Developmental Disorders Specialist Certificate to the Autism Spectrum Intervention Specialist Certificate to correspond to the terminology most frequently used within educational settings.

2. Change the name of required courses SP&A 64309 PDD Spectrum Disorders: Theory and Diagnosis to Autism Spectrum Disorders: Theory and Diagnosis and SP&A 64310 PDD Spectrum Disorders: Life Span Interventions to Autism Spectrum Disorders: Life Span Interventions to ASD to be consistent with the new Certificate name.

3. Change admissions requirements to include individuals in any education, health or human services field who have at least a bachelor's degree, an undergraduate GPA of 3.0, and 2 letters of recommendation. Professionals in fields outside of special education and speech pathology and audiology are involved with individuals with ASD and are in need of specialized training. It is also conceivable that engagement in the certificate program would lead some participants to pursue a graduate degree.

4. Revise course options for participants enrolling in the certificate program to allow for increased flexibility and individualization for participants. Specific changes include:

   a. Discontinue the requirement for SPED 63992 or SP&A 64492, Advanced Practicum and replace it with a capstone experience, SPED 63300, Research Applications in Special Education; OR SPED 53030, ABA II; OR SP&A 64096, Individual Investigations: Speech Pathology & Audiology; OR SP&A 64098, Research in SP&A; OR SP&A 64199, Thesis I. Given the differing backgrounds of certificate participants and the potential distance of students from the main Kent campus, it is impossible to provide a well supervised practicum experience to all participants. Completion of a capstone project would allow for individualization of final projects to meet student needs. Additionally, including research, thesis, and non-thesis options would allow graduate students to focus on their autism related studies as they complete graduate degree requirements.

   b. Discontinue the requirement for SP&A 64350 Communication Modalities and Assistive Technology, and emphasize information about assistive technology in the SP&A 64310 Lifespan Interventions course. Few participants enrolling in the Autism Spectrum program will require the degree of specialized knowledge included in the CMAT course. Students who would require that degree of specialized knowledge would be speech and language pathologists and they are required to take the course as part of their graduate degree program.

   c. Discontinue the requirement for SPED 53010, Family and Professional Collaboration and replace it with two course options for participants, SPED 6/73954 Practical Applications Five to Eight and SPSY 6/77973 Consultation in the Helping Professions. Feedback from current and former students indicated that they would like (have liked) emphasis on content included in Practical Applications and Consultation in Helping Professions to a greater degree than that included in Family and Professional Collaboration. This change would allow for greater student choice and access to content identified as being more consistent with participant needs.

   d. In addition to the current requirement for SPED 6/73030 Psychopharmacological Interventions in Special Education add the option of SPED 6/73959 Medical Aspects of
Lifespan Disabilities. This would provide participants with increased choice and also alleviate the possibility of enrollment load on Psychopharmacology which has been a concern as all SPED majors must take this class.

5. Crosslist the two PDD courses with SPED. This would ensure that graduate students in both SPED and SP&A could easily utilize the two ASD courses to fulfill requirements of their graduate program.

To summarize, a side by side comparison of the current and proposed Certificate Program is included as an attachment to this document.

**Timetable and Actions Required:**
The proposal will be submitted to SP&A Faculty Advisory Council on March 3, 2009 and the Educational Foundations and Special Services Curriculum Committee on March 4, 2009. The proposal will be submitted to the EHHS Graduate Council on March 20, 2009. Program revisions will be implemented beginning fall semester, 2010.
Autism Spectrum Intervention Specialist Certificate

**Core Courses:**
SPED 53030 Applied Behavior Analysis I
SP&A 6/74500 Language Science
SPED 6/73030 Psychopharmacological Interventions in Special Education OR SPED 6/73959 Medical Aspects of Life Span Disabilities
SPSY 6/77973 Consultation in the Helping Professions OR SPED 63954 Practical Applications Five to Eight
SP&A 64309/SPED 64309 Autism Spectrum Disorders: Theory and Diagnosis
SP&A 64310/SPED 64310 Autism Spectrum Disorders: Life Span Interventions

**Capstone project options:**
SPED 63300 Research Applications in Special Education OR
SPED 53030 Applied Behavior Analysis II OR
SP&A 64096 Individual Investigation: Speech Pathology & Audiology OR
SP&A 64098 Research in SP&A OR
SP&A 64199 Thesis I
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<td>ASD: Theory and Diagnosis</td>
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**Proposed Autism Spectrum Intervention Specialist Certificate**

**Current PDD Certificate Program**

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<td>SPA 6/7 4300 OR</td>
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<td>Language Science</td>
<td>SPA 6/7 4300 OR</td>
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<tr>
<td>PDD: Theory and Diagnosis</td>
<td>SPA 6/7 4300 OR</td>
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Hello, Melody and Lynne,
The proposed certificate is on the August EPC agenda. I wanted to let you know that I reviewed it and noted a couple of changes on the documents. You don’t need to do anything with what you’ve submitted. However, you might want to correct the materials you have.

- The original certificate, established in 2003, was total 17 credits, not 21 (I found no revision since 2003). Therefore, you are increasing your hours.
- Be aware that with this revision, you’ve hit the maximum number of credits to get a certificate approved without involving OBR.
- The course Consultation in the Helping Profession is SPYS 6/7973 (not 6/7073).
- Title for SPED 6/73030 is Pharmacological Interventions in Special Education (not Psychopharmacological ...).
- SPA 64096 was never in the original program, so that is a new addition.
- SPA 64096 is 1 credit (not 3).
- SPA 64098 is 1 credit (not 3).
- SPA 64199 is 2 credits (not 3).

Let me know if you have any questions. Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | tillett1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/administration/provost/curriculum_svcsc
PART C: GUIDELINES FOR SUSPENDING A GRADUATE DEGREE PROGRAM

II. DISCONTINUATION OF A GRADUATE DEGREE PROGRAM

B. When a university has no plans to reactivate a suspended graduate degree program, the Graduate Dean should inform OBR and RACGS that the degree program has been discontinued. It is understood that if the University ever plans to reactivate the suspended graduate degree program, it will be necessary to seek the approval of both the OBR and RACGS through the established procedures for development of a new graduate degree program.

Ohio Board of Regents’ Advisory Committee on Graduate Study (RACGS) Guidelines and Procedures for Review and Approval of Graduate Degree Programs (24 October 2003)

Per the above Regents’ Advisory Committee on Graduate Study (RACGS) Guidelines and Procedures, the purpose of this document is to inform the Ohio Board of Regents and RACGS that, effective August 22, 2009, Kent State University is withdrawing from the Memorandum of Understanding with the Consortium of Eastern Ohio Master of Public Health (CEOMPH) and will suspend its associated MPH degree program. Sister institutions (University of Akron, Cleveland State University, NEOUCOMP, Ohio University and Youngstown State University) were originally informed of this possibility through a variety of mechanisms beginning with a press release by Kent State University President Lester A. Lefton in April 2007. Conversations took place during the intervening two years, and a formal meeting to discuss the best interest of the CEOMPH and its students was held on the Kent State Kent Campus on June 30, 2009. All CEOMPH-participating institutions were invited and present either in person or by speaker phone. It was the consensus of the group that for Kent State University to move forward with its plan to develop a College of Public Health, it would have to withdraw from the CEOMPH or risk the Consortium’s accreditation status.

The presidents of all CEOMPH institutions were notified of this decision by President Lefton through certified mail. Similarly, all current and incoming CEOMPH students admitted through Kent State University as their home institution received this information through certified registered mail, return receipt requested, followed by an evening meeting on the Kent Campus to answer student questions and concerns. Tuition scholarships for one academic year were awarded to all continuing students; incoming students received a tuition scholarship for one semester. Kent State graduate personnel transferred student records to the new home institution, per each student’s written permission, to ease in their transition.

It is understood that if Kent State University ever plans to reactivate the suspended graduate degree program, it will be necessary to seek the approval of both the Ohio Board of Regents and RACGS through the established procedures for development of a new graduate degree program.
TO: Educational Policies Council
FROM: Provost and Senior Vice President Robert G. Frank
SUBJECT: Agendas for Monday, 21 September 2009, 3:20 p.m., Room 204
DATE: 14 September 2009

In the event that any of the action or information item proposals require corrections or create actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify the Office of the Provost by Friday, 18 September, to ensure that the materials are available at the meeting for review.

UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 24 August 2009.
   Attachment 1

Office of the Provost

2. Revision of the Liberal Education Requirements. Included in the revision is a name change, to the Kent Core.
   Effective Fall 2011
   URCC Co-Chair Donald R. Williams
   Attachment 2

3. Establishment of a university policy to require baccalaureate-seeking students in non-degree majors (e.g., Exploratory, pre-major, college-specific general) to declare a degree major before 45 semester credit hours have been earned. This policy does not extend to associate degree, graduate and certificate students.
   Effective Fall 2010
   Associate Vice President Sally A. Kandel
   Attachment 3

LESSER ACTION ITEMS

College of Education, Health and Human Services

School of Lifespan Development and Educational Services

1. Revision of the program requirements for two concentrations in the Intervention Specialist [INSP] major within the Bachelor of Science in Education [BSE] degree. In Moderate/Intensive Educational Needs [MDIN], requirement SPED 43061 is replaced with SPED 43060. In Educational Interpreter [EI], requirement EDPF 29525 is replaced with EDPF 29535; requirement SPED 43192 (taken twice) is removed; and update language on the Sign Language Proficiency Interview is added. Total credit hours to program completion are unchanged at 130 for Moderate/Intensive; and decrease, from 131 to 129, for Educational Interpreter.
   Effective Fall 2009
LESSER ACTION ITEMS continued

College of Nursing
2. Establishment of an accelerated track in the BSN for Registered Nurses [RN] concentration in the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree program. Eligible students who have completed a majority of their Liberal Education Requirements and foundation courses (typically through an associate degree) will be able to take NURS courses at a faster pace, with no semester breaks, and graduate in less than 12 months. All current requirements for admissions, progression and graduation for the program are unchanged. Effective Spring 2010

GRADUATE COUNCIL

ACTION ITEMS
1. Approval of minutes of 24 August 2009. Attachment 1

College of Nursing
2. Establishment of a Nurse Educator [NUED] concentration in the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree program. Total credit hours to program completion are 30. Effective Fall 2010 Associate Dean Karen W. Budd Attachment 4

College of Public Health
3. Establishment of the Master of Public Health [MPH] degree and the PhD degree in Public Health [PH]. The MPH degree comprises five concentrations: Epidemiology [EPI], Biostatistics [BST], Environmental Health Sciences [EHS], Social and Behavioral Sciences [SBS] and Health Policy and Management [HPM]. The PhD degree comprises three concentrations: Epidemiology [EPI], Prevention Science [PRSC] and Health Policy and Management [HPM]. Sixty-one new courses are being established for the programs. Total credit hours to program completion are 45 for the MPH and 90 for the PhD. Effective Fall 2010 Associate Dean Sonia A. Alemagno Attachment 5: Proposal | Letters of Support | External Curriculum Review | College Organizational Chart | Faculty CV | Courses

LESSER ACTION ITEMS

College of the Arts
School of Music
1. Revision of the program requirements for the Music Education [MUED] major within the Master of Music [MM] degree program. Changes include replacing requirements MUS 63271 and 63283 with new courses MUS 63241 and 63242; and adding a new capstone course, MUS 63198, as an option for the final project. In addition, all courses in the program will be offered as web-based to allow the full program to be completed online. Total credit hours to program completion decrease, from 32 to 30. Effective Fall 2010
### COURSE CHANGES

_{Key for course changes:}_

| Title Abbreviation | a | Diversity | d | Credit Hours | H | Credit-by-Exam | E | Inact | C | Inactivate | N | New | New | Prerequisite | P | Repeatable | R | Subject | G | Grade Rule | S | Number | W | Writing Intensive |
|-------------------|---|-----------|---|--------------|---|----------------|---|-------|---|------------|---|-----|-----|--------------|---|-------------|---|---------|---|----------|---|---------|
| Title             | T |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH               |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Practicum     |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Special Topics|   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Research      |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Public Health |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Social and    |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| Behavioral Sciences in Public Health |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Epidemiology  |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Biostatistics |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Health        |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| Services          |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| Administration    |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Environmental |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| Health Sciences   |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Public Health |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| Practice and Issues |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH GrantWriting  |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Individual    |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| Investigation     |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Individual    |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| Investigation     |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Individual    |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| Investigation     |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |
| MPH Individual    |   |           |   |              |   |                |   |       |   |            |   |     |     |               |   |            |   |         |   |          |   |          |

#### Course Changes Effective Fall 2009

- MPH 60092 MPH Practicum (1-3) ................................................................. Inact
- MPH 60095 MPH Special Topics (1-5) .......................................................... Inact
- MPH 60098 Research: Capstone Project (3-6) ................................................. Inact
- MPH 60101 Public Health Concepts (3) ................................................................ Inact
- MPH 60102 Social and Behavioral Sciences in Public Health (3) ......................... Inact
- MPH 60103 Epidemiology in Public Health (3) .................................................... Inact
- MPH 60104 Biostatistics in Public Health (3) .................................................... Inact
- MPH 60105 Health Services Administration in Public Health (3) ......................... Inact
- MPH 60106 Environmental Health Sciences in Public Health (3) ......................... Inact
- MPH 60108 Public Health Practice and Issues (3) ............................................ Inact
- MPH 60110 Grant Writing in Public Health (3) .................................................. Inact
- MPH 60196 Individual Investigation in Public Health (1-3) .................................. Inact

#### Course Changes Effective Fall 2010

- BST 52019 Biostatistics in Public Health (3) ................................................. New
- BST 63012 Survival Analysis (3) .................................................................... New
- BST 63013 Experimental Designs (3) ............................................................... New
- BST 63014 Applied Regression Analysis (3) .................................................... New
- BST 63015 Categorical Data Analysis (3) ........................................................ New
- BST 73010 Qualitative Methods for Public Health Research (3) ......................... New
- BST 73011 Multivariate Analysis (3) .............................................................. New
- BST 83012 Survival Analysis (3) .................................................................... New
- BST 83013 Experimental Designs (3) ............................................................... New
- BST 83014 Applied Regression Analysis .......................................................... New
- EHS 52018 Environmental Health Concepts in Public Health (3) ....................... New
- EHS 53009 Emerging Environmental Health Issues and Response (3) ............... New
## Course Changes Effective Fall 2010  
*continued*

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### Corrections—24 August 2009 Agenda

Reported as prerequisite changes on previous agenda:

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*Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services*
The following is an addendum to the original 14 September 2009, EPC agenda:

DISCUSSION ITEM

1. Establishment of a Regional College to serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. Included in the college will be three schools—Applied Business, Health Occupations and Professional Studies—which will serve as academic units for faculty members.
   Attachment 6
EPC UNDERGRADUATE COUNCIL


Ex-officio Members not present: Faculty Senate Chair Thomas Janson, Deans Wanda E. Thomas, Stanley T. Wearden

Faculty Senate-Appointed Representatives present: Paul P. Abraham, David A. Kessler, Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representatives not present: Min He, Mandy Munro-Stasiuk

College Undergraduate Curriculum Council Representatives present: David A. Dumpe, Diana L. Fleming, Bruce J. Gunning, Shawn Simmons

College Undergraduate Curriculum Council Representatives not present: Charles L. Harker, John W. Hawks, Stephen M. Zapytowski

Observers present:

Observers not present: Sean Mostov (Undergraduate Student Government)

Consultants and Guests present: Linnea A. Carlson-Stafford, Mary Dellmann-Jenkins, Mary Ann Haley, LuEtt J. Hanson, Linda L. Pallock

Associate Provost Stephane E. Booth called to order the EPC Undergraduate Council at 3:20 p.m. on Monday, 24 August 2009, in room 204 of the Kent Student Center.

Action Item 1: Approval of minutes of 18 May 2009.

Dean Timothy S. Moerland made a motion to approve the minutes, seconded by Dean Mark W. Weber. With no corrections or comments, the motion passed unanimously.
Action Item 2: Revision of the policy language regarding students’ right to update their catalog year. Current statement *Students may elect to complete a degree program under the most recent catalog* is changed to *Students may elect to complete a degree program under a more recent catalog*.

Associate Dean LuEtt J. Hanson explained that, depending on how much a specific program has changed, it may be more advantageous for a student to change to a more recent catalog rather than the most recent. Currently, she added, if a student wants to change to another catalog that is not the most recent, it is considered an exception to policy.

It was discussed among members the frequency of this happening and the possibility of a limit on the number of times a student may change catalog. Associate Dean Hanson cautioned that, while there is no limit, a student cannot change to a catalog in the past. It is in the advising process where the best catalog is determined for the student. Her motion for approval was seconded by Assistant Professor Shawn Simmons and passed unanimously.

Action Item 3: Revision of the minimum scores for the Praxis I writing and reading examinations to make them consistent with the 25th percentile for the past three years. The minimum score for the Praxis I reading exam decreases, from 175 to 174. The minimum score for the Praxis I writing exam decreases, from 173 to 172.

Associate Dean Joanne M. Arhar made a motion for approval, seconded by Dean Verna M. Fitzsimmons. Members questioned why the college did not change scores to the 25th percentile, the cost, the score range and the regularity of failures. Associate Dean Arhar indicated that most students who fail the first time succeed on the second try; and there is enough time for them to take the test initially, fail, study, retake, pass and graduate in a timely manner. The writing and reading examinations are taken individually, the cost is $156, and the top score is 200. The item was unanimously approved.

Associate Provost Booth requested motions to discuss any of the information or lesser action items.

Information Item 2: Revision of the curricular policy so that inactivated course numbers may never be reassigned to another course. Current policy is five years before re-use of a course number.

An EPC member agreed that the current five-year policy was problematic and asked why it was being changed to “never,” rather than 10 years. Curriculum Services Director Therese E. Tillett answered that the “never” policy was decided by the offices of the Provost and the University Register to solve ever having the problems occurring now with the five-year policy.

Information Item 2: Communication to the EPC as an information item of any agreement where a degree program will be offered off site (i.e., more than 50 percent of the program will be offered at a site other than Kent State’s eight campuses). This is in response to a directive from the Higher Learning Commission to approve such sites or risk losing financial aid.

Associate Provost Booth explained that if the Higher Learning Commission, Kent State’s accrediting body, has not approved Kent State offering a program off site, the U.S. Department of Education will declare Kent State liable for all the financial aid given to the students in that off-site program. Distance-learning courses are not affected because Kent State has a blanket agreement with the Higher Learning Commission to offer distance-learning courses. The only exception to that blanket agreement, Associate Provost Booth noted, is iLinc courses (video/audio conferencing that is PC-based and synchronous). However, the university does not offer many of those courses.

In response to members’ questions, Associate Provost Booth further expounded. Students in these off-site programs (even at a high school, for example) are considered Kent State students. The 50-percent threshold is applied to the total number of hours (not courses) in the program. This policy is for both undergraduate and graduate programs. In answer to a query about establishing these sites as university campuses, she discouraged it due to the bureaucracy required.
Other Business

Associate Provost Booth concluded the meeting by asking members if the current set-up of the two councils meeting at the same time was an issue to be resolved. There were no responses in the affirmative. Dean Laura Cox Dzurec made a motion to adjourn, which was seconded by Dean Donald R. Williams. The meeting adjourned at 4:45 p.m.

Respectfully submitted,

Therese E. Tillett
Director of Curriculum Services
Office of the Provost

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EPC GRADUATE COUNCIL

Ex-officio Members present: Faculty Senate Chair Thomas Janson; Dean Mary Ann Stephens; Associate Deans Karen W. Budd, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Isaac Richmond Nettey, Barbara F. Scholman, John R. Stalvey; associate dean representatives Alexa Sandmann for Nancy Barbour, Frederick R. Schroath for Richard H. Kolbe

Ex-officio Members not present:

Faculty Senate-Appointed Representatives present:

Faculty Senate-Appointed Representative not present: Paul A. Farrell, Susan J. Roxburgh, Fred T. Smith

College Graduate Curriculum Council Representatives present: Nichole Egbert, Ann F. Jacobson, Yuko Kurahashi, John H. Thornton, John D. West

College Graduate Curriculum Council Representatives not present: John C. Duncan, Alison J. Smith, Gregory S. Stroh

Observers present:

Observers not present: Aron Massey (Graduate Student Senate)


Faculty Senate Chair Thomas Janson called to order the EPC Graduate Council at 3:22 p.m., Monday 24 August 2009, in Kent Student Center Conference Suite. He explained that he will be “floating” between both the undergraduate and graduate council meetings, and Senior Associate Provost Timothy J. Chandler would be running the meeting.
**Action Item 1: Approval of minutes of 18 May 2009.**

Associate Dean Isaac Richmond Nettey moved for approval, seconded by Associate Dean Ralph Lorenz. With no corrections or comments, the motion passed unanimously.

**Action Item 2: Clarification of the minimum credit-hours requirement—from 32 to 30—for graduation with a master’s degree from Kent State University.**

Senior Associate Provost Chandler said that it is assumed that the minimum number of hours required for a master’s degree at Kent State University is 32. He added that the university has not communicated that or anything other than that to the Ohio Board of Regents. The Office of the Provost feels that it should now be stated; and that it made sense to adopt the minimum of 30 hours, which meets the policy of the Council of Graduate Schools.

Associate Dean John R. Stalvey asked if the Ohio Board of Regents has a policy, to which, Senior Associate Provost Chandler replied in the negative. Associate Dean Stalvey pointed out that the Ohio Board of Regents considers 32 to 34 hours toward Supplemental Security Income. He then asked if that was the reason 32 hours was used previously. Senior Associate Provost Chandler said perhaps, but it could also be from the conversion from quarters to semesters.

Academic Program Director Karen W. Budd moved for approval of the item, which was seconded by Associate Dean Lorenz.

Faculty Senate Chair Janson pointed out that it is important for all faculty members to understand that they do not need to reduce the total credit hours of their programs to meet the 30-credit-hour minimum requirement.

With no further questions or discussion, the motion passed unanimously.

**Action Item 3: Revision of the policy on role and status of graduate student appointees. Current statement**

*Notices of non-reappointment and of reappointment will be given to students prior to April 1st of the spring semester is changed to Notices of non-reappointment and of reappointment will be given to students earlier but no later than the last day of spring semester.*

Dean Mary Ann Stephens explained that the statement in question is the date by which graduate students need to be informed of appointment status. She added that James R. Watson, of Legal Counsel suggested that a date other than April 1st be used because: (1) it is very easy for that date to slip by without notice, and if that happens, someone who should not be reappointed will be; and (2) that sometimes a department needs until the end of the semester to make the appropriate decision. She said that Mr. Watson’s suggestion was for the deadline to be no later than the last day of the semester.

Associate Dean Stalvey asked if most people understand that the last day of the semester is the Friday following each commencement. He wanted to know if member thought that was too late, or appropriate, because grades will be reported by that time. Senior Associate Provost Chandler said that the departments owe the graduate assistants as much time as possible, but they also owe it to themselves to make the right decision. He added that he does not think that the last day of the semester is unreasonable because most of the departments would inform the graduate assistants prior to that date.

Associate Dean Fredrick R. Schroath agreed that there are times when departments want to wait until the end of the semester. He added that it benefits students if the grades are in because some graduate assistants may want to take revenge out on the students’ grades. Faculty Senate Chair Janson clarified that this discussion was in regards to graduate appointees with a monetary assignment. Associate Dean Stalvey stated that one of the concerns is not that graduate assistants are delinquent in their duties, but poor academic performance—but not poor enough to be dismissed; departments do not find that out until after grades are posted.

Associate Dean LuEtt J. Hanson asked for clarification that the discussion was about dismissal of a graduate assistant’s appointment not as a student. Senior Associate Provost Chandler said that the discussion was about the appointment not an academic dismissal.
Senior Associate Provost Chandler suggested that the statement provided by Mr. Watson is changed to *Notices of non-reappointment and of reappointment will be given to students no later than the last day of the semester.* Associate Dean Stalvey added that departments should be encouraged to inform students earlier if possible.

Senior Associate Provost Chandler asked Dean Stephens to follow-up on the procedures and asked if anyone was willing to put forth the motion. Associate Dean Schroath moved for approval of the statement, which was seconded by Associate Dean Stalvey. It passed unanimously.

**Action Item 4:** Establishment of a Fashion Design and Merchandising [FDM] concentration within the Master of Business Administration [MBA] degree. Total credit hours to program completion are 54.

Associate Dean Schroath introduced the item and said that this is another effort by the College of Business Administration and Graduate School of Management to reach across campus. He said that there is currently a combined degree with the MBA and the BS in Fashion Design and Merchandising. He explained that this is the first concentration created for the MBA; it has four courses. Academic Program Director Louise M. Ditchey explained that because of the combined degree, the College of Business Administration and Graduate School of Management and the School of Fashion Design and Merchandising work closely together. She added that the School of Fashion Design and Merchandising asked if the Graduate School of Management would consider creating a concentration because they do not have a graduate school. The difference, she added, between the combined degree and this concentration is that for the combined degree the student must have been a fashion design or fashion merchandising major as an undergraduate, but for this new concentration it does not matter the undergraduate major. Ms. Ditchey said that Fashion Design and Merchandising faculty will teach the four concentration courses, but the students will receive a Master of Business Administration. Associate Dean Lorenz introduced School of Fashion Design and Merchandising Director J.R. Campbell to the council.

Senior Associate Provost Chandler commended the School of Fashion Design and Merchandising and the College of Business Administration on their effort.

Associate Professor John H. Thornton moved approval of the item, which was seconded by Professor Ann F. Jacobson. The item passed unanimously.

**Information Item 1:** Revision of the curricular policy so that inactivated course numbers may never be reassigned to another course. Current policy is five year before re-use of a course number.

Senior Associate Provost Chandler explained that this is being done because recycling course numbers is having an adverse impact on Banner prerequisite checking, KAPS and the Repeat for GPA Recalculation Policy. Faculty Senate Chair Janson stated that he understands and supports the freezing of the numbers; however, it will make course number designation more difficult. He said that faculty will require more help from Curriculum Services in assigning numbers. Associate Dean Stalvey asked if this is primarily a problem at the undergraduate level, which Senior Associate Provost Chandler answered in the affirmative. Associate Dean Stalvey then asked if this policy would then cause people to find ways around inactivating numbers. Senior Associate Provost Chandler said that he hoped it would not, but that it may. Faculty Senate Chair Janson added that theoretically it would be possible to use an old number if the course would be the same as when it was inactivated.

**Information Item 2:** Communication to the EPC as an information item of any agreement where a degree program will be offered off site (i.e., more than 50 percent of the program will be offered at a site other than Kent State’s eight campuses). This is in response to a directive from the Higher Learning Commission to approve such sites or risk losing financial aid.

Senior Associate Provost Chandler said that this is something Associate Provost Stephane E. Booth is requesting. He added that if new programs, new degrees or if a program will be offering more than 50 percent of its classes at off-site learning centers, it must be reported to the Higher Learning Commission.
Information Item 3: Communication to the EPC as an information item the decision to suspend admissions to a graduate degree program. This notification will ensure that correct procedures are followed as per guidelines from the Ohio Board of Regents' Advisory Committee on Graduate Study.

Senior Associate Provost Chandler asked that if admissions to graduate programs are to be suspended to let the Education Policies Council know through an information item. Suspended admissions to a graduate program must be reported to the Ohio Board of Regents so that the time clock can be started on the seven-year deadline to inactivate or reactivate the program. Faculty Senate Chair Janson asked if this item was just a reminder and not a new policy; and that programs that have recently suspended admission have been reported. Senior Associate Provost Chandler replied in the affirmative, adding that he believed the reason the item was on the agenda was because former interim dean of graduate studies, Evelyn S. Goldsmith may have run into some issues.

Information Item 4: Establishment of a memorandum of agreement with National Taichung University in Taiwan for eligible students at both universities to earn both a Master of Arts degree in Geography at Kent State University and a Master of Education from the Department of Social Science Education at National Taichung University.

Senior Associate Provost Chandler asked Professor Jay Lee if he would like to add anything. Professor Lee said that there was nothing to add beyond the memo itself other than that students are allowed to transfer up to 12 credit hours; the same as any other student. Senior Associate Provost Chandler said that this is another example of making distinct connections with another specific institution. Professor Lee added that there are similar discussions happening with the schools in Korea.

Information Item 5: Revision of the name, admission policy and program requirements for the Pervasive Development Spectrum Disorders post-baccalaureate [C610] and post-master's [C809] certificates. Name changes to Autism Spectrum Intervention Specialist [C620] [C831]. Revised admission policy opens the program to baccalaureate holders in any education, health or human services field with a minimum undergraduate 3.0 GPA and two letters of recommendation. Required SPA 6/74350 is removed; required SPED 53010 is replaced with SPED 6/73954 or SPSY 6/77973; required SPED 6/73030 becomes an option with SPED 6/73959; required SPA 6/74309 and 6/74310 become options with SPED 64309 and 64310, respectively; required SPED 63992 is replaced with options SPED 63300, 53030, 64096, 64098, 64199. Total credit hours to program completion increase, from 17 to 21.

Senior Associate Provost Chandler introduced the item and said that he found this an appropriate action.

Addendum Information Item: Notification to the Ohio Board of Regents of Kent State University’s decision to withdrawal from the Memorandum of Understanding with the Consortium of Eastern Ohio Master of Public Health and suspend its associated Master of Public Health degree, effective 22 August 2009. This action will allow Kent State to move forward to develop its own public health degree programs.

Dean Stephens informed the council that Kent State University’s membership in the public health consortium was suspended as of Saturday, August 22, when the last Master of Public Health student graduated. She added that there is an opportunity for students still in the program to receive a scholarship to a sister institution within the consortium to complete their degree. She said, at this time, Kent State University has no intention to reactivate the degree program within the consortium. Senior Associate Provost Chandler said that he felt offering scholarships to students was the right thing to do. He added that all students need to do is inform the director where they intend to enroll, and Kent State will transfer all the information to the new institution. He said that the council should feel pleased that, as a member of the academic community here that we have taken care of our students.
Discussion Item 1: The policy and procedures for updating the Graduate Catalog.

Senior Associate Provost Chandler introduced Electronic Editorial Specialist Paulette Washko, who is responsible for the maintenance of the Graduate Catalog. Ms. Washko said that there have been issues in the past few years of departments and deans sending changes through catalog changes that were made without confirming the proper approvals had been received. She said that this past year, there has been a huge clean-up of the catalog’s contents and now it is a clean slate. She added that she would now be following the EPC changes, she will make the changes in the catalog before sending the copy out to be proofed by the departments, and anything that needs to be changed will need to be substantiated. Ms. Ditchey asked if that policy would apply to the narratives pieces of the catalog. Ms. Washko replied that it would only apply to program requirements and courses.

Senior Associate Provost Chandler encouraged the members to review their narratives because these are things that our students look at; “it is our front door for them and is should be clean, clear and wide-open”. Ms. Washko said that she will be reviewing program requirements, and anything that should be changed will need to go through EPC.

Ms. Budd asked if Ms. Washko will be checking websites against the catalog. Ms. Washko said that she will be checking what is in the catalog, against what is on the admissions application table, against what the department believes it should be. Ms. Bud said that while she appreciated the job Ms. Washko was doing, she spoke with the previous interim dean of graduate studies, and others in that department, about the problems with the College of Nursing’s applications tables, and nothing was ever done to correct it. Ms. Washko said that she would now be responsible for the upkeep of the application tables. Mrs. Budd said that the College of Nursing’s website is correct, but the information is not in the catalog. She added that there are many other things an applicant needs to know that are not in the catalog or application table because, it is too difficult to get them in. She said that the first place students look for information is on the college’s website; there are aspects of program requirements that are not in the catalog, but that what is in the catalog is correct.

Senior Associate Provost Chandler said that the information needs to be consistent in all places and when Ms. Washko sends the catalog materials to the departments they should be taken extremely seriously because this is the university’s contract with the students. Ms. Washko added that a website is not a contract and that is why the university has the Graduate Catalog. Associate Dean Stalvey said that he believes some of the frustration comes from the differences in the Graduate Catalog and the Banner application tables. Dean Stephens said that it needs to be looked at as a triangulation process—all three components need to be consistent.

Senior Associate Provost Chandler said that the purpose of the discussion was to let the council know that Ms. Washko is the point person for the Graduate Catalog, and all that is being asked is that due diligence is being done on the triangulation process.

Discussion Item 2: The Orienting New Teaching Assistants Program (ONTAP).

Molly Taggart said that ONTAP has been going on since last week. English as a Second Language testing is going on today which is mandatory for international graduate assistants. She added that this is the 19th year for the program, and that all graduate students are welcome to attend—they do not have to be on assistantship or new to Kent State. She said that several focus groups with graduate students have found that if students are not on assistantship they feel left out, so not all sessions will make sense, but some may be looking for assistantships in the future. She highlighted the schedule for the week and invited all the council members to attend the fair on Friday. She said that this year there are 350 participants, 50 of which are not graduate assistants.

Associate Dean Nettey asked Ms. Taggart to explain how the student panel works. She said that it is a “fishbowl format” in which questions are written down on paper and pulled out of a fishbowl randomly and answered by the student panel. Ms. Budd asked Ms. Taggart to clarify the costs of sending graduate assistants to the program, and if they are not a graduate assistant how are fees covered. Ms. Taggart said that funding this year is mostly through resource reallocation and donations. She added that graduate assistants are required to attend; at the end of the program they receive a certificate of completion and a check for $500, which is an advance on their stipend.
Chair Janson asked if a student was unable to attend would they still receive the money. Ms. Taggart replied in the affirmative, saying that it just wouldn’t be advanced.

**Discussion Item 3: Review of new graduate-level advisor types to be established and assigned to students (e.g., PhD advisor, PhD co-advisor, PhD dissertation advisor, PhD co-dissertation advisor).**

Senior Special Assistant Susan M. Cole explained that this request came from the College of Education, Health and Human Services, via the SIS Academic Advisory Committee. She added that one of the recommendations from the Consistency Committee was that an advisor type be assigned on Banner so that students can see who their advisor is on FlashFAST. She said that four types were recommended initially: professional, faculty, honors and athletics. She said that Academic Program Coordinator Nancy Miller from the College of Education, Health and Human Services suggested that additional types be added for Ph.D. students. Ms. Cole explained that this suggestion went to the SIS Advisor Committee, however, that group felt that the recommendation should go to a body with more graduate representation on it; former Dean Evelyn Goldsmith felt that it should come to this kind of committee, to see if these types are something that could be used.

Associate Dean Hanson said that this type of thing may not be important for the student to remember who their advisors are, but it is for the departments to run reports. Associate Dean Lorenz and Stalvey, along with Senior Associate Provost Chandler felt that some of the terms could be confusing. Senior Associate Provost said that this is something that the colleges need to discuss at a lower level and then get back with Dean Stephens. He said that it deserves more conversation and recommended that it be remanded to Dean Stephens and the Graduate Studies Advisory Council (GSAC). Chair Janson said that GSAC no longer exists; while Associate Dean Hanson said that it does. Chair Janson said that he found out that some of the items on this agenda should not have been added because they were not curricular. Senior Associate Provost Chandler said that the reason they are on the agenda is because former Dean Goldsmith asked that they be added. He said that there needs to be informed discussion at this level and not enough is known about this issue to make good policy. Associate Dean Stalvey said that GSAC is an advisory committee to the graduate studies dean; the EPC is the body that makes policy. Chair Janson said that in the Faculty Senate it was difficult to pass the split councils for EPC, and former Dean Goldsmith told them that by splitting EPC into two bodies, GSAC would be eliminated. Senior Associate Provost Chandler said that the process is still being worked through and he would like to see EPC run in its current form for a year and see how it goes.

**Other Business**

Senior Associate Provost Chandler asked the members if they were comfortable in the current room, if they would like the two rooms where each council was meeting to be closer together and if the times for the two councils should be staggered. It was determined that the next meeting would be held in the same meeting at the same time.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost
HONORS COLLEGE

Interdepartmental Correspondence

To:    Stephane Booth, Associate Provost

From:  Donald R. Williams, Dean; Co-chair, URCC

Subject:  Proposal for EPC

Date:   September 8, 2009

The University Requirements Curriculum Committee has approved the attached proposal to revise the Liberal Education Requirements, effective Fall 2011.

Cc:    Therese Tillett, Curriculum Services
       URCC
The Kent Core Implementation Task Force, a committee of faculty and administrators appointed last spring, proposes to revise the Liberal Education Requirements and change the name to the Kent Core Requirements, effective Fall 2011.

The proposal is based on the report of the LER Core Committee, accepted by EPC in April, 2009. The proposed changes center on a shift to a learning centered, outcomes based curriculum.

The attached Proposal Summary describes the changes in detail, provides sample materials that the URCC might use in soliciting and evaluating course proposals, and outlines faculty development workshops to be offered by the Faculty Professional Development Center beginning this fall.

Please do not hesitate to contact me if there are any questions. I will be happy to meet with the committee when it considers the proposal.

Cc: Stephane Booth, Associate Provost
Proposal Summary

Title: Proposal to Establish the Kent Core Requirements for Undergraduate Education

Subject Specification: The purpose of this proposal is to replace the current Liberal Education Requirements (LER) with the Kent Core Requirements (COR).

Background Information:

In September of 2008, Provost Robert G. Frank established the 21st Century LER Core Committee to “review the LER requirements and make recommendations that would: 1) enhance the quality of the LER program; 2) improve the educational experience for undergraduate students; and, 3) reduce the complexity of the LER requirements in order to help students navigate the system more easily.” (The Kent Core: Report of the 21st Century LER Core Committee, February, 2009)

The committee made a series of recommendations, including a proposed revision to the LER requirements, in its report to the Provost (see http://lercore.kent.edu/wp-content/uploads/2009/03/ler-final-report-32509.pdf). One recommendation was the formation of an Implementation Task Force to develop a formal curricular proposal for consideration by the appropriate governance bodies and establish the criteria and processes for implementation of the recommendations. Members of the Task Force are listed in Appendix I, below.

A fundamental premise of the 21st Century LER Core Committee was that Kent State was ready to develop a “learning-centered approach to education”. As summarized in the report,

“The Committee determined that such an approach needed to be embedded in a positive learning environment, and fostered by learning outcomes centered around the four principles of Kent State’s 21st century undergraduate philosophy: Knowledge, Insight, Engagement, and Responsibility. Within each of these categories, the Committee developed a set of developmentally and hierarchically-ordered program learning outcomes to guide course and program review.”

This curricular proposal has been developed in this spirit and follows closely the material presented in the LER Core Committee report. The main benefit of adopting this proposal is to begin a shift from the “teaching” paradigm to a “learning” paradigm at Kent State University. As described by the LER Core Committee,

“through the adoption of a learning outcomes approach, we hope to further promote the on-going movement away from a traditional ‘pedagogy of coverage’ -- in which the faculty member’s task has been to cover the requisite content, and the student’s task is to learn that content -- and encourage a more complete focus on what students do as learners to facilitate and support their development through
discovering important and appropriate knowledge. By focusing on learning outcomes, we will support and facilitate our students’ development.”

Description of Requirements
This curricular proposal describes a plan to replace the Liberal Education Requirements with the Kent Core Requirements as described below and in the Catalog Copy (Appendix II). The requirements will apply to all undergraduate, degree seeking students at Kent State University.

The Kent Core Requirements consist of three broad components: Literacy, Knowledge, and Cultural Awareness. Students will be required to complete at least 36 credit hours of courses that will have been approved for inclusion in the Kent Core. It is recommended that the Literacy Component be completed within the student’s first 60 hours of coursework at Kent State, while the other components may be completed throughout the undergraduate program. All Kent Core courses may be used in any major or program, and students may use the Kent Core courses to fulfill program/major/minor requirements. None of the courses in the Kent Core may be taken pass/fail.

Students in AA and AS degree programs will be deemed to have met Kent Core requirements if they complete requirements for the Transfer Module. Associate degree recipients wishing to complete baccalaureate degrees will be required to fulfill all Kent Core requirements.

The Cultural Awareness component of the Kent Core shall be satisfied by taking one domestic and one global diversity course, from a list of approved diversity courses. At least one of the courses must also be from the list of Kent Core courses.

The task force values highly the benefit of a laboratory experience for students, and proposes that a lab be required of all students. Appropriate fiscal resources must be provided for the departments to be able to offer these labs.

Other policies
In addition to the above student requirements, we propose the following policies at the unit (department, school) or program level:

1. Since fulfilling the Kent Core program is a university requirement, no college, unit, program, major or minor may specify Kent Core requirements beyond those required by the University. Departments may elect to include specific Kent Core courses in their major requirements, however. Colleges may continue to specify college-wide requirements in addition to the Kent Core and major/minor requirements.

2. Academic programs that require specific Kent Core courses to meet accreditation/licensure requirements may mandate those courses IF the program can provide evidence that: a) the content in those particular courses is specified by
the accrediting/licensing agency; and b) without this degree of program autonomy a student’s time to graduation would be prolonged. Clear and specific evidence of such accrediting/licensing requirements must be supplied for programs to be allowed to prescribe Kent Core courses.

**Course approval**

Courses proposed for inclusion in the Kent Core will be considered at the appropriate department or school and college levels before being submitted to the University Requirements Curriculum Committee (URCC), Educational Policy Council and Faculty Senate.

The criteria for approval as a Kent Core course are the following:

1. Courses must clearly fit into and be consistent with the stated Kent Core objectives and purpose. In addition, they must be drawn from disciplines in the literacy or knowledge components, or interdisciplinary courses crossing these disciplines.

2. Courses must include measurable learning outcomes that address each of the four Core learning objectives of Knowledge, Insight, Engagement and Responsibility at least to some degree, commensurate with disciplinary expectations, and must address at least one of these learning objectives substantially.

3. Courses must include learning activities that effectively lead to the stated learning outcomes, and include appropriate methods for assessing learning.

4. While it is expected that the majority of courses will be at the lower division level, courses may be at any undergraduate level (10000, 20000, 30000, 40000). Upper-division courses proposed for the Kent Core may not have prerequisites that already complete a Kent Core category.

5. Courses must have substantial content that is not duplicative of an already approved Kent Core course. Units proposing multiple Kent Core courses must provide a rationale for offering any additional course, indicating the substantially different content or approach that contribute to the foundational nature of the Kent Core.

6. Units must have the faculty and other resources in order to offer the courses in sufficient frequency and with sufficient enrollment across sections and across campuses so as to contribute meaningfully to the overall Kent Core program.

7. Since Kent Core courses will generally be included in the Ohio Transfer Module (OTM), units proposing OTM-eligible Kent Core courses should simultaneously submit documentation applying for OTM status. It is, however, possible to propose Kent Core courses that are not OTM-eligible (i.e., basic foreign language courses, upper-division courses, interdisciplinary courses not fitting the OTM definition). The proposals for such courses should specify the reasons for non-eligibility along with the rationale for inclusion in the Kent Core. (See Interdisciplinary Courses section below.)
8. Courses must be assessed on an annual basis for the purpose of evaluating course effectiveness in attaining learning outcomes. A detailed assessment plan must be provided in the proposal.

Guidelines for submission of proposals will be distributed to departments and schools as soon as possible after approval of this change in requirements. Course proposals will use the Kent Core Proposal Form, which will be available on the Curriculum Services website. The URCC will evaluate the proposal according to an accepted rubric and evaluation form. The proposal form, rubric and evaluation form will be piloted and evaluated by the URCC in October, 2009.

The Faculty Professional Development Center has developed a series of workshops to assist faculty members in the development of course proposals, to be offered during the Fall 2009 and Spring 2010 semesters. Funding will be provided from the Provost’s Office to provide a stipend for up to 60 faculty members to participate in the workshops. A summary of these workshops is included in Appendix III. The content of the workshops will be made available in the form of an on-line Kent Core Faculty Handbook, and video versions of relevant sections of these workshops will be available through the FPDC.

We expect additional workshops will be offered in the following two or three years, for a variety of audiences, including adjunct faculty and graduate assistants. We hope to be able to include a session regarding the Kent Core and the learning-centered approach in the Fall 2010 ONTAP program.

Several courses at the university are already in development following a learning-centered, outcomes-based approach. We expect these courses may be ready for approval by URCC and EPC by the end of the Fall 2009 semester. These courses may be offered in the Fall 2010 term with the Kent Core (COR) designation. Other courses will be developed during the fall and spring terms and proposed to URCC and EPC by the end of the Spring 2010 semester, to be offered in Spring 2011. We expect these courses will have been proposed and approved by URCC and EPC by October of 2010, and a full menu of courses will be available to students beginning in Fall 2011.

We therefore propose that the new catalog statement be included in the Fall 2011 catalog, such that all new students entering in the 2011-12 academic year will be subject to the new requirement. This would also apply to students who enter in Summer 2011. Students who entered the University prior to Summer 2011 will need to meet the LER requirements as specified in their respective catalog year, unless they choose to change to the 2011 catalog year, in which case they will need to meet the Kent Core requirements. Approved Kent Core courses taken during the 2010-11 academic year may be used to satisfy those requirements.

**Interdisciplinary Courses**
The Ohio Transfer Module defines an interdisciplinary course as:

“…a general education course that has content in at least two of the subject matter areas listed above (English Composition/Oral Communication, Mathematics, Statistics and Formal/Symbolic Logic, Arts/Humanities, Social and Behavioral Sciences, Natural Sciences) with credit hours for the individual course divided into those areas. For example, an OTM interdisciplinary 4 credit hour course could have course content in Social and Behavioral Sciences (2 hours of credit) and Arts/Humanities (2 hours of credit).”

At Kent State University, the Kent Core OTM-Interdisciplinary courses will meet this definition. Courses that do not meet the OTM definition may also be considered interdisciplinary in the Kent Core if they encourage dialogue, collaboration, and exploration between two or more faculty members from different disciplines and areas of expertise, and meet one or more of the following descriptions:¹

- course includes common concepts, ideas, issues and topics that are not discipline specific and extend across disciplines.

- thematic course draws from the expertise and critical perspectives of a variety of disciplines.

- course creates linkages between concepts and approaches across different disciplines.

- course uses interdisciplinary pedagogy to explore interdisciplinary content.

**Effects on programs and offerings**

The adoption of these requirements will have significant impacts on current programs and offerings. Departments and schools will be required to consider how the Kent Core Requirements affect their major and minor requirements. Some units will be required to change their requirements accordingly, especially in response to the two policies given on page 2 above.

In addition, the move from the current list of LER courses to the new list of Kent Core courses may necessitate changes in course offerings, especially for lower-division courses.

**Fiscal and staffing impacts**

While no maximum section size is specified, given the change in pedagogy desired for Kent Core courses, some additional, smaller sections of courses might be needed. This will increase the need for faculty members to teach those sections. Our hope is that these courses will lead to increased enrollments overall, however, which under RCM could lead to additional revenue to cover the instructional costs.

¹ This definition of interdisciplinary draws from examples at other institutions and from the literature.
The requirement that all students will complete a basic science lab places a financial burden on the departments offering such labs. We propose that some form of subvention be arranged with those units.

The increased faculty development needs in the initial stages of the change in requirements may also necessitate additional resources, including additional staff in the FPDC and funding for travel, faculty workload equivalency, etc. In addition, technical support will be required to record the workshop sessions and to create the on-line faculty handbook. Finally, those designing and offering the workshops may need support (workload equivalency and/or stipend) for their efforts.

Program Assessment
The URCC will be charged with conducting a review of the Kent Core program within three years of full implementation and every five years afterward. The Implementation Team and URCC will develop criteria for program review in the coming academic year.

Alternatives and Consequences: One alternative to accepting the proposal is to maintain the current requirements. This is not viewed as desirable, however, given the desire for a shift to a new learning centered paradigm. The consequence of not accepting the proposal would be to fail to take advantage of the opportunity to improve core learning outcomes among the undergraduate population.

Specific Recommendation: We recommend adoption of the Kent Core Requirements as the university-wide requirement for undergraduate degrees at Kent State University, effective Fall 2011.

Timetable and Actions Required:
September 2009       URCC approval
September 2009       EPC approval
October 2009         Faculty Senate approval
Appendix I: Members of the Implementation Task Force

Stephane Booth, Provost’s Office
Ken Burhanna, Library and Media Services
Diane Davis-Sikora, Architecture and Environmental Design
David Dees, Education, Health and Human Services, Salem Campus
Susan Emens, Technology, Trumbull Campus
LuEtt Hanson, Communication and Information
Mary Louise Holly, Faculty Professional Development Center
Barbara Hugenberg, Communication and Information
Richard Kent, Business Administration
Geoffrey Koby, Arts and Sciences
Mark Kretovics, Education, Health and Human Services
Laura Leff, Arts and Sciences (co-chair)
Elizabeth Smith, Arts and Sciences
Fred Smith, Arts
Yvonne Smith, Nursing
Amanda Thomas, graduate assistant, Provost’s Office
Donald Williams, Honors (co-chair)
Appendix II: Catalog Description

KENT CORE REQUIREMENTS
GENERAL EDUCATION FOR THE 21ST CENTURY

OBJECTIVES
The Kent Core Requirements are integral to the university’s mission to prepare the 21st Century Kent State graduate. Kent State University has built its philosophy of undergraduate education on the dynamic relationship among knowledge, insight, engagement, and responsibility. Each course in the Kent Core has a learning-centered focus on outcomes consistent with these overarching learning objectives:

Knowledge: To initiate and encourage the process of life-long learning

Students demonstrate the ability to:

- Understand the content and methodology of disciplines and areas of knowledge.
- Comprehend and apply knowledge acquired within and across disciplines and areas of knowledge.
- Analyze and adapt knowledge to solve a variety of problems and develop new ways of knowing about new and emerging fields.
- Create and synthesize various knowledge sets to offer new perspectives and formulate new ideas.
- Critically assess and direct their learning.

Insight: To explore and develop multiple ways of knowing and forms of understanding.

Critical thinking and analysis is embedded in academic disciplines and is fostered through the careful assessment of the logic, processes and outcomes of these disciplines. Both quantitative and qualitative reasoning are necessary in the development of critical thinking and creative insight.

Students demonstrate the ability to:

- Comprehend, analyze, and interpret facts and express ideas in various written, oral and technological formats.
- Apply appropriate 21st century literacies (information, financial, cultural, quantitative, digital, and visual) to create, examine, and critique knowledge relevant to real-world problems.
- Apply appropriate 21st century communication skills (interpersonal, aural, oral, and written) to create, examine, and critique knowledge relevant to real-world problems.
- Analyze multiple perspectives and contexts to develop reasoned conclusions about complex issues such as diversity, sustainability, human rights, etc.
Engagement: To engage in learning that results in informed action and involvement in the human condition.

Students demonstrate the ability to:

- Act upon their moral and ethical obligation to others and demonstrate the impact of their actions within local, national, and global communities.
- Respect and value “difference” in all interpersonal interactions.
- Gather and evaluate knowledge to seek solutions for critical problems and shape positive change in society.
- Engage with and understand the diversity of cultures in the U.S. and around the world.
- Engage with others in a civil exchange of differing and even conflicting viewpoints to make decisions, take risks and become personally involved in the world around them.

Responsibility: To analyze and understand diverse moral and ethical views.

Students demonstrate the ability to:

- Make informed and principled choices and decisions and comprehend the consequences of those choices and decisions.
- Use knowledge and information ethically and legally.
- Create solutions to public problems through civil discourse and personal actions.
- Learn in a variety of ways that represent historical and cultural understandings of the world as a global society, and exercise leadership in addressing issues of concern to the community.
- Understand the moral, ethical and social roles that an educated citizen plays in a democratic society.
- Apply moral and ethical reasoning skills and understanding for the advancement of a diverse society.
- Take responsibility for living an examined life.

Kent Core experiences complement major coursework by broadening the students’ understanding of the world in which we live. Although each Kent Core course will not address every one of these objectives, nor give them equal emphasis, students’ experiences in these courses will demonstrate how knowledge and concepts from major coursework and other disciplines are interwoven. Ideally, Kent State students will develop capabilities and habits of mind and heart that will enable them not only to achieve personal success but also to contribute significantly to the public good.

GUIDELINES:
1. The Kent Core program requirements may be completed throughout an undergraduate program. It is strongly advised that students complete the foundational Literacy Component as early as possible, however.
2. Any approved Kent Core course is accepted in all majors and programs.

3. Students may use Kent Core courses to fulfill program/major/minor requirements if they so wish; refer to specific program requirements for additional information.

4. Honors equivalent courses shall satisfy Kent Core requirements.

5. Students in Associate of Arts and Associate of Science degree programs will be deemed to have met Kent Core requirements if they complete requirements for the Transfer Module. Associate degree recipients wishing to complete baccalaureate degrees will be required to fulfill all Kent Core requirements.

6. None of the courses on the Kent Core list may be taken pass/fail.

### THE KENT CORE

<table>
<thead>
<tr>
<th>Literacy Component</th>
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<tbody>
<tr>
<td><strong>CATEGORY</strong></td>
<td><strong>COURSE</strong></td>
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</table>
| **Composition**    | Examples include:  
ENG 11002 College Writing I-S (3)  
ENG 11011 College Writing I (3)  
HONR 10197 Honors Colloquium I (4)  
ENG 21011 College Writing II (3)  
HONR 10297 Honors Colloquium II (4) or Interdisciplinary writing courses tbd (3) | 6 |
| **Mathematics**    | List to be determined (3-5) | 3 |
| **Applied Literacy** | See Note 1 below  
List to be determined (3-5).  
Examples include:  
Foreign Language Courses (3-5) | 6 |

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<tr>
<th>Knowledge Component</th>
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<tbody>
<tr>
<td><strong>CATEGORY</strong></td>
<td><strong>COURSE</strong></td>
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<tr>
<td><strong>Open Elective</strong></td>
<td>Select from the following interdisciplinary courses (tbd) or from the Mathematics or Knowledge Component categories.</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>list of courses tbd (3)</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>list of courses tbd (3)</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>list of courses tbd (6)</td>
</tr>
</tbody>
</table>
| **Natural Sciences**| list of courses tbd (1-5)  
*students must take a lab | 6-7 |
| **TOTAL CREDITS**  | 36-37 |
The Cultural Awareness Component does not require courses in addition to the Core. Instead, in fulfilling the University Diversity Requirement, students should select at least one course from the Knowledge Component that also is an approved Diversity course. Domestic Cultural Awareness courses are marked in the Core Knowledge list with a small capital D, and Global Cultural Awareness courses with a small capital G.

Notes:
1. The applied literacy category is intended to provide students with an opportunity to apply intellectual and practical skills associated with 21st century learning across a variety of disciplines. Fulfillment of this requirement can come from many content areas which may include, but are not limited to: courses in foreign languages, communication, philosophy (logic, thinking), statistics, finance, theatre, media, information, technology, mathematics, computer science etc.

PROFICIENCY TESTING, TRANSFER CREDIT AND OTHER OPTIONS IN MEETING THE KENT CORE REQUIREMENTS.

The following alternatives to formal Kent State coursework may be recognized in fulfilling the 36 hour Kent Core Requirements:

1. Credits earned for specified courses within the Kent Core through external credit-conferring testing programs, such as the College Board Advanced Placement and CLEP subject examinations.

2. Courses transferred from accredited postsecondary institutions, as appropriate for the specific courses for which credit is awarded.

3. Credits earned through the university’s Credit-By-Exam (CBE) program, as appropriate for the specific course for which credit is awarded.

4. Proficiency, as established by placement examinations or other recognized procedures and mechanisms for this purpose, for courses in the Literacy Component only. For example, students who are placed into ENG 21011 and complete it with a passing grade will have met the Composition category requirement. Students meeting requirements through proficiency must substitute other courses, which shall be elective, to earn a minimum of 121 hours of appropriate coursework toward a baccalaureate degree.

5. A completed Ohio Transfer Module at another institution satisfies the Kent Core requirements.
Appendix III: Summary of FPDC Workshops

In order to help faculty adjust to the new Kent Core expectations, a series of workshops has been created that will support faculty members in developing the insights and tools necessary to prepare a high quality URCC proposal. The workshops will be constructed around the following format:

Week One: The Learning Paradigm: What is it and what will it do for my students?

This session will explore the recent research on human learning. In this interactive session, participants will discuss relevant research and explore specific implications for both curriculum design and pedagogical practices.

Week Two and Three: Learning Outcomes: What are these things and how do I write them?

In the first of these two sessions participants will learn the basic principles of how to write measurable learning outcomes for their specific Kent Core courses. Using the basic data sheets, current syllabi, and previous LER approval materials as their guide, participants will identify the key concepts and core learning experiences that are connected with each course. In the second week of this session, participants, in collaboration with department faculty peers, will construct specific course learning outcomes and identify how these outcomes connect with the larger objectives of the Kent Core.

Week Four: Assessing Learning Outcomes: How on earth do I assess this?

In this session participants will explore a variety of assessment strategies that will help faculty members to identify and measure how students are meeting the course and/or Kent Core learning outcomes. Participants will leave this session with a variety of practical assessment strategies.

Week Five: Learning Centered Teaching Strategies: What does this look like in class?

This session will introduce participants to a variety of pedagogical strategies that are designed to engage students in “deep learning”. Again, pulling from the latest scholarship on college teaching, participants will leave this session with a variety of pedagogical approaches that have been proven to engage students in meaningful learning.

Week Six: URCC Proposal Review: How does my proposal look?

In this session faculty members will critique and provide peer feedback on draft versions of URCC course proposals. The goal of this session is to engage participants in critique as they develop expertise and gain insights into proposal development for clarity and vision of the proposed courses.

Workshop Considerations:

1) Each participant will be awarded a stipend of $600 for completion of all workshop sessions and expectations.
2) Workshops will be offered on two separate days each week (see attached schedule). Participants will choose one of these sessions to attend for the entire period. This will allow us to create a mini-learning communities working together on a specific goal. Each session will last 90 minutes.

3) Space will be limited for each of these groups. Ideally, we will limit this to 15 participants for each session. This allows for 30 different faculty members to participate in the fall sessions. These sessions will be repeated in the spring semester and summer (if necessary) for other departments and/or faculty interested in this process.

4) Participation in these workshops DOES NOT guarantee URCC approval.

5) We encourage URCC participation in these workshops to help inform this committee on the goals of the new Kent Core.

6) Each session will be video recorded and turned into a podcast that can be used by participants as they share these ideas with their department colleagues.

7) The content of each of these sessions will serve as the faculty handbook that will be available on-line by the Spring 2010 semester.
## Kent Core Faculty Workshop Series Schedule

<table>
<thead>
<tr>
<th>Session One</th>
<th>The Learning Paradigm: What is it and what will it do for my students?</th>
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<tbody>
<tr>
<td>M</td>
<td>Sept. 28 10:30-12:00</td>
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<td>R</td>
<td>Oct. 1 3:30-5:00</td>
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<tr>
<th>Session Two</th>
<th>Learning Outcomes – Part I - What are they and how do I write them?</th>
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<tr>
<td>M</td>
<td>Oct. 5 10:30-12:00</td>
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<td>R</td>
<td>Oct. 8 3:30-5:00</td>
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<tr>
<th>Session Three</th>
<th>Learning Outcomes – Part II – What are they and how do I write them?</th>
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<tr>
<td>M</td>
<td>Oct. 12 10:30-12:00</td>
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<tr>
<td>R</td>
<td>Oct. 15 3:30-5:00</td>
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<tr>
<th>Week of Oct. 19&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Meet with unit faculty peers to discuss course learning outcomes.</th>
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<tr>
<td>Week of Oct. 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Meet with unit faculty peers to discuss course learning outcomes.</td>
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<tr>
<th>Session Four</th>
<th>Assessing Learning Outcomes: How on earth do I assess this?</th>
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<tr>
<td>M</td>
<td>Nov. 2 10:30-12:00</td>
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<td>R</td>
<td>Nov. 5 3:30-5:00</td>
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<tr>
<th>Session Five</th>
<th>Learning Centered Teaching Strategies: What does this look like in class?</th>
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<td>M</td>
<td>Nov. 9 10:30-12:00</td>
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<tr>
<td>R</td>
<td>Nov. 12 3:30-5:00</td>
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<tr>
<th>Week of Nov. 16&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Meet with unit faculty peers to discuss course proposal.</th>
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<tr>
<td>Week of Nov. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Meet with unit faculty peers to discuss course proposal.</td>
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<tr>
<th>Session Six</th>
<th>URCC Proposal Review: How does my proposal look?</th>
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<tr>
<td>M</td>
<td>Nov. 30 10:30-12:00</td>
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<td>R</td>
<td>Dec. 3 3:30-5:00</td>
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**Guidelines:**

- One faculty representative from each department will be given priority seating. Additional representatives will be considered on a space available basis. If submitting multiple candidates, departments must rank order them.
- Developing and/or teaching a Kent Core course that will be submitted to the University Requirements Curriculum Committee (URCC) for approval during the 2009-2010 academic year
- The faculty member will choose one session time (either M or R) to meet throughout the semester.

**Commitment:**

- Engage in and complete all six workshops
- Work with departmental colleagues related to course development
- Take a learning paradigm approach with attention to cultivating environments for learning
- Integrate 21<sup>st</sup> century learning outcomes into coursework
- Work collaboratively with other workshop participants
- Share what you learn with others (e.g. syllabus, learning objects, resources)
- Pilot the course, documenting and learning from experience; revising syllabus as indicated
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Aug-09 Curriculum Bulletin __________
Effective Date Fall 2011 Approved by EPC __________

Department
College PR - Provost
Degree
Program Name LER Program Code
Concentration(s) Concentration(s) Code(s)
Proposal Revise Program

Description of proposal:
This proposal is to revise the Liberal Education Requirement (LER) and rename it the Kent Core requirements.

Does proposed revision change program’s total credit hours? □ Yes ☑ No
Current total credit hours: 36 Proposed total credit hours 36

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
The adoption of these requirements will have impacts on current programs and offerings. Departments and schools will be required to consider how the Kent Core Requirements affect their major and minor requirements. Some units will be required to change their requirements accordingly. In addition, the move from the current list of LER courses to the new list of Kent Core courses may necessitate changes in course offerings, especially for lower-division courses.

Units consulted (other departments, programs or campuses affected by this proposal):
The committee preparing this proposal has representation from each college and two regional campuses. Feedback regarding the proposal has been sought from faculty, advisors, department chairs and school directors, assistant and associate deans, and deans.

__________________________________________________  ____/____/____
Department Chair / School Director / Campus Dean

__________________________________________________  ____/____/____
College Dean

__________________________________________________  ____/____/____
Executive Dean of Regional Campuses / Dean of Graduate Studies

__________________________________________________  ____/____/____
Senior Vice President for Academic Affairs and Provost

REQUIRED ENDORSEMENTS
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 31-Aug-09  Curriculum Bulletin
Effective Date Fall 2010  Approved by EPC

Department Provost's Office
College PR - Provost
Proposal Establish Policy
Proposal Name 45 SGH limit for bachelor's degree students in a non-degree granting major

Limit 45 semester credit hours

Description of proposal:
This proposal recommends a University policy limiting the number of student credit hours (SCH) an undergraduate enrolled in a baccalaureate program can remain in a non-degree granting major.

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)
This policy will require that all academic advisors track and monitor their students to ensure that students select a degree granting major before they accumulate more than 45 SCH.

Units consulted (other departments, programs or campuses affected by this proposal):
This proposal was discussed with all eight campus academic deans at the August Dean's meeting. Deans endorsed this policy.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost

9/1/09
Proposal Summary

Title: 45 SCH limit for bachelor degree students in a non-degree granting major to be effective Fall 2010

Subject Specification: This proposal recommends a University policy limiting the number of student credit hours (SCH) an undergraduate enrolled in a baccalaureate program can remain in a non-degree granting major. Graduate, associate degree and certificate students are excluded. This policy was recommended by the Advising Implementation Team (AIT) charged with implementing the decentralized advising model.

Background Information: All Kent State University campuses have exploratory and generalist majors enabling students to explore academic areas and/or meet minimum program requirements.

As of the end of Spring term 2009, the Kent Campus had 350 exploratory and 144 generalist students over 45 SCH. The Regional Campuses had 309 exploratory and 54 generalist students over 45 SCH. (See attached chart.) A critical component to success with this population is to help students find a degree path as soon as possible. Instituting an earlier deadline and providing the appropriate support to find an academic direction is fundamental to proactively intervening with this at-risk population.

Retention research consistently shows that students without a degree path are at risk for attrition. At the Kent Campus, the one year retention rates for exploratory, generalists and degree-path students are 67.2, 65.9 and 73.6 respectively (cohorts 2003-2005). RPIE’s major movement report shows most students in non-degree majors withdraw after their second year. Therefore, the university has a narrow time frame to intervene with these at-risk students.

Institutional Research and Student Success, in partnership with other areas, will be developing a support process to help students find an academic direction. Creating a reasonable sense of urgency about selecting a major is critical to engaging the student in making this important decision.

Once fully implemented, the Graduate Planning System (GPS) will provide “flags” to the advisors when students are off track from their plan so that interventions with this population can begin during the students’ first and second years. More immediately, the GPS website was launched on August 17, 2009 enabling students to shop for degrees based upon 13 broad interest areas. Other support processes under development include designing three five-week career exploration workshops to help students find an academic direction. Arizona State University, our best practice institution, has discovered that most students are ready to select a major after the first workshop.

There are likely to be extenuating circumstances preventing some exploratory and generalist students from declaring a major by 45 SCH. Furthermore, transfer students may come to the university unable to select a major upon admission to the university. Regional Campuses are open admission and must accept and enroll first-year students who lack strong academic preparation and transfer students on academic probation. Advisors will be empowered to
override this policy given individual situations and provide students making satisfactory
academic progress one extra semester to find a degree path.

The number of student in non-degree majors will be monitored each semester to ensure that
students are receiving the support needed to select a major. Advisors will be the primary contact
to informing students of the 45 SCH limit.

**Alternatives and Consequences:** The consequence of not providing a deadline will be that the
"unrequited" student population will continue to grow and students will not receive the support
needed to find an academic direction. Furthermore, the university will not impact its graduation
rate without a clear process and support system helping students to find an academic direction.

**Specific Recommendation and Justification:** To continue the excellence in action agenda and
promote greater student success, the University will place a 45 SCH limit in a non-degree
granted major for all baccalaureate students at all campuses and colleges.

**Timetable and Actions Required:**

Approval EPC: August/September 2009
GPS website: August 2009
Development of career exploration workshops: August 2009 – January 2010
Pilot career workshops: Spring Semester 2010
Formal Implementation of Policy: Fall 2010

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Background information:
45 SCH limit for bachelor degree students in a non-degree granting major

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<tr>
<th>KC Exploratory Students with 45+ Cum Hours End of Spring 2009</th>
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<th>KC Generalists with 30+ Cum Hours End of Spring 2009</th>
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Grand Total 249 80 61 52 52 494

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<th>RC Exploratory Students with 45+ Cum Hours End of Spring 2009</th>
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Grand Total 162 97 43 47 14 363

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<th>Exploratory Students by Campus</th>
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</table>
Draft catalog language
Supporting the 45 SCH limit in non-degree granting majors
DRAFT: September 11, 2009

Exploratory, Pre-Majors and General Majors

Kent State offers the non-degree Exploratory major, pre-majors and generalist majors within each college and on all campuses to enable bachelor's degree-seeking students to explore academic areas and/or meet minimum program requirements. Baccalaureate students in these non-degree majors must declare a degree major by the time they have completed earned 45 semester credit hours. Students needing assistance with selecting a major are encouraged to consult with their academic advisor.

Special Non-Degree Students http://www.kent.edu/catalog/2009/Policies/Non-degree.cfm

Admission as a special non-degree student enables students to take undergraduate courses for credit (either full time or part time). Students in this category are generally those not seeking a degree, but those wishing to take courses for job achievement, personal enrichment or other personal reasons.

Special non-degree students may apply to Kent State for any semester through the Admissions Office. Adult students may apply through the Adult Student Center. A non-refundable $40 application fee is required. Admission is based on the same criteria detailed in Freshman Students or Transfer Students, whichever is appropriate.

Special non-degree students may remain in this special status for one academic year or until a maximum of 30 45 semester hours of credit is earned. Should special non-degree students wish to pursue a degree program, they may, prior to or upon earning 30 45 semester hours, apply to any undergraduate division of the university. Admission to a degree program, however, is based upon the admissions requirements established by each academic department or school.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Apr-09  Curriculum Bulletin _________
Effective Date   Fall 2010    Approved by EPC _________

Department  NURS
College    NU - Nursing
Degree    MSN - Master of Science in Nursing
Program Name  NURSING          Program Code  MSN NURS
Concentration(s) Nurse Educator Concentration  Concentration(s) Code(s) NUED
Proposal  Establish Program

Description of proposal:
The intent of this proposal is to add a nurse educator concentration to the Master of Science in Nursing (MSN) program, which will prepare graduates to practice as nurse educators in clinical specialty areas. The credits hours of the MSN with a nurse educator concentration will be 30 or more hours and will be offered in an online format.

Does proposed revision change program’s total credit hours?  ☐ Yes  ☐ No
Current total credit hours:  Proposed total credit hours 30

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This proposed course does not impact on other programs.

Units consulted (other departments, programs or campuses affected by this proposal):
No classes in other departments are impacted by this course. The course is geared specifically for nursing education

__________________________________________
Department Chair / School Director / Campus Dean

__________________________________________
College Dean

__________________________________________
Executive Dean of Regional Campuses

__________________________________________
Senior Vice President for Academic Affairs and Provost

REQUED ENDORSEMENTS

4/28/09
4/28/09
4/30/09

__________________________
DATE: April 28, 2009

TO: Office of the Associate Provost, Faculty Affairs and Curriculum
Dr. Evelyn S. Goldsmith, Interim Dean, Graduate Studies
Therese Tillet, Coordinator, Curriculum Services

FROM: Dr. Karen Budd, Director, Graduate Programs, College of Nursing

SUBJECT: Proposal for the Establishment of a Nurse Educator Concentration in the MSN Program

Per the approval by vote of the College of Nursing Master’s Curriculum Committee and faculty, I am requesting that the subject item be placed on the May 18, 200 agenda of the EPC, effective for Academic Year 2009-2010. This item is a proposal by our Adult Clinical Nurse Specialist graduate faculty to establish a Nurse Educator concentration in the MSN Program.

The College of Nursing Master’s Curriculum Committee and Faculty have reviewed and approved this proposal.

Enclosed is the proposal and CCP form for this post-master’s certificate program.

Please contact me if there are any questions.

KB/alw
Title: Addition of a Nurse Educator Concentration within the Master of Science in Nursing

Subject Specifications: The intent of this proposal is to add a nurse educator concentration to the Master of Science in Nursing (MSN) program, which will prepare graduates to practice as nurse educators in clinical specialty areas. The credits hours of the MSN with a nurse educator concentration will be 30 or more hours and will be offered in an online format.

Background Information:

Thousands of qualified nursing applicants are being turned away from four-year colleges and universities. The AACN’s survey found that 49,948 qualified applications were not accepted at schools of nursing last year due primarily to a shortage of faculty and resource constraints. Within this total, applications turned away include 41,385 from entry-level baccalaureate, 1,659 from RN-to-Baccalaureate, 5,902 from masters, and 1,002 from doctoral programs.*

The top reasons reported by nursing schools for not accepting all qualified students into entry-level baccalaureate programs, include a lack of faculty (62.5%), insufficient clinical teaching sites (53.8%), limited classroom space (42.3%), insufficient preceptors (25.4%) and budget cuts (14.8)*

The nurse educator concentration will prepare professional nurses with competencies in academic education and/or staff development. The genesis of the concentration was the former “functional role area” of education, which, from 1979 to approximately 1999, could be selected instead of administration or clinical practice within the focal areas of nursing of the adult, psychiatric mental health nursing, and parent-child nursing. During the nineties, changes in healthcare led to the development of nurse practitioner (NP) and clinical nurse specialist (CNS) concentrations as specific clinical practice functional roles. In addition, the administration role choice developed into the nurse management concentration. Interest of applicants in the education functional role area waned and in 1999 the courses associated with it became a post-master’s certificate program.

Based on current needs and projected nursing faculty shortages and an increased demand for faculty at all levels of nursing education, addition of a nurse educator concentration within the MSN program is timely and necessary. Graduates of the concentration will be prepared to assume faculty roles in academic nursing programs, and educator roles in staff development and continuing education. This new concentration will provide an option for nurses wishing to pursue graduate study as preparation to teach, but for the past several years, have had to choose an advanced practice or management concentration in order to obtain a Master’s degree. Further, the necessary coursework to support entry into a Doctor of Philosophy in nursing, which is considered the preferred degree for academic-based nurse educators, also will be provided by this new nurse educator concentration.

Students will work closely with the program coordinator to design an academic plan and practicum experiences that meet their career and professional development needs. Education

*SOURCE: American Association of Colleges of Nursing, Research and Data Center, 2002-2008
courses emphasize curriculum and instruction theory, learning theory, role development, and program evaluation. Practicum experiences are designed to meet the individual student career goals in relation to the setting for the educational role, such as academic teaching, staff development, or continuing education.

A nine credit hour educator certificate, available for students with previous master's degrees, will continue to be offered. Courses in the certificate program are offered at the graduate level with practicum experiences designed to meet the unique needs of the student. Students graduating from the nurse educator MSN or certificate programs and having two years or more of full-time nursing education employment qualify for credentialing as Certified Nurse Educators from the National League for Nursing.

The curriculum is divided into two components. The core component (12 credits) focus is on knowledge and skills related to nursing theory, health care policy, and issues pertinent to advanced nursing practice, leadership and research common for all MSN graduate students. The concentration component (18 credits) provides an opportunity to apply advanced nursing knowledge to nursing education and to develop competency in the areas of teacher, scholar and collaborator.

**Alternatives and Consequences:** There is no alternative program within the Kent State University system. Nationally, there is a need for nurse educators and the demand is growing. It is anticipated that this curricular change will increase enrollment in the MSN program.

**Timetable and Actions Required:**
**Presentation to and approval by:**

- College of Nursing Masters Curriculum Committee
  - April, 2009
- College of Nursing Faculty
  - April, 2009
- University Educational Policy Council
  - May, 2009
## Graduate requirement sheet for full-time students:
### Nurse Educator MSN
#### 2 year Plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>NURS 60101&quot;&quot;</td>
<td>Theoretical Basis For Nursing Practice</td>
</tr>
<tr>
<td></td>
<td>NURS 60601&quot;&quot;</td>
<td>Nursing Curriculum and Instruction in Higher Education</td>
</tr>
<tr>
<td></td>
<td>NURS 60401&quot;&quot;</td>
<td>Nursing Research Methods I</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>NURS 60602&quot;&quot;</td>
<td>Roles and Evaluation for Nursing Curriculums in Higher Education</td>
</tr>
<tr>
<td></td>
<td>NURS 60402&quot;&quot;</td>
<td>Nursing Research Methods II</td>
</tr>
<tr>
<td></td>
<td>NURS 60604</td>
<td>Nursing Health Care Clinical Issues in a Specialty Area</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>NURS 60041</td>
<td>Advanced Assessment of Adult Clients</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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<td><strong>Total Year 1</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>NURS 60045</td>
<td>Pathophysiology for Advanced Practice Nurses</td>
</tr>
<tr>
<td></td>
<td>NURS 60592</td>
<td>Nurse Educator Practicum</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>NURS 60450&quot;&quot;</td>
<td>Ethical And Cultural Issues for Health Professionals</td>
</tr>
<tr>
<td></td>
<td>NURS 60451&quot;&quot;</td>
<td>Health Policy and Delivery Systems for Health Care Professionals</td>
</tr>
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<td><strong>Total</strong></td>
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</tr>
<tr>
<td><strong>Total Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Program Hours</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Recommended Electives:
- NURS 61005"" | Nursing Informatics | 3 |
- NURS 60441"" | Pharmacology for Advanced Practice Nurses | 3 |
- Others to be selected with advisor
Assessment Plan (AQIP)
The nurse educator synthesizes advanced knowledge of: nursing curriculum and evaluation methods; teaching, learning, and change theory; information and instructional technology; learning environments and student services; communication strategies: teaching skills/techniques and professional development.

The graduate of the Master of Science in Nurse Educator will be prepared to:

1. Assume leadership in curriculum, instruction and evaluation by:
   a. acquiring, updating and enhancing integration of theory and practice of instructional methodologies, adult learning theories, cognitive abilities, learning styles and motivation
   b. exploring the influence of diversity within assessment, planning, implementation and evaluation of nursing education
2. Apply scholarly inquiry skills in the context of nursing education by participating in practice-based research.
3. Apply the knowledge and skills associated with collaboration to implement and enhance best practices in the teacher and the scholar roles

Methods to Assess Learning Outcomes

1. Written assignments will be required in the four education courses.
2. Clinical evaluation will be carried out by faculty preceptors, with input from clinical preceptors in the practicum courses, using a written clinical evaluation tool and direct observation of student and indirect evaluation through review of written documents.

Timeline for Implementation of the Assessment Plan
1. Data from clinical preceptors, faculty, and student self-evaluations will be analyzed at the end of each semester, starting in the spring, 2011.
2. Testing data from the National Certification agencies will be monitored for pass rates.
3. Post graduation evaluation surveys (will be distributed and data collection compiled by the Graduate Program Director and reviewed by the education faculty.
4. The program will be evaluated annually for strengths and weaknesses.
NURSE EDUCATOR CONCENTRATION COURSES

NURS 60601
NURSING CURRICULUM AND INSTRUCTION IN HIGHER EDUCATION (3)
Prepares nurses to teach content and facilitate advanced critical thinking in the areas of curriculum planning, design, development, implementation and evaluation in higher education nursing.

NURS 60602
ROLES AND EVALUATION FOR NURSING CURRICULUMS IN HIGHER EDUCATION (3)
Focuses on theory, history and techniques of evaluation for nursing educational programs. Faculty and student roles and legal and ethical issues are also addressed. Prerequisite: NURS 60601

NURS 60604
NURSING HEALTH CARE ISSUES IN A SPECIALTY AREA (2) (new course)
Focuses on the theory, research, and evidenced-based practice related to biophysiological, psychosocial, cultural, ethical, developmental, environmental and policy factors of a specialty area in nursing practice. Students gain a basic understanding of the multiple factors related to the functional health patterns among individuals in the specialty population. Prerequisite: NURS 60601 Corequisite NURS 60602.

NURS 60592
PRACTICUM IN NURSING HIGHER EDUCATION (4) (new course)
Curriculum design, implementation and teaching experience with nursing master teacher in higher education undergraduate nursing courses. Prerequisite: NURS 60604, NURS 60601 and NURS 60602.
PROPOSAL TO ESTABLISH A
MASTER OF PUBLIC HEALTH AND A PH.D. IN PUBLIC HEALTH
AT KENT STATE UNIVERSITY

A. Nature of Request

1. Indicate the type of program being requested (e.g., new degree, new degree program).
   Kent State University is requesting the establishment of the Master of Public Health (M.P.H.) and the Ph.D. in Public Health degrees.

2. Indicate the location of the proposed program (e.g., main campus, off-campus site).
   The program will be offered at Kent State’s main campus in Kent, Ohio.

B. Objectives for the Proposed Program

1. State the general and specific educational objectives of the program.
   Kent State University proposes to establish a Master of Public Health degree to be offered in five specialization areas: (1) Epidemiology, (2) Biostatistics, (3) Environmental Health Sciences, (4) Social and Behavioral Sciences, and (5) Health Policy and Management. The plan is to develop a program that will meet accreditation criteria, which requires five specializations:

   “The five areas of knowledge considered basic to public health include biostatistics, epidemiology, environmental health sciences, health services administration, and the social and behavioral sciences. A school of public health must provide depth of training in each of these areas, sufficient for a student to pursue a professional degree, concentration, specialty or major, depending on the terminology of the institution. Depth of training requires a critical mass of faculty and sufficient advanced-level courses to support the program. Other public health specialties may be offered when the school has the critical mass of faculty to assure depth of training in those specialties. Generalist training may be offered in addition to the concentrations or areas of specialization.

   All degree programs, at all levels and all areas of specialization, offered by a school of public health, including those offered in a format other than regular, on-site course sessions (e.g., distance learning, executive), must be presented for accreditation review. The school is the unit of CEPH accreditation and all degree programs are expected to respond to appropriate CEPH criteria; the sole exception is interdisciplinary degree programs for which control of the curriculum rests outside of public health.”

The Master of Public Health with the five specializations will implement the core competencies for master’s degrees in public health as described by the Association for Schools of Public Health Education Committee. These competencies are developed to give programs a baseline overview of the knowledge, skills and attributes that are expected of public health professionals.

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Kent State University also proposes to develop a Ph.D. in Public Health in three specialization areas:

(1) **Prevention Science** is an interdisciplinary program aimed at promoting adaptive health behavior in populations across the life course. Graduates of this program will be able to design and evaluate public health interventions and have expertise in a variety of theoretical and substantive perspectives for the purpose of conducting research within systems of the family, health and education, workplace, community, law enforcement/criminal justice settings, and social welfare. Given the active research of Kent State University’s public health faculty, particularly in the area of violence and substance abuse prevention, students will likely have the opportunity to work on large scale externally funded prevention research.

(2) **Health Policy and Management** is an interdisciplinary program that incorporates health services research, health policy analysis, and health care planning and management to address public health risks and to develop health services delivery models. Given the active research of Kent State University's public health faculty in identifying service gaps, developing evidence based practices and policy analysis, the doctoral students in this specialization will emerge with strong skills in the areas of strategic management of public health care organizations, alternative models of service financing and strategies for improving services.

(3) **Epidemiology** is designed to train students to examine the conditions and determinants of diseases in populations. Graduates of this program will be able to apply quantitative and qualitative methods to examine critical and/or emerging health issues. Students will gain advanced ability to analyze large data sets in order to project health trends in populations of interest. Students in this specialization will benefit from active faculty research agendas in biopreparedness, public health surveillance systems, chronic disease epidemiology and infectious disease epidemiology.

The plan to offer three specializations is consistent with accreditation criteria that states:

“In order to be accredited, a school of public health shall have sufficient faculty, expertise, availability of advanced courses, and active research sufficient to support the development and offering of at least three doctoral degree curricula. A school can be pre-accredited if one doctoral program has graduated at least one student and the other two are fully functional, with five full time faculty and with the programs, curriculum and courses fully approved and at least one doctoral student enrolled in each program. The doctoral programs may be professional or academic degrees. A doctoral degree relevant to public health would be in one of the major disciplines or major areas of practice within public health.”

The Kent State University proposal for the three doctoral specializations is based on high chronic and infectious disease rates in our region and the need for prevention education and research in public health. This rationale is further substantiated by the research strengths of the Kent State University faculty in the new College of Public Health and workforce needs in Ohio and nationally.

**2. Describe how this program will help achieve the goals and objectives of your institution in terms of its role and mission.**

The proposed program action is consistent with Kent State’s mission: “to serve the public good.” Because of the robust set of programs offered by Kent State that are consistent with this mission, the university is recognized by the Carnegie Foundation as a “community-engaged university” with high research activity. The public health degree programs, as proposed, not only enhance the “community engagement” of the university, but also foster ethical and humanitarian values in the service of Ohio and the global community.

In addition, Chancellor Eric Fingerhut has given the universities in Northeastern Ohio a specific mandate to distinguish rather than compete with one another. Kent State is planning to commit its resources in response to the national public health crisis and thus establish its “mission differentiation.” In October 2008, the Kent State Board of Trustees approved a commitment of funds to create the College of Public Health. These funds will be used to create the academic mission and to support the initial business plan. Funding is being provided by the Kent State University President’s Initiative Fund.

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3. Describe any unique characteristics or resources that make it particularly appropriate for your institution to offer the proposed program.

There are several distinguishing plans for the Kent State University College of Public Health:

- The College of Public Health will be the only school in Ohio to offer all three degree levels of public health education. The plans for the college have been endorsed by the LEAP (Liberal Education and America’s Promise) Compass Project of the Association of American Colleges and Universities, whose senior director wrote, “We are pleased to learn that Kent State University has made such a significant commitment to public health education through the new college and degree programs. This is an institutional act of citizenship and a critically important move into emerging leadership among public health schools and programs.”

- The College of Public Health will implement an academic health department model, offering to Northeast Ohio health departments the opportunity to fully collaborate and co-locate services on Kent State University’s eight campuses. This approach will enable Kent State University students to fully participate in daily public health functions as a key component of their formal public health education. Practitioners will serve on curriculum committees and other key college committees and will have the opportunity to teach as adjuncts. Further, the presence of public health faculty and graduate students in disciplines such as biostatistics and epidemiology will offer enhanced data analysis services to the public health system.

- The College of Public Health will develop a primary focus on prevention, which may serve as a national, if not international, model to other public health programs and, ultimately, positively affect the health of Ohioans, who will be offered the opportunity to participate in the development of new evidence-based prevention programs.

Together, these distinguishing features will make the Kent State University College of Public Health unique in the region and in Ohio.

Because of the multidisciplinary nature of public health, many of the elective courses to be offered in this program will be offered in collaboration with existing colleges:

<table>
<thead>
<tr>
<th>Arts and Sciences</th>
<th>Education, Health and Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Community Health Education</td>
</tr>
<tr>
<td>Geography</td>
<td>Human Development and Family Studies</td>
</tr>
<tr>
<td>Justice Studies</td>
<td>Nutrition</td>
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<tr>
<td>Psychology</td>
<td></td>
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<tr>
<td>Sociology</td>
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<tr>
<td></td>
<td>Nursing</td>
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</table>

While all of the Northeast Ohio universities are deeply engaged in collaborations, Kent State has the broadest and most far-reaching collaborations with NEOUCOM and other health-related organizations. For 30 years, Kent State has offered the Ph.D. degree in biomedical sciences in partnership with NEOUCOM and, more recently, with the Cleveland Clinic. In addition, Kent State has the best track record of the public universities in Northeast Ohio, including NEOUCOM, in securing research funding from the National Institutes of Health and other biomedical and health-related agencies. Since 1987, Kent State has operated a highly collaborative School of Biomedical Sciences, producing hundreds of Ph.D. graduates in robust partnerships with NEOUCOM and the Cleveland Clinic, as well as other university and medical institutions.

C. Rationale and Need for the Program

1. Explain the rationale of this program.

The public health challenges facing Ohio are daunting. The state of Ohio has chronic disease rates above national averages: heart disease 224.3 per 100,000 (211.1 U.S.); 9.5 percent of Ohioans have diabetes (8.1 percent U.S.); 14.1 percent of the adult population (ages 21-64) in Ohio are disabled (12.8 percent U.S.); 61.2 percent of Ohioans are obese (60.0 percent U.S.); 23.0 percent of adults in Ohio smoke (19.3 percent U.S.); and poor mental health among adults is at 36.1 percent (33.3 percent U.S.).

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More than 851,000 Ohioans suffer from substance dependence or abuse; however, only 11 percent of those needing treatment for alcohol and drug problems presently receive it. About half of all workers’ compensation claims in Ohio are related to alcohol or drug abuse in the workplace. Approximately 80 percent of Ohio inmates have a substance disorder. Over 80 percent of adolescents involved in the criminal justice system report witnessing or being victimized by high levels of violence at home, at school or in their neighborhood; and nearly one-third of these youths report significant mental health problems.

As a result, the need for expertise in public health in Ohio is critical, particularly in the areas of infectious disease prevention (e.g., HIV, STD, pandemic flu); chronic disease prevention (e.g., obesity, heart disease, substance abuse, tobacco use, mental illness); and violence and injury prevention.

The number of schools of public health in the United States loosely correlates with populations in the largest states. For example, California and New York have four schools of public health each, Texas and Florida have three schools each, and Pennsylvania has two. In contrast, Ohio, the seventh largest state, has only one school of public health, at The Ohio State University.

Projected public health workforce needs at the national level:

According to an assessment released by the Association of Schools of Public Health:

The public health workforce is diminishing over time (there were 50,000 fewer public health workers in 2000 than in 1980). At the same time, the U.S. population is growing (a projected 19% increase from 2000 to 2020), and an additional 23% of public health professionals are eligible to retire by 2012. More than 250,000 additional public health workers will be needed by 2020 to avert a public health crisis. Over the next 12 years, schools of public health would have to train three times the current number of graduates to meet projected needs.

A December 11, 2008, U.S. News & World Report listed health policy specialists among the top thirty “best careers” in the country for the coming year. Besides local, state and national health agencies, students will be able to pursue positions at hospitals and clinics, the insurance industry, pharmaceutical companies, managed care organizations, consumer advocacy agencies, wellness centers, laboratories, consulting firms, and voluntary health organizations.

National trends as estimated by the Bureau of Labor and Statistics also indicate a substantial need for public health programs, with approximately 220,000 new positions by 2016 in the five public health specializations—as proposed for the Kent State University Master of Public Health—across the public and private sectors.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Numeric Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology</td>
<td>612</td>
</tr>
<tr>
<td>Statistics</td>
<td>1,909</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>59,221</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>115,174</td>
</tr>
<tr>
<td>Health Policy and Management</td>
<td>42,985</td>
</tr>
<tr>
<td>Total</td>
<td>219,901</td>
</tr>
</tbody>
</table>

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It should be noted that the data does not include new job opportunities for public health graduates, especially in epidemiology and biostatistics, in the private sector such as with pharmaceutical and insurance industries. The table also does not include many retraining needs. Finally, from the Bureau of Labor and Statistics: “Projections of employment are based on historical employment statistics, cyclical and structural factors, and estimates of economic growth, trends in the U.S., state and regional characteristics that are likely to affect the region’s economy.”

Projected public health workforce needs at the state level:

The United Health Foundation projects that by the year 2020 the public health workforce shortages for the state of Ohio will be in excess of 10,000 workers. The public health training from all the current Ohio programs is not expected to meet the workforce needs in Ohio given current graduation averages.

It is important to observe that there is currently no undergraduate program in public health in Ohio. The Association of Schools of Public Health has encouraged academic institutions to find multiple approaches to recruit and educate students about career opportunities in public health. Kent State University feels strongly that initiating a new school with three levels of higher education is a responsive action to this challenge. Furthermore, Kent State University College of Public Health’s plan to develop dual degree programs (e.g., collaboration with the College of Nursing to establish a dual B.S.N./B.S.P.H. degree program) would clearly address the pathways needed to develop a new generation of public health nurses and professionals in other disciplines with public health training.

Projected public health workforce needs at the regional level:

The Ohio Department of Jobs and Family Services has provided projections for employment in public health occupations from 2004-2014. Increases in employment in these public health occupations vary from 4.6 to 24.4 percent, with 32 percent of the projected 46,080 jobs located in Northeast Ohio.

2. Note the benefits for students, the institution and the region or state of initiating this program.

The students graduating from this program may either join the workforce in public health, including academic positions for those trained at the doctoral level or continue to pursue graduate and professional programs in public health, business, law or medicine.

It is anticipated that Kent State will benefit from its community outreach through this program not only in terms of “mission differentiation,” but also in terms of its image building. It is also expected that besides identification of public health needs for important programs by students through their internship and dissertation projects, it is probable that many students will stay in the area to address these needs at the grassroots level. Finally, some of the graduates may decide to enroll in graduate and professional programs (including the Master of Public Health program offered by the Northeast Ohio Consortium)—after completing this program.

3. If applicable, state the specific local, state or national needs for individuals trained by the proposed program. If applicable, describe job opportunities that are available to persons who complete the program. Provide supporting data.

According to an assessment released by the Association of Schools of Public Health (ASPH) on February 27, 2008: “The public health workforce is diminishing over time (there were 50,000 fewer public health workers in 2000 than in 1980)…At the same time, the U.S. population is growing (a projected 19 percent from 2000 to 2020) and an additional 23 percent of public health professionals are eligible to retire by 2012…. More than 250,000 additional public health workers will be needed by 2020 to avert a public health crisis.” Further, “Over the next 12 years, schools of public health would have to train three times the current number of graduates to meet projected needs.”

The United Health Foundation projects the public health workforce shortages for the state of Ohio by the year 2020 to be in excess of 10,000 workers. Based on the data available on the public health graduates from all the current Ohio programs, it is highly unlikely that the currently available public health program can meet the workforce needs in Ohio.

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Ohio is one of 14 states with the highest projected public health workforce shortage (source: The United Health Foundation)

At the state and regional level, the Ohio Department of Jobs and Family Services has provided projections for employment in public health occupations from 2004-2014. The published data are available for the 12 economic development regions in the state of Ohio, as defined by the Ohio Department of Development.

Figure 2 on the next page summarizes these data for public health occupations. Increases in employment in these public health occupations vary from 4.6 percent to 24.4 percent. Although students from the Kent State College of Public Health will be recruited internationally, nationally and statewide, the data in Figure 2 are further disaggregated into regions with specific emphasis on four regions in Northeast Ohio:

- Region 8 (Lorain, Cuyahoga, Lake and Geauga counties)
- Region 9 (Medina, Wayne, Summit, Stark and Portage counties)
- Region 10 (Columbiana, Carroll, Jefferson, Harrison, Belmont, Tuscarawas, Guernsey, Holmes, Coshocton and Muskingum counties)
- Region 12 (Ashtabula, Trumbull and Mahoning counties)

Of the 46,080 jobs in public health occupations projected for the state in Figure 2, 14,790 (32.1 percent) of public health jobs are projected in the four regions in Northeast Ohio.
### Figure 2
Projected Employment in Public Health Occupations in Ohio, 2004-2014

For each public health occupation, the projected employment with projected change in parentheses in Ohio from 2004-2014 is listed.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Region 8</th>
<th>Region 9</th>
<th>Region 10</th>
<th>Region 12</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Science and Protection Technologies, Including Health</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>960</td>
</tr>
<tr>
<td>Occupational Health and Safety Technician</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>620</td>
</tr>
<tr>
<td>Health and Safety Engineers, Except Mining Safety Engineers and Inspectors</td>
<td>140</td>
<td>110</td>
<td>N/A</td>
<td>N/A</td>
<td>1,030</td>
</tr>
<tr>
<td>Occupational Health and Safety Specialists</td>
<td>(4.5)</td>
<td>(7.1)</td>
<td>N/A</td>
<td>N/A</td>
<td>(8.4)</td>
</tr>
<tr>
<td>Environmental Scientists and Specialists, Including Health</td>
<td>280</td>
<td>370</td>
<td>N/A</td>
<td>N/A</td>
<td>3,200</td>
</tr>
<tr>
<td>Environmental Engineering Technicians</td>
<td>(14.3)</td>
<td>(20.0)</td>
<td>N/A</td>
<td>N/A</td>
<td>(14.4)</td>
</tr>
<tr>
<td>Medical and Health Services Managers</td>
<td>(14.6)</td>
<td>(16.4)</td>
<td>(11.4)</td>
<td>(18.6)</td>
<td>(15.5)</td>
</tr>
<tr>
<td>Medical and Public Health Social Workers</td>
<td>(16.0)</td>
<td>(20.8)</td>
<td>(12.8)</td>
<td>(13.6)</td>
<td>(16.6)</td>
</tr>
<tr>
<td>Health Educators</td>
<td>(19.4)</td>
<td>(12.5)</td>
<td>N/A</td>
<td>(20.0)</td>
<td>(17.8)</td>
</tr>
<tr>
<td>Mental Health Counselors</td>
<td>500</td>
<td>370</td>
<td>170</td>
<td>130</td>
<td>3,600</td>
</tr>
<tr>
<td>Substance Abuse and Behavioral Disorder Counselors</td>
<td>(19.0)</td>
<td>(19.4)</td>
<td>(13.3)</td>
<td>(18.2)</td>
<td>(19.5)</td>
</tr>
<tr>
<td>Environmental Engineers</td>
<td>480</td>
<td>350</td>
<td>N/A</td>
<td>110</td>
<td>2,580</td>
</tr>
<tr>
<td>Mental Health and Substance Abuse Social Workers</td>
<td>(20.0)</td>
<td>(20.7)</td>
<td>N/A</td>
<td>(10.0)</td>
<td>(20.0)</td>
</tr>
<tr>
<td>Industrial-Organizational Psychologists</td>
<td>(28.1)</td>
<td>(28.6)</td>
<td>N/A</td>
<td>N/A</td>
<td>(20.4)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,280</td>
<td>4,010</td>
<td>1,000</td>
<td>1,500</td>
<td>46,080</td>
</tr>
</tbody>
</table>

With a total of 14,790 public health jobs projected in Regions 8, 9, 10, and 12 in 2014, nearly 1/3 of all public health jobs in the state of Ohio are projected to be located in the four immediate regions surrounding Kent State University.

Data taken from: [http://www.ohioworkforceinformer.org/cgi/dataanalysis/AreaSelection.asp?tableName=Occprj](http://www.ohioworkforceinformer.org/cgi/dataanalysis/AreaSelection.asp?tableName=Occprj)

Finally, it should be recognized that there are many job opportunities available to the graduates of public health programs. A January 15, 2009, US News & World Report listed public health among the top ten “best careers” in the country for the coming year. Besides local, state and national health agencies, students could consider positions with organizations such as hospitals and clinics, insurance industry, pharmaceutical companies, managed care organizations, consumer advocacy agencies, wellness centers, laboratories, consulting firms and voluntary health organizations.

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12 **Projections:** An estimate of a future occurrence, event or activity based on historical evidence of past experience. Projections of employment are based on historical employment statistics, cyclical and structural factors, and estimates of economic growth, trends in the US, State, and regional characteristics that are likely to affect the region’s economy. (http://www.bls.gov/emp/)

13 Region 8 encompasses Lorain, Cuyahoga, Lake, and Geauga counties.

14 Region 9 encompasses Medina, Wayne, Summit, Stark, and Portage counties.

15 Region 10 encompasses Columbiana, Carroll, Jefferson, Harrison, Belmont, Tuscarawas, Guernsey, Homes, Coshocton, and Muskingum counties.

16 Region 12 encompasses Ashtabula, Trumbull, and Mahoning Counties.

17 All values entered as N/A refer to statistics that are not available per the Ohio Workforce Informer.
In developing the College of Public Health and planning the M.P.H and Ph.D., Kent State has contacted health commissioners in Northeastern Ohio to seek their input and opinions. We received responses from health commissioners in or near the counties in which Kent State campuses are located. Responses were received from:

Alliance City  Carroll County  Mahoning County  Summit County
Ashtabula City  Elyria County  Medina County  Trumbull County
Ashtabula County  Geauga County  Portage County
Canton City  Kent City  Stark County

With regards to expected retirements in the next three years, the fourteen responding agencies indicated that they are expecting to have sixty-four openings, in addition to their current unmet staff needs. The greatest needs were in the areas of administrative staff, public health program managers, public health nurses and environmental health workers. Most of the commissioners indicated that graduates with both BSPH and the Master of Public Health will be needed for the future public health workforce.

Letters of support for the proposed programs are in Appendix A.

4. **Indicate any licensure or certification requirements for which this program will prepare students.**

MPH students in Environmental Health may be interested in the Certification as a Registered Sanitarian. Students in the program will be eligible to sit for the licensure exam leading to certification as a Health Education Specialist from the National Commission for Health.
Kent State University is an approved provider for the American Society for Clinical Laboratory Science PACE® and offers courses in laboratory safety, bioterrorism readiness, security and risk assessment, and biosafety level-3 practices and procedures.

In addition, Kent State University has recently become a Designated Training Facility for the National Biosafety and Biocontainment Training Program (NBBTP). The NBBTP is a partnership between the Division of Occupational Health and Safety and the National Institute of Allergy and Infectious Diseases at the National Institutes of Health in Bethesda, MD. It provides a professional certificate for biosafety professionals. There are two curriculum tracks: (1) operations and maintenance and (2) biosafety and biocontainment. Each certificate program provides evidence that the participant has completed standardized required coursework as well as a work practicum and a final project. Kent State University will be a Designated Training Facility for the Biosafety and Biocontainment certificate, providing the 4.5-day biosafety level-3 training, a work practicum and an 80-hour capstone project. Kent State has applied to be an International Association for Continuing Education and Training-authorized provider to meet the requirements of the NBBTP. When approved, the Biosafety and Biocontainment certificate will be offered at Kent State through the National Institutes of Health.

5. Describe and document any needs, other than employment opportunity, that will be met by the proposed program.

There is a significant need for continuing education of the existing public health workforce. Only 22 percent of the current public health workforce has been formally educated in public health. The continuing education needs of this workforce cannot be overstated. The program will allow the university to extend its community outreach and its image building. The program will also result in additional interdisciplinary collaboration and cooperation within the university between different departments and disciplines as well as continuing collaboration and cooperation between universities, especially in Northeastern Ohio. Another benefit of the program will be to health departments in the surrounding areas as well as to the academic researchers at Kent University. During our preliminary personal visits with public health officials at Departments of Health in the Kent State area, health commissioners in these areas have shown interest in collaborative research and demonstration projects with faculty members on campus.

6. Provide evidence of student interest in the program, as well as projections of enrollment (full-time and part-time) for each of the first five years of the program.

A survey of current Kent State University undergraduate juniors and seniors was conducted with a response from 1,421 students (11 percent sample of 12,567 juniors and seniors). The survey was conducted during two weeks in March 2009 via an online survey of which all juniors and seniors were asked to reply. Of the responding students, 50.3 percent indicated being somewhat or very interested in a public health career, and 45.5 percent indicated being somewhat or very interested in graduate education in public health. At the end of the survey, 156 students asked to be contacted when the graduate degree programs become available. It is assumed that a subset of these students will comprise the first incoming classes for the graduate degree programs.

<table>
<thead>
<tr>
<th>Specialization Area</th>
<th>Percent (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Behavioral Sciences</td>
<td>46.5 (300)</td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>28.7 (185)</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>33.6 (217)</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>19.7 (127)</td>
</tr>
<tr>
<td>Health Policy and Management</td>
<td>48.1 (280)</td>
</tr>
</tbody>
</table>

7. List academic programs similar to the one proposed that are offered in both public and independent institutions within a 50-mile radius of the proposed instructional site.

The Ohio State University is the only Council on Education for Public Health-accredited school in the state. Ohio institutions offering the M.P.H include:

- Case Western Reserve University
- Consortium of Eastern Ohio
- Northwest Ohio Consortium
- Ohio State University
- University of Cincinnati
- Wright State University
As the only program in Northeast Ohio, it is important to distinguish the Consortium of Eastern Ohio Master of Public Health (CEOMPH) program from the proposed Kent State University Master of Public Health, as there have been concerns expressed about whether the proposed Kent State University program will compete with the existing CEOMPH program. The CEOMPH mission statement\(^\text{18}\) states:

*The mission of the Consortium of Eastern Ohio Master of Public Health program is to provide accredited public health education designed for the working professional.*

The CEOMPH final self-study\(^\text{19}\) states:

*CEOMPH seeks to meet the educational needs of professionals in the eastern Ohio community who are seeking to further their careers through advanced training in public health. Class size has been limited to no more than 40 students; although class sizes have been in the range of 22-33 students each year. There have been enough applicants to date that large-scale recruitment has not been a priority of the program.*

Comparison of the two programs:

<table>
<thead>
<tr>
<th>Consortium of Eastern Ohio Master of Public Health</th>
<th>Kent State University's Proposed Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalist M.P.H. program</td>
<td>Will offer B.S.P.H., M.P.H. with five specializations, and Ph.D. in three specializations</td>
</tr>
<tr>
<td>Targets “working professionals”</td>
<td>Will recruit traditional full-time students</td>
</tr>
<tr>
<td>Moving toward completely online program</td>
<td>On-site instruction with optional synchronous communication modality</td>
</tr>
<tr>
<td>Few students with the M.P.H. have plans to enter doctoral programs (0 in 2006; 3 in 2007; 1 in 2008)</td>
<td>Both B.S.P.H. and M.P.H. may feed into the Ph.D.</td>
</tr>
</tbody>
</table>

Kent State University anticipates collaboration with the CEOMPH program once the college of public health is fully operational. CEOMPH students may take courses at Kent State University, transferring them to their home institution, and will have access to many public health elective courses. Kent State University’s B.S.P.H. students may elect to enter the CEOMPH generalist program (particularly those who want to enter the workforce full time) or other Northeast Ohio programs, such as the NEOUCOM medical or pharmacy programs. Finally, Kent State University looks forward to continuing their many research collaborations with faculty across the CEOMPH program.

There is only one Ph.D. in Public Health in Ohio, at The Ohio State University. The Ohio State University School of Public Health graduated an average of four doctorates in public health each year from 2002 to 2007\(^\text{20}\).

Kent State University proposes that the available Ph.D. programs in Ohio at The Ohio State University and Case Western Reserve University are not sufficient to meet the national need for doctorate trained personnel in public health.


8. Explain how these programs differ from the one proposed.

The differentiation of the programs by specialization for the M.P.H is as follows:

<table>
<thead>
<tr>
<th>Case Western Reserve University</th>
<th>Consortium of Eastern Ohio</th>
<th>Northwest Ohio Consortium</th>
<th>Ohio State University</th>
<th>University of Cincinnati*</th>
<th>Wright State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Health</td>
<td></td>
<td>Public Health Epidemiology</td>
<td>Epidemiology</td>
<td>Health Promotion and Education</td>
<td>Global Health</td>
</tr>
<tr>
<td>Health Care Policy and Administration</td>
<td></td>
<td>Public Health Administration</td>
<td>Health Services Management and Policy</td>
<td>Health Promotion and Education</td>
<td>Public Health Management</td>
</tr>
<tr>
<td>Health Promotion and Disease Prevention</td>
<td></td>
<td>Health Promotion and Education</td>
<td>Health Behavior and Health Promotion</td>
<td>*Not a CEPH accredited program</td>
<td>Health Promotion and Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Health Nutrition</td>
<td>Biostatistics</td>
<td>Veterinary Public Health</td>
<td>Clinical Investigation</td>
</tr>
</tbody>
</table>

The Kent State M.P.H. will be offered in the five CEPH-required specializations: Social and Behavioral Sciences, Health Policy and Management, Biostatistics, Environmental Health and Epidemiology. Therefore, the Kent State M.P.H. will not offer a generalist M.P.H. (and therefore will not duplicate the Consortium of Eastern Ohio program) and is most comparable to the Ohio State University programs.

The specializations offered by Ohio State’s Ph.D. program are in biostatistics; environmental health sciences; health behavior and health promotion; epidemiology; and health services management and policy. The Kent State Ph.D. program will offer three specialization, duplicating epidemiology and health policy and management, however, differentiating the social and behavioral and science program in prevention science.

Case Western Reserve School of Medicine offers a Ph.D. in Epidemiology and Biostatistics with a specialization in Health Services Research. However, this degree is not a Ph.D. in Public Health.

D. Academic Planning

1. Provide a brief description of the institutional planning process that resulted in the initiation of the proposed program. Indicate the relative priority level of this program. Indicate the process that resulted in the initiation of the proposed program. Indicate the relative priority level of this program among institutional purposes and explain how this has been established.

Institutional planning for the initiation of the proposed program has been as transparent and participatory a process as any before it at Kent State University. To ensure full and broad disclosure, President Lefton made his intentions known through an article covered by several local, regional and state newspapers21 and his 2008 State of the University Address.

21 “Kent State President Optimistic Despite Current Economy,” Stow Sentry (March 22, 2009), reprinted in Hudson Hub Times, Aurora Advocate, Stow Gateway News; “KSU Trustees OK College of Public Health,” Record-Courier (January 30, 2009); “Fall Semester in ‘Trenches’ KSU Advances Lefton Agenda,” Record-Courier (December 9, 2008); “Faculty Senate Supports Public Health College Idea,” Record-Courier (November 4, 2008); “Public Health School Plans Coming Together,” Record-Courier (October 14, 2008); “KSU to Streamline Required Courses, Lefton Pushes Public Health School” (September 26, 2008)
2. Describe how and when institutional clearances or approvals for the new program were achieved.

The final, full proposal was approved by the following bodies:

- Provost and Senior Vice President ................................... September 14, 2009
- Educational Policies Council ............................................ September 21, 2009 estimated
- Faculty Senate ............................................................... TBD
- Kent State University Board of Trustees .......................... TBD

3. Provide information on the use of consultants or advisory committees in development of the proposed program (append copies of reports from such consultants or advisory committees).

A 23-member Advisory Council on Public Health was convened on September 10, 2008, and charged by Senior Vice President for Academic Affairs and Provost Robert G. Frank to provide Kent State University President Lester A. Lefton—on or before April 1, 2009—with a recommendation regarding the advisability of establishing a College of Public Health at Kent State University. Almost half of the members were external constituencies (i.e., NEOUCOM, Summa Health System, and public health commissioners).

At its second meeting, the Advisory Council asked the university to conduct an environmental scan to determine the level of interest and support for a College of Public Health at Kent State. The result was the retention of nationally known consultant Dr. Dev Pathak, former interim dean of The Ohio State University’s School of Public Health and founding dean of Florida International University’s College of Public Health.

The curriculum was subsequently reviewed by Mary Peoples-Sheps, Dr.P.H., senior associate dean for public health, College of Public Health and Health Professions, University of Florida. Dr. Peoples-Sheps review is presented in Appendix B. She writes, “The Program Development Plans for the Master of Public Health (M.P.H) and Doctor of Philosophy (Ph.D.) degree at Kent State University are consistent with the requirements of the Council on Education for Public Health (CEPH), the Department of Education accrediting body for schools of public health, and reflects an appropriate response to the need/demand for public health researchers and academics in Ohio and nationally. In addition, the proposal demonstrates a thoughtful design process and a strong plan for future development.”

E. Academic Control

1. Describe administrative arrangements for the program (department, college and/or school involved).

The proposed M.P.H. and Ph.D. programs will be housed in the College of Public Health. The organizational chart of the College of Public Health is presented in Appendix C. Kent State University has initiated a formal search for a dean of the College of Public Health. In the interim, Kent State University Senior Vice President and Provost Robert G. Frank is the college’s acting dean. Dr. Frank previously served as dean of the College of Public Health and Health Professions at the University of Florida, Gainesville.

As of September, Kent State University College of Public Health has 15 full-time, tenure-track faculty members (two will begin in October, 2009 and one in January, 2010). Faculty recruitment will continue throughout academic year 2009-10. It is anticipated that the College of Public Health will have 25 full-time faculty members by fall 2010 when the first student cohorts arrive. The current faculty have been assigned to the development of new courses in place of a teaching load during academic year 2009–2010. In general, all faculty members are participating or invited to participate in the development of college formation-related activities, including curriculum development, proposal writing and reviews, development of handbooks, and recruitment of faculty members. All of these activities are discussed and approved in the faculty meetings.

The College of Public Health has appointed an interim associate dean for academic affairs (Dr. Alemagno). There will also be a minimum of two full-time non-tenure-track instructors to assist in undergraduate teaching, as well as a full-time student advisor by the time students arrive. The College of Public Health has a full time Business Manager and a full time Administrative Assistant.
An assistant dean for community relations (Kenneth Slenkovich) was hired on July 1, 2009, to develop the College of Public Health’s community partners program. This community partners program will include several components: continuing education for public health professionals, student internships and job placement, student recruitment, and joint academic-community projects and research.

Kent State University has already identified more than 15 adjunct faculty members—including practitioners from local health departments who have teaching experience—and more than 20 faculty members from across the Kent State University campus who have served as reviewers for the Public Health curriculum and have requested to remain engaged in efforts of the College of Public Health. The College of Public Health faculty will review and vote on each adjunct faculty appointment in the college according to standardized requirements. In addition, the college faculty and administrators will adhere to all the requirements of the Kent State University collective bargaining agreement.

2. Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program. Specify the exact nature of such agreements and attach any formal statements of agreement that have been developed.

While there are no cooperative agreements with other institutions and organizations developed at this time due to the need to address CEPH requirements, it is anticipated that public health professionals with advanced degrees who are working in the area may be involved in either giving invited lectures in their specialty or may offer courses as adjunct faculty members by invitation. Furthermore, since M.P.H students will be required to complete at least one internship experience, the college plans to develop specific agreements or memoranda of understanding with organizations to participate in offering internship opportunities. Kent State has such agreements in other degree programs, which will be used as models in developing agreements for this program. Kent State University anticipates research collaborations with Northeastern Ohio universities conducting health research.

3. Specify the articulation arrangements with other institutions that will be in effect for the program. Attach appropriate documentation for such arrangements, if any.

No such agreements are in place at this time.

F. Curriculum

1. Describe the program, including each option and concentration, as it would appear in a catalog.

CURRICULUM FOR THE PROPOSED MASTER OF PUBLIC HEALTH

The Master of Public Health curriculum consists of a minimum of 45 credit hours organized in four curricular domains:

1. Core courses (18 credit hours)
2. Courses required for each specialization (15 credit hours)
3. Elective courses (6 credit hours)
4. Practicum and culminating experience (6 credit hours)

Core Courses (18 credit hours)

- SBS 50020 Public Health Prevention
- BST 52019 Biostatistics in Public Health
- EHS 52018 Environmental Health Concepts in Public Health
- EPI 52017 Fundamentals of Public Health Epidemiology
- HPM 52016 Public Health Administration
- HPM 52015 Emerging Issues in Public Health Policy and Management
Specializations: (15 credit hours)

**Epidemiology**
- EPI 63016 Principles of Epidemiologic Research
- EPI 63017 Epidemiological Analysis
- EPI 63015 Epidemiology of Infectious Diseases
- EPI 63014 Epidemiology of Chronic Diseases
- BST 63015 Categorical Data Analysis

**Biostatistics**
- BST 63015 Categorical Data Analysis
- BST 63014 Applied Regression Analysis
- EPI 63017 Epidemiological Analysis
- BST 63013 Experimental Designs
- BST 63012 Survival Analysis

**Environmental Health Sciences**
- EPI 63016 Principles of Epidemiologic Research
- EHS 53012 Environmental and Occupational Health
- EHS 63010 Applied Risk Assessment
- EHS 63011 Application of Risk Analysis in Environmental Health
- EHS 53009 Emerging Environmental Health Issues and Response

**Social and Behavioral Sciences**
- SBS 50002 Quantitative Methods In Social and Behavioral Sciences
- SBS 50030 Seminar in Public Health Prevention
- SBS 54634 Social Determinants of Health Behaviors
- SBS 53008 Grant Writing in Social and Behavioral Sciences
- HPM 53007 Public Health Programs: Planning, Implementation and Evaluation

**Health Policy and Management**
- HPM 53007 Public Health Programs: Planning, Implementation and Evaluation
- HPM 53006 Cost Benefit Analysis of Public Health Programs
- HPM 53005 Financial Management for Public Health Organizations
- HPM 53004 Public Health Policy, Law and Ethics
- HPM 53003 Health Care Systems

**Electives (courses must be approved by faculty advisor)** (6 credit hours)

In addition to the elective courses available in other public health specialization areas and beyond the required courses in a student’s specialization within the College of Public Health, there are many graduate-level courses available from other Kent State University colleges. Examples of electives from other disciplines at Kent State University are presented below. These electives are graduate-level courses in health education (College of Education, Health and Human Services); and sociology, philosophy, public administration and political science (College of Arts and Sciences).

- HED 64010 Health Informatics
- HED 64051 Behavioral Aspects of Disease
- HED 64055 Needs Assessment and Program Planning
- HED 64057 Evaluation of Health Promotion Programs
- HED 64059 Communication and Marketing in Health Education and Promotion
- HED 64060 Grant Writing for Health Education and Promotion
- HED 64080 Advocacy and Policy Issues in Health Education and Promotion
- PADM 60370 Public Management Concepts and Practices
- PADM 60373 Public Budgeting
- PADM 60474 Health Care Reimbursement
- PHIL 50005 Health Care Ethics
- POL 60303 Regulatory Policy
Practicum and Culminating Experience (6 credit hours)

PH 60172 Culminating Experience Seminar
PH 60192 Practicum Experience

The Practicum and Culminating Experience are requirements for all Master of Public Health students. Students are required to complete two components: (1) 300 hours of placement at an approved public health agency, under the guidance of a qualified preceptor; and (2) a final portfolio/report and a seminar presentation integrating theory and practice.

CURRICULUM FOR THE PROPOSED PH.D. IN PUBLIC HEALTH

The Ph.D. in Public Health is a 90 credit hour program. Each specialization consists of four major components:

1. Public health prerequisites (12 credit hours)
2. Core courses – research tools (12 credit hours)
3. Dissertation (30 credit hours)
4. Courses required for each specialization (36 credit hours)

Includes 9 hours of Content Specific Methods courses, 15 hours of Content Specific Courses, and 12 hours of Content Related Electives

Prerequisites (12 credit hours)

EHS 53009  Emerging Environmental Health Issues and Response
BST 52019  Biostatistics in Public Health
HPM 52016  Public Health Administration
EPI 52017  Fundamentals of Public Health Epidemiology

Public Health Core – Research Tools (12 credit hours)

BST 73011  Multivariate Analysis
EPI 72028  Methods of Evidence Based Public Health
SBS 50020  Public Health Prevention
HPM 72030  Grant Writing in Public Health

Dissertation (30 credit hours)

PH 80199  Dissertation I
PH 80299  Dissertation II

Specializations (36 credit hours)

Prevention Science Specialization

Content Specific Method Courses (9 credit hours)
EPI 73029  Public Health Surveillance Systems
BST 83014  Applied Regression Analysis
BST 73010  Qualitative Methods for Public Health Research

Content Specific Courses (15 credit hours)
SBS 73018  Theories of Prevention Science I
SBS 73019  Theories of Prevention Science II
SBS 73020  Advanced Methods in Prevention Science
SBS 80198  Directed Research in Prevention Science
SBS 80100  Emerging Issues in Prevention Science

Content Related Electives (12 credit hours)

Content related elective courses should be selected by the student with a faculty advisor, depending upon the student’s research interest. It may occur within the College of Public Health or in other disciplines outside the college.

Example of content electives in violence prevention available in political science (College of Arts and Sciences):
POL 70702  Justice Institutions
Health Policy and Management Specialization (36 credit hours)

*Content Specific Method Courses (9 credit hours)*
- BST 83014 Applied Regression Analysis
- HPM 73031 Public Health Policy Analysis
- EPI 83017 Epidemiological Analysis

*Content Specific Courses (15 credit hours)*
- SBS 80198 Directed Research in Prevention Science
- HPM 73021 Health Care Finance
- HPM 73022 Strategic Management of Health Care Organizations
- HPM 73023 Operations Management in Public Health
- HPM 72015 Emerging Issues in Health Policy and Management

*Content Related Electives (12 credits hours)*
Content related elective courses should be selected by the student with a faculty advisor depending upon the student's research interest. It may occur within the College of Public Health or in other disciplines outside the college.

Example of content electives in public program evaluation available in political science (College of Arts and Sciences) and in health education (College of Education, Health and Human Services):
- POL 70379 Program Evaluation I
- POL 70384 Public Agency Management
- HED 74055 Needs Assessment and Program Planning in Health Education
- HED 74057 Evaluation of Health Promotion Programs
- HED 74062 Administration of Health Promotion Programs

And other electives as approved by the faculty advisor

Epidemiology Specialization (36 credit hours)

*Content Specific Method Courses (9 credit hours)*
- BST 83013 Experimental Designs
- BST 83012 Survival Analysis
- EPI 83017 Epidemiological Analysis

*Content Specific Courses (15 credit hours)*
- EPI 73024 Emerging Issues in Chronic Disease Epidemiology
- EPI 73025 Emerging Issues in Infectious Disease Epidemiology
- EPI 73026 Design and Implementation of Health Surveys
- EPI 73027 Biological Basis of Public Health
- EPI 73033 Environmental Epidemiology

*Content Related Electives (12 credit hours)*
Content related elective courses should be selected by the student with a faculty advisor, depending upon the student's research interest. It may occur within the College of Public Health or in other disciplines outside the college. Example of content electives for biostatistics:
- EPI 73034 Longitudinal Data Analysis
- PSYC 71684 Experimental Design and Methods
- SOC 72217 Multivariate Techniques in Sociology

And other electives as approved by the faculty advisor
2. List the courses (title, number, semester/quarter credit hours and catalog description) that will constitute the requirements and other components of the proposed program.

All courses listed are new.

**BST 52019 Biostatistics in Public Health (3)**

Provide students with an understanding of basic statistical methods in public health research, as well as to provide the skills to perform and interpret basic statistical procedures. Students learn how to use statistical analysis software to analyze real data from public health-related studies. They then learn how to interpret the analysis and present the results to public health professionals and educated lay audiences. Prerequisite: graduate standing.

**BST 63012 / 83012 Survival Analysis (3)**

Introductory course in survival analysis for graduate students in public health. Covers survival functions, hazard rates, types of censoring and truncation. Methods of focus will include life tables, Kaplan-Meier plots, log-rank tests, Cox regression models and parametric survival models. Inference for recurrent event and competing risks models will also be covered. Prerequisite: BST 52019 and graduate standing (master's class) / doctoral standing (doctoral class).

**BST 63013 / 83013 Experimental Designs (3)**

This course is designed to introduce students to experimental research methods, in public health settings. The course first introduces a number of quasi-experimental and experimental study designs, then identifies a number of statistical methods that can be used to draw correct causal inferences from the study. Students are expected to develop two research proposals, first using quasi-experimental then an experimental design and develop a statistical program for each study. Prerequisite: BST 52019 and graduate standing (master's class) / doctoral standing (doctoral class).

**BST 63014 / 83014 Applied Regression Analysis (3)**

This course focuses on developing student proficiency in building and evaluating various regression models for public health studies. Topics covered will include exploratory and descriptive methods, simple and multiple linear regression models, predictor selection, binary and multinomial logistic regression models, survival analysis, repeated measures, and generalized linear models. Prerequisite: BST 52019 and graduate standing (master's class) / doctoral standing (doctoral class).

**BST 63015 Categorical Data Analysis (3)**

This course provides an applied introduction to the most important methods for analyzing categorical data in public health. Topics covered include contingency tables, logistic regression, generalized linear models, modeling matched pairs and clustered responses. Prerequisite: BST 52019 and EPI 52017 and graduate standing.

**BST 73010 Qualitative Research in Public Health (3)**

This course will survey major methods of qualitative research and explore issues and applications in public health, including integrating qualitative and quantitative methods. Approaches examined will include: Ethnography; grounded theory; phenomenology; focus groups; narrative analysis; and Photovoice. Community-Based Participatory Research is explored as an approach for conducting qualitative research in Public Health. Prerequisite: doctoral standing.

**BST 73011 Multivariate Analysis (3)**

Multivariate statistical methods are designed to evaluate more than one variable at a time. This course is an application-oriented introduction to essential multivariate statistical methods used in public health. Topics covered include matrix theory, data screening and preliminary analyses, multivariate normal distributions, multivariate versions of the general linear model (MANOVA, multivariate multiple regression, MANCOVA), discrimination and classification, canonical correlation analysis, and methods of analyzing covariance and correlation structures (Principal components and factor analysis). The course will also introduce and explore methods of handling missing data. Prerequisite: BST 52019 and doctoral standing.
EHS 52018 Environmental Health Concepts (3)
This course is provides a comprehensive overview of the core topics in Environmental Health as related to Public Health. Prerequisite: graduate standing.

EHS 53009 Emerging Environmental Health Issues and Response (3)
This course is provides an overview of emerging environmental health issues that will impact the public's health. Prerequisite: graduate standing.

EHS 53012 Environmental and Occupational Health (3)
Survey of major concepts and issues relating health and safety in the workplace. Emphasis is on the application of public health principles and decision-making practices used by various worker populations for the prevention of injury and disease on the job. Protective equipment, hazardous conditions, environmental toxins, risk assessment and prevention science guides discussions. Prerequisite: graduate standing.

EHS 63010 Applied Risk Assessment (3)
This course is designed to introduce the student to environmental and occupational hazards, assessing the risks associated with hazard exposure. Standard principles of risk assessment is emphasized including methods of hazard identification and regulation, quantitative exposure measurement, dose and toxicity relationships, and risk management. Analysis of public policy regulatory guidance and health advisory watchdog recommendations are evaluated. Prerequisite: EPI 52017 and graduate standing.

EHS 63011 Application of Risk Analysis in Environmental Health (3)
Students are introduced to methods in risk analysis that are applied by U.S. federal, state, and local agencies in their assessment of chemical toxicants. Linkages between risk assessment, risk management, and risk communication are studied as components of this process, along with issues and controversies in the analysis of environmental health risks. Prerequisite: EPI 52017 and graduate standing.

EPI 52017 Fundamentals of Public Health Epidemiology (3)
This required epidemiology course for all M.P.H students introduces principles, methods, and application of epidemiology. It covers the history of epidemiology, concepts of disease causation and prevention, measures of disease frequency and excessive risk, epidemiologic study designs, causal inference, outbreak investigation and screening. It provides experience with calculation of rate standardization, measures of disease frequency, association, and impact, and sensitivity and specificity of screening tests. The course highlights applications of epidemiology to understanding of disease etiology, transmission, pathogenesis, and prevention, evaluation and public policy development. Prerequisite: graduate standing.

EPI 63014 Epidemiology of Chronic Diseases (3)
With a life course approach to chronic disease epidemiology, this course will focus on cardiovascular, respiratory and cerebrovascular diseases and cancer. Health and disease are addressed from a multicausal perspective which includes individual behaviors, psychosocial issues and sociodemographic, biological and physiological factors. Time points for prevention and intervention are identified. Prerequisite: graduate standing.

EPI 63015 Epidemiology of Infectious Diseases (3)
Surveys the history, principles, methods and practice of infectious disease epidemiology, by (1) defining and understanding infectious disease epidemiology surveys, (2) collecting and measuring surveillance data, (3) interpreting epidemiology data and (4) predicting evidence-based outcomes. Primarily a course in epidemiology. Students learn some infectious disease microbiology as well. Prerequisite: EPI 52017 and graduate standing.
EPI 63016 Principles of Epidemiologic Research (3)

This epidemiologic methods course required for all epidemiology track M.P.H students builds on the fundamental epidemiology course to explore deeper the concepts and methods in epidemiologic research. It reviews the measures of disease frequency, association, and impact, and epidemiologic reasoning and causal inference, and covers methods and techniques for designing, implementing, analyzing, and interpreting various epidemiologic study designs. It discusses advantages and limitations of various study designs and explores threats to validity, precision, and generalizability of epidemiologic studies. Prerequisite: EPI 52017 and BST 52019 and graduate standing.

EPI 63017 / 83017 Epidemiological Analysis (3)

This epidemiology methods course provides practical instruction in the analysis and interpretation of data from various epidemiologic study designs including cross-sectional, case-control and cohort studies. The course reviews statistical concepts and epidemiologic studies designs, outlines a strategy for data analysis and reviews relevant methodologic issues and applies stratified analysis methods and multivariable regression models to the studies. It develops an understanding of the underlying principles and assumptions, practical application, and correct interpretation of the epidemiologic results. Through laboratory exercises, the course provides hands on experience on the application of epidemiologic analysis methods and presentation of the results. Prerequisite: EPI 52017 and BST 52019 and EPI 63016 and graduate standing (master’s class) / doctoral standing (doctoral class).

EPI 73024 Emerging Issues in Chronic Disease Epidemiology (3)

This course will cover emerging chronic disease issues on a global level and students will understand the life course approach to chronic disease epidemiology. Putative factors and infectious agents are examined as causes of chronic disease and chronic syndromes. Issues related to screening and surveillance are understood. Students will appreciate issues pertaining to study design, modeling, and data analysis in life course epidemiology of chronic disease. Prerequisite: doctoral standing.

EPI 73025 Emerging Issues in Infectious Disease Epidemiology (3)

This course will investigate global emerging and reemerging infectious diseases. Students will evaluate root causes of infectious disease emergence and predict outcomes. Data from primary literature is used to predict alternate outcomes. Specific disease models are used to evaluate and compare prevention, treatment and eradication strategies. Prerequisite: EPI 63015 and doctoral standing.

EPI 73026 Design and Implementation of Health Surveys (3)

This course will cover survey design, variable construction, survey administration and data collection methods, variable coding and manipulation, and data analysis. Students will understand sampling methods, and sample size. Large health surveys are discussed. Students will gain practical experience through design and implementation of a health survey which can be used to facilitate dissertation research or a publication. Prerequisite: doctoral standing.

EPI 73027 Biological Basis of Public Health (3)

This course will integrate the sciences of biology and molecular biology into the principles and practice of public health. Implicit in this course are learning objectives that establish the ecology of infectious disease, the impact of vaccines in disease prevention, and the role of environmental toxins on human health and disease. Additionally, students will propose policy, regulations and legislation designed to protect human health within the realm of personalized medicine. Prerequisite: doctoral standing.

EPI 72028 Methods of Evidence Based Public Health (3)

This course explores tools and techniques used to quantitatively determine the effectiveness of public health interventions in the social sciences. Prerequisite: doctoral standing.
EPI 73029 Public Health Surveillance Systems (3)

This course introduces students to surveillance systems of both infectious and non-infectious diseases as well as intentional and non-intentional injury. Students are exposed to the theory and practice of surveillance illustrated with examples existing systems from around the world. The course will culminate in a project where the student will create and evaluate a surveillance system of their own design. Prerequisite: doctoral standing.

EPI 73033 Environmental Epidemiology (3)

This is a comprehensive course on concepts in Environmental Epidemiology and statistical methods in environmental epidemiology including causal inference models. Prerequisite: doctoral standing.

EPI 73034 Longitudinal Data Analysis (3)

In this course, students will learn about statistical techniques for analyzing longitudinal, or repeated measures, data. The course will focus primarily on application of the various statistical models covered, with direct application illustrated using standard statistical software. Topics that are covered include univariate and multivariate analysis of variance for repeated measures, mixed-effects models (HLM or multilevel models), covariance pattern models, generalized estimating equations (GEE), mixed-effects logistic regression models and missing data in longitudinal studies. Prerequisite: BST 52019 and doctoral standing.

HPM 52015 / 72015 Emerging Issues in Public Health Policy and Management (3)

An overview of emerging challenges in public health policy and management. Examples include pandemic H1N1 response, biopreparedness, national health care reform, public health financing challenges, global tuberculosis drug resistance. Prerequisite: graduate standing (master’s class) / doctoral standing (doctoral class).

HPM 52016 Public Health Administration (3)

Public health administration comprises efforts to improve the health of communities. This course provides an overview for public health administration and practice, including organization, law, legislative relations, financing, workforce issues, leadership and surveillance. Prerequisite: graduate standing.

HPM 53003 Health Care Systems (3)

This course provides a systems approach to delivering health care and public health services in the US. The course includes an overview of public health, outpatient, inpatient, managed care, long term care and health services for special populations. Prerequisite: graduate standing.

HPM 53004 Public Health Policy, Law and Ethics (3)

This course provides a comprehensive review of health policymaking, public health law, and ethical principles as applied to public health decision making. Prerequisite: graduate standing.

HPM 53005 Financial Management for Public Health Organizations (3)

This course provides an overview of financial management of public health organizations. Topics include planning for public health program budgeting, understanding costs and short and long term financing, accountability and control, reporting results and financial statement and financial conditions analysis. Prerequisite: graduate standing.

HPM 53006 Cost Benefit Analysis of Public Health Programs (3)

Provides an overview of cost-benefit analysis as applied to the evaluation of public health programs. Students will apply principles of cost benefit analysis and related cost utility analysis to case studies in the public health sector. Prerequisite: graduate standing.

HPM 53007 Public Health Programs: Planning, Implementation and Evaluation (3)

An overview of developing, implementing and evaluating public health programs. The course will examine how public health programs can target different levels within a population, different determinants of health and strategies and interventions. Prerequisite: graduate standing.
**HPM 72030 Grant Writing in Public Health (3)**

Students in this doctoral level course for Public Health learn the basics of grant writing for federal (NIH) and non-federal funding agencies with a particular emphasis on the components required of most grant proposal submitted for funding. This includes rationale for seeking funds, collaborations with community organizations, and working with consultants and subcontractors. Participants also learn about the basic sections of grant writing such as specific aims and hypotheses, developing your literature review, background and significance, research design and methodology, developing a budget, and conducting research with human subjects. Participants have the opportunity to write sample grant proposals, learn about the review and scoring process and post-award grant management. Prerequisite: doctoral standing.

**HPM 73021 Health Care Finance (3)**

This course covers the financial environment of health services in the US, including accounting principles, financial statement analysis, delivery models, management control processes of budgeting and capital project analysis, managerial accounting, program development and financial plan. Prerequisite: doctoral standing.

**HPM 73022 Strategic Management of Health Care Organizations (3)**

This course covers the financial environment of health services in the United States, including accounting principles, financial statement analysis, delivery models, management control processes of budgeting and capital project analysis, managerial accounting, program development and financial plan. Prerequisite: doctoral standing.

**HPM 73023 Operations Management in Public Health (3)**

This course provides a framework for health care operations management including the history of performance management and tools for applying operations management to public health care delivery systems. Prerequisite: doctoral standing.

**HPM 73031 Public Health Policy Analysis (3)**

Provides a framework for conducting public health policy analysis. The course applies concepts to case studies of health policies at the local, state and federal levels. Prerequisite: doctoral standing.

**PH 60172 Culminating Experience Seminar (3)**

Seminar component of the Practicum Experience; course must be taken at the same time as the Practicum Experience; students prepare a final portfolio and seminar presentation integrating theory and practice. Prerequisite: graduate standing. Corequisite: PH 70192.

**PH 60192 Practicum Experience (3-6)**

Observational and participation in public health activities of a public health agency, hospital, or other approved organization. The student completes the field experience with joint supervision from the university and approved organization or agency. Prerequisite: graduate standing.

**PH 80199 Dissertation I (15)**

Registration for two semesters required, first semester dissertation work beings and continues until completion of 30 hours. SU grading; IP permissible. Prerequisite: doctoral standing.

**PH 80299 Dissertation II (15)**

Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until degree requirements are met. SU grading. IP permissible. Prerequisite: doctoral standing.
SBS 50002 Quantitative Methods in Social and Behavioral Sciences (3)

Introduces the basic concepts and methods of statistics as applied to diverse problems in social and behavioral research. Demonstrates methods of exploring, organizing, and presenting data, and introduces fundamentals of probability, including probability distributions and conditional probability, with applications to 2x2 tables. Presents the foundations of statistical inference, including concepts of population, sample parameter, and estimate; and approaches to inferences using the likelihood function, confidence intervals, and hypothesis tests. Introduces and employs the statistical computing package, STATA, to manipulate data and prepare students for remaining course work in this sequence. Prerequisite: graduate standing.

SBS 50020 Public Health Prevention (3)

This course provides an overview of the science of prevention and intervention research for graduate students in the Social and Behavioral Sciences in Public Health. Course examines prevention and intervention science, ethics, and principles of community based research and evaluation. Prerequisites: graduate standing.

SBS 50030 Seminar in Public Health Prevention (3)

This course explores case studies in public health prevention. Topic areas include HIV, substance abuse, domestic violence and injury prevention. Prerequisites: graduate standing.

SBS 53008 Grant Writing in Social and Behavioral Sciences (3)

Students in the M.P.H Social and Behavioral Sciences will learn the basics of grant writing for federal and non-federal funding agencies with a particular emphasis on the components of most proposals for funding. This includes rationale for seeking funds, collaborations with community organizations, and working with consultants and subcontractors. Participants will also learn about the basic sections of grant writing such as specific aims and hypotheses, developing your literature review, background and significance, research design and methodology, developing a budget, and conducting research with human subjects. Participants will have an opportunity to write sample grant proposals, learn about the review and scoring process, and post-award grant management. Prerequisite: graduate standing.

SBS 54634 Social Determinants of Health Behaviors (3)

This course overviews the social determinants of health and the dynamic interplay between individual behaviors and community structures (systems orientation) including public policy, social and built environments, commercial messages, access to services, cultural norms, psychosocial hazards, and poverty both as causal effects that either provide opportunity or constraints to health. The course will also examine systems approaches to preventing public health threats from issues including substance use (alcohol, tobacco and other drugs), physical inactivity, poor dietary practices, unsafe sexual behaviors, violence and injury and mental health. Prerequisite: graduate standing.

SBS 73018 Theories of Prevention Science I (3)

Prevention Science is inherently transdisciplinary and multitheoretical, focusing on a variety of public health issues with particular emphasis on the leading health indicators including mental health, substance abuse, tobacco, physical activity, nutrition, overweight and obesity, environmental health, violence, sexual behavior, immunization and access to health care. The transdisciplinary nature of prevention science includes epidemiology, statistics, political science, economics, laboratory sciences, biological sciences and social and behavioral sciences. Prevention science advances evidenced-based prevention programs and policies through empirical research as well as practice-based evidence along a continuum of universal, selective and indicated prevention strategies. This course will emphasize the history and theory of prevention science. Prerequisite: doctoral standing.
**SBS 73019 Theories of Prevention Science II (3)**

Prevention Science is inherently transdisciplinary and multitheoretical, focusing on a variety of public health issues with particular emphasis on the leading health indicators including mental health, substance abuse, tobacco, physical activity, nutrition, overweight and obesity, environmental health, violence, sexual behavior, immunization and access to health care. The transdisciplinary nature of prevention science includes epidemiology, statistics, political science, economics, laboratory sciences, biological sciences and social and behavioral sciences. Prevention science advances evidenced-based prevention programs and policies through empirical research as well as practice-based evidence along a continuum of universal, selective and indicated prevention strategies. This course will emphasize prevention science methods and applications across health populations. Prerequisite: SBS 73018 and doctoral standing.

**SBS 73020 Advanced Methods in Prevention Science (3)**

This course focuses primarily on advanced quantitative methods in the application of prevention science. Prerequisite: doctoral standing.

**SBS 80100 Emerging Issues in Prevention Science (3)**

The purpose of this course is to survey relevant challenges and issues facing prevention science researchers. Prerequisite: doctoral standing.

**SBS 80198 Directed Research in Prevention Science (1-15)**

Directed research or individual investigation for doctoral students. Prerequisite: doctoral standing.

3. **Describe the specific methods that will be used for re-evaluation of the proposed program following implementation.**

In 2000, Kent State University was accepted into the Academic Quality Improvement Project (AQIP) within the Higher Learning Commission. This alternative accreditation process is more intense and efficient, uses faster cycles improvement, involves faculty more directly in all academic improvement processes, maintains an institution’s status with the Department of Education, and emphasizes an institution’s distinctive needs and aspirations. To obtain full benefit of this project, an associate provost is assigned as overseer. The AQIP office is assisted by an Advisory Council on Academic Assessment. The AQIP office will be involved in the evaluation and reevaluation of the proposed program prior to and following its implementation.

4. **Indicate whether your institution intends to seek specialized accreditation from a professional association for this program and whether additional resources are required to gain accreditation.**

Kent State University intends to seek accreditation for the M.P.H program from the Council on Education for Public Health (CEPH). “The Council establishes, monitors, and periodically revises the criteria by which it evaluates graduate public health schools and programs. The criteria define expectations in regard to mission and goals, organizational setting, governance, resources, instructional programs, research, service, faculty, students and evaluation and planning. Accreditation is a voluntary process initiated by the university. CEPH's accreditation procedures require that the school or program undertake a self-evaluation, submit a self-study document and host a team of qualified peer reviewers who validate the self-study during an on-site visit to the campus.”

G. **Staffing Qualifications**

1. **Describe the number and qualifications of full-time faculty to be involved in the program. Provide a list of current faculty (and areas of expertise) who will teach in the program, and brief descriptions of the type of additional faculty needed.**

The faculty moving into the new college from existing positions have been awarded nearly $20 million in external research as principal investigators from 2002 to 2009; the active awards at the inception of the college total $5 million for the seven existing full-time faculty members (excluding Dr. Frank who has an administrative appointment as provost). This compares to approximately $9.5 million for the public health faculty at The Ohio State University School of Public Health this year, as reflected on The Ohio State University website.
**External Grant Funding for College of Public Health Faculty**

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th>FY2002–2009 Total Grants</th>
<th>Current Active Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonia Alemagno</td>
<td><em>3,196,871</em></td>
<td><em>246,936</em></td>
</tr>
<tr>
<td>Thomas Brewer</td>
<td>263,363</td>
<td>215,276</td>
</tr>
<tr>
<td>Daniel Flannery</td>
<td>9,669,213</td>
<td>3,750,088</td>
</tr>
<tr>
<td>David Hussey</td>
<td>1,687,555</td>
<td>947,623</td>
</tr>
<tr>
<td>Eric Jeffersis</td>
<td>776,111</td>
<td>110,756</td>
</tr>
<tr>
<td>Scott Olds</td>
<td>1,689,326</td>
<td>25,000</td>
</tr>
<tr>
<td>Christopher Woolverton</td>
<td>2,669,246</td>
<td>16,187</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$19,951,685</strong></td>
<td><strong>$5,311,866</strong></td>
</tr>
</tbody>
</table>

* Represent grant dollars awarded to Dr. Alemagno at the University of Akron ($2,949,935) and $246,936 awarded since arrival at Kent State University in January 2009.

**Faculty of the College of Public Health**

**Sonia A. Alemagno** joined Kent State after having spent the past 10 years at the University of Akron. Her most recent roles at the University of Akron were as director of the Institute for Health and Social Policy and chair of the Department of Public Administration and Urban Studies. Dr. Alemagno received the University of Akron Outstanding Researcher Award in 2005. Dr. Alemagno received a Ph.D. in Medical Sociology from Case Western Reserve University in 1990 and has focused her research on substance abuse and HIV/STD prevention, particularly examining public health services delivered within criminal justice settings such as prisons and detention centers. As principle investigator, she has been awarded more than $5 million in funded research ($2 million prior to 2002) from agencies that include the National Institute on Drug Abuse, the National Institute on Justice, the Centers for Disease Control and the Substance Abuse and Mental Health Services Administration.

**Madhav P. Bhatta** joined the faculty of Kent State University as part of the new College of Public Health in August 2009. In 2007, Dr. Bhatta received a Ph.D. in Epidemiology from the University of Alabama at Birmingham School of Public Health. In addition, he holds an M.P.H. in Epidemiology and International Health (1999). Dr. Bhatta has taught for the Department of Epidemiology at the University of Alabama at Birmingham (health without borders, infectious diseases surveillance and control, global perspectives—disease control and prevention), has had grant support of over $125,000, and has published almost a dozen articles and book chapters on topics in public health.

**Thomas W. Brewer** joined the Kent State University faculty in 2002 as part of the Department of Justice Studies. In 2004, he became a research fellow at the Institute for the Study and Prevention of Violence. Dr. Brewer received a Ph.D. in Criminal Justice from the University at Albany–SUNY in 2003. He is a nationally recognized expert in the decision-making patterns of capital juries. He has also studied the temporal and spatial patterns of gun violence and violent crime. Dr. Brewer also designed the Northern Ohio Violent Injury Surveillance System. He has been awarded, as principle or co-principle investigator, more than $950,000 in extramural funding for his research.

**Daniel J. Flannery** joined Kent State’s Department of Justice Studies in 1997 and became the director of the Institute for the Study and Prevention of Violence in 1998. He was named a University Distinguished Scholar in 2006. He received his Ph.D. in 1991 in clinical-child psychology from The Ohio State University. He is also a licensed clinical psychologist and associate professor of pediatrics at Case Western Reserve University and University Hospitals of Cleveland. He has co-edited two books on youth violence: Youth Violence: Prevention, Intervention and Social Policy (with C.R. Huff) for American Psychiatric Press (1999), and The Cambridge Handbook of Violent Behavior and Aggression (with A. Vazsonyi and I. Waldman) for Cambridge University Press (2007). He is also author of Violence and Mental Health in Everyday Life, published by Roman & Littlefield (2006). His primary areas of research are in youth violence prevention, the link between violence and mental health, and applied community-based research and evaluation. He has been awarded (PI/co-PI) more than $20 million in funded research from agencies that include the Centers for Disease Control and Prevention, the National Institutes of Health, the National Institutes of Justice, the U.S. Department of Education and the Substance Abuse and Mental Health Services Administration.
Robert G. Frank is the senior vice president for academic affairs and provost at Kent State University. He has a long history in administration, academic service and professional practice. A board-certified clinical psychologist, Dr. Frank previously was professor of clinical and health psychology and dean of the College of Public Health and Health Professions at University of Florida in Gainesville. Dr. Frank, who became dean at Florida in 1995, also directed the Florida Center for Medicaid and the Uninsured. Prior administrative and academic posts include service at the University of Missouri in Columbia, the National Academy of Sciences, the National Institute of Disability and Rehabilitation Research and the Missouri Department of Health. Dr. Frank holds undergraduate and graduate degrees from the University of New Mexico. Professional memberships include the American Psychological Association, of which he has been a Fellow. In 2003, he received a Distinguished Service Award from the Association.

Scott F. Grey joined the faculty of Kent State University as part of the new College of Public Health in July 2009. He is a doctoral candidate in the Department of Epidemiology and Biostatistics at Case Western Reserve University. In addition he holds an M.S. in Epidemiology and Biostatistics with a health policy specialization. For the past four years, Mr. Grey has been the statistician on a large Robert Wood Johnson grant (Zloboda, principle investigator). He has extensive technical skills, has taught several classes (statistical methods in public health, biostatistics and evidence-based medicine) and has published and presented extensively.

David L. Hussey joined the Department of Justice Studies at Kent State University in 1992. His Ph.D. was awarded in social welfare in 1992 from Case Western Reserve University. Dr. Hussey's research has focused on youth violence and victimization, and its intersection with behavioral health and evidence based practice. Dr. Hussey studies the correlates and impact of prevention and treatment programs, particularly those that target high-risk youth with multiple interacting comorbidities. Dr. Hussey's background as a clinician researcher and social worker has provided him an opportunity to develop strong relationships with over 50 different community agencies, and the major public child-serving systems (i.e., juvenile justice, child welfare, education, mental health, substance abuse) in Cuyahoga County and the state of Ohio. He has been the principal investigator on over $6 million in externally funded research.

Eric S. Jefferis received a Ph.D. from the University of Cincinnati’s Criminal Justice Division in 2004 and joined the Department of Justice Studies at Kent State University that same year. Dr. Jefferis is a social scientist who has extensive research experience in the areas of violence and violence prevention. In addition to his academic appointment at Kent State University, he is also a Research Fellow at the university’s Institute for the Study and Prevention of Violence. Dr. Jefferis has served as principle or co-principle investigator on funded research projects that total over $1.4 million. His teaching interests include research methodologies such as spatio-temporal analyses and evaluation research methods. Prior to joining Kent State University, Dr. Jefferis was a social science analyst at the National Institute of Justice, which is the research, evaluation and development arm of the U.S. Department of Justice.

Willie H. Oglesby joined the College of Public Health in October. He received a Ph.D. in Public Health from the University of South Carolina in 2008 and an MSPH in 2002. Prior to coming to Kent, Dr. Oglesby led research on the strategic planning practices of community-based health service organizations, the cost-effectiveness of school-based nursing programs, and policy studies assessing community/institutional capacity to reduce childhood obesity and adolescent STD/HIV risk behaviors.

R. Scott Olds joined Kent State University in 1988 in the Department of Health Education after completing a Doctorate of Health and Safety at Indiana University in 1987. His primary public health research interests include substance abuse prevention among adolescents and college students with an emphasis on alcohol and tobacco use. His work focuses on characterizing adolescent and college student tobacco and alcohol use and translating those findings into prevention programs. The role of normative beliefs and objective measures of alcohol use by college students in naturalistic settings have been the centerpiece of his current work. His substance use prevention research has been funded by the National Institutes of Health, the U.S. Department of Education, the Ohio Department of Health and the Ohio Department of Alcohol and Drug Addiction Services. He has 25 years of public health research and practitioner experience and is actively involved in community assessment and intervention work. He holds graduate degrees in health promotion and in library and information science from Pennsylvania State University, Indiana University and Kent State University. Dr. Olds has had over $1.6 million in research funding.
John Staley received a Ph.D. in Health Policy and Administration and Health Services Research in 2008 from the University of Carolina at Chapel Hill. He has over fifteen years of experience as a practitioner, workplace health researcher and instructor. His areas of interest include health and safety management and health services research. He has taught courses and workshops on occupational health, safety and injury reduction and completed a postdoctoral fellowship at the University of North Carolina at Chapel Hill Injury Prevention Research Center.

Maggie Stedman-Smith joined the faculty of Kent State University as part of the new College of Public Health in August 2009. She has a Ph.D. (2008) and an M.P.H. (2005) in environmental health from the University of Minnesota, School of Public Health. She also has an M.S. in public health nursing from the University of Minnesota, School of Nursing (2005) with over 10 years of clinical experience as a perinatal nurse, and has been the recipient of over $100,000 in grant-based academic funding. Dr. Stedman-Smith’s dissertation focused on mothers’ perceptions of children’s exposures to pesticides and other environmental health agents using a community-based participatory research (CBPR) methodology called Photovoice. She was a co-principle investigator on a CBPR study as part of a community health improvement process with the St. Croix County Department of Health and Human Services, Wisconsin Area Health Education Center, and Hudson Hospital Hudson, Wisconsin).

Tomas Tamulis joins the faculty as part of the new College of Public Health in January 2010. He received a Ph.D. in Public Health from the University of South Florida in 2005. He specializes in environmental health and environmental epidemiology and has worked in public health for the last 10 years, most recently as an assistant professor of epidemiology and environmental health at the University of Hawaii. He has had research funding from National Science Foundation and National Institute of Health, and has been the principal or co-principal investigator on seven research projects in the last eight years.

Christopher J. Woolverton joined the faculty in the Department of Biological Sciences at Kent State University in 1995. Dr. Woolverton received his doctorate in medical microbiology from West Virginia University College of Medicine in 1986, and completed postdoctoral training at the University of North Carolina at Chapel Hill. His research area is the detection and control of infectious disease agents; he has six patents in these areas, numerous publications and abstracts and has received over $3 million in research funding since 2004. His pedagogical research is focused on workforce development of laboratorians. He is the editor-in-chief of the Journal of Microbiology and Biology Education and serves as a reviewer for microbiology-related journals and funding agencies. Dr. Woolverton is co-author of two undergraduate textbooks on microbiology. He also serves as the director of Kent State University’s Center for Public Health Preparedness, overseeing curricular development and training in the areas of laboratory risk assessment, safety, and security. He teaches bioterrorism readiness using the center’s BSL-3 Training Laboratory, one of only two in the country. Dr. Woolverton has served on the City of Kent Board of Health since 2005.

Melissa Zullo joined the faculty of Kent State University as part of the new College of Public Health in August 2009. She has a Ph.D. (2009) in Epidemiology from Case Western Reserve University and an M.P.H. (2003) from Kent State University/NEOUCOM. Dr. Zullo has been involved in several grant-funded projects, has peer-reviewed articles, and presented at numerous conferences at both the national and regional level. Her dissertation work was on rehabilitation models for congestive heart failure.

For complete faculty vitas, see Appendix D.

An additional 10 full time tenure track faculty will be recruited before fall 2011. These faculty will be targeted recruitment in Biostatistics (4), Health Policy and Management (2), Epidemiology (3), Environmental Health (1).

2. Provide specific information on the number and qualifications of part-time faculty to be used in the proposed program.

See response above.
H. Facilities and Support Services

1. Describe facilities and equipment currently in existence at your institution that will be used for the proposed program.

Classroom and laboratory facilities for delivering the program already exist on the Kent campus. The initial college will require academic space and administrative offices for 25 faculty members, 11 administrative staff and 20 graduate students. Kent State has identified initial space sufficient to house the College in three existing buildings in relatively close proximity (Kent, Cartwright and The Michael Schwartz Center).

2. Explain how existing facilities and equipment for the proposed program will affect existing programs.

No negative impact is anticipated.

3. Describe additional facilities, facility modifications and equipment that will be required for use in the proposed program.

There are currently efforts underway to obtain funds to build a new building for the College of Public Health since public health education is considered to be one of the top priority areas for Kent State.

A statistics laboratory is planned prior to fall 2010 with the expense of approximately 20 computers and three printers for delivery of the biostatistics portion of the program.

There will be a need for basic science lab space to teach environmental health techniques and for undergrad research opportunities.

It is also understood that a complete infrastructure will need to be created for administrators, faculty, staff, and graduate students as they are recruited. These items include: office furniture, computers, copiers, telephones, and office supplies.

4. Indicate institutional plans for meeting any needs for additional facilities and/or support resources.

The Kent State University Board of Trustees has authorized President Lester A. Lefton to use one-time set-aside funds to support the hiring of faculty for the College of Public Health. $5 million in start-up funds is available. A proposal for a $500,000 building planning grant was submitted on January 16, 2009.

Funding of $3 million is being provided by the Kent State University President’s Initiative Fund with an additional $2 million pledged to cover additional start up costs. With this total of $5 million in start up funding, Kent State anticipates that resources will be sufficient, with the exception of resources required for a new building. Additional funding will be provided as necessary.

5. Describe the adequacy of the existing library to support the proposed program in terms of print and non-print materials, equipment and personnel. If there are library standards used by professional societies and/or accrediting agencies that will evaluate the program, compare these to existing library resources.

Library facilities, collections and staff are adequate to serve the proposed graduate programs. The library provides an online catalog and other web-based services such as online tutorials, subject guides and electronic reserves, as well as online document request and delivery. Additionally, the Kent State Library is a member of the OhioLINK consortium, which grants online borrowing access to 47 million books and other library materials from the OhioLINK central catalog. Library staff members provide personalized research services to assist students in locating information resources for papers and projects, searching databases and retrieving and evaluating information.

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22 Information on Kent State library resources provided by Kay Downey, collection management librarian, University Libraries, Kent State University, March 2009
Because of the multidisciplinary nature of public health and because many of the proposed courses are already being offered at Kent State, the library collection as it exists adequately supports the curriculum for the M.P.H and Ph.D. The library’s approval plan for book acquisitions includes the pertinent subject areas and collecting levels. Comparative subject analysis of book acquisitions also shows that Kent State purchasing keeps pace with peer institutions with similar programs.

For areas where Kent State may have fewer local resources, online research databases, inter-library loan and document delivery can provide adequate support.

Kent State journal counts for subject-specific public health journal titles meet or exceed those in other library collections that support accredited public health programs. The overall university journal collection includes more than 13,000 journal titles. The library provides access to local print and electronic subscriptions, full text journal articles through the JSTOR archive, OhioLINK’s Electronic Journal Center, open-source journals and a host of other full-text databases and indexing resources. The list below demonstrates that Kent State’s library database resources, electronic book and journal collections for public health studies are all well established.
RESEARCH DATABASES
Ageline (1978–)
Alt-Healthwatch
America: History and Life (1960–)
Biological Abstracts (1980–)
CINAHL Plus with Full-Text (1937–)
Cochrane Central Register of Controlled Trials
Cochrane Database of Systematic Reviews
Cochrane Library
Consumer Health Complete Doody's Core Titles
DSM-IV-TR Plus
Dissertation Abstracts
EBSCOhost Online Research Database
Environment Complete
ETOH Database
GreenFILE
Health and Psychosocial Instruments (1985–)
Health Source (nursing/academic edition)
Health Services and Sciences Research Resources
Human Nutrition Online (1990–)
ISI Citation Indexes
Images.MD
MedicLatina (1950–)
MEDLINE – Complete (1950–)
Oxford Reference Online – Medicine
PsycCritiques (2005–)
PsycINFO – File (1967–)
PsycINFO – Historical File (1887–1966)
Psychology and Behavioral Sciences Collection
Science Citation Index Expanded (1980–)
Science Online
SocINDEX
Social Sciences Citation Index (1980–)

ELECTRONIC BOOKS
Annual Reviews
Contains critical reviews of significant primary literature in the areas of biology, biomedicine, chemistry, physics, sociology, and related disciplines. Published yearly, this is the online, full-text version of the printed Annual Review of series. (1986–)
A collection of over 1,200 current, electronic books in nursing from a variety of publishers
Electronic Book Center (OhioLINK): contains thousands of scholarly and reference e-books in the humanities, sciences, and social sciences.
NCBI Bookshelf
The National Center for Biotechnology Information: provides biomedical books adapted for the Internet. These are searchable and also linked through PubMed.

OHIOLINK SUMMARY CONTENT
47.6 million books
8 million electronic journal articles
12,000 electronic journals
140 electronic research databases
40,000 e-books
thousands of image, video and sound files
17,500 theses and dissertations from Ohio students

JOURNAL COUNTS
Public Health
Adolescent and Adult Public Health (2)
Aged Public Health (3)
Communicable Diseases (30)
Emergency Medical Services (8)
Environmental Health (20)
Epidemiology and Epidemics (22)
Ethnic Minorities and Public Health (6)
Foodborne Diseases (3)
Gender Specific Public Health (37)
Government Health Agencies, U.S. (11)
Home Health Care Services (6)
Hospitals and Medical Centers (115)
Legal and Forensic Medicine (26)
Long-Term Care Facilities (7)
Medical Care Plans (10)
Medical Economics (29)
Medical Geography (1)
Medical Statistics (20)
Mental Illness Prevention (30)
Public Health – General (269)
Regulation of Health Care (5)
Social Medicine (24)
Toxicology and Public Health (41)
Transmission of Disease (7)
World Health (36)

Environmental Sciences (255)

Psychiatry
Clinical Psychology (28)
Psychiatric Disorders, Individual (51)
Psychiatry – General (62)
Psychoanalysis (11)
Psychopharmacotherapy (1)
Psychosomatic Medicine (6)
Psychotherapy (70)
Sexual Problems (6)
Substance Abuse Disorders (30)

Social Welfare and Social Work
Child and Youth Development (117)
Criminology, Penology and Juvenile Delinquency (197)
Disabilities (68)
Family Violence (5)
Gerontology (54)
Social Welfare and Social Work – General (216)
Substance Abuse (59)

Sociology and Social History
Communities – General (2)
Communities – Rural Groups (5)
Communities – Social Classes (4)
Communities – Urban Groups (61)
Family and Marriage (118)
Social Change (209)
Social Conditions (100)
Societies and Clubs (5)

Statistics – General (139)
Biometry (14)
FINANCIAL STATEMENT FOR NEW DEGREE PROPOSAL

Institution: Kent State University

Proposed Program: Master of Public Health (M.P.H) Date: 9/11/2009

Contact Person for Financial Analysis: Timothy Martin

Phone: ________________

IMPACT ON STATE EXPENDITURES

The impact of new academic program approvals on state expenditures occurs in two ways, one of which reasonably can be quantified at the moment of approval and the other of which can develop only over a longer period of time. Since state subsidies to colleges and universities are based on enrollment-driven formulas and institutions must operate all programs within the resulting dollars, no impact of a new program approval occurs in the current fiscal year unless enrollments will thereby stand at a higher level than otherwise anticipated. In the ensuing biennium, such newly generated enrollment presumably will continue to cause higher state subsidy payments, although the rate of such state support is unknown at the time of approval. For this program, the impact of newly generated enrollment is reported below:

Number of New FTE Enrollments Anticipated

Academic
Year 1: __ 0
Year 2: ___44
Year 3: __109
Year 4: __160

Increased State Subsidy Payments Anticipated

Academic
Year 1: $__0
Year 2: $__0
Year 3: __135,024
Year 4: __474,912

The second way in which new programs impact future state expenditure is through the influence that actual institutional expenditures have on support formulas established for ensuing fiscal periods. Inasmuch as the costs of a particular program can affect state formulas through influencing system-wide cost averages only, it is virtually impossible to calculate the impact and report such impact at the time of individual program approval.

IMPACT ON INSTITUTIONAL INCOME AND EXPENDITURES

The impact of new programs on institutional income and expenditures ranges from very substantial in the case of a wholly new curricular, administrative and support structure designed to serve a newly recruited body of students, to virtually none in the case of the simple rearrangement of existing courses to give a new study option to students already enrolled. The income generated by the second type of program may be zero and the expenditures very minimal or virtually nil. The estimates reported below are those of the proposing institution and are intended to be net increases only over currently existing income and expenditure bases.
**Increases in Net Income**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Subsidy</td>
<td>$0</td>
<td>$0</td>
<td>$135,024</td>
<td>$474,912</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$0</td>
<td>$332,024</td>
<td>$846,494</td>
<td>$1,282,882</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>$707,900</td>
<td>$855,965</td>
<td>$1,023,238</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$1,039,924</td>
<td>$1,837,483</td>
<td>$2,781,031</td>
</tr>
</tbody>
</table>

**Increases in Net Expenditures:**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Faculty</td>
<td>$963,701</td>
<td>$1,342,758</td>
<td>$1,729,655</td>
<td>$1,847,065</td>
</tr>
<tr>
<td>Costs</td>
<td>$313,203</td>
<td>$436,396</td>
<td>$562,138</td>
<td>$600,296</td>
</tr>
<tr>
<td>Administrative</td>
<td>$196,500</td>
<td>$445,886</td>
<td>$459,263</td>
<td>$473,042</td>
</tr>
<tr>
<td>Costs</td>
<td>$63,863</td>
<td>$144,913</td>
<td>$149,260</td>
<td>$153,739</td>
</tr>
<tr>
<td>Support Costs</td>
<td>$204,605</td>
<td>$274,994</td>
<td>$316,013</td>
<td>$225,397</td>
</tr>
<tr>
<td>Total</td>
<td>$1,741,872</td>
<td>$2,644,947</td>
<td>$3,216,329</td>
<td>$3,299,538</td>
</tr>
</tbody>
</table>

**Brief Description of Income and Expenditure Increases:**

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

**Academic Year of Program Initiation:** 2010

Filed: ____________________________________________________

Filed with: ________________________________________________

Date: ______________________________________________________

1. Indicate the adequacy of expected subsidy and other income to meet these needs.

   The University has carefully assessed the costs of establishing the program in Public Health. We have budgeted to have more than the number of faculty required to staff the college at our full component of students. We estimate the college will have an annual run rate of more than $6 million at that point. The University has encumbered adequate funds to cover the start up period until the college demonstrates self sufficiency.

2. Discuss briefly the internal reallocations of resources that will occur, of other sources of funding to be used to support the remaining resource requirements of this program. Be specific in terms of faculty reallocations.

   Resources have been drawn from several sources. Space for the program has been created by relocating programs in the target facility. Resources to fund the program came from the President’s Initiative Fund. Eight faculty with public health expertise, including the provost, were moved to the new college. Additional faculty will be hired. A dean search is also currently in progress. We will also conduct a search for two senior division leaders.
June 16, 2009

Dr. Robert G. Frank  
Senior Vice President for Academic Affairs and Provost  
Interim Dean, College of Public Health  
Kent State University

Dear Dr. Frank,

I am writing to endorse the proposed bachelor of science degree in public health in the soon-to-be-constituted College of Public Health at Kent State University. I write on behalf of the Educated Citizen and Public Health, an initiative that the Association of American Colleges & Universities (AAC&U) first joined and has now stepped forward to lead.

Together with partner organizations, AAC&U has taken with utmost seriousness a call by the Institute of Medicine of the National Academies—a call for an educated citizenry. In 2003, the IOM made the case that all undergraduates should have access to education in public health. This is a call for an educated citizenry capable of responding to the world’s escalating health challenges. We firmly believe that an investment in undergraduate public health study is an investment in human health and in healthcare. Addressing the needs of future citizens, we also expect to increase by substantial numbers the flow of students into healthcare professions. An abundance of anecdotal evidence and the survey data we have compiled to date tells us that this is the moment to act. Interest in public health is running high, by all indications, among faculty and students.

The Educated Citizen and Public Health intends to foster curricular and co-curricular program development for undergraduates across all institutional types, bringing integrative study of public health to all 2-year and 4-year undergraduate institutions. The project promotes interdisciplinary and inter-professional collaboration, and links to initiatives that address human health and environmental sustainability. We have drawn on generous help extended by graduate programs in public health and health professions education, including nursing. As the initiative matures, we find evidence, once again, that member campuses are moving ahead of us, pushing their thinking and actions in new directions as they build programs.
The extent of this inter-professional support signals the urgency of the work. We know that the healthcare workforce of the future must be educated today. Shortages loom in many health fields. Public health itself has a near-term need of 250,000 government positions, according to the Association of Schools of Public Health. The nursing shortage now and ahead is staggering. Even in the midst of the severe recession, healthcare jobs of many types are going unfilled.

Baseline research conducted by AAC&U, with support from ASPH, has likewise lent strength to our work. We first completed a catalog scan. The two organizations also commissioned Hart Research Associates to conduct focus groups of university deans and professors and then used focus group results to create a survey. A report on the study will appear in the summer 2009 issue of AAC&U’s Peer Review, an issue dedicated to integrative public health education. I have briefly summarized some findings below.

The catalog scan tells us that about 16% of undergraduate institutions now offer a major, a minor, or a concentration in public health. The snapshot numbers are certain to increase as institutions participating in the project formally launch programs currently under development. In addition, survey findings (described below) indicate that many institutions not offering undergraduate public health programs plan to do so in the future. Moreover, it is important to note that for the catalog scan we did not systematically search for individual public health courses offered to undergraduates at institutions that do not offer majors, minors, or concentrations in public health. Epidemiology or global health courses, for example, may be offered through many sociology or global studies departments, but they were not counted in this scan unless they were bundled into a public health-related major, minor, or concentration. It is likely that some institutions offering such individual courses will expand on those offerings, leading to future undergraduate programs in public health.

In the second phase of data collection, AAC&U and ASPH collaborated to convene focus groups, which assisted in the design of a research survey sent to all AAC&U member chief academic officers in January 2009. The goal of the survey was to provide insight into the institutional and curricular variability of undergraduate public health programs and to provide baseline data from which to measure growth over time. Among findings: 35% of respondents said that their institutional common set of learning goals or outcomes address health. 22% specified health courses among general education requirements. 34% said that public health or a related field such as community health is offered as a major to undergraduates. To flesh out these initial findings, we analyzed program descriptions to examine the content and structure of the offerings. This review confirmed what we had already learned anecdotally from workshop participants, namely that undergraduate programs and courses vary substantially across many parameters, including the host department or school and the required and elective curricula. The survey results, together with the catalog scan, program analysis, focus groups, and
information from workshop participants, present a picture of the approaches and challenges to developing undergraduate public health programs and curricula. We see clear evidence of growth in interest and activity. We also see opportunities for leadership among the relatively few schools and programs in public health.

The work of public health has but one goal: to diminish human suffering. A pragmatic field of inquiry and endeavor, public health organizes ideas and ideals about human health and wellbeing through action for the world. We are pleased to learn that Kent State University has made such a significant commitment to public health education through the new college and degree programs. This is an institutional act of citizenship and a critically important move into emerging leadership among public health schools and programs.

Respectfully yours,

[Signature]

Senior Director, Liberal Education and America’s Promise

LEAP States Initiative
The LEAP Compass Project
The Educated Citizen and Public Health
Association of American Colleges and Universities

The Educated Citizen and Public Health initiative has been made possible in part by support from the Josiah C. Macy, Jr., Foundation, the Council of Colleges of Arts and Sciences (CCAS), the Centers for Disease Control and Prevention (CDC), the Association of Schools of Public Health (ASPH), the Association for Prevention Teaching and Research (APTR). The American Public Health Association (APHA) has participated and has urged its field affiliates to support the effort.
City of Ravenna

November 10, 2008

Evelyn S. Goldsmith, Ph.D.
Assistant Provost
Office of the Provost
P.O. Box 5190
Kent, OH 44242-0001

RE: COLLEGE OF PUBLIC HEALTH

Dear Dr. Goldsmith:

This is a follow-up to the breakfast meeting at KSU on November 7, 2008. I appreciated having the opportunity to hear the vision of Dr. Pathak and the academic staff at KSU regarding the goal of establishing a College of Public Health.

The charges and demands placed upon the public health system have simply exploded in the last few years. The threat of bioterrorism, pandemic flu, natural disaster planning and increased inspections i.e. Jarrod’s Law have all been thrust upon our public health departments. Even enforcement of the recent statewide smoking ban has been laid at the feet of local health departments.

The increased demands have certainly stretched local communities’ ability to do their jobs. I am extremely proud of the City’s Health Department and how Health Commissioner Blasiman and her staff take care of the citizens here in Ravenna.

However, I certainly support the concept of establishing a College of Public Health at KSU. The resources which could be brought together have the potential to significantly expand upon public health services to the entire region.

Obviously, as Dr. Pathak noted, “the devil’s in the details,” but the idea of a collaborative effort seems to me a significant opportunity to increase efficiencies as well as services to the public.

If you have any questions, please do not hesitate to call me.

Sincerely,

Kevin T. Poland
Mayor

Cc: Lynette Blasiman
Ravenna City Council

(330) 296-3864
(330) 296-3865
Fax: (330) 297-2164
November 10, 2008

Dr. Gregg L. Andrews
Dean
Kent State University – Tuscarawas
330 University Dr. N.E.
New Philadelphia, OH 44663-9403

Dear Dean Andrews,

Thank you for inviting me to the informational meeting regarding Kent State University’s intention to establish a College of Public Health. The Coshocton County Health Department (CCHD) is fully supportive of this effort.

The field of Public Health is facing a dire shortage of workers in the coming years so the opportunity to recruit locally trained workers in the field is exciting. A practice-based curriculum including partnerships with local public health departments will provide a well-rounded education for students. To that end, CCHD will assist in any way possible by providing internship opportunities, provide guest speakers for classes, and if qualified could possibly provide adjunct faculty for the Tuscarawas campus. Additionally, with the Tuscarawas campus within an hour of CCHD, the opportunity for our current staff to further their careers with continuing education opportunities is appealing.

The Appalachian region of Ohio faces numerous public health issues including obesity, cancer, smoking, and diabetes. The need for public health to address these issues in the future will only increase, and training local youth who are aware of the challenges this region faces can be beneficial and could keep them from leaving Ohio for jobs.

Good luck with this effort to establish a College of Public Health and be assured that CCHD will be an ardent supporter. Feel free to contact me at any time.

Sincerely,

Robert R. Brems, Jr., MPH
Health Commissioner
November 6, 2008

Dr. Gregory Andrews, Dean
Kent State University, Tuscarawas
330 University Dr. NE
New Philadelphia, OH 44663

Dear Dr. Andrews:

Thank you for the opportunity to attend the meeting yesterday to discuss the possibility of a school of public health in the academic health department model. I believe that this concept poses a unique opportunity for Northeast Ohio in general and for public health specifically. It is a logical solution to many problems we are currently facing as a state and region, as well as in the field of public health.

The most pressing need that this program could address is the crisis that public health is facing in regards to a shrinking workforce. An article in the *Journal of Public Health Management and Practice* in 2003 noted that in 20 years, from 1980 to 2000, the public health workforce went from 220 per 100,000 Americans to 158 per 100,000 Americans. The American Public Health Association estimates that the average age of public health workers two years ago was 46.6. At that time it was estimated that about 50% of state public health workers were eligible for retirement. Multiple articles in multiple journals have called attention to the critical lack of public health workers. This comes at a time when public health is being asked to do more to protect the environment, prepare for bioterrorism, and provide mass vaccination and mass care in the event of a large scale event.

Given the relatively small number of accredited schools of public health in the United States, local and state public agencies often employ staff that were not trained in public health. We spend time and money preparing them for their roles. A local program would certainly allow us the opportunity to send staff for training and continuing education.

Rural local health departments such as ours in Holmes County has some difficulty in attracting individuals trained in public health. There are more attractive opportunities in urban areas or in other states. If we are able to train local youth locally, I believe we will have a better opportunity to attract them back to Holmes County.
This program would also provide an opportunity for small local health districts such as ours in Holmes County to meet Essential Public Health Service number 10 which is Research. Rural health districts have some difficulty at times finding ways to collaborate with academic centers. We have often made those links through schools of nursing, but the relationships have not always met our needs. A model such as this could potentially allow us to investigate local situations while assisting in the academic advancement of bright young people. This opportunity is quite exciting.

Finally, on a personal note, I believe that this opportunity might allow me the chance to once again teach. I received my MPH from the University of North Carolina in Epidemiology. After my residency in Family Medicine in Denver Colorado, I stayed on as faculty and enjoyed teaching the residents. I miss the opportunity to teach.

I support this endeavor and look forward to further conversations. I realize that this will take considerable planning and effort. I do not doubt that it will be hard work. I am encouraged by the proposal and feel that in this economy, this is the type of idea we need to keep Ohio healthy, safe, and strong.

Sincerely,

D. J. McFadden, MD MPH
Holmes County Health Commissioner
January 15, 2009

Dr. Evelyn S. Goldsmith
Assistant Provost, Research and Graduate Studies
124 Cartwright Hall
P.O. Box 5190
Kent, Ohio 44242-0001

Dear Dr. Goldsmith,

I want to thank you and Dr. Pathak for taking the time to meet with Mayor Fender and I to outline your aspirations for a new College of Public Health at Kent State University. This is an exciting opportunity for Kent State to lay the foundation for what I hope can become a world class integrated public health system serving the greater Kent community.

As a city with pockets of elderly and at-risk populations Kent is a community in need of greater public health awareness, prevention and medical services. I am proud of our work with Robinson Memorial Hospital and the other doctor and hospital networks to build a cluster of medical based businesses in Kent and I see the enormous potential that the new college could add to accelerate and magnify those efforts in our community.

At a time of fiscal challenges it is a credit to the leadership at Kent State to be seeking to be part of the solution by investing in an opportunity that I believe would put the University and the community in a position to emerge from the downturn in the economy by building the local capacity to create and fill jobs through the kinds of training and experience-based learning options available through the new college.

Good luck in pursuing this opportunity and if there is anything the City of Kent can do to facilitate your efforts please don’t hesitate to ask.

Sincerely,

[Signature]

Dave Ruller
City Manager
Kent Ohio

Cc: Kent City Council
January 5, 2009

Evelyn S. Goldsmith  
Assistant Provost and Interim Dean of Graduate Studies  
124 Cartwright Hall  
P.O. Box 5190  
Kent, Ohio 44242-0001

Dear Dr. Goldsmith:
Thank you for the Thank You Card. It was interesting to learn about your project. With the ever escalating cost of health care establishing a public health school that brings care to the people is a novel idea in our part of the Country. Our area of interest is the water and wastewater fields. These areas are controlled and monitored by the Ohio EPA and the Ohio Department of Health. Their involvement is somewhat remote, usually through reports, rules, regulations, and occasional visit. When it happens it is often regulatory, and punitive rather than preventative, which is why your idea is important. If knowledge of the water and wastewater business becomes wide spread it could usher an era of personal responsibility that would enhance the overall condition of our water and wastewater and by extension the health of the public. For the above please count me as a supporter of this effort. If I could be of further assistance do not hesitate to contact me.

Gus Saikaly
November 7, 2008

Dr. Evelyn Goldsmith  
Assistant Provost  
Kent State University, Office of the Provost  
P.O. Box 5190  
Kent, OH 44242-0001  

Dear Dr. Goldsmith:  

Thank you for the chance to meet with the Kent State University leadership today and share your vision of a College of Public Health at Kent State University. This is an exciting and ambitious project that is much needed in northeast Ohio. As the current public health workforce ages, we in local public health departments are challenged to find qualified public health workers with adequate training in public health. This program would help us to develop these qualified workers in our own back yard.  

One of the key functions of a functional local health department is to form linkages with academia to identify and advance public health best practices. The formation of a formal relationship as an academic local public health department with a public university would greatly help the mission of local public health of assuring that healthy people can live in healthy communities.  

I applaud your vision and encourage you to press forward in the development of a College of Public Health. I look forward to working with you to advance this goal in the greater Canton community. Please let me know how I can help in this important endeavour.

Sincerely yours,  

[Signature]

James M. Adams, RS, MPH  
Health Commissioner
November 7, 2008

Kent State University
Office of the President and Senior Vice-President for Academic Affairs
Dean Andrews, Tuscarawas Regional Campus

Dear Sirs:

This letter is written to provide enthusiastic support for the development of Kent State University’s College of Public Health. Everyone in the Kent State University community and its residents will benefit from educational support of this program. Our residential areas will experience integration of service that has not been witnessed to date. Ultimately service and delivery of care can only benefit.

My sincere support for development is yours.

James G. Hubert, D.O., M.S.
Tuscarawas County Coroner
Tuscarawas County Health Commissioner
December 8, 2008

Evelyn S. Goldsmith  
Assistant Provost & Interim Dean of Graduate Studies  
Kent State University  
PO Box 5190  
Kent, OH 44242

Dear Ms. Goldsmith:

I was very excited to hear about KSU’s plans for a College of Public Health. I have worked as a social worker in Geauga County for the past 12 years and have first-hand knowledge of many unmet needs of our communities, and often the difficulty of our agencies in meeting those needs.

Issues range from the needs of newborns in single parent homes, to obesity issues, and many concerns regarding the elderly that are often exacerbated by our lack of public transportation in this county.

Further, for whatever reason, small size or average family income, Geauga County is often overlooked by funders and service providers alike, assuming there is no need for services.

I see the KSU’s collaborative approach to developing this college, considering the needs of each regional campus in the design, as a phenomenal opportunity for our community. Not only will a college of Public Health put more trained professionals into our communities, but it will offer quality continuing education and training to those of us working in field now. It will also offer us the opportunity to better evaluate the needs of Geauga County residents which is always needed.

If there is anything I can do to assist in this process please contact me.

Sincerely,

Karen Lackey MSSA, LISW  
Director, Geauga Teen Pregnancy Prevention
New Philadelphia City Health District
John Knisely Municipal Centre
150 East High Avenue, Suite 011
New Philadelphia, Ohio 44663
330/364-4491 x208  330/364-8830 fax

November 20, 2008

Dr. Gregg L. Andrews, Dean
Kent State University Tuscarawas
330 University Dr. NE
New Philadelphia, Ohio 44663—9403

Dear Dr. Andrews:

The New Philadelphia City Health District and the New Philadelphia City Board of Health is in support of Kent State University and its branches to establish a School of Public Health. Students completing studies in Public Health at a local branch would benefit by eliminating travel time and increased costs incurred attending other established programs at learning institutions outside the area.

The Kent State University proposal of a School of Public Health was presented to the New Philadelphia City Board of Health at the December 19, 2008 meeting. The New Philadelphia City Board of Health District members agreed to send a letter of support for Kent State University’s proposal.

Sincerely,

Joan F. Robis, BS, RS, RN
Health Commissioner

cc: Board of Health Members
    File

- We are an equal opportunity employer -
November 14, 2008

Dr. Evelyn S. Goldsmith  
Assistant Provost & Interim Dean  
of Graduate Studies  
Research and Graduate Studies  
124 Cartwright Hall  
P.O. Box 5190  
Kent, OH  44242-0001

Dear Dr. Goldsmith:

Thank you for the invitation to last week’s presentation regarding the development of a School of Public Health at KSU.

At the Portage County Health Department, we have long recognized the need to strengthen the struggling public health system in our region and the state. A School of Public Health with affiliated academic health departments would surely help to further this goal. Such an institution would allow us to greatly expand the partnership between practicing public health professionals and our academic colleagues.

I believe this would enhance the state’s public health workforce and the health of our communities in Portage County and beyond.

Sincerely,

DuWayne Porter, M.P.H., R.S.  
Health Commissioner  
Portage County Combined General Health District

DP:df
Townhall II

November, 10, 2008

Dr. Evelyn S. Goldsmith
Assistant Provost,
Kent State University
P.O. Box 5190
Kent, OH 44242

Dear Dr. Goldsmith,

I was very impressed by Dr. Pathcks's presentation on the proposed College of Public Health and an Academic Health Department. The impact on our community and region would be invaluable.

As you know, Townhall II has been serving Portage County for more than 38 years both as a Free Medical Clinic and as a Behavioral Health provider. Kent State University has been a support to our agency by providing countless volunteers as well as interns during those years and we look forward to continuing our collaboration.

Townhall II would like to support your proposed creation of a College of Public Health as well as collaborate in an effort to create an Academic Health Department. Please feel free to call upon us.

Sincerely,

Sue E. Whitehurst

Sue E. Whitehurst, BA of Ed, O.C.P.S. II
Executive Director
Townhall II

SEW: bf
January 7, 2009

Chancellor Eric D. Fingerhut
Ohio Board of Regents
30 East Broad St #36
Columbus, OH 43215

Dear Chancellor Fingerhut,

University Hospitals wishes to extend its support for the proposed College of Public Health at Kent State University. We are excited and optimistic about this proposal.

By 2012, the Association for Schools of Public Health (ASPH) estimates that 23% of the public health workforce will retire. By 2020, ASPH estimates that Ohio will follow the nationwide trend; Ohio will need 10,000 more public health workers. The general population is generally unaware of the issues involved in public health, leaving a void that a diverse team of public health practitioners, academic researchers, students, health care systems, and government agencies could collaborate to improve.

The main intention of a proposed College of Public Health at Kent State University is to assist in developing a collaborative public health system in Portage and other counties that are in Eastern Ohio by bringing them together. The idea of an academic public health department where public health administrative and clinical staff works side-by-side with academics and students affords us a groundbreaking opportunity in Ohio.

The shortage of public health workers in Ohio could be addressed by the addition of this unique concept.

We wish you continued success as you educate others to the critical need for more public health training and educational opportunities in our great State of Ohio. Please feel free to contact me at your convenience.

Sincerely,

Thomas F. Zenty III

cc: Patrick Mullin, Chair of the Board, Deloitte & Touche
Lester A. Lefton, President, Kent State University

Received
JAN 1 3 2009
President's Office
To Whom It May Concern:

The County Commissioners of Tuscarawas County offer our support of a College of Public Health at Kent State University – Tuscarawas Campus. There is a need for workers that are specifically trained in public health that will assist in the public health delivery system.

We are striving to secure opportunities for the youth to stay in Ohio, specifically Tuscarawas County. This training and continuing education in disease prevention and health promotion, will provide career opportunities of stability for those interested in the health field.

It is vital to have collaboration between the university and the community to progress forward for the benefit of the residents of Ohio.

Thank you for your consideration in this worthwhile effort.

Sincerely,

Kerry Metzger
Chris Abbuhl
Review of Program Development Plan
for a Master of Public Health Degree
at Kent State University
August 10, 2009

Overall Assessment
The Program Development Plan for a Master of Public Health (MPH) Degree at Kent State University is consistent with the requirements of the Council on Education for Public Health (CEPH), the Department of Education accrediting body for schools of public health, and reflects an appropriate response to the need/demand for trained public health practitioners in Ohio. In addition, the plan demonstrates a thoughtful design process and a strong plan for future development.

Specific comments
Accreditation Criteria
To be accredited as a school of public health by CEPH, schools must meet 27 specific criteria that cover 1) the mission, independence and organization of the school, 2) instructional programs, 3) creation, application, and advancement of knowledge, and 4) faculty, staff and students. Kent State’s plan for program development addresses each of these major categories.

- By establishing a college of public health with all of the rights, privileges, and responsibilities of other colleges at Kent State, and providing adequate human and financial resources, the first set of criteria will be addressed.
- The MPH curriculum described in the plan is consistent with requirements for MPH degrees and, notably, includes three more credits of critical foundation courses than most accredited MPH degrees in the nation.
- The faculty already identified for the new college have substantial funded research programs and, for many of them, long-standing research agendas that suggest continuing funding in the future.
- With regard to faculty size and qualifications, CEPH requires 3 full-time faculty members and another 2 full-time equivalent faculty members for each specialization. Kent State’s plan is to meet this criterion by fall 2010 when the first cohort of MPH students is admitted.
- A particular issue for schools of public health is student diversity. The plan identifies several viable approaches to assuring a diverse group of students. In addition, students who are attracted to careers in public health tend to come from underrepresented minority groups.
- Staffing for proposed college, as shown in the organizational structure on page 5 appears appropriate for the initial stage of the college.

Need/Demand for Public Health Practitioners
The plan presents compelling national, state, and local data to support the contention that the MPH degree with five concentrations is needed at Kent State University to prepare practitioners for Ohio positions in public health. In relation to its size and population density, Ohio does not appear to have sufficient educational programs in public health to replace retiring workers and meet the public health challenges of the 21st century. The program proposed by Kent State will focus on several populations who currently do not have access to public health education within the northeast Ohio region, including undergraduate students, PhD students, and full-time, on campus, MPH students.
**Process of Development and Plans for Future Steps**

The Program Development Plan has been developed carefully, with attention to critical elements that must be taken into account when introducing such a large and significant change.

- Involvement of all public health faculty in a steering committee promotes maximum shared governance and the opportunity to create a unique college;
- Providing faculty buy-out time to develop new courses in 2009-2010 assures that all curriculum requirements will be in place when students arrive in fall 2010;
- Kent State’s active involvement in the Academic Quality Improvement Project provides a series of checks and balances designed to promote high quality and innovative curricula.

Plans for the future are responsive to current calls for closer relationships between academic public health and public health practice, including collaborative research and co-location of facilities. These steps will also bring public health faculty in close contact with faculty and practitioners in other disciplines, thus fostering the type of interdisciplinary research, teaching, and practice activity recommended by the Institute of Medicine.

Mary Peoples-Sheps, DrPH  
Senior Associate Dean for Public Health  
College of Public Health and Health Professions  
University of Florida  
PO Box 100182  
Gainesville, FL 32610-0182  
352-273-6084 (Voice)  
352-273-6199 (Fax)
Review of Program Development Plan
for a Doctor of Philosophy in Public Health
at Kent State University
August 10, 2009

Overall Assessment
The Program Development Plan for a Doctor of Philosophy (PhD) Degree at Kent State University is consistent with the requirements of the Council on Education for Public Health (CEPH), the Department of Education accrediting body for schools of public health, and reflects an appropriate response to the need/demand for public health researchers and academics in Ohio and nationally. In addition, the proposal demonstrates a thoughtful design process and a strong plan for future development.

Specific comments

Accreditation Criteria
To be accredited as a school of public health by CEPH, schools must meet 27 specific criteria that cover 1) the mission, independence and organization of the school, 2) instructional programs, 3) creation, application, and advancement of knowledge, and 4) faculty, staff and students. Kent State’s plan for program development addresses each of these major categories.

- By establishing a college of public health with all of the rights, privileges, and responsibilities of other colleges at Kent State, and providing adequate human and financial resources, the first set of criteria will be addressed.
- The PhD curricula described in the plan are consistent with requirements for PhD degrees in Public Health.
- The three specializations, public health prevention science, public health policy and management, and epidemiology are the three public health disciplines in greatest demand nationwide.
- The faculty already identified for the new college have substantial funded research programs and, for many of them, long-standing research agendas that suggest continuing funding in the future.
- With regard to faculty size and qualifications, CEPH requires 5 full-time faculty members for each PhD specialization. Kent State’s plan is to meet this criterion by fall 2010 when the first cohort of students is admitted.
- The plan identifies several viable approaches to assuring a diverse group of students. In addition, it is worth noting that students who are attracted to careers in public health tend to come from underrepresented minority groups.

Need/Demand for Public Health Academics and Researchers
The plan identifies national data to support development of this new PhD in Public Health with three specializations. The job market for PhD graduates tends to be national, rather than regional or state-level, since most positions are in geographically disparate academic institutions, research firms, or research units in private enterprises. The projected need/demand for public health practitioners is paralleled by a need for qualified individuals to teach them. Moreover, health threats from emerging pathogens, continuing challenges of access and quality of healthcare, pervasive health disparities, and our growing understanding of the relationship between behavior and health suggest that public health research in the three PhD specializations proposed by Kent State will persist.
Process of Development and Plans for Future Steps
The Program Development Plan has been developed carefully, with attention to critical elements that must be taken into account when introducing such a large and significant change.

- Involvement of all public health faculty in a steering committee promotes maximum shared governance and the opportunity to create a unique college;
- Providing faculty buy-out time to develop new courses in 2009-2010 assures that all curriculum requirements will be in place when students arrive in fall 2010;
- Kent State’s active involvement in the Academic Quality Improvement Project provides a series of checks and balances designed to promote high quality and innovative curricula.

Plans for the future are responsive to current calls for closer relationships between academic public health and public health practice, including collaborative research and co-location of facilities. These steps will also bring public health faculty in close contact with faculty and practitioners in other disciplines, thus fostering the type of interdisciplinary research, teaching, and practice activity recommended by the Institute of Medicine.

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Senior Associate Dean for Public Health
College of Public Health and Health Professions
University of Florida
PO Box 100182
Gainesville, FL 32610-0182
352-273-6084 (Voice)
352-273-6199 (Fax)
Appendix D
Faculty Curriculum Vitae

Sonia A. Alegmagno .................................. Page 55
Madhav P. Bhatta .................................. Page 69
Thomas W. Brewer .................................. Page 76
Daniel J. Flannery .................................. Page 84
Robert G. Frank .................................. Page 107
Scott F. Grey .................................. Page 126
David L. Hussey .................................. Page 130
Eric Jefferis .................................. Page 145
Willie H. Oglesby .................................. Page 159
R. Scott Olds .................................. Page 169
John A. Staley III .................................. Page 199
Maggie Stedman-Smith .................................. Page 206
Tomas Tamulis .................................. Page 214
Christopher J. Woolverton .................................. Page 224
Melissa D. Zullo .................................. Page 280
Sonia A. Alemagno, Ph.D.

<table>
<thead>
<tr>
<th>Education</th>
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<td>1991</td>
<td>Ph.D.</td>
<td>Case Western Reserve University</td>
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<td>1984</td>
<td>M.A.</td>
<td>Kent State University</td>
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<td>1983</td>
<td>B.A.</td>
<td>John Carroll University, summa cum laude</td>
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<td>Sociology, Communications</td>
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<td>2009</td>
<td>Interim Associate Dean of Graduate Studies</td>
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<td></td>
<td>Senior Research Associate, Institute for the Study and Prevention of Violence</td>
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<td></td>
<td>Kent State University, Kent, Ohio</td>
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<tr>
<td>2008</td>
<td>Associate Professor of Public Administration and Urban Studies</td>
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<td></td>
<td>Director, Institute for Health and Social Policy</td>
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<td>Director, University of Akron Urban University Program (UUP)</td>
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<td>UA Liaison to the Northeast Ohio Research Consortium (NEORC)</td>
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<td>The University of Akron, Akron, Ohio</td>
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<tr>
<td>2006-2008</td>
<td>Interim Chair, Department of Public Administration and Urban Studies</td>
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<tr>
<td></td>
<td>Associate Professor of Public Administration and Urban Studies</td>
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<td>2005-2006</td>
<td>Director, Institute for Health and Social Policy</td>
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<td></td>
<td>Interim Associate Chair, Department of Public Administration and Urban Studies</td>
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<td>2004-2005</td>
<td>Director, Institute for Health and Social Policy</td>
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<td>Associate Professor of Public Administration and Urban Studies</td>
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<td>2002-2004</td>
<td>Associate Director, Institute for Health and Social Policy</td>
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<td>Associate Professor of Public Administration and Urban Studies</td>
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<td>The University of Akron, Akron, Ohio - Tenure awarded 2005</td>
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</tbody>
</table>
1998-2002  Associate Director, Institute for Health and Social Policy  
Assistant Professor of Public Administration and Urban Studies  
The University of Akron, Akron, Ohio

1999-2001  Adjunct Associate Professor of Internal Medicine  
College of Osteopathic Medicine, Nova Southeastern University  
Fort Lauderdale, Florida. Responsibilities: Development of a new  
correctional medicine program placing medical students in the Florida  
prison health system for rotations; assisted in the establishment of a new  
Center for Primary Care Research

1996-1997  Research Scientist  
Cleveland State University  
Urban Child Research Center, Maxine Levin College of Urban Affairs  
Responsibilities: Grant and contract management as principal  
investigator

1995  Director of Research and Development, TelePractice, Inc.  
(One year leave of absence to direct a $750,000 Small Business  
Innovation Research (SBIR) Federal project to develop new technologies  
for drug abuse screening)


1993-1994  Senior Research Associate  
NOVA Research Company  
Responsibilities: Research and program evaluation  
projects for a Washington, D.C. based public health research firm

1990-1992  Assistant Director of Research Administration  
Case Western Reserve University  
Responsibilities: Post-award administration of CWRU School of  
Medicine grants and contracts, including authorization of research  
accounts, liaison to external sponsors, Federal compliance, technology  
transfer, certifications, industrial agreements

1986-1989  Assistant Director of Research, Department of Family Medicine  
Case Western Reserve University School of Medicine

**Academic Awards/Achievements**

2007  Distinguished Woman in Healthcare Research Award. Presented by the  
Visiting Nurse Association Healthcare Partners of Ohio in partnership with  
National City and Cleveland Magazine.

2005 University of Akron Outstanding Researcher Award  
Awarded by the University of Akron Alumni Association and Board of  
Trustees

2004 University of Akron Buchtel College of Arts and Sciences
Distinguished Researcher Award
Awarded by the Dean and Department Chairs, Buchtel College of Arts
and Sciences

2003 Best Practice Award in Health Promotion. Presented by the National
Council on Aging.

**In Press**
2009 (in press)

**Publications**
Intervention to Reduce HIV Risk and to Increase HIV Testing among Offenders under
Community Supervision. *Journal of Correctional Health Care*, 2009. OnlineFirst PDF:
0:1078345809333398v1.

Alemagno, S., Stephens, P., Shaffer-King, P., Teasdale, B. Prescription Drug Abuse of
Adolescent Arrestees: Correlates and Implications. *Journal of Correctional Health Care*,

Alemagno, S., Niles, S., Shaffer-King, P., Miller, W. Promoting Health and Preventing
Injury in Pre-school Children: The Role of Parenting Stress. *Early childhood Research

Niles, S., Alemagno, S. Healthy Town: An on line prevention resource for Geriatric

Alemagno, S, Shaffer-King, E, Hammel, R. Juveniles in Detention: How Do Girls Differ


Stephens, R.C., Alemagno, S.A. From Theory to Practice. The Use of Drugs in
America Before They Became Illegal in State of Crime and Justice in Ohio, Ohio
Department of Criminal Justice Services, 2005.

Misuse of Community-Based Seniors: Results of a Pilot Intervention Program. *Geriatric

Tonkin, P., Dickie, J., Alemagno, S., Grove, W. Women in Jail: “Soft Skills” and Barriers

Alemagno, S., Wilkinison, M., Levy, L. Medical Education Goes to Prison: Why?


Citation
477 citations from Google Scholar

Presentations


Reflections on 40 Years of Drug Abuse Research. May 15-17, 2006, Key Largo, FL.


2006 Joint Meeting on Adolescent Treatment Effectiveness, March 26-29, Baltimore, Maryland. Sexual Abuse of Juvenile Offenders: Need for Trauma-Focused Intervention.


STD and Other Public Health Risks of Arrestees. STD Conference and Ninth Annual World AIDS Day Conference. December 7, 2005, Columbus, OH.


Families with Children: A Partnership for Prevention, October 7, 2004 Presented at Network TUFH/CCPH Attltanta Conference Overcoming Health Disparities: Global Experiences for Partnerships Between Communities, Health Services and Health Professional Schools, Atlanta, GA. (Poster)

Using Computer Technology to Prevent Drug Misuse Among Lower-Income Adults Living in Public Housing. National Gerontological Nursing Association Annual Convention Poster, NGNA Convention, October 10-12, 2003, Houston, TX.


Grant Reports


Dissertations as Director or Committee Member:
Khasawneh, Saleh (in progress at the University of Akron) An Exploration of Factors Influencing Government Employees’ Adoption and Utilization of Information Technology in Developing Countries: A Case Study of Jordanian Government Institutions. Prospectus Defense Date, March 21, 2009. Committee Member.

Gittner, Lisaann (in progress at the University of Akron) From Farm to Fat Kids: The Intersection of Health and Agricultural Policy. Prospectus Defense Date, March 2, 2009. Committee Member.

Liao, Hsin Chung (in progress at Cleveland State University) The Relationship of Access to Affordable Health Care Service and Health Outcomes: A Case Study of the Physically Disabled Population in Cuyahoga County, Ohio. Committee Member.


Miriam Mendelson . A Systems Understanding of Terrorism with Implications for Policy. Defended April 14, 2008 (Degree, May 2008). Committee Member.


Teaching Experience

Courses Developed:
Health Planning and Public Policy (MPA)
Seminar in Health Policy (PhD)

Courses Taught:
At Nova Southeastern U.: Special Topics in Correctional Medicine
At The University of Akron: Doctoral Seminar in Program Evaluation
Doctoral Seminar in Policy Analysis and Evaluation
Doctoral Seminar in Health Policy
Health Planning and Public Policy
Program Evaluation in Urban Studies
Basic Quantitative Research
Policy Issues in Health Care Administration

At Kent State University: Long Term Care

Courses Taught & Student Review:
Fall 2008 – 3980:614 – Ethics in the Public Sector
*Idea: Teaching Excellence – 4.8
Idea: Course Excellence – 4.8

Idea: Teaching Excellence – 5.0
Idea: Course Excellence – 4.7

Idea: Teaching Excellence - 4.9
Idea: Course Excellence – 4.8

Idea: Teaching Excellence – 5.0
Idea: Course Excellence – 4.6

Spring 2006 – 3980:622 – Health Planning and Public Policy
Idea: Teaching Excellence – 4.8
Idea: Course Excellence – 4.9

Idea: Teaching Excellence – 4.9
Idea: Course Excellence – 4.7

Spring 2005 – 3980-714 – Seminar in Public Administration
Idea: Teaching Excellence – 4.4
Idea: Course Excellence – 4.4

Spring 2004 – 3980:600 – Basic Quantitative Research
Idea: Teaching Excellence – 4.6
Idea: Course Excellence – 4.4
Fall 2004 – 3980:600 – Basic Quantitative Research  
Idea: Teaching Excellence – 4.8  
Idea: Course Excellence – 4.7

Idea: Teaching Excellence – 4.9  
Idea: Course Excellence – 4.7

Fall 2003 – 3980:671 – Program Evaluation in Urban Studies  
Idea: Teaching Excellence – 5.0  
Idea: Course Excellence – 4.8

Fall 2002 – 3980:671 – Program Evaluation in Urban Studies  
Idea: Teaching Excellence – 4.9  
Idea: Course Excellence – 4.7  
*Idea score range from 1-5

Grants/Contracts as Principal Investigator

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<td>Screening for Co-Occurring Mental Health &amp; Substance Abuse Disorders (ADAM Supplement)</td>
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<td>Using Computer Technology to Prevent Drug Misuse Among AMHA Senior Residents</td>
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National Opinion Research Center (NORC)

2001-2002 $20,323 Visiting Nurse Association: Healthy Town

Ohio Board of Regents

2001-2002 $14,820 Employment Needs of Women in Summit County Jail Urban University Program

2000-2003 $79,776 Academic Administrative Units in Primary Care DHHS/HRSA and Nova Southeastern University

1999-2001 $51,444 NOVA Faculty Development Nova Southeastern University

1998-2002 $272,298 New Methodologies in Community Research NIH/NIDA


1998-2001 $20,289 Alcohol Screening & Management Case Western Reserve/Sub NIH-NIAAA

1998 $27,000 Cuyahoga County Juvenile Court Evaluation of Intake Procedures

1995-1997 $131,000 Cuyahoga County Ohio Sheriff’s Office Jail Assessment, Intervention and Linkage Project

1996 $97,000 National Institute on Drug Abuse Small Business Innovation Research Contract HIV Screening of Homeless

1994-1996 $495,000 National Institute on Drug Abuse Small Business Innovation Research Grant Screening for Alcoholism in Primary Care

1995 $32,000 National Institute on Justice Telephone Screening for Drug Abuse in New Arrestees

Recent Community Engagement Projects

2007 LifeBanc Certified Educator Training Workshop Volunteer

2006 Summa Health Systems Geriatric Research and Education Initiative
2006 University of Akron Medina Center
Health Care Workforce Market Assessment
Funded by Department of Labor Grant

2005-2006 University of Akron University Park Alliance Initiative
Community Needs Assessment

Board achievements
2006-2010 Board member, Trinity High School, Garfield Heights, Ohio
2000-2002 Board member, Girl Scouts of Lake Eric Council, Cleveland, Ohio
1999-2003 Board member, West Side Ecumenical Ministries, Cleveland, Ohio

Professional Association Memberships

American Public Health Association
National Commission on Correctional Health Care
American Society on Aging
American Society for Public Administration

Grant & Journal Review
Grant Reviewer, Centers for Disease Control, Youth Violence Prevention- Community Level Interventions


Public Health Nursing. Reviewer.


Grant Reviewer, National Institute on Drug Abuse Community Research Program

National Institute on Drug Abuse – AIDS Behavioral Research Review Committee

Department of Health and Human Services, Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. Special Emphasis Panel I on Targeted Capacity Expansion, Treatment I, TI-98-006.
CURRICULUM VITAE

MADHAV P. BHATTA, MPH, PhD

Current Position: Assistant Professor of Epidemiology

Work Address: 208 Schwartz Center
College of Public Health
Kent State University
P. O. Box 5190
Kent, OH 44242

Telephone: (330) 672-6511
Fax: (330) 672-6505
Cell: (205) 602-7569
E-mail: mbhatta@kent.edu

EDUCATION

Doctor of Philosophy in Epidemiology
December 2007
University of Alabama at Birmingham School of Public Health, Alabama
Dissertation: Impact of immunosuppression on the incidence and clearance of human papillomavirus in HIV-infected women in Alabama

Master of Public Health in Epidemiology & International Health
August 1999
University of Alabama at Birmingham School of Public Health, Alabama
Master’s Project: Survey of physicians providing obstetrics care in Thailand on the use of zidovudine for prevention of mother-to-child HIV transmission

Bachelor of Arts in Biochemistry
August 1995
University of Pennsylvania, Philadelphia, Pennsylvania

SPECIAL SKILLS

Academic Program Development & Management: Experienced in curriculum development and management of degree programs, certificate courses, and short-term training in public health.

Grants development, Management, and Administration: Experienced in development, management, and administration of NIH research and training grants.

Administration and Management: Over ten years of administrative, financial management, and supervisory experience at an endowed center in a school of public health.
**Communication Skills and Cross-cultural Experience:** Excellent oral and written communication skills. Over ten years of experience working with individuals and institutions at local, national, and international levels.

**Languages:** Fluency in **English**, **Nepali** and **Baitadeli** (regional language in Nepal). Competency in **Hindi** and basic **Urdu** comprehension.

**Quantitative and Scientific Writing Skills:** Epidemiologic study design and analysis—descriptive, cross-sectional, case-control, and cohort studies; multiple regression—logistic and linear; survival analysis; Experienced in scientific manuscript preparation.

**Data Management & Statistical Analysis Software Applications:** Proficient in SAS, EPI-INFO, Microsoft Access, and Excel. Experience with SPSS, and GraphPad Prism. Experienced in data management and manipulation.

**General Use Computer Applications:** Proficient in Microsoft Word, PowerPoint, Publisher, Front Page, Adobe Acrobat Professional, Adobe Photoshop, Endnotes, and Reference Manager.

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**PROFESSIONAL EXPERIENCE**

**Assistant Professor of Epidemiology**  
*August 2009 - Present*  
College of Public Health  
Kent State University, Kent, Ohio

**Program Director**  
*2005 – December 2008*  
**Program Manager**  
*2001 - 2005*  
**Graduate Assistant**  
*June, 1999 - 2001*  
Sparkman Center for Global Health  
University of Alabama at Birmingham (UAB), Alabama

**International Public Health Research & Training Intern**  
*1999*  
Thai Red Cross AIDS Research Centre & Chulalongkorn University  
Bangkok, Thailand

**Graduate Research Assistant**  
*1998 - 1999*  
Department of Epidemiology & International Health  
UAB School of Public Health, Birmingham, Alabama

**Project Coordinator**  
*1997 - 1998*  
AIDS International Research Training Program  
UAB School of Public Health, Birmingham, Alabama

**Undergraduate Researcher**  
*1993 - 1995*  
Division of Hematology, University of Pennsylvania, School of Medicine/Children’s Hospital of Philadelphia, Pennsylvania

---

**Teaching**
Other Programmatic Positions in Public/Global Health

Coordinator
UAB Peace Corps Master’s International Program in Public Health 2008

Director
2006 - 2008
Assistant Director
2001 - 2005
UAB Annual International Public Health Summer Institute

Program Director
2005 - 2008
UAB Framework Program for Global Health

Consultant/Technical Advisor
2005 - 2007
Certificate Course- Leadership in Public Health Management
AVNI Health Foundation, Mumbai, India

Director
2004 – 2008
UAB/Edmund E. Muskie Graduate Fellowship Program in Public Health

PROFESSIONAL AFFILIATIONS

Society of Research Administrators International, Member since 2007
American Public Health Association, Member since 2003
International Papillomavirus Society, Member since 2003
Global Health Council, Member since 2001

AWARDS/HONORS/SCHOLARSHIPS

Golden Key International Honour Society, 2008
UAB Graduate School Fellowship, 2001
Phi Beta Delta Honor Society for International Scholars, 2000
Academic Excellence Award-Doctoral Student,
UAB International Scholar & Student Services, 2000
Delta Omega Honorary Public Health Society, 1999
UAB School of Public Health Tuition Fellowship, 1998 & 2000
University of Pennsylvania Undergraduate Scholarship, 1991 – 1995

SERVICE ACTIVITIES

UAB Study Away Scholarship Selection Committee, 2008
Council on Education for Public Health (CEPH) Accreditation UAB Site Visit-Workforce Development, Service and Service Learning Group Member, 2008
Delta Omega, Upsilon Chapter, Activities Committee, Co-Chair, 2006 – 2008
Conference at Servants in Faith and Technology (SIFAT) Campus, Lineville, Alabama; Killer in the Kitchen: Indoor Air Pollution and Appropriate Technology Solutions; Organizing Committee, 2006
UAB School of Public Health Global Health Education Committee, 2005
UAB School of Public Health International Health & Global Studies (IHGS) Strategic Planning Committee, 2005
Conference at SIFAT Campus, Lineville, Alabama; State of the World Children 2005: Childhood Under Threat; Organizing Committee, 2005
UAB School of Public Health IHGS Advisory Committee, 2003 – 2004
UAB School of Public Health Ad-hoc Committee for International Health Reorganization, 2003

Conference at SIFAT Campus, Lineville, Alabama; Safe Motherhood: The State of the World’s and Alabama’s Mothers; Organizing Committee, 2003

UAB School of Public Health Strategic Planning: Areas of Excellence Committee, 2002

UAB School of Public Health Website Development Committee, 2000

UAB School of Public Health Excellence in Teaching Award Selection Committee, 1998

PUBLICATIONS

Journal Articles

Buriev U, Bhatta, MP, Westfall A., Saag MS, Hoesley C, Kemp MC. Genital Cytomegalovirus Infection in HIV-1 positive Women during the HAART era (In preparation).


Bhatta MP, Vermund SH, Hoesley CJ. Human immunodeficiency virus infection in Alabama women: socio-demographic, behavioral, and reproductive health characteristics and factors associated with lack of HIV-1 viral control (under review with The Journal of American Medical Sciences).


Book Chapters


**Abstracts & Poster Presentations**


EXTRAMURAL GRANT SUPPORT

UAB Framework Program for Global Health; 1R25TW007501-01 (PI: Ehiri, J); 9/1/2005-2/29/2008; NIH/FIC/UAB Sparkman Center; Role: Program Director (40%)

The purpose of this project was to develop capacity in global health research and education at UAB.

Agents of International Health & Bioterrorism Concern; 5T32AI055438-02 (PI: Vermund, S); 6/1/2004-8/31/2005; NIH/NIAID; Role: Program Director (10%)

The project focused on pre-doctoral and post-doctoral training of 6-fellows a year at UAB on agents of biodefense interest, including key organisms of emerging and international interest.

REFERENCES

Available upon request.
CURRICULUM VITA

THOMAS W. BREWER

Personal Information

Office Address: Department of Justice Studies
Kent State University
113 Bowman Hall
Kent, Ohio 44242

Phone: 330-672-0315
E-mail: twbrewer@kent.edu

Education and Honors

Ph.D.  2003 University at Albany, Albany, New York
Criminal Justice

M.A.  1999 University at Albany, Albany, New York
Criminal Justice

B.A.  1996 Kent State University Honors College, Kent, Ohio
Criminal Justice Studies
\textit{Summa Cum Laude}
Graduation with Departmental Honors

2001 Frank J. Remington Prize for Interdisciplinary Legal Studies

1996 Who’s Who Among American College and University Students

1995 Golden Key National Honor Society

1995 National Order of Omega, Greek Organization Honor Society

1994 Alpha Phi Sigma, National Criminal Justice Honor Society
Areas of Teaching Interest

Teaching Interests
- Epidemiological Patterns of Violence
- Criminological Theory
- Law/Public Policy and Social Science Research
- Quantitative Methodology

University Service

2008-Present
- Institutional Review Board
  Kent State University

2008-2009
- College Curriculum Committee
  College of Arts and Sciences
  Kent State University

2008-Present
- Faculty Advisory Committee
  Department of Justice Studies
  Kent State University

2007-2009
- Undergraduate Coordinator
  Department of Justice Studies
  Kent State University

2002-2009
- Faculty Advisor, Alpha Phi Sigma, National Criminal Justice Honor Society
  Kent State University

2004-2005
- Student Complaint Committee
  Kent State University

2003-2004
- Faculty Advisory Committee
  Department of Justice Studies
  Kent State University

Grants Awarded

Fall 2007
- Northern Ohio Violent Crime Consortium Initiative
  United States Department of Justice, Bureau of Justice Assistance
  Co-Principal Investigator
  Award: $250,000
<table>
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<tr>
<th>Year</th>
<th>Project Title</th>
<th>Organizer(s)</th>
<th>Award Amount</th>
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<td>Fall 2006</td>
<td>Comprehensive Anti-Gang Initiative</td>
<td>Ohio Office of Criminal Justice Services</td>
<td>$110,756</td>
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<td>Fall 2006</td>
<td>2007 Census of Law Enforcement Gang Units</td>
<td>Bureau of Justice Statistics</td>
<td>$215,276</td>
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<td>Spring 2006</td>
<td>Mitigation in Capital Sentencing: Evidence from Trial Transcripts &amp; Juror Interviews</td>
<td>National Science Foundation</td>
<td>$241,393</td>
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<td>Spring 2005</td>
<td>Assessment of G.R.E.A.T. Families in a Faith-Based Setting</td>
<td>Ohio Office of Criminal Justice Services</td>
<td>$75,000</td>
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<td>Fall 2004</td>
<td>National Violent Death Reporting System Pilot Project</td>
<td>The Joyce Foundation</td>
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<td>Fall 2003</td>
<td>Ohio Capital Jury Project</td>
<td>Ohio State Bar Foundation</td>
<td>$28,087</td>
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<td>National Science Foundation</td>
<td>$29,250.00 (through National Capital Jury Project)</td>
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<td>Spring 2003</td>
<td>Moulton Scholars Program</td>
<td>Faculty Professional Development Center</td>
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</table>
Relevant Employment

2008-Present  Department of Justice Studies
              Kent State University
              Associate Professor

2008  Department of Justice Studies
      Kent State University
      Awarded Tenure

2004-Present  Institute for the Study and Prevention of Violence
              Kent State University
              Research Fellow

2003-2008  Department of Justice Studies
           Kent State University
           Assistant Professor

2002-2003  Department of Justice Studies
           Kent State University
           Instructor (Tenure Track)

2002  New York State Division of Criminal Justice Services
      Division of Statistical Services
      Consultant on New York Incident Based Reporting Project

2001-2002  New York State Division of Criminal Justice Services
           Division of Statistical Services
           Graduate Assistant

2000-2001  New York State Defenders Association
           Albany, NY
           Research Associate

1992-1998  Ohio Army National Guard
           Military Police Sergeant, Military Police Team Leader,
           Military Police Desk Sergeant

1988-1992  United States Army
           Military Police Officer, Military Police Team Leader,
           Traffic Accident Reconstructionist/Investigator
Publications


**Unpublished Works**


**Invited Presentations**


Expert Courtroom Testimony


Conference Papers and Presentations


Works in Progress


Brewer, T.W. “The role of empathy in capital sentencing decisions.”

Membership in Professional Organizations

American Society of Criminology

Other Affiliations

Phi Kappa Tau Fraternity
VITA

Daniel J. Flannery

OFFICE ADDRESS
Institute for the Study and Prevention of Violence
Kent State University
230 Cartwright Hall
Kent, OH 44242
(330) 672-7917

HOME ADDRESS
18148 Clifton Road
Lakewood, OH 44107
(216) 226-8568

EDUCATION
B.A., May, 1984  The University of Notre Dame
Major: Developmental Psychology

M.A., April, 1987    The Ohio State University
Major: Developmental and Clinical Psychology

Ph.D., March, 1991            The Ohio State University
Major: Clinical-child Psychology


PROFESSIONAL EXPERIENCE

Director, Institute for the Study and Prevention of Violence, Kent State University, Kent, OH. February, 1998- present.

Professor, College of Public Health, Kent State University, Kent, OH. July 2009- present.

Professor, Department of Justice Studies, Kent State University, Kent, OH. May 2000—June, 2009.

Adjunct Professor, University of Notre Dame, Masters in Education (ACE) Program, Graduate College, Notre Dame, IN. 2003—present.

Associate Professor, Department of Criminal Justice, Kent State University, Kent, OH. September 1997-May 2000.

Adjunct Associate Professor, Department of Pediatrics, Rainbow Babies & Children's Hospital, Case Western Reserve and University Hospitals of Cleveland, Cleveland, OH. September, 1997- present. Division of Adolescent Health, Department of Family Medicine September 2005-present.

Associate Professor, Division of Child & Adolescent Psychiatry, (with appointments in Department of Psychology, and Center for Adolescent Health), Case Western Reserve University and University Hospitals of Cleveland, Cleveland, OH. July 1994-September 1997.

Assistant Professor, Division of Family Studies and Department of Psychology, University of Arizona, Tucson, AZ. January 1991-July 1994.

Updated 8/09
Flannery

**Psychology Intern**, Psychiatry/Psychology Division, Children's Hospital of Michigan, Detroit, MI. September 1989- September, 1990.

**Psychology Assistant**, Children's Hospital Guidance Centers and Children's Hospital Learning Disabilities Clinic, Columbus, OH. June 1987- September 1988.

**Graduate Teaching Associate**, Department of Psychology, The Ohio State University, Columbus, OH. September 1986- June 1989.

**Coordinator for Cooperative Education/ Graduate Administrative Associate**, College of Engineering, The Ohio State University, Columbus, OH. Jan 1985- Jan 1987.

**AWARDS AND HONORS**

University Distinguished Scholar, Kent State University, 2006
Crain’s Cleveland Business “40 under 40” Class of 2001.
Glennan Faculty Fellow, Case Western Reserve University, 1996-1997.
Junior Faculty Member Award for Teaching and Research Excellence, University of Arizona, 1993.
Elected Sigma Xi, The Scientific Research Society, Ohio State University Chapter, May 1990.
Awardee, Social Science and Policy Division, Graduate Research and Scholarly Activities Forum, The Ohio State University, Columbus, OH. April 1987.
Distinguished Service Award, The Ohio Cooperative Education Association, 1986 and 1987.

**PEER REVIEWED PUBLICATIONS**


**Flannery, D.**, & Torquati, J. (1993). An elementary school substance abuse prevention program:


Abstracted in Youth Update, Institute for the Study of Antisocial Behavior in Youth, Toronto, CA.


Summary Digest in Perspectives on sexual and reproductive health (2002), 34, 167-168.


prevention programs and the importance of differential effects on outcomes. *Journal of School Violence, 6*, 117-134.


**BOOKS and MONOGRAPHS**


**CHAPTERS and EDITED VOLUMES**


Psychiatric Press.


Flannery, D., (2006). Effective collaboration between researchers and law enforcement agencies. In


Aggression to delinquency to crime. Boston, MA: Jones & Bartlett.

REVIEWS and published REPORTS


CURRENT GRANTS AWARDED


Ohio Department of Mental Health/ OJJDP/ Ohio Department of Youth Services. Evaluating services for high risk juvenile justice and behavioral health populations. PI; (2005-2009). $450,000.


Cuyahoga County, OH Board of Commissioners, Youth Development Center: effective diversion to community-based treatment. Co-PI, 2008-2011). $500,000.

Grants and Contracts awarded to Center for Innovative Practices at the Institute for the Study and Prevention of Violence, under supervision by Dr. Flannery as PI: (2008-2009) $1,161,000

PREVIOUS GRANT FUNDING

The Urban Institute, Washington, DC. "Norms and Networks of Latino Gang Youth. (PI with M. Fleisher; 2008) $28,393.

Cuyahoga County Juvenile Court, Cleveland, OH. Cuyahoga County Disproportionate Minority Contact (PI; 2008) $40,000.

Substance Abuse and Mental Health Services Administration (SAMHSA). Tracking Outcomes for Juvenile Offenders with Significant Substance use Problems. With Cuyahoga County, OH Justice Affairs and County Drug Board, Research PI, (2002-2007); Total award: $1,250,000; Sub award to KSU: $425,000.

Ohio Department of Youth Services (and OJJDP). Statewide evaluation of Title II programs for delinquency prevention. (PI; 2006-2007). $198,000.


Cleveland Foundation, Cuyahoga County, OH, Board of County Commissioners, Ohio Board of Regents and Schubert Foundation. “Mental Health outcomes for Children Who Witness Violence” (PI; 1998-2005); $620,000.

Akron Children's Hospital, Akron OH. “Children Who Witness Violence” (PI; 2005-2007); $125,000.

Office Criminal Justice Services, Columbus, OH. "County Data for Planning & GREAT Project" (PI; 2004-2007) $150,000.


Stark County Citizens Council for Non Violence, Canton, OH. "Gang Assessment Project" (PI; 2004-2005) $27,000.


Ohio Department of Mental Health. “Program evaluation for mental health services to juvenile offenders: follow-up study.” (PI; 2004). $30,000.

U.S. Department of Justice, Bureau of Justice Assistance. Support for activities of the Institute for the Study and Prevention of Violence, Kent State University, PI, (2002-04); $900,000.

U.S. Departments of Justice, Education, and Health and Human Services. Safe Schools/Healthy Students. (In Collaboration with Cleveland Municipal School District.). (Research PI, 1999-2001); Total costs to KSU $900,000. Total award $9,000,000.
Centers for Disease Control and Prevention. U81/CCU513508-01; "Longitudinal follow-up of PeaceBuilders youth violence prevention program." (PI, 1996-00); Total award: $ 750,000.


National Institutes of Health. R01 HD34177-01; "Young Adult Outcomes of Very Low Birthweight" (Co-PI; 1997-01; M. Hack PI); Direct costs awarded: $763,585.


Ohio Department of Mental Health. “Program Evaluation for Mental Health Services to Violent Juvenile Offenders” (PI; 2000-2003); $270,000.


Berea Children’s Home. “Juvenile Diversion Program Evaluation” (PI; 1998-02); $125,000.

National Institute of Child Health and Development. HD 30053. "Assessment of Growth Hormone Use In Short Children." (Co-Investigator; 1997-01; L. Cuttler, PI); Direct costs awarded: $ 769,544.


Cuyahoga County, OH Adult Probation Department, “Cognitive Therapy for Adult Offenders on Shock Probation.” (PI; 1998-02). $54,000.

Genentech Foundation. "Young Adult Growth Attainment of Very Low Birthweight Children" (Co-PI with M. Hack; 9/96- 8/98); Direct costs awarded: $22,500.

Cuyahoga County, OH. “Juvenile Drug Court Evaluation” (PI; 2000-02); $74,000.


Alcoholic Beverage Medical Research Foundation "The transition to heavy drinking in adolescence." (Co-PI; D. Rowe, PI; 1992-94; Direct costs received: $69,700).
Stanley Foundation. "Bipolar Disorder-- Early Interventions Across the Life Cycle" (Co-Investigator; 1996-97; J. Calabrese, B. Findling Co-PIs); Direct costs awarded: $750,000.

Rainbow Babies & Children's Hospital, Cleveland, OH. "Methylphenidate Response in ADHD Children with Comorbid Anxiety Disorders." (Co-PI; 1995-97; M. Manos PI); Direct costs awarded: $17,273.

Glennan Faculty Fellow, Case Western Reserve University. "Program on violence: Prevention, intervention and social policy." (PI; 1996-97; Direct costs awarded: $6,500).

Armington Foundation, Case Western Reserve University. "Affective expression in parent-adolescent relationships." (PI; 1995-96; Direct costs received: $3,500).

National Institutes of Health Biomedical Research Support Grant Program, Division of Research Resources, #S07RR07002. "Substance Use: Implications for Adolescent Health, Behavior, and Development." (PI; 1992-93; Direct costs received: $5,000).

University of Arizona, Agricultural Experiment Station, Tucson, AZ. "Affective expression and conflict resolution in parent-adolescent dyads." (PI, 1991-1993; Direct costs received: $39,600).

Amphitheater Public School District, Tucson, AZ. To examine the impact of prevention on early adolescent substance use and problem behavior. (PI; 1991-92; Direct costs received: $7,200).

The Ohio State University, College of Engineering. To examine cooperative education work experience for adolescents (PI; Master's thesis support, 1988-89; Direct costs received: $1,500).

The Ohio State University, Graduate Student Alumni Research Award. For dissertation research (PI, 1989-90; Direct costs received: $1,094).

National Science Foundation Sigma Xi Grant-in-Aid of Research. For dissertation research. (PI, 1989-90; Direct costs received: $500).

SELECTED PRESENTATIONS


Flannery, D. (1986, February). The status of the National Advertising Council's campaign for Cooperative Education. 2nd annual employer workshop for cooperative education, Ohio State University, Columbus, OH. Invited.


Flannery, D. (1988, April). Work experience in adolescence: Help or hindrance? Ohio Acad. of Science annual meeting, Newark, OH.


Flannery, D., Cunningham, N., & Kanary, P. (2003, March). Mental health services to juvenile offenders. All Ohio Institute on Community Psychiatry, Cleveland, OH.


Stormann, C., Hussey, D., & Flannery, D. (2005, February). Initial feedback from formal and informal service providers: Results from four days of Wraparound Training. Collaborative Approaches to Successful Transition for Children, Youth and Families within Systems of Care (SAMHSA). Dallas, TX.


**INTRAMURAL SERVICE**

College/University (U. of A.): Committee on Graduate Studies (1991-94); College Curriculum Committee (1993-94)

Planning Committee for Institute for the Study and Prevention of Violence (1997)
Advisory Committee, Center for Applied Conflict Management (1997-2003)
Career day coordinator (1997-98)
Strategic Planning Social Sciences & Research & Graduate Studies cluster (1998)
May 4th 30 year Commemoration Committee (1999)
Leadership Academy (1998-2001)
Member, Search Committee, Vice President for Research and Dean, Research and
Graduate Studies (2002)
Member, College Advisory Committee (Arts and Sciences, 2003-2004).
Distinguished Scholar Award Committee, 2004, 2007
Committee to develop a School of Public Health (2008)
Facilitator, Strategic Plan Process, KSU College of Business (2009)


Department: (U of A): Graduate Admissions Committee (1991-3; Chair, 93-95); Committee to
Develop dual degree PhD program with Clinical Psychology (1992-93).
(CWRU): Promotion and Tenure (1994-97); Education subcommittee, Center for Adolescent
Health (1994-97); Joint Hospital Accreditation Committee, University Hospitals
(1995-96); Teaching Committee for Medical Students (1995-97)
Graduate Studies Committee (elected), Dept Justice Studies (1999- 2007)
Curriculum Committee, Dept of Justice Studies (2008)
Acting Department Chair, summer term 1999-2002
Chair, Search Committee, Department Chair, 2003

EXTRAMURAL SERVICE

Federal Review panels:

National Institutes of Health (NIH), Research on children exposed to violence, 2004--
SAMHSA, Substance use and youth violence prevention, 2003-2004
Centers for Disease Control and Prevention (CDC), Violent behavior and prevention, 2004--
US Dept of Justice, OJJDP, Drug-Free Communities Program, 2003-2004
U.S. Dept. of Education, Safe & Drug Free Schools 2000--
U.S. Dept. of Education, Institute for Education Sciences, 2004--
National Crime Prevention Council (NCPC), Be Safe and Sound initiative, 2003
Family Relations Section, Society for Research on Adolescence annual meeting, 2004
Center for Substance Abuse Prevention (CSAP), School-based Strategies, 2001

Federal and International Advisory panels:

Turkish Institute for Security and Democracy (2008--)
Institute for Educational Sciences, US Dept of Education, National Middle School Violence
Prevention Trial, (2005-2010)
University of Alabama Injury Control Research Center, (2005-2006)
US Marshal Service Northern Ohio Violent Fugitive Task Force, (2004--)

20
Editorial Board:

- Journal of Early Adolescence (1991-present)

Ad hoc reviewer:

- Journal of the American Medical Association (JAMA)
- Child Development
- Criminology
- Developmental Psychology
- Journal of Consulting & Clinical Psychology
- Journal of Educational Psychology
- American Journal of Preventive Medicine
- Journal of Research on Adolescence
- Journal of Adolescent Research
- Journal of Community Psychology
- Journal of Child and Family Studies
- Family Relations
- Personal Relationships
- International Journal of Behavioral Development
- Pediatrics
- Psychological Reports
- Journal of Adolescence
- Violence and Victims
- Psychology, Public Policy, and Law
- Applied and Preventive Psychology
- Biomed Central Public Health
- WT Grant Foundation
- Open Program of the Netherlands Organisation for Scientific Research NWO

Member, Advisory Board:

- Data collection committee chair, 2001--2002.
- Action Ohio Coalition for Battered Women, 2004
- Northern Ohio Violent Fugitive Task Force, 2004--
- Community Reentry Initiative, Cleveland, OH, 2003-2005

Appointed to Ethics Committee, American Society of Criminology, 2000-2001

Licensed Clinical Psychologist, Ohio #5027 (10/95-present); Arizona #1927 (12/91-2003).

Member, Board of Directors, Sisters of Charity Foundation and the Saint Ann Foundation of Cleveland (2002-- ). Chair, Distribution Committee, 2005-2008; Vice Chair of Board, Sisters of Charity Foundation of Cleveland, 2006—2008; Board Chair, 2008-2011;

Member, Medical Staff, University Hospitals of Cleveland, Cleveland, OH. 1995-1998.

Member, Board of Trustees, The Foundation of Clinical Neuroscience Research and Education, Inc.,
CWRU Department of Psychiatry, 8/95- 9/97.

Consultant:
National Crime Prevention Council, Consultation and Training 2000- 2002
U.S. Dept of Justice, Office of Juvenile Justice and Delinquency Prevention, Training 2000-
Ohio Association of Chiefs of Police, 1999 --2001
Cleveland, OH Police Department, data analysis and Training  1995--present
Governor’s Task Force on Violence and Substance Use, Sate of Wyoming, 2000
Task Force on Violent Crime, Strategic Planning Committee, Cleveland, OH. 1994-95.
United Church of Christ consortium for youth media project on violence,
      Cleveland, OH. 1996-97.

Partnership for Safer Cleveland, training and evaluation of young gentleman's and young lady's club youth violence prevention programs, 1996-97.
Lakewood, OH school district; evaluation of youth violence prevention programs, 1996.
Cuyahoga County, OH Strategic Plan for Juvenile Justice System, 1997-98

Community Committees:

Residential Area Police Program Trainer (COPS), Cleveland Police Dept, 1995-96.
WVIZ/Plain Dealer Committee on Media Violence, Cleveland, OH 1995-1997

Courses Taught:

Human Development (Undergraduate)
Developmental Psychopathology (Graduate)
Problems in Child Development (Undergraduate and Graduate)
Adolescence (Graduate)
Violence (Undergraduate and Graduate)
Educational Psychology (Undergraduate)
Crisis Intervention (Undergraduate)
Juvenile Delinquency (Undergraduate)
Treatment Methods (Undergraduate and Graduate)

Seminars in: Psychological Assessment, Research Methodology, Conduct Disorders,
Oppositional Defiant Disorder, Youth Violence, Family Violence, Learning Disabilities, Obsessive-Compulsive Disorders, Parent-Adolescent Relationships,
**PROFESSIONAL AFFILIATIONS**

American Psychological Association, 1/88-present.
Society for Research in Adolescence, 9/87- present.
Society for Research in Child Development, 1/89- present.
American Society of Criminology, 1/98- present.
International Network of Personal Relations, 9/93- 96.
Ohio Academy of Science, 1987-90.
CURRICULUM VITAE
ROBERT G. FRANK, PH.D.

PERSONAL INFORMATION

Business Address: Kent State University
P.O. Box 5190
Kent. OH 44242-0001

Business Phone: (330)672-7768
Facsimile: (330)672-2644
Electronic Mail: rgfrank@kent.edu
Home Address: 3030 Silver Lake Blvd
Silver Lake, OH 44224
Home Phone: (330)923-8179
Citizenship: United States
Family: Married, two children

EDUCATION

High School: Mayfield High School, Las Cruces, NM
College: University of New Mexico, B.S., 1974, Magna Cum Laude
Graduate School: University of New Mexico, M.A., 1977

University of New Mexico, Ph.D., 1979, Clinical Psychology (APA approved)

Psychology Internship: Department of Psychiatry and Behavioral Sciences, University of Washington, Seattle, Washington, 1978-1979

Licensure: Florida
Board Certification: Diplomat in Clinical Psychology, American Board of Professional Psychology, 1984

PROFESSIONAL BACKGROUND

Current Appointments: Senior Vice President for Academic Affairs and Provost and Professor, Department of Psychology
Kent State University, Kent, OH, 2007 – present

Interim Dean, College of Public Health,
Kent State University, May, 2009 - present
Past Appointments:

- Dean, and Professor of Clinical and Health Psychology, College of Public Health and Health Professions, University of Florida, Gainesville, Florida, 1995 – 2007
- Director, Florida Center for Medicaid and the Uninsured, 2000 – 2007
- Vice President for Rehabilitation and Behavioral Health, Shands HealthCare System, 1995 - 1999
- Professor of Physical Medicine and Rehabilitation, School of Medicine, Adjunct Professor, Department of Psychology, University of Missouri - Columbia, 1991- 1995
- Assistant to the Dean for Health Policy, School of Medicine, 1992-1995. Coordinated federal and state health policy for the School of Medicine.
- Vice Chairman, Department of Physical Medicine and Rehabilitation, September, 1986-1995.
- Director, Division of Clinical Health Psychology and Neuropsychology, Department of Physical Medicine and Rehabilitation, 1979-1995.
- Chairman, ShowMe Health Reform Initiative, Missouri Department of Health (Missouri’s health reform effort), 1993-1994
- Associate Professor of Physical Medicine and Rehabilitation, School of Medicine, Adjunct Associate Professor, Department of Psychology, University of Missouri - Columbia, 1986-1991
- Assistant Professor of Physical Medicine and Rehabilitation, Assistant Professor of Psychiatry, Adjunct Assistant Professor, Department of Psychology, School of Medicine, 1979-1986.
- Interim Chairman, Department of Physical Medicine and Rehabilitation, August, 1989 - January, 1991. April - September, 1986. Responsible for direction and management of the Department of Physical Medicine and Rehabilitation and Rusk Rehabilitation Center, a 40-bed, full-service, free-standing rehabilitation hospital. The
Chairman oversees functioning of the Center as well as the Department of Physical Medicine and Rehabilitation.

Clinical Director, Brain Injury Rehabilitation Program, 1986-1991. Direct six clinical staff and clinical care for eight patients in this day treatment rehabilitation program.

Site coordinator, NIMH Training Grant, Department of Psychology, 1983-1986

Clinical Director, Chronic Pain Treatment Program, 1979-1986

**PROFESSIONAL ORGANIZATIONS**

- AcademyHealth, 2000-present
- American Congress of Physical Medicine and Rehabilitation, 1986-present
- American Psychological Association, 1979-present
  - Division 38, Health Psychology; Division 12, Clinical Psychology; Division 22, Rehabilitation Psychology

**HONORS AND AWARDS**

- APAHC Ivan Mensh Award for distinguished achievement in teaching, 2007
- President's Medallion, University of Florida 2007
- Gutekunst Award for Leadership, College of Public Health and Health Professions, University of Florida, 2007
- American Psychological Association Distinguished Service Award, American Psychological Association, Division 22, Rehabilitation Counseling, 2003
- 46th Annual John Stanley Coulter Lecture, 1996, American Congress of Rehabilitation Medicine
- Fellow, American Psychological Association: Rehabilitation Psychology, 1993 (Division 22); Health Psychology, Division 38, 1996; Society of Clinical Psychology (Division 12)
- Karl F. Heiser Award for Advocacy Recognition, American Psychological Association, 1996
- Essie Morgan Excellence Award for outstanding achievements in the field of spinal cord injury by the American Association of Spinal Cord Injury Psychologists and Social Workers, 1995
Roger S. Barker Research Award awarded by Division 22, Rehabilitation Psychology, American Psychological Association for excellence in research, 1995

NIMH Trainee, 1977-78

B. Hought Scholarship, 1974-75

Division I All-American Swimming Team, 1974

GRANTS and CONTRACTS


2. Adequacy of Treatment for Anxiety Disorders in Medicaid, 2004. Funded by the National Institute of Mental Health, $28,327. Faculty Sponsor.


12. Principal Co-investigator, Missouri Arthritis Rehabilitation Research Center, a Research and Training Center funded by the National Institute of Disability and Rehabilitation Research. Funded for $3,300,000, 1988-1993. Responsible for administration of five
research projects and education programs.


EDITORIAL DUTIES

Editorial Board, Associate Member (Congress), Archives of Physical Medicine and Rehabilitation, 1998 – present

Editorial Board, Rehabilitation Psychology, 1989-present

Editorial Board, NeuroRehabilitation, 1990-present

Consulting Editor, Journal of Clinical Psychology in Medical Settings, 1993-present


Consulting Editor, Professional Psychology: Research and Practice 1994-2000

Contributing Editor, Year Book of Rehabilitation, 1988-1990.

Guest Editor, NeuroRehabilitation, Spinal Cord Injury, Volume, 4, 1991

JOURNAL REFEREE
Ad Hoc Reviewer:  
European Journal of Pain  
Neurosurgery  
Health Service Research Journal  
Journal of Social and Clinical Psychology  
Journal of Consulting and Clinical Psychology  
International Journal of Psychiatry in Medicine  
Journal of Abnormal Psychology  
Addictive Behavior  
Rehabilitation Psychology  
Archives of Physical Medicine and Rehabilitation  
NeuroRehabilitation

EXTRAMURAL SERVICE  
Grant Reviewer:

Ad Hoc reviewer, Injury Epidemiology Control Division, Center for Environmental Health and Injury Control, Centers for Disease Control, Department of Health and Human Services, 1990

Ad Hoc reviewer, Veteran’s Administration Merit Review Peer reviewer, National Institute of Disability Rehabilitation Research, Department of Education, 1989

Ad Hoc reviewer, National Institute of Alcohol Abuse and Alcoholism, 1989

Multipurpose Arthritis Center (MAC) site reviewer for NIH, NIAMDD, 1985

Ad Hoc reviewer, La Foundation Ontarienne De La Sante Mentale, Toronto, Ontario, Canada

Other Activities:

Publications and Communications Board, American Psychological Association, 2005 – 2010

Vice Chair, Legislative Committee, American Congress of Rehabilitation Medicine, 2005 – 2007; Chair, 2002-2004

Member, Florida Developmental Disabilities Council (Governatorial appointment: term 2000 – 2007). Council Chair; HealthCare Task Force Chair; Human Resources Committee Chair
Secretary/Treasurer and member Board of Directors, Oak Hammock at the University of Florida, 1999 – 2007

Board of Educational Affairs, American Psychological Association, 1997-2000; Chairman 2000 –2001

Chair, American Psychological Association Continuing Education Committee, 1996-1997

Member Executive Directors, Division 22 Rehabilitation Psychology, American Psychological Association, 1991-1997

Chair, American Psychological Association CAPP Task Force on Primary Care, 1995-1996

Chair, Fellows Committee, Division 22, Rehabilitation Psychology, American Psychological Association, 1997 to 2007

President, Division 22, Rehabilitation Psychology, American Psychological Association, 1995

Missouri State Committee of Psychologists, 1990-1995 (appointed by the Governor)

Missouri Governor’s Council on Head Injury, 1985-1987 (appointed by the Governor). In 1987, this committee became the Head Injury Advisory Council, 1987-1995

Site reviewer, American Psychological Association, 1987 - 1995

Program reviewer, Commission on Accreditation of Rehabilitation Facilities, 1985-1992


Member American Psychological Association Taskforce at Health Psychology, 1988-1990

**Peer Reviewed Publications**


34. Hagglund, K. J. & Frank, R. G. (1994) Return to work following spinal cord injury. *NeuroRehabilitation, 4*(1); 36-44.


Books Edited:


Invited Book Chapters:


Published Abstracts


**Non Peer-Reviewed Publications**


**Papers Presented at National and Regional Meetings (not abstracted)**

Available upon request

**International Presentations (selected)**

"The Intersection of Rehabilitation and Health Psychology" at the Second Asian Congress on Health Psychology – Presented in Seoul, Korea, August, 2004

"Considering the Impact of Chronic Conditions on the HealthCare Systems in Iran and the United States" at the Epidemiology of Substance Abuse and Mental Health Symposium at Ahwaz University of Medical Sciences – Presented in Ahwaz, Iran, December, 2003

"Do All Boats Rise with the Tide? Psychology in the NIDRR Injury Systems" at the Association of Schools of Allied Health Professions' Annual Meeting Toronto, Canada, October, 2003

"Chronic Illness Management in Primary Care" at the American Psychological Association's Annual Convention – Presented in Toronto, Canada, August, 2003

"Models of Primary Care and Children's Mental Health Services in Iran and the United States" at the 2nd International Congress on Child and Adolescent Psychiatry – Presented in Tehran, Iran, April, 2002

"Implications of Chronic Health Conditions and Information Technology for Health Psychology" at Taegue University – Presented in Seoul, Korea, February, 2001
**SCOTT F. GREY**

925 Heron Springs Pkwy 216.533.8736 (cell)
Stow, Ohio 44224-2953 sfgrey@hotmail.com

<table>
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<th>Education</th>
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| Present   | Doctoral candidate in the Dept. of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, Ohio.  
• Health policy specialization  
• Dissertation: “How much compliance is enough? Examining the effect of different definitions of compliance on estimates of treatment efficacy in randomized controlled trials”  
  Advisor: Duncan B. Neuhauser, PhD |
| 2002      | MS, Dept. of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, Ohio.  
• Health policy specialization  
• Thesis: “Substance abuse treatment for pregnant women: predictors of initial treatment setting and the effects of treatment setting on pregnancy outcomes”  
  Advisor: E. Mendel Singer, PhD |
| 1991      | BS, Physical Education, Kent State University, Kent, Ohio.  
• Exercise physiology specialization |

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<td>Present</td>
<td>Instructor, College of Public Health, Kent State University, Kent, Ohio.</td>
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<tr>
<td>2003 - 2005</td>
<td>Lecturer, “Biostatistics and Evidence Based Medicine” Dept. of Podiatric Medicine, Ohio College of Podiatric Medicine, Cleveland, Ohio.</td>
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<tr>
<td>1996 - 2005</td>
<td>Project Coordinator/Statistician, Dept. of Family Medicine, Case Western Reserve University, Cleveland, Ohio.</td>
</tr>
<tr>
<td>1994 - 1995</td>
<td>Research Assistant, Dept. of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, Ohio.</td>
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<tr>
<td>1992 - 1993</td>
<td>Exercise Specialist, Parma Community General Hospital, Parma, Ohio.</td>
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<tr>
<td>Fall 2006</td>
<td>“MPHP 405 Statistical Methods in Public Health” Dept. of Epidemiology and Biostatistics, Case Western Reserve University</td>
</tr>
<tr>
<td>Fall 2003 - 2005</td>
<td>“Biostatistics and Evidence Based Medicine” Dept. of Podiatric Medicine, Ohio College of Podiatric Medicine</td>
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Technical Skills

General skills in research project management and data analysis. Specific expertise and interests in:

- Research methods: Randomized and non-randomized health outcomes studies, specifically of behavioral interventions.
- Statistical methods: Latent variable methods (structural equations, item response theory, latent classes, latent choice sets) used to model constructs measured by multiple indicators. Also proficient at analyzing incomplete data sets using multiple imputation, full information maximum likelihood (FIML), weighted estimating equations (WEE) and complier averaged causal effects (CACE) models.
- Statistical software: Extensive experience with SAS, SPSS, Mplus, Amos and NORM. A little experience with HLM, S-plus/R, and WinBUGS.

Presentations


Sloboda Z, Stephens PC, Grey SF, Teasdale B. Main effects and stratified models of TCYL on primary outcomes of substance use. REITOX Academy on Prevention Trials, March 2009; Lisbon, Portugal.


Tonkin M, Sloboda Z, Stephens RC, Teasdale BE, Grey SF, Pyakuryal AN. Do perceptions toward the police change when students have a police officer as an instructor of a drug-education course in the regular school classroom? [poster] 15th Annual Meeting of the Society for Prevention Research; May 2007; Washington, DC.


Adelman, CL; Merkin, BJ; Grey, SF; Parran, TVP; Eadie, EJ; Rubai, A; Sabharwal, J; Grodach, M. Urban community office-based opioid maintenance therapy with sublingual buprenorphine/naloxone: outcome measures at 12 month follow-up [poster]. Annual Medical-Scientific Conference of the American Society of Addiction Medicine, April 2005; Dallas, Texas.

Mohammed, S; Grey, SF; Wagstaff, B; Graham, AV. Brief interventions provided by primary care providers to improve parenting practices: a pilot study [poster]. 12th Annual Meeting of the Society for Prevention Research; May 2004; Quebec City, Canada.

Bridges, JFP; Propper, VH; Grey, SF. Theoretical foundations of tobacco control policy: different disciplines, different questions and different conclusions [poster]. American Public Health Association 131st Annual Meeting, November 2003; San Francisco, California.

Propper, VH; Bridges, JFP; Grey, SF. Variation in beliefs with regards to the perceived harm of smoking: implications for tobacco control policies [poster]. American Public Health Association 131st Annual Meeting, November 2003; San Francisco, California.

Graham AV, Grey SF, Wagstaff B, Zyzanski S. Preventing substance abuse and risky sexual behaviors in early adolescence: testing the social development model [poster]. Annual Scientific Meeting of the Research Society on Alcoholism, June 2002; San Francisco, California.
Grey SF, Singer ME, Graham AV, Neuhauser DB. Substance abuse treatment for pregnant women: predictors of initial treatment setting and the effects of treatment setting on pregnancy outcomes [poster]. Annual Research Meeting of the Academy for Health Services Research and Health Policy, June 2002; Washington, DC.

Rabb MH, Grey SF, Parran TV. The use of tramadol HCl for acute heroin withdrawal: a case series study [poster]. Annual Medical-Scientific Conference of the American Society of Addiction Medicine, April 2002; Atlanta, Georgia.

Volsko TA, Grey SF, Chatburn R, Lambert S, Konstan, MW. Critical path analysis of a cystic fibrosis care path to identify process improvement opportunities. American Association for Respiratory Care International Respiratory Congress; December 2001; San Antonio, Texas.


Parran TV, Grey SF. The role of disabled physicians in the diversion of controlled drugs. Association for Medical Education and Research on Substance Abuse Annual Meeting; November 1999; Washington, DC.

Lazebnik R, Hermida T, Grey SF. Characteristics of adolescents who return for the results of anonymous HIV tests in an urban free clinic [poster]. Society of Adolescent Medicine Annual Conference; March 1999; Los Angeles, CA.

Lazebnik R, Grey SF, Ferguson C. The effects of activity-oriented instruction on HIV/AIDS risky behaviors in middle school-aged Hispanic students [poster]. Association for Medical Education and Research on Substance Abuse Annual Meeting; November 1998; Washington, DC.

Publications


**Papers Under Review**


**Professional Service**

Reviewer- *Prevention Science*
Reviewer/presenter-Prevention Science and Methodology Group

**Professional memberships**

American Statistical Association, Health Policy Statistics Section
Academy for Health Services Research and Health Policy
Society for Prevention Research

**Non-Work Special Interests**

Judo instructor, competitor and referee, Chu To Bu Judo Club. Other interests include cooking and watching independent and foreign films.

**References**

Zili Sloboda, ScD
Senior Research Associate
Institute for Health & Social Policy
The University of Akron
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zsloboda@aol.com

Neal V. Dawson, MD
Professor
Center for Health Care Research and Policy
MetroHealth Medical Center
216.778.3909
nvd@case.edu

E. Mendel Singer, PhD
Assistant Professor
Department of Epidemiology and Biostatistics
Case Western Reserve University
216.778.3903
mes12@case.edu

Theodore V. Parran Jr, MD
Associate Professor
School of Medicine
Case Western Reserve University
216.368.6934
tvp@case.edu
DAVID L. HUSSEY
925 Lander Road
Mayfield Village, Ohio 44143
440-646-0988 (Home)

EDUCATION
Ph.D. 1992 - School of Graduate Studies, Case Western Reserve University, Cleveland, OH
M.S.S.A. 1979 - Mandel School of Applied Social Sciences, Case Western Reserve University, Cleveland, OH
B.A. 1977 - John Carroll University, University Heights, OH (cum laude)

CERTIFICATIONS
DCSW 1993 – Diplomate in Clinical Social Work
NCAC II 1991 - National Certified Addiction Counselor II
CCDC III 1991 - Certified Chemical Dependency Counselor III
BCD 1989 - Board Certified Diplomate in Clinical Social Work
CCDC 1988 - Certified Chemical Dependency Counselor
LISW 1986 - Licensed Independent Social Worker
CDC 1985 - Certified Drug Counselor
ACSW 1983 - Academy of Certified Social Workers

PROFESSIONAL EXPERIENCE
Associate Professor - Department of Social and Behavioral Sciences, College of Public Health, Kent State University, Kent, Ohio (2009 – present). Member of the College Curriculum Committee (2009 - ); Member of the College Advisory Committee (2009 - ); Member of the Dean Search Committee (2009); Research Fellow at the Institute for the Study and Prevention of Violence (ISPV, 2004 - present). Faculty mentor for McNair Scholars Program (2004-present).

Associate Professor - Department of Justice Studies, Kent State University, Kent, Ohio (2004 – 2009). Member of the Dept. of Justice Studies Graduate Studies Committee (2004 - 2006), Faculty Advisory Committee (2006-present), College Advisory Committee Representative (2008-2009), Chair Review Committee (2006-2007); Research Fellow at the Institute for the Study and Prevention of Violence (ISPV, 2004 - ). Faculty preceptor for Northeast Ohio College of Medicine Public Health (2004 - 2005); Faculty mentor for McNair Scholars Program (2004- ).

Assistant Professor - Department of Justice Studies, Kent State University, Kent, Ohio, (1999 – 2004). Member of the Dept. of Justice Studies & College of Arts and Sciences Curriculum Committees (2001-2003), Dept. of Justice Studies Faculty Advisory Committee (2000-2001, 2002-2003, 2003-2004), Dept. of Justice Studies Graduate Studies Committee (2000 – 2004), and Research Fellow at the Institute for the Study and Prevention of Violence (ISPV, 1999 - 2004). Courses taught: Victimology (graduate and undergraduate), Treatment Methods (graduate and undergraduate), Juvenile Justice (graduate and undergraduate), Human Service Agencies and the Law (undergraduate), Crime Justice and Substance Abuse (graduate and undergraduate), Youth and the Justice System (undergraduate). Faculty mentor for McNair Scholars Program (2001-2003), and Columbus Intergovernmental Program (2002-2003); Faculty preceptor for Northeast Ohio College of Medicine Public Health (2003 - 2004).

Recipient of the University Teaching Council Graduate’s Applause Certificate of Achievement in 2001. Recipient of the College of Arts and Sciences Distinguished Teacher Award for the 2001-2002 academic year. Nominated for the College of Arts and Sciences Distinguished Teacher Award in 2002-2003, however, unable to be considered because of previous year’s award.
Director of Research and Evaluation - Beech Brook, Pepper Pike, Ohio, 1998 - present.

Responsible for developing and directing research and evaluation activities for a large ($30 mil. operating budget), multi-service center for the treatment of emotionally disturbed children and their families. Duties also include assisting with program design, program development, grant writing, and clinical supervision of music therapy program.


Clinical Director for a large multi-service center for the treatment of emotionally at risk children and their families. Responsible for a wide range of clinical services including residential treatment, day treatment, special needs adoption, specialized and therapeutic foster care, family preservation, school-based mental health services, and outpatient therapy. Responsibilities include overall clinical direction of the agency, monitoring and improving the quality of clinical practice of the agency, program development, program evaluation, agency research, and staff development.

Program Manager, Department of Psychiatry, St. Vincent Charity Hospital and Health Center, Cleveland, Ohio, 1990 – 1992.

Responsible for the development, management, marketing, and clinical coordination of child, adolescent, and adult psychiatric programs. Position assumes administrative and clinical responsibility for non-nursing personnel within the Department of Psychiatry, covering over 70 psychiatric inpatient beds across a child and adolescent unit, general adult unit, and adult intensive care unit. Responsible for the development and supervision of clinical specialty services including programs for substance abuse, eating disorders, geriatric psychiatry, child psychiatry, and partial hospitalization.

Program Manager, Adolescent Psychiatry, Department of Psychiatry, St. Vincent Charity Hospital and Health Center, Cleveland, Ohio, 1987 – 1990.

Responsible for the development, fiscal management, marketing, and clinical coordination of adolescent psychiatric services. Direct supervision of social workers, counselors, full school program, and art and recreation therapies within the Department of Psychiatry. Responsible for the administration and budget of two hospital cost centers, and the implementation and clinical coordination of pediatric and psychiatric residency programs, social work students, staff development, and Grand Rounds. The Adolescent Unit won the 1989 American Medical Association (AMA) National Health Congress Award for excellence in intervention with youth.

Coordinator of Adolescent Services, Department of Psychiatry, St. Vincent Charity Hospital and Health Center, Cleveland, Ohio, 1986-1987.

Responsible for the clinical coordination of inpatient adolescent psychiatric services. Implemented eating disorder program within adolescent unit structure. Provided staff supervision, program development and evaluation for 24 bed inpatient unit.

Private Practitioner, 14055 Cedar Road, South Euclid, Ohio, 1986 to 2005.

Private practice therapist working with children, adolescents and adults.

Coordinator of Special Services, Woodruff Hospital, Cleveland, Ohio, 1985-1986.

Coordinated clinical services for adolescent inpatient unit. Designed and implemented adolescent victimization program. Developed and delivered a full range of dual diagnosis services and provided staff training and supervision.

Substance Abuse Specialist, Cleveland Metropolitan General Hospital, Division of Adolescent Medicine, Cleveland, Ohio, 1984-1985.

Developed a program for the evaluation and delivery of substance abuse services to children, adolescents, and their families through a grant from the Robert Wood Johnson Foundation. Provided mental health and substance abuse training, training, consultation and supervision to the Department of Pediatrics interns, residents and medical staff.
Worked as a child therapist on the Metro General Sex Abuse Team through the Alpha clinic.

**Clinical Social Worker, Western Reserve Counseling Service, Painesville, Ohio, 1980-1984.**

Primary outpatient therapist at a mental health family service agency for children, adolescents, and adults with a variety of emotional and psychiatric problems. Served as a clinical supervisor for students from Case Western Reserve University and John Carroll University. Served as a consultant and supervisor for therapists from Lake County Shelter for Battered Women, and started a county-wide therapy group for males involved in domestic violence.

**Clinical Social Worker, Free Clinic of Lake County, Mentor, Ohio, 1979-1980.**

Outpatient therapist for adolescents and adults with a variety of emotional and psychiatric problems. Developed school and community-based mental health programs. Served as a consultant on social issues for FM105.

**Student Intern, Western Reserve Human Services, Stow, Ohio, 1978-1979.**

Provided individual, family, and group therapy to clients.

**Student Intern, Cleveland Psychiatric Institute, Cleveland, Ohio, 1979-1980.**

Evaluation and assessment of acutely disturbed adult psychiatric inpatients.

**OTHER TEACHING EXPERIENCE**


**Adjunct Instructor** - Case Western Reserve University. Courses taught: *Human Development through the Lifespan; Advanced Child Development and Dysfunction; Advanced Adult Development and Dysfunction; Adult Psychopathology; Mental Health Practice with Adults*, 1991-1999.

**FUNDING: GRANTS, PROPOSALS, & CONTRACTS**

Grants and extramural funding through Kent State University Institute for the Study and Prevention of Violence (ISPV)

Effective Practice Partner, *Ohio Mental Health Network for School Success*. Ohio Department of Mental Health, $9,000 (2008-2009).

Project Evaluator, *School-Based Mental Health Services Program*. Cuyahoga County Community Mental Health Board, $50,000 (2007-2008).

Effective Practice Partner, *Effective Practice Integration Council (EPIC)*, Ohio Department of Mental Health, $17,143 (2007-2008).


Project Evaluator, *Cuyahoga County Strengthening Communities – Youth Continuation*. Cuyahoga County Tapestry System of Care, $74,726. (2008).

Project Evaluator, *Disproportionate Minority Contact*, Trumbull County Juvenile Court, $20,000 (2007-2008).

Project Evaluator, *Cuyahoga County Integrated Co-occurring Treatment (ICT) pilot evaluation*. Cuyahoga County

Project Evaluator, *Cuyahoga County Strengthening Communities – Youth Continuation*. Cuyahoga County Tapestry System of Care, $37,500 (2007-2008).


PI, Project Evaluator: *Young Offenders Re-Entry Project HOPE* (#1 U79 T113322-01) through the Hispanic Urban Minority Alcohol and Drug Abuse Outreach Project (HUMADAOP). Substance Abuse Mental Health Services Administration, Center for Substance Abuse Treatment, $260,733 (2007-2010).

Effective Practice Expert, *Effective Practice Integration Council (EPIC)*, Ohio Department of Mental Health, $16,947 (2006-2007).

PI, Project Evaluator: *Treatment Effectiveness Study (TES): Brief Strategic Family Therapy* (#U79 SM56055-01 subcontract through ORC Macro via Project Tapestry). Substance Abuse Mental Health Services Administration, Center for Mental Health Services, $179,134 (2005-2008).


Co-PI, Project Evaluator: *Cuyahoga County Mental Health Board Project Tapestry: Weaving Solutions for Child Mental Health* (#1 U79 SM56055-01). Substance Abuse Mental Health Services Administration, Center for Mental Health Services, $2,409,500 (2003-2009).


Co-PI, Project Evaluator: *Cuyahoga County Strengthening Communities – Youth* (#6 U79 T113322-01-1). Substance Abuse Mental Health Services Administration, Center for Substance Abuse Treatment, $585,000 (2002-2008).


**Other Grants and Proposals**

PI, Beech Brook (grantee), *Integrating Music Therapy & the Teaching Family Model into Special Education Classrooms for the Treatment of Complex Trauma*. Kulas Foundation, $213,000 (2007-2010).

PI, Beech Brook (grantee), *The Efficacy of School-Based Mental Health Interventions* (#04-1201). Ohio Department of Mental Health, $48,400 (2004-2006).

PI, Beech Brook (grantee), *Music Therapy Research: Development of Evidence-Based Protocols and Treatment*


Beech Brook (grantee), *Orange City Schools and Beech Brook Partnership Project*. Orange City Schools, $118,263 (1999).


PI, Beech Brook (grantee), *Examining the Characteristics and Behavioral Change Dynamics of Preadolescent Children in Intensive Treatment Environments*. Ohio Department of Mental Health, $41,000 (1998 - 2000).

PI, Project Evaluator, Beech Brook (grantee), *Discipline Intervention Audit Grant: K-3*. Ohio Department of Education to Euclid City Schools, $14,750 (1998).

Cuyahoga County Court of Common Pleas, Juvenile Court Division – Beech Brook (grantee), *Counseling and Consultation Services for Juvenile Court*, $69,123 (1998).


Beech Brook (grantee), The Cuyahoga County Court of Common Pleas, Juvenile Court Division *Early Sex Offender Project*. $54,530 (1994 – 1996).


Cuyahoga County Dept. of Human Services (grantee), *Child Protection Coalition Grant*, Ohio Department of Human Services, $90,000 (1993).


St. Vincent Charity Hospital (grantee), *Creative Programming for a Hospital Classroom*. Woodruff Foundation $18,000 (1989).


**REVIEWER**


Reviewer, Department of Health and Human Services: Ad hoc objective review panel for the *Maternal and Child Health Bureau* (1997).


**CONSULTATION AND COMMUNITY SERVICE**

Board President, The Woodruff Foundation (2008 -- present)

Member, Youth Development Initiative Task Force (2007 – present).

Member, Foster Family-Based Treatment Association Research Committee (2006 – present).

Member, Cuyahoga County Community Mental Health Board Research Committee (2005).

Member, Cuyahoga County Budget Recommendations Committee for the Youth Services Coordinating Council (2005).


Board President, St. Mary Seminary and Graduate School of Theology, (2004 – 2006).

Member, Cuyahoga County Juvenile Court Diagnostic Clinic Review Team, (2004).

Member, Cuyahoga County Department of Children and Family Services Community Coalition to Address the Mental Health Needs of Our Most At Risk Youth (2004).

Member, Cuyahoga County Department of Children and Family Services Continuum of Care for High Risk Youth Committee, (2003).


Member, Cuyahoga County Department of Children and Family Services Foster Care Review Task Force (June, 2002).

Executive Board Member, The Montessori School at Holy Rosary, (1994 to 2002).

Advisory Board Committee Member, The Cuyahoga County Community Mental Health Research Institute, (1994 - 2002).


PUBLICATIONS


System of Care for Children’s Mental Health, Expanding the Research Base (pp. 233-238). Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Research and Training Center for Children’s Mental Health.


**MANUSCRIPTS PENDING & UNDER REVIEW**

Uludag, S., Colvin, M., Hussey, D., & Eng, A. *(under review).* Modernization, inequality, routine activities, and international variations in household property crime. *British Journal of Criminology.*


**SELECTED PRESENTATIONS**


Hussey, D. (June, 2008). Cuyahoga County Strengthening Communities for Youth results: Implications for strengthening families and systems. Plenary speaker at the 8th Annual Juvenile Crime Coalition Conference, Cleveland, OH.

Hussey, D. (May, 2008). Emergency Department Assessment of Personality Disorders. Emergency Department/Trauma Symposium. Mount Carmel Hospital West, Columbus, OH.


Hussey, D. (February, 2008). What research tells us about youth in the juvenile justice and behavioral health systems. Plenary speaker at The Supreme Court of Ohio Judicial College Conference: Evidence Based Practices: Their Role in Ohio’s Juvenile Justice System, Columbus, OH.


Louisville, KY.
Hussey, D., Timmons-Mitchell, J., & Fruth, A. (March, 2007). Challenges and opportunities for utilizing Multisystemic Therapy in school-based settings. 8th All-Ohio Institute on Community Psychiatry 2005 - Beyond Evidence: Trauma, Treatment, Resiliency and Recovery. Case Western Reserve University, School of Medicine, Department of Psychiatry. Cleveland, OH.
Hussey, D. L. (October, 2006). An empirical analysis of urban school-based mental health services. The 2006 Research Results Briefing. Ohio Department of Mental Health, Columbus, OH.
Hussey, D., Drinkard, A., Murphy, M., & Ols, K. (July, 2006). Year-three outcomes from the Cuyahoga County Strengthening Communities Youth (SCY) Project. Ohio Family and Children First Cabinet Council, Columbus, Ohio.
Hussey, D., Miller, D., Davis, D., & Thompson, M. (October, 2005). Issues and challenges in implementing evidence based practices in schools. The 10th Annual Conference on Advancing School-Based Mental
Hussey, D. (October, 2005). The efficacy of school-based mental health interventions in an urban sample. Poster presentation at the 10th Annual Conference on Advancing School-Based Mental Health., Cleveland, OH.

Hussey, D. (October, 2005). Evaluation and sustainability of Safe Schools/Health Students projects. Invited presentation for the Ohio Safe Schools/Healthy Students Summit, Cleveland, OH.


Hussey, D., Drinkard, A., Murphy, M., & Ols, K. (March, 2005). Year-one outcomes from the Cuyahoga County Strengthening Communities Youth (SCY) Project. Poster presentation at the 2005 Joint Meeting on Adolescent Treatment Effectiveness (JMATE). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, Washington, D.C.

Hussey, D., & Burgess, K. (March, 2005). Exploring the least restrictive alternative in children’s mental health treatment. 7th All-Ohio Institute on Community Psychiatry 2005 - Beyond Evidence: Trauma, Treatment, Resiliency and Recovery. Case Western Reserve University, School of Medicine, Department of Psychiatry. Cleveland, OH.


Stormann, C., Hussey, D., & Flannery, D. (February, 2005). Initial feedback from formal and informal service providers: Results from four days of wraparound training. Poster presentation at the Center for Mental Health Services System of Care Community Meeting: Collaborative Approaches to Successful Transitions for Children, Youth, and Families within Systems of Care, San Antonio, Texas.


Layman, D., & Hussey, D. (September, 2003). Using music therapy as a tool to promote permanency. Public Children’s Services Association of Ohio, Cleveland, OH.

Hussey, D. (May, 2003). Research results and outcomes from preadolescent partial hospitalization. University Hospitals of Cleveland, Department of Child Psychiatry Grand Rounds, Cleveland, OH.


Hussey, D. (April, 2003). Behind the mask: Depression, suicide, and violence. Panelist for W EWS “Connecting with Kids,” aired 4/28/03 on Channel 5 from 11:00 a.m. – 12:00 noon.


Blackburn, J., Hussey, D., Durkin, C., Siegel-Green, A. (September, 2002). Designing and implementing comprehensive school-based mental health services in a suburban setting. Center for School Mental Health Assistance - University of Maryland School of Medicine, 7th National Conference on Advancing School-Based Mental Health Programs, Philadelphia, PA.

Hussey, D. (June, 2002). Dual diagnosis training. Department of the Army, Clinical Consultant Course. Fort Sam


Hussey, D. (October, 2000). Research results briefing 2000: Psychiatric symptomatology and behavior change trajectories for children in intensive treatment environments. Paper presentation for the Ohio Department of Mental Health: Improving Ohio’s Mental Health Services through Research, Columbus, OH.


Hussey, D. (May, 2000). Developmental psychology, characteristics of early starters. Poster presentation at Kent State University Celebration of Scholarship & Distinguished Scholar Awards, Kent, OH.

Hussey, D. (October, 2000). Characteristics of preadolescent residential treatment children that impact behavioral change. Poster presentation for the Ohio Department of Mental Health: Translating Research into Practice, Columbus, OH.


Hussey, D. (November, 1996). The changing context of social work practice: Challenges for the
practitioner/educator partnership. Invited paper presentation at the National Association of Social Work Conference, Cleveland, OH.
Hussey, D. (June, 1992). Understanding and intervening with conduct disordered children and adolescents. Invited regional presentation for the University of Alabama, Tuscaloosa, AL.
Moir, R., Palmer, K., Hussey, D., & Todaro, R. (October, 1988). Integration of an Eating Disorders Program into an Adolescent Psychiatric Unit. Invited presentation for the Sixth National Conference on Anorexia Nervosa, Columbus, OH.
Eric Jefferis, Ph.D.

Assistant Professor
Department of Justice Studies
113 Bowman Hall
Kent State University
Kent, OH 44242-0001
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E-mail: ejefferi@kent.edu

Education:
2004 Ph.D. Division of Criminal Justice, University of Cincinnati, Cincinnati, OH.
Concentrations: Criminology & Policing
Dissertation topic: Criminal Places: A Micro-level Study of Residential Theft

1993 M.A. Department of Criminal Justice, Radford University, Radford, VA.
Thesis: The Influence of Correctional Philosophy on Rates of Guard Victimization.

1990 B.S. Administration of Justice Department, Pennsylvania State University, University Park, PA.

Professional Experience:
8/04-present Assistant Professor, Department of Justice Studies, Kent State University, Kent, OH.
Courses taught include: Undergraduate Research Methods, Graduate Research Methods, and Varieties of Policing

9/02-8/04 Senior Research Associate, Institute for the Study and Prevention of Violence, Kent State University, Kent, OH.
Co-Principal Investigator and Project Manager several funded research projects, including the Northern District of Ohio’s Project Safe Neighborhoods (PSN) Research Partnership grant. Devised and implemented research plans to support the PSN collaborative effort and to assess the effect of the program’s interventions.

7/97-8/02 Social Science Analyst, National Institute of Justice, U.S. Department of Justice, Washington, DC.
Responsibilities split between NIJ’s Crime Mapping Research Center and the Crime Control and Prevention (Policing) Division. Job elements included: (1) In-house research investigator and consultant, (2) Planned, developed and implemented research (e.g., writing sections of Requests For Proposals), (3) Monitored and evaluated Federally funded research projects, (4) Provided technical coordination, information and assistance, and (5) Made presentations at various professional and practitioner meetings.
12/00- 8/01  **Acting Director, Crime Mapping Research Center**, National Institute of Justice, U.S. Department of Justice, Washington, DC. Responsibilities included all elements of social science analyst position as well as: (1) Led a team of social scientists involved in research and development of spatial analytic tools and techniques, (2) Represented the Center and the Institute at various professional meetings, and (3) Facilitated intergovernmental agreements.

7/96-7/97  **Research Associate**, Center for Criminal Justice Research, University of Cincinnati, Cincinnati, OH. Position involved conducting analyses and writing technical reports for the “Multijurisdictional Drug Enforcement Task Force” project. Also provided geographic information systems (GIS) support to several funded research projects.

9/95-7/96  **Social Science Analyst**, National Institute of Justice, U.S. Department of Justice, Washington, DC. Job elements included monitoring and evaluating Federally funded research projects, and serving as an in-house research investigator and consultant.

3/94-9/95  **Research Assistant**, Division of Criminal Justice, University of Cincinnati, Cincinnati, OH. Duties entailed data analyses, database management and writing technical reports. Responsible for the development and maintenance of FoxPro databases for program evaluations.

9/93-6/94  **Graduate Assistant**, Division of Criminal Justice, University of Cincinnati, Cincinnati, OH. Assisted in organization of the 1995 Annual Meeting of the Academy of Criminal Justice Sciences. Participated in faculty’s research activities.

8/92-6/93  **Graduate Assistant**, Department of Criminal Justice, Radford University, Radford, VA. Engaged in various activities to assist the Criminal Justice faculty; such as organizing a focus group of criminal justice practitioners and assessing results.

8/90-2/91  **Caseworker**, Community Alternatives, New Castle, PA. Counseled and monitored at-risk male youth who had been referred by either the juvenile probation department or the Department of Children and Youth Services.

**Publications:**


**Professional Reports:**


Jefferis, E. (2007) “NAPBS Background Investigation Baseline Study.” Submitted to the Executive Board of the National Association of Professional Background Screeners.


**Research and Publications in Progress:**


**Grants and Contracts:**

*Funded Projects*

Jefferis, E. & Flannery, D. (2007). (Co-Principal Investigators) Institutional Collaboration Agreement Between KSU/ISPV and the Turkish Institute for Police Studies.” Funding provided by the Turkish Institute for Police Studies. Funding level: $345,000.


Jefferis, E. and Brewer, T. (Co-Principal Investigators) (2005). Assessment of GREAT-Families in a faith-based setting. Funding provided by the Ohio Office of Criminal Justice Services (Columbus, OH) Funding level: $75,000.


Jefferis, E. and M. Davis (Co-Principal Investigators) (2003). “Using NIBRS Data to Measure the Availability of Illegal Guns in West Virginia.” Funding provided by the West Virginia Criminal Justice Statistical Analysis Center. Funding level: $20,000.

Jefferis, E. and D. Flannery (Co-Principal Investigators) (2003). “Funding for Project Safe Neighborhoods Research Activities.” Funding provided by the Ohio Office of Criminal Justice Services (Columbus, OH) for the Northern District of Ohio’s 2003 Project Safe Neighborhoods Grant Solicitation. Funding level: $227,408.

Flannery, D., Davis, M., and E. Jefferis (2003). Profile of crime and justice in Belmont County. Funding provided by the Ohio Office of Criminal Justice Services (Columbus, OH) Funding level: $100,000.


Contracts and Consultation


Proposals Pending

Other Proposals Submitted


Jefferis, E. and M. Davis (Co-Principal Investigators) (October 2003). “Mapping Applications to Support Police Problem Solving and Measure Economic Vulnerability.” Submitted to Kent State University, Division of Research and Graduate Studies, Research Challenge program. (Not funded)


Presentations:


“Citizens’ perceptions of a critical event: Examining the effects of a video-taped arrest.” Paper


**Invited Presentations:**


“Psychological Effects on Children Who Witness Violence” Paper presented at the "Violence and School: Violence against Children in and around the School and Viable Precautions" conference. Sponsored by the Turkish Ministery of Education and UNICEF, March 28-
31, 2006, Istanbul/TURKEY. Invited/funded presentation with Cemil Dogutas and Daniel Flannery.


**Professional Service:**


Elected Member, Faculty Advisory Committee, Department of Justice Studies, Kent State University, 2008-2009.

Elected Member, Graduate Studies Committee, Department of Justice Studies, Kent State University, 2008-2009.


Elected Member, College Curriculum Committee, College of Arts and Sciences, Kent State University, 2007.

Elected Member, Departmental Curriculum Committee, Department of Justice Studies, Kent State University, 2007.

Technical Consultant, Review of grant applications. Bureau of Justice Assistance, LM Aspen,
2007.


Advisory Board Member, “Cleveland’s Reentry Initiative.” Office of Mayor Jane Campbell, Cleveland, OH. 2004-2005.


Roundtable Chair, “American Community Survey Conference (Spatial data and analysis roundtable).” Bureau of the Census, Baltimore, MD. June 2000.


Panel Chair, “Homicide in US Cities: A Spatial Examination of Risk Factors” 1998 Meeting of the American Society of Criminology, Washington, DC.


Panel Chair, “A Multi-method Examination of Crime Hot Spots” 1998 Meeting of the Academy of Criminal Justice Sciences, Albuquerque, NM.

Guest Lecturer, “Crime Mapping and GIS for Crime Analysis” (Ongoing semi-annually) Federal Bureau of Investigation National Academy, Quantico, VA.

Committee Member, Constitution and Bylaws Committee, Police Section, Academy of Criminal Justice Sciences, 1995.
Journal, Book, Report and Proposal Reviews:
2009-National Institute of Justice;
2007-Bureau of Justice Assistance; Office of Juvenile Justice and Delinquency Prevention
2006-Criminal Justice Review; National Institute of Justice; Police Practice & Research
2005-The Professional Geographer; National Institute of Justice
2004-Criminal Justice: An Internation Journal of Policy and Practice
2003-The Professional Geographer; National Institute of Justice
2002-Criminal Justice Press; The Professional Geographer; Crime Prevention Studies
Previous Years-Criminology; Journal of Criminal Justice; Western Criminology Review; Policing: An International Journal of Police Strategies and Management

Teaching Experience:
Assistant Professor, Kent State University, Fall 2004 – present
Research Methods in Justice Studies (JUS 32400)
Research Methods II (JUS 66775) (M.A. level course)
Varieties of Policing (JUS 44411)
Issues in Policing (JUS 66795) (M.A. level course)

Adjunct Instructor, University of Akron, Fall 2002
Introduction to Political Research (3700-201)

Adjunct Instructor, Virginia Commonwealth University, Winter 1999
Research Basis of Criminal Justice (CRJ 601) (M.S. level course)

Instructor, University of Cincinnati, 1994-7
Criminal Justice Statistics (18CJ551)
Criminal Justice Research Methods (18CJ552)
The Juvenile Offender (18CJ485)
The Juvenile Justice System (18CJ484)

Thesis and Dissertation Committee Service:
Dissertation Committee Member, Murat Kocuk, Kent State University, Political Science Department, Ph.D., (ongoing). “Profile of Terrorist Organizations.”
Dissertation Chair, Zakir Gul, Kent State University, Political Science Department, Ph.D., (ongoing). “Intelligence Led Policing”
Graduate Representative and Moderator, Sarah Ostrowski, Kent State University, Psychology Department, Ph.D., 2008, “Development of Child Posttraumatic Stress Disorder in Pediatric Trauma Victims: The Impact of Initial Child and Caregiver PTSD Symptoms on the Development of Subsequent Child PTSD”
Thesis Chair, Meghan Novisky, Kent State University, Justice Studies Department, MS, 2008. “Mandatory arrest practices: Friend or foe? An analysis of the perceptions of intimate partner violence survivors in Northeast Ohio.”
Thesis Chair, Karyn Rau-Goldmeier, Kent State University, Justice Studies Department, MS, 2007. “The Influence of Children in Obtaining a Civil Protection Order”
Thesis Committee Member, Leslie Swales, Kent State University, Department of Justice Studies.
Graduate Representative and Moderator, Jennifer Rohrer, Kent State University,

Dissertation Committee Member, Yi “Joey” Zhou, Kent State University, Computer Science Department, Ph.D., anticipated 2008. “Internet mapping application for police problem solving: A SARA/Incident based system design and implementation”

Dissertation Co-Chair, Cemil Dogutas, Kent State University, Political Science Department, Ph.D., 2007. “Zero tolerance vs. early response: The effectiveness of school resource officers to prevent violence in schools”

Dissertation Co-Chair, Serdar Kenan Gul, Kent State University, Political Science Department, Ph.D., 2007. “Police performance appraisals: A comparative study between Turkey and the USA.”

Dissertation Committee Member, Osman Dolu, Kent State University, Political Science Department, Ph.D., 2007. “Fear of online crime and public policy: Privacy vs. security.”

Thesis Chair, Todd Wiles, Kent State University, Justice Studies Department, MS, 2005. “Fugitive movement patterns: An examination of offender mobility”

Thesis Committee Member, Paul Butke, Kent State University, Geography Department, MS, 2006. “The relationship between weather and violent crime in Cleveland, OH 1990-2004.”

Thesis Committee Member, Feng Zhu, Kent State University, Geography Department, MS, 2005.

Thesis Committee Member, Jessica Kreshover, University of Virginia, Systems Engineering Department, MS, April 2002. “Designating a threshold for hot spot detection.”

Honors and Awards:
Research Fellow (2004 – present), Institute for the Study and Prevention of Violence, Kent State University, Kent, OH.


Graduate Research Assistant. (1993-4). Division of Criminal Justice, University of Cincinnati, Cincinnati, OH.


Graduate Research Assistant. (1992-3). Department of Criminal Justice, Radford University, Radford, VA.

Professional Affiliations:
Academy of Criminal Justice Sciences (ACJS)
ACJS Police Section
American Society of Criminology (ASC)
American Academy of Political and Social Science (AAPSS)
Specialized Training:

Professional Development Institute on Disabilities (Trainer: Phil Rumrill, Kent State University, 2008)
ArcView Spatial Analyst, (Trainer: ESRI, 1997)

Research Interests and Areas of Specialization:
Environmental criminology, Spatial/temporal analyses of crime; Quantitative methods; Policing policy effectiveness; Issues of police force and its consequences; Media’s impact on citizens’ perceptions of government agencies

References:
James Frank, Ph.D.
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Cincinnati, OH 45220-0389
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James.frank@uc.edu

Lawrence Travis, Ph.D.
Division of Criminal Justice
University of Cincinnati, ML 0389
Cincinnati, OH 45220-0389
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Lawrence.travis@uc.edu

Nancy La Vigne, Ph.D.
Justice Policy Center
The Urban Institute
2100 M Street, NW
Washington, DC 20037
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Willie H. Oglesby, MSPH, PhD
344 Gleneagle Circle
Irmo, SC 29063
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billy@who3.net

RESEARCH INTERESTS
• Dissemination and translation research
• Cost-effectiveness research
• Comparative effectiveness research
• HIV prevention
• Program evaluation
• Qualitative methods

EDUCATION
2008 PhD University of South Carolina, Arnold School of Public Health Columbia, SC
2002 MSPH University of South Carolina, Arnold School of Public Health Columbia, SC
2000 BS University of South Carolina, Moore School of Business Columbia, SC

TRAINING
2009 Comparative Effectiveness Research Methods I & II, Agency for Healthcare Research and Quality
2008 Health Insurance Portability and Accountability Act, University of Michigan
2007 Training Course for IRB Members, National Institutes of Health
2007 Clinical Research Training, National Institutes of Health
2007 Introduction to the Principles and Practice of Clinical Research, National Institutes of Health
2007 Research Ethics, National Institutes of Health
2007 Cancer Clinical Trials: The In-Depth Program, National Institutes of Health
2007 Keys to Building a Successful Research Site, Duke University School of Medicine
2007 Evidence-Based Medicine, Duke University School of Medicine
2007 Clinical Research Introduction, Duke University School of Medicine
2006 Protection of Human Subjects, University of South Carolina
2004 NUD*IST NVivo 1, University of South Carolina
2004 NUD*IST N5, University of South Carolina

AWARDS/HONORS
2004 Delta Omega Honor Society, Mu Chapter
2003-2006 Featured Researcher, QSR International
2000 Isao Hirata Award, University of South Carolina
1999 Excellence in HIV/STD Prevention, South Carolina HIV/STD Conference
1999 Outstanding Achievement and Student Triumph Award, University of South Carolina

EMPLOYMENT
2002-Present University of South Carolina Columbia, SC
Research Associate, Arnold School of Public Health (2004-Present)
Department Manager, Health Promotion, Education, & Behavior (2002-2004)

1998-2005 OutSmart In the Midlands, Inc. Columbia, SC
Director of Program Services & Development

1997-1999 Syneractive Marketing, LLC Columbia, SC
Web Marketing Manager

Accounts Receivable Manager

APPOINTMENTS
2008-Present  Director, Community-Engagement Task Force
2007-2008  Team Leader, Engaged Institutions Initiative
2007-Present  Director of Finance, Institute for HIV Prevention Leadership
2005-2007  Director of Operations, Institute for HIV Prevention Leadership
2004-2007  Associate Director for Technical Assistance and Program Evaluation, Office of Public Health Practice

RESEARCH

Proposals Under Review
NIH/NICHD  Salvia Divinorum Use Among College Students (R21)  Principal Investigator
USC/ROP  Develop Instrument To Measure Salvia Divinorum Use  Principal Investigator
NIH/NICHD  Building CBPR Infrastructure in a Medically Vulnerable Community in South Carolina (U13)  Co-Principal Investigator
CDC/NCHHSTP  Institute for HIV Prevention Leadership  Investigator
CDC/NCHHSTP  Capacity-Building Assistance in HIV Prevention  Senior Investigator
NIH/NIMH  Body Image, Internet-based Social Networks, and Health Risk Behaviors of Young Adults (R01)  Co-Principal Investigator

Proposals In Development
NIH/NIMH  Development of a Brief Motivational Intervention for Community-based HIV Testing (R34)  Co-Principal Investigator
NIH/OBSSR  Development of a Standard Instrument to Measure the Effectiveness of Community-based HIV Prevention Interventions (R21)  Co-Principal Investigator
NLM  Internet Resource Center for Community-Based HIV Prevention Practitioners  Principal Investigator
NIH/NIDA  Validity of Drug Use Recall Measures (R21)  Principal Investigator
CDC  Adaptation of Evidence-based HIV Prevention Interventions In Community Settings  Co-Principal Investigator

Funded Research
2007-Present  Principal Investigator, Evaluation of the Big Ed Health Team, EdVenture Children’s Museum, $6,250


2007  Principal Investigator, Threshold Analysis of Nursing Care Provided To Students With Diabetes in Anderson School District Five, School Health Improvement Project, $2,000


2004-2008  Investigator, Mobilizing Against Threats To Community Health, W. K. Kellogg Foundation, $1,191,865 (PIs: Donna L. Richter and Saundra Glover)
2004-2009 Co-Principal Investigator, Measuring the Effects of an Arts-Infused After-School Program, John S. and James L. Knight Foundation, $246,000 (Co-PI: Sara J. Corwin)

2005 Co-Principal Investigator, Evaluation of CDC-Funded Technical Assistance, South Carolina Campaign To Prevent Teen Pregnancy, $5,440 (Co-PI: Sara J. Corwin)

2003-2004 Investigator, Evaluation of Knight Foundation After-School Programs in Richland School District One, John S. and James L. Knight Foundation, $70,000 (PI: Donna L. Richter)

2000-Present Investigator, Institute for HIV Prevention Leadership, Centers for Disease Control and Prevention, $16,727,274 (PI: Donna L. Richter)

1999-2000 Investigator, Assessment of HIV-Related Risk and Protective Factors of Community Members in the Upstate of South Carolina, AID Upstate, $2,500 (PI: Susan L. Fulmer)


Additional Research
2008-Present Principal Investigator, Strategic Planning Activities of Non-Profit Organizations in the United States, Institute for HIV Prevention Leadership (Internally Funded)

2005-2007 Co-Principal Investigator, Perceptions of Community-Engaged Research, Community-Campus Partnerships for Health and the W. K. Kellogg Foundation (Free technical consultation award in lieu of money, Co-PI: Heather M. Brandt)

2003-2004 Co-Principal Investigator, Attitudinal and Behavioral Research on Gay, Lesbian, Bisexual, Transgender, and Questioning Youth in South Carolina, OutSmart In the Midlands, Inc. (Internally Funded, Co-PIs: Susan L. Fulmer and Brent Cagle)

2002 Principal Investigator, The Role of Body Image and HIV Sexual Risk of Males Ages 18-28, University of South Carolina Department of Health Promotion, Education, & Behavior (Thesis Research, Chair: Donna L. Richter)

2002 Investigator, Professional Opinions From Lawyers and Social Workers on the Legislation and Enforcement of Criminal Sexual Conduct in South Carolina, South Carolina Campaign To Prevent Teen Pregnancy (Internally Funded, PI: Donna L. Richter)

2002 Investigator, Factors Relating To Turnover Among Induction Year Teachers in Professional Development Schools in South Carolina, University of South Carolina College of Education (Internally Funded, PI: Jane Zenger)

Other Funded Projects
2000-2001 Principal Investigator, Speakers Bureau and Mentoring and Career Shadowing Program, The BridgeBuilders Foundation, $2,500
2000-2001   Principal Investigator, GET ACTIVE! and SC Lambda Youth Network, The Gill Foundation, $10,000

2000   Principal Investigator, OutSmart In the Midlands, Inc., The Freeman Foundation, $2,500

2000   Investigator, Community-Based HIV Prevention in the Midlands, South Carolina Department of Health and Environmental Control, $150,000

SCHOLARSHIP
Manuscripts In Development
- Cost Savings of School-Based Nursing Programs for Students With Diabetes (Health Promotion Practice)
- Measuring Middle School Student Engagement, Connectedness, Bonding, and Attachment Using a Self-Administered Questionnaire (Journal of School Health)
- Gender Differences in the Health Risk Behaviors of Youth Attending Two Metropolitan Southeastern Middle Schools (Health Education and Behavior)
- Associations Between School Perceptions and Tobacco Use in a Sample of Southern Middle School Students (Journal of School Health)
- Evaluation of An Arts-Infused After-School Program For Southern, Urban African-American Middle School Students (Journal of Urban Education)

Peer-Reviewed Journal Publications
2. Richter, DL; Dauner, KN; Lindley, LL; Reininger, BM; Oglesby, WH; Prince, MS; Thompson-Robinson, M; Jones, R; and Potts LH. Evaluation Results of the CDC/ASPH Institute for HIV Prevention Leadership: A Capacity-Building Educational Program for HIV Prevention Program Managers. Journal of Public Health Management and Practice. January (Suppl), S64-S71. 2007.

Technical Writing

Peer-Reviewed Presentations
1. Oglesby, WH; Corwin, SJ; Richter, DL; Saunders, RP; and Torres, ME. “Dietary Behaviors, Physical Activity, and Weight Control Behaviors of Middle School Youth.” Presented at the American Public Health Association Annual Meeting. San Diego, CA. November 2008.
4. LaRose, CM; Richter, DL; Glover, SH; McCutcheon, G; Pearson, JL; Oglesby, WH; Friedman, DB; Ogbuanu, CA; Fluornoy, M; Toole, C; and Murphy, HR. “An Assessment of the Disaster Preparedness
10. Corwin, SJ; Oglesby, WH; Scott, BE; Coleman, J; and Montgomery, KM. “Middle School Students’ Perceptions of an Arts-Based After-School Program: Focus Group Results.” Presented at the American Public Health Association Annual Meeting. Washington, DC. November 2007.
21. Richter, DL; Potts, LH; Reininger, B; Harris, M; Oglesby, WH; and Prince, MS. “Measuring Improved Capacity in HIV Prevention Programming and Strategic Management: Results from the CDC/ASPH Institute for HIV Prevention Leadership Pilot Year.” National HIV Prevention Conference. Atlanta, GA. August 2001.
22. Richter, DL; Potts, LH; Reininger, B; Harris, M; **Oglesby, WH**; and Prince, MS. “Measuring Gains in Capability and Confidence in HIV Prevention Programming and Strategic Management: Results from the CDC/ASPH Institute for HIV Prevention Leadership Pilot Year.” American Public Health Association Annual Meeting. Atlanta, GA. August 2001.


**Invited Presentations**


7. **Oglesby, WH**. “Introduction to NVivo 2.” All-day workshop for staff on a grant-funded project. The University of South Carolina Arnold School of Public Health. Columbia, SC. February 2003.


Willie H. Oglesby, MSPH, PhD
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TEACHING
Courses Taught

| Fall 2006 | Research Methods | Graduate | Co-Instructor |
| Summer 2006 | Research Methods | Graduate | Co-Instructor |
| Spring 2006 | Qualitative Research Methods | Graduate | Co-Instructor |
| Spring 2004 | Qualitative Research Methods | Graduate | Teaching Assistant |
| Spring 2004 | HIV/AIDS Education | Grad & Undergrad | Teaching Assistant |
| Fall 2003 | Theoretical Foundations of Health Education | Graduate | Teaching Assistant |
| Fall 2002 | HIV/AIDS Education | Grad & Undergrad | Teaching Assistant |

Advisees/Trainees

- 2009 BS Jamie Smith: Survey research with non-profits
- 2009 BS Elizabeth Murray: Survey research with non-profits
- 2008-Present MPH Kathleen Duffy: Evaluate after-school program
- 2006-2007 PhD Aba Essuon: Analyze qualitative evaluation data
- 2005-2006 MPH Blythe Scott: Evaluate after-school program
- 2005 PhD Steven Nkansah-Amankru: Analyze quantitative evaluation data
- 2004-2007 PhD Chris LaRose: Evaluate capacity-building program
- 2004-2007 PhD Shelly-Ann Bowen: Analyze qualitative evaluation data
- 2004-2005 MPH Marya Shegog: Capacity-building
- 2004-2005 MSW Tracy Leyda: Develop case management protocol
- 2003-2004 MSW/MPH Debra Mahadeo: Survey research with youth
- 2003-2004 PhD Brent Cagle: Survey research with youth
- 2003 MPH Stacy Smallwood: Needs assessment with MSMs

Executive Training Courses Taught

- 2009 Practicing Effective Management: Institute for HIV Prevention Leadership
- 2007-Present Leadership: Institute for HIV Prevention Leadership
- 2007 Qualitative Research Methods: MATCH Training Institute
- 2006-2008 Federal Grant Management: Institute for HIV Prevention Leadership
- 2003-2006 Distance Learning: Institute for HIV Prevention Leadership
Workshops/Colloquia/Grand Rounds

2008  Issues Measuring Intervention Adaptation  Arnold School of Public Health, USC
2003  Introduction to NVivo 2.0  University of South Carolina
2003  Introduction to NVivo 2.0  Florida A&M University

SERVICE

Professional Memberships

2007-Present  National Community-Based Organization Network  Member
2007-Present  American College of Healthcare Executives  Member
2006-Present  Community-Campus Partnerships for Health  University Representative
2004-Present  Association for Prevention Teaching and Research  Member
2000-Present  American Public Health Association  Member, CBPH Section

Editorial Boards

2009  AIDS Prevention and Education  Reviewer for Special Issue
2008-Present  Community-Engaged Scholarship for Health  Reviewer
2008-Present  Health Sciences Review  Editor
2008-Present  International Journal of Prevention Practice and Research  Editor
2007-Present  Medical Education Online  Reviewer
2007-Present  AIDS Patient Care and STDs  Reviewer
2005-Present  Action Research International  Reviewer
2004-Present  Journal of the Association of Nurses in AIDS Care  Reviewer

Grant Proposal Review

2007  State Affiliate Capacity-Building Awards, American Public Health Association funded by the WK Kellogg Foundation
2007  Faculty Research Seed Grants, University of South Carolina Research Opportunity Program
2007  Community-Based Projects, University of South Carolina MATCH Project (Mobilizing Against Threats to Community Health) funded by the WK Kellogg Foundation
2005  Scholarship in Public Health Preparedness, University of South Carolina Center for Public Health Preparedness funded by the Centers for Disease Control and Prevention
2004  PA#04010: Programs to Improve Health, Education, and Well-Being of Young People, Centers for Disease Control and Prevention

Award Nomination Review

2009  Awards in Physiology and Health (Non-Mentored Category), South Carolina Junior Academy of Science
2008  Awards in Physiology and Health (Non-Mentored Category), South Carolina Junior Academy of Science
2006  Price Fellowships in HIV Prevention, Centers for Disease Control and Prevention
2006  Distinguished Undergraduate Research Mentor Award, University of South Carolina Office of Undergraduate Research
2005  Price Fellowships in HIV Prevention, Centers for Disease Control and Prevention

Scholarly Presentation and Conference Abstract Review

2009  Physiology and Health Category, Annual Research Symposium of the South Carolina Junior Academy of Science
2008  Community-Based Public Health Caucus, Annual Meeting of the American Public Health Association
2008  Environmental and Contextual Factors in Health and Behavior Category, Annual Meeting of the Society for Behavioral Medicine

Willie H. Oglesby, MSPH, PhD
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2008  Physiology and Health Category, Annual Research Symposium of the South Carolina Junior Academy of Science
2008  Women’s Caucus, Annual Meeting of the American Public Health Association
2007  Biomedical Section, University of South Carolina Undergraduate Research Symposium
2007  Women’s Caucus, Annual Meeting of the American Public Health Association
2007  Environmental and Contextual Factors in Health and Behavior Category, Annual Meeting of the Society for Behavioral Medicine
2006  Annual Meeting of the Association for Prevention Teaching and Research
2006  Epidemiology and Surveillance Section, Annual Meeting of the American Public Health Association
2006  Neuroscience Section, University of South Carolina Undergraduate Research Symposium
2005  HIV/AIDS Section, Annual Meeting of the American Public Health Association

Committee Service
2008-2009  DrPH Competency Development Committee, Association of Schools of Public Health  Member
2008-Present  Murray A Vincent Excellence in Health Education Research and Practice Awards  Treasurer
2008-Present  Executive Committee, University of South Carolina Community-Engagement Task Force  Member
2007-2008  Engaged Institutions Initiative, University of South Carolina Arnold School of Public Health  Co-Chair
2005-2006  Evaluation Committee, University of South Carolina Arnold School of Public Health  Member
2002  Dean’s Academic Advisory Council, University of South Carolina Arnold School of Public Health  Member
R. Scott Olds

Professor
Health Promotion and Education Program
Department of Adult, Counseling, Health and Vocational Education (ACHVE)
Kent State University
Kent, Ohio 44242
330/672-0679
330/672-3063 (fax)
rolds@kent.edu

EDUCATION:

2003  Master of Library and Information Science Kent State University, Kent, OH.  Emphasis: Information Technology


EXPERIENCE:

1/06 – present  Affiliated Faculty, Center for Health Promotion Research, Department of Epidemiology and Biostatistics, School of Medicine, Case Western Reserve University. Cleveland, Ohio.

8/08 – 12/08  Visiting Professor, Epidemiology and Health Policy Research, College of Medicine, University of Florida. Gainesville, Florida.

1/07 – 1/10  Regular Faculty, Consortium of Eastern Ohio Master of Public Health. Rootstown, Ohio.
9/01 – 5/02 Inter-governmental Personnel Assignee to the Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health – data analysis. Atlanta, Georgia. 50% buyout.

6/02 – 9/04 Inter-governmental Personnel Assignee to the Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health – research tobacco industry documents. Atlanta, Georgia. 25% buyout.

6/02 – 9/04 Inter-governmental Personnel Assignee to the Centers for Disease Control and Prevention, Public Health Practice Program Office, Office of Extramural Prevention Research – participatory research guidelines revision and prevention database development. 25% buyout.

8/2005 – present Professor, Health Education and Promotion, Kent State University

7/91 – 7/2005 Associate Professor, Health Education and Promotion, Kent State University.

Courses Taught:
Undergraduate: Health and Learning, Personal Health, Community Health, Methods and Materials in Health Education, Marketing in Health Education.
Workshops: Grant Writing, Accessing Health Information, Data Analysis, Critical Health Issues for Children

8/92 - 8/93 Coordinator, Health Education Program, Kent State University.

7/91 - 8/92 Acting Assistant Dean, Teacher Education, Kent State University. During my tenure I oversaw simultaneous accreditation reviews by NCATE and the Ohio Department of Education. Chair, Undergraduate Council; Chair, Teacher Education Council; Chair, Teacher Education Coordinators.

2/92 - 8/92 Acting Director, Off Campus Programs & Field Experiences, Kent State University.

3/92 - 12/92 Acting Coordinator, Project Discovery A collaborative project of the National Science Foundation, Ohio Board of
Regents and Ohio Department of Education to improve math and science teaching and learning at the middle school grades in 15 Ohio counties.

8/88 - 5/91  Assistant Professor, Health Education, Kent State University.

8/89 - 7/91  Coordinator, Health Education Program, Kent State University.

1/85 - 7/88  Assistant Professor, Health Education, Ithaca College.


9/82 - 12/84  Research Associate, Operation SmART Decision. Department of Applied Health Science, Indiana University.

Associate Instructor, Department of Applied Health Science, Indiana University. Courses Taught: Personal Health and First Aid.


Courses Taught: Health Education and General Science

Assistant Coach, Varsity Football and Head Coach, Girls Track.

8/78 - 8/79  Graduate Assistant, Health Education Department. The Pennsylvania State University. Courses Taught: Man and Disease, and Consumer Health.


9/76 - 6/78  Resident Assistant, Housing Staff, Baldwin-Wallace College, Berea, Ohio.

CURRENT PROFESSIONAL MEMBERSHIPS

Ohio Society for Public Health Education, 1993 - present.
American Academy of Health Behavior 2000 – present
American Public Health Association 2003 – present

PRIMARY RESEARCH INTERESTS

- Adolescent and young adult health behaviour with special emphasis on alcohol, tobacco, and other drugs.
- Social norming effects on adolescent and young adult tobacco and alcohol use.
- Patterns of drinking and associated consequences; measurement of drinking patterns.
• Surveillance of adolescent and college student alcohol, tobacco and other drug use.
• Child overweight and obesity assessment and intervention studies.

**PUBLICATIONS**

**Refereed Journals**

**Scholarship Key**

(D) Discovery   (A) Application (I) Integration (S) Student
(C) Collaborative - outside my program area (note: programs are hierarchically organized within departments in my College)


Behavior, **25** (2), 100-105.


16 Young DM, **Olds RS**, Kelly LW (1996). NACUBO Payment and Pricing Survey Results. *Business Officer*


Other Publications


7 Green LW, Mercer SL, Kumar V, Olds RS, Brindley P, Hill, JC (2004). CDC Knowledge Management System to Help Research be Relevant to and Used in Everyday Practice: Feasibility Study. (A) (I) 20%


1 Olds RS, (1986). Adolescent Smoking Cessation module. Program developed under contract from the American Lung Association of Central New York. (A) (I) (P) (100%)

GRANT ACTIVITY

Funded


19 Borawski E, Olds RS, Trapl E. (2006). The Ohio Tobacco Research and Evaluation Center. Ohio Tobacco Prevention Foundation. Columbus, Ohio. ($449,832). (three year project.) This is a collaborative project with Case Western Reserve University’s Center for Health Promotion Research who serves as the fiscal agent. (A) (I) 30%.


<table>
<thead>
<tr>
<th></th>
<th>Authors</th>
<th>Title</th>
<th>Funding</th>
<th>Institution</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resubmission score was 191. Resubmitted for a third time July 1, 2003.</td>
<td>National Institutes of Health/National Institute of Alcohol Abuse and Alcoholism.</td>
</tr>
<tr>
<td>12</td>
<td>Roxburgh S, Olds RS</td>
<td>Kent City Health Assessment. Collaborative project between KSU Sociology and Health Education and Promotion funded by the Sociology Department, Provost’s Office and Kent City Hall. $12,629.</td>
<td>Collaborative project between KSU Sociology and Health Education and Promotion funded by the Sociology Department, Provost’s Office and Kent City Hall. $12,629.</td>
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<tr>
<td>10</td>
<td>Olds RS.</td>
<td>Primary data collection in a county public health needs assessment. Kent State University Research and Graduate Studies Office. $2,500</td>
<td>Primary data collection in a county public health needs assessment. Kent State University Research and Graduate Studies Office. $2,500</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mitchell S, Olds RS</td>
<td>Predictors of Life-Time Physical Activity. Kent State University Research and Graduate Studies Office. $2,500</td>
<td>Predictors of Life-Time Physical Activity. Kent State University Research and Graduate Studies Office. $2,500</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Olds RS</td>
<td>Application of Technology in Health Education. CART Committee, College of Education, Kent State University. $500</td>
<td>Application of Technology in Health Education. CART Committee, College of Education, Kent State University. $500</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Olds RS, Rubin M.</td>
<td>Comprehensive School Health Program. United States Department of Education. $465,000</td>
<td>Comprehensive School Health Program. United States Department of Education. $465,000</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Neill K, Olds RS, Rubin M, Dinero T</td>
<td>An Assessment of School Food Service Delivery Systems in the State of Ohio.</td>
<td>Ohio Department of Education, Division of Nutrition Education and Training Program. $45,000</td>
<td>Ohio Department of Education, Division of Nutrition Education and Training Program. $45,000</td>
</tr>
<tr>
<td>4</td>
<td>Olds RS</td>
<td>Cancer Prevention Awareness Among Economically Disadvantaged Adolescents. Kent State University Summer Research Competition. $5,000</td>
<td>Cancer Prevention Awareness Among Economically Disadvantaged Adolescents. Kent State University Summer Research Competition. $5,000</td>
<td></td>
</tr>
</tbody>
</table>


Unfunded


TECHNICAL REPORTS

20 Olds RS (2007). *Findings from the South Range Local Schools Substance Abuse Survey of Seventh through Twelfth Graders*. South Range Local Schools (Ohio).


13 Olds RS, & Thombs, DL (2004). *Findings from the South Range Local Schools Substance Abuse Survey of 7th through 12th graders*. South Range Local Schools (Ohio).


1 Olds RS *Columbiana County Health Assessment.* Columbiana County Health Department, Salem Community Hospital and East Liverpool Hospital. February, 1997. 125 p.

**PRESENTATIONS:**

*International, Refereed*


63 Thombs DL, Olds RS, Pokorny SB and Dodd VJ. Examining Undergraduate Alcohol Use Through a Different Lens – Findings From Nighttime Field Studies. Eighth Scientific Meeting of the American Academy of Health Behavior March 11, 2008 Oxnard, CA.


54 Bohannon A, Olds RS (2006). Role of a local surveillance and evaluation program to monitor youth tobacco use as part of a comprehensive tobacco control program. American Public Health Association annual meeting. Boston, MA.


34 Tomasek JR, Olds RS (2001). *Cigarettes Smoking as a Predictor of Other High Risk Behaviors in an All Girls School.* Society for Public Health Education. Atlanta, Georgia.


Regional, Refereed


State, Refereed


Invited Presentations


17 Olds RS (1994). *Comprehensive School Health Education in Ohio*. American Cancer
National School Health Education Leadership Conference. Co-sponsored by the US Departments of Education, Health and Human Services and Agriculture. Atlanta, Georgia.


Olds RS (1990). *Nutrition Education Strategies for Middle School Students.* Northeastern Ohio Universities College of Medicine Student to Student workshop.


5 Olds RS, Allensworth DD (1989). *Sexually Transmitted Disease Control Through Comprehensive School Health Programs*. Ohio Department of Education. Columbus, Ohio.


Other Presentations

11 Thombs D, Olds RS, Tomasek JR (1999). *Social Norms as a Substance Abuse Prevention Strategy*. Presented to the Kent State University Health Science and Human Services cluster.


6 Olds RS. *Time Management*. Presented annually as part of the Freshmen Orientation Program at Kent State University. Kent, Ohio. 1989 – present.


2 Olds RS. *The Health Implications of Drug Use.* (1986). Presented on two consecutive weekends to the Ithaca College Athletic Department.


**CONSULTANCIES**


2006 Centers for Disease Control and Prevention. Participatory Research Guidelines Psychometric Development. Member of an eight member team of individuals from CDC, University of Montreal, University of California at San Francisco, Westat, Inc., University of Pittsburgh.

2006 National Institutes of Health, Center for Scientific Review, Research on Research Integrity. Grant reviewer for proposals on research integrity.

2005 National Institutes of Health, Special Emphasis Panel on Research Integrity. Grant reviewer for proposals on research integrity.


2003 - 2004 Northern Appalachian Tobacco Prevention Coalition, funded by the Tobacco Use Prevention Coalition Foundation from the Master Settlement Agreement, Project Evaluator.

2002 Centers for Disease Control and Prevention, Office of Extramural Prevention Research, Public Health Program Practice Office. Grant Reviewer for community based participatory research applications.

Youth Tobacco Survey Data and produced a report of the same.

2002  Office of Research Integrity, U.S. Department of Health and Human Services. Grant reviewer for education programs on research integrity.

2002  Ohio Department of Health. Consultation regarding public health informatics to the Division of Health Promotion and Risk Reduction (n=55).


1999 – present  Co-Director, Substance Abuse Monitoring Survey (SAMS). Consultation to local school districts on collection, analysis and report writing regarding student drug use.


1997 - present  Child Health Services, Portage County, Ohio. Community needs assessment director.


1998-1999  Cleveland Clinic Foundation, Tobacco Prevention Video Development Coordinator.


1991  Diabetes Association of Greater Cleveland. Developed developmentally appropriate and culturally sensitive educational materials for individuals at high risk.

1989 - 1991 American School Health Association in conjunction with United States Department of Education Comprehensive School Health Education Grant.

1987 United States Department of Health and Human Services Reviewed the Food and Drug Administration's curriculum on Health Fraud.


1987 New York State Department of Education. Reviewer of the Health Education section of the National Teacher's Examination.

**UNIVERSITY, PROFESSIONAL, AND PUBLIC SERVICE:**

*University Committee Assignments*

2006  Kent State University, Promotion Advisory Board

2005 – 2006  Kent State University, Research Council, Chair

2005 – present  Kent State University, ACHVE Department Curriculum Committee

2005  Kent State University, Research and Graduate Studies reviewer of a newly proposed PhD in Health Education by the University of Cincinnati

2004 – 2005  Kent State University, Health Education and Promotion Search Committee Chair

2004 --2005  Kent State University Research Council Co-Chair, Distinguished Scholar Award, 2005

2004 – 2005  Kent State University, Intercollegiate Athletics Advisory Committee

2003  Kent State University, Strategic Planning Committee

2002 – 2004  Kent State University, ACHVE Department, Faculty Advisory Council

2002 – 2004  Kent State University, College of Education. College Advisory Council

2000 – present  Kent State University, ACHVE Department, Undergraduate Standards and Appeals Committee
2000 – 2001 Kent State University, ACHVE Department, Faculty Advisory Council
2000 – 2001 Kent State University, College of Education. College Advisory Council
1997 - present Kent State University, Institutional Review Board.
1991 - 1992 Kent State University, College of Education
Teaching Leadership Consortium Steering Committee
1991 - 1992 Kent State University, College of Education
Joint Partnership Advisory Council
1991 - 1992 Kent State University, College of Education
Assistant and Associate Deans Committee
1989 - 1991, Kent State University, College of Education Faculty Advisory Committee
1989 - 1991, Kent State University, College of Education Undergraduate Council
1989 - 1991 Kent State University, College of Education Theory and Research in Instruction Committee
1988 - 1991 Kent State University, AIDS Education Committee
1988 - 1992 Kent State University, College of Education Teacher Education Council
1986 Ithaca College, School of Health, Physical Education, and Recreation, Ithaca College, Chair, Health Education Curriculum Review Committee.

Professional Service
2006 – 2007  Principal Investigator, Conference support grant from the National Heart, Lung and Blood Institute on behalf of the American Academy of Health Behavior (AAHB) for the 2007 AAHB scientific conference in Savannah, Georgia.

2006 – 2007  Principal Investigator, Conference support grant from the Centers for Disease Control and Prevention on behalf of the American Academy of Health Behavior (AAHB) for the 2007 AAHB scientific conference in Savannah, Georgia.


2006 – 2007  Chair, Annual Scientific Conference for the American Academy of Health Behavior.

2005 – present  Chair, Abstract Reviews for the 2006 American Academy of Health Behavior annual meeting.

2005 – present  Reviewer, *Journal of Alcohol and Drug Education*


2004  Grant Reviewer, Ohio Tobacco Use Prevention and Control Foundation, Evaluation Contractor applications.

2003  Abstract Reviewer, Health Educators’ Institute, Ohio. Annual Professional Meeting.


1997 - 1999  Chair, Cancer Control Committee. American Cancer Society, Ohio Division.
1993-1999 Member, Cancer Control Committee. American Cancer Society, Ohio Division.

1994 - 2001 Member, Board of Directors, American Cancer Society, Ohio Division.

1993- 1997 Chair, Comprehensive School Health Education CORE. American Cancer Society, Ohio Division.

1997 - 1999 Chair, Tobacco Control Committee, American Cancer Society, Ohio Division.

1993 Member, Kent State University Team. Western College Health 2000: Preventing the Spread of AIDS. Chicago, Illinois.

1993 Member, Ohio Coalition for School Health Education.

1993 Representative of the American Cancer Society to attend the national workshop on coalition building sponsored by the National School Health Education Coalition. Washington, D.C.

1993 Adult Education Sub-Committee. Cleveland Health Education Museum.

1992 - 1996 Reviewer, Eta Sigma Gamma

1992 - 1995 Planning Committee Chair and Originator, Kent State University Health Promotion Conference.


1992 - 1993 Chair, American Cancer Society Task Force, Workshop Planning Committee Comprehensive School Health Education Workshop.

1991 - 1998 Fellow, Consortium of Association for the Advancement of Health Education.

1991 - 1998 Charter Member and Secretary, Ohio Association of University Health Educators.

1990 - 1997 Reviewer, Wellness Perspectives

1990 Presider, Research Consortium. Annual national meeting of the Association for the Advancement of Health Education. New Orleans, Louisiana.

1989 Presider, Research Consortium Poster Session. Annual national meeting of the Association for the Advancement of Health Education. Boston, MA.

1989 Recorder, "Implications of Current Health Education Research. Annual meeting of the Association for the Advancement of Health Education. Boston, MA.


1988 - 1990 Chair, School Health Instruction and Curriculum Council, American School Health Association.


1987 - 1988 Vice Chair, School Health Education Study Committee American School Health Association.

1991 Nominated, Board of Directors Association for the Advancement of Health Education.

Public Service

1990 - 2000 Speaker, American Cancer Society, Portage County Unit.

1988 - 1990 Member, Youth Education Committee American Cancer Society, Ohio Division, Inc.

1985 - 1988 Board of Director, American Lung Association of Central New York.

1985 - 1988 Board of Directors, American Cancer Society Tompkins County Unit, Ithaca, New York.

1986 - 1988 Chair, Public Education Committee, American Cancer Society, Tompkins County Unit, Ithaca, New York.


AWARDS/RECOGNITION


2003  Who’s Who in Education. Academic Keys, LLC.

2002  Outstanding Contributor to the Six District Educational Compact for student substance use surveillance (SAMS). Districts include Hudson, Stow, Cuyahoga Falls, Woodridge, Kent and Tallmadge.

2002  Outstanding Mentor, Graduate Student Award. Kent State University

2001  Outstanding Member, New Student Orientation. Kent State University


1994  "Ruby Lifesaver Award Winner." presented annually by the American Cancer Society, Ohio Division, Inc. to a volunteer for who exemplifies outstanding achievement. Awarded each year to one volunteer from across the state. I was fortunate enough to be selected from 88 applicants for my work in public education.


1991  Burton Gorman Teacher Impact Award Winner. Kent State University, College and Graduate School of Education,

1991  Research Fellow, Association for the Advancement of Health Education.

References:

Lawrence W. Green, DrPH, DSc(Hon), FAAHB
Adjunct Professor
Department of Epidemiology and Biostatistics
Co-Director, Society, Diversity and Disparities Program
School of Medicine and Comprehensive Cancer Center
China Basin Landing, Mission Bay Campus
San Francisco, CA 94143-0981
415/205-6615
lwgreen@comcast.net
Dennis L. Thombs, PhD, FAAHB
Associate Professor
Department of Behavioral Science and Community Health
College of Public Health and Health Professions
HPNP Building (0212) - Room 4162
University of Florida
Gainesville, FL 32610-0175
tel: (352) 273-6088
fax: (352) 273-6048
dthombs@phhp.ufl.edu

Marcia Rubin, Ph.D. MPH
Director, Research & Sponsored Programs
The American School Health Association
7263 State Route 43 / P.O. Box 708
Kent, OH 44240
T: 330/678-1601 x 129
F: 330/678-4526
mrubin@ashaweb.org
Health policy and health services consultant and scholar, with over fifteen years experience as a practitioner, workplace health researcher, and instructor. Have extensive knowledge of health and safety management, health services research, and advanced statistical methods, and have collaborated with practitioners and researchers on multiple health and safety projects.

**Education:**

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Ph.D. in Health Policy and Administration and Health Services Research May 2008  
**Minor:** Political Science  
**Dissertation:** The Determinants of Firefighter Physical Fitness: An Inductive Inquiry into Firefighting Culture and Coronary Risk Salience

**EAST CAROLINA UNIVERSITY**

Master of Science in Environmental Health May 1997  
**Concentration:** Occupational Health and Safety

Bachelor of Science in Environmental Health May 1992  
**Concentration:** Public Health

**Professional and Teaching Experience:**

**06/2009 - Present**  
**ADJUNCT FACULTY INSTRUCTOR,** University of North Carolina at Chapel Hill, Department of Health Policy and Management, Gillings School of Global Public Health, Chapel Hill, NC

- Instruct health care and emergency management professional students (i.e., Hospital CEOs, physicians, nurses, firefighters, emergency managers) cost benefit analytic methods regarding disaster programs; instruct graduate students in community and public health security-disasters, terrorism, and emergency management systems
- Actively developing a financial management course for executive health care administration graduate students in the UNC Gillings School of Public Health

**09/1999 - Present**  
**HEALTH AND SAFETY CONSULTANT,** Staley Consulting Services, Durham, NC

- Taught workshops on occupational health, safety, and injury reduction to construction and general industry based on my licenses for handling hazardous substances such as hazardous waste operations and emergency response, asbestos, lead, and other hazards
- Conducted job hazard assessments and developed subsequent training for clients
- Managed environmental projects involving hazardous substances, such as asbestos, lead, and other hazards
- Direct health and safety preparedness workshops to nurses, physicians and other healthcare personnel; including the following roles:
  - **Pandemic Facilitator,** North Carolina Nursing Association Annual Conference, Greensboro, NC, October 2007
  - **Instructor,** “Crisis and Risk Communication and Management Seminar”, in the Public Health Leadership Program, spring 2006 UNC School of Public Health
  - **Pandemic Facilitator,** Pandemic flu exercise, Duke Medical School, fall 2005
05/2008 – 05/2009

POSTDOCTORAL FELLOW, University of North Carolina at Chapel Hill Injury Prevention Research Center, Chapel Hill, NC

- Performed as Principal Investigator- "Get Firefighters Moving" Competition Behavioral Intervention Study in which I developed and implemented an occupational health program intervention to improve physical fitness, decrease adverse cardiac and injury outcomes, and improve health care utilization and operational readiness in firefighters
- Developing and conducting research on occupational injury and violence prevention, with emphasis on stress, PTSD, and substance abuse as it applies to firefighter health and safety; Also examining youth workforce safety, workplace stress, child maltreatment, and domestic violence outcomes
- Served as Investigator on the Ontario Neurotrauma Foundation Parents and Working Teens Labor Safety Study, examining occupational health and safety practices of working teens
- Create large research proposals, including co-writing an $841,000 adolescent worker safety project and $979,000 FEMA project on firefighter health and safety
- Conduct analysis of original and secondary data sets using the quantitative software packages SAS and STATA, and qualitative software Atlas.ti

01/2003 – 05/2009

INSTRUCTOR & TEACHING ASSISTANT Certificate Program in Community Preparedness and Disaster Management, Gillings School of Global Public Health, UNC-Chapel Hill

- Instruct health care, military, and emergency management professional students how to apply cost benefit/effectiveness analysis to community related disaster programs and issues
- Facilitate four course distance learning certificate program consisting of six modules each; includes community and public health security, natural and manmade disasters, and emergency management and military systems. Includes extensive instruction on emergency planning and implementation, and analytic methods
- Planned and managed logistical issues for Hospital CEOs, physicians, nurses, military, and emergency management students; includes the Certified Emergency Manager program.

02/2006 - 01/2007

STATE INSTRUCTOR, State Animal Response Team of North Carolina (SART), Raleigh, NC

- Provided instruction and development of national programs and training of multi-state local animal disaster response and recovery teams based on the North Carolina SART
- Acted as Assistant to the Executive Director for National Programs

07/1994 - 07/2002

ENVIRONMENTAL SPECIALIST, Pitt County Board of Education, Greenville, NC

- Instituted a comprehensive environmental/safety program for the entire school system, collaborating with community leaders and civic groups to address hazardous waste operations, lead, asbestos, pesticide use, wastewater, and indoor air quality concerns
- Created system wide educational program on environmental, health, and safety issues; included blood-borne precautions/injury, lead, asbestos, radon, indoor air quality, hazard communication, respirator fit and safety, electrical safety (lock out/tag out), and others
- Created a hazard assessment program for system; resulted in job specific training program for employees and task guidelines for supervisors, thereby reducing loss work time and worker’s compensation claims
• Spearheaded underground storage tank removal program resulting in over $200,000 costs savings for site delineation and remediation of groundwater/soil contamination
• Created and managed $150,000 budget for the environmental health and safety program

05/08/1992 and 1993
INTERN, Environmental Engineering/Safety Department, Glaxo-Wellcome, Inc., Research Triangle Park, NC
• Conducted industrial hygiene and environmental monitoring of GW laboratories; performed engineering computer programming for environmental impact studies for the GW campuses
• Inspected and tested for radiation contamination in laboratories throughout the GW campuses

01/1993 - 05/1994
TEACHING ASSISTANT, Department of Environmental Health, East Carolina University, Greenville, NC
• Taught workplace industrial hygiene, industrial wastewater technology, and microbiology laboratories to undergraduate students during spring and fall semesters

Presentations and Lectures:

Oral

Oral
Staley JA, “Firefighter Fitness Culture, Heart Attack Salience, and Workplace Health Promotion: Issues for Operational Readiness and Beyond”, Centers for Disease Control and Prevention Education and Resource Centers’ Regional Symposium on Hazardous Substances Management & Disaster Preparedness; invited to present research and participate as member of panel discussion on responder preparedness and social marketing interventions. Pensacola, Florida. 2008

Oral
Staley JA, “Firefighter Fitness Culture: Understanding the Issue of Workplace Fitness and Heart Attack Salience in Firefighters “, North Carolina Emergency Management Association’s Fall Conference, Atlantic Beach, North Carolina. 2007

Oral

Poster
Staley JA “Understanding Fitness Culture and the Issue of Health Promotion and Heart Attack Salience in Firefighters”; North Carolina Public Health Association’s Annual Conference, 2007

Oral
Staley JA, “Firefighter Fitness Culture: Understanding the Issue of Workplace Fitness and Heart Attack Salience in Firefighters “; WorkLife 2007 Symposium, National Institute for Occupational Safety and Health, Bethesda, Maryland. 2007
Web Cast Lecture
Staley JA, “Firefighter Physical Fitness: An Inductive Inquiry into Firefighter Culture and Worksite Health Promotion”; the National Occupational Research Agenda (NORA) Interdisciplinary Seminar, University of North Carolina, School of Public Health. November 2006

Oral
Staley JA, “Effectiveness of prevention/ control intervention on work-related asthma: Implications for Health Services Research”; the American Public Health Association’s 131st Annual Meeting and Exposition, San Francisco, California. 2003

Oral
Staley JA, “Hurricane Floyd and Disaster Response: Perspectives of a Disaster Worker”; the Biannual Session of the University of North Carolina at Chapel Hill School of Public Health, Community Preparedness and Disaster Management Program. 2003

Research:

UNC Injury Prevention Research Center: Preparedness of restaurant employers’ to provide emergency medical services to injured adolescent workers. Awarded June 2009. Co-Investigator. The purpose of this study is to determine the current policies and procedures restaurant employers have in place with regard to providing first aid and emergency medical services for injured workers under age 18, as well as the facilitators and barriers to providing adequate first aid and emergency medical treatment to teen workers. Facilitating focus groups, conducting analysis, and co-authoring papers. Grant total: $15,000.

UNC Injury Prevention Research Center: Ontario, Canada Parent and Working Teen Household Survey. May 2008 to May 2009. Postdoctoral Investigator. The purpose of the Ontario Parent and Working Teen Household Survey (Parent and Teen) was to collect data which would help develop recommendations for policy, educational, and training interventions to improve the safety of Canadian youth in the workplace. Conducting data analysis and co-authoring papers for submission to appropriate peer review journals. Grant total: Not available


Federal Emergency Management Agency (FEMA) Assistance to Firefighters Grant Program, Research and Development. 2009. Co-principal investigator. Multidisciplinary study to develop and test health and safety technology that will monitor biomarkers, environmental conditions, injuries, and improve breathable air usage during a response event. Currently under review. Grant total: $979,114

FEMA Assistance to Firefighters Grant Program, Research and Development Peer Review Team Member. Maryland, 2008. Member of expert research panel peer review team that evaluated research and development grant proposals regarding firefighter fitness, health, safety, and overall wellness, as part of FEMA’s multi-million dollar effort to improve the health and overall readiness of our nation’s firefighters. Invited to participate annually as a member of the panel’s peer review team.
North Carolina Occupational Safety and Health Education and Research Center, Pilot Research Study. Testing Competition as an Incentive to Firefighter Fitness. 2007 to present. Principal Investigator. Translational research study with full time firefighters based on the results of dissertation research findings; developed and implemented team-based competition intervention to reduce cardiac and injury outcomes, and improve physical fitness and operational readiness. Grant Total: $15,000

Honors:

Graduate Education Advancement Board (GEAB) Impact Award
Sponsored by the UNC Graduate School’s external advancement board of private citizens, the GEAB Impact Award recognizes outstanding graduate student research of particular benefit to North Carolina citizens. 2007

Alpha Epsilon Lambda
The National Academic Honor Society for Graduate and Professional Students Award is based on leadership, scholarship, intellectual development, ethical behavior, and contributions to the University of North Carolina at Chapel Hill. 2006

University of North Carolina Doctoral Hooding Ceremony Ambassador
Honor given for academic honors; assisted with hooding activities for graduating doctoral students, UNC Memorial Auditorium. 2006

Harry T. Phillips Award
Award is given for outstanding teaching by a doctoral student at the University of North Carolina at Chapel Hill. 2005

National Institute for Occupational Safety and Health Traineeship
One of two students awarded traineeship to study occupational health services research at the University of North Carolina at Chapel Hill. 2002

Epsilon Nu Eta
The National Environmental Honor Society Induction recognizes excellence in the environmental health profession. 1998

National Institute for Occupational Safety and Health Stipend Award
Award recognizes academic performance and research in industrial hygiene. 1993

Refereed Publications:


Non-refereed Publications:


University and Community Service:

10/2005 - Present

MEMBER, Committee on Educational Excellence and Innovation, Department of Health Policy Management, UNC Gillings School of Global Public Health

- Served in co-leadership role towards the creation of educational goals for the department

2000 - 2002

BOARD MEMBER, Board of Directors, Mediation Center of Eastern Carolina

- Provided oversight into community based conflict resolution and other mediation services
- Developed strategic community planning and goals for the center

1998-2002

EMERGENCY OPERATIONS LIAISON, American Red Cross

- Acted as the Red Cross liaison to connect county government, community and disaster agencies during critical emergency events
- Directed transportation of products, goods, and services during local disasters

Technical Skills:

- STATA Quantitative Analysis Software
- Atlas.ti Qualitative Analysis Software
- Survey Development/Design
- Microsoft Word, Excel, and PowerPoint
Professional Affiliations:

Society for Advancement of Violence and Injury Research
National Postdoctoral Association
AcademyHealth
North Carolina Public Health Association

References available upon request
Maggie Stedman-Smith, Ph.D., M.P.H., M.S., R.N.
Kent State University, College of Public Health
PO Box 5190, Kent, Ohio 44242
330-672-6510
Email: mstedman@kent.edu

EDUCATION

University of Minnesota School of Public Health / Division of Environmental Health Sciences, Minneapolis, MN
Doctor of Philosophy in Environmental Health: Subspecialty, Occupational and Environmental Health Nursing. Minor: Agricultural Safety & Health
November, 2008

University of Minnesota School of Public Health / University of Minnesota Graduate School, Minneapolis, MN
Master of Public Health in Environmental Health: Subspecialty, Occupational and Environmental Health Nursing
Master of Science in Nursing, major in Public Health Nursing
December, 2004

College of St. Catherine, St. Paul, MN
Bachelor of Arts: Communications
1988

Inver Hills Community College, Inver Grove Heights, MN
Associate of Arts Degree: Nursing
1979

ACADEMIC AND RESEARCH EXPERTISE: OCCUPATIONAL & ENVIRONMENTAL HEALTH

- Health disparities research in diverse subcultures
  - Native American populations
  - Rural agricultural populations
  - New American immigrants
- Agricultural health & safety
  - Protective work practices for pesticide application on family farms
  - Pesticide pathways to exposure in children
- Community- based participatory research
  - Collaboration with diverse stakeholders and vulnerable populations
- Distance learning over the Internet
- Environmental health & nursing
- Risk perception, risk communication, and environmental justice

RESEARCH AWARD and DISSERTATION

Award: One of two recipients in the nation to be awarded a 2007 Fellowship in Environmental Health Promotion by the Society of Public Health Education (SOPHE) & the United States Agency for Toxic Substances and Disease Registry (ATSDR) to conduct dissertation research.

Dissertation: Documenting Perceptions about Pesticides and Other Environmental Exposures with Photovoice: Mothers’ Concerns for their Children.

Joint Masters Thesis for MS / MPH dual degrees: Environmental Health and Nursing: Piloting a Technology-Enhanced Distance Learning Module. Primary research through a pilot study on the efficacy of a national online module to impart knowledge and competencies in environmental health as designated by the Institute of Medicine (supported partially through a grant from Health Research Services Agency [HRSA]).
ACADEMIC FUNDING

2004-2005 Academic Year
United States Department of Health and Human Services, United States Public Health Services. Student Traineeship in Occupational Health Nursing / National Institute of Occupational Safety and Health (NIOSH) / Public Health Services serial identification number: 510-422-11 (tuition and stipend support)  
Award: $34,899

2005-2006 Academic Year
United States Department of Health and Human Services, United States Public Health Services. Student Traineeship in Occupational Health Nursing / National Institute of Occupational Safety and Health (NIOSH) / Public Health Services serial identification number: 0H008434-01 (tuition and stipend support).  
Award: $25,161

2006-2007 Academic Year
United States Department of Health and Human Services, United States Public Health Services. Student Traineeship in Agricultural Safety and Health / National Institute of Occupational Safety and Health (NIOSH) / Public Health Services serial identification number: 0H008434-02 (tuition and stipend support).  
Award: $41,712

2007 Academic Year (July – August)
Louise Hulton Endowment Fund. Division of Environmental Health Sciences, School of Public Health, University of Minnesota (general student support).  
Award: $2,500

2007 Academic Year (July – December)
Society of Public Health Education (SOPHE) / United States Agency for Toxic Substances and Disease Registry (ATSDR) graduate fellowship in environmental health promotion.  
Award: $1,500

2007-2008 Academic Year
Graduate School Block Grant, Division of Environmental Health Sciences, School of Public Health, University of Minnesota (tuition and Health Insurance Support).  
Award: $7,319

COMMUNITY RESEARCH

February 2008 - February 2009
Co-Principal Investigator / Consultant, St. Croix County Department of Health & Human Services (DHHS) / Public Health, New Richmond, Wisconsin:

- Led a qualitative community-based participatory research study as part of the St. Croix County community health improvement process; used Photovoice as a method for mothers raising children to document their perceptions of community health needs, assets, and personal concerns. Responsibilities involved: consulting, facilitating and collaborating with team members in planning, implementing, analyzing and disseminating initial findings. Included writing materials for displays and directing the organization of photos, quotes, and research for a community gallery show at the Phipps Center for the Arts in Hudson, Wisconsin. Author of final report to St. Croix County DHHS Public Health on the methods, findings, and recommendations for this research.

- Research partners were professionals from St. Croix County DHHS / Public Health, Hudson Hospital, and the Wisconsin Area Health Education Center (AHEC) at the University of Wisconsin-Madison. Citizen participants consisted of women raising children in St. Croix County from three distinct groups: Hispanic mothers who do not speak English; Caucasian mothers of predominantly low-income strata who have had pre-term births; and mothers concerned about healthy eating and active living for their children. This research was approved and conducted in accordance with the Institutional Review Board at the University of Wisconsin-Madison.
INSTRUCTOR: ETHICAL ISSUES IN UNIVERSITY-COMMUNITY COLLABORATION

August 6, 2009
Developed curricula and co-taught a 90 minute training seminar, “Research Ethics in University-Community Collaborations: Highlights from the Community-Based Participatory Model”. The workshop provided continuing education approved by the University of Minnesota Institutional Review Board for the conduct of responsible research and was attended by 60 principle investigators and faculty. Funding was awarded through a $3500 grant by the University of Minnesota Office of the Vice President, “Fostering Integrity in Research Scholarship and Teaching Programs (FIRST).” The event was sponsored by the University of Minnesota Regional Sustainable Development Partnerships.

CONTINUING EDUCATION MODULE

January 2009
Co-Author, Education Module for Licensed Pesticide Applicators in Minnesota, University of Minnesota School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:
• Developed an online module, “Documenting Mothers’ Perceptions about Pesticide Exposures” with Professor Patricia McGovern. The module has been integrated as curriculum by University of Minnesota Agricultural Extension educators into continuing education workshops for licensed pesticide applicators. Attendance at these workshops is mandatory for pesticide license re-certification in the State of Minnesota.

ACADEMIC EXPERIENCE

July 2007 - May 2008
Research Assistant, (RA), University of Minnesota, School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:
• Member of a community-based participatory research (CBPR) team that conducted a public health needs assessment using Photovoice methodology. Primary investigator, Dr. Kathryn Draeger; lead investigator, Dr. Pat McGovern
• Planned and implemented six Photovoice workshops with local stakeholders and three diverse groups of mothers in the Red River Valley of Minnesota. Data collection, May - July 2007
• Dissertation research under the guidance of Professor Pat McGovern involved performing a secondary analysis of this data for deeper themes and meanings from the shared cultural perspective of each group, along with formative and summative evaluation of the research partnership from the perspectives of the co-researchers and the mothers.

September 2006 - June 2007
Research Assistant, (RA), University of Minnesota, School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:
• Conducted secondary analysis on data from the Farm Family Exposure Study using SAS programming under the direction of Dr. Bruce Alexander, occupational and environmental epidemiologist
• Analyzed associations between work practices of pesticide applicators (fathers) on family farms with exposure levels as measured in 24-hour urine specimens
• Analyzed the determinants of pesticide applicators (fathers) on family farms that use protective work practices.

January 2005 - June 2006
Research Assistant (RA), University of Minnesota, School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:
• Team member of a study for the Prairie Island Dakota Sioux Indian Community of Minnesota living near a nuclear power plant and high voltage power lines
• Conducted extensive literature review on health effects of low-level ionizing radiation emissions and residential electromagnetic field energy
Co-moderated focus groups with tribal elders, adults, and youth with Dr. Pat McGovern
Performed data analysis and co-authored the project’s final report
Participated in meetings with tribal liaisons, tribal members, and the research team for collaborative design and implementation of the project, as well as presentation of findings.

March 2004 - May 2004
Research Assistant (RA), University of Minnesota, School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:
- Conducted research under the guidance of Dr. Pat McGovern for division core course, Environmental & Occupational Policy, Public Health 6105
- Produced a two-hour online module from a face-to-face lecture given by a professor of industrial hygiene.

June 2003 - August 2003
Intern, Risk Communication & Environmental Justice, Minnesota Department of Health / Division of Environmental Health, Minneapolis, MN:
- Participated in health risk communication with tribal and community members related to citizen concerns of adverse health effects from dioxin associated with the St. Regis Superfund Site in Cass Lake, MN. Involved the integration of scientific research, cultural knowledge, and application of successful principles of health risk communication
- Researched risk factors for birth defects per citizen request and presented this information at an informal community meeting
- Revised a health risk communication publication for citizens of MN concerned about the association between environmental exposures and cancer
- Researched and wrote sections in response to focus group survey results to increase citizen information about: environmental substances associated with cancer; interpreting information related to environmental substances associated with cancer; approaches to lowering risks of exposure from environmental agents; and locating resources related to cancer and the environment.

January 2002- May 2002
Research Assistant (RA), University of MN, School of Public Health, Division of Environmental Health, Minneapolis, MN:
- Member of a virtual support team that produced a national nursing & environmental health on-line module, Introduction to Environmental Health and Nursing for nurses and allied health professionals.

TEACHING EXPERIENCE

May 2003
Teaching Assistant (TA), University of Minnesota, School of Public Health, Division of Environmental Health Sciences, Minneapolis, MN:
- TA for the division core course, Environmental & Occupational Health Policy, Public Health, 6105
- Tutored graduate students of multiple ethnicities who had difficulty with English as a second language, with required written assignments.

May 2001- December 2001
Teaching Assistant (TA), University of MN, School of Public Health, Division of Environmental & Occupational Health, Minneapolis, MN:
- TA for Debra Olson, Associate Dean for Public Health Practice Education for two web-based courses, including three course sections: “Issues in Environmental & Occupational Health” 5201, graduate students, and 3201, undergraduate students
- Monitored and responded to on-line discussions
- Developed, administered, and graded mid-term and final exams for 3201
• Graded final research papers for 5201, responded to student online difficulties, researched and up-dated course web content.
POSTER PRESENTATIONS


ORAL PRESENTATIONS / GUEST LECTURES

- Presented Photovoice as conducted in the Red River Basin of the North as an innovative community-based participatory methodology and applications of Photovoice research as a strategy for tobacco control.

- Presented Photovoice research methods and findings from the perspective of shared similarities and differences among participants of three cultural groups in one rural agricultural region.

Gates Millennium Scholars Program event: The Graduate Studies Institute: Pathways to Professions in Public Health (September, 8, 2007). This seminar connected Gates undergraduate scholars from communities of color residing in the Midwest with faculty from the University of Minnesota, School of Public Health for recruitment to graduate education:
- Presented Photovoice as a Public Health Needs Assessment in the Red River Valley as an innovative community participatory methodology, and discussed the major findings for community needs of the mothers from the perspective of a future multi-disciplinary public health intervention.

Community-Based Participatory Research, Topics in Public Health 7201 University of Minnesota, Center for Public Health Education & Outreach (May, 2007):
- Presented dissertation research proposal, and discussed experience with planning and implementation related to issues in community-based participatory research.

Reproductive and Perinatal Health, Public Health 6605, University of Minnesota, School of Public Health, Division of Maternal Child Health Epidemiology (March, 2007):
- Presented research proposal for dissertation using Photovoice as a public health needs assessment in the Red River Valley of Minnesota, included a review of current epidemiological literature related to adverse effects from pesticide exposure in the arenas of reproductive impacts and childhood cancer.

Population-Based Public Health Nursing, Nursing 4322, University of Minnesota, School of Nursing (November, 2005):
- Participated as an environmental health guest expert on a panel that explored the topic of lead exposure in children
- Presented principles of risk perception and risk communication pertaining to research and professional opportunities in public health nursing.
PUBLICATION


CLINICAL EXPERIENCE

May 1984 - March 2004

**Registered Nurse**, Methodist Hospital Family Birth Center, Minneapolis, MN.

Cared for women and families of diversity in a large metropolitan family birth center, including Somali, Hmong, and Hispanic immigrants in the following clinical specialties: labor & delivery, postpartum, newborn care, high-risk ante-partum, obstetrical urgent care, and obstetrical post anesthesia recovery.

Teaching experience involved:

- Licensed Early Parenting Educator, Minnesota State Vocational Association (March, 1990-June 1992); taught and developed curricula for pre-natal education classes to expectant parents with average course sizes of 60 adults.
- Certified Instructor for Association for Women's Health Obstetrical & Neonatal Nursing (AWHONN) Fetal Monitoring Principles and Practice Workshop (1996-2000); team taught workshops to staff nurses in-house and to the larger community on a quarterly basis. Included monitor strip interpretation, understanding related fetal physiology, appropriate nursing interventions, and performance of the Leopold’s maneuver.
- Clinical Resource Nurse (1990-2001); oriented newly hired staff, and cross-trained staff in labor and delivery.
- National Certification in Inpatient Obstetrics, National Certification Corporation (June, 1996- June 2007).
- Chair, Closed Unit Committee (1990-2001). Chaired a committee of staff nurses and managers to change unit functioning from an open unit in which nurse floated to other stations to an autonomously staffed closed obstetrics unit, utilizing an on-call system. Included:
  - Designed, administered and interpreted surveys for staff
  - Wrote the closed unit operational proposal
  - Chaired quarterly meetings to trouble-shoot staffing issues
  - Liaison between staff, union officials, and management with regard to closed-unit operational issues
  - Wrote internal communication documents pertaining to operational issues.

June 1983 - December 1983

**Registered Nurse**, University of Minnesota Hospital, Minneapolis, Minnesota:

- Staff nurse in a family birthing center. Cared for women and families in the following specialties, labor & delivery, postpartum, newborn care, high-risk ante-partum, as well as surgical and post anesthesia when scrubbing and circulating during surgery, and recovering patients from anesthesia after cesarean births.

April 1982 - April 1983

**Registered Nurse**, University of Iowa Hospital, Iowa City, Iowa:

- Staff Nurse, post-partum. Patient education involved breast feeding, discussion of physiological changes during the four to six week postpartum period.

June 1979 - April 1982

**Registered Nurse**, Mount Sinai Hospital, Minneapolis, Minnesota:

- Staff Nurse in a combination post-coronary care step-down, and endocrinology unit
- Cared for open heart surgical patients after discharge from intensive coronary care
- Trained in coronary care to read cardiac monitors and treat abnormal rhythms
- Participated in interdisciplinary discharge planning conferences with family members, physicians, social workers and physical therapists
• Conducted bedside patient education related to managing heart disease, and type II diabetes
• Participated in separate family support sessions with social workers for clients and family members of both cardiac patients and type II diabetics.

PROFESSIONAL AFFILIATIONS

• American Association for Occupational Health Nurses
• Sigma Theta Tau International Nurses Honor Society
• Society for Public Health Education
TOMAS TAMULIS, Ph.D., M.S.
Director, Global Health and Population Studies Program
Office of Public Health Studies/ Dept of Public Health Sciences
University of Hawaii John A. Burns School of Medicine
Email: tamulis@hawaii.edu

CURRICULUM VITAE

SURNAME: Tamulis  NAME: Tomas
DATE OF BIRTH: September 15, 1973
MARITAL STATUS: Married
CITIZENSHIP: Lithuanian/ EU
U.S. Permanent Resident

HOME ADDRESS
3029 Lowrey Ave, Apt O-2206
Honolulu, Hawaii 96822 -1800
Ph.: 808 393 8554

OFFICE ADDRESS
1960 East-West Rd. Biomed D104AB
Honolulu, Hawaii 96822-2300
Ph.: 808 956 5745; Fax: 808 956 5818

EDUCATION
2001- 2005 Ph.D., Public Health (Specialization: Environmental Health & Environmental Epidemiology), Department of Environmental and Occupational Health, College of Public Health, University of South Florida, Tampa, Florida;

1997-1999 M.S., Environmental Sciences, Department of Environmental Sciences, College of Natural Sciences, Vytautas Magnus University, Kaunas, Lithuania;

1991-1997 B.S., Environmental Engineering, Department of Environmental Engineering, College of Chemical Engineering, Kaunas University of Technology, Kaunas, Lithuania;

POSTGRADUATE EDUCATION
2000 Visiting Scientist, Division of Epidemiology, Department of Clinical Medicine and Public Health, Umeå University School of Medicine, Umeå, Sweden;

1999 Visiting Scientist, Center for Sustainable Development and the Environment, Oslo University, Oslo, Norway;

1999 Visiting Scientist, Environmental Chemistry Section, Environmental Protection, Policy and Marketing International Summer School, Umeå University, Umeå, Sweden;

FACULTY APPOINTMENTS
2007-present Assistant Professor of Epidemiology and Environmental Health, Department of Public Health Sciences, John A. Burns School of Medicine, University of Hawaii, Honolulu, HI
Principal Faculty Position/ Graduate Courses in Environmental Determinants of Health, Global Health and Environmental Epidemiology;

2008-present Adjunct Professor of Public Health, Department of Health Sciences, Kaplan University, Kaplan High Education, Kaplan, Inc., New York City, NY
Adjunct Online Faculty Position/ Graduate Distance Education Courses in Public Health, Epidemiology and Environmental Health;

2008-present Honorary Faculty, Institute of Public Health Sciences, Vilnius University School of Medicine, Vilnius, Lithuania/ EU

Adjunct Honorary Faculty Position/ Intensive Graduate Courses in Global Health and Research Methods;

2008-present Graduate Faculty, Disaster Management and Humanitarian Assistance Program, Department of Urban and Regional Planning, University of Hawaii at Manoa, Honolulu, HI

Adjunct Graduate Faculty of the Graduate Certificate Program in Disaster Management and Humanitarian Assistance

2008-present Graduate Faculty, Department of Public Health Sciences, University of Hawaii at Manoa, Honolulu, HI

2005–2007 Assistant Professor of Environmental Health and Public Health, Public Health & Health Education Programs, Department of Allied Health Sciences, College of Health and Human Sciences, Northern Illinois University, DeKalb, IL

Principal Faculty Position/ Undergraduate and Graduate Courses in Elements of Environmental Health; Problems and Issues in Environmental Health; and Applied Research Methods;

TEACHING

Courses Taught (as a Principal Instructor):

2009-present Introduction to Global Health (Graduate)
2009-present Principles of Environmental Health (Undergraduate/Online)
2008-present Environmental Epidemiology (Graduate)
2008 Global Environmental Health (Graduate)
2007-present Environmental Determinants of Health (Graduate)
2005-2007 Elements of Environmental Health (Undergraduate)
2005-2007 Problems and Issues in Environmental Health (Graduate)
2005-2007 Applied Research Methods (Graduate)
2004-2005 Health Care Services in the US (Graduate)
2004-2005 Introduction to Epidemiology (Graduate)
2002-2004 Advanced Research Methods and Study Design (Graduate)
2002-2004 Environmental and Occupational Health (Graduate/Online)

ADMINISTRATIVE AND LEADERSHIP POSITIONS

2008-present Founding Director, Interdisciplinary Graduate Certificate Program in Global Health and Population Studies, Offered by the East West Center and University of Hawaii, Administered by the Office of Public Health Studies, University of Hawaii John A. Burns School of Medicine, Honolulu, HI;

- Founded the first interdisciplinary continuous graduate education and professional training program in Global Health at the University of Hawaii and in the State of Hawaii;
- Developed new graduate program working plan, mission and vision statements, program and course curriculum requirements, and new graduate-level courses offered by the program;
• Coordinated the program advertising activities and increased the graduate student enrollment by 50% per annum;
• Increased the enrollment of interdisciplinary principal graduate and adjunct graduate program faculty members to represent such disciplines as anthropology, Asian studies, disaster management and humanitarian assistance, economics, political sciences, population studies, public health, sociology; and tropical medicine;
• Established and strengthened the collaboration and partnership with the East West Center, Honolulu, HI;
• Developed collaboration and partnership with Global Health Educational Consortium, Pacific Global Health Conference Organizational Committee, and Asian Pacific Educational Consortium in Public Health;
• Initiated the collaborative partnership and research activities in La Pita, Nicaragua, and Kalala Muzeu Health Center, Democratic Republic of Congo.

2008-2009    Chair, Abstract Review Committee, Pacific Global Health Conference Organizational Committee, Honolulu, HI;

2008-present    Ad-hoc Board Member of Pacific Global Health Conference Organizational Committee, Honolulu, HI;

2008-present    Chair, Executive Board Committee, Global Health and Population Studies Program, Office of Public Health Studies, University of Hawaii John A. Burns School of Medicine, Honolulu, HI;

2007-present    Senator, University of Hawaii John A. Burns School of Medicine Faculty Senate, Honolulu, HI;

2007-present    Board Member, Coalition of Partners Against Asthma, Hawaii State Asthma Control Program, Hawaii State Department of Health (HI DOH), Honolulu, HI;

RESEARCH
2008-present    Co-Principal Investigator, Avian Influenza and Coupled Human-Natural Ecosystems in Vietnam”, (Principal Investigator: Dr. Lewis Nancy, Director of Research, East-West Center, Honolulu, HI, National Science Foundation (NSF), grant proposal submitted for the review);

2008-present    Co-Principal Investigator and Program Evaluator, “Childhood Rural Asthma Project” (Principal Investigator Dr. Fukino C.L., Director of Health, Hawaii State Department of Health, CDC Grant EH08EM-801 CFDAN 93.283);

In collaboration between the Hawaii State Asthma Control Program and Waianae Coast Comprehensive Health Center (WCCHC), the project will attempt to identify specific environmental factors that contribute to high asthma prevalence and morbidity rates for local low-income communities, and to implement the home-based intervention in order to reduce or eliminate indoor environmental exposure to these factors. The project will also develop and implement a comprehensive training program for primary care providers at Community Health Centers to improve patient care services and to comply with the National Asthma Education and Prevention Program Guidelines for the Diagnosis and management of Asthma.
2008  **Principal Investigator**, Community Health Assessment Pilot Project, in cooperation with and partial funding provided by NGO “Engineers without Borders- University of Hawaii”, La Pita, Nicaragua;  
*Comprehensive community health assessment through community meetings (qualitative data), standardized questionnaire (qualitative and quantitative data) and direct environmental quality measurements to collect and analyze the descriptive information about selected study site, community demographic profile, health and environmental quality (drinking and surface water contamination) data of sixteen households in Pita village, Nicaragua.*

2007-2008  **Co-Principal Investigator**, “The Role of Environment in the Transtheoretical Model (TTM) of Behavior Change” (Principal Investigator, Dr. Claudio Nigg, UH JABSOM Department of Public Health Sciences, NIH/NCI Grant 1R01 CA109941-01);  
*Application of Geographic Information Systems (GIS) in the multilevel spatial data analysis and quantitative assessment of environmental, socio-behavioral and nutritional characteristic’s role in the individual healthy behavior change model.*

2004-2005  **Co-Principal Investigator**, “Overlap and Repetition of Health Services Provided for the Special Needs Population Groups in the State of Ohio”, Cincinnati Children’s Hospital Medical Center, Cincinnati, OH, in cooperation with the Department of Health Services Administration, Xavier University, Cincinnati, OH (Principal Investigator: Ronald Levin, M.D., Associate Professor, Cincinnati Children’s Hospital Medical Center, Cincinnati, OH);  
*Complex review of all state-funded departments, committees, agencies and organizations delivering health services to specific susceptible population groups in need; and identification of overlapping and repetitive health care services provided by various independent agencies and organizations without any systematic coordination of delivered health services. Specific population groups included children, elderly, and persons with chronic illnesses and specific medical conditions.*

2001-2004  **Co-Investigator and Consultant**, Division of Asthma, Allergy and Immunology, USF Department of Internal Medicine, and Clinical Research Unit of Allergy and Immunology, James A. Haley VA Hospital Medical Center, Tampa, FL;  
*Population-based Studies and Clinical Trials (Pharmaceutical Studies) of Asthma, Chronic Pulmonary Obstructive Disease, Allergy and Clinical Immunology (Primary Responsibilities Included Consultancy in Study Design, Study Protocol Development and Statistical Data Analyst; Development of Novel Surveillance Techniques for Asthma Surveillance; Electronic Patient Data Processing; Statistical Database Management and Research Data Analysis; Scholarly Manuscript Editing and Poster Presentation Preparation for Local and International Professional Conference; Teaching Post-Doctoral Seminars in Study Design and Statistical Data Analysis);*  

2001-2004  **Principal Investigator**, Department of Environmental and Occupational Health, College of Public Health, University of South Florida, Tampa, FL;  
*Original Doctoral Dissertation Research “Association of Environmental Exposure to Ambient Air Pollution and Socioeconomic Deprivation Status with Childhood and Adult Asthma Hospital Admissions” Partially Supported by Open Society Institute Research Scholarship, Florida Suncoast Health Council, Central Florida Health Council, and USF Division of Asthma, Allergy and Immunology ($2,000 Research Grant);*
2001-2002  **Member of Asthma Surveillance Program**, Asthma and Allergy Foundation of America, Florida Chapter, Tampa, FL, in collaboration with Florida Suncoast and Central Florida Health Councils, St. Petersburg, FL, and USF Division of Asthma, Allergy and Immunology, Tampa, FL; Development and Evaluation of the Surveillance System of Hospital Admissions for Childhood and Adult Asthma, Statistical Secondary Data Analysis, Calculation of Asthma Hospital Admission rates in Hillsborough and Pinellas Counties, FL;

2001-2002  **Graduate Research Associate**, Bay Regional Atmospheric Chemistry Experiment Study (BRACE), University of South Florida College of Public Health, Tampa, FL; Continuous Environmental Quality Monitoring Program (Ambient Air Pollution and Water Quality Sampling and Analysis) Database Management, Statistical Data Analysis and Results Interpretation/Representation;

1998-1999  **Graduate Research Assistant**, Department of Environmental Sciences, College of Natural Sciences, Vytautas Magnus University, Kaunas, Lithuania; Urban Air Quality Monitoring Program (Assistance in Sample Collection and Data Analysis, Application of Passive Diffusive Samplers and Spectrophotometric Analysis Techniques for Nitrogen Dioxide);

1998-1999  **Principal Junior Investigator**, Department of Environmental Sciences, College of Natural Sciences, Vytautas Magnus University, Kaunas, Lithuania; Cross-sectional Childhood Cancer Epidemiology Study: Influence of Environmental Air Pollution on Cancer Morbidity in Children, Vytautas Magnus University, Kaunas, Lithuania; Original Master Thesis Research Project Supported by Martinkus Memorial Research in Cancer Grant, Chicago, IL, USA ($1,000 Student Research Grant).

**CONSULTING EXPERIENCE**

2007-present  **Affiliated Senior Consultant**, Pacific Resources for Education and Learning (PREL), Honolulu, HI (Educational Research, development, training, and technical assistance to the Pacific Region of American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau);

2001-2004  **Consultant in Biostatistics and Study Design**, Division of Asthma, Allergy and Immunology, USF Department of Internal Medicine, Tampa, FL; and Clinical Research Unit (CRU) of Allergy and Immunology, James A. Haley VA Hospital Medical Center, Tampa, FL;

2001-2002  **Member** of Asthma Surveillance Executive Committee, Tampa Bay Asthma Surveillance Program, Asthma and Allergy Foundation of America, Florida Chapter, Tampa, FL;

SCHOLARLY PUBLICATIONS


- Tamulis T., Coontz K. Community Health Assessment Pilot Study in La Pita, Nicaragua, 2009 (in preparation);


CONFERENCE PRESENTATIONS


March 2-6, 2009 11th Pacific Science Inter-Congress PSI 2009 “Facing Local and Global Changes”, Tahiti, French Polynesia;

September 16-18, 2008 International Transdisciplinary Symposium “EcoHealth in Coupled Human-Natural Systems: Anthropogenic Change, Biodiversity Loss and Disease Emergency”, National Science Foundation IGERT Program, Hawai’i Immin International Conference Center, Honolulu, Hawai’i;

May 11-16, 2008 10th World Congress in Environmental Health “Environmental Health, a Sustainable Future”, International Federation of Environmental Health

September 6-9, 2007  19th Annual International Conference “Translating Environmental Epidemiology into Action”, International Society for Environmental Epidemiology (ISEE), Mexico City, Mexico;

May 18-19, 2007  2007 Clinical Research Educational Conference, Joint National Association of Clinical Research Professionals (ACRP) and Northwestern Center for Clinical Research (NCCR) Conference, Northwestern University, Chicago, IL;

September 2-6, 2006  International Conference on Environmental Epidemiology and Exposure, Joint International Society for Environmental Epidemiology (ISEE) and International Society of Exposure Assessment (ISEA) Conference, Paris, France;

March 29-30, 2006  11th University of Illinois College of Medicine Research Day, University of Illinois College of Medicine at Rockford, Rockford, IL;

February 26, 2004  USF Health Sciences Center Research Day, University of South Florida, Tampa, FL;

May 21-26, 2003  12th World Symposium on Science and Creativity, Lithuanian World Center, Lemont, IL;

Sept 12-14, 2000  5th International Symposium on Environmental Contamination in Central and Eastern Europe, Prague, the Czech Republic;

June 16-18, 2000  2nd International Conference of Public Health in the Baltic Countries, Kaunas Medical University, Kaunas, Lithuania;

April 13-17, 2000  2nd International Conference ‘Environmental Protection in Baltic Region: Awareness Building’, Gdansk University, Gdansk, Poland;

May 23-25, 1999  5th National Young Scientists Conference ‘Human and Environment’, Lithuanian University of Agriculture, Kaunas, Lithuania;


FELLOWSHIPS AND RECOGNITION AWARDS

- Conference Travel Grant Award, University Research Council, University of Hawaii at Manoa, Honolulu, HI, 2008;
- University of South Florida Graduate Assistantship, Department of Environmental and Occupational Health, University of South Florida College of Public Health, Tampa, FL, 2001-2004;
- Lithuanian Foundation International Scholarship, Lithuanian Foundation, World Lithuanian Center, Lemont, IL, 2001-2004;
- Open Society Institute International Scholarship, OSI Global Supplementary Grant Program Scholarship, New York, NY, 2001-2002;
- University of South Florida Graduate Fellowship Award, USF College of Public Health, Tampa, FL, 2001-2002;
- Research Fellowship, Dr. K. Martinkus Memorial Foundation for Research in Cancer, Chicago IL, 2000-2001;
- Lithuanian Ministry of Education and Science Visiting Scholar Fellowship, Lithuania, 1999 and 2000;
• *Official Letter of Thanks* for outstanding academic studies results and scientific achievements on behalf of the Rector of Vytautas Magnus University, Kaunas, Lithuania, 1999;
• *Norwegian Non-Governmental Organization ‘Fritt Ord’ Visiting Scholar Scholarship*, Norway, 1999;
• *Swedish Institute (Svenska Instituten) Visiting Scholar Fellowship*, Stockholm, Sweden, 1998;
• *Open Society Foundation-Lithuania Research and Conference Program Grant*, Vilnius, Lithuania, 1998;

**OTHER PROFESSIONAL SERVICES**

*Manuscript Reviewer:*

2008-present *Manuscript Reviewer*, Pacific Symposium for Sciences and Sustainability (PS3), Educational Programs Office, Hawaii Academy of Science, Honolulu, HI;

2008-present *Manuscript Reviewer* (Manuscript ID ECH-08-0024 entitled "Ecosystem Health Assessment: Based on the Analysis of Land Use Database"), EcoHealth, 2008.

*Service on Academic Committees:*

2008-present *Member of Undergraduate Program Development and Distance Education Committee*, Department of Public Health Sciences, University of Hawaii John A. Burns School of Medicine, Honolulu, HI;

2008-present *Member of Graduate Faculty*, Global Health and Population Studies Program, Office of Public Health Studies, UH John A. Burns School of Medicine, Honolulu, HI;

2007-present *Member of Curriculum Committee*, Department of Public Health Sciences, UH John A. Burns School of Medicine, Honolulu, HI;

2007-present *Member of the Doctoral Program in Public Health (DrPH) Committee*, Department of Public Health Sciences, UH John A. Burns School of Medicine, Honolulu, HI;

2006-2007 *Member of Masters in Public Health Program Accreditation Committee*, NIU School of Allied Health Professions, DeKalb, IL;

2006-2007 *Member of Homeland Security Certificate Task Force*, NIU College of Health and Human Sciences, DeKalb, IL;

2006-2007 *Principal Member of Northern Illinois University Judicial Board*, NIU, DeKalb, IL;

2005-2006 *Member of Student Dismissal Task Force Committee*, NIU School of Allied Health Professions, DeKalb, IL;

2005-2006 *Member of Online Course Development Committee*, NIU College of Health and Human Sciences, DeKalb, IL;

1999-2001 *Member of the Executive Board* at the College of Natural Sciences, Vytautas Magnus University, Kaunas, Lithuania.

**PROFESSIONAL MEMBERSHIPS**

• 2000-present *Member of International Society for Environmental Epidemiology (ISEE)*, Boston, MA;
• 2008-present *Member of Hawaii Public Health Association (HPHA)*, Honolulu, HI;
• 2008-present *Member of Hawaii Academy of Science*, Honolulu, HI;
• 2008-present *Institutional Elect Member of Global Health Educational Consortium (GHEC)*, San Francisco, CA;
• 2008-present *Honored Member, Madison’s Who’s Who Directory of International Executives and Professionals*, New York City, NY.

**CONTINUOUS EDUCATION**

Sept 16-18, 2008 *Global Ecosystem Changes and Emerging Infectious Diseases in Asia*, International Transdisciplinary Workgroup “EcoHealth in Coupled Human-
Natural Systems: Anthropogenic Change, Biodiversity Loss and Disease Emergency™, National Science Foundation IGERT Program, Hawai’i Immin Int Conference Center, Honolulu, Hawai’i;

July 9-20, 2007  Geographic Information Systems in Public Health, Summer Program in Applied Biostatistics and Epidemiology Methods (SPABEM), The Center in Biostatistics and the College of Public Health, Ohio State University, Columbus, OH;

June 12, 2006  Faculty Development and Instructional Design Center Training Workshop: Publish or Flourish. Becoming a Prolific Scholar, Northern Illinois University, DeKalb, IL;

May 21-22, 2004  National Institutes of Health (NIH) Grant Writing Workshop, USF Health Sciences Center, University of South Florida, Tampa, FL;

Jan–April, 2003  Grant Writing and Management, Interdisciplinary Professional Training Seminar, Chiles Center, University of South Florida, Tampa, FL;

2002-2003  Center for Teaching Excellence Professional Training Sessions, Center for Teaching Excellence, University of South Florida, Tampa, FL; (Workshop Series in Enhancing Critical Thinking Skills, Leading Effective Classroom Discussions, Effective Teaching and Learning at a Distance);

May–July, 2002  Writing for Scholarly Publication in Health Sciences, Interdisciplinary Professional Training Seminar, Department of Community and Family Health, University of South Florida College of Public Health, Tampa, FL;

COMPUTER SKILLS

• MS OFFICE TOOLS (MS Office 2007):
  MS Word, Excel, Access, PowerPoint, and Outlook;

• DATABASE MANAGEMENT AND STATISTICAL DATA ANALYSIS:
  Statistical Data Analysis: SAS (primary), SPSS, STATA, and EPI-INFO
  Descriptive and advanced multivariable data analysis techniques including correlation parametric and nonparametric descriptive data analysis, categorical data analysis, frequency tables, analysis of variance, multiple regression analysis and modelling (linear, log-linear, Poisson), model prediction and validity analyses, principal factor and component analysis (PCA), and meta-analysis techniques;

SPECIFIC COMPUTER SOFTWARE APPLICATION PROGRAMS:

• DISTANCE WEB-BASED EDUCATION PROGRAMS:
  Blackboard, WebCT, eCollege, Adobe Connect Professional, Sakai (Laulima), Elluminate.

March 15, 2009  Tomas Tamulis, Ph.D.
REFERENCES

- Monroe J. King, D.O., Chair of the American Academy of Allergy, Asthma and Immunology (AAAAI) Task Force on Asthma in the Elderly; and Associate Clinical Professor, Clinical Research Unit of Asthma, Allergy and Immunology, 13801 Bruce B. Downs Blvd., Suite 505, Tampa, FL; Ph.: (727) 515 5407 (c), (813) 974 9570 (w), Fax: (727) 391 2564, Email: mjking@tampabay.rr.com;

- Dmitry Krupitsky, Ph.D., Epidemiologist, Hawaii State Asthma Control Program, Chronic Disease Management and Control Branch, State of Hawaii Department of Health, 601 Kamokila Blvd., Suite 344, Kapolei, HI 96707; Ph.: (808) 692 8180, Fax: (808) 692 7461, Email: dmitry.krupitsky@doh.hawaii.gov;

- Kris Coontz, MPH, Program Administrator, Global Health and Population Studies Program, Office of Public Health Studies, University of Hawaii John A. Burns School of Medicine, 1960 East-West Rd., Biomed D104A, Honolulu, HI 96822; Ph.: (808) 927 0048 (c); (808) 956 5757 (w); Fax: (808) 956 5818, Email: kcoontz@hawaii.edu;

- Ngoyi K. Zacharie Bukonda, Ph.D., Executive Director of Kalala Muzeu Health Center, Democratic Republic of Congo; and Associate Professor, Department of Health Services Management and Community Development, College of Health Professions, Campus Box 043, Wichita State University, 1845 Fairmount St., Wichita, Kansas 67260; Ph.: (316) 978 5591, Fax: (316) 978 3060, Email: ngoyi.bukonda@wichita.edu;

- Richard F. Lockey, M.D., Professor of Medicine, Pediatrics and Public Health; Director of the Division of Allergy and Immunology, and Clinical Research Unit for Asthma, Allergy, and Immunology; Joy McCann Culverhouse Endowed Chair in Allergy and Clinical Immunology. Past-President of the American Academy of Asthma, Allergy and Immunology (AAAAI), and a former Director of the Board of Allergy and Immunology. 13000 Bruce B. Downs Blvd., 111D, Tampa, FL 33612, Ph.: (813) 972-7631, Fax: (813) 910-4041, Attn.: Peggy Hales; Email: rlockey@health.usf.edu (CC: phales@health.usf.edu).

March 15, 2009

Tomas Tamulis, Ph.D.
curriculum vitae

CHRISTOPHER J. WOOLVERTON

I. General Background Information:

Name: Christopher Jude Woolverton
Date of Birth: 9 January 1960
Place of Birth: Trenton, New Jersey, USA
Marital Status: Married, 3 children

II. Educational Background:

A. Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>B.S. Biology with honors</td>
<td>1982</td>
<td>Wilkes College</td>
</tr>
<tr>
<td>Magna cum laude</td>
<td></td>
<td>Wilkes-Barre, Pennsylvania</td>
</tr>
<tr>
<td>M.S. Medical Microbiology</td>
<td>1984</td>
<td>West Virginia University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morgantown, West Virginia</td>
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<tr>
<td>Ph.D. Medical Microbiology</td>
<td>1986</td>
<td>West Virginia University</td>
</tr>
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<td></td>
<td></td>
<td>Morgantown, West Virginia</td>
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</tbody>
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B. Assistantships, Fellowships, etc.

Predoctoral Fellowship, National Foundation for Cancer Research, West Virginia University Medical Center, 1983-1986.

Postdoctoral Fellowship, Center for Gastrointestinal Biology and Disease, University of North Carolina, Chapel Hill, NC, 1986 - 1988.

C. Awards, Recognitions and Honors


Biology Department Honors, Wilkes College, 1982.

Inducted into Sigma Xi, Wilkes College, 1982.

Student Research Presentation Award, First Place, Annual Meeting of the Allegheny Branch, American Society for Microbiology, Pittsburgh, PA, 1983.
Student Research Presentation Award, First Place, Joint Meeting of the Allegheny, Ohio, and Kentucky-Tennessee Branches, American Society for Microbiology given by the Allegheny Branch, Huntington, WV, 1985.

Student Research Presentation Award, Second Place overall, Joint Meeting of the Allegheny, Ohio, and Kentucky-Tennessee Branches, American Society for Microbiology given by the Joint Branches, Huntington, WV, 1985.

Postdoctoral Research Competition Award, First Place, University of North Carolina at Chapel Hill, Chapel Hill, NC, 1988.


Distinguished Young Alumnus Award, Wilkes University, 1992.


Faculty Excellence (Merit) Award in Teaching, 1997.

Faculty Excellence (Merit) Award in Research, 1997.

University Teaching Council Travel Award, 1998.

Undergraduate Faculty Travel Award, American Society for Microbiology, 1998.


Co-chair, Instructional Technology Concurrent Session on using the Internet in Microbiology Education, Undergraduate Microbiology Education Conference, Atlanta, GA, 1998.

Co-chair, Curriculum Resources Concurrent Roundtable Discussion Session on Defining the Scholarship of Teaching, Undergraduate Microbiology Education Conference, Atlanta, GA, 1998.

Faculty Excellence (Merit) Award in Teaching, 1999.

Faculty Excellence (Merit) Award in Research, 1999.

Co-chair, Interactive Symposium on Critical Thinking Strategies in the Microbiology Laboratory, 99th General Meeting of the American Society for Microbiology, Chicago, IL, 1999.
Planning Committee, Undergraduate Microbiology Education Conference of the American Society for Microbiology, 19-21 May 2000 in Los Angeles, CA.

Nominee, 1999-2000 Arts and Sciences Distinguished Teaching Award, Kent State University, Kent, OH, April 2000.

Scientific Advisory Board, Surgical Applications of Tissue Sealants Conference, preceding The American College of Surgeons Clinical Congress, 21-22 October 2000 in Chicago, IL.

Faculty Excellence (Merit) Award in Teaching, 2000.

Faculty Excellence (Merit) Award in Research, 2000.


Faculty/Staff Incentive Award, Kent State University, Kent, OH, Summer 2000.

Promotion to Associate Professor, Kent State University, Kent, OH, Fall 2000.

Tenured to Department of Biological Sciences, Kent State University, Fall 2000.

Co-chair, Planning Committee, Undergraduate Microbiology Education Conference of the American Society for Microbiology, 18-20 May 2001 in Orlando, FL.

Session Chairperson, Surgical Applications of Tissue Sealants Conference, preceding The American College of Surgeons Clinical Congress, 21-22 October 2000 in Chicago, IL.

Meeting Co-Chair, Undergraduate Microbiology Education Conference of the American Society for Microbiology, 18-20 May 2001 in Orlando, FL.


Scientific Advisory Board, Surgical Applications of Tissue Sealants and Adhesives Conference, preceding The American College of Surgeons Clinical Congress, 6-7 October 2001 in New Orleans, LA.

Nominee, 2000-2001 Arts and Sciences Distinguished Teaching Award, Kent State University, Kent, OH, April 2001.

Session Chairperson, Biological Systems, American Physical Society Ohio Section, 21 April 2001 in Kent, OH.

Session Chairperson, Surgical Applications of Tissue Sealants Conference, preceding The American College of Surgeons Clinical Congress, 6-7 October 2001 in New Orleans, LA.
Finalist, 2001 Awards of Achievement (Health and Medicine Division), presented by the Publishers of Northern Ohio Live Magazine, Cleveland, OH.

“Graduate Applause” Recognition by Graduating Students. Awarded by the University Teaching Council 26 October 2001.

Faculty/Staff Incentive Award, Kent State University, Kent, OH, November 2001.


Research recognition by *Healthcare Informatics Online*, January 2002

NorTech Innovation Award, Cleveland, OH, May 2002.

Scientific Advisory Board, Surgical Applications of Tissue Sealants and Adhesives Conference, preceding The American College of Surgeons Clinical Congress, 5-6 October 2002, San Francisco, CA.


Technology Funding Candidate, TechVesting Business Development Group, Cleveland, June 2002.

Session Chairperson, Surgical Applications of Tissue Sealants Conference, preceding The American College of Surgeons Clinical Congress, 5-6 October 2002, San Francisco, CA.

Faculty/Staff Incentive Award, Kent State University, Kent, OH, October 2002.

Faculty Excellence (Merit) Award in Teaching, 2003.

Faculty Excellence (Merit) Award in Research, 2003.

Phi Delta Epsilon (student nominated honorary member), Inducted 31 March 2003, Kent State University Chapter.

Faculty/Staff Incentive Award, Kent State University, Kent, OH, Summer 2003.


Research/Patent recognition by Kent State University, 2004


Promotion to Professor, Kent State University, Kent, OH, Fall 2006.

Research/Patent recognition by Kent State University, 2007


KSU Representative to the U.S. House of Representative’s Committee on Homeland Security Science and Technology Fair (invitation only), Rayburn Senate Building, April 2, 2008.


Faculty/Staff Incentive Award, Kent State University, Kent, OH, October 2008.

Faculty Excellence (Merit) Award in Teaching, 2008.

Faculty Excellence (Merit) Award in Research, 2008.


Arts & Sciences Distinguished Teacher Award, 2009 (student nominated).

American Association for the Advancement of Science, invitation only meeting “Workforce Development: Preparing Health Professionals for Infectious Disease Threats” to determine the needs of the relevant audiences, evaluate existing programs and identify unmet needs, and formulate recommendations on how to address those unmet needs, 26 May 2009.

American Society for Microbiology Branch Lectureship (formerly Waksman Foundation for Microbiology Lectureship), 2009-2011 (honorary lectureship).

American Association for the Advancement of Science, invitation only meeting “Transforming Undergraduate Education in Biology: Mobilizing the Community for Change” to mobilize people to focus on undergraduate biology education by engaging them in shared, directed, provocative, and ongoing discussions that lead to action in the immediate future, 15-17 July 2009.

III. Non-Academic Work Experience:

Medical Technologist, West Virginia University Hospital, Morgantown, WV. January to October 1984.
Medical Technologist, West Virginia Industrial Medical Consultants, Inc.,

Scientist, Pharmacology Department, Scios Nova, Inc., Baltimore, MD,

Scientist, Plasma Derivatives Department, Holland Biomedical Research Laboratory,
American Red Cross, Rockville, MD, November 1994 to August 1995.

IV.  Academic Work Experience

A.  Academic Appointments

2006-present  Professor
Department of Biological Sciences
Kent State University
Kent, Ohio

2005-present  Faculty, Cooperative Medical Technology Program of Akron:
Akron General Medical Center, Akron Children’s Hospital,
& Summa Health System, Akron, OH

2000-2006  Associate (Tenured) Professor
Department of Biological Sciences
Kent State University
Kent, Ohio

1995-2000  Assistant Professor
Department of Biological Sciences
Kent State University
Kent, Ohio

1988-1993  Assistant Professor
Department of Biology
Austin College
Sherman, Texas

1986-1988  Post Doctoral Fellow
Center for Gastrointestinal Biology and Disease,
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

1982-1986:  Pre Doctoral Fellow
Department of Medical Microbiology
West Virginia University Medical Center
Morgantown, West Virginia

B. Graduate Faculty Status

2004-present  F4, School of Biomedical Sciences, Program in Cellular and Molecular Biology Kent State University, Kent, OH

1995-present  F4, Department of Biological Sciences Kent State University, Kent, Ohio

1996-2004  F3, School of Biomedical Sciences, Program in Cellular and Molecular Biology Kent State University, Kent, OH

V. Evidence of Scholarship

A. Teaching Evaluations

1. Courses Taught
   Kent State University:  Basic Microbiology
                          General Microbiology
                          Immunology
                          Cell Biology (and Cell Biology Workshops)
                          Reproductive Physiology (Guest Lectures)
                          Bioinformatics (team taught)
                          Microbial Physiology
                          Laboratory Safety, Risk Assessment and Security
                          Bioterrorism Readiness for Laboratorians

   Ohio State University:  Public Health Emergencies: Prevention, Recognition & Response

2. Evaluations:
   Peer and student evaluations on file in the Department of Biological Sciences, or the College of Continuing Studies, Kent State University.

B. Refereed Research and Scholarly Publications


groups to Automatically Predict and Refine Metabolic Pathways. *IEEE Transactions on Knowledge and Data Engineering*. 15: 883-894.


C. Non-refereed Scholarly Publications


Woolverton, C.J. and M. Johnson, 2001. Eighth ASM Undergraduate Microbiology Education Conference a Success. Focus on Microbiology Education Newsletter, a publication of the American Society for Microbiology, ISSN 1542-9210.


D. Abstracts


the European Cambridge Healthtech Symposia on Emerging Applications of Tissue Sealants. Lisbon, Portugal.


Meilander, T., S. Helfinstine and CJ Woolverton, 2006. Using a Bioterrorism Simulation to Teach Select Agent Identification. 106th General Meeting of the American Society for Microbiology. Orlando, FL.


E. Papers Presented

Refereed


Woolverton, C.J., Critical Thinking in the Microbiology Laboratory. Abstracts of the 99th General Meeting of the American Society for Microbiology, Chicago, IL, 31 May 1999.


Woolverton, C.J. "Bioinformatics in the Classroom: DNA to Digital" to the 7th ASM Undergraduate Microbiology Education Conference, California Polytechnic State University, Pomona, CA, 20 May 2000.


Lavrentovich, OD and CJ Woolverton, 2005. Real-time Microbe Detection based on Director Distortions and Light Transmittance around Growing Immune Complexes
in Lyotropic Chromonic Liquid Crystals. American Physical Society. Los Angeles, CA.


Invited Seminars and Symposia


“Consequences of Bacterial Colonization,” to the Institute for Immunology, Moscow, USSR, 26 July 1991.

“Consequences of Bacterial Colonization,” to the J.E. Purkyne Czech Medical Society, Prague, Czechoslovakia, 30 July 1991.

“Infectious Disease Update in the Soviet Union,” to the Texas Branch of The American Society for Microbiology, Austin, TX, September 1991.

“Infectious Disease Health Care in the Soviet Union and Czechoslovakia” to Austin College, Sherman, TX, 19 September 1991.


“Bacterial Induction and Regulation of Host Immunity” to Department of Biological Sciences, Kent State University, 5 October 1995.

“AIDS 101 Revisited: What Have We Learned?” to Kent State University, Wellness Seminar, 30 November 1995.

“Messing with Bacterial Physiology” to Department of Biological Sciences, Kent State University, 26 September 1996.

“Fibrin: Foe Turned Ally in the Ongoing Fight to Control Infection” to Department of Physiology, North Eastern Ohio University College of Medicine, Rootstown, OH, 16 December 1996.


“HIV and other Sexually-transmitted Diseases” to the Inter-residence Hall Staff, Kent State University, Kent, OH, 8 December 1997.

“Sex in the 90’s: The Germs My Mother Never Told Me About” to the Phi Delta Epsilon Premedical Fraternity, Kent State University, Kent OH, 26 February 1998.

“Fibrin: A New Weapon in the Ongoing Fight to Control Infection” to the Wound Healing Research Focus Group, North Eastern Ohio University College of Medicine, Rootstown, OH, 2 March 1998.
“Infection Control using Antibiotic-supplemented Fibrin” to Slippery Rock University, Slippery Rock, PA, 9 October 1998.

"Localized Infection Control Mediated by Antibiotics Delivered from Fibrin" to the Biochemistry Research Group, Kent State University, Kent, OH, 08 December 1998.

“Career Choices in the Biological Sciences” to the Student Medical Association, Kent State University, Kent, OH, 23 February 1999.

"Hemostasis and Drug Delivery Using a Commercial Fibrin Product" to the Annual Meeting of the Northern Ohio Medical Technology Educators and Affiliates, Kent, OH, 8 October 1999.

"Liquid Crystal Amplification of Biological Signals" to the Biochemistry Research Group, Kent State University, Kent, OH, 06 October 1999.

"Teaching Microbiology in the Digital Age" to Kent State University (Moulton Hall Workshop on Multimedia in Education), Kent, OH, 21 November 1999.

"Wound Healing and Infection Control" to the School of Exercise, Leisure and Sports, Kent State University, Kent, OH, 25 February 2000.

"Infection Control in the New Millennium" to the Department of Microbiology and Immunology, North Eastern Ohio University College of Medicine, Rootstown, OH, 29 February 2000.

"Advanced Hemostasis and Infection Control" to the Ohio Society for Clinical Laboratory Sciences, Morley Health Center, Akron, OH, 11 March 2000.

"Y2K Advances in Infection Control" to the Cleveland Clinic Foundation, Cleveland, OH, 4 April 2000.


"Pathogen Detection in Near-Real Time" to Akron Wound Healing Society, Calhoun Research Center, Akron General Medical Center, 13 June 2001.

“Biotechnology at Kent State University” to Senator Amstutz and select members of the Ohio Department of Development, Kent State University, 18 January 2002.

“The Integrated Life Sciences Program at Kent State University” to the Kent State University Board of Trustees, 24 January 2002.

“Development of a Liquid Crystal Biosensor for Pathogen Detection” to the Liquid Crystal Institute & ALCOM membership, Kent State University, 3 April 2002.
“Detecting Infectious Agents before They Cause Disease: A Case Study of Successful University Technology Transfer” to the Canton Rotary Club, Canton, OH, 23 August 2002.

“Liquid Crystal Biosensors: Where Biology, Chemistry and Physics Meet” to the Department of Biological Sciences, Kent State University, Kent, OH, 17 October 2002.

“Liquid Crystal Biosensors: A Lesson in Physical Chemistry” to the Biochemistry Research Group, Kent State University, Kent, OH, 22 October 2002.

“Amplification of Receptor-Ligand Binding Events using Liquid Crystals” to the Biology Department, University of Akron, Akron, OH, 20 February 2003.

“Biological and Biomedical Research at KSU” to the Life Sciences Symposium, Polymer Sciences Department, University of Akron, Akron, OH, 21 March 2003.

“Liquid Crystal Biosensors” to the Retired KSU Faculty group, Kent State University, Kent, OH, 19 November 2003.

“Real Time Pathogen Detection using the Liquid Crystal Biosensor” to the OH Society for Clinical Laboratory Science, Hudson, OH, 6 May 2004.


“ACT/SGER: Liquid Crystal Materials for Biosensor Development” to the Approaches to Combat Terrorism Principal Investigator Workshop, National Science Foundation, Arlington, VA, 8 June 2004.

Lyotropic Chromonic Liquid Crystals Enhance Microbe Detection” to Great Lakes Photonics Symposium (Sensors Session), Cleveland, OH, 9 June 2004.

“Lyotropic Chromonic Liquid Crystals for Sensing Biological Agents” to Great Lakes Photonics Symposium (Chemical, Biological, radiological and Nuclear Countermeasures Session), Cleveland, OH, 10 June 2004.

“Bioterrorism and the Role of the Clinical Laboratory” to the Cooperative Medical Technology Program of Akron, Akron Children’s Hospital, Akron, OH, 15 September 2004.


“The Role of the Clinical Laboratory in Public Health” to the Cooperative Medical Technology Program of Akron, Akron Children’s Hospital, Akron, OH, September 2005.
“Safety and Bioterrorism Preparedness” to the American Society for Clinical Laboratory Science-Ohio at their conference on Advancing the Practice Exceeding Expectations, Toledo Wyndham Hotel, Toledo, OH, 3 May 2006.

“Microbiology 101: Public Health Preparedness Basics” to the Medical Reserve Corp of Portage County at their conference on Topics in Bioterrorism & Disaster Planning: Nursing Issues 2006, Kent State University, Kent, OH, 11 May 2006.


“The Dual Use Dilemma and its Impact on Microbiology Education” to the 106th General Meeting of the American Society for Microbiology, Orlando, FL, 22 May 2006.


“Identifying Bioterrorism Agents in the Clinical Laboratory” to the Cooperative Medical Technology Program of Akron, Akron Children’s Hospital, Akron, OH, September 2006.

“Research 101” Introduction to Research Rationale, Methods and Communication” to the Cooperative Medical Technology Program of Akron, Akron Children’s Hospital, Akron, OH, April 2007.


“Select Agent Identification by the Clinical Laboratory” to the Cooperative Medical Technology Program of Akron, Akron Children’s Hospital, Akron, OH, September 2007.

“Graduate and Career Opportunities in Microbiology and Public Health” to the Senior Seminar Course, Biology Department, Central State University, OH, October 24, 2007.

“Research 101” Introduction to Research Rationale, Methods and Communication” to the Cooperative Medical Technology Program of Akron, Akron Children’s Hospital, Akron, OH, April 2008.

“Select Agent Identification by the Clinical Laboratory” to the Cooperative Medical Technology Program of Akron, Akron Children’s Hospital, Akron, OH, September 2008.


“Graduate and Career Opportunities in Microbiology and Public Health” to the Senior Seminar Course, Biology Department, Central State University, OH, November 7, 2008.

F. Other Creative Accomplishments

Patents and Patent Applications

Patent Number 6,054,122 issued April 25, 2000; Supplemented and Unsupplemented Tissue Sealants, Methods or their Production and Use (A Self-Expanding Foam). MacPhee, Drohan and Woolverton, inventors.

Patent Number 6,117,425 issued September 12, 2000; Supplemented and Unsupplemented Tissue Sealants, Methods of their Production and Use (Drug and Biologics Delivery). MacPhee, Drohan, Nunez, Liau, Woolverton, Burgess, Maciag and Greisler, inventors.


Utility Application filed September 27, 2006 Liquid Crystal Sensor System, No. 11/535,485 (based on Provisional Application No. 60/596,485 filed on 9/28/06). PCT Application No. PCT/IB2006/053544


Other Creative Activities

“A Novel Antibiotic Therapy to Treat Infection.” Poster Presentation to Kent State University, Celebration of Scholarship, 25 April 1996.

Reviewer for Microbiology Tutorial Software by Betsy Cooper. Prentice Hall Publisher, June 1996.


“Fibrin: A New Weapon in the Ongoing Fight to Control Infection.” Poster Presentation to the School of Biomedical Sciences, Kent State University, 14 November 1996.


“Thoughts on Evolution and Religion.” Guest lecture to Phil 32091, Integrating Philosophy and Religion, Kent State University, 8 November 1996.


“Subverting Bacterial Infection and Resistance,” Poster Presentation to Kent State University, Celebration of Scholarship, 15 May 1997.

“Overcoming Bacterial Resistance,” Poster Presentation to the School of Biomedical Sciences, Kent State University, 14 November 1997.


"LC Amplification of Receptor-mediated Detection," to Frantz Medical Development, Kent State University, November 1998.

"LC Amplification of Receptor-mediated Detection," to Diagnostic Hybrids, Inc., Kent State University, November 1998.

“Bacillus subtilis.” Annotated photograph accepted into the International Collection of Microbial Resources, American Society for Microbiology, December 1998.


"LC Amplification of Receptor-mediated Detection," to Tim Biro, Kent State University, March 1999.

Reviewer (book) for Exercises for the Microbiology Laboratory, by Pierce and Leboffe, Morton Publishers, March 1999.

"LC Amplification of Receptor-mediated Detection," to BioMec, Kent State University, April 1999.

"LC Amplification of Receptor-mediated Detection," to Dairy One, Inc., Kent State University, April 1999.

The Microbiology Learning Center, Interactive Presentation to Kent State University, Celebration of Scholarship, 6 May 1999.

Using Phylogenetic Analysis and DNA Consensus Sequences to Create and Interactive Web Site, Interactive Presentation to Kent State University, Celebration of Scholarship, 6 May 1999.


"Managing Careers in the Biological Sciences" to BSCI 10182, Principles of Biology, Kent State University, 29 March 2000.

Reviewer (4 chapters) for Focal Foundations of Microbiology, by Hampton, Myers and Thai, Prentice Hall Publishers, April 2000.

Reviewer (annotated Table of Contents) for Microbial Universe, by Dennis Schneider, Benjamin Cummings, November 2000.

Reviewer (3 chapters) for The Microbial Universe, by Krieg, Chan, Pelczar, Egert and Roop, John Wiley and Sons, November 2000.

"Imune-endocrine Interactions" Guest Lecture to BSCI 5/70432 Endocrinology, Kent State University, 21 November 2000.

Evaluate English translation of French Immunology Report with MCLS graduate student Victor Foster, Kent State University, November-December 2000.


"Bacterial Gene Expression and Regulation." Guest lecture to BSCI 30156 Elements of Genetics, Kent State University, 16 March 2001.

"New Techniques for the Detection of Human Pathogens." Guest lecture to ILS 22091 Seminars in Medicine, Kent State University, 22 March 2001.

Panelist, Building Scholarly Communities, 7th Annual Celebration of Scholarship, Kent State University, 12 April 2001.


Evaluate English Translations of Three Spanish Microbiology Reports with MCLS graduate student Judith Noval, Kent State University, November 2001.

Panelist, AAUP-KSU Policy Colloquim, Kent State University, 11 April 2002.


Panelist, “Northeast OH’s Biotech Future” (Craintech.com’s MegaBite Breakfast), City Club, Cleveland, OH, 2 December 2003.


Founding member, Center for Public Health Preparedness at Kent State University, 2007.


G. Society Memberships

American Association for the Advancement of Science (1996-present)
American Society for Microbiology (1983-present)
(May 2000 Conference on Undergraduate Education, Planning Committee)
(May 2001 Co-chair, Conference on Undergraduate Education)
(May 2005 Chair, Biosecurity and Safety Symposium)
(July 2008 Editor-in-Chief, Journal of Microbiology and Biology Education)
Sigma Xi, The Scientific Research Society (Life Member since 1982)
Society for Mucosal Immunology (1987-2004)
Society for Applied Microbiology (2004-2008)
SPIE The International Society for Optical Engineering (2006)
International Society for Environmental Microbiology (2007-2008)
Association of Public Health Laboratories (2009-present)

H. Editorial and Peer Review Responsibilities


Ad Hoc Reviewer, *BioMed Central* (open access, on-line journal), May 2002.

Ad Hoc Reviewer, Office of Naval Research, June 2002.

Ad Hoc Reviewer, Kent State University (for the OBR review of University of Cincinnati PhD program in Immunobiology), April-August 2003.


Ad Hoc Reviewer, Kent State University (for the Internal Graduate Program Review of the Chemical Physics Interdisciplinary Program), April-November 2004.

Ad Hoc Reviewer, Engineering and Physical Sciences Research Council (UK), March-April 2005.

Ad Hoc Reviewer, Engineering and Physical Sciences Research Council (UK), March 2006.


Editor-in-Chief, *Journal of Microbiology and Biology Education* (formerly *Microbiology Education*), American Society for Microbiology, July 2008-present.


Ad Hoc Reviewer, National Science Foundation, December 2008.

Ad Hoc Reviewer, National Science Foundation, April-May 2009.
I. Grant Proposals


Isolation, Purification and Assessment of Intestinal Mucosal Macrophages Stimulated by Bacterial Cell Wall Polymers. 1987-1988. $5,000 from University of N. C., Department of Medicine. Funded.


Career Development Implementation Grant, $2030 from the Richardson Endowment, Austin College, Summer 1992. Funded.

Young Investigator Award. $25,000 from the National Science Foundation. Submitted January 1992. Not Funded.

Bacterial Cell Wall Polymers in Periodontal Disease. $75,000 from the National Institutes of Health. 1993-1996. Priority score 150. Funded but withdrawn due to relocation.

Bacterial Antigen-induced Arthritis. $6,500 from the Division of Research and Graduate Studies (Research and Creative Activity Award), Kent State University. Summer 1996. Funded.

Bacterial Antigen-induced Colitis in Marmosets. $4,000 (matching grant) from The National Foundation for Infectious Diseases. 1996-1997. Not Funded.


Subverting Bacterial Resistance: Antibiotics in Fibrin. $92,789 from the National Institutes of Health. 1997-2000. Not funded

Microbiology Learning Center Web Site, C.J. Woolverton, principal investigator, Chris Hanousek, Adam Leff, Conrad Wickstrom, Kim Finer and Don Gerbig, co-investigators. $5,000 from OhioLINK. 1997. Funded.


Amplification of Antibody Signals. $2500 from the University Research Council, Division of Research and Graduate Studies, Kent State University. 1997-1998. Funded.

An Electronic Resource Package for General Microbiology. $6,500 from the College of Arts and Sciences, Kent State University. Summer 1998. Funded.

Faculty Travel Award. $500 from the University Teaching Council, Kent State University, 1998. Funded.

Undergraduate Faculty Travel Grant. $400 from the American Society for Microbiology. May 1998. Funded.

Subverting Bacterial Resistance using Antibiotics Delivered from Fibrin Sealant. $21,600 from the American Red Cross. May 1998. Funded.


Acquisition of Imaging and Visualization Instrumentation for Biological Investigations. J. Blank, principal investigator, J. Khan, D. Kline, L. Reichel and C. Woolverton (10% effort), co-investigators. $884,204 from the National Science Foundation. 1999-2001. Not funded.


Metabolic and Immune Effects of Exercise at 10,000 Feet. C.J. Woolverton, E. Glickman-Weiss, M. Blegan and T. Waseleski. $3,500 from Research and Graduate Studies, Kent State University. Summer 2000. **Funded.**


Skin Bilayer Formation using Fibrin to Engineer the Tissue. C.J. Woolverton and C. Skytta (undergraduate student), **$3,500** from the University Research Council. September-December 2001. **Funded.**

Pathogen Detection by Lyotropic Liquid Crystals. C.J. Woolverton and OD. Lavrentovich, $115,389 from the Ohio Board of Reagents Research Challenge Program, January 2002-December 2003. **Funded at $80,000.**


Diagnostic and Therapeutic Advances Require Isolation and Quantitative Analysis of Rare Cell Populations. Fraizer, G., MacLean, D., Stroup, D., Mintz, E., Woolverton, C.J and Marcinkiewicz, J. $158,000 from the the Ohio Board of Reagents Research Challenge Program, January 2003-December 2004. **Funded at $130,000.**


Release of Antibiotics from Wound Dressings. Woolverton, C.J. $33,200 from OMERIS (formerly EBTC), December 2002- December 2003. **Funded.**


The Northeastern OH Consortium for Biopreparedness. Woolverton, C.J. $1,200,000 from the Hayes Investment Fund, OBR. Not funded.

Liquid Crystal Materials for Biosensor Development, Lavrentovich, O.D. and Woolverton, C.J. $100,000 from the National Science Foundation. 15 September 2003-31 August 2004. **Funded.**

Theoretical Study of Domains in Membranes, D. Allender, O. Lavrentovich, E. Mann and C.J. Woolverton, co-Pis. $64,167 from the Ohio Board of Reagents Research Challenge Program, January 2004-December 2005. **Funded at $26,912.**

Biological Applications for Microgenomics, E. Mintz, G. Fraizer, J. Blank, D. Stroup, D. Glass, R. Heath, L Leff, J. Stalvey and C.J. Woolverton, co-Pis. $79,325 from the Ohio Board of Reagents Research Challenge Program, January 2004-June 2006. **Funded at $60,000.**

The Northeastern OH Consortium for Biopreparedness. Woolverton, C.J.
$1,000,000 from the US Department of Health and Human Services (congressional allocation), August 2004-July 2005. **Funded at $698,926** by the Centers for Disease Control and Prevention.


The Northeastern OH Consortium for Biopreparedness-equipment and curriculum. Woolverton, C.J. $2,000,000 from the US Department of Education (FIPSE) (congressional allocation). August 2005-July 2007 (NCE to 7/08). **Funded at $744,000.**


Molecular design, synthesis, self-assembly and applications of novel well-defined lyotropic chromonic liquid crystals (LCLCs), Q. Li, O. Lavrentovich, and C.J. Woolverton, co-Pis. $60,000 from the Ohio Board of Reagents Research Challenge Program, January 2005-December 2005. Not funded.

Nanotechnology, Liquid Crystals and Drug Release, D. Finotello, O. Lavrentovich, and C.J. Woolverton, co-Pls. **$59,948** from the Ohio Board of Reagents Research Challenge Program, January 2005-December 2006. **Funded.**


Research at the Biology-Liquid Crystals Frontier. CJ Woolverton and OD Lavrentovich, co-PIs. $1,330,419 from the W.M. Keck Foundation (Instrumentation Grant). June 2005-May 2007. **Funded at $860,000.**


Public Health Workforce Curriculum Development and Implementation. $397,000 to the Ohio State University (**$38,000** sub-contract to KSU for CJW) from the Ohio Department of Health. April-June 2005. **Funded.**

Detection of Fecal Coliforms in Drinking Water using a Liquid Crystal Biosensor. CJ Woolverton, L Leff and OD Lavrentovich (co-PIs). $599,846 from the U.S. Environmental Protection Agency. Not funded.


Microbes for the Masses: STEM Learning for Ages 5-105. $1,518,412 from the National Science Foundation (preproposal not encouraged for submission).


Growth and Optical Studies of Proteins Crystals and Films. YA Nastyshyn (Ukrainian Institute of Physical Optics) & CJ Woolverton (co-PIs). $100,000 from U.S. Civilian Research and Development Foundation. Not funded.
A Liquid Crystal Biosensor for the Detection of NIAID Category B Bacteria. CJ Woolverton and OD Lavrentovich (co-PIs). $1,509,400 from the National Institutes of Health. Not funded.


IGERT: Environmental Aquatic Resource Sensing: Basic Science, Business Education and Outreach Leff (PI), Bade and Woolverton (coPIs), preproposall submitted March 12, 2009.


J. Service on Thesis and Dissertation Committees

James Dudones, Ph.D. Defense Committee Moderator
Chemistry Department, Kent State University, April 1998

Scott Howell, Ph.D. Defense Committee Moderator
Cellular and Molecular Biology Program, School of Biomedical Sciences June 1998

Guo Zhong, Masters Thesis Advisor
Cellular and Molecular Biology Program, School of Biomedical Sciences August 1997-August 2000

Xu Ping, Masters Candidacy Committee (L. Leff, Advisor)
Cellular and Molecular Biology Program, School of Biomedical Sciences April 1998-2001
Joseph Kavolchin, Doctoral Candidacy Committee (R. Chandawarkar, Advisor)
Cellular and Molecular Biology Program, School of Biomedical Sciences
September 1998-2003

Mark Blegan, Doctoral Candidacy Committee (E. Glickman, Advisor)
School of Exercise, Leisure and Sport
September 1999-2001

Elizabeth Marino, Masters Thesis Advisor
Cellular and Molecular Biology Program, School of Biomedical Sciences
January 2000-May 2003

Ola Olapade, Doctoral Candidacy Committee (L. Leff, Advisor)
Department of Biological Sciences
March 2000-2004

Abhishek Deshpande, Masters Candidacy Committee (B. Bruot, Advisor)
Cell and Molecular Biology Program, School of Biomedical Sciences
September 2001-2004 (student changed program)

Shannon Miller Helfinstine, Doctoral Dissertation Advisor
Environmental Physiology, Department of Biological Sciences
January 2002-2007

Jun Ping, Doctoral Candidacy Committee (B. Bruot, Advisor)
Cellular and Molecular Biology Program, School of Biomedical Sciences
January 2002- (student left program)

Brian Heston, Masters Candidacy Committee (K. Bichara, Advisor)
School of Technology
May 2003.

Song Bo, Masters Candidacy Committee (L. Leff, Advisor)

Mitali Das, Doctoral Candidacy Committee (L. Leff, Advisor)
Ecology Program, Biological Sciences

Heather Purk, Masters Candidacy Committee (R. Carlson, Advisor)
Ecology Program, Biological Sciences
January 2002- (student left program)
Raghava Induru, Masters Thesis Advisor
Cellular and Molecular Biology Program, School of Biomedical Sciences
August 2003- (student left program).

Anne Marie Patterson, Masters Candidacy Committee (D. Tuthill, Advisor)
Physiology Program, Biological Sciences
December 2003- (student changed programs).

Raja Vukanti, Masters Candidacy Committee (L. Leff, advisor)
Ecology Program, Biological Sciences

Barbara (Brezina) Kuri, Masters Thesis Advisor (transferred from another advisor).
Cell and Molecular Biology Program, School of Biomedical Sciences

Rachel Leahy, Masters Candidacy Committee (S. Ezurum, advisor)
Cleveland Clinic Program, School of Biomedical Sciences
August 2004-present.

Rashmi Ram, Masters Candidacy Committee (D. van Wagoner, advisor)
Cleveland Clinic Program, School of Biomedical Sciences

Steve Fiester, Doctoral Dissertation Advisor
Cell and Molecular Biology Program, Biological Sciences
August 2005-present.

Tod Schneider, Ph.D. Defense Committee (Moderator)
Chemical Physics Interdisciplinary Program, Kent State University
May 2005.

Christopher Paustian, Doctoral Candidacy Committee (Gary Koski, advisor)
Cleveland Clinic Program, School of Biomedical Sciences
December 2005-present.

Hui (Patrick) Liu, Doctoral Candidacy Committee (Outside Reader/Moderator)
Chemical Physics Interdisciplinary Program, Kent State University, June 2006.

Tom Rusk, Doctoral Dissertation Advisor (co-advised with Steve Schmidt)
Cell and Molecular Biology Program, School of Biomedical Sciences
August 2005-present

Leigh Murray, Doctoral Candidacy Committee (Grad. Fac. Rep; Ellen Glickman, advisor), Exercise Leisure and Sports Program, Kent State University, June 2006.
James Redfearn, Doctoral Dissertation Advisor
Cell and Molecular Biology Program, Biological Sciences
August 2006-present

Greg Farnell, Doctoral Candidacy Committee (Ellen Glickman, advisor)
Exercise Leisure and Sports Program, Kent State University

Sinu Paul, Doctoral Advisory Committee (Helen Pointkivska, advisor)
Ecology (Evolutionary/Systematic Biology), Biological Sciences
December 2006-present

Guogiang (Matt) Zhang, Doctoral Candidacy Committee (John West, advisor)
Chemical Physics Interdisciplinary Program, Kent State University
July 2007

Ramesh Raj Subedi, Doctoral Candidacy Committee (John Watson, advisor)
Physics, Kent State University
August 2007

Moumita Moitra, Masters Advisory Committee (R. Heath, advisor)
Ecology, Biological Sciences
December 2007-present

Suchismita Ghosh, Masters Thesis Advisor (co-advised with L. Leff)
Ecology, Biological Sciences
December 2007-present

Douglas Antibus, Masters Advisory Committee (C. Blackwood, advisor)
Ecology, Biological Sciences
December 2007-present

James Dieringer, Masters Thesis Advisor
Liberal Studies Program, College of Arts and Sciences
September 2007-May 2008

Michael Shilling, Doctoral Dissertation Advisor
Cell and Molecular Biology Program, Biomedical Sciences
January 2008-present

James Ferrell, Masters Thesis Advisor
Cell and Molecular Biology Program, Biomedical Sciences
August 2008-present
Ana Carolina Vazquez (Grad. Fac. Rep; Miguel Quinones-Mateu, advisor)
Cell and Molecular Biology Program, Biomedical Sciences
October 2008

Dawn Novicky, Doctoral Dissertation Advisor
Cell and Molecular Biology Program, Biomedical Sciences
January 2009-present.

**MPH Preceptorships**

Colleen M. Dundon: Developing a Medical Reserve Corp in a Rural County
NEOUMPH, 2007-present

Stanley (Rick) Young: tbd
NEOUMPH, 2008-present

**Undergraduate Honors and Research**

Gregory J. Brophy, Departmental Honors Candidacy Committee (D. Kline, Advisor)
Department of Biological Sciences, 1996.

Victoria L. Brown, Research Advisor
Honor’s College, Research Credit to BSCI 40174, Spring 1996.

Alan Gunther, Research Advisor
Undergraduate Individualized Investigation, Summer 1996.

Kelly Hubbard, Research Advisor
Undergraduate Individualized Investigation, Fall 1996 and Spring 1997.

Bethany Burkhart, Research Advisor
Undergraduate Individualized Investigation, Spring 1997 and Spring 1998.

John Hayslip, Research Advisor
Honor’s College, Research Credit to BSCI 40171, Spring 1997.

Jerry Liliestedt, Research Advisor
Honor’s College, Research Credit to BSCI 40171, Spring 1997.

Heather Pilch, Research Advisor
Honor’s College, Research Credit to BSCI 40171, Spring 1997.

Robert Lewis, Research Advisor
Undergraduate Individualized Investigation, Fall 1997 and Spring 1998.
Aaron Dye, Research Advisor
Undergraduate Individualized Investigation, Fall 1997.

Margaret Tsai, Research Advisor
Honors Research Project, Fall 1997 and Spring 1998.

Monique Scholtes, Research Advisor
1998 Leiden Exchange Program, Fall 1998

Ben Ingersol, Research Advisor
Undergraduate Individualized Investigation, Fall 1998

Summet Kumar, Departmental Honors Thesis Advisor
Department of Biological Sciences, Fall 1998 and Spring 1999.

Tom Scharschmidt, Departmental Honors Candidacy Committee (Glickman-Weiss)
School of Exercise, Leisure and Sport, Spring 1999.

David Lansbergen, Research Advisor
1999 Leiden Exchange Program, Fall 1999

Vanessa Madrigal, Departmental Honors Thesis Co-Advisor (w/ Blank)
Department of Biological Sciences, Fall 1999 and Spring 2000.

David Quillen, Research Advisor
Honors Research Project, Spring 2000

Shannon Miller, Research Advisor
Department of Biological Sciences, Spring, Summer and Fall 2001

Erin Dulka, Research Advisor
Undergraduate Individualized Investigation, Spring 2001

Anaeze Offodile, Advisor
Honor’s College, Research Credit to BSCI 30171, Spring and Fall 2001, Fall 2002

Binh To, Research Advisor
Undergraduate Individualized Investigation, Spring 2001

Danielle Gyorgak, Departmental Honors Candidacy Committee (Arango-Keeth, advisor), Modern & Classical Language Studies, Spring 2001

Carla Skytta, Departmental Honors Thesis Advisor
Biological Sciences, Spring and Fall 2001, Spring 2002.
Dannika Wallace, Departmental Honors Thesis Advisor  
Biological Sciences, Fall 2002-Spring 2004

Paul Rothenbacher, Research Advisor  
Undergraduate Individualized Investigation, Spring 2003

Christopher Paustian, Research Advisor  
Undergraduate Individualized Investigation, Summer & Fall 2003

Donald Misquitta, Research Advisor  
Honors Research Project, Fall 2003

Sierra Kirkland, Research co-Advisor (w/ L. Leff)  
UMEB, Summer 2004

Erin Gustley, Research co-Advisor (w/ O. Lavrentovich)  
Center for Liquid Crystal Science and Education, Summer 2004

Josh Widman, Research Advisor  
Undergraduate Individualized Investigation, Spring 2005.

Jonathon Wilson, Research Advisor  
Undergraduate Individual Investigation, Spring 2006.

Jessica Karrer, Research Advisor  
Undergraduate Individual Investigation, Fall 2006, Spring 2007.

Amorya Ferrara, Research Advisor  

Sal Coppola, Research Advisor  
Undergraduate Individual Investigation, Spring 2009.

Andrea Teodosiu, Research Advisor  
Undergraduate Individual Investigation, Spring 2009.

**K. Instructional Resource Development**

“The Microbiology Learning Center,” Instructional Web Site for BSCI 20021  
C.J. Woolverton, principal investigator, Chris Hanousek, Adam Leff, Conrad  
Wickstrom, Kim Finer and Don Gerbig, co-investigators. 15 August 1997.  
Fifty percent effort.  (See:  http://www.kent.edu/microbiology).


“Bacillus subtilis.” Annotated photograph accepted into the International Collection of Microbial Resources, American Society for Microbiology, December 1998. One hundred percent effort.


Bachelor of Science in Biotechnology, as co-chair of the Biotechnology Feasibility Committee, September 2000-September 2002.

“Introduction to Bioinformatics,” co-developed with L. Bartolo and G. Volkert. First taught as special topics Spring 2003.

MS in Biotechnology, as co-chair of the Biotechnology Feasibility Committee, 2000-2003.


Computer Simulation of Select Agent Identification (with Tracey Milander, Shannon Helfinstine and KSU New Media Development), 2004-2005.

Select Agents and Biosafety Curriculum for Laboratorians (with Adam Leff), 2005.

BSL 1-3 Curriculum for Laboratorians (with Adam Leff), 2005.


Germs 101 (A collection of standards-based curricular materials teaching personal hygiene, microbiology concepts and public health principles) for K-12 students and teachers, students who are deaf, and students with low reading levels (with Tracey Milander, Shannon Helfinstine, Andy Gilbert, Harold Johnson and KSU New Media Development), 2006-2008.
VI. University Citizenship, Professional and Public Service

A. Committee Assignments

Kent State University

1995-2000   Biosafety Subcommittee of CHARM
1996-2001   Committee on Hazardous and Radioactive Materials (CHARM)
1997-1998   Departmental Search Committee (Wetlands Biologist)
1997-2000   University Health Affairs Council (UHAC)
1997-2000   Chair, Continuing Education Committee of UHAC
1997-1998   BSCI Undergraduate Curriculum Committee
1997-2001   BSCI Faculty Advisory Committee
1998-2000   Co-chair, Health Related Programs Cluster of the University Strategic Planning Committee
1998-2000   University Strategic Planning Steering Committee
1998-1999   BS/MD Admissions Committee
1998-2003   BSCI ad hoc Computer Committee
1998-1999   Consortial MPH Organizing Committee
1998-2000   Celebration of Scholarship Planning Committee
1999-2000   BSCI Undergraduate Curriculum Committee
1999-2000   University Council on Technology's Standing Subcommittee on Learning Technology Services
1999-2000   Consortium Task force to Review Structure and Operations of the School of Biomedical Sciences
1999-2000   Secretary, BSCI Faculty Advisory Committee
1999-2002   Co-Chair, Ad Hoc Committee to Develop a Biotechnology Program at KSU
1999-2004 Executive Committee, School of Biomedical Sciences
2000-2003 Integrated Life Sciences FAC, Chairperson
2000-2004 Co-chair, Cell and Molecular Biology Program Area, School of Biomedical Sciences
2000-2006 University Patent and Copyright Board
2001 Search Committee, Technology Transfer Manager Position, RAGS, Kent State University
2001-2004 Graduate Admissions Sub-committee, Cell and Molecular Biology Program Area, School of Biomedical Sciences
2001-2003 Search Committee, NTT faculty member, Biological Sciences
2002-2003 Medical Students Subcommittee, LCME/NCA accreditation review (NEOUCOM)
2002-2004 Committee member, UPBAC
2002-2006 Biotechnology major Advisory Committee
2003 Search Committee, Faculty Member, Ashtabula Campus, Kent State University
2003-2004 Chair, Search Committee, Faculty Member, Kent Campus, Kent State University
2004-2005 Chair, Search Committee, Faculty Member, Kent Campus, Kent State University
2007 Search Committee, 2 Faculty Members (joint search with LCI), Kent Campus, Kent State University
2007-2008 Search Committee, Faculty Member, Kent Campus, Kent State University
2008-2009 Search Committee, Chief University Physician, Kent State University
2008-2009 Provost’s Promotion Advisory Board
B. Administrative Assignments

1995-2001, 2003-pres Coordinator, Clinical Laboratory Sciences Program
Kent State University, Kent, OH

2000-2003 Coordinator, BS/MD Training Program
(Undergraduate), Kent State University, Kent, OH

2003-present University Coordinator of Biopreparedness Initiatives
Kent State University, Kent, OH

2004-present Director, Center for Public Health Preparedness at
Kent State University

C. Student Recruitment

1996 Transitions Program for African American, Latino and American Indian Students

1997 Transitions Program for African American, Latino and American Indian Students

1998 Transitions Program for African American, Latino and American Indian Students

1999 Transitions Program for African American, Latino and American Indian Students

2000 Transitions Program for African American, Latino and American Indian Students

2001 Founder’s Scholarship Day

2002 Transitions Program for African American, Latino and American Indian Students

2002 Founder’s Scholarship Day

2003 Founder’s Scholarship Day

2004 Discovery Days (Biotechnology Table)
2006  Health Care in Progress (KSU Admissions Office)

2006  Medical Technology Open House Recruiting

D. Consulting outside the Department


Global Strategic Business Advisors, Cleveland, OH.  Twinsburg Research Incubator. 2005.

GOJO Industries, Akron, OH.  Microbe Sensing Technologies. 2007-present.

E. Lectures (not listed under V. A)

“Infectious Disease Update in the Soviet Union,” to the Grayson Rotary Club, Sherman, TX, 18 December 1991.

“Germs,” to the First Grade (1W), Walls Elementary School, Kent OH, 4 March 1997.

“Microbes in our World,” to the Third Grade (3B), Walls Elementary School, Kent, OH, 10 April 1997.

“Germs,” to the First Grade (1W), Walls Elementary School, Kent OH, 8 June 1999.


“Microbiology Career Options” to Kent City Schools, 8th grade science class. 2001.
“Nanotechnology” to Kent City Schools, Future Problem Solvers (requested by Kathy Frazier), KSU, 8 January 2003.

“Bioterrorism, post 911”, to BSCI 50195 Special Topics in Biology (requested by Doug Kline), KSU 16 June 2004.

F. Awards and Other Recognition (not listed under II. C)


G. Community Service

Judge, Invention Convention (Science Fair), 3rd-5th Grade Judge, Whitesborough, TX, 28 February 1992.

Ad hoc instructor, Biological Sciences, graduate and undergraduate student use of computer software and hardware for presentations. Kent State University, Kent, OH, 1996-present.

University Representative, Medical Technology Program Directors Meetings, annually at various sites, 1996-2001 & 2004-present.

Advisor, Elizabeth Fehrmann, student science fair project, Kent, OH, September-December 1997.

Ad hoc Consultant, IACUC, Kent State University, Kent, OH, pathogen detection in housed animals, human risk associated with housed animals, 1997-2000.
Ad hoc Consultant to Safety Officer, Kent State University, Kent, OH, issues regarding hazardous waste removal, storage, transport, etc., 1997-present.

Ad hoc Consultant, Copyright Policy Committee, Kent State University, Kent, OH, 11 February 1998.

Judge, State Science Fair, Ohio Microbiology Award Category, Delaware, OH, 18 April 1998.

Faculty Advisor, Biology Club, Kent State University, Kent, OH, September 1998 to 2003.

Faculty Advisor, Phi Delta Epsilon Pre-medical Fraternity, Kent State University, Kent, OH, September 1998 to present.

Consultant to KSU Office of Research and Graduate Studies (RAGS), Biotechnology Efforts at KSU, Kent State University, Kent, OH 9 February 1999.

Consultant to RAGS, Meeting with Tim Biro, Kent State University, Kent, OH, 15 March 1999.

Consultant to RAGS, Meeting with BioMec, Kent State University, Kent, OH, 8 April 1999.

Judge, State Science Fair, Ohio Microbiology Award Category, Delaware, OH, 17 April 1999.

University Representative, ACE/Kellog Meeting, Kent State University, Kent OH, 17 May 1999.


University Representative, BioOhio 99, Columbus, OH, 11-12 November 1999.


Epidemiology Problem-Solving, Kent Schools Gifted Program, Kent State University, Kent, OH, 25 April 2000.

Judge, State Science Fair, Ohio Microbiology Award Category, Delaware, OH, 29 April 2000.
Ad Hoc KSU Delegate, Faculty Exchange Program with Harran University, Sanliurfa, Turkey, 28 May-6 June 2000.


Ad Hoc KSU Representative, presentation to the Senator Amstutz’s committee for Bio Ohio, KSU, 18 January 2002.

Ad Hoc KSU Representative, presentation to Ohio Polymer Enterprise Development Corporation, KSU, 1 March 2002.

Ad Hoc KSU representative, presentation to Howard Gudell, Ohio-Isreal Chamber of Commerce, KSU, 7 March 2002.

Career Day, Stanton Middle School 8th grade classes. 13 March 2002.

Ad Hoc KSU Representative, presentation to Bruce Johnson & Pat Valente of the Ohio Department of Development, KSU, 18 March 2002.

Panel Moderator, 17th Annual Graduate Student Senate Research Colloquium, Kent State University, Kent, OH, 5 April 2002.

Ad Hoc KSU Representative, presentation to Ohio Polymer Enterprise Development, OPED Offices, Akron, OH, 26 April 2002.


Ad Hoc KSU Representative, presentation to Bioenterprise, KSU, 27 August 2002.

Ad Hoc KSU Representative, presentation to 5-Star Technologies, KSU, 2 October 2002.

Ad Hoc KSU Representative, presentation to Quark Biotechnology Inc., Cleveland, OH, 7 November 2002.

Ad Hoc KSU Representative, E3 OH Technology Committee, Kent State University, 16 January 2003.

Ad hoc KSU Representative, visit by Dennis Eckart, 1 March 2003.


Ad hoc KSU Representative, visit by PolyOne, 20 March 2003.

Ad hoc KSU representative, Briefings to Congressional Staff members on KSU Research, 28 March 2003.

Onsite Faculty Leader, 10th Undergraduate Microbiology Education Conference, University of Maryland, College Park, MD, 16-18 May 2003.


Ad hoc KSU representative, visits by ACERO, LLC, Fall 2003.

Advisory Board Member, Cuyahoga Community College: Regional Institute for Homeland Security and Public Safety, Cleveland, OH 2004.

Panel Moderator, 19th Annual Graduate Student Senate Research Colloquium, Kent State University, Kent, OH, 16 April 2004.

Panelist, Career Opportunities for Clinical Laboratory Science Professionals, OH Society for Clinical Laboratory Science, Hudson, OH, 7 May 2004.

Kent City Charter Review Commission (alternate delegate), City of Kent, 2005-2006.

Committee Member, All Hazards Mitigation Plan, Portage County Board of Commissioners, Portage, County, OH, 2005.

Committee Member, Strategic Planning Committee for the OH Education and Training Plan for Public Health Preparedness, OH Department of Health, Columbus, OH 2005-2006.

Member, City of Kent Board of Health, Kent, OH, 2005-2010.

Advisory Board Member, OH Laboratory Resource Network (operated through the OH Department of Health), Columbus, OH, 2005-present.

Education Board, Committee on Undergraduate Education, American Society for Microbiology, Washington, DC, July 2008-present.
F. Professional Training

Current Good Manufacturing Practice, 1992


Student Information System (university records management), 2000.


Tissue Engineering of a Model of the Human Ear. One Category 1 credit (CME), December 2004.

Bioterrorism: Putting the Pieces Together in Ohio, Cleveland State University. Six tenths of CEU credit, May 2005.

Are You Ready? Train-the-trainer Hazard Preparedness Training for Adult Learners, Ohio State University. Six and one half tenths CEU credit, April 19, 2006.


G. Supervisory Roles


Gloria Tilenni, Secretary (Integrated Life Sciences Program), February 2001-November 2002.


Shannon L. Helfinstine, Research Associate/Postdoctoral Scientist, September 2006-present.


Last updated 5/13/09
Melissa D Zullo, PhD, MPH, MA

CONTACT INFORMATION

Address: College of Public Health
Kent State University
Kent Hall 136C PO Box 5190
Kent, OH 44242

Phone: 330-672-6509 (work)
440-991-6549 (other)

Email: mellenbu@kent.edu

EDUCATION

2009 PhD in Epidemiology
Dissertation: Cardiovascular disease management and functional capacity in patients with metabolic syndrome
Case Western Reserve University, Cleveland, OH

2003 MPH
Capstone Project: Evaluation of a smoking cessation program for patients with cardiovascular disease
Kent State University/Northeastern Ohio University College of Medicine

1998 MA in Exercise Physiology
Kent State University, Kent, OH

1994 BA in Psychology
BA in Sociology
Kent State University, Kent, OH

PROFESSIONAL EXPERIENCE

2009-present Assistant Professor of Epidemiology, College of Public Health, Kent State University, Kent, OH

2008-2009 Study Coordinator, Frances Payne Bolton School of Nursing, Case Western Reserve University, Cleveland, OH
Working to Enhance Cardiac Rehabilitation in Older Adults
PI: Mary Dolansky; funded by the SMART Center, P30NR010676

2007-2009 Study Coordinator, Department of Epidemiology and Biostatistics, Case Western Reserve University and MetroHealth Medical Center, Cleveland, Ohio
The Effect of Lead Exposure on Reproductive Senescence in Premenopausal Women
PI: Leila Jackson; National Institute of Child Health and Human Development, NIH (HD054570)

2007-2009 Research Assistant, Department of Epidemiology and Biostatistics, Case Western Reserve
University, Cleveland Department of Public Health, Cuyahoga County Board of Health, and Invest in Children
Evaluation of the Invest In Children Primary Lead Prevention Project
PI: Leila W. Jackson; funded by Cuyahoga County Board of Commissioners

2004-2006  Research Assistant, Department of Epidemiology and Biostatistics, Case Western Reserve University, Cleveland, Ohio
Healthy Teens Building Healthy Schools
STEPS to a Healthier Cleveland

2002-2004  Research Assistant, Lake Hospital System Cardiopulmonary Rehabilitation, Willoughby, Ohio
Music Therapy for Stress Management in Cardiovascular Disease
PI: Suzie Mandel; funded by The Kulas Foundation

1998-2004  Exercise Physiologist and Tobacco Education Coordinator, Cardiopulmonary Rehabilitation, Lake Hospital System, Willoughby, Ohio

PROFESSIONAL ACTIVITIES

Memberships
Society for Epidemiologic Research
American Public Health Association
Ohio Public Health Association
American Association of Cardiovascular and Pulmonary Rehabilitation
Ohio Association of Cardiovascular and Pulmonary Rehabilitation

Reviewer Activities
Grants:  American Heart Association, 2010
        American School Health Association, 2006
Manuscripts:  Circulation, 2009
Abstracts:  National Conference on Tobacco or Health, 2007
Inductions:  Alpha Chi Chapter Delta Omega Honorary Society in Public Health, 2008

Student Activities
Epidemiology Journal Club Coordinator, 2005-2006
Senior Student Representative, Department of Epidemiology and Biostatistics, Case Western Reserve University, 2005-2007

HONORS AND AWARDS

Nomination for New Investigator Award, AACVPR annual meeting, September/October, 2009
Alpha Chi Chapter Delta Omega Honorary Society in Public Health, inducted 2007
Faculty Horizons Workshop for Aspiring STEM Faculty, University of Maryland Baltimore County, 2007
Epidemiology Division, Student of the Year Award, Department of Epidemiology and Biostatistics, Case Western Reserve University, 2007
Student Abstract Award, Epidemiology Section, American Public Health Association, 2006
Student Travel Award, Association of Teachers of Preventive Medicine Annual Conference, 2001

TEACHING ACTIVITIES
Small Group Instructor EPBI 490: Epidemiology, Introduction to Theory and Methods, Fall 2008
Small Group Coordinator EPBI 490: Epidemiology, Introduction to Theory and Methods, Fall 2007
Teaching Assistant MPHP 404: Epidemiologic Methods for Public Health Research, Spring 2007
Teaching Assistant EPBI 492: Cohort Study Design and Analyses, Fall 2006

Invited talks

Lecture: Inferring Causality from Study Design; EPBI 491, Case-control Study Design, Spring 2009
Presentation: Cardiovascular disease management and functional capacity in patients with metabolic syndrome; MPH Capstone Presentation Day, Case Western Reserve University, Fall 2008
Lecture: Causal Inference in Epidemiologic Research; EPBI 492, Cohort Study Design, Fall 2008
Lecture: Large Database Analyses; MPHP 404, Spring 2007
Lecture: Causal Inference in Epidemiologic Research; EPBI 492, Cohort Study Design, Fall 2006

FUNDING

American Heart Association Clinical Research Grant, submitted January 2009
Tobacco Use Prevention and Control Foundation (Funding to: Lake Geauga Tobacco Prevention Coalition, Melissa Zullo, collaborator) $201,000 non-research grant funded 2003
Foundation for Healthy Communities (Funding to Lake Hospital System, prepared by Melissa Zullo) $12,000 non-research grant funded 2003

PUBLICATIONS

Peer-reviewed manuscripts


In Review

Mary A. Dolansky, Fang XU, Melissa D. Zullo, Mehdi Shishehbor, Shirley M. Moore, Alfred A. Rimm. A Population-Based Analysis of Older Adults’ Use of Post-Acute Care after Hospitalization for a Cardiac Event.

In Preparation

Zullo MD and Dolansky MA. Identification and Management of Metabolic Syndrome in Outpatient Cardiac Rehabilitation. Dissertation manuscript
Zullo MD, Dolansky MA, Debanne S, Whalen CC, Jackson LW. Program Practices in Cardiac Rehabilitation: The Ohio Phase II Cardiac Rehabilitation Survey, 2007. Dissertation manuscript

Zullo MD, Cheruvu VK, Ragan B. Development, reliability and exploratory factor analysis of a survey to evaluate staff knowledge, staff attitudes and program practices in phase II cardiac rehabilitation. Dissertation manuscript

Zullo MD, Dolansky MA, Hoogwerf B, Cho L, Jackson LW. Rate of change in functional capacity in patients with cardiovascular disease and metabolic syndrome. Dissertation manuscript


Dolansky MA, Schaefer J, Zullo MD, Hassanien S, Moore S. Cardiac rehabilitation in a skilled nursing facility: need, feasibility and current services.

Abstracts and Presentations

National

Melissa D. Zullo, and Mary A. Dolansky. Identification and Management of Metabolic Syndrome in Cardiac Rehabilitation. Oral presentation at American Association of Cardiovascular and Pulmonary Rehabilitation Annual Meeting, Pittsburgh, September, 2009

Melissa D. Zullo, MPH, MA, Mary Dolansky, RN, PhD, Leila Jackson, PhD, MPH. Association between cardiac rehabilitation and health-behaviors post-myocardial infarction. Society of Epidemiologic Research, Chicago, June, 2008

I Namagembe, AK Sethi, LW Jackson, MD Zullo, JK Byamugisha, SH Frank. Alcohol use among HIV-infected and uninfected pregnant Ugandan women. The Society for Pediatric and Perinatal Epidemiology. June, 2007


Natalie Colabianchi, PhD, Audrey Kinsella, MPH, Stephanie McClure, MPH, Melissa Zullo, MPH, Claudia Colton, MSW, PhD, Shirley Moore, RN, PhD, FAAN, and Barb Clint. Can Renovated Playgrounds Increase Physical Activity Levels? Society of Behavioral Medicine, San Francisco, 2006

Melissa Zullo, MPH, MA, Monique Washington, MSN, Siran Koroukian, PhD, Natalie Colabianchi, PhD. Identifying individual and community level predictors of body mass index. Oral presentation at American Public Health Association Annual Meeting, Boston, 2006

Elaine Borawski, PhD, Natalie Colabianchi, PhD, Carolyn E. Ievers-Landis, PhD, Erika S. Trapl, MS, Maurice L. Cole, BA, LaTyia Boyd, Melissa Zullo, MS, Loren D. Lovegreen, MA. First year outcomes of Healthy Teens Building Healthy Schools: Abstinence-until-marriage vs. comprehensive sex education intervention study. American Public Health Association Annual Meeting, Philadelphia, 2005
Elaine Borawski, PhD, Jane A. Brown, PhD, Erika S. Trapl, MS, and Melissa Zullo, MA, MPH. A pedometer-based nutrition and physical activity program for middle school students. American Public Health Association Annual Meeting, Washington DC, 2004

Local/ Regional


Imelda Namagembe, Scott H. Frank, J.K Byamugisha, Melissa Zullo, Leila Jackson, Ajay K. Sethi. Alcohol use and psychosocial assessment among HIV infected and uninfected pregnant women in Kampala, Uganda. Research Showcase Case Western Reserve University, Cleveland, 2007

Melissa Zullo, Jonah Stulberg, Natalie Colabianchi. Predicting voting preference for support of second hand smoke legislation. Department of Epidemiology and Biostatistics Case Western Reserve University, Cleveland, 2006

Melissa Zullo, Jonah Stulberg, Natalie Colabianchi. Should we let you smoke? Department of Epidemiology and Biostatistics Case Western Reserve University, Cleveland, 2006

Reports


Claire Bourguet, PhD, Melissa Zullo, M.A. Evaluation of a Traffic Enforcement Program for Lake County. Prepared for Lake County General Health District, 2001
Course Catalog Update

Basic Course Data

Change type: Establish
Faculty member submitting this proposal: Scott Grey
Requested Effective Term: 201080
Campus: Kent
College: PH-Public Health
Department: PH-Public Health
Course Subject: BST-Biostatistics
Course Number: 52019
Course Title: Biostatistics in Public Health
Title Abbreviation: Biostatistics in Public Health

Slash Course and Cross-list Information:
Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1. 2. 3.
Can this course be repeated for credit: No Repeat
Course Limit: OR Maximum Hours:
Course Level: Graduate
Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2. 3.
Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Provides students with an understanding of basic statistical methods in public health research, as well as the skills to perform and interpret basic statistical procedures. Students learn how to use statistical analysis software to analyze real data from public health-related studies. They then learn how to interpret the analysis and present the results to public health professionals and educated lay audiences.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>Introduction to the basic concepts and notation using biostatistics</td>
</tr>
<tr>
<td>1.5</td>
<td>Measurement, frequency, descriptive statistics</td>
</tr>
<tr>
<td>3</td>
<td>Probability theory and probability distributions</td>
</tr>
<tr>
<td>1.5</td>
<td>Inferential statistics, confidence intervals.</td>
</tr>
<tr>
<td>7.5</td>
<td>Significance tests</td>
</tr>
<tr>
<td>6</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>Section</td>
<td>Topic</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>7.5</td>
<td>Correlation linear regression, and multiple regression</td>
</tr>
<tr>
<td>7.5</td>
<td>Categorical data, 2x2 tables, Chi square tests, and logistic regression</td>
</tr>
<tr>
<td>6</td>
<td>Life tables and nonparametric statistics</td>
</tr>
<tr>
<td>3</td>
<td>Sample size calculations</td>
</tr>
</tbody>
</table>

**Total Contact Hours:** 45


**Writing Expectations:** For the majority of the homework assignments and in the take-home final students will be required to present the results and interpretations of the statistical analysis in written reports.

**Instructor(s) expected to teach:** Scott Grey

**Instructor(s) contributing to content:** Scott Grey

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the MPH program in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the MPH program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the MPH program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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<th>Curriculum Bulletin:</th>
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<td>OBR Course Level: 4</td>
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<tr>
<td>OBR Program Code: 09</td>
<td>OBR Subsidy Code: 11</td>
</tr>
<tr>
<td>CIP Code: 261102</td>
<td>Term Start:</td>
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<td></td>
<td>Term End:</td>
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**Comments (250 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

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<td>Scott F Grey</td>
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<td>Approved</td>
</tr>
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<td>Sonia A Alemagno</td>
<td>Approved</td>
</tr>
<tr>
<td>9/8/2009</td>
<td>Scott F Grey</td>
<td>Submitted</td>
</tr>
</tbody>
</table>
Course Catalog Update

Basic Course Data

**Change type:** Establish

**Faculty member submitting this proposal:** Scott Grey

**Requested Effective Term:** 201110

**Campus:** Kent

**College:** PH-Public Health

**Department:** PH-Public Health

**Course Subject:** BST-Biostatistics

**Course Number:** 63012

**Course Title:** Survival Analysis

**Title Abbreviation:** Survival Analysis

**Slash Course and Cross-list Information:** BST 83012

**Credit Hours**

| Minimum Credit/Maximum Credit: | 3 to 3 |

**Contact Hours: Lecture - Minimum Hours/Maximum Hours:** 3 to 3

**Contact Hours: Lab - Minimum Hours/Maximum Hours:**

**Contact Hours: Other - Minimum Hours/Maximum Hours:**

**Attributes**

- **Is this course part of the LER, WIC or Diversity requirements:** No

**If yes, course attributes:**

- 1.
- 2.
- 3.

**Can this course be repeated for credit:** No Repeat

**Course Level:** Graduate

**Course Limit:**

**OR Maximum Hours:**

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):**

1. LEC-Lecture
2. 3.

**Credit by Exam:** D-Credit by exam-department approval

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Introductory course in survival analysis for graduate students in public health. Covers survival functions, hazard rates, types of censoring and truncation. Methods of focus include life tables, Kaplan-Meier plots, log-rank tests, Cox regression models and parametric survival models. Inference for recurrent event and competing risks models are also covered.

**Prerequisites (edited):** BST 52019

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The nature of survival data</td>
</tr>
<tr>
<td>4.5</td>
<td>Life tables</td>
</tr>
<tr>
<td>6</td>
<td>The survival function, the hazard function, and their relatives</td>
</tr>
<tr>
<td>4.5</td>
<td>Estimating the survival function</td>
</tr>
<tr>
<td>6</td>
<td>Basic Cox regression</td>
</tr>
<tr>
<td>6</td>
<td>Advanced topics in Cox regression</td>
</tr>
<tr>
<td>6</td>
<td>Parametric survival models</td>
</tr>
<tr>
<td>4.5</td>
<td>Recurrent event survival analysis</td>
</tr>
<tr>
<td>4.5</td>
<td>Competing risks survival analysis</td>
</tr>
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<td><strong>Total Contact Hours:</strong></td>
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<tr>
<td>--------------------------</td>
<td>----</td>
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<tr>
<td><strong>Writing Expectations:</strong></td>
<td>Assignments, papers and the oral presentation will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.</td>
</tr>
<tr>
<td><strong>Instructor(s) expected to teach:</strong></td>
<td>Scott Grey</td>
</tr>
<tr>
<td><strong>Instructor(s) contributing to content:</strong></td>
<td>Scott Grey</td>
</tr>
</tbody>
</table>

### Proposal Summary

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the MPH program in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the MPH program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the MPH program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

### Curriculum Services Information:

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### Comments (250 Character Maximum):

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<td>Approved</td>
</tr>
<tr>
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<td>Scott F Grey</td>
<td>Submitted</td>
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Course Catalog Update

Basic Course Data
Change type: Establish
Faculty member submitting this proposal: Scott Grey
Requested Effective Term: 201110
Campus: Kent
College: PH-Public Health
Department: PH-Public Health
Course Subject: BST-Biostatistics
Course Number: 63013
Course Title: Experimental Designs

Title Abbreviation: Experimental Designs
Slash Course and Cross-list Information:
Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:
Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1.  2.  3.
Can this course be repeated for credit: No Repeat
Course Level: Graduate
Course Limit: OR Maximum Hours:
Grade Rule: B-Standard letter
Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture  2.  3.
Credit by Exam: D-Credit by exam-department approval

Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description:
Catalog Description (edited): Introduces students to experimental research methods, in public health settings. The course first introduces a number of quasi-experimental and experimental study designs, then identifies a number of statistical methods that can be used to draw correct causal inferences from the study. Students are expected to develop two research proposals, first using quasi-experimental then an experimental design and develop a statistical analysis plan for each study.
Prerequisites (edited): BST 52019 and graduate standing.
Corequisites (edited):
Registration is by special approval only: No

Content Information
Content Outline:

<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
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<tbody>
<tr>
<td>1.5</td>
<td>Experiments and Generalized Causal Inference</td>
</tr>
<tr>
<td>3</td>
<td>Internal and External Validity</td>
</tr>
<tr>
<td>4.5</td>
<td>Quasi-Experimental Designs</td>
</tr>
<tr>
<td>3</td>
<td>Regression Discontinuity Designs</td>
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<td>9</td>
<td>Randomized Experiments</td>
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<td>3</td>
<td>Causal inference from a counterfactual perspective</td>
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</table>
11 Estimating Causal Effects by Conditioning

10 Estimating Causal Effects When Conditioning Fails

Display/Hide Delimited Course Outline

Total Contact Hours: 45


Writing Expectations: Assignments and research proposals will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

Instructor(s) expected to teach: Scott Grey

Instructor(s) contributing to content: Scott Grey

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the MPH program in Public Health.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the MPH program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the MPH program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: Curriculum Bulletin:
Cross-list Banner Code: OBR Course Level: 4
OBR Program Code: 09 OBR Subsidy Code: 11
CIP Code: 261102 Term Start:

Comments (250 Character Maximum):
NOTE: Please do not use the following restricted characters: (~ * / \ --)

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</tr>
<tr>
<td>9/11/2009</td>
<td>Scott F Grey</td>
<td>Submitted</td>
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</table>
Basic Course Data

**Change type:** Establish

**Faculty member submitting this proposal:** Eric Jefferis

**Requested Effective Term:** 201080

**Campus:** Kent

**College:** PH-Public Health

**Department:** PH-Public Health

**Course Subject:** BST-Biostatistics

**Course Number:** 63014

**Course Title:** Applied Regression Analysis

**Title Abbreviation:** Applied Regression Analysis

**Slash Course and Cross-list Information:** BST 83014

**Credit Hours**

- Minimum Credit/Maximum Credit: 3 to 3

**Contact Hours:**

- Lecture - Minimum Hours/Maximum Hours: 3 to 3

**Attributes**

**Is this course part of the LER, WIC or Diversity requirements:** No

**If yes, course attributes:** 1. 2. 3.

**Can this course be repeated for credit:** No Repeat

**Course Level:** Graduate

**Course Limit:** 1

**OR Maximum Hours:**

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture 2. 3.

**Credit by Exam:** N-Credit by exam-not approved

Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Focuses on developing student proficiency in building and evaluating various regression models for public health studies. Topics covered include exploratory and descriptive methods, simple and multiple linear regression models, predictor selection, binary and multimonial logistic regression models, survival analysis, repeated measures and generalized linear models.

**Prerequisites (edited):** BST 52019 and graduate standing.

**Corequisites (edited):**

**Registration is by special approval only:** No

Content Information

**Content Outline:**

<table>
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<tr>
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<th>Topic Description</th>
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<tbody>
<tr>
<td>3</td>
<td>Review of exploratory and descriptive statistics</td>
</tr>
<tr>
<td>3</td>
<td>Review of T-tests, ANOVA, ANCOVA and contingency tables</td>
</tr>
<tr>
<td>6</td>
<td>Correlation coefficients and simple linear regression</td>
</tr>
<tr>
<td>12</td>
<td>Linear regression to include multiple linear models, categorical predictors, confounding effects, interaction effects, model assumptions and measures of model fit.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Predictor selection for regression models.</td>
</tr>
<tr>
<td>6</td>
<td>Binary logistic regression models.</td>
</tr>
<tr>
<td>3</td>
<td>Multinomial logistic regression models.</td>
</tr>
<tr>
<td>3</td>
<td>Survival analysis.</td>
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<tr>
<td>3</td>
<td>Repeated measures analysis and generalized estimating equations.</td>
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<tr>
<td>3</td>
<td>Generalized linear models.</td>
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**Writing Expectations:** This course will require analytic writing and interpretation.

**Instructor(s) expected to teach:** Professor Scott Grey and others

**Instructor(s) contributing to content:** Dr. Eric Jefferis

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the MPD program in Public Health in the specialization track of Biostatistics.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the M.P.H. program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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**Comments (250 Character Maximum):**

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<tr>
<td>9/6/2009</td>
<td>Eric S Jefferis</td>
<td>Submitted</td>
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Course Catalog Update

Basic Course Data
- **Change type:** Establish
- **Faculty member submitting this proposal:** Scott Grey
- **Requested Effective Term:** 201110
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **Course Subject:** BST-Biostatistics
- **Course Number:** 63015

**Course Title:** Categorical Data Analysis
**Title Abbreviation:** Categorical Data Analysis

**Slash Course and Cross-list Information:**

**Credit Hours**
- **Minimum Credit/Maximum Credit:** 3 to 3
- **Contact Hours: Lecture - Minimum Hours/Maximum Hours:** 3 to 3
- **Contact Hours: Lab - Minimum Hours/Maximum Hours:**
- **Contact Hours: Other - Minimum Hours/Maximum Hours:**

**Attributes**
- **Is this course part of the LER, WIC or Diversity requirements:** No
  - If yes, course attributes: 1. 2. 3.
- **Can this course be repeated for credit:** No Repeat
  - **Course Limit:** OR **Maximum Hours:**
- **Course Level:** Graduate
  - **Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  2. 3.

**Credit by Exam:** D-Credit by exam-department approval

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**
- **Catalog Description (edited):** Provides an applied introduction to the most important methods for analyzing categorical data in public health. Topics covered include contingency tables, logistic regression, generalized linear models, modeling matched pairs and clustered responses.

**Prerequisites (edited):** BST 52019 and EPI 52017

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
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<tbody>
<tr>
<td>3</td>
<td>Introduction: Categorical variables and the Nominal-Ordinal Scale Distinction</td>
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<td>6</td>
<td>Contingency Tables</td>
</tr>
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<td>3</td>
<td>The Logistic Regression Model</td>
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<tr>
<td>6</td>
<td>Building and Applying Logistic Regression Models</td>
</tr>
<tr>
<td>3</td>
<td>Multicategory Logit Models</td>
</tr>
<tr>
<td>6</td>
<td>The Generalized Linear Model</td>
</tr>
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</table>
3 Loglinear Models for Contingency Tables
6 Models for Matched Pairs
6 Modeling Correlated, Clustered Responses
3 Random Effects: Generalized Linear Mixed Models

Total Contact Hours: 45


Writing Expectations: Assignments, papers and the oral presentation will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

Instructor(s) expected to teach: Scott Grey
Instructor(s) contributing to content: Scott Grey

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the MPH program in Public Health.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the MPH program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Undergraduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the MPH program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC:  
Curriculum Bulletin:  
Cross-list Banner Code:  
OBR Course Level:  
OBR Program Code: 09  
OBR Subsidy Code: 11  
CIP Code: 261102  
Term Start:  
Term End:  

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Date  User  Comment
9/11/2009  Scott F Grey  No comments available.

History:

Date  User  Status
9/11/2009  Sonia A Alemagno  Approved
9/11/2009  Sonia A Alemagno  Approved
9/11/2009  Scott F Grey  Submitted
Course Catalog Update

Basic Course Data

| Change type: | Establish |
| Faculty member submitting this proposal: | Maggie Stedman-Smith |
| Requested Effective Term: | 201080 |
| Campus: | Kent |
| College: | PH-Public Health |
| Department: | PH-Public Health |
| Course Subject: | BST-Biostatistics |
| Course Number: | 73010 |
| Course Title: | Qualitative Methods for Public Health Research |
| Title Abbreviation: | Qual Methods for Pub Hlth Res |
| Slash Course and Cross-list Information: | |
| Minimum Credit/Maximum Credit: | 3 to 3 |
| Contact Hours: Lecture - Minimum Hours/Maximum Hours: | 3 to 3 |
| Contact Hours: Lab - Minimum Hours/Maximum Hours: | |
| Contact Hours: Other - Minimum Hours/Maximum Hours: | |

Attributes

| Is this course part of the LER, WIC or Diversity requirements: | No |
| If yes, course attributes: | 1. 2. 3. |
| Can this course be repeated for credit: | No Repeat |
| Course Limit: | |
| OR Maximum Hours: | |
| Course Level: | Graduate |
| Grade Rule: | B-Standard letter |

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Surveys major methods of qualitative research and explores issues and applications in public health, including integrating qualitative and quantitative methods. Approaches examined include: Ethnography; grounded theory; phenomenology; focus groups; narrative analysis; and Photovoice. Community-Based Participatory Research is explored as an approach for conducting qualitative research in Public Health.

Prerequisites (edited): Doctoral standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

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<tr>
<th>Content Hours per Course</th>
<th>Topic Description</th>
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<tr>
<td>3</td>
<td>Introduction, Course Overview, Overview of Qualitative Methods</td>
</tr>
<tr>
<td>3</td>
<td>The qualitative quantitative paradigms: Exploring the differences</td>
</tr>
<tr>
<td>3</td>
<td>Focus Groups</td>
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<tr>
<td>3</td>
<td>Narrative Analysis</td>
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<td>3</td>
<td>Grounded Theory</td>
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<td>3</td>
<td>Phenomenology</td>
</tr>
<tr>
<td>3</td>
<td>Community-Based-Participatory Research: An Approach for Conducting Qualitative Methods in Public Health</td>
</tr>
<tr>
<td>3</td>
<td>Photovoice</td>
</tr>
<tr>
<td>3</td>
<td>Entering the Field: Participant Selection, Recruitment, Writing Fieldnotes</td>
</tr>
<tr>
<td>3</td>
<td>Developing Qualitative Research Questions and Proposals Compatible with Selected Methods, Ethical Issues in Qualitative Research</td>
</tr>
<tr>
<td>3</td>
<td>Data Collection: Conducting a Qualitative Interview</td>
</tr>
<tr>
<td>3</td>
<td>Qualitative Data Analysis</td>
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<tr>
<td>3</td>
<td>Writing the Findings for Publication</td>
</tr>
<tr>
<td>3</td>
<td>Obtaining Funding for Qualitative Research</td>
</tr>
<tr>
<td>3</td>
<td>Class Presentations of Research Proposals</td>
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</table>

**Total Contact Hours:** 45


**Writing Expectations:** Three papers: (1) Conducting a Qualitative Interview; (2) Writing Fieldnotes; (3) Qual. Research Proposal in Public Health

**Instructor(s) expected to teach:** Maggie Stedman-Smith

**Instructor(s) contributing to content:** Maggie Stedman-Smith-others to be determined

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course elective in the Ph.D. program in Public Health in the specialization track of Public Health Prevention.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the Ph.D. program in Public Health Prevention.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the Ph.D. program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

| Approved by EPC: |
| Cross-list Banner Code: |
| OBR Program Code: 09 |
| CIP Code: 261102 |
| OBR Course Level: 5 |
| OBR Subsidy Code: 14 |
| Term Start: |
| Term End: |

**Comments (250 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ * / \ --)
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<td>9/10/2009</td>
<td>Florence Fiehn</td>
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<td>Maggie Stedman-Smith</td>
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**Course Catalog Update**

**Basic Course Data**

- **Change type:** Establish
- **Faculty member submitting this proposal:** Scott Grey
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **Course Subject:** BST-Biostatistics
- **Course Number:** 73011

**Course Title:** Multivariate Analysis

**Title Abbreviation:** Multivariate Analysis

**Slash Course and Cross-list Information:**

**Credit Hours**

- **Minimum Credit/Maximum Credit:** 3 to 3

**Contact Hours:**

- **Lecture:** Minimum Hours/Maximum Hours: 3 to 3
- **Lab:** Minimum Hours/Maximum Hours:
- **Other:** Minimum Hours/Maximum Hours:

**Attributes**

- **Is this course part of the LER, WIC or Diversity requirements:** No

**Can this course be repeated for credit:** No Repeat

**Course Limit: OR Maximum Hours:**

**Course Level:** Graduate

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):**

1. LEC-Lecture  2.  3.

**Credit by Exam:** N-Credit by exam-not approved

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Multivariate statistical methods are designed to evaluate more than one variable at a time. This course is an application-oriented introduction to essential multivariate statistical methods used in public health. Topics covered include matrix theory, data screening and preliminary analyses, multivariate normal distributions, multivariate versions of the general linear model (MANOVA, multivariate multiple regression, MANCOVA), discrimination and classification, canonical correlation analysis, and methods of analyzing covariance and correlation structures (principal components and factor analysis). Also introduces and explores methods of handling missing data.

**Prerequisites (edited):** BST 52019 Doctoral standing

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

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<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
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<tr>
<td>4.5</td>
<td>Introduction to multivariate statistics, matrix theory and data screening and preliminary analyses</td>
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<tr>
<td>9</td>
<td>Analysis of group differences - Multivariate Analysis of Variance (MANOVA) and Multivariate Analysis of Covariance (MANCOVA)</td>
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<td>4.5</td>
<td>Discriminant Function Analysis</td>
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### Course Outline

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<th>Principal Component Analysis</th>
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<tr>
<td>13.5</td>
<td>Exploratory and confirmatory factor analysis and canonical correlation</td>
</tr>
<tr>
<td>9</td>
<td>The analysis of missing data</td>
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</table>

**Display/Hide Delimited Course Outline**

**Total Contact Hours:** 45


**Writing Expectations:** Assignments, papers and the oral presentation will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

**Instructor(s) expected to teach:** Scott Grey

**Instructor(s) contributing to content:** Scott Grey

### Proposal Summary

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the PhD program in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the PhD program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

### Curriculum Services Information:

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### Comments (250 Character Maximum):

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Course Catalog Update

Basic Course Data

**Change type:** Establish

**Faculty member submitting this proposal:** Peggy Shaffer-King for Scott Grey

**Requested Effective Term:** 201080

**Campus:** Kent

**College:** PH-Public Health

**Department:** PH-Public Health

**Course Subject:** BST-Biostatistics

**Course Number:** 83012

**Course Title:** Survival Analysis

**Title Abbreviation:** Survival Analysis

**Slash Course and Cross-list Information:** BST 63012

**Credit Hours**

**Minimum Credit/Maximum Credit:** 3 to 3

**Contact Hours: Lecture - Minimum Hours/Maximum Hours:** 3 to 3

**Contact Hours: Lab - Minimum Hours/Maximum Hours:**

**Contact Hours: Other - Minimum Hours/Maximum Hours:**

**Attributes**

**Is this course part of the LER, WIC or Diversity requirements:** No

**If yes, course attributes:** 1.  2.  3.

**Can this course be repeated for credit:** No Repeat

**Course Limit:**

**OR Maximum Hours:**

**Course Level:** Graduate

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  2.  3.

**Credit by Exam:** N-Credit by exam-not approved

Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Course in survival analysis for graduate students in public health. Covers survival functions, hazard rates, types of censoring and truncation. Methods of focus include life tables, Kaplan-Meier plots, log-rank tests, Cox regression models and parametric survival models. Inference for recurrent event and competing risks models are also covered.

**Prerequisites (edited):** BST 52019 and doctoral standing

**Corequisites (edited):**

Registration is by special approval only: No

Content Information

**Content Outline:**

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<tr>
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<tr>
<td>3</td>
<td>The nature of survival data</td>
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<td>4.5</td>
<td>Life tables</td>
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<td>6</td>
<td>The survival function, the hazard function, and their relatives</td>
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<td>4.5</td>
<td>Estimating the survival function</td>
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<td>6</td>
<td>Basic Cox regression</td>
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<td>Advanced topics in Cox regression</td>
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<td>6</td>
<td>Parametric survival models</td>
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<td>4.5</td>
<td>Recurrent event survival analysis</td>
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<td>4.5</td>
<td>Competing risks survival analysis</td>
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</table>
**Total Contact Hours:** 45


**Writing Expectations:** Assignments, papers and the oral presentation will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

**Instructor(s) expected to teach:** Scott Grey

**Instructor(s) contributing to content:** Scott Grey

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a course in the graduate program in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the graduate program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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**Comments (250 Character Maximum):**

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# Basic Course Data

**Change type:** Establish  
**Faculty member submitting this proposal:** Peggy Shaffer-King for Scott Grey  
**Requested Effective Term:** 201080  
**Campus:** Kent  
**College:** PH-Public Health  
**Department:** PH-Public Health  
**Course Subject:** BST-Biostatistics  
**Course Number:** 83013  
**Course Title:** Experimental Designs  
**Title Abbreviation:** Experimental Designs  
**Slash Course and Cross-list Information:** BST 63013  

## Credit Hours

- **Minimum Credit/Maximum Credit:** 3 to 3  
- **Contact Hours: Lecture - Minimum Hours/Maximum Hours:** 3 to 3  
- **Contact Hours: Lab - Minimum Hours/Maximum Hours:**  
- **Contact Hours: Other - Minimum Hours/Maximum Hours:**

## Attributes

**Is this course part of the LER, WIC or Diversity requirements:** No  
**If yes, course attributes:** 1.  
**Can this course be repeated for credit:** No Repeat  
**Course Level:** Graduate  
**Course Limit:** OR Maximum Hours:  
**Grade Rule:** B-Standard letter

## Rationale for an IP grade request for this course (if applicable):  

**Schedule Type(s):** 1. LEC-Lecture  
**Credit by Exam:** N-Credit by exam-not approved

## Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**

- **Catalog Description (edited):** Designed to introduce students to experimental research methods, in public health settings. First introduces a number of quasi-experimental and experimental study designs, then identifies a number of statistical methods that can be used to draw correct causal inferences from the study. Students are expected to develop two research proposals, first using quasi-experimental then an experimental design and develop a statistical analysis plan for each study.

- **Prerequisites (edited):** BST 52019 and doctoral standing

- **Corequisites (edited):**

## Registration is by special approval only: No

## Content Information

**Content Outline:**

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<td>Experiments and Generalized Causal Inference</td>
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<td>3</td>
<td>Internal and External Validity</td>
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<td>4.5</td>
<td>Quasi-Experimental Designs</td>
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<td>3</td>
<td>Regression Discontinuity Designs</td>
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<td>Randomized Experiments</td>
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<td>Causal inference from a counterfactual perspective</td>
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<tr>
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<tr>
<td>10 Estimating Causal Effects When Conditioning Fails</td>
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**Total Contact Hours:** 45


**Writing Expectations:** Assignments and research proposals will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

**Instructor(s) expected to teach:** Scott Grey

**Instructor(s) contributing to content:** Scott Grey

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a course in the graduate program in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the graduate program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home department, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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**Comments (250 Character Maximum):**

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**Course Catalog Update**

**Basic Course Data**
- **Change type:** Establish
- **Faculty member submitting this proposal:** Peggy Shaffer-King for Dr. Jefferis
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **Course Subject:** BST-Biostatistics
- **Course Number:** 83014
- **Course Title:** Applied Regression Analysis
- **Title Abbreviation:** Applied Regression Analysis
- **Slash Course and Cross-list Information:** BST 63014

**Credit Hours**
- **Minimum Credit/Maximum Credit:** 3 to 3
- **Contact Hours: Lecture - Minimum Hours/Maximum Hours:** 3 to 3
- **Contact Hours: Lab - Minimum Hours/Maximum Hours:**
- **Contact Hours: Other - Minimum Hours/Maximum Hours:**

**Attributes**
- **Is this course part of the LER, WIC or Diversity requirements:** No
- **If yes, course attributes:** 1. 2. 3.
- **Can this course be repeated for credit:** No Repeat
- **Course Limit:**
- **OR Maximum Hours:**

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  2.  3.

**Credit by Exam:** N-Credit by exam-not approved

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Focuses on developing student proficiency in building and evaluating various regression models for public health studies. Topics covered include exploratory and descriptive methods, simple and multiple linear regression models, predictor selection, binary and multinomial logistic regression models, survival analysis, repeated measures and generalized linear models.

**Prerequisites (edited):** Doctoral standing.

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

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<td>Review of exploratory and descriptive statistics</td>
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<td>3</td>
<td>Review of T-tests, ANOVA, ANCOVA and contingency tables</td>
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<td>6</td>
<td>Correlation coefficients and simple linear regression</td>
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<td>12</td>
<td>Linear regression to include multiple linear models, categorical predictors, confounding effects, interaction effects, model assumptions and measures of model fit.</td>
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</table>
Predictor selection for regression models.

Binary logistic regression models.

Multinomial logistic regression models.

Survival analysis.

Repeated measures analysis and generalized estimating equations.

Generalized linear models.

Total Contact Hours: 45


Writing Expectations: This course will require analytic writing and interpretation.

Instructor(s) expected to teach: Prof. Scott Grey

Instructor(s) contributing to content: Dr. Eric Jefferis

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the graduate degree program in Public Health.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the Ph.D. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: 
Approved

Cross-list Banner Code: BHY

OBR Program Code: 09

CIP Code: 261102

OBR Course Level: 5

OBR Subsidy Code: 14

Term Start:

Term End:

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date User Comment
9/13/2009 Sonia A Alemagno No comments available.

History:

Date User Status
9/14/2009 Sonia A Alemagno Approved
9/14/2009 Sonia A Alemagno Approved
**Course Catalog Update**

<< Go back to Course Catalog Update form

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<td><strong>Title Abbreviation:</strong></td>
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<td><strong>Contact Hours: Other - Minimum Hours/Maximum Hours:</strong></td>
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**Attributes**

| **Is this course part of the LER, WIC or Diversity requirements:** | No |
| **If yes, course attributes:** | 1.  2.  3. |
| **Can this course be repeated for credit:** | No |

**Course Level:** Graduate

**Course Limit:**  
**OR Maximum Hours:**  
**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

| **Schedule Type(s):** | 1. LEC-Lecture  2.  3. |
| **Credit by Exam:** | N-Credit by exam-not approved |

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Provides a comprehensive overview of the core topics in environmental health as related to public health.

**Prerequisites (edited):** Graduate standing.

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

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<td>Concepts in Environmental Epidemiology</td>
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<td>Introduction to Exposure Assessment</td>
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<td>Industrial Hygiene</td>
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<td>Environmental Psychology - core concepts</td>
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https://workflow.kent.edu/ccu/process.aspx
Genetics and Environmental Health

Environmental Health Ethics

Display/Hide Delimited Course Outline

Total Contact Hours: 45


Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Tomas Tamulis, Maggie Stedman Smith, John Staley

Instructor(s) contributing to content: Sonia Alemagno

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Environmental Health.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the M.P.H. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the M.P.H. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections

Curriculum Services Information:

Approved by EPC: 
Cross-list Banner Code: 
OBR Program Code: 09 
CIP Code: 512202 
OBR Course Level: 4 
OBR Subsidy Code: 11 
Term Start: 
Term End: 

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)
Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EHS-Enviromental Health Sciences

Course Number: 53009

Course Title: Emerging Environmental Health Issues and Response

Title Abbreviation: Emerg Issues in Env Hlth Resp

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit: OR Maximum Hours:

Course Level: Graduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture  2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Provides an overview of emerging environmental health issues that will impact the public's health.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

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<td>Urbanization</td>
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**Total Contact Hours:** 45


**Writing Expectations:** Significant writing expected.

**Instructor(s) expected to teach:** Tomas Tamulis, Maggie Stedman Smith, John Staley

**Instructor(s) contributing to content:** Sonia Alemagno

**Proposal Summary**

**Explain the purpose for this proposal:**
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**Explain how this proposal affects program requirements and students in your unit:**
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**Units consulted (other departments, programs or campuses affected by the proposal):**
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**Curriculum Services Information:**

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Course Catalog Update

<< Go back to Course Catalog Update form

Basic Course Data

**Faculty member submitting this proposal:** Gina Campana for Chris Woolverton

**Requested Effective Term:** 201010

**Campus:** Kent

**College:** PH-Public Health

**Department:** PH-Public Health

**Course Subject:** EHS-Environmental Health Sciences

**Course Number:** 53012

**Course Title:** Environmental and Occupational Health

**Title Abbreviation:** Environmtl/Occupational Health

**Course Number:** 53012

**Course Title:** Environmental and Occupational Health

**Title Abbreviation:** Environmtl/Occupational Health

**Slash Course and Cross-list Information:**

**Credit Hours**

**Minimum Credit/Maximum Credit:** 3 to 3

**Contact Hours:** Lecture - Minimum Hours/Maximum Hours: 3 to 3

**Contact Hours:** Lab - Minimum Hours/Maximum Hours:

**Contact Hours:** Other - Minimum Hours/Maximum Hours:

**Attributes**

**Is this course part of the LER, WIC or Diversity requirements:** No

**If yes, course attributes:** 1. 2. 3.

**Can this course be repeated for credit:** No Repeat

**Course Limit:**

**OR Maximum Hours:**

**Course Level:** Graduate

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  2.  3.

**Credit by Exam:** N-Credit by exam-not approved

Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Survey of major concepts and issues relating health and safety in the workplace. Emphasis is on the application of public health principles and decision-making practices used by various worker populations for the prevention of injury and disease on the job. Protective equipment, hazardous conditions, environmental toxins, risk assessment and prevention science guides discussions.

**Prerequisites (edited):** Graduate standing

**Corequisites (edited):**

**Registration is by special approval only:** No

Content Information

**Content Outline:**

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<td>Roles of Professionals</td>
</tr>
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<td>3</td>
<td>Occupational and Environmental Injury and Disease</td>
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<td>Regulatory Guidelines, Agencies and Programs</td>
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<td>Strategies for Preventing Injury and Disease</td>
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<td>Hazardous Exposures</td>
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3 Risk Assessment
6 Genetic, Physiological, and Psychosocial Factors
6 Models of Insults
6 Body Systems Responses to Injuries
3 Worker Populations
3 Models for Health Promotion in the Workplace

Display/Hide Delimited Course Outline

Total Contact Hours: 45


Writing Expectations: Significant writing is anticipated.

Instructor(s) expected to teach: Stedman-Smith

Instructor(s) contributing to content: Stedman-Smith and Woolverton

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the M.P.H. Ph.D. program in Public Health in the specialization track of environmental health science.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the M.P.H. Ph.D. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Explain how this proposal affects courses, program requirements and students in other units.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the M.P.H. Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: Curriculum Bulletin:
Cross-list Banner Code: OBR Course Level: 4
OBR Program Code: 09 OBR Subsidy Code: 11
CIP Code: 512202 Term Start:

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date User Comment
9/11/2009 Gina A Campana No comments available.

History:

Date User Status
9/11/2009 Sonia A Alemagno Approved
9/11/2009 Sonia A Alemagno Approved
9/11/2009 Gina A Campana Submitted
Course Catalog Update

<< Go back to Course Catalog Update form

Basic Course Data

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<td>Contact Hours: Other - Minimum Hours/Maximum Hours:</td>
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Attributes

| Is this course part of the LER, WIC or Diversity requirements: | No |
| If yes, course attributes: | 1. 2. 3. |
| Can this course be repeated for credit: | No Repeat |
| Course Limit: | OR Maximum Hours: |
| Course Level: | Graduate |
| Grade Rule: | B-Standard letter |

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Introduces the student to environmental and occupational hazards, assessing the risks associated with hazard exposure. Standard principles of risk assessment are emphasized including methods of hazard identification and regulation, quantitative exposure measurement, dose and toxicity relationships and risk management. Analysis of public policy regulatory guidance and health advisory watchdog recommendations are evaluated. Core competencies met by this course include B.1, B.2, B.3, B.4, B.5, and B.6.

Prerequisites (edited): EPI 52017 and graduate standing

Corequisites (edited): |

Registration is by special approval only: No

Content Information

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<td>Hazard Exposure Measurements</td>
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<td>Dose, Toxicity, and Response</td>
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<td>Assessing Risk</td>
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<td>Characterizing Risk</td>
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6 Preventing, Controlling, and Mitigating Risk

3 Case Studies

Total Contact Hours: 45

Textbook(s) used in this course: TBD

Writing Expectations: Significant writing is expected in this course.

Instructor(s) expected to teach: Woolverton

Instructor(s) contributing to content: Woolverton

Proposal Summary

Explain the purpose for this proposal:
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Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: Curriculum Bulletin:

Cross-list Banner Code: OBR Course Level: 4

OBR Program Code: 09 OBR Subsidy Code: 11

CIP Code: 512202 Term Start:

OBR Subsidy Code: 11 Term End:

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

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**Course Catalog Update**

**Basic Course Data**

- **Change type:** Establish
- **Faculty member submitting this proposal:** Peggy Shaffer-King for Maggie Stedman-Smith
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **Course Subject:** EHS-Environmental Health Sciences
- **Course Number:** 63011

**Course Title:** Application of Risk Analysis in Environmental Health

**Title Abbreviation:** App Risk Analysis in Env Hlth

**Slash Course and Cross-list Information:**

**Credit Hours**

- **Minimum Credit/Maximum Credit:** 3 to 3
- **Contact Hours:** Lecture - Minimum Hours/Maximum Hours: 3 to 3
- **Contact Hours:** Lab - Minimum Hours/Maximum Hours:
- **Contact Hours:** Other - Minimum Hours/Maximum Hours:

**Attributes**

- **Is this course part of the LER, WIC or Diversity requirements:** No
- **If yes, course attributes:** 1.  2.  3.
- **Can this course be repeated for credit:** No Repeat
- **Course Level:** Graduate
- **Course Limit:**
- **OR Maximum Hours:**
- **Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  2.  3.

**Credit by Exam:** N-Credit by exam-not approved

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

- **Catalog Description (edited):** Students are introduced to methods in risk analysis that are applied by U.S. federal, state, and local agencies in their assessment of chemical toxicants. Linkages between risk assessment, risk management, and risk communication will be studied as components of this process, along with issues and controversies in the analysis of environmental health risks.

**Prerequisites (edited):** PH 52017- Principles of Public Health Epidemiology, or instructor consent.

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

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<td>Hazard Identification and Dose-Response</td>
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### Course Outline

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**Total Contact Hours:** 45


**Writing Expectations:** Four papers: (1) Critique- U.S. EPA Integrated Risk Information System (IRIS); (2) Perform and Critique- Time-Activity-Profile study; (3) Perform- deterministic risk assessment; (4) Respond -Risk Analysis in Environmental Health Case Study

**Instructor(s) expected to teach:** Maggie Stedman-Smith

**Instructor(s) contributing to content:** Maggie Stedman-Smith, others to be determined

### Proposal Summary

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course elective course in the M.P.H. program in Public Health in the specialization track of Environmental Health.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the M.P.H. program in Public Health.

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### Curriculum Services Information

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**Comments (250 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ * / \ --)
**Comments:**

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<tr>
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Course Catalog Update

Basic Course Data

**Change type:** Establish

**Faculty member submitting this proposal:** Madhav P. Bhatta, MPH, PhD

**Requested Effective Term:** 201480

**Campus:** Kent

**College:** PH-Public Health

**Department:** PH-Public Health

**Course Subject:** EPI-Epidemiology

**Course Number:** 52017

**Course Title:** Fundamentals of Public Health Epidemiology

**Title Abbreviation:** Fundamentals Public Hlth Epid

**Slash Course and Cross-list Information:**

**Credit Hours**

**Minimum Credit/Maximum Credit:** 3 to 3

**Contact Hours:** Lecture - Minimum Hours/Maximum Hours: 3 to 3

**Contact Hours:** Lab - Minimum Hours/Maximum Hours:

**Contact Hours:** Other - Minimum Hours/Maximum Hours:

**Attributes**

**Is this course part of the LER, WIC or Diversity requirements:** No

**If yes, course attributes:** 2. 3.

**Can this course be repeated for credit:** No Repeat

**Course Level:** Graduate

**Credit by Exam:** N-Credit by exam-not approved

**Course Limit:** OR Maximum Hours:

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture 2. 3.

**Credit by Exam:** N-Credit by exam-not approved

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** This required epidemiology course for all MPH students introduces principles, methods, and application of epidemiology. It covers the history of epidemiology, concepts of disease causation and prevention, measures of disease frequency and excessive risk, epidemiologic study designs, causal inference, outbreak investigation and screening. It provides experience with calculation of rate standardization, measures of disease frequency, association, and impact, and sensitivity and specificity of screening tests. The course highlights applications of epidemiology to understanding of disease etiology, transmission, pathogenesis, and prevention, evaluation and public policy development.

**Prerequisites (edited):** Graduate standing.

**Corequisites (edited):** None

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
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<tbody>
<tr>
<td>3.0</td>
<td>Introduction and historical perspective</td>
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<tr>
<td>3.0</td>
<td>Concepts of disease and disease Pathogenesis</td>
</tr>
<tr>
<td>3.0</td>
<td>Measures of disease frequency</td>
</tr>
<tr>
<td>3.0</td>
<td>Rate standardization</td>
</tr>
<tr>
<td>3.0</td>
<td>Descriptive epidemiology: data sources, person, place and time</td>
</tr>
<tr>
<td>3.0</td>
<td>Measures of excessive risk</td>
</tr>
</tbody>
</table>
3.0 Causes and causal inference
3.0 Study design: overview
3.0 Types of bias
3.0 Infectious disease epidemiology: outbreak investigation
3.0 Intervention studies
3.0 Cohort studies
3.0 Case-control studies
3.0 Screening
3.0 Applications and ethical issues

**Total Contact Hours:** 45

**Textbook(s) used in this course:** Essentials of Epidemiology in Public Health by Ann Aschengrau and George R. Seage III, 2nd Edition, Publisher: Jones and Bartlett

**Writing Expectations:** None

**Instructor(s) expected to teach:** Madhav P. Bhatta

**Instructor(s) contributing to content:** Madhav P. Bhatta

**Proposed Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the graduate program in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the graduate program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.
### Basic Course Data

**Change type:** Establish  
**Faculty member submitting this proposal:** Melissa Zullo  
**Requested Effective Term:** 201080

**Campus:** Kent  
**College:** PH-Public Health  
**Department:** PH-Public Health  
**Course Subject:** EPI-Epidemiology  
**Course Number:** 63014

**Course Title:** Epidemiology of Chronic Disease  
**Title Abbreviation:** Epidemiology Chronic Disease

**Slash Course and Cross-list Information:**

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<td>Contact Hours</td>
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**Attributes**

- **Is this course part of the LER, WIC or Diversity requirements:** No

**Can this course be repeated for credit:** No Repeat  
**Course Limit:** OR Maximum Hours:

- **Course Level:** Graduate  
- **Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  2.  3.

**Credit by Exam:** N-Credit by exam-not approved

### Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** With a life course approach to chronic disease epidemiology, this course focuses on cardiovascular, respiratory, cerebrovascular diseases and cancer. Health and disease are addressed from a multicausal perspective which includes individual behaviors, psychosocial issues, and sociodemographic, biological, and physiological factors. Time points for prevention and intervention are identified.

**Prerequisites (edited):** Graduate standing.

**Corequisites (edited):**

**Registration is by special approval only:** No

### Content Information

**Content Outline:**

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<tr>
<td>3.0</td>
<td>Morbidity and mortality from chronic diseases</td>
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<td>3.0</td>
<td>Prevalence, incidence, historical trends, disease patterns, and trajectories of chronic diseases</td>
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<tr>
<td>3.0</td>
<td>Current literature</td>
</tr>
<tr>
<td>3.0</td>
<td>Global impact and disease burden</td>
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<tr>
<td>6.0</td>
<td>Study design and measurement issues in chronic disease epidemiology</td>
</tr>
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</table>
Causal mechanisms, modifiable risk factors, biomarkers, genetics, pathophysiology, and sociodemographic and environmental factors

Primary and secondary prevention

Efficacy and effectiveness of public health interventions

Population based-studies and chronic disease data sources

Workforce capacity (e.g., state health departments) to manage chronic disease
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<td>9/6/2009</td>
<td>Melissa D Zullo</td>
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## Course Catalog Update

<< Go back to Course Catalog Update form

### Basic Course Data

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<td>Peggy Shaffer-King for Dr. Woolverton</td>
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<td><strong>If yes, course attributes:</strong></td>
<td>1. 2. 3.</td>
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<td><strong>OR Maximum Hours:</strong></td>
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<td><strong>Rationale for an IP grade request for this course (if applicable):</strong></td>
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<td><strong>Schedule Type(s):</strong></td>
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<td><strong>Credit by Exam:</strong></td>
<td>N-Credit by exam-not approved</td>
</tr>
<tr>
<td><strong>Prerequisites &amp; Descriptions</strong></td>
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<tr>
<td><strong>Current Prerequisite/Corequisite/Catalog Description:</strong></td>
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<td><strong>Catalog Description (edited):</strong></td>
<td>Surveys the history, principles, methods and practice of infectious disease epidemiology, by (1) defining and understanding infectious disease epidemiology surveys, (2) collecting and measuring surveillance data, (3) interpreting epidemiology data and (4) predicting evidence-based outcomes. Primarily a course in epidemiology. Students learn some infectious disease microbiology as well.</td>
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<td>EPI 52017 and graduate standing</td>
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<td><strong>Corequisites (edited):</strong></td>
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### Content Information

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<td>History of Infectious Disease Epidemiology and Control</td>
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<td>6</td>
<td>Principles of Infectious Disease Epidemiology</td>
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<td>Methods of Infectious Disease Surveillance</td>
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<td>Mathematical Modeling</td>
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<td>3</td>
<td>Remote Sensing and Geographic Information Systems</td>
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<td>9</td>
<td>Basic Microbiology</td>
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</table>
3 Molecular Biology Tools  
6 Immunization and Chemotherapeutics  
6 Infectious Disease Epidemiology Case Studies  

Display/Hide Delimited Course Outline

**Total Contact Hours:** 45


**Writing Expectations:** Significant writing is expected for this course

**Instructor(s) expected to teach:** Woolverton

**Instructor(s) contributing to content:** Woolverton

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Epidemiology.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the M.P.H. program in Public Health.

**Explain how this proposal affects courses, program requirements and students in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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**Comments (250 Character Maximum):**

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<td>9/11/2009</td>
<td>Sonia A Alemagno</td>
<td>Submitted</td>
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**Contributors:**

- Woolverton
Course Catalog Update

Basic Course Data

Change type: Establish
Faculty member submitting this proposal: Madhav P. Bhatta, MPH, PhD
Requested Effective Term: 201080
Campus: Kent
College: PH-Public Health
Department: PH-Public Health
Course Subject: EPI-Epidemiology
Course Number: 63016
Course Title: Principles of Epidemiologic Research
Title Abbreviation: Principles of Epidem Research
Slash Course and Cross-list Information:
Credit Hours
Minimum Credit/Maximum Credit: 3 or 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 or 3
Contact Hours: Lab - Minimum Hours/Maximum Hours: 
Contact Hours: Other - Minimum Hours/Maximum Hours: 
Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1.  2.  3.
Can this course be repeated for credit: No Repeat  Course Limit:  OR Maximum Hours:  
Course Level: Graduate  Grade Rule: B-Standard letter
Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture  2.  3.
Credit by Exam: N-Credit by exam-not approved
Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description:
Catalog Description (edited): This epidemiologic methods course required for all epidemiology track MPH students builds on the fundamental epidemiology course to explore deeper the concepts and methods in epidemiologic research. It reviews the measures of disease frequency, association, and impact, and epidemiologic reasoning and causal inference, and covers methods and techniques for designing, implementing, analyzing, and interpreting various epidemiologic study designs. It discusses advantages and limitations of various study designs and explores threats to validity, precision, and generalizability of epidemiologic studies.
Prerequisites (edited): BST 52019 and EPI 52017; and graduate standing.
Corequisites (edited): none
Registration is by special approval only: No
Content Information
Content Outline:

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<tr>
<td>3.0</td>
<td>Introduction to epidemiologic thinking</td>
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<tr>
<td>3.0</td>
<td>Disease causation</td>
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<tr>
<td>6.0</td>
<td>Review of measuring disease occurrence and causal effects</td>
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<tr>
<td>3.0</td>
<td>Types of epidemiologic studies: cross-sectional, case-control and cohort</td>
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Design and implementation of epidemiologic studies: Cross sectional, case control, cohort

Analyzing simple epidemiologic data

Controlling confounding

Biases in study design

Random error and the role of statistics

Measuring interactions

Issues in reporting and application of epidemiologic results

Total Contact Hours: 45

Textbook(s) used in this course: Epidemiology: Beyond Basics Moyses Szklo and F. Javier Nieto 2nd edition, 2007, Jones and Bartlett Publishers

Writing Expectations: Significant writing expected.

Instructor(s) expected to teach: Madhav P. Bhatta

Instructor(s) contributing to content: Madhav P. Bhatta

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the graduate program in Public Health in the specialization track of epidemiology.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the graduate program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC:  

Cross-list Banner Code:  

OBR Program Code: 09  

OBR Subsidy Code: 11  

CIP Code: 261309  

Term Start:  

Term End:  

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

No comments available.

Date User Status  
9/11/2009 Sonia A Alemagno Approved
Basic Course Data

**Change type:** Establish

**Faculty member submitting this proposal:** Madhav P. Bhatta, MPH, PhD

**Requested Effective Term:** 2010-2080

**Campus:** Kent

**College:** PH-Public Health

**Department:** PH-Public Health

**Course Subject:** EPI-Epidemiology

**Course Number:** 63017

**Course Title:** Epidemiological Analysis

**Title Abbreviation:** Epidemiological Analysis

**Slash Course and Cross-list Information:** EPI 83017

**Credit Hours**

- **Minimum Credit/Maximum Credit:** 3 to 3

**Contact Hours:**

- **Lecture - Minimum Hours/Maximum Hours:** 3 to 3
- **Lab - Minimum Hours/Maximum Hours:**
- **Other - Minimum Hours/Maximum Hours:**

**Attributes**

- **Is this course part of the LER, WIC or Diversity requirements:** No

**Can this course be repeated for credit:** No Repeat

**Course Level:** Graduate

**Course Limit:**

- **Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture 2. 3.

**Credit by Exam:** N-Credit by exam-not approved

Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** This epidemiology methods course provides practical instruction in the analysis and interpretation of data from various epidemiologic study designs including cross-sectional, case-control and cohort studies. The course reviews statistical concepts and epidemiologic studies designs, outlines a strategy for data analysis and reviews relevant methodologic issues and applies stratified analysis methods and multivariable regression models to the studies. It develops an understanding of the underlying principles and assumptions, practical application, and correct interpretation of the epidemiologic results. Through laboratory exercises, the course provides hands on experience on the application of epidemiologic analysis methods and presentation of the results.

**Prerequisites (edited):** EPI 52017 and BST 52019 and EPI 63016; and graduate standing.

**Corequisites (edited):**

**Registration is by special approval only:** No

Content Information

**Content Outline:**

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<td>Introduction to applied epidemiologic methods</td>
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<tr>
<td>9.0</td>
<td>Analysis of cross-sectional studies-Tabular methods: basics, adjustment for confounding; linear regression; unconditional logistic regression; assessing interactions; choosing the</td>
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<td>Analysis of case-control studies: Classical tabular methods; unconditional logistic regression; dose response; goodness-of-fit and c-statistics</td>
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<td>6.0</td>
<td>Analysis of Matched case-control studies: classical tabular methods, conditional logistic regression, ordinal logistic regression</td>
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<td>12.0</td>
<td>Analysis of cohort studies: Tabular methods: cumulative incidence; introduction to incidence density; poisson regression; cox regression; correlated data analysis</td>
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<tr>
<td>6.0</td>
<td>Interpretation and presentation of epidemiologic analysis</td>
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**Total Contact Hours:** 45

**Textbook(s) used in this course:** Epidemiology: Beyond Basics Moyses Szkoł and F. Javier Nieto; 2nd edition, 2007, Jones and Bartlett Publishers. Epidemiology: Study Design and Data Analysis by Mark Woodward, 2nd edition (2004); Chapman & Hall

**Writing Expectations:** Significant writing expected

**Instructor(s) expected to teach:** Madhav P. Bhatta

**Instructor(s) contributing to content:** Madhav P. Bhatta

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the graduate program in Public Health in the specialization track of epidemiology.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the graduate program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

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<td><strong>Term Start:</strong></td>
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**Comments (250 Character Maximum):**

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<td>9/11/2009</td>
<td>Madhav P Bhatta</td>
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### Course Catalog Update

#### Basic Course Data
- **Change type:** Establish
- **Faculty member submitting this proposal:** Brewer, T.
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **Course Subject:** EPI-Epidemiology
- **Course Number:** 72028
- **Course Title:** Methods of Evidence Based Public Health
- **Title Abbreviation:** Meth of Evid Based Pub Health

#### Slash Course and Cross-list Information:
- **Credit Hours**
  - Minimum Credit/Maximum Credit: 3 to 3
  - Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
  - Contact Hours: Lab - Minimum Hours/Maximum Hours: 3 to 3
  - Contact Hours: Other - Minimum Hours/Maximum Hours: 3 to 3

#### Attributes
- **Is this course part of the LER, WIC or Diversity requirements:** No
- **If yes, course attributes:** 1.  2.  3.
- **Can this course be repeated for credit:** No Repeat
- **Course Level:** Graduate
- **Course Limit:** OR Maximum Hours: 3 to 3
- **Grade Rule:** B-Standard letter

#### Rationale for an IP grade request for this course (if applicable):
- **Schedule Type(s):** 1. LEC-Lecture  2.  3.
- **Credit by Exam:** N-Credit by exam-not approved

#### Prerequisites & Descriptions
- **Current Prerequisite/Corequisite/Catalog Description:**
- **Catalog Description (edited):** Explores tools and techniques used to quantitatively determine the effectiveness of public health interventions in the social sciences.
- **Prerequisites (edited):** Doctoral standing
- **Corequisites (edited):**

#### Registration is by special approval only
- **Registration is by special approval only:** No

#### Content Information
- **Content Outline:**

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<thead>
<tr>
<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
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<tbody>
<tr>
<td>3</td>
<td>The need for evidence-based public health research</td>
</tr>
<tr>
<td>3</td>
<td>Developing an initial statement of the issue to be examined</td>
</tr>
<tr>
<td>3</td>
<td>Sampling and statistical power</td>
</tr>
<tr>
<td>3</td>
<td>Methods of data collection</td>
</tr>
<tr>
<td>12</td>
<td>Selecting and applying analytical tools</td>
</tr>
<tr>
<td>3</td>
<td>Quantifying the issue</td>
</tr>
<tr>
<td>3</td>
<td>Searching scientific literature and organizing information</td>
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<td>---</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Developing and prioritizing program options</td>
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<tr>
<td>3</td>
<td>Assessing standards of evidence for public health action</td>
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<td>3</td>
<td>Developing an action plan and implementing interventions</td>
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<td>3</td>
<td>Social and political context of public health interventions</td>
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<td>3</td>
<td>Ethical issues</td>
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**Total Contact Hours:** 45

**Textbook(s) used in this course:** Evidence-Based Public Health. Brownson, Baker, Leet and Gillespie. Oxford University Press. 2003

**Writing Expectations:** There will be various writing assignments throughout the semester culminating in a final paper.

**Instructor(s) expected to teach:** Brewer, T.

**Instructor(s) contributing to content:** Brewer, T.

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course for the Ph.D. in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
The proposal establishes a new course in the Epidemiology area of Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health, Education, Nursing, Psychology, Biology, Geography, and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography, and Health Education with no voiced objections.

**Curriculum Services Information:**

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**CIP Code:** 261309

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**Comments (250 Character Maximum):**

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<td>9/8/2009</td>
<td>Thomas W Brewer</td>
<td>Submitted</td>
</tr>
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</table>
**Basic Course Data**

- **Change type:** Establish
- **Faculty member submitting this proposal:** Melissa D Zullo
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **Course Subject:** EPI-Epidemiology
- **Course Number:** 73024
- **Course Title:** Emerging Issues in Chronic Disease Epidemiology
- **Title Abbreviation:** Emerging Iss Chronic Dis Epi
- **Credit Hours**
  - Minimum Credit/Maximum Credit: 3 to 3
- **Contact Hours:**
  - Lecture: Minimum Hours/Maximum Hours: 3 to 3
  - Lab: Minimum Hours/Maximum Hours:
  - Other: Minimum Hours/Maximum Hours:
- **Attributes**
  - **Is this course part of the LER, WIC or Diversity requirements:** No
  - **If yes, course attributes:** 1. 2. 3.
  - **Can this course be repeated for credit:** No Repeat
  - **Course Limit:**
  - **OR Maximum Hours:**
  - **Course Level:** Graduate
  - **Grade Rule:** B-Standard letter
- **Rationale for an IP grade request for this course (if applicable):**
- **Schedule Type(s):** 1. LEC-Lecture 2. 3.
- **Credit by Exam:** N-Credit by exam-not approved

**Prerequisites & Descriptions**

- **Current Prerequisite/Corequisite/Catalog Description:**
  - **Catalog Description (edited):** Covers emerging chronic disease issues on a global level and students understand the life course approach to chronic disease epidemiology. Putative factors and infectious agents are examined as causes of chronic disease and chronic syndromes. Issues related to screening and surveillance will be understood. Students appreciate issues pertaining to study design, modeling, and data analysis in life course epidemiology of chronic disease.
- **Prerequisites (edited):** Doctoral standing
- **Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

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<tr>
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<td>Morbidity and mortality from chronic diseases</td>
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<td>3.0</td>
<td>Prevalence, incidence, historical trends, disease patterns, and trajectories of chronic diseases</td>
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<td>1.5</td>
<td>Global burden of chronic diseases</td>
</tr>
<tr>
<td>3.0</td>
<td>Life course in epidemiology</td>
</tr>
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<td>3.0</td>
<td>Risk factors, causation, and association</td>
</tr>
<tr>
<td>3.0</td>
<td>Emerging chronic disease in developing countries</td>
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<td>3.0</td>
<td>Global approaches to chronic disease prevention</td>
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<tr>
<td>3.0</td>
<td>Recent developments in infectious determinates of chronic disease</td>
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<td>3.0</td>
<td>AIDS as a chronic disease (political, legal, and ethical aspects, and physiological factors)</td>
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<tr>
<td>3.0</td>
<td>Screening and surveillance issues related to infectious determinates of chronic diseases</td>
</tr>
<tr>
<td>3.0</td>
<td>Genetic factors and emerging biomarkers</td>
</tr>
<tr>
<td>3.0</td>
<td>Ageing population structure and prolongment of life</td>
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<tr>
<td>6.0</td>
<td>Measurement and study design in life course epidemiology</td>
</tr>
<tr>
<td>3.0</td>
<td>Issues with missing data</td>
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<tr>
<td>3.0</td>
<td>Models and methods in analysis</td>
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**Total Contact Hours:** 45


**Writing Expectations:** Writing intensive

**Instructor(s) expected to teach:** Melissa D Zullo

**Instructor(s) contributing to content:** none

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**Proposal Summary**

**Explain the purpose for this proposal:**

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Epidemiology.

**Explain how this proposal affects program requirements and students in your unit:**

This proposal establishes a new course in the Ph.D. program in Epidemiology (Public Health).

**Explain how this proposal affects courses, program requirements and student in other units:**

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

| Approved by EPC: | Curriculum Bulletin: |
| Cross-list Banner Code: | OBR Course Level: 5 |
| OBR Program Code: 09 | OBR Subsidy Code: 14 |
| CIP Code: 261309 | Term Start: |
| | Term End: |

**Comments (250 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ * / \ --)
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<td>Melissa D Zullo</td>
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Course Catalog Update

Basic Course Data

**Change type:** Establish

**Faculty member submitting this proposal:** Peggy Shaffer-King for Dr. Woolverton

**Requested Effective Term:** 201080

**Campus:** Kent

**College:** PH-Public Health

**Department:** PH-Public Health

**Course Subject:** EPI-Epidemiology

**Course Number:** 73025

**Course Title:** Emerging Issues in Infectious Disease Epidemiology

**Title Abbreviation:** Emerg Iss Infect Disease Epi

**Slash Course and Cross-list Information:**

**Credit Hours**

**Minimum Credit/Maximum Credit:** 3 to 3

**Contact Hours: Lecture - Minimum Hours/Maximum Hours:** 3 to 3

**Contact Hours: Lab - Minimum Hours/Maximum Hours:**

**Contact Hours: Other - Minimum Hours/Maximum Hours:**

**Attributes**

**Is this course part of the LER, WIC or Diversity requirements:** No

**If yes, course attributes:** 1. 2. 3.

**Can this course be repeated for credit:** No Repeat

**Course Limit:** OR **Maximum Hours:**

**Course Level:** Graduate

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture 2. 3.

**Credit by Exam:** N-Credit by exam-not approved

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Investigates global emerging and reemerging infectious diseases. Students evaluate root causes of infectious disease emergence and predict outcomes. Data from primary literature is used to predict alternate outcomes. Specific disease models are used to evaluate and compare prevention, treatment and eradication strategies.

**Prerequisites (edited):** EPI 63015 and doctoral standing.

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

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<th>Topic Description</th>
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<tr>
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<td>Principles of Infectious Disease Epidemiology</td>
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<td>6</td>
<td>Global Tracking and Surveillance</td>
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<td>6</td>
<td>Outbreak Epidemiology</td>
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<td>Geography, Water, and Politics</td>
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<td>Ecology and Selection Pressure</td>
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<td>Vaccines and Immunity</td>
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<td>Nosocomial Infections as a Model System</td>
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<td>6</td>
<td>Case Studies</td>
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Display/Hide Delimited Course Outline
Total Contact Hours: 45


Writing Expectations: Significant writing is expected in this course

Instructor(s) expected to teach: Woolverton

Instructor(s) contributing to content: Woolverton

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of epidemiology.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the Ph.D. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

| Approved by EPC: |  
| Cross-list Banner Code: |  
| OBR Program Code: | 09  
| CIP Code: | 261309  
| Curriculum Bulletin: |  
| OBR Course Level: | 5  
| OBR Subsidy Code: | 14  
| Term Start: |  
| Term End: |  

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / --)

Date User Comment
9/11/2009 Sonia A Alemagno No comments available.

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Course Catalog Update

<< Go back to Course Catalog Update form

Basic Course Data

Change type: Establish
Faculty member submitting this proposal: Melissa D Zullo
Requested Effective Term: 201080
Campus: Kent
College: PH-Public Health
Department: PH-Public Health
Course Subject: EPI-Epidemiology
Course Number: 73026
Course Title: Design and Implementation of Health Surveys
Title Abbreviation: Design/Implem Health Surveys
Slash Course and Cross-list Information:
Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:
Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1. 2. 3.
Can this course be repeated for credit: No Repeat
Course Limit: OR Maximum Hours:
Course Level: Graduate
Grade Rule: B-Standard letter
Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2. 3.
Credit by Exam: N-Credit by exam-not approved
Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description:
Catalog Description (edited): Covers survey design, variable construction, survey administration and data collection methods, variable coding and manipulation, and data analysis. Students will understand sampling methods, and sample size. Large health surveys are discussed. Students gain practical experience through design and implementation of a health survey which can be used to facilitate dissertation research or a publication.
Prerequisites (edited): Doctoral standing
Corequisites (edited):
Registration is by special approval only: No

Content Information

Content Outline:

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<td>Large health surveys and survey topics</td>
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<td>3.0</td>
<td>Variable construction and relationships</td>
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<td>3.0</td>
<td>Data collection methods and issues: paper, electronic, in-person</td>
</tr>
<tr>
<td>4.0</td>
<td>Sampling identification, sampling methods, and sample size</td>
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<td>4.0</td>
<td>Question development and formatting</td>
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6.0 Conducting the survey
3.0 Data cleaning
4.0 Analytic plan and data analysis
6.0 Writing and presenting the results
6.0 Writing the survey

Total Contact Hours: 45


Writing Expectations: Students will write a publication ready manuscript

Instructor(s) expected to teach: Melissa D Zullo

Instructor(s) contributing to content: none

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Prevention Science.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the Ph.D. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:
Approved by EPC: Curriculum Bulletin:
Cross-list Banner Code: OBR Course Level: 5
OBR Program Code: 09 OBR Subsidy Code: 14
CIP Code: 261309 Term Start:

Comments (250 Character Maximum):
NOTE: Please do not use the following restricted characters: (~ * / \ --)

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Course Catalog Update

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<tr>
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<td>201080</td>
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<td>PH-Public Health</td>
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<td><strong>Department:</strong></td>
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<td><strong>Course Subject:</strong></td>
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<td><strong>Contact Hours: Lecture - Minimum Hours/Maximum Hours:</strong></td>
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<td><strong>If yes, course attributes:</strong></td>
<td>1.  2.  3.</td>
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<td>No Replace</td>
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<td><strong>Grade Rule:</strong></td>
<td>B-Standard letter</td>
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<td><strong>Rationale for an IP grade request for this course (if applicable):</strong></td>
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</tr>
<tr>
<td><strong>Prerequisites &amp; Descriptions</strong></td>
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<tr>
<td><strong>Catalog Description (edited):</strong></td>
<td>Integrates the sciences of biology and molecular biology into the principles and practice of public health. Implicit in this course are learning objectives that establish the ecology of infectious disease, the impact of vaccines in disease prevention, and the role of environmental toxins on human health and disease. Additionally, students propose policy, regulations and legislation designed to protect human health within the realm of personalized medicine.</td>
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<td><strong>Prerequisites (edited):</strong></td>
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<td><strong>Corequisites (edited):</strong></td>
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<td><strong>Content Information</strong></td>
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<td><strong>Content Outline:</strong></td>
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</tr>
<tr>
<td><strong>Content Hours per Course Topic</strong></td>
<td>Topic Description</td>
</tr>
<tr>
<td>6</td>
<td>Biological Basis of Public Health</td>
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<tr>
<td>6</td>
<td>Molecular Basis of Public Health</td>
</tr>
<tr>
<td>4.5</td>
<td>Ecology and Population-based Health</td>
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<td>4.5</td>
<td>Vaccination and Immunity in Public Health</td>
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<tr>
<td>3</td>
<td>Nurture and Nature: Genetics and</td>
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**Course Outline**

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<th>21 September 2009</th>
<th>Attachment 5</th>
<th>Page 344</th>
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<td><strong>6</strong> Impact of the Environment on Health</td>
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<td><strong>6</strong> Public Health Biology Ethics</td>
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<td><strong>3</strong> Policy, Law, and Regulation Assessment</td>
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**Total Contact Hours:** 45

**Textbook(s) used in this course:** No one text encompasses the information to be discussed in this course. The primary literature will serve to provide data and evidence-based decision trees. Several texts will be recommended.

**Writing Expectations:** Significant writing is expected in this course.

**Instructor(s) expected to teach:** Woolverton

**Instructor(s) contributing to content:** Woolverton

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of epidemiology.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the Ph.D. program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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**Comments (250 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

**Date** | **User** | **Comment**
----------|----------|----------------
9/11/2009  | Gina A Campana | No comments available.

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https://workflow.kent.edu/ccu/process.aspx
Course Catalog Update

<< Go back to Course Catalog Update form

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Tom Brewer

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 73029

Course Title: Public Health Surveillance Systems

Title Abbreviation: PH Surveillance Systems

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Level: Graduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Introduces students to surveillance systems of both infectious and non-infectious diseases as well as intentional and non-intentional injury. Students are exposed to the theory and practice of surveillance illustrated with examples existing systems from around the world. Concludes in a project where the student creates and evaluates a surveillance system of their own design.

Prerequisites (edited): Doctoral standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

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<td>Historical development of public health surveillance</td>
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<td>Sources and evaluation of existing surveillance data</td>
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<td>3</td>
<td>Management and quality control of surveillance information</td>
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<td>3</td>
<td>Dissemination of surveillance information</td>
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<td>3</td>
<td>Descriptive epidemiology: analyzing and interpreting surveillance data</td>
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<td>3</td>
<td>Ethical issues</td>
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<tr>
<td>3</td>
<td>Computerized public health surveillance systems</td>
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<td>Public health surveillance in emerging nations</td>
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<td>State and local public health surveillance</td>
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<td>Measuring intentional and unintentional injury</td>
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<td>Chronic disease surveillance</td>
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<td>3</td>
<td>Hazard surveillance</td>
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<td>Surveillance of occupational illness and injury</td>
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<td>Design issues in public health surveillance</td>
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**Display/Hide Delimited Course Outline**

**Total Contact Hours:** 45

**Textbook(s) used in this course:** Principles and Practice of Public Health Surveillance, Second Ed., Teutsch & Churchill, Oxford University Press, 2000

**Writing Expectations:** Students will complete a semester-long project where they design an entire surveillance system in a topic area of their own interest.

**Instructor(s) expected to teach:** Brewer, T.

**Instructor(s) contributing to content:** Brewer, T.

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Epidemiology.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the Ph.D. program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography, and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography, and Health Education with no voiced objections.

**Curriculum Services Information:**

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**Term Start:**

**Term End:**

**Comments (250 Character Maximum):**

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<td>Faculty member submitting this proposal</td>
<td>Sonia Alemagno</td>
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<td>Contact Hours: Lab</td>
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<td>Can this course be repeated for credit</td>
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<td>Course Limit</td>
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<td>OR Maximum Hours</td>
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<td>Grade Rule</td>
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<td>Rationale for an IP grade request for this course (if applicable):</td>
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<td>Current Prerequisite/Corequisite/Catalog Description:</td>
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<td>Catalog Description (edited)</td>
<td>Comprehensive course on concepts in environmental epidemiology and statistical methods in environmental epidemiology including causal inference models.</td>
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<td>Corequisites (edited)</td>
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### Registration is by special approval only

No

### Content Information

#### Content Outline:

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<th>Topic Description</th>
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<td>6</td>
<td>Elements of research, exposure and outcome assessment</td>
</tr>
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<td>6</td>
<td>Monitoring environmental health</td>
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<tr>
<td>6</td>
<td>Epidemiological study designs applied to environmental health issues</td>
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<tr>
<td>3</td>
<td>Statistical models and inference</td>
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<td>3</td>
<td>Causal inference</td>
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<tr>
<td>3</td>
<td>Disease clusters</td>
</tr>
<tr>
<td>3</td>
<td>Multivariate Models</td>
</tr>
<tr>
<td>3</td>
<td>Modeling exposure-time-response relationships</td>
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</table>
## 3 Measurement error

| 3 | Measurement error |
| 3 | Longitudinal models |
| 3 | Time series models |
| 3 | Spatial models |

**Total Contact Hours:** 45


**Writing Expectations:** Substantial writing of research reports.

**Instructor(s) expected to teach:** Tomas Tamulis, Maggie Stedman Smith, John Staley

**Instructor(s) contributing to content:** Sonia Alemagno

### Proposal Summary

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a core class in the Public Health doctoral program in Epidemiology.

**Explain how this proposal affects program requirements and students in your unit:**
There is no impact on program requirements.

**Explain how this proposal affects courses, program requirements and student in other units:**
Doctoral students in other units in good standing may register for this course with instructor approval.

**Explain how this proposal affects enrollment and staffing:**
The staffing is in place for this course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Biology

### Curriculum Services Information:

| Approved by EPC: | Curriculum Bulletin: |
| Cross-list Banner Code: | OBR Course Level: |
| OBR Program Code: | OBR Subsidy Code: |
| CIP Code: | Term Start: |
| | Term End: |

### Comments (250 Character Maximum):

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Course Catalog Update

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Scott Grey

Requested Effective Term: 201180

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: EPI-Epidemiology

Course Number: 73034

Course Title: Longitudinal Data Analysis

Title Abbreviation: Longitudinal Data Analysis

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Level: Graduate

Course Limit: OR Maximum Hours:

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture  2. 3.

Credit by Exam: D-Credit by exam-department approval

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): In this course, students will learn about statistical techniques for analyzing longitudinal, or repeated measures, data. The course will focus primarily on application of the various statistical models covered, with direct application illustrated using standard statistical software. Topics that will be covered include univariate and multivariate analysis of variance for repeated measures, mixed-effects models (HLM or multilevel models), covariance pattern models, generalized estimating equations (GEE), mixed-effects logistic regression models and missing data in longitudinal studies.

Prerequisites (edited): BST 52019 and doctoral standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

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<td>Introduction to longitudinal data</td>
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<td>3</td>
<td>Univariate analysis of variance for repeated measures</td>
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<tr>
<td>3</td>
<td>Multivariate analysis of variance for repeated measures</td>
</tr>
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<td>10.5</td>
<td>Random or mixed-effects models</td>
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<tr>
<td>6</td>
<td>Covariance pattern models</td>
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<tr>
<td>9</td>
<td>Mixed-effects logistic regression models</td>
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## 4.5 Generalized estimating equations (GEE) models

## 7.5 Missing data in longitudinal studies

**Total Contact Hours:** 45


**Writing Expectations:** Assignments, papers and the oral presentation will be presented in scientific format and graded on both the clear presentation of the results in tables or figures and for the correct interpretation of the results.

**Instructor(s) expected to teach:** Scott Grey

**Instructor(s) contributing to content:** Scott Grey

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the MPH program in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the MPH program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the MPH program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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**Comments (250 Character Maximum):**

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<td>Scott F Grey</td>
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**Basic Course Data**

**Change type:** Establish  

**Faculty member submitting this proposal:** Madhav P. Bhatta, MPH, PhD  

**Requested Effective Term:** 201080  

**Campus:** Kent  

**College:** PH-Public Health  

**Department:** PH-Public Health  

**Course Subject:** EPI-Epidemiology

**Course Number:** 83017

**Course Title:** Epidemiological Analysis

**Title Abbreviation:** Epidemiological Analysis

**Slash Course and Cross-list Information:** EPI 63017

**Credit Hours**

**Minimum Credit/Maximum Credit:** 3 to 3

**Contact Hours: Lecture - Minimum Hours/Maximum Hours:** 2 to 2

**Contact Hours: Lab - Minimum Hours/Maximum Hours:** 1 to 1

**Contact Hours: Other - Minimum Hours/Maximum Hours:**

**Attributes**

**Is this course part of the LER, WIC or Diversity requirements:** No

**If yes, course attributes:** 1. 2. 3.

**Can this course be repeated for credit:** No

**Repeat**

**Course Level:** Graduate

**Grade Rule:** B-Standard letter

**Course Limit:**

**OR Maximum Hours:**

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  2. LAB-Laboratory  3.

**Credit by Exam:** N-Credit by exam-not approved

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Core epidemiology methods course provides practical instruction in the analysis and interpretation of data from various epidemiologic study designs including cross-sectional, case-control and cohort studies. Reviews statistical concepts and epidemiologic studies designs, outlines a strategy for data analysis and reviews relevant methodologic issues and applies stratified analysis methods and multivariable regression models to the studies. Develops an understanding of the underlying principles and assumptions, practical application, and correct interpretation of the epidemiologic results. Through laboratory exercises, the course provides hands-on experience on the application of epidemiologic analysis methods and presentation of the results.

**Prerequisites (edited):** EPI 52017 and BST 52019 and EPI 63016

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

https://workflow.kent.edu/ccu/Viewable.aspx

9/15/2009
<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
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<tr>
<td>6.0</td>
<td>Introduction to applied epidemiologic methods</td>
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<tr>
<td>9.0</td>
<td>Analysis of cross-sectional studies-Tabular methods: basics, adjustment for confounding; linear regression; unconditional logistic regression; assessing interactions; choosing the ‘best’ model</td>
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<tr>
<td>6.0</td>
<td>Analysis of case-control studies-Classical tabular methods; unconditional logistic regression; dose response; goodness-of-fit and c-statistics</td>
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<tr>
<td>6.0</td>
<td>Analysis of Matched case-control studies: classical tabular methods, conditional logistic regression, ordinal logistic regression</td>
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<tr>
<td>12.0</td>
<td>Analysis of cohort studies-Tabular methods: cumulative incidence; introduction to incidence density; poisson regression; cox regression; correlated data analysis.</td>
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<tr>
<td>6.0</td>
<td>Interpretation and presentation of epidemiologic analysis</td>
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**Total Contact Hours:** 45

**Textbook(s) used in this course:** Epidemiology: Beyond Basics Moyses Szklo and F. Javier Nieto 2nd edition, 2007, Jones and Bartlett Publishers Epidemiology: study design and data analysis by Mark Woodward, 2nd edition (2004); Chapman & Hall

**Writing Expectations:** Significant writing expected

**Instructor(s) expected to teach:** Madhav P. Bhatta

**Instructor(s) contributing to content:** Madhav P. Bhatta

**Proposal Summary**

**Explain the purpose for this proposal:**

The purpose of this proposal is to establish a required course in the graduate program in Public Health in the specialization track of epidemiology.

**Explain how this proposal affects program requirements and students in your unit:**

This proposal establishes a new course in the graduate program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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<th>User</th>
<th>Comment</th>
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<td>Lisa N Delaney</td>
<td>Please provide the lecture and lab credit hours per week (I adjusted to 2 LEC and 1 Lab to get past the error). Contact hours are only 45, should be more (see curriculum bulletin pg. 78)</td>
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<td>Madhav P Bhatta</td>
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Course Catalog Update
<< Go back to Course Catalog Update form

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: HPM-Health Policy and Management

Course Number: 52015

Course Title: Emerging Issues in Public Health Policy and Management

Title Abbreviation: Emerging Issues Health Pol Man

Slash Course and Cross-list Information: HPM 72015

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Limit: OR Maximum Hours:

Course Level: Graduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): An overview of emerging challenges in public health policy and management. Examples include pandemic H1N1 response, biopreparedness, national health care reform, public health financing challenges, global tuberculosis drug resistance.

Prerequisites (edited): Graduate standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
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<tbody>
<tr>
<td>3</td>
<td>The public health system: responding to crisis</td>
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<td>3</td>
<td>Pandemic response at the global level</td>
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<tr>
<td>3</td>
<td>Pandemic response at the national level</td>
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<tr>
<td>3</td>
<td>Pandemic response at the state and local levels</td>
</tr>
<tr>
<td>3</td>
<td>The national health care insurance debate</td>
</tr>
<tr>
<td>3</td>
<td>Financial crisis in public health programs</td>
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</table>
Natural disaster and public health response

Hurricanes Katrina, Rita and Wilma: what did we learn?

Public health behind bars: Public health and the criminal justice system

Special emerging challenges of child health

Special emerging challenges of adolescent health

Special emerging challenges of caring for the elderly

Knowledge management in public health

Emerging challenges in communicating with the public around their health

Global emerging issues

Display/Hide Delimited Course Outline

**Total Contact Hours:** 45


**Writing Expectations:** Significant writing expected.

**Instructor(s) expected to teach:** Sonia Alemagno

**Instructor(s) contributing to content:** Sonia Alemagno

**Proposal Summary**

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the M.P.H. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the M.P.H. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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**Comments (250 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ * / \ --)
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<td>Gina A Campana</td>
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### Course Catalog Update

**Basic Course Data**

- **Change type:** Establish
- **Faculty member submitting this proposal:** Gina Campana for Sonia Alemagno
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **Course Subject:** HPM-Health Policy and Management
- **Course Number:** 52016

**Course Title:** Public Health Administration

**Title Abbreviation:** Public Health Administration

**Slash Course and Cross-list Information:**

**Credit Hours**

- **Minimum Credit/Maximum Credit:** 3 to 3

**Contact Hours:**

- **Lecture:** Minimum Hours/Maximum Hours: 3 to 3
- **Lab:** Minimum Hours/Maximum Hours: 
- **Other:** Minimum Hours/Maximum Hours: 

**Attributes**

- **Is this course part of the LER, WIC or Diversity requirements:** No

**Can this course be repeated for credit:** No Repeat

**Course Limit:** OR **Maximum Hours:**

**Course Level:** Graduate

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):**

1. LEC-Lecture 2. 3.

**Credit by Exam:** N-Credit by exam-not approved

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Public health administration comprises efforts to improve the health of communities. This course provides an overview for public health administration and practice, including organization, law, legislative relations, financing, workforce issues, leadership and surveillance.

**Prerequisites (edited):** Graduate standing.

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

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<thead>
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<th>Content Hours per Course</th>
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<td>3</td>
<td>A framework for public health administration and practice</td>
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<td>Organization of the public health delivery system</td>
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<td>3</td>
<td>Public health law</td>
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<td>Legislative relations in public health</td>
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<td>Financing the public's health</td>
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<td>The public health workforce</td>
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<td>Human resources management</td>
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<td>3</td>
<td>Leadership in public health</td>
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</table>
### Course Outline

| 3 | Public health data acquisition |
| 3 | Geographical information systems in public health |
| 3 | Public health surveillance |
| 3 | Media relations |
| 3 | Strategic planning |
| 3 | Public health administration in the future |

**Total Contact Hours:** 45

**Textbook(s) used in this course:** Public Health Administration: Principles for Population-Based Management

**Writing Expectations:** Significant writing expected.

**Instructor(s) expected to teach:** Sonia Alemagno

**Instructor(s) contributing to content:** Sonia Alemagno

## Proposal Summary

**Explain the purpose for this proposal:**
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**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

### Curriculum Services Information:

| Approved by EPC: | Curriculum Bulletin: |
| Cross-list Banner Code: | OBR Course Level: 4 |
| OBR Program Code: 09 | OBR Subsidy Code: 10 |
| CIP Code: 512211 | Term Start: |
| | Term End: |

### Comments (250 Character Maximum):

**NOTE:** Please do not use the following restricted characters: (~ * / \ --)

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Course Catalog Update

Course Catalog Update Information:

Reference Number: CCU000039
Level: 2.00 of 2.00
Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Establish
Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno
Requested Effective Term: 201080
Campus: Kent
College: PH-Public Health
Department: PH-Public Health
Course Subject: HPM-Health Policy and Management
Course Number: 53003
Course Title: Health Care Systems
Title Abbreviation: Health Care Systems

Slash Course and Cross-list Information:

Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1. 2. 3.
Can this course be repeated for credit: No Repeat
Course Level: Graduate
Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):
Schedule Type(s): 1. LEC-Lecture 2. SEM-Seminar 3.
Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This course provides a systems approach to delivering health care and public health services in the US. The course includes and overview of public health, outpatient, inpatient, managed care, long term care and health services for special populations.

Prerequisites (edited): None
Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

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<td>Systems framework</td>
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<td>3 Medical care in the corporate era</td>
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<td>3 System resources-health care professionals</td>
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<td>3 Financing and health care systems</td>
<td></td>
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<td>3 Inpatient facilities and services</td>
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<td>3 Managed care and integrated organizations</td>
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<td>3 Long term care</td>
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<td>3 Health Services for special populations</td>
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<td>3 Cost, access and quality</td>
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<td>3 Systems approach to health care policy</td>
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<td>3 Public health care workforce: the future</td>
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<td>3 Health care reform</td>
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<td>3 Future of health care delivery</td>
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**Total Contact Hours:** 45


**Writing Expectations:** Significant writing expected

**Instructor(s) expected to teach:** John Staley, Billy Oglesby

**Instructor(s) contributing to content:** Sonia Alemagno

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

**Explain how this proposal affects program requirements and students in your unit:**
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**Explain how this proposal affects courses, program requirements and student in other units:**
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**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the M.P.H. program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections

**Curriculum Services Information:**

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**Cross-list Banner Code:**

**OBR Course Level:**

**OBR Program Code:**

**OBR Subsidy Code:**

**CIP Code:**

**Term Start:**

**Term End:**

**Comments (250 Character Maximum):**

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<td>Sonia A Alemagno</td>
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### Basic Course Data

**Change type:** Establish  
**Faculty member submitting this proposal:** Flo Fiehn for Sonia Alemagno  
**Requested Effective Term:** 201080  
**Campus:** Kent  
**College:** PH-Public Health  
**Department:** PH-Public Health  
**Course Subject:** HPM-Health Policy and Management  
**Course Number:** 53004  
**Course Title:** Public Health Policy, Law and Ethics  
**Title Abbreviation:** Public Hlth Policy Law Ethics  
**Slash Course and Cross-list Information:**  
**Credit Hours**  
**Minimum Credit/Maximum Credit:** 3 to 3  
**Contact Hours:** Lecture - Minimum Hours/Maximum Hours: 3 to 3  
**Contact Hours:** Lab - Minimum Hours/Maximum Hours:  
**Contact Hours:** Other - Minimum Hours/Maximum Hours:  
**Attributes**  
**Is this course part of the LER, WIC or Diversity requirements:** No  
**If yes, course attributes:** 1.  
**Can this course be repeated for credit:** No Repeat  
**Course Level:** Graduate  
**Course Limit:** OR Maximum Hours:  
**Grade Rule:** B-Standard letter  
**Rationale for an IP grade request for this course (if applicable):**  
**Schedule Type(s):** 1. LEC-Lecture  
**Credit by Exam:** N-Credit by exam-not approved  
**Prerequisites & Descriptions**  
**Current Prerequisite/Corequisite/Catalog Description:**  
**Catalog Description (edited):** Provides a comprehensive review of health policymaking, public health law and ethical principles as applied to public health decision making.  
**Prerequisites (edited):** Graduate standing.  
**Corequisites (edited):**  
**Registration is by special approval only:** No  
**Content Information**  
**Content Outline:**  
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<td>3</td>
<td>New rules to redesign and improve care</td>
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<td>The connections between health policy and health</td>
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<td>3</td>
<td>Conceptual model of the public policy-making process</td>
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<td>3</td>
<td>The changing structure of American healthcare</td>
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<td>The nature of the health policy agenda</td>
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### Course Outline

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<th>Policy Formulation: The development of legislation</th>
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<tr>
<td>3</td>
<td>Context: Demanders and suppliers of health policies</td>
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<td>Patient's Rights Legislation</td>
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<td>Steps in the budget process and how this impacts policy setting</td>
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<td>Policy Implementation</td>
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<td>Policy modification and the role of evaluation</td>
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<td>3</td>
<td>Competence and ethical principles in policy practice</td>
</tr>
<tr>
<td>3</td>
<td>Human Rights and Public Health</td>
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<td>3</td>
<td>Surveillance and Public Health Research: Privacy and the &quot;Right to Know&quot;</td>
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### Total Contact Hours: 45


**Writing Expectations:** Significant writing expected

**Instructor(s) expected to teach:** TBA

**Instructor(s) contributing to content:** TBA

### Proposal Summary

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

**Explain how this proposal affects program requirements and students in your unit:**
Proposal establishes a new course in the M.P.H. program in Public Health

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the M.P.H. program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

### Curriculum Services Information:

**Approved by EPC:**

**Cross-list Banner Code:**

**OBR Course Level:** 4

**OBR Program Code:** 09

**OBR Subsidy Code:** 10

**CIP Code:** 512211

### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

### Approve | Return To Previous Approver | Deny
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Course Catalog Update

Basic Course Data

- **Change type:** Establish
- **Faculty member submitting this proposal:** Peggy Shaffer-King for Sonia Alemagno
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **Course Subject:** HPM-Health Policy and Management
- **Course Number:** 53005
- **Course Title:** Financial Management for Public Health Organizations
- **Title Abbreviation:** Financial Man Publ Health Org
- **Slash Course and Cross-list Information:**
- **Credit Hours**
  - Minimum Credit/Maximum Credit: 3 to 3
- **Contact Hours**
  - Lecture: Minimum Hours/Maximum Hours: 3 to 3
  - Lab: Minimum Hours/Maximum Hours: 
  - Other: Minimum Hours/Maximum Hours: 
- **Attributes**
  - Is this course part of the LER, WIC or Diversity requirements: No
  - If yes, course attributes: 1. 2. 3.
  - Can this course be repeated for credit: No Repeat
  - Course Limit: OR Maximum Hours:
  - Course Level: Graduate
  - Grade Rule: B-Standard letter
- **Rationale for an IP grade request for this course (if applicable):**
- **Schedule Type(s):** 1. LEC-Lecture 2. 3.
- **Credit by Exam:** N-Credit by exam-not approved

Prerequisites & Descriptions

- **Current Prerequisite/Corequisite/Catalog Description:**
- **Catalog Description (edited):** Provides an overview of financial management of public health organizations. Topics include planning for public health program budgeting, understanding costs and short and long term financing, accountability and control, reporting results and financial statement and financial conditions analysis
- **Prerequisites (edited):** Graduate standing
- **Corequisites (edited):**

Registration is by special approval only: No

Content Information

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<td>Public sector resource flows</td>
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<td>Basic principles of budgeting</td>
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<td>Special purpose budgeting</td>
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<td>3</td>
<td>The master budget</td>
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<td>3</td>
<td>Line item and responsibility center budgets</td>
</tr>
<tr>
<td>3</td>
<td>Centralization versus decentralization</td>
</tr>
<tr>
<td>3</td>
<td>Program and functional budgets</td>
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</table>
Understanding costs
Capital budgeting
Long term financing
Managing short term resources and obligations
Managing short term resources and obligations
Reporting results
Unique aspects of accounting for public health organizations

Display/Hide Delimited Course Outline

Total Contact Hours: 45


Writing Expectations: Significant Writing Expected

Instructor(s) expected to teach: Willie Ogelsby, John Staley

Instructor(s) contributing to content: Sonia Alemagno

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the M.P.H. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the M.P.H. program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: 
Curriculum Bulletin:
Cross-list Banner Code: OBR Course Level:
OBR Program Code: OBR Subsidy Code:
CIP Code: Term Start:

Comments (250 Character Maximum):
NOTE: Please do not use the following restricted characters: (~ * / \ --)

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</table>
### Course Catalog Update Information:

**Reference Number:** CCU000048  
**Level:** 3.00 of 2.00  
**Currently On The Worklist Of:** Sonia Alemagno, salemagn  
**Owner:** Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

### Basic Course Data

- **Change type:** Establish
- **Faculty member submitting this proposal:** Peggy Shaffer-King for Sonia Alemagno
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **Course Subject:** HPM-Health Policy and Management
- **Course Number:** 53006
- **Course Title:** Cost Benefit Analysis of Public Health Programs
- **Title Abbreviation:** Cost Benefit Analysis PH Prog

### Slash Course and Cross-list Information:

- **Credit Hours:**
  - Minimum Credit/MAXimum Credit: 3 to 3
  - Contact Hours: Lecture - Minimum Hours/MAXimum Hours: 3 to 3
  - Contact Hours: Lab - Minimum Hours/MAXimum Hours:
  - Contact Hours: Other - Minimum Hours/MAXimum Hours:

### Attributes

- **Is this course part of the LER, WIC or Diversity requirements:** No
- **If yes, course attributes:** 1. 2. 3.
- **Can this course be repeated for credit:** No Repeat
- **Course Limit: OR Maximum Hours:**
- **Course Level:** Graduate
- **Grade Rule:** B-Standard letter

### Rationale for an IP grade request for this course (if applicable):

- **Schedule Type(s):** 1. LEC-Lecture 2. 3.
- **Credit by Exam:** N-Credit by exam-not approved

### Prerequisites & Descriptions

**Catalog Description (edited):** Provides an overview of cost-benefit analysis as applied to the evaluation of public health programs. Students apply principles of cost benefit analysis and related cost utility analysis to case studies in the public health sector.

**Prerequisites (edited):** None

**Corequisites (edited):**

**Registration is by special approval only:** No

### Content Information

**Content Outline:**

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<td>3</td>
<td>Basic introduction to cost benefit principles</td>
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<td>3</td>
<td>Cost minimization and the definition of &quot;cost&quot;</td>
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<td>3</td>
<td>Types of cost</td>
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<td>Measurement of cost</td>
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Total Contact Hours: 45


Writing Expectations: Substantial writing expected.

Instructor(s) expected to teach: John Staley, Willie Oglesby
Instructor(s) contributing to content: Sonia Alemagno

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

Explain how this proposal affects program requirements and students in your unit:
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Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: Curriculum Bulletin:

Cross-list Banner Code: OBR Course Level: 5
OBR Program Code: 09 OBR Subsidy Code: 10
CIP Code: 512211 Term Start: 

Comments:

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Name: Lisa N Delaney
Submission Date: 9/14/2009
Organization: Provost's Office

Course Catalog Update

Basic Course Data

Change type: Establish
Faculty member submitting this proposal: Peggy Shaffer-King for Sonia Alemagno
Requested Effective Term: 201080
Campus: Kent
College: PH-Public Health
Department: PH-Public Health
Course Subject: HPM-Health Policy and Management
Course Number: 53007
Course Title: Public Health Programs: Planning, Implementation and Evaluation
Title Abbreviation: Public Health Planning

Slash Course and Cross-list Information:

Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes:

Can this course be repeated for credit: No Repeat
Course Limit: OR Maximum Hours:
Course Level: Graduate
Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture
Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): An overview of developing, implementing and evaluating public health programs. Examines how public health programs can target different levels within a population, different determinants of health and strategies and interventions.

Prerequisites (edited): Graduate standing.
Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

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<th>Content Hours per Course Topic</th>
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<tbody>
<tr>
<td>3</td>
<td>The public health program planning and evaluation cycle</td>
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<td>3</td>
<td>Program life cycle</td>
</tr>
<tr>
<td>3</td>
<td>Fundamentals of program evaluation</td>
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<tr>
<td>3</td>
<td>Relevance of diversity and disparities to health programs</td>
</tr>
<tr>
<td>3</td>
<td>Planning assumptions</td>
</tr>
<tr>
<td>3</td>
<td>Planning steps and stages</td>
</tr>
<tr>
<td>3</td>
<td>Perspectives: epidemiological, public health, social and asset models</td>
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</table>
3 Impacts and outcomes in public health
3 Parameters of a program
3 Using data to set target values and monitoring inputs
3 Intervention effect evaluation based on effect theory
3 Measurement considerations and evaluation designs
3 Analysis of public health program data for evaluation purposes
3 Process evaluation
3 Levels of process evaluation

Total Contact Hours: 45


Writing Expectations: Substantial writing expected.

Instructor(s) expected to teach: TBA

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Health Policy and Management.

Explain how this proposal affects program requirements and students in your unit:
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Explain how this proposal affects enrollment and staffing:
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Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: Curriculum Bulletin:
Cross-list Banner Code: OBR Course Level: 4
OBR Program Code: 09 OBR Subsidy Code: 10
CIP Code: 512211 Term Start:

Comments (250 Character Maximum):

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Course Catalog Update

Basic Course Data

**Change type:** Establish

**Faculty member submitting this proposal:** Peggy Shaffer-King for Sonia Alemagno

**Requested Effective Term:** 201080

**Campus:** Kent

**College:** PH-Public Health

**Department:** PH-Public Health

**Course Subject:** HPM-Health Policy and Management

**Course Number:** 72015

**Course Title:** Emerging Issues in Public Health Policy and Management

**Title Abbreviation:** Emerging Issues Health Pol Man

**Slash Course and Cross-list Information:** HPM 52015

**Credit Hours**

- **Minimum Credit/Maximum Credit:** 3 to 3
- **Contact Hours: Lecture - Minimum Hours/Maximum Hours:** 3 to 3
- **Contact Hours: Lab - Minimum Hours/Maximum Hours:**
- **Contact Hours: Other - Minimum Hours/Maximum Hours:**

**Attributes**

- **Is this course part of the LER, WIC or Diversity requirements:** No
- **If yes, course attributes:**
  1. 
  2. 
  3.

- **Can this course be repeated for credit:** No Repeat

**Course Level:** Graduate

**Course Limit:** OR Maximum Hours:

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  2.  3.

**Credit by Exam:** N-Credit by exam-not approved

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** An overview of emerging challenges in public health policy and management. Examples include pandemicH1N1 response, biopreparedness, national health care reform, public health financing challenges, global tuberculosis drug resistance.

**Prerequisites (edited):** Doctoral standing.

**Corequisites (edited):**

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

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<td>Pandemic response at the global level</td>
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<td>Pandemic response at the national level</td>
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<td>3</td>
<td>Pandemic response at the state and local levels</td>
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<td>3</td>
<td>The national health care insurance debate</td>
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<td>Financial crisis in public health programs</td>
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<td>3</td>
<td>Natural disaster and public health responses</td>
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<td>3</td>
<td>Hurricanes Katrina, Rita and Wilma: What did we learn?</td>
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<td>Public health behind bars: Public health and the criminal justice system.</td>
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<td>Special emerging challenges of child health</td>
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<td>Special emerging challenges of adolescent health</td>
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<td>Special emerging challenges of caring for the elderly</td>
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<td>Knowledge management in public health</td>
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<td>Emerging challenges in communicating with the public around their health</td>
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<td>Global emerging issues</td>
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**Total Contact Hours:** 45


**Writing Expectations:** Significant writing expected.

**Instructor(s) expected to teach:** Sonia Alemagno

**Instructor(s) contributing to content:** Sonia Alemagno

**Proposal Summary**

Explain the purpose for this proposal:
The purpose of this proposal is to establish a course in the graduate program in Public Health in the specialization track of Health Policy and Management.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the graduate program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
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Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
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**Curriculum Services Information:**

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**Comments (250 Character Maximum):**

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<td>Submitted</td>
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Course Catalog Update

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: D Flannery

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: HPM-Health Policy and Management

Course Number: 72030

Course Title: Grant Writing in Public Health

Title Abbreviation: Grant Writing PH

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat

Course Level: Graduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Students in this doctoral level course for Public Health learn the basics of grant writing for federal (NIH) and non-federal funding agencies with a particular emphasis on the components required of most grant proposal submitted for funding. This includes rationale for seeking funds, collaborations with community organizations, and working with consultants and subcontractors. Participants also learn about the basic sections of grant writing such as specific aims and hypotheses, developing your literature review, background and significance, research design and methodology, developing a budget, and conducting research with human subjects. Participants have the opportunity to write sample grant proposals, learn about the review and scoring process and post-award grant management.

Prerequisites (edited): Doctoral standing.

Corequisites (edited): none

Registration is by special approval only: No

Content Information

Content Outline:

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<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
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<tr>
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<td>Introduction to grant writing: Why write a grant?</td>
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<tr>
<td>1</td>
<td>Funding sources and types of grants</td>
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<tr>
<td>2</td>
<td>Developing ideas that match funding priorities</td>
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<td>The structure and sections of a grant proposal</td>
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Display/Hide Delimited Course Outline

Total Contact Hours: 45


Writing Expectations: Preparing sample grant proposals

Instructor(s) expected to teach: D Flannery

Instructor(s) contributing to content: D Flannery

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required core course in the PhD program in Public Health

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the PhD program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with the approval of the instructor of this course and their home departments, will be able to participate in this course. The units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available to establish the College of Public Health to support the proposed courses.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the PhD program in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: Curriculum Bulletin:
Cross-list Banner Code: OBR Course Level: 5
OBR Program Code: 09 OBR Subsidy Code: 14
CIP Code: 512211 Term Start:

Comments (250 Character Maximum):
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**Course Catalog Update**

**Basic Course Data**

**Change type:** Establish  
**Faculty member submitting this proposal:** Peggy Shaffer-King for Sonia Alemagno  
**Requested Effective Term:** 2010-80  
**Campus:** Kent  
**College:** PH-Public Health  
**Department:** PH-Public Health  
**Course Subject:** HPM-Health Policy and Management  
**Course Number:** 73021  
**Course Title:** Health Care Finance  
**Title Abbreviation:** Health Care Finance  
**Slash Course and Cross-list Information:**

**Credit Hours**
- Minimum Credit/Maximum Credit: 3 to 3  
- Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3  
- Contact Hours: Lab - Minimum Hours/Maximum Hours:  
- Contact Hours: Other - Minimum Hours/Maximum Hours:  

**Attributes**
- **Is this course part of the LER, WIC or Diversity requirements:** No  
- **Can this course be repeated for credit:** No Repeat  
- **Course Limit:** OR Maximum Hours:  
- **Course Level:** Graduate  
- **Grade Rule:** B-Standard letter  

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):**
- LEC-Lecture  
-  

**Credit by Exam:**
- N-Credit by exam-not approved  

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Covers the financial environment of health services in the US, including accounting principles, financial statement analysis, delivery models, management control processes of budgeting and capital project analysis, managerial accounting, program development and financial plan.  

**Prerequisites (edited):** Doctoral standing.  

**Corequisites (edited):**  

**Registration is by special approval only:** No  

**Content Information**

**Content Outline:**

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<tr>
<th>Content Hours per Course</th>
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<td>Evolution of the global health care financial structure, policy, multiple payment systems</td>
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<td>3</td>
<td>Financial versus service orientation models</td>
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<td>Generally accepted accounting principles in public health</td>
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<td>3</td>
<td>Assessing strategic financial performance</td>
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<tr>
<td>3</td>
<td>Exploring delivery models and possible future models of health delivery</td>
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</table>
3 The relationship of delivery models to financial management
3 Purchasers and payers of health care services and their impact
3 The budgeting process
3 Assessing budget performance
3 Public health care funding process
3 Defining costs
3 Break-even analysis
3 Cost measurement
3 Financial plans
3 Financial aspects of new programs

Total Contact Hours: 45


Writing Expectations: Substantial writing expected.

Instructor(s) expected to teach: Willie Oglesby, Bob Fran

Instructor(s) contributing to content: Sonia Alemagno

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish an elective course in the Ph.D. program in Public Health in the specialization track of Health Policy and Management.

Explain how this proposal affects program requirements and students in your unit:
proposal establishes a new course in the M.P.H.Ph.D. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

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Course Catalog Update

<< Go back to Course Catalog Update form

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Gina Campana for Sonia Alemagno

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: HPM-Health Policy and Management

Course Number: 73022

Course Title: Strategic Management of Health Care Organizations

Title Abbreviation: Strategic Mgmt of HlthCare Org

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1.  2.  3.

Can this course be repeated for credit: No Repeat

Course Level: Graduate

Course Limit: OR Maximum Hours: 6

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture  2.  3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Covers the financial environment of health services in the US, including accounting principles, financial statement analysis, delivery models, management control processes of budgeting and capital project analysis, managerial accounting, program development and financial plan.

Prerequisites (edited): Doctoral Standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

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<td>Financial aspects of new programs</td>
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### Total Contact Hours: 45


**Writing Expectations:** Significant writing expected.

**Instructor(s) expected to teach:** Willie Oglesby, Bob Frank

**Instructor(s) contributing to content:** Sonia Alemagno

### Proposal Summary

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Health Policy and Management.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the Ph.D. program in Public Health

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography, and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography, and Health Education with no voiced objections.

### Curriculum Services Information

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### Comments (250 Character Maximum):

**NOTE:** Please do not use the following restricted characters: (~ * / \ --)

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**Date** | **User** | **Comment**
---|---|---
9/9/2009 | Gina A Campana | No comments available.

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<td>Gina A Campana</td>
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</table>
### Basic Course Data

**Change type:** Establish  
**Faculty member submitting this proposal:** Gina Campana for Sonia Alemagno  
**Requested Effective Term:** 201080  
**Campus:** Kent  
**College:** PH-Public Health  
**Department:** PH-Public Health  
**Course Subject:** HPM-Health Policy and Management  
**Course Number:** 73023

### Course Title

**Course Title:** Operations Management in Public Health  
**Title Abbreviation:** Operations Mgmt in Public Hlth

### Slash Course and Cross-list Information

**Credit Hours**  
**Minimum Credit/Maximum Credit:** 3 to 3  
**Contact Hours:** Lecture - Minimum Hours/Maximum Hours: 3 to 3  
**Contact Hours:** Lab - Minimum Hours/Maximum Hours:  
**Contact Hours:** Other - Minimum Hours/Maximum Hours:  
**Attributes**  
**Is this course part of the LER, WIC or Diversity requirements:** No  
**If yes, course attributes:** 1. 2. 3.

### Can this course be repeated for credit

**Course Limit:**  
**OR Maximum Hours:**  
**Grade Rule:** B-Standard letter

### Rationale for an IP grade request for this course (if applicable)

**Schedule Type(s):** 1. LEC-Lecture  2. SEM-Seminar  3.

**Credit by Exam:** N-Credit by exam-not approved

### Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**  
**Catalog Description (edited):** This course provides a framework for health care operations management including the history of performance management and tools for applying operations management to public health care delivery systems.  
**Prerequisites (edited):** Doctoral Standing.  
**Corequisites (edited):**

### Registration is by special approval only

**Registration is by special approval only:** No

### Content Information

**Content Outline:**  
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<td>Evidence-based medicine and pay for performance</td>
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<td>Strategy and the balanced scorecard</td>
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<td>Decision making</td>
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Using data and statistical tools for
| 3 | operational management |
| 3 | Quality management: Six Sigma |
| 3 | Selecting an analytical approach |
| 3 | Simulation |
| 3 | Process Improvement |
| 3 | Scheduling and capacity management |
| 3 | Supply chain management |
| 3 | Operational Excellence |
| 3 | Case Studies |

**Total Contact Hours:** 45


**Writing Expectations:** Significant writing expected.

**Instructor(s) expected to teach:** Willie Oglesby, John Staley, Sonia Alemagno

**Instructor(s) contributing to content:** Sonia Alemagno

### Proposal Summary

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Health Policy and Management.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the Ph.D. program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

### Curriculum Services Information:

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### Comments (250 Character Maximum):

**NOTE:** Please do not use the following restricted characters: (~ * / \ --)

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</table>
**Basic Course Data**

**Change type:** Establish  
**Faculty member submitting this proposal:** Gina Campana for Sonia Alemagno  
**Requested Effective Term:** 201080  
**Campus:** Kent  
**College:** PH-Public Health  
**Department:** PH-Public Health  
**Course Subject:** HPM-Health Policy and Management  
**Course Number:** 73031  
**Course Title:** Public Health Policy Analysis  
**Title Abbreviation:** Public Health Policy Analysis  

**Slash Course and Cross-list Information:**  

**Credit Hours**  
**Minimum Credit/Maximum Credit:** 3 to 3  
**Contact Hours:** Lecture - Minimum Hours/Maximum Hours: 3 to 3  
**Contact Hours:** Lab - Minimum Hours/Maximum Hours:  
**Contact Hours:** Other - Minimum Hours/Maximum Hours:  

**Attributes**  
**Is this course part of the LER, WIC or Diversity requirements:** No  
**If yes, course attributes:** 1.  2.  3.  
**Can this course be repeated for credit:** Repeat  
**Course Level:** Graduate  
**Course Limit:** 6  
**Grade Rule:** B-Standard letter  

**Rationale for an IP grade request for this course (if applicable):**  

**Schedule Type(s):** 1. LEC-Lecture  
2.  
**Credit by Exam:** N-Credit by exam-not approved  

**Prerequisites & Descriptions**  
**Current Prerequisite/Corequisite/Catalog Description:**  
**Catalog Description (edited):** Provides a framework for conducting public health policy analysis. Applies concepts to case studies of health policies at the local, state and Federal levels.  
**Prerequisites (edited):** Doctoral Standing  
**Corequisites (edited):**  

**Registration is by special approval only:** No  

**Content Information**  
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<td>Methods of analyzing political feasibility- key government actors</td>
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3 Methods for analyzing economic viability
3 Selecting an analytical approach
3 Considering distributional effects
3 Comparing competing alternatives
3 Federal level alternatives: case studies
3 State and local government alternatives: case studies
3 Implementation strategy and planning
3 Levels of implementation failure

**Display/Hide Delimited Course Outline**

**Total Contact Hours:** 45


**Writing Expectations:** Significant writing expected.

**Instructor(s) expected to teach:** Sonia Alemagno

**Instructor(s) contributing to content:** Sonia Alemagno

**Proposal Summary**

**Explain the purpose for this proposal:**

The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Health Policy and Management.

**Explain how this proposal affects program requirements and students in your unit:**

This proposal establishes a new course in the Ph.D. program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**

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**Curriculum Services Information:**

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You have successfully completed this Course Catalog Update.

### Course Catalog Update Information:

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<td>Office of Curriculum Services, 330-672-8558 or 330-672-8559, <a href="mailto:curriculum@kent.edu">curriculum@kent.edu</a></td>
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### Basic Course Data

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<tr>
<td>Department</td>
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<td>Course Subject</td>
<td>PH-Public Health</td>
</tr>
<tr>
<td>Course Number</td>
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### Course Title:

Culminating Experience Seminar

### Title Abbreviation:

Culminating Experience Seminar

### Slash Course and Cross-list Information:

Credit Hours

<table>
<thead>
<tr>
<th>Minimum Credit/Maximum Credit</th>
<th>3 to 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours: Lecture - Minimum Hours/Maximum Hours:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours: Lab - Minimum Hours/Maximum Hours:</td>
<td></td>
</tr>
<tr>
<td>Contact Hours: Other - Minimum Hours/Maximum Hours: 3 to 3</td>
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</tr>
</tbody>
</table>

### Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No

Course Limit: OR Maximum Hours: 6

### Rationale for an IP grade request for this course (if applicable):

This is a seminar component of the practicum experience and is part of the student's learning experience for the M.P.H. degree.

### Schedule Type(s):

1. SEM-Seminar 2. 3.

Credit by Exam: N-Credit by exam-not approved

### Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**

Catalog Description (edited): Seminar component of the Practicum Experience; course must be taken at the same time as the Practicum Experience; students prepare a final portfolio and seminar presentation integrating theory and practice.

Prerequisites (edited): Graduate standing

Corequisites (edited): Must be taken simultaneously with PH 70192 Practicum Experience

Registration is by special approval only: No

### Content Information

#### Content Outline:

<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
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</thead>
<tbody>
<tr>
<td>45</td>
<td>Weekly presentation and discussion of field experiences by students.</td>
</tr>
</tbody>
</table>

Textbook(s) used in this course: Textbook selection determined by seminar subject manner.

Writing Expectations: Written summaries of field experience are expected.
Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course course in the M.P.H program in Public Health.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the M.P.H. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

| Approved by EPC: | Curriculum Bulletin: | 186 |
| Cross-list Banner Code: | OBR Course Level: | 4 |
| OBR Program Code: | OBR Subsidy Code: | 10 |
| CIP Code: | Term Start: | |
| 512201 | Term End: | |

Comments:

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To see this document in the history view, open the application from the "Workflow & Utilities" channel on the "My Action Items" tab in Flashline.
# Course Catalog Update

**Change type:** Establish  
**Faculty member submitting this proposal:** Gina Campana for Sonia Alemagno  
**Requested Effective Term:** 201080  
**Campus:** Kent  
**College:** PH-Public Health  
**Department:** PH-Public Health  
**Course Subject:** PH-Public Health  
**Course Number:** 60192  
**Course Title:** Practicum Experience  
**Title Abbreviation:** Practicum Experience  
**Course Subject:** PH-Public Health  
**Course Number:** 60192  
**Course Title:** Practicum Experience  
**Title Abbreviation:** Practicum Experience  

### Credits

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<tr>
<td>Contact Hours: Lab -</td>
<td>Minimum Hours/Maximum Hours:</td>
</tr>
<tr>
<td>Contact Hours: Other -</td>
<td>Minimum Hours/Maximum Hours: 3 to 6</td>
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### Attributes

**Is this course part of the LER, WIC or Diversity requirements:** No  
**If yes, course attributes:** 1. 2. 3.  
**Can this course be repeated for credit:** Repeat  
**Course Limit:** OR Maximum Hours: 6  
**Course Level:** Graduate  
**Grade Rule:** B-Standard letter  

### Rationale for an IP grade request for this course (if applicable):  
**Schedule Type(s):** 1. FLD-Field Experience 2. 3.  
**Credit by Exam:** N-Credit by exam-not approved  

### Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**  
**Catalog Description (edited):** Observational and participation in public health activities of a public health agency, hospital or other approved organization. The student completes the field experience with joint supervision from the university and approved organization or agency.  
**Prerequisites (edited):** Graduate standing.  
**Corequisites (edited):**  

### Content Information

**Variable Contact Hours:** 300  
**Description:** Instructor approved activities at a public health field experience site.  
**Textbook(s) used in this course:** Textbook selection determined by field experience subject manner.  
**Writing Expectations:** Significant writing expected.  
**Instructor(s) expected to teach:** Ken Slenkovich; Sonia Alemagno  
**Instructor(s) contributing to content:** Sonia Alemagno  

### Proposal Summary

**Explain the purpose for this proposal:**  
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health.  
**Explain how this proposal affects program requirements and students in your unit:**  
This proposal establishes a new course in the M.P.H. program in Public Health.  
**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

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Cross-list Banner Code: OBR Course Level: 4
OBR Program Code: 09 OBR Subsidy Code: 10
CIP Code: 512201 Term Start: 10
Term End: |

Comments (250 Character Maximum):
NOTE: Please do not use the following restricted characters: (~ * / --)

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Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Peggy Shaffer-King for Tom Brewer

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 50002

Course Title: Quantitative Methods in Social and Behavioral Sciences

Title Abbreviation: Quantitative Methods SBS

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1.  2.  3.

Can this course be repeated for credit: No Repeat

Course Limit: OR Maximum Hours:

Course Level: Graduate

Grade Rule: B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture  2.  3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Introduces the basic concepts and methods of statistics as applied to diverse problems in social and behavioral research. Demonstrates methods of exploring, organizing, and presenting data, and introduces fundamentals of probability, including probability distributions and conditional probability, with applications to 2x2 tables. Presents the foundations of statistical inference, including concepts of population, sample parameter, and estimate; and approaches to inferences using the likelihood function, confidence intervals, and hypothesis tests. Introduces and employs the statistical computing package, STATA, to manipulate data and prepare students for remaining course work in this sequence.

Prerequisites (edited): Graduate standing.

Corequisites (edited): --

Registration is by special approval only: No

Content Information

Content Outline:

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<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
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<tr>
<td>3</td>
<td>Methods of scientific inquiry and the scientific method</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to data analysis and levels of measurement</td>
</tr>
<tr>
<td>6</td>
<td>Describing Data</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to statistical analysis packages PASW and Stata</td>
</tr>
</tbody>
</table>
Characterize the distribution of a variable
Comparing means between two independent populations
Non-parametric tests of significance
Ordinary Least Squares Regression
Sources of public data
Analysis of Variance
Calculate and use standardized scores

Total Contact Hours: 45


Writing Expectations: Students will have multiple data analysis assignments throughout the semester culminating in a final paper.

Instructor(s) expected to teach: Brewer, T
Instructor(s) contributing to content: Brewer, T

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Social and Behavioral Sciences

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the M.P.H. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: Curricular Bulletin:
Cross-list Banner Code: OBR Course Level: 4
OBR Program Code: 09 OBR Subsidy Code: 10
CIP Code: 512208 Term Start: 
Term End: 

Comments (250 Character Maximum):
NOTE: Please do not use the following restricted characters: (~ * / \ --)

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<td>Sonia A Alemagno</td>
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<tbody>
<tr>
<td>9/11/2009</td>
<td>Sonia A Alemagno</td>
<td>Approved</td>
</tr>
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</table>
### Course Catalog Update

**Basic Course Data**

**Change type:** Establish  

**Faculty member submitting this proposal:** Peggy Shaffer-King for Sonia Alemagno  

**Requested Effective Term:** 201080  

**Campus:** Kent  

**College:** PH-Public Health  

**Department:** PH-Public Health  

**Course Subject:** SBS-Social and Behavioral Sciences  

**Course Number:** 50020  

**Course Title:** Public Health Prevention  

**Title Abbreviation:** Public Health Prevention  

**Slash Course and Cross-list Information:**

**Credit Hours**

- Minimum Credit/Maximum Credit: 3 to 3  
- Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3  
- Contact Hours: Lab - Minimum Hours/Maximum Hours:  
- Contact Hours: Other - Minimum Hours/Maximum Hours:  

**Attributes**

- Is this course part of the LER, WIC or Diversity requirements: No  
- Can this course be repeated for credit: No Repeat  
- Course Limit:  
- OR Maximum Hours:  
- Course Level: Graduate  
- Grade Rule: B-Standard letter  

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  

**Credit by Exam:** N-Credit by exam-not approved  

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Provides an overview of the science of prevention and intervention research for graduate students in the social and behavioral sciences in public health. Examines prevention and intervention science, ethics, and principles of community based research and evaluation.  

**Prerequisites (edited):** Graduate standing  

**Corequisites (edited):**

**Registration is by special approval only:** No  

**Content Information**

**Content Outline:**

<table>
<thead>
<tr>
<th>Content Hours per Course Topic</th>
<th>Topic Description</th>
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<tbody>
<tr>
<td>3</td>
<td>Public health prevention</td>
</tr>
<tr>
<td>3</td>
<td>Concepts and principles of prevention &amp; intervention science</td>
</tr>
<tr>
<td>6</td>
<td>Principles and design of effective public health prevention programs</td>
</tr>
<tr>
<td>6</td>
<td>Evidence based public health programs and practices</td>
</tr>
<tr>
<td>3</td>
<td>Implementation, adaptation, and translational issues and aspects</td>
</tr>
<tr>
<td>3</td>
<td>Community and consumer participatory research and evaluation</td>
</tr>
</tbody>
</table>
The purpose of this proposal is to establish a core course in the M.P.H. program in Public Health in the specialization track of Social and Behavioral Science.

This proposal establishes a new course in the M.P.H. program in Public Health.

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Approved by EPC:

Curriculum Bulletin:

OBR Course Level:

OBR Program Code:

OBR Subsidy Code:

CIP Code:

Term Start:

Term End:

Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)
### Basic Course Data

**Faculty member submitting this proposal:** Peggy Shaffer-King for Sonia Alemagno  
**Requested Effective Term:** 201080  
**College:** PH-Public Health  
**Department:** PH-Public Health  
**Course Subject:** SBS-Social and Behavioral Sciences  
**Course Number:** 50030  
**Course Title:** Seminar in Public Health Prevention

### Slash Course and Cross-list Information:

- **Credit Hours**
  - **Minimum Credit/Maximum Credit:** 3 to 3
- **Contact Hours:**
  - **Lecture - Minimum Hours/Maximum Hours:** 3 to 3
  - **Lab - Minimum Hours/Maximum Hours:**
  - **Other - Minimum Hours/Maximum Hours:**

### Attributes

- **Is this course part of the LER, WIC or Diversity requirements:** No
- **If yes, course attributes:** 1. 2. 3.
- **Can this course be repeated for credit:** No Repeat  
  - **Course Limit:** OR Maximum Hours:  
  - **Course Level:** Graduate  
  - **Grade Rule:** B-Standard letter

### Rationale for an IP grade request for this course (if applicable):

- **Schedule Type(s):** 1. SEM-Seminar  
  - 2. 3.
- **Credit by Exam:** N-Credit by exam-not approved

### Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Explores case studies in public health prevention. Topic areas include HIV, substance abuse, domestic violence and injury prevention.

**Prerequisites (edited):** Graduate standing.

**Corequisites (edited):**

**Registration is by special approval only:** No

### Content Information

#### Content Outline:

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<th>Content Hours per Course Topic</th>
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<tr>
<td>6</td>
<td>Apply theories of public health prevention</td>
</tr>
<tr>
<td>6</td>
<td>Public health prevention of HIV and AIDS</td>
</tr>
<tr>
<td>6</td>
<td>Public health prevention of substance abuse</td>
</tr>
<tr>
<td>6</td>
<td>Public health prevention of domestic violence</td>
</tr>
<tr>
<td>6</td>
<td>Public health prevention of adult injuries</td>
</tr>
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<td>6</td>
<td>Public health prevention of childhood injuries</td>
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</tbody>
</table>
School based public health
Public health prevention ethics

Total Contact Hours: 45

Textbook(s) used in this course: Selected reading

Writing Expectations: This course will require substantial writing.

Instructor(s) expected to teach: Hussey, Olds

Instructor(s) contributing to content: Hussey, Olds

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a core course in the M.P.H. program in Public Health in the specialization track of Social and Behavior Sciences.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the M.P.H. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

Approved by EPC: Yes
Cross-list Banner Code: OBR
OBR Program Code: 09
OBR Subsidy Code: 10
CIP Code: 512208
Term Start: 9/11/2009
Term End: 9/11/2009

Comments (250 Character Maximum):
NOTE: Please do not use the following restricted characters: (~ * / \ --)

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### Course Catalog Update

<< Go back to Course Catalog Update form

#### Basic Course Data

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| Faculty member submitting this proposal: | Sonia Alemagno |

| Requested Effective Term: | 201180 |

| Campus: | Kent |

| College: | PH-Public Health |

| Department: | PH-Public Health |

| Course Subject: | PH-Public Health |

| Course Number: | 80199 |

| Course Title: | Dissertation I |

| Title Abbreviation: | Dissertation I |

#### Slash Course and Cross-list Information:

<table>
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| Minimum Credit/Maximum Credit: | 15 to 15 |

| Contact Hours: Lecture - Minimum Hours/Maximum Hours: |
| Contact Hours: Lab - Minimum Hours/Maximum Hours: |
| Contact Hours: Other - Minimum Hours/Maximum Hours: | 15 to 15 |

#### Attributes

| Is this course part of the LER, WIC or Diversity requirements: | No |

If yes, course attributes: 1.  2.  3.

| Can this course be repeated for credit: | No Repeat |

| Course Limit: | OR Maximum Hours: | 15 |

| Grade Rule: | G-Satisfactory/unsatisfactory (S/U)-in progress (IP) |

Rationale for an IP grade request for this course (if applicable): The grade of "IP" is used until the student completes the dissertation at which time "IP" grades in dissertation are changed to "S" grades.

| Schedule Type(s): | 1. DSR-Dissertation  2.  3. |

| Credit by Exam: | N-Credit by exam-not approved |

#### Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

| Catalog Description (edited): | Registration for two semesters required, first semester dissertation work beings and continues until completion of 30 hours. SU grading; IP perm issable. |

| Prerequisites (edited): | Doctoral Standing |

| Corequisites (edited): |

Registration is by special approval only: Yes

#### Content Information

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<td>Independent dissertation research</td>
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| Display/Hide Delimited Course Outline |

Total Contact Hours: 15

| Textbook(s) used in this course: | None |

| Writing Expectations: | Dissertation level writing |

Instructor(s) expected to teach: Public Health graduate faculty
**Proposal Summary**

**Instructor(s) contributing to content:** Sonia Alemagno

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish the Dissertation I course for doctoral students in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
Establishment of a required component for doctoral students in Public Health

**Explain how this proposal affects courses, program requirements and student in other units:**
There is no impact on other units.

**Explain how this proposal affects enrollment and staffing:**
No impact.

**Units consulted (other departments, programs or campuses affected by the proposal):**
None

**Curriculum Services Information:**

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<th>Term End:</th>
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**Comments (250 Character Maximum):**

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<td><strong>Title Abbreviation:</strong> Dissertation II</td>
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<td><strong>Schedule Type(s):</strong> 1. DSR-Dissertation 2. 3.</td>
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<td><strong>Prerequisites &amp; Descriptions</strong></td>
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<td><strong>Catalog Description (edited):</strong> Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until degree requirements are met.</td>
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<td><strong>Writing Expectations:</strong> Dissertation level writing.</td>
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<td><strong>Instructor(s) expected to teach:</strong> Public Health graduate faculty</td>
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<td><strong>Instructor(s) contributing to content:</strong> Sonia Alemagno</td>
<td></td>
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<tr>
<td><strong>Proposal Summary</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Explain the purpose for this proposal:</strong></td>
<td></td>
<td></td>
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</table>
The purpose of this proposal is to establish the Dissertation II course for doctoral students in Public Health.

**Explain how this proposal affects program requirements and students in your unit:**
Establishment of a required component for doctoral students in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
There is no impact on other units.

**Explain how this proposal affects enrollment and staffing:**
No impact.

**Units consulted (other departments, programs or campuses affected by the proposal):**
None

**Curriculum Services Information:**

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<thead>
<tr>
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<th>Curriculum Bulletin:</th>
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**Comments (250 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ * / \ --)

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<td>Sonia A Alemagno</td>
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### Course Catalog Update

**Course Title:** Grant Writing in Social and Behavioral Sciences  
**Title Abbreviation:** Grant Writing SBS  
**Slash Course and Cross-list Information:**

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<td>Contact Hours: Lab -</td>
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<td>Contact Hours: Other -</td>
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**Attributes**

- **Is this course part of the LER, WIC or Diversity requirements:** No
- **Can this course be repeated for credit:** No
- **Course Level:** Graduate
- **Course Limit:** 1
- **Rationale for an IP grade request for this course (if applicable):**
- **Schedule Type(s):** 1. LEC-Lecture  2.  3.
- **Credit by Exam:** N-Credit by exam-not approved

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Students learn the basics of grant writing for federal and non-federal funding agencies with a particular emphasis on the components of most proposals for funding. This includes rationale for seeking funds, collaborations with community organizations, and working with consultants and subcontractors. Participants also learn about the basic sections of grant writing such as specific aims and hypotheses, developing a literature review, background and significance, research design and methodology, developing a budget and conducting research with human subjects. Participants have an opportunity to write sample grant proposals, learn about the review and scoring process and post-award grant management.

**Prerequisites (edited):** Graduate standing.

**Corequisites (edited):** none

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

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<td>Introduction to grant writing; Why write a grant?</td>
</tr>
<tr>
<td>1</td>
<td>Funding sources and types of grants</td>
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<td>Developing ideas that match funding</td>
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<tr>
<td>2</td>
<td>Priorities</td>
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</tr>
<tr>
<td>3</td>
<td>The structure and sections of a grant proposal</td>
</tr>
<tr>
<td>3</td>
<td>Specific aims and hypotheses</td>
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<td>3</td>
<td>Developing and organizing your literature review</td>
</tr>
<tr>
<td>4</td>
<td>Background and significance (preliminary studies)</td>
</tr>
<tr>
<td>6</td>
<td>Research design and methodology, power analyses</td>
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<td>Strategies for effective technical writing</td>
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<td>3</td>
<td>Developing a budget, justification and narrative, modular budgets</td>
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<td>3</td>
<td>IRB and human subjects research criteria</td>
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<td>2</td>
<td>Community and agency collaborations, consultants, subcontracts, MOUs and letters of support</td>
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<td>2</td>
<td>Form pages and requirements; submitting your grant electronically</td>
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<td>3</td>
<td>The grant review process, scoring and reviewer feedback</td>
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<tr>
<td>1</td>
<td>Dealing with your program officer; re-submitting your proposal</td>
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<td>3</td>
<td>Post-award administration and other considerations</td>
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**Total Contact Hours:** 45


**Writing Expectations:** Preparing sample grant proposals

**Instructor(s) expected to teach:** D. Flannery

**Instructor(s) contributing to content:** D. Flannery

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required core in the MPH program in Public Health in the specialization track of social and behavioral sciences.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the MPH program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in establishing the College of Public Health to support the proposed courses.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the MPH programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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Course Catalog Update

Course Catalog Update Information:

Reference Number: CCU000022

Level: 2.00 of 2.00

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: R. Scott Olds

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 54634

Course Title: Social Determinants of Health Behaviors

Title Abbreviation: Soc Determ Hlth Behav

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours: to

Contact Hours: Other - Minimum Hours/Maximum Hours: or

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1.  2.  3.

Can this course be repeated for credit: No Repeat

Course Level: Graduate

Grade Rule: B-Standard letter

Course Limit: OR Maximum Hours:

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture  2.  3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This course overviews the social determinants of health and the dynamic interplay between individual behaviors and community structures (systems orientation) including public policy, social and built environments, commercial messages, access to services, cultural norms, psychosocial hazards, and poverty both as causal effects that either provide opportunity or constraints to health. The course will also examine systems approaches to preventing public health threats from issues including substance use (alcohol, tobacco and other drugs), physical inactivity, poor dietary practices, unsafe sexual behaviors, violence and injury and mental health.

Prerequisites (edited): None

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Credit Hours per Course Topic

https://workflow.kent.edu/ccu/Viewable.aspx
Introduction to Social Determinants of Health and Systems Thinking

- Public Policy Influence on Health Behaviors
- Social and Built Environments Influence on Health Behaviors
- Commercial Messages Influence on Health Behaviors
- Cultural Norms Influence on Health Behaviors
- Psychosocial Hazards Influence on Health Behaviors
- Poverty Influence on Health Behaviors

Total Contact Hours: 45

Textbook(s) used in this course: Selected Readings and extensive review of The Community Guide from the U.S. Centers for Disease Control and Prevention

Writing Expectations: This course will require extensive synthetic and analytic writing.

Instructor(s) expected to teach: Olds Flannery Hussey

Instructor(s) contributing to content: Olds

Proposal Summary

The purpose of this proposal is to establish a required course in the M.P.H. program in Public Health in the specialization track of Social and Behavioral Sciences.

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Sufficient resources are available in establishing the College of Public Health to support the proposed course.

Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Approved by EPC:

Curriculum Bulletin:

Cross-list Banner Code:

OBR Course Level:

OBR Program Code:

OBR Subsidy Code:

CIP Code:

Term Start:

Term End:
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**Course Catalog Update**

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<td><strong>Department:</strong> PH-Public Health</td>
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<td><strong>Course Subject:</strong> SBS-Social and Behavioral Sciences</td>
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<td><strong>Catalog Description (edited):</strong> Provides a background and theoretical review of prevention science as a multi-disciplinary field focusing on systematic inquiry on health behaviors including substance use (alcohol, tobacco and other drugs), physical activity, dietary practices, mental health, violence and injury, and sexual behaviors.</td>
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<td><strong>Corequisites (edited):</strong> None</td>
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<td><strong>Content Hours per Course Topic</strong></td>
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<td><strong>Introduction and History of Prevention Science - Public health perspective; progress, societal and political trends, organizations and agencies</strong></td>
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<td><strong>Transdisciplinary scientific collaborations and cumulative knowledge</strong></td>
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<td><strong>PS Theory - perspectives on etiology,</strong></td>
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https://workflow.kent.edu/ccu/process.aspx
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<td>prevention and preparedness; systems of influence; resilience; social determinants; gender and cultural issues; Standard prevention classifications; Developmental considerations in design and development</td>
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<td>09</td>
<td>Evidenced Based Practice and Practice Based Evidence What is evidence based practice? Assessing levels of scientific support Theoretical review of the CDC Community Guide evidence Practice Based Evidence</td>
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<td>09</td>
<td>An Overview of Prevention Program Evaluation - Qualitative, quantitative, ethnographic, multimethod, multitrait assessment; understanding and interpreting differential intervention effects; growth curve methodologies</td>
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<td>03</td>
<td>Ethics in Prevention Science</td>
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**Total Contact Hours:** 45

**Textbook(s) used in this course:** Selected Readings

**Writing Expectations:** This course will require analytic and synthetic writing of professional journal quality.

**Instructor(s) expected to teach:** Drs. Hussey and Olds

**Instructor(s) contributing to content:** Drs. Hussey and Olds

**Proposed Summary**

**Explain the purpose for this proposal:**

The purpose of this proposal is to establish a required course Ph.D. program in Public Health in the specialization track of Prevention Science.

**Explain how this proposal affects program requirements and students in your unit:**

This proposal establishes a new course in the Prevention Science Ph.D. program in Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**

Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**

Sufficient resources are available in establishing the College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**

Courses in the M.P.H. and Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

**Curriculum Services Information:**

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**Comments (250 Character Maximum):**

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<td>Florence Fiehn</td>
<td>Approved</td>
</tr>
<tr>
<td>9/8/2009</td>
<td>R Scott Olds</td>
<td>Submitted</td>
</tr>
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</table>
**Course Catalog Update**

<< Go back to Course Catalog Update form

**Basic Course Data**

**Change type:** Establish  
**Faculty member submitting this proposal:** David Hussey  
**Requested Effective Term:** 201080  
**Campus:** Kent  
**College:** PH-Public Health  
**Department:** PH-Public Health  
**Course Subject:** SBS-Social and Behavioral Sciences  
**Course Number:** 73019  
**Course Title:** Theories of Prevention Science II  
**Title Abbreviation:** Theory Prevention Science II  

**Slash Course and Cross-list Information:**

**Credit Hours**

**Minimum Credit/Maximum Credit:** 3 to 3  
**Contact Hours: Lecture - Minimum Hours/Maximum Hours:** 3 to 3  
**Contact Hours: Lab - Minimum Hours/Maximum Hours:**  
**Contact Hours: Other - Minimum Hours/Maximum Hours:**

**Attributes**

**Is this course part of the LER, WIC or Diversity requirements:** No  
**If yes, course attributes:** 1.  2.  3.  

**Can this course be repeated for credit:** No Repeat  
**Course Limit:**  
**Course Level:** Graduate  
**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture  2.  3.  
**Credit by Exam:** D-Credit by exam-department approval

**Prerequisites & Descriptions**

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** Prevention science is inherently transdisciplinary and multitheoretical, focusing on a variety of public health issues with particular emphasis on the leading health indicators including mental health, substance abuse, tobacco, physical activity, nutrition, overweight and obesity, environmental health, violence, sexual behavior, immunization and access to health care. The transdisciplinary nature of prevention science includes epidemiology, statistics, political science, economics, laboratory sciences, biological sciences and social and behavioral sciences. Prevention science advances evidenced-based prevention programs and policies through empirical research as well as practice-based evidence along a continuum of universal, selective and indicated prevention strategies. Course emphasizes prevention science methods and applications across health populations.

**Prerequisites (edited):** Doctoral standing; and SBS 73018

**Corequisites (edited):** None

**Registration is by special approval only:** No

**Content Information**

**Content Outline:**

<table>
<thead>
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<th>Content Hours per Course Topic</th>
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<tr>
<td>3</td>
<td>Community Based Participatory Research – Why and How? Identifying and collaborating with critical community stakeholders; assessing community concerns, assets, resources and deficits.</td>
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Funding Prevention Science. Federal, state, local, and private funding structures, mechanisms, and requirements.

Administrative and Management Skills for the Prevention Scientist. Organizational structures and aspects of health and behavioral health prevention. Anticipating and addressing public health planning, policy and evaluation implications. Practical management skills.


Total Contact Hours: 45

Textbook(s) used in this course: Selected Readings

Writing Expectations: This course will require analytic and synthetic writing of professional journal quality.

Instructor(s) expected to teach: Drs. Hussey and Olds

Instructor(s) contributing to content: Drs. Hussey and Olds

Proposal Summary

Explain the purpose for this proposal:
The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of prevention science.

Explain how this proposal affects program requirements and students in your unit:
This proposal establishes a new course in the Ph.D. program in Public Health.

Explain how this proposal affects courses, program requirements and student in other units:
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

Explain how this proposal affects enrollment and staffing:
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):
Courses in the M.P.H.Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:
Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / --)

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<th>User</th>
<th>Comment</th>
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<td>David L Hussey</td>
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# Course Catalog Update

**<< Go back to Course Catalog Update form**

## Basic Course Data

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<td>Brewer, T.</td>
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<td>Requested Effective Term:</td>
<td>201080</td>
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<td>Campus:</td>
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<td>PH-Public Health</td>
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<td>PH-Public Health</td>
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<td><strong>Course Subject:</strong></td>
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<td><strong>Course Number:</strong></td>
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### Course Title:
**Advanced Methods in Prevention Science**

### Title Abbreviation:
Advance Method Prevent Science

### Slash Course and Cross-list Information:

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<th>Credit Hours</th>
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<td>Minimum Credit/Maximum Credit: 3 to 3</td>
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### Contact Hours:
- **Lecture - Minimum Hours/Maximum Hours:** 3 to 3
- **Lab - Minimum Hours/Maximum Hours:**
- **Other - Minimum Hours/Maximum Hours:**

### Attributes

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**Grade Rule:** B-Standard letter

### Rationale for an IP grade request for this course (if applicable):

### Schedule Type(s):
1. LEC-Lecture  2.  3.

### Credit by Exam:
N-Credit by exam-not approved

### Prerequisites & Descriptions

#### Current Prerequisite/Corequisite/Catalog Description:

**Catalog Description (edited):** Focuses primarily on advanced quantitative methods in the application of prevention science.

#### Prerequisites (edited):
Doctoral standing.

#### Corequisites (edited):

#### Registration is by special approval only: No

### Content Information

#### Content Outline:

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<td>Analysis of hierarchically-ordered data</td>
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<td>3</td>
<td>Interrupted time series models</td>
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<td>Advanced time series analysis</td>
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<td>Structural equation modeling</td>
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<td>Loglinear models</td>
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<td>Analysis of small samples and count outcomes</td>
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<td>3</td>
<td>Sampling</td>
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# Proposal Summary

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of prevention science.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the Ph.D. program in Public Health.

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**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in the establishing College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the graduate programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

## Curriculum Services Information:

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## Comments (250 Character Maximum):

**NOTE: Please do not use the following restricted characters: (~ * / \ --)**

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### Comments:

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<td>9/8/2009</td>
<td>Thomas W Brewer</td>
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<td>Thomas W Brewer</td>
<td>Submitted</td>
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</tbody>
</table>
**Course Catalog Update**

<< Go back to Course Catalog Update form

### Basic Course Data

**Change type:** Establish

**Faculty member submitting this proposal:** Olds

**Requested Effective Term:** 201080

**Campus:** Kent

**College:** PH-Public Health

**Department:** PH-Public Health

**Course Subject:** SBS-Social and Behavioral Sciences

**Course Number:** 80100

**Course Title:** Emerging Issues in Prevention Science

**Title Abbreviation:** Emerging Issues Preven Science

**Slash Course and Cross-list Information:**

**Credit Hours**

**Minimum Credit/Maximum Credit:** 3 to 3

**Contact Hours:** Lecture - Minimum Hours/Maximum Hours: 3 to 3

**Contact Hours:** Lab - Minimum Hours/Maximum Hours:

**Contact Hours:** Other - Minimum Hours/Maximum Hours:

**Attributes**

**Is this course part of the LER, WIC or Diversity requirements:** No

**If yes, course attributes:** 1. 2. 3.

**Can this course be repeated for credit:** No Repeat

**Course Level:** Graduate

**Course Limit:**

**OR Maximum Hours:**

**Grade Rule:** B-Standard letter

**Rationale for an IP grade request for this course (if applicable):**

**Schedule Type(s):** 1. LEC-Lecture 2. 3.

**Credit by Exam:** N-Credit by exam-not approved

### Prerequisites & Descriptions

**Current Prerequisite/Corequisite/Catalog Description:**

**Catalog Description (edited):** The purpose of this course is to survey relevant challenges and issues facing prevention science researchers.

**Prerequisites (edited):** Doctoral standing

**Corequisites (edited):**

**Registration is by special approval only:** No

### Content Information

**Content Outline:**

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<td>Translational Research &amp; Implementation, Dissemination and Diffusion of Public Health Research to Public Health Practice</td>
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<td>Research Design and Analysis Issues</td>
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<td>Public Health Data and Informatics</td>
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<td>Collaboration and Cross-Disciplinary Research Partnerships</td>
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<td>6</td>
<td>Chronic Disease, Emerging Infections and Public Health Preparedness</td>
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### Proposal Summary

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish a required course in the Ph.D. program in Public Health in the specialization track of Prevention Science.

**Explain how this proposal affects program requirements and students in your unit:**
This proposal establishes a new course in the Social and Behavioral Sciences area for the Prevention Science specialization in the College of Public Health.

**Explain how this proposal affects courses, program requirements and student in other units:**
Graduate students in related disciplines, with approval of the instructor of this course and their home departments, will be able to participate in this course. These units include, but are not limited to, Health Education, Nursing, Psychology, Biology, Geography and Sociology.

**Explain how this proposal affects enrollment and staffing:**
Sufficient resources are available in establishing the College of Public Health to support the proposed course.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Courses in the Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

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Course Catalog Update

<< Go back to Course Catalog Update form

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Dr. Eric Jefferis

Requested Effective Term: 201080

Campus: Kent

College: PH-Public Health

Department: PH-Public Health

Course Subject: SBS-Social and Behavioral Sciences

Course Number: 80198

Course Title: Directed Research in Prevention Science

Title Abbreviation: Directed Res Prevention Scienc

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 1 to 15

Contact Hours: Lecture - Minimum Hours/Maximum Hours:

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours: 1 to 15

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1.  2.  3.

Can this course be repeated for credit:

Repeat

Course Limit: 1

OR Maximum Hours: 15

Course Level: Graduate

Grade Rule: E-Standard letter-satisfactory/unsatisfactory (S/U)-in progress (IP)

Rationale for an IP grade request for this course (if applicable): Incompletes may be assigned if a research project cannot be completed during a single semester.

Schedule Type(s): 1. RES-Research  2.  3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Directed research or individual investigation for doctoral students.

Prerequisites (edited): Doctoral standing.

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Variable Contact Hours: 45

Description: Content and requirements to be determined by faculty advisor.

Textbook(s) used in this course: Readings as assigned by faculty advisor.

Writing Expectations: Writing as determined by faculty advisor.

Instructor(s) expected to teach: Various SBS faculty.

Instructor(s) contributing to content: Dr. Eric Jefferis

Proposal Summary

Explain the purpose for this proposal:

The purpose of this proposal is to establish a course in the Ph.D. program in Public Health in the specialization track of Social and Behavioral Sciences.

Explain how this proposal affects program requirements and students in your unit:

This proposal establishes a new course in the Ph.D. program in Public Health.
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Explain how this proposal affects enrollment and staffing:

Sufficient resources are available in the establishing College of Public Health to support the proposed course.

Units consulted (other departments, programs or campuses affected by the proposal):

Courses in the Ph.D. programs in Public Health have been shared with appropriate academic units including Nursing, Psychology, Sociology, Biology, Geography and Health Education with no voiced objections.

Curriculum Services Information:

| Approved by EPC: | Curriculum Bulletin: 186 |
| Cross-list Banner Code: | OBR Course Level: 4 |
| OBR Program Code: 09 | OBR Subsidy Code: 10 |
| CIP Code: 512208 | Term Start: |
| | Term End: |

Comments (250 Character Maximum):

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<td>Sonia A Alemagno</td>
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<tr>
<td>9/7/2009</td>
<td>Eric S Jefferis</td>
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Description of the Proposal

This document proposes that Kent State University establish a new college that will serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. The creation of the College will be consistent with University policy (i.e., EPC, Faculty Senate, and Board of Trustees). The programs housed in the Regional College will include: certificates, associate degrees, and the bachelor’s degrees unique to the Regional Campuses.

Organizational Structure

The Regional College will be led by a Regional Campus dean serving concurrently as dean for his/her respective campus and as the administrative dean for the new College. The Dean will serve a two year term and be appointed by the Provost in consultation with the Regional Campus Deans. In addition, the administrative dean will represent all Regional Campus deans at university-wide meetings and will report directly to the Provost.

College Structure

The Regional College will be comprised of three schools – School of Applied Business, School of Health Occupations, and the School of Professional Studies. Tenure Track faculty, non-tenure track faculty, and tenured faculty who represent the disciplines/programs within each school shall be appointed to the appropriate school. Each School will have a Curriculum Coordinator selected to serve a four-year term and will be eligible for reappointment. The Curriculum Coordinator will be appointed by the Regional College Dean, in consultation with the Regional Campus deans and the faculty who reside in the School.

Reappointment, Tenure, and Promotion (RTP)

The RTP process will be consistent with the process outlined in the Think Tank II document. For faculty assigned to the Schools as described above, each School will function as an academic unit under the current policies and the administrative dean will serve as the unit administrator. Faculty will hold tenure in the Regional Campus System. Faculty will hold rank at Kent State University.

Faculty input from the department, campus, or Regional College RTP Committee will continue to be provided on signed evaluation forms. This input will be summarized by the unit administrator and the forms will be included in the dossier as it goes forward.
Curricular Process

The curriculum process will model the process used for other undergraduate degrees. Originator submits to the appropriate school curriculum committee which submits to the College curriculum committee followed by EPC, Faculty Senate and Board of Trustees.

Program included in the College

Associate of Arts
Associate of Science
Associate of Applied Business
Associate of Applied Science
Associate of Technical Studies
Bachelor Degrees unique to the Regional Campuses
Executive Summary

The creation of Kent State’s Regional College will accelerate the transformation of Kent State University’s Regional Campuses and foster greater collaboration between the Kent Campus and its Regional Campus colleagues. By establishing a seamless system that gives the Regional Campuses greater autonomy, it will also establish an organizational structure for degrees unique to the Regionals and not affiliated with any particular Kent Campus Department. Moreover, the college would help the Regional Campuses to meet the ever changing needs of the communities they serve.

Consultation

Think Tank 1 and Think Tank II followed by four Town Hall Meetings, including Regional Campus and Kent Faculty.
TO: Educational Policies Council
FROM: Provost and Senior Vice President Robert G. Frank
SUBJECT: Agendas for Monday, 19 October 2009, at 3:20 p.m.,
         Undergraduate Council: Kent Student Center, Room 204
         Graduate Council: Kent Student Center, 3rd Floor Conference Suite
DATE: 12 October 2009

In the event that any of the action or information item proposals require corrections or create actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 16 October, to ensure that the materials are available at the meeting for review.

UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 21 September 2009.
   Attachment 1

Regional Campuses

2. Establishment of a Regional College to serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. Included in the college will be three divisions—Applied Business, Health Occupations and Professional Studies.
   Effective Spring 2010: faculty in new college  Dean Wanda E. Thomas
   Effective Fall 2010: programs, courses, students in new college
   Attachment 2

3. Establishment of a Mechtronics [MCTR] concentration in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. The degree program is conferred by the Ashtabula, Trumbull and Tuscarawas campuses; however, this new concentration will be offered on the Ashtabula Campus only. Total credit hours to program completion are 67.
   Effective Fall 2010  Dean Wanda E. Thomas
   Attachment 3

INFORMATION ITEM

1. Amendment to the policy (approved by EPC, 21-Sep-09) to establish a university policy requiring baccalaureate-seeking students in non-degree majors to declare a degree major before 45 semester credit hours have been earned. Amendment: students in pre-majors are exempt from this policy.
   Effective Fall 2010
   Attachment 4
LESSER ACTION ITEMS

College of Arts and Sciences
1. Revision of the program requirements for the Economics [ECON] major within the Bachelor of Arts [BA] degree. Requirement MATH 11012 or 12002 is replaced with MATH 11010 and either MATH 11012 or (MATH 11022 and 12002). Total credit hours for major increase, from 36 to 39; total credit hours to program completion are unchanged at 121.
   Effective Fall 2010

Department of History
2. Revision of the program requirements for the History [HIST] major within the Bachelor of Arts [BA] degree. HIST 49091 is added as a requirement. Total credit hours for major increase, from 33 to 36; total credit hours to program completion are unchanged at 121.
   Effective Fall 2010

College of Communication and Information
3. Revision of the program requirements for the following three concentrations in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree: Interpersonal Communication [IPCM], Organizational Communication [ORCM], Public Communication [PCMM]. Students are required to take 15 credits of COMM electives, of which 12 are upper division, regardless if they completed COMM 26000. Total credit hours to program completion are unchanged at 121.
   Effective Fall 2010

GRADUATE COUNCIL

ACTION ITEMS
1. Approval of minutes of 21 September 2009.
   Attachment 1

   College of Arts and Sciences
   Department of History
   2. Establishment of a History for Teachers [HFT] concentration in the History [HIST] major within the Master of Arts [MA] degree. Total credit hours to program completion are 33.
      Effective Fall 2010
      Associate Dean R. John Stalvey
      Attachment 5

INFORMATION ITEMS

   College of Nursing
   1. Establishment of a post-master’s certificate in Psychiatric Mental Health Nurse Practitioner for Advanced Practice Nurses with Non-PMH Degree [C834]. Total credit hours to program completion are 16.
      Effective Fall 2010
      Attachment 6
INFORMATION ITEMS continued

College of Technology
2. Establishment of a Sustainable Construction Technology post-baccalaureate [C620] and post-master’s [C832] certificate. Total credit hours to program completion are 15. Effective Fall 2010
   Attachment 7

3. Establishment of a Sustainable Systems post-baccalaureate [C621] and post-master’s [C833] certificate. Total credit hours to program completion are 15. Effective Fall 2010
   Attachment 8

LESSER ACTION ITEMS

College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
1. Revision of the program requirements for the Educational Administration—K–12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees. Electives EDAD 6/76521, 6/76535, 6/76539, 6/76662, 6/76668 are replaced with new courses EDAD 6/76529, 6/76531, 6/76602. Total credit hours to program completion are unchanged at 33 for the MEd and 30 for the EdS. Effective Fall 2010

2. Revision of the program requirements for following non-degree licensure programs: Grades 4–12 Principal; Grades Pre-K–9 Principal; Grades P–12 Superintendent; Grades P–12 Administrative Specialist for Pupil Personnel Services Administration; and Grades P–12 Administrative Specialist for Curriculum Instruction and Professional Development. Total credit hours to program completion decrease, from 48 to 42 for Principal, from 24 to 18 for Superintendent, and from 45 to 42 for Administrative Specialist. Effective Fall 2010

College of Technology
3. Revision of the program requirements for the Master of Technology [MTEC] degree. New course TECH 57010 is added as a requirement, and electives are decreased by 3 credit hours. Total credit hours to program completion are unchanged at 32. Effective Fall 2010

Agenda prepared by Therese E. Tillett, Director, Curriculum Services
### COURSE CHANGES

**Key for course changes:**
- a: Title Abbreviation
- d: Diversity
- H: Credit Hours
- Inact: Inactivate
- P: Prerequisite
- Pa: Fee
- R: Repeatable
- S: Subject
- T: Title
- W: Writing Intensive

#### Course Changes Effective Fall 2009

| JUS  | 32200 | Police and Community (3).................................................................................. P |
| JUS  | 32400 | Research Methods in Justice Studies (3)............................................................. Pa |
| JUS  | 32500 | Crisis Intervention (3)........................................................................................ P |
| JUS  | 33200 | Criminal Law (3)................................................................................................... P |
| JUS  | 33300 | Development of Justice in America (3)...................................................................... P |
| JUS  | 33400 | Crime and Justice in Popular Culture (3)............................................................... P |
| JUS  | 34200 | Criminal Procedures and Evidence (3)...................................................................... P |
| JUS  | 36702 | Criminology (3)...................................................................................................... P |
| JUS  | 36703 | Juvenile Delinquency (3)....................................................................................... P |
| JUS  | 37091 | Seminar in Critical Issues in Justice (3).............................................................. P |
| JUS  | 37311 | Minorities in Crime and Justice (3).......................................................................... Pa |
| JUS  | 37411 | Women in Crime and Justice (3)............................................................................... PD |
| JUS  | 38007 | Human Service Agencies and the Law (3)............................................................... Pa |
| JUS  | 44400 | Justice Administration (3)................................................................................... P |
| JUS  | 44411 | Varieties of Police Work (3).................................................................................. P |
| JUS  | 45096 | Individual Investigation (1-3)............................................................................... P |
| JUS  | 46701 | Crime, Justice and Substance Abuse (3).................................................................... Pa |
| JUS  | 46798 | Research in Justice Studies (3-12)......................................................................... PD |
| JUS  | 47095 | Special Topics in Justice Studies (1-3) to: (3)......................................................... HPa |
| JUS  | 47111 | Civil Law and Procedure (3).................................................................................. P |
| JUS  | 47211 | Court Functions (3)............................................................................................... P |
| JUS  | 47311 | Comparative Justice Systems (3)............................................................................ P |
| JUS  | 48200 | Data Analysis in Justice Studies (3)...................................................................... P |

#### Course Changes Effective Fall 2010

| ARCH | 67510 | Sustainable Building Construction I (3)................................................................... New |
| ARCH | 67511 | Sustainable Building Construction II (3).................................................................. New |
| EDAD | 66529 | Leading for Social Justice (3).............................................................................. New |
| EDAD | 66531 | Instructional Leadership (3)................................................................................ New |
| EDAD | 66533 | Central Office Administration: Curriculum and Pupil Services (3) to: Central Office Administration (3).......................................................... TasDc |
| EDAD | 66538 | Administration of School Culture (3) to: Administration of School Culture, Politics and Reform (3).......................................................... TasDc |
### Course Changes Effective Fall 2010 continued

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### Corrections—27 April 2009 Agenda

**PH 20012** Public Health Microbiology (3) to:
Sanitation and Hazardous Materials Management .......................................... TaD
EPC Undergraduate Council

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans John R. Crawford, Laura Cox Dzurec, Timothy S. Moerland, Gary M. Padak, Wanda E. Thomas, Stanley T. Wearden, Mark W. Weber, Donald R. Williams; Associate Dean Joanne Arhar; dean representative Isaac R. Nettey for Verna M. Fitzsimmons

Ex-officio Members not present: James E. Dalton, Robert (Yank) Heisler, Jr.

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Min He, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Mandy Munro-Stasiuk

Undergraduate Council Representatives present: Paul Albanese, Sloane Burgess, Diana L. Fleming, Bruce J. Gunning, Charles L. Harker, Todd Hawley, Sarah Rilling, Shawn Simmons, Stephen M. Zapytowski

Undergraduate Council Representatives not present:

Observers present:

Observers not present:

Consultants and Guests present: Sonia Alemagno, Madhav Bhatta, Stephane E. Booth, Timothy J. Chandler, Terri L. Christensen, David Dees, Lisa N.H. Delaney, Peggy Doheny, Lisa Froning, Julie Gabella, Patricia Grutzmacher, Mary Ann Haley, Colin Morris, Doug Neitzel, Sally Kandel, Laura Leff, Jennifer Sandoval, Carol Sedlak, Monica Teemer, Therese E. Tillett, Roberto Uribe-Rendon, Paulette Washko

Associate Provost Stephane E. Booth called to order the full body of the Educational Policies Council at 3:22 p.m., Monday, 21 September 2009, in room 204 of the Kent Student Center. Provost and Senior Vice President Robert G. Frank arrived a few minutes later and presided over the rest of the meeting.
**Action Item 1: Approval of minutes from 24 August 2009**
The motion for approval was made and seconded. With no corrections or comments, the motion passed unanimously.

**Action Item 2: Revision of the Liberal Education Requirements. Included in the revision is a name change, to the Kent Core.**

Dean and University Requirements Curriculum Committee (URCC) Co-Chair Donald R. Williams said the proposal was approved by the URCC at the September meeting. He explained that last April, the EPC accepted a report by the 21st Century Liberal Education Requirements (LER) committee, which made recommendations for changes to the current LER structure. Over the summer, the LER implementation committee worked to realize those recommendations, which the URCC has accepted and is before the EPC now. He added that the goal is to have these recommendations implemented by 2011. He said that it is expected there will be further development for faculty and graduate assistants with response to the learning-centered report. Dean Williams moved approval, which was seconded by Associate Dean Isaac R. Nettey.

Assistant Professor Bruce J. Gunning stated that he was concerned about the laboratory requirements for the science courses and how that affects Regional Campuses. He added that his colleagues at the Regional Campuses have consistently requested more funding for labs. Dean Williams pointed out that the laboratory requirement is not a change to what is currently in existence. He added that there was a discussion in the URCC in light of Assistant Professor Gunning’s point. He said the language is to alert this body and others to address this issue. He said that Kent State has the laboratory requirement now, and it is proposed that it remain in effect for the Kent Core. He said that it is realized that certain units bear a disproportionate amount of that requirement.

Assistant Professor Gunning then asked it there will be any problems with Responsibility Centered Management tracking. To which Dean Williams replied in the negative, saying that the Kent Core replaces the Liberal Education Requirements.

Assistant Professor Gunning pointed out that with the transition from SIS to Banner, there was a streamlined process. He asked if there was a streamlined process for this transition as the timeline for implementation is tight. Dean Williams said initially there was a desire to have the transition done more quickly. He added that there is hope that there were courses that have been developed that will lead to courses that fit the Kent Core starting next year having the notation to specific courses. There is not a streamlining process in place, and that he didn’t believe that a fast-track is the best way to go for this. He said that curriculum would need to go through the traditional approval process.

Professor Roberto Uribe-Rendon said that he believed the requirements for math and science are very, very small. He added that the news shows a lack of math and science skills, and Kent State should be doing something to increase it. Dean Williams explained that there are three components in the Kent Core and math is expressly listed in the literacy component and science is included in the knowledge component.
He added that the open electives component can include math or science or humanities and is not restricted. The hope is that it will encourage units to develop interdisciplinary courses. The URCC would like to encourage that, and the Ohio Transfer Module allows for that. He told Professor Uribe-Rendon that he was correct about math and science, but in order to provide for these literacies something had to give because it was decided that the hours should not go up. Professor Fred Smith stated that he is in full agreement with the recommendation, but that he felt science and math did okay versus the arts and humanities.

Associate Professor Paul Albanese asked if students would be encouraged to take Kent Core courses throughout the four years instead of "getting them out of the way." Dean Williams expressed that the desire is to move away from the idea that the LER are something to get out of the way. There will be a handbook for advisors to explain why it is not a good idea to "get them out of the way" earlier. Also, the hope is for courses in the Kent Core that can be taken during the junior and senior years that fit with the major.

Associate Dean Isaac R. Nettey said that since there is so much emphasis on STEM (Science, Technology, Engineering and Mathematics) work, the committee should consider including technology courses in subsequent iterations. Associate Professor David Dees stated that there is space in applied literacy and the open elective categories in order to weave courses into the curriculum. Dean Williams added that if the proposal is approved by the EPC, then the committee is done reviewing it, but that he would take Associate Dean Nettey's suggestion back to the URCC.

Associate Professor Yuko Kurahashi expressed concern with the cutting of humanities and fine arts from the Kent Core. Dean Williams said that it is true that they have been reduced to 6 credit hours instead of 9, but that there is potential for the open elective to be in the humanities or fine arts. Associate Professor Dees added that the implementation committee wanted to work in student choice and the Transfer Module to this new model. He said that colleges can decide if they want students to have more of one or another.

Associate Professor Sarah Rilling asked that if new courses were to be proposed would separate proposals need to be submitted to Kent State and the Ohio Transfer Module. Dean Williams replied in the negative, saying that one proposal would be sufficient.

Faculty Senate Chair Tom Janson said that he would like Associate Professor Dees to demonstrate the differences between the LER and Kent Core. Associate Professor Dees stated that the differences are the removal of a humanities/fine arts requirement, introducing the interdisciplinary component and the shift to the student-focused paradigm. He said that Kent State will be making a commitment that the Kent Core is about student learning. He added that, at the end of the day, that is the significant difference; the courses and requirements are not, but the mindset is. Dean Williams said that the hope is for students to look back at the Kent Core as some of their best courses and that they will remember all of them in the end. They will learn so much and come away with learning how to learn.
He added that there are a few other differences between the LERs and the Kent Core which were not mentioned by Associate Professor Dees. He said that there is no 60 hour requirement and the upper-division allowance is new. He added that the departments will no longer be able to specify which courses a student must take within the Kent Core, they would have to make a program change. He went on to say that one of the initial objectives was to make it easier for students to navigate the university, especially for those students that change majors. Curriculum Services Director Therese E. Tillett explained that with the Kent Core students may take courses in their major. Associate Professor Susan Roxburgh asked how making a program revision simplifies the process. She added that a vast majority of students start in another college and move to the College of Arts and Sciences. Associate Professor Dees said that curriculum belongs to faculty, and the committee did not want to tell the College of Arts and Sciences what they can and cannot do, but they wanted to add balance.

Associate Professor Lowell Zurbuch pointed out that others had complained about the “get it over with” aspect of the LER and what there needs to be is a change of paradigm in the advising process, and faculty need to see it as an opportunity to teach a Kent Core course, not a punishment. He added that this proposal will not go as far as it should without a good attitude.

Associate Professor Linda Williams said the reason why major units did not count toward the LERs is because it did not fulfill the breadth requirement. She asked the rationale behind why courses other than ENG 21011 College Writing II could fulfill the writing requirement. She also asked why 36 units are sacrosanct, why not 39, why is there no possibility to go above 36? Associate Professor Dees said that the LER review committee was working alongside the curriculum review committee and what struck both groups is how big some programs have become, and if more hours were added to the Kent Core then those programs would put pressure on certain programs. The committee did not want those programs to get any bigger. He said ENG 21011 is not being removed from the requirement, the course is still there as a possibility. He added that the notion of interdisciplinary writing opportunities were based on best practices studies. He added that none of these courses exist right now, but there is hope that they will.

With no further discussion, Provost Frank called for a vote. The motion passed with 19 members in favor and 2 against.

**Action Item 3: Establishment of a university policy to require baccalaureate-seeking students in non-degree majors (e.g., Exploratory, pre-major, college-specific general) to declare a degree major before 45 semester credit hours have been earned. This policy does not extend to associate degree, graduate and certificate students.**

 Associate Vice President Sally Kandel stated that this proposal was developed by the advising committee; it looks at how to address attrition rates in years two and three. She said the first step in the support process is the Graduation Planning System (GPS) website. She added that workshops for undecided students are also being considered. She said that a timeline is needed for students to feel the right sense of urgency.
She said that it is understood there might be some exigent circumstances, but advisors will have the ability to override the policy. Professor Stephen Zapytowski moved for approval of the motion, which was seconded by Dean Gary Padak.

Dean Padak pointed out that the data provided on the summary seems to be outdated because cohorts are being used from 2003 through 2005. He said he needed to point out that this past year the retention rate was at 74 percent. He added that he believed that the extenuating circumstances would be greater than one or two cases. He also suggested changing the language in the catalog copy in the last two sentences of the first paragraph from “Baccalaureate students in these non-degree majors must declare a degree major by the time they have completed 45 semester credit hours. Students needing assistance with selecting a major are encouraged to consult with their academic advisor” to “Baccalaureate students in these non-degree majors must declare a degree major by the time they have earned 45 semester credit hours. Students needing assistance with selecting a major must consult with their academic advisor” (emphasis added).

Associate Professor Albanese stated that students in the College of Business Administration would need to take an introductory course in each major in order to get them on track. Associate Vice President Kandel replied that the policy does not apply to pre-majors. Associate Dean LuEtt Hanson asked for clarification on that statement because she thought it specifically applied to them. Associate Vice President Kandel retracted her previous statement saying that the policy does apply to pre-majors. Associate Dean Hanson asked if the 45 hours are earned or attempted hours. Associate Vice President Kandel said that they would be earned hours. Associate Dean Hanson asked how students on probation would be handled because current policy states they cannot change majors. Associate Vice President Kandel said that advisors would need to override this policy. Associate Dean Hanson asked how the policy applies to transfer students. Associate Vice President Kandel said that individual student situations would need to be evaluated and judgment applied. Associate Dean Hanson then asked how the policy would be enforced. Associate Vice President Kandel said that there would be discussions with the students, and the student might be asked to leave the university. She added that the messages will start coming through the GPS system. Provost Frank assured members that Banner will not kick students out of the university. Associate Dean Hanson reminded Associate Vice President Kandel that there are no roadmaps for pre-majors for GPS to track. Associate Vice President Kandel said that RPIE will track students every semester and will be in communication with them.

Chair Janson asked what would happen to students whose grade point average is not high enough to get into their desired major but not low enough to be dismissed. Associate Vice President Kandel said that there are many ways for students to find different paths who do not meet the GPA requirements. Dean Padak added that if the student does not have the appropriate GPA they need to have had a plan B already set up to which they can default.

With no further questions or discussion, Provost Frank called for a vote on the proposal with the amended language suggested by Dean Padak and clarification of earned versus attempted hours pointed out by Associate Dean Hanson. The item passed unanimously.
Discussion Item Addendum: Establishment of a Regional College to serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. Included in the college will be three schools—Applied Business, Health Occupations and Professional Studies—which will serve as academic units for faculty members.

Provost Frank explained that this item reflects the year-and-a-half conversation colloquially called the Think Tank process. The idea is to create a college that administratively handles curricular issues unique to the regional campuses. This proposal will not affect degrees which have been developed already and housed within existing colleges. He said that this proposal is to handle administratively those degrees without an academic home. He added that the college would include three schools. He said that this proposal has been discussed extensively in many forums and that today it is also a discussion item, not a proposal to be voted upon.

Dean Mark Weber asked if there would be a dean. Provost Frank replied that it would be a term appointment for an existing Regional Campuses dean. Associate Professor Zurbuch pointed out that many Regional Campuses faculty are within the College of Technology faculty. He also asked if the ownership of courses would change. Dean Wanda Thomas stated that if the degree exists exclusively to the Regional Campuses then the courses would move to the new college. Curriculum Services Director Tillett explained that if they are TECH courses they will remain with the College of Technology. Associate Professor Zurbuch then asked where faculty would go. Dean Thomas explained they would move only if what they are doing is exclusive to the Regional Campuses. Professor Uribe-Rendon said that some of the Regional Campuses courses fall under the College of Technology umbrella. Curriculum Services Director Tillett said that those courses that are for Regional Campuses programs but have a TECH subject will need to change their subject.

Assistant Professor Gunning said that the College of Technology has 2+2 programs that are not wanted, and a conversation should be had regarding this because they were created for the Regional Campuses.

Associate Professor Albanese asked about accreditation for the new college. Associate Provost Booth replied that the Association to Advance Collegiate Schools of Business (AACSB) does not accredit associate degree programs, so it is not a consideration.

Associate Professor Williams pointed out that with the creation of a new college committees will expand, which would mean more representation on the URCC and EPC. She stated that she is concerned about the proliferation of colleges. Provost Frank stated that Kent State has 38,000 students enrolled and did not consider adding another college a proliferation.

Professor Paul Farrell said that it appears that there will be no director of the three established schools, which is contrary to the governance structure. Provost Frank said that having a director is not a requirement but a tradition. Assistant Dean Paul Abraham said that the school would be there for the reappointment and tenure process so one would expect it to mimic the current structure.
Associate Dean Nancy Barbour said that there is at least one program that is unique to the Regional Campus but articulates to bachelor’s program and asked what would happen with it. Dean Thomas said that even though the associate degrees will be housed in this new college, the need to articulate is still very important.

Associate Dean Nettey suggested a revision to the proposal: under the heading College Structure he suggested that the first sentence read “The Regional College comprises three schools…” instead of “The Regional College will be comprised of three schools…”

Professor Farrell said that a revision of the promotion and tenure process would be required, according to university policy, if a director of the schools were not appointed. Chair Janson pointed out that “department” and “school” are hot words and perhaps another word such as “administrative unit” could be used. Provost Frank agreed saying that “division” might be a better word.

Provost Frank then moved on to EPC Graduate Council items (see next page)
EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 21 Sept 2009

EPC Graduate Council

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Mary Ann Stephens and Wanda E. Thomas; Associate Deans Nancy E. Barbour, Karen W. Budd, Jonathan P. Fleming, LuEtt J. Hanson, Richard H. Kolbe, Ralph Lorenz, Isaac Richmond Nettey, Barbara F. Scholman, John R. Stalvey

Ex-officio Members not present:

Faculty Senate-Appointed Representatives present: Paul A. Farrell, Susan J. Roxburgh, Fred T. Smith

Faculty Senate-Appointed Representative not present:

Graduate Council Representatives present: Raymond Craig, Nichole Egbert, Ann F. Jacobson, Yuko Kurahashi, John H. Thornton, John D. West

Graduate Council Representatives not present: John C. Duncan, Gregory S. Stroh

Observers present: Aron Massey (Graduate Student Senate)

Observers not present:

Consultants and Guests present: Sonia Alemagno, Madhav Bhatta, Stephane E. Booth, Timothy J. Chandler, Terri L. Christensen, David Dees, Lisa N.H. Delaney, Peggy Doheny, Lisa Froning, Julie Gabella, Patricia Grutzmacher, Mary Ann Haley, Colin Morris, Doug Neitzel, Sally Kandel, Laura Leff, Jennifer Sandoval, Carol Sedlak, Monica Teemer, Therese E. Tillelt, Roberto Uribe-Rendon, Paulette Washko

Action Item 1: Approval of minutes from 24 August 2009
The motion for approval was by Associate Dean Isaac Nettey, and seconded by Associate Dean Ralph Lorenz. With no corrections or comments, the motion passed unanimously.
Action Item 2: Establishment of a Nurse Educator [NUED] concentration in the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree program. Total credit hours to program completion are 30.

Academic Program Director Karen Budd explained that this concentration gives students an advantage if they do not want to be an on the advanced practice track. Students do not have to go to the advanced practice track if they want to be teachers, or work toward a doctorate. With this Director Budd moved for approval of the proposal, which was seconded by Chair Janson. With no questions or discussion the item passed unanimously.

Action Item 3: Establishment of the Master of Public Health [MPH] degree and the Ph.D. degree in Public Health [PH]. The MPH degree comprises five concentrations: Epidemiology [EPI], Biostatistics [BST], Environmental health Sciences [EHS], Social and Behavioral Sciences [SBS] and Health Policy and Management [HPM]. The Ph.D. degree comprises three concentrations: Epidemiology [EPI], Prevention Science [PRSC] and Health Policy and Management [HPM]. Fifty-six new courses are being established for the programs. Total credit hours to program completion are 45 for the MPH and 90 for the Ph.D.

Associate Dean Sonia Alemagno stated that the new courses were created for the degrees and accreditation in different specializations. In the proposal itself, the library section is not accurate, it was based on the Bachelor of Science in Public Health and the public health faculty has been working with Associate Dean Barbara Schloman to correct it. The College of Arts and Sciences has also raised several issues regarding titles of the courses, which will be changed. Associate Dean Schloman moved for approval of the proposal, which was seconded by Dean Laura Dzurec.

Professor Paul Farrell said that there appeared to be no contact with the Department of Mathematical Sciences. Associate Dean Alemagno stated that conversations were had with Mathematics, specifically Chair Andrew Tonge, and, as of today, he had no issues with any of the courses.

Dean Stanley Wearden said that the College of Communication and Information is in the process of developing a master’s degree in health communication. He added that they would be interested in using some of the newly created courses as electives. Associate Dean Alemagno was amenable to the idea.

With no further discussion, the motion passes unanimously.

The meeting was adjourned at 4:41 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost
Date: September 21, 2009

Re: Documentation to Establish a Regional College

Summary Statement Describing the Proposed Action:

This document proposes that Kent State University establish a new college that will serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. The creation of the College will be consistent with University policy (i.e., EPC, Faculty Senate, and Board of Trustees). The programs housed in the Regional College will include: certificates, associate degrees, and the bachelor’s degrees unique to the Regional Campuses.

Curricular/Consultative Bodies Involved in the Review/Approval of this Proposal:

- Regional Campus Think Tank I and II, each followed by three Town Hall Meetings, including Regional Campus and Kent Campus Faculty.
Title
Regional College (Curricular Unit)

Subject
This document proposes that Kent State University establish a new college that will serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. The programs housed in the Regional College will include: certificates, associate degrees, and the bachelor’s degrees unique to the Regional Campuses. Programs which are not unique to the regional campuses (i.e., English, Communication Studies, and Business Management) will remain housed within their current colleges.

Specific Justification
The creation of Kent State’s Regional College will accelerate the transformation of Kent State University’s Regional Campuses. It will enable greater collaboration between the Kent Campus and its Regional Campus colleagues by establishing a seamless, integrated, university-wide system for curriculum while at the same time, providing the Regional Campuses greater autonomy in establishing an organizational structure for offering degrees unique to programs not affiliated with any particular Kent Campus Department. Moreover, the college would help the Regional Campuses meet the ever changing needs of the communities they serve.

Background Information
In September of 2008, the provost appointed a small group of faculty and administrators to consider and recommend changes in the administration of the Regional Campus System at Kent State. Known as the Regional Campus Think Tank I, group put forward a series of preliminary recommendations which were subsequently discussed and debated in a series of Town Hall meetings.

In January 2009, Provost Frank convened another group, with representation from all Regional Campuses, to consider the first set of comments and make further recommendations for the structure of the KSU Regional Campus System. This group, known as Think Tank II, reviewed each topic with a fresh look at all aspects of the first group’s findings and recommendations. Based on agreements reached over many meetings and several Townhall meetings, Think Tank II proposed the creation of a Regional College to serve as a curricular home for degrees that are unique to the regional campuses.

Organizational Structure
The Regional College will be led by the Regional Campus dean serving concurrently as dean for his/her respective campus. This administrative dean for curricular matters will serve a two year term and be appointed by the Provost in consultation with the Regional Campus deans.
College Structure
The Regional College will consist of three divisions – the Division of Applied Business, the Division of Health Occupations, and the Division of Professional Studies. Tenure track faculty, non-tenure track faculty, and tenured faculty who represent the disciplines/programs within each Division shall be appointed to the appropriate division. Each Division will have a curriculum coordinator selected to serve a four-year term and will be eligible for reappointment. The curriculum coordinator will be appointed by the Regional College dean, in consultation with the Regional Campus deans and the faculty who reside in the Division.

Appendix A: ORGANIZATIONAL CHART

RTP
For faculty assigned to the Divisions as described above, each Division will function as an academic unit under the current policies and the administrative dean will serve as the unit administrator. Faculty will hold tenure in the Regional Campus System. Faculty will hold rank at Kent State University.

Curricular Process
The curriculum process will model the process used for other undergraduate degrees. Originator submits to the appropriate division curriculum committee which submits to the College curriculum committee followed by EPC, Faculty Senate and Board of Trustees.

Programs Included
Associate of Arts
Associate of Science
Associate of Applied Business
Associate of Applied Science
Associate of Technical Studies
Bachelor Degrees unique to the Regional Campuses

Appendix B: List of Programs and Courses

Fiscal Impact Estimates
The fiscal impact of this proposal is minimal. Funding will be allocated for the following:
- Stipend for the Division coordinators
- Stipend for the Regional College dean (Already Allocated)
**Timeline**

The creation of the College will be consistent with University policy (i.e., EPC, Faculty Senate, and Board of Trustees).

Think Tank I .................................................................Fall 2008
Town Hall Meetings (three) .......................................Fall 2008
Think Tank II ...............................................................Spring 2009
Town Hall Meetings (three) .......................................Spring 2009
Educational Policies Council (discussion item) ..........21 September 2009
Education Policies Council (action item) ..................19 October 2009
Faculty Senate .........................................................November 2009 (estimated)
Board of Trustees ....................................................January 2010 (estimated)
Implementation ......................................................Spring 2010

Timelines will need to be established to move programs, courses and students in Banner and update workflows, application forms, Cognos reports and Undergraduate Catalog.
APPENDIX A

Regional College and Organizational Structure

Provost and Senior Vice President

Administrative Dean
Regional College

Division of Applied Business
Curriculum Coordinator

Division of Health Occupations
Curriculum Coordinator

Division of Professional Studies
Curriculum Coordinator
Appendix B

List of Programs and Courses to be Housed in the Regional College

<table>
<thead>
<tr>
<th>College (as school)</th>
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<tbody>
<tr>
<td><strong>Degree Programs</strong></td>
</tr>
<tr>
<td>▪ Associate of Arts [AA] Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas</td>
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<tr>
<td>▪ Associate of Science [AS] Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas</td>
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<tr>
<td>▪ Individualized Program [IPG] ATS (category A) Ashtabula, East Liverpool, Geauga, Salem, Trumbull, Tuscarawas</td>
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<td>▪ Kent State–Stark State [KSST] AA, AS Stark</td>
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<th>Division of Applied Business</th>
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<td><strong>Degree Programs</strong></td>
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<tr>
<td>▪ Allied Health Management Technology [AHMT] ATS (category B) Trumbull</td>
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<td>▪ Computer Technology [COMT] AAB Ashtabula, East Liverpool, Geauga, Salem, Trumbull, Tuscarawas</td>
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<tr>
<td>▪ Application Development Technology [APDT]</td>
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<tr>
<td>▪ General Technology [GTEC]</td>
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<tr>
<td>▪ Internet–Multimedia Technology [IMMT]</td>
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<tr>
<td>▪ Network Technology [NWTC]</td>
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<tr>
<td>▪ Accounting Technology [ACTT] AAB Ashtabula, East Liverpool, Trumbull, Tuscarawas</td>
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<tr>
<td>▪ Applied Studies [APST] BAS Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, Tuscarawas</td>
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<tr>
<td>▪ Business Management Technology [BMRT] AAB Ashtabula, East Liverpool, Salem, Trumbull, Tuscarawas</td>
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<tr>
<td>▪ Business Administration [BAD]</td>
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<td>▪ Computer Applications [CMPA]</td>
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<td>▪ General Management–Entrepreneurship–Manufacturing [GMEM]</td>
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<td>▪ Information Technology [INFT]</td>
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<tr>
<td>▪ Marketing and Sales [MKSL]</td>
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<tr>
<td>▪ Environment Management [EMTG] ATS (category B) Trumbull</td>
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<tr>
<td>▪ Information Technology for Administrative Professionals [ITAP] AAB Ashtabula, Salem, Trumbull, Tuscarawas</td>
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<td>▪ Accounting Technology [C201] Ashtabula, East Liverpool, Trumbull, Tuscarawas</td>
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<td>▪ Advanced Internet [C101] Ashtabula, East Liverpool, Trumbull, Tuscarawas</td>
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<tr>
<td>▪ Business Management Technology [C102] Ashtabula, East Liverpool, Trumbull, Tuscarawas</td>
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<tr>
<td>▪ Computer Forensics and Information Security [C137] Ashtabula, East Liverpool, Trumbull, Tuscarawas</td>
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<td>▪ Database Administrator [C124] East Liverpool, Trumbull</td>
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<td>▪ Desktop Publishing [C104] Ashtabula, East Liverpool, Trumbull, Tuscarawas</td>
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<td>▪ Entrepreneurship [C105] Ashtabula, East Liverpool, Trumbull, Tuscarawas</td>
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<tr>
<td>▪ Internet [C108] East Liverpool, Trumbull, Tuscarawas</td>
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- Medical Billing [C123] Ashtabula, Salem, Tuscarawas
- Microcomputer Applications [C110] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Solutions Developer [C116] East Liverpool, Trumbull
- Systems Engineer [C125] East Liverpool, Trumbull

Courses
- ACTT – Accounting Technology
- BMRT – Business Management and Related Technologies
- COMT – Computer Technology
- ITAP – Information Technology for Administrative Professionals

### Division of Health Occupations

#### Degree Programs
- Diagnostic Medical Sonography [DMSO] ATS (category B) Salem
- Emergency Medical Service Technology [EMST] ATS (category B) Geauga
- Human Services Technology [HST] AAS Ashtabula, Salem
- Nuclear Medicine Technology [NMTC] ATS (category B) Salem
- Occupational Therapy Assistant Technology [OCAT] AAS Ashtabula, East Liverpool
- Nursing ADN [NRST] AAS Ashtabula, East Liverpool, Geauga, Tuscarawas
- Physical Therapist Assistant Technology [PTST] AAS Ashtabula, East Liverpool
- Radiation Therapy Technology [RATT] ATS (category B) Ashtabula, Salem
- Radiologic Imaging Sciences [RIS] BRIT Salem
  - Computed Tomography–Hospitals–ATS [CTHA]
  - Computed Tomography (CT) Radiologic Technology AAS [CTRT]
  - Diagnostic Medical Sonography–Freshman–AS [FRAS]
  - Diagnostic Medical Sonography–Hospitals–ATS [HATS]
  - Diagnostic Medical Sonography–Radiologic Technology AAS [RTAS]
  - Magnetic Resonance Imaging–Hospitals–ATS [MRHA]
  - Magnetic Resonance Imaging (MRI) Radiologic Technology AAS [MRRT]
  - Nuclear Medicine–Freshman–AS [NMFR]
  - Nuclear Medicine–Hospitals–ATS [NMHO]
  - Nuclear Medicine Radiologic Technology AAS [NMRT]
  - Radiation Therapy–AAS RADT [RTAA]
  - Radiation Therapy–Associate Degree–Freshman Entry [RTFE]
  - Radiation Therapy–Hospital-Based–ATS RADT [RTHB]
- Radiologic Technology [RADT] AAS Ashtabula, Salem
- Radiologic Technology [RADT] ATS (category B) Salem
  - Radiology Department Management Technology [RDMT]
- Respiratory Therapy Technology [RTT] AAS Ashtabula
- Veterinary Technology [VTEC] AAS Tuscarawas

#### Certificate Programs
- Child and Family Advocacy [C122] Ashtabula, East Liverpool, Salem, Trumbull, Tuscarawas
- Computed Tomography [C138] Salem
- Hospitality Management [C142] Ashtabula, East Liverpool
- Magnetic Resonance Imaging [C204] Salem
Courses
- HST – Human Services Technology
- NRST – Nursing Technology
- OCAT – Occupational Therapy Assistant Technology
- PTST – Physical Therapist Assistant Technology
- RADT – Radiologic Technology
- RIS – Radiologic and Imaging Sciences
- RTT – Respiratory Therapy Technology
- VTEC – Veterinary Technology

Division of Professional Studies

Degree Programs
- Aviation Maintenance Technology [AMRT] AAS Ashtabula
- Computer Design, Animation and Game Design [CDAG] AAS Tuscarawas
- Early Childhood Education Technology [ECET] AAS Ashtabula, Salem, Tuscarawas
- Electrical–Electronic Engineering Technology [EEET] AAS Ashtabula, Trumbull, Tuscarawas
  - Computer [CMPR]
  - Electrical Engineering Technology (General) [EETG]
- Engineering of Information Technology [EIRT] AAS Tuscarawas
- Environmental Technology [ENVT] AAS Trumbull
- Horticulture [HOR] BAH Salem
- Horticulture Technology [HORT] AAS Geauga, Salem
  - Landscape Design [LDSG]
  - Turfgrass Management [TFMT]
  - Urban Forestry [UFOR]
- Industrial Trades Technology [ITTN] ATS (category B) Geauga, Trumbull
- Legal Assisting [LEGT] AAS East Liverpool, Trumbull
- Manufacturing Engineering Technology [MFET] AAS Trumbull
- Mechanical Engineering Technology [MERT] AAS Ashtabula, Trumbull, Tuscarawas
  - General [GENL] all three campuses
  - Polymer [PLMR] Ashtabula and Trumbull only
  - Radiation Polymer [RADP] Ashtabula and Trumbull only
  - Systems [SYST] Ashtabula only
- Plastics Technology [PLCT] AAS Trumbull, Tuscarawas
- Systems–Industrial Engineering Technology [IERT] AAS Trumbull, Tuscarawas

Certificate Programs
- College Prep–Bridge [C120] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Computer-Aided Drafting–Design Technician [C103] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Industrial Security [C139] Trumbull
- Internet [C108] East Liverpool, Trumbull, Tuscarawas
- Legal Nurse Consulting–Nurse Paralegal [C403] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Manufacturing Management Technology [C111] Ashtabula, Trumbull, Tuscarawas
- Plastics Manufacturing Engineering [C113] Ashtabula, Trumbull, Tuscarawas
- Radiation Polymer Engineering Technology [C121] Ashtabula
Courses
- AMRT – Aviation Maintenance Technology
- CADT – Computer Animation Design Technology
- ECET – Early Childhood Education Technology
- EERT – Electrical Engineering and Related Technology
- EIRT – Engineering of Information Technology
- HORT – Horticulture
- IERT – Industrial Engineering and Related Technology
- LEGT – Legal Assisting Technology
- MERT – Mechanical Engineering and Related Technology
- MFGT – Manufacturing Engineering Technology
- PLCT – Plastics Technology
- RERT – Real Estate and Related Technology

Other Colleges and Schools

College of the Arts
  School of Music
    - Music Technology [MUST] BS Stark pending OBR approval

College of Arts and Sciences
  Department of Justice Studies
    - Justice Studies [JUS] AA Ashtabula, East Liverpool, Salem, Stark, Trumbull, Tuscarawas

Miscellaneous
Courses that don’t belong to any program and have not been offered in many years
- LS – Labor Studies
  - 10501 Introduction to American Labor (3)
  - 10505 Union Organization and Administration (3)
  - 10510 Labor and the American Economy (3)
  - 20501 Collective Bargaining and Labor Contracts (3)
  - 20505 Labor and Current Issues (2)
- MROT – Marine Retail Operations Technology
  - 11000 The Marine Dealership (3)
  - 11005 Principles of Navigation and Seamanship (3)
  - 21015 Internal Operations of the Marina and Dealership (2)
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Sep-09  Curriculum Bulletin
Effective Date  Fall 2010  Approved by EPC

Department  Regional Campus MERT
College  CT - Technology
Degree  AAS - Associate of Applied Science
Program Name  MERT  Program Code  Mechanical Engineering Technology
Concentration(s)  Concentration(s) Code(s)
Proposal  Revise Program - establish concentration Mechtronics (MCTR)

Description of proposal:
Add a Mechtronics Option to the Associates in Mechanical Engineering Technology Degree

Does proposed revision change program's total credit hours?  ☐ Yes  ☒ No
Current total credit hours:  Proposed total credit hours 67

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
The only Associates in Engineering Technology Degree that will be offered at the Ashtabula Campus will be this option.

Units consulted (other departments, programs or campuses affected by this proposal):
MERT group of the AS&T, AS&T, Faculty Council at Ashtabula

REQUIRED ENDORSEMENTS

[Signature]  9/15/09
Department Chair / School Director / Campus Dean

[Signature]  25/4/09
College Dean

[Signature]  29/9/09
Executive Dean of Regional Campuses / Dean of Graduate Studies

[Signature]  1/1
Senior Vice President for Academic Affairs and Provost

Approved via e-mail
Gregg Andrew (TU sc)
9-0ct-09
Addition of the Mechtronics option to the Mechanical Engineering Technology Degree.

The purpose is to add the Mechtronics option to the Associates of Applied Science in Mechanical Engineering Technology. (AAS MERT)

Background Information:

Over the course of the past three years, we have met with various leaders from the local industry to try to develop a program that better fits their manufacturing needs. As a result, the current program is proposed. Key elements needed in the program as prescribed by local industry include the ability to read and create engineering drawings, have a general understanding of how a manufacturing enterprise operates, have a cross disciplinary education in electrical as well as mechanical engineering technology. The basic requirements for this cross disciplinary education are an understanding of electrical and electronic devices, hydraulics and pneumatics, and programmable logic controllers. This program consists of current courses in inventory, requires no new staff, and is intended to replace both the current Mechanical as well as the current Electrical programs at Kent Ashtabula. This program has been presented to the Campus Faculty Council were it has been unanimously approved.

Alternatives and Consequences:

Without this option, most of the needs could be address under the current systems option. This option has no prescribed additional technical courses only the base courses are prescribed. At graduation Kaps forms are required to accept the additional courses. The option does not provide any identity as to the course of study follow by the student. Kent Ashtabula is currently suffering from low enrollments in both the Electrical as well as the Mechanical area. This degree is hoped to improve that condition.

Specific Recommendations and Justification:

The preferred action is to add the Mechtronics option containing the industry specified course work as detailed above.

Timetable and Actions Required:

The proposal has passed Ashtabula Faculty Council, the MERT group and the AS&T group. It will be presented at the CCC on Friday September 18th. The last step is EPC at its next regular meeting. The goal is to implement this program in the Fall of 2010.

CCP attached:
Catalog Copy:

The Associates of Applied Science in Mechanical Engineering Technology Mechtronics option is a cross disciplinary education in electrical and electronic devices, hydraulics and pneumatics, and programmable logic controllers. It is intended to provide the student with the skills currently in demand in most industries.

Roadmap Attached:

GPS website program description and keywords:

Associates of Applied Science in Mechanical Engineering Technology, Mechtronics Option.

Keywords: Mechanical, Electrical, Engineering, Programmable Logic Controllers
Critical requirements are boldface in shaded areas

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<td>Writing-Effasive</td>
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<tr>
<td>COMM 15000 Intro to Human Communication</td>
<td>3</td>
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Graduation Requirements Summary

<table>
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<tr>
<th>Total Hours</th>
<th>Upper-Division Hours</th>
<th>Liberal Education Requirements Hours</th>
<th>Diversity Course Global/ Domestic</th>
<th>Writing-Effasive</th>
<th>Minimum Major GPA</th>
<th>Overall GPA</th>
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<td>0</td>
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<td>2.0</td>
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</tbody>
</table>

Special Notes for Degree/Major:
Students are required to complete 1960 supervised hours to graduate; time sheets are kept for each student and require instructor signature.
Liberal Education Requirements (LER)
Students must complete a minimum 36 credit hours of Liberal Education Requirements. Colleges or degree programs may specify certain courses to fulfill the requirements. Courses in the students' major field will not count toward the completion of any LER. Honors equivalents shall satisfy the LER. None of the courses on the LER list may be taken with a pass/fail grade.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must be come from the LER and cannot be in the student's major. The second course may be taken as a second LER; or within a major or minor; or as a general elective; or, with dean's approval, by completing one semester of study in another country.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.

Upper-Division Requirement
In general, baccalaureate programs require the successful completion of at least 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.
From: CZAYKA, MICHAEL  
Sent: Wednesday, October 07, 2009 4:31 PM  
To: TILLETT, THERESE  
Cc: STOCKER, SUSAN  
Subject: RE: EPC proposal - MERT - Mechtronics concentration

Therese,

My responses are below.

Mike

From: TILLETT, THERESE  
Sent: Wednesday, October 07, 2009 4:14 PM  
To: CZAYKA, MICHAEL  
Cc: STOCKER, SUSAN  
Subject: RE: EPC proposal - MERT - Mechtronics concentration

Thanks, Mike. Please see below.

Therese E. Tillet | Director of Curriculum Services | Office of the Provost  
Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242  
Tel: 330-672-8558 | Fax: 330-672-2645 | tillet1@kent.edu | www.kent.edu  
Curriculum Services: www.kent.edu/administration/provost/curriculum_svcscs

From: CZAYKA, MICHAEL  
Sent: Wednesday, October 07, 2009 11:05 AM  
To: TILLETT, THERESE  
Cc: STOCKER, SUSAN  
Subject: RE: EPC proposal - MERT - Mechtronics concentration

Therese,

Sorry for the delay in response. I was in Atlanta over the weekend and did not return until late afternoon on Monday just in time for my late class. Yesterday was my full day of classes. None the less my responses to your questions are given below.

Mike

From: TILLETT, THERESE  
Sent: Thursday, October 01, 2009 5:12 PM  
To: CZAYKA, MICHAEL  
Cc: STOCKER, SUSAN; THOMAS, WANDA  
Subject: EPC proposal - MERT - Mechtronics concentration

Hello, Mike,

I am assuming you submitted this proposal. If not, please let me know.

The proposal looks good. I do have some questions/comments:

- The MERT major currently has four concentrations (General, Polymer, Systems, Radiation Polymer). All four are offered at the Ashtabula Campus. Three (General, Polymer, Radiation Polymer) are offered at the Trumbull
Campus. Only General is offered at the Tuscarawas Campus. Will this new, fifth, concentration will be offered at the Ashtabula Campus only?

MC I believe that other campuses will want to offer this concentration as well. It is my intent to inactivate the polymer and radiation polymer concentrations at all campuses this year.

TT To move this toward approval, I need to know now on what campuses this concentration will be offered.

MC Ashtabula.

TT • Has Gregg Andrews (as dean of Tusc) been notified that the MERT program is being revised to include this new concentration? Wanda, I assume you know since you signed the paperwork.

MC I have kept Dr Bichara informed of what I am proposing and I assume he has communicated this to Dean Andrews.

TT I can’t work from assumptions. I’ll forward your proposal to Dean Andrews for his review.

MC That’s fine.

TT • There is a statement on the CCP that I don’t understand: “The only Associates in Engineering Technology Degree that will be offered at the Ashtabula Campus will be this option.” Since we don’t offer a degree with that name, what do you mean?

MC I mean the only Degree will be the Associates in Mechanical Engineering, Mechtronics concentration.

TT Does that mean that you will also be inactivating the General and Systems concentrations on your campus, in addition to the Polymer and Radiation Polymer concentrations in listed in the first response?

MC I believe we will keep the systems concentration active for students transferring in from other programs. I expect we will inactivate the General after students currently in the concentration finish.

TT • There is a statement in the proposal summary: “[This concentration] is intended to replace both the current Mechanical as well as the current Electrical programs at Kent Ashtabula.” Are you talking about the AAS MERT program, under which this program will be one of five concentrations? How does it replace it? (i.e., you inactivate the MERT major, you inactivate all concentrations.) Also, is there a proposal coming forth to inactivate the AAS EEET program on your campus?

MC We will not be offering the Electrical/Electronic Associate Degree courses at Ashtabula. Students can get it online from Tusc. Technically they would still graduate from Ashtabula.

TT You confer a degree program you don’t offer? Why? The Tusc Campus is approved to confer this degree, so why would that campus give up conferring rights when it offers the courses that you don’t?

MC We will be offering most of the core at Ashtabula, Tusc will be offering the second year specialty courses. The majority of the hours will be at Ashtabula. I expect that after students in the program finish we would in fact inactivate the Electrical/Electronic Associate Degree at Ashtabula as well.

TT • Per policy, all concentrations within a major must share a core set of courses. The identified core for MERT includes iERT 22010 Computer-Integrated Manufacturing and EERT 22014 Microprocessors and Robotics, which are not listed in this concentration’s course requirements. Are those two courses not part of the core anymore, and are now requirements for four (out of the five) concentrations?

MC The plan is to remove iERT 22010 from the core this year to make room for additional TAG requirements. EERT 22014 may also leave. The issue is Tusc’s accreditation requirements. For the time being these two courses can be moved from the core to each concentration which would them conform to policy.

TT OK.

TT • The MERT core also includes option ENG 20002 or ITAP 26638. This concentration lists ENG 20002 as required. Is not listing ITAP 26638 an omission, or has that option moved from the core to the individual (i.e., other four) concentrations?

MC It should include ITAP 26638 as well.

TT OK.
TT • The MERT core also includes 3 credits of LER Humanities or Social Sciences (although there is a notation that Tuscal students must take EERT 21010 in its place). This concentrations lists 3 credits of General Electives. Is it really any elective, or should it be LER Humanities or Social Sciences?

MC It should it be LER Humanities or Social Sciences.

TT OK.

TT • MATH 11011 listed in the program requirements does not exist as of fall 2009. A recent revision for MERT replaced that course with MATH 11012 Intuitive Calculus.

MC The Math requirement is incorrect for the current year. I have a proposal in the works to add Math 11010 Algebra for Calculus to the MERT core. It got lost in the Math Departments changes. Math 11011 should be replace with Math 11010.

TT OK. For the time being, I'll move the math requirement to the individual concentrations since they are now different.

TT • EERT 22002 Introduction to Electronics, as listed in the program requirements, has either the wrong number or title. Is it EERT 22002 Industrial Controls or EERT 12010 introduction to Electronics?

MC It should be EERT 12010 Introduction to Electronics.

TT OK.

Thank you, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/administration/provost/curriculum_evcs
Tim,

We need to submit a friendly amendment to the 45 SCH policy. The proposal excludes the premajors, but the draft catalog language includes them. We need to exclude them as some premajor programs are 60 hours. This policy does not really apply to the pre-majors, only those students who are on a non-degree track. Attached is the new language.

Also attached (Therese) is a revised chart showing the number of exploratory and generalists—I fixed a heading.

Thanks
Sally

Sally A. Kandel, Ph.D.
Associate Vice President
Institutional Research and Student Success
Kent State University
126 Lowry Hall
PO Box 5190
Kent, OH 44242
PH: 330-672-7901
FX: 330-672-3828
Exploratory, Pre-Majors and General Majors

Kent State offers the non-degree Exploratory major, pre-majors and generalist majors within each college and on all campuses to enable bachelor’s degree-seeking students to explore academic areas and/or meet minimum program requirements. Baccalaureate students in these non-degree majors must declare a degree major by the time they have completed earned 45 semester credit hours. Students needing assistance with selecting a major are encouraged to consult with their academic advisor.

Special Non-Degree Students  http://www.kent.edu/catalog/2009/Policies/Non-degree.cfm

Admission as a special non-degree student enables students to take undergraduate courses for credit (either full time or part time). Students in this category are generally those not seeking a degree, but those wishing to take courses for job achievement, personal enrichment or other personal reasons.

Special non-degree students may apply to Kent State for any semester through the Admissions Office. Adult students may apply through the Adult Student Center. A non-refundable $40 application fee is required. Admission is based on the same criteria detailed in Freshman Students or Transfer Students, whichever is appropriate.

Special non-degree students may remain in this special status for one academic year or until a maximum of 30 45 semester hours of credit is earned. Should special non-degree students wish to pursue a degree program, they may, prior to or upon earning 30 45 semester hours, apply to any undergraduate division of the university. Admission to a degree program, however, is based upon the admissions requirements established by each academic department or school.
Background information:
45 SCH limit for bachelor degree students in a non-degree granting major

| KC Exploratory Students with 45+ Cum Hours End of Spring 2009 |
|---------------------------------|----|----|----|----|----|---------|
| Major                          | 46-60 | 61-75 | 76-90 | 91-120 | 120+ | Total |
| UGS                            | 200   | 62    | 44    | 34    | 10   | 350    |

| KC Generalists with 45+ Cum Hours End of Spring 2009 |
|---------------------------------|----|----|----|----|----|---------|
| AEDG                            | 12 | 4  | 3  | 4  | 13 | 73      |
| CAG                             | 9  | 5  | 2  | 3  | 4  | 29      |
| CCIG                            | 3  | 2  | 1  | 3  | 4  | 18      |
| EHSC                            | 15 | 6  | 8  | 7  | 14 | 73      |
| PFDM                            | 10 | 1  | 3  | 1  | 7  | 41      |
| Grand Total                     | 249| 80 | 61 | 52 | 52 | 494     |

| RC Exploratory Students with 45+ Cum Hours End of Spring 2009 |
|---------------------------------|----|----|----|----|----|---------|
| Major                          | 46-60 | 61-75 | 76-90 | 91-120 | 120+ | Total |
| UGS                            | 140   | 83    | 38    | 36    | 12   | 309    |

| RC Generalists with 45+ Cum Hours End of Spring 2009 |
|---------------------------------|----|----|----|----|----|---------|
| AEDG                            | 2  | 2  | 1  | 5  |    | 4       |
| CAG                             | 3  | 7  | 1  | 5  |    | 16      |
| CCIG                            | 3  | 1  | 1  |    |    | 5       |
| EHSC                            | 14 | 5  | 3  | 5  | 2  | 29      |
| PFDM                            |     |    |    |    |    |         |
| Grand Total                     | 162| 97 | 43 | 47 | 14 | 363     |

<table>
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<th>Exploratory Students by Campus</th>
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C:\Documents and Settings\skandel\My Documents\advising\UGS and Gen over 30 and 45 SCH.docx
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Apr-09
Effective Date Fall 2010
Curriculum Bulletin
Approved by EPC

Department History
College AS - Arts and Sciences
Degree MA - Master of Arts
Program Name History Program Code HIST
Concentration(s) Concentration(s) Code(s)
Proposal Revise Program

Description of proposal:
Revision of HIST MA program to include a fourth concentration for Teachers.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 33
Proposed total credit hours 33

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact on staffing. Department of Teaching, Leadership, and Curriculum (in the College of Education) has collaborated on this proposal and has submitted a memo testifying that it does not encroach on their MAT program. Concentration fills major vacuum in continuing education for history/social studies teachers in the region.

Units consulted (other departments, programs or campuses affected by this proposal):
Department of Teaching, Leadership, and Curriculum Studies (TLC2) (formerly Teaching, Leadership, and Curriculum Studies)

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean
Mary Anne Huley
9/16/09

College Dean
Harry A. Estate
9/16/09

Executive Dean of Regional Campuses / Dean of Graduate Studies
9/16/09

Senior Vice President for Academic Affairs and Provost

HIST 71
Proposal Summary

Title: Creation of MA for teachers concentration within HIST MA program.

Subject: Program Revisions for HIST MA Program

Proposal Summary:

Creation of MA for Teachers Concentration:

The origins of this proposal can be found in two sources: 1). Recognition by the College of Education’s specialists in history/social studies training that their program does not provide practicing teachers with advanced content in history. 2). An increased awareness within the History Department of the importance of pedagogy and of devoting more time to training the next generation of primary and secondary school teachers. Our proposed concentration seeks to meet both concerns.

At present, many social studies and history teachers do not have degrees in history, and those who choose to return to KSU’s College of Education for an MA degree can satisfy their requirements by taking undergraduate history courses. Our proposed MA concentration for teachers seeks to complement the College of Education’s existing program by immersing students in high-level historical thinking, reasoning, and research, so that students will bring more sophisticated understandings of history back to their own classrooms. (Of particular note here will be the requirement that students in this concentration take our regular offerings in historiography and methodology.) This program will be designed to suit the needs of part-time students (as most teachers are likely to fall into this category), while retaining the possibility of an advanced Master’s Project (a thesis equivalent).

Proposal

Currently, the Department of History offers M.A. work in traditional history (often seen as a precursor to doctoral work) and a Concentration in Public History. We would like to create a second concentration, an M.A. in History for Teachers, a degree program that would target teachers interested in the advanced study of history. The requisite coursework for this concentration (listed below) is focused on current scholarship and approaches to history and is designed to encourage the application of current historical scholarship to the work responsibilities of the practicing teacher. The program provides school professionals with a structured but flexible approach to the analysis and teaching of history while permitting interdisciplinary work in related fields or areas particularly relevant to the candidate’s professional objectives. The program can be completed on a part-time basis.
Course Work

The M.A. in History for Teachers requires 33 hours of graduate course work. The following restrictions and requirements apply:

a). At least one course is required in each of the following areas: U.S History; Europe since 1500; and either Europe before 1500 or another area of the world (Africa, Asia, Latin America.)

b). Course work in History must include the Department’s core graduate-level courses in Historical Methods and Historiography.

c). History course work must also include at least one graduate reading colloquium and one writing seminar.

d). Up to 9 hours of graduate course work may be taken outside the Department of History. (For most students this would mean relevant courses in the Department of Teaching, Leadership, and Curriculum Studies.) Students should seek approval of course work outside of the Department of History from the Graduate Coordinator before enrolling in such courses.

e). Up to 3 hours of graduate workshops at Kent may be applied toward the total of 33 hours of course work required for the degree. These could be workshops offered by the Department of History or other KSU units, such as TCLS and LIS.

f). At least 18 hours of graduate course work (not including the Master’s Project) must be taken in the Department of History at Kent State University.

Master’s Project Option

Students may elect to write a Master’s Project. The Master’s Project is an extended piece of writing in which substantial research on a topic in history is applied to a problem or responsibility encountered in the work of the practicing teacher. It can be pedagogical in nature, exploring strategies for teaching a particular subject, topic, or historical concept, or might be documentary in nature, such as historically informed teaching materials for a given subject, topic, or concept. Flexibility and applicability are the goals in the Master’s Project, and all forms of information dissemination, including electronic media, are possible. Students who choose the Master’s Project Option must complete 27 hours of course work (or a combination of course work and workshops, according to the guidelines listed above under “Course Work”) and 6 hours of Research devoted to the project.

After completing no more than 18 hours of course work, the student will select an adviser for the Master’s Research Project. The project adviser will help the student develop a proposal and form a committee of two additional faculty members, one of whom should be from a department outside of History, most likely from the Department of Teaching,
Learning, and Curriculum Services in the College of Education, Health, and Human Services. The proposal must be approved by the project committee, Graduate Coordinator, Department Chair, and Graduate Dean. The student will defend the completed project in an oral examination conducted by the project committee.

**Staffing:** No new courses are required for this concentration—students who choose this option will enroll in extant graduate courses.

**Alternatives and Consequences:** As noted above, the College of Education already has an MAT program for history/social studies teachers. Failure to approve our proposal will not affect their program, but it would mean that local history/social studies teachers pursuing a master’s degree from Kent State University will continue to derive their content and historical framework from undergraduate courses. Given the importance of quality history/social studies instruction for society writ large, we would hope that the need for graduate level course work in History among this population is apparent.

**Specific Recommendation and Justification:** Given the background and arguments presented above, the Department of History urges approval of its proposal to revise the HIST MA program.

**Timetable:**

Summer, 2008: Chair and Graduate Coordinator begin discussions with College of Education concerning proposed program.

Fall, 2008: Course of study for concentration articulated and approved by TCLS and the Department of History.

April, 2009: CCC approval begins full curricular review/approval process.

Summer/Fall 2009: Department undertakes outreach to local school districts to publicize the new concentration. These efforts will be materially aided by our Ohio Humanities Council grant for a Summer Teacher’s Institute and by a possible Teaching American History grant.

Spring 2010: Graduate admissions committee begins evaluating applicants interested in this track.

Fall 2010: First students in this concentration enroll and begin their course of study.
PROPOSED

HISTORY

Kenneth Bindas, Chair
305 Bowman Hall
330-672-2882
kbindas@kent.edu

Mary Ann Heiss, Coordinator of Graduate Studies
305 Bowman Hall
330-672-2882
mheiss@kent.edu

The Department of History offers both a Master of Arts degree program and a Doctor of Philosophy degree program in most fields of history. Detailed program outlines may be obtained from the graduate coordinator's office in the department.

Visit the department Web site at http://dept.kent.edu/history for more information.

In addition to work focused specifically on history, M.A. students have the opportunity to pursue two specific concentrations:

- Concentration in Public History
- Concentration in History for Teachers

M.A. work in traditional history and the Concentration in Public History allow students to choose between thesis and non-thesis options. The thesis options are intended for students who expect to continue graduate study or plan to teach in secondary schools or community colleges. The Concentration in History for Teachers includes the option of an M.A. project.

ADMISSION

Admission is limited to those applicants whose records show clear potential for success in graduate study. In addition to the regular university application requirements, applicants for the Master of Arts program must submit the general scores on the Graduate Record Examination, a letter describing their professional objectives and proposed field of study, and an example of a significant piece of written work.

PROGRAM REQUIREMENTS

All students must successfully complete History 61001 and 61002. Students selecting a thesis option must demonstrate a reading knowledge of one or more foreign languages if their advisers determine that it is necessary for research.

In addition to the requirements listed above, all students pursuing work in traditional history must complete successfully four seminars/colloquia (at least one seminar) and must distribute their coursework among various fields, which include ancient, medieval, European, United States, Asian, Latin American, and African history. It is possible to include a minor in a department outside the Department of History. The non-thesis option allows for an individualized minor (8-9 hours).

The Public History Concentration is intended to prepare students for careers in various types of agencies such as state and local historical societies, government agencies, museums, archives, and the like. In addition to the coursework required of all master's students, those who elect this concentration are required to successfully complete HIST 51000, 60092, 62097, three additional courses in history (at least one seminar and one colloquium), and appropriate coursework in another department.

The History for Teachers Concentration is designed to provide a program of advanced historical study for history/social studies teachers. Students enrolled in this Concentration must take at least 18 hours of graduate coursework in the Department of History at Kent State University. In addition to HIST 61001 and 61002, students will take at least one reading colloquium and one writing seminar and at least one course in each of the following areas: U.S. History, World History since 1500, and World History (Europe before 1500, Africa, Asia, and Latin America). 9 hours of graduate coursework may be taken outside the Department of History, for most courses these courses will be drawn from TCRS. Up to 3 of the required 33 credit hours for the Concentration may come from graduate workshops offered by the Department of History, or other KSU units (such as TCRS and LIS). The HIST 69896 and 69898 are not generally available until students have earned 20 semester hours.

Doctor of Philosophy

The program leading to the degree of Doctor of Philosophy aims to prepare college or university teachers, research scholars and others desiring a knowledge of historical scholarship and techniques. The student must receive a master's degree in history or its equivalent before beginning doctoral work.

ADMISSION

Admission is limited to those applicants whose records show clear potential for success in graduate study. Applicants for the Doctor of Philosophy degree program must submit the general scores on the Graduate Record Examination, a letter describing their professional objectives and proposed field of study, and an example of a significant piece of written work (such as an M.A. thesis).

PROGRAM REQUIREMENTS

The student will elect one general, one specialized, and one thematic field. General fields include Asia, Africa, Europe, Latin America, and United States. Specialized fields include topical and regional areas of Europe and the United States, public history, and gender/women. Either the general or the specialized field must be the field embracing the dissertation. The thematic field must combine two different fields, or the modern period and a chronological period before 1500, and revolve around a common theme. Thematic fields include political/intellectual, social/cultural, empire/foreign relations, religion, and society. (Current lists of all general, specialized, and thematic fields may be obtained from the department.) In addition to fulfilling university requirements, the student must meet those of the Department of History. The student must complete successfully HIST 79894, and a combination of six 780000-level seminars and colloquia. The department requires that the student demonstrate reading knowledge of one foreign language by the end of the third semester after initial registration. The student's advisor will determine the student needs to demonstrate reading knowledge of a second or third foreign language. All students must elect additional courses in a discipline or research area related to history that will be useful in completing their dissertations.

2009-2010 Kent State University Graduate Catalog

[Signature]
To: Ken Bindas, Chair, History Department

From: Alexa Sandmann, Interim Chair, Teaching, Leadership and Curriculum Studies

Re: Support for Proposed Master of Arts in History for Teachers

Date: March 17, 2009

With this memo, I am writing a letter of support for the History Department's proposal to offer a Master's of Arts in History for Teachers.

Two social studies faculty from TLCS, Dr. Alicia Crowe and Dr. Todd Hawley, have worked with your faculty to design a great graduate program. We do not think it infringes on our own MAT program because it does not offer certification as our does.

In fact, because students in your program have the opportunity to take courses with our students, we expect the conversation to be even more rich because of the diversity of interests and backgrounds.

We wish you well as you begin this new endeavor.
TLCs Courses for MA in History

C&I 50093
VARIABLE TITLE WORKSHOP IN CURRICULUM AND INSTRUCTION (1-5)
Variable topic workshop designed to respond to curriculum trends and issues and specialized needs. S/U grading.

C&I 57503
TEACHING SOCIAL STUDIES IN EARLY AND MIDDLE GRADES (3)
This course addresses pedagogical content knowledge for the teaching and learning of social studies in grades K-9, based on the national content and process standards.

C&I 61125
ISSUES AND TRENDS IN SOCIAL STUDIES EDUCATION (3)
This course will provide an overview of historical trends and contemporary issues in social studies education.

C&I 61126
RESEARCH IN SOCIAL STUDIES TEACHING AND LEARNING (3)
During this course students will examine, discuss, and study research in the teaching and learning of social studies as well as develop their own study of social studies teaching and learning.

C&I 61127
TECHNOLOGY AND SOCIAL STUDIES (3)
Course provides experiences with and study of various uses of technology in social studies teaching and learning. During the course, we will examine implications and effects of technology on student learning, teaching, and society as a whole.

C&I 67001
FUNDAMENTALS OF CURRICULUM (3)
Orientation to the curriculum field. Theoretical examination of foundations, elements, design and development of school, college and nonschool curricula.

C&I 67095
SPECIAL TOPICS IN CURRICULUM AND INSTRUCTION (1-5)
Specialized offerings in response to emerging or selected program needs in curriculum design, development and implementation.
Transmittal Memo

Date: April 13, 2009

From: Kevin Adams, Chair, Curriculum Committee, Department of History

To: Mary Ann Haley, Assistant Dean for Curriculum, College of Arts and Sciences

Subject: Program Revisions BA HIST and MA HIST

Please find attached a proposal summary and related paperwork for two curricular actions: 1). Revision of the MA program in History to include a fourth concentration in advanced historical study for elementary and secondary school teachers. 2). A program revision of the undergraduate major in History to include the revision of HIST 32050 (The Historian's Craft), the creation of HIST 49091 (Senior Seminar in History), and the addition of 3 credit hours to the major. Both proposals were developed and refined throughout the fall 2008 semester by the History Department’s UPC and CCC, and were unanimously approved at meetings of the full faculty (by votes of 11-0 and 10-0) on November 21, 2008.
Hi Therese,

I met with Ken Bindas and Ann Heiss on the proposed revisions to the MA in History. We have gone through the historic documents (from 1989 in WebExtender) and discussed the importance of having the concentrations designated on student transcripts and diplomas. I believe the rewording of the proposal summary and catalog copy that History will resubmit will meet your criteria. The plan is for the rewrite to refer to a Master of Arts program in History with two concentrations – Public History, which is described in the 1989 documents, and History for Teachers, which is the subject of the most recent revision. History will eliminate any reference to concentrations in History and American Studies in the description of its programs.

As soon as I have the revisions we’ll bring them over to you.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

Therese,

I believe much of this can be worked out easily.

First, Mary Ann Haley has forwarded to you the proposal summary.
Second, you can eliminate the word(ing) regarding ‘concentration.’
Third, label the program “History for Teachers.”

I hope this clarifies your concerns and please do not hesitate to contact me.

Enjoy,
Ken

Kenneth J. Bindas
Professor and Chair
Department of History
From: TILLET, THERESE
Sent: Thursday, September 17, 2009 2:52 PM
To: BINDAS, KENNETH
Cc: POOTS, KATHY; Teamer, Monica; HALEY, MARY ANN; STALVEY, JOHN
Subject: EPC - proposal for MA History

Hello, Ken, I received the paperwork to establish a concentration for the MA History. I have several questions and observations:

- There was no proposal summary included. Please send. An outline of what should be in the summary can be found here: http://www.kent.edu/Administration/provost/curriculum_sycs/forms/upload/proposal_summary.doc

- The transmittal memo states this new concentration will be the major's fourth, and the Graduate Catalog lists concentrations in History, American Studies and Public History." Please know that there is only one concentration: Public History. That means that students who choose the first two never have them show up on their transcripts as concentrations. In addition, the word "concentration" cannot be used in the Graduate Catalog for History and American Studies because that word is Kent State's nomenclature for an official submajor, and those two are not official.

- The transmittal memo calls the concentration Advanced Historical Study for Elementary and Secondary School Teachers. Another document calls it History for Teachers. The edited catalog copy calls it History by Teachers. What is the official name of the concentration?

- Please note that Banner has a 30-character limitation for program names. So, for example, if the concentration's name is the first one I noted above, students will see something like this on their transcripts: Adv Hist Study Elem/Second School Teach.

Don't hesitate to call me if you have any questions.

Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242
Tel: 330-672-8556 | Fax: 330-672-2645 | tillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/administration/provost/curriculum_sycs
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-Sep-09  Curriculum Bulletin _________
Effective Date  Fall 2010  Approved by EPC _________

Department  College of Nursing
College  NU - Nursing
Degree  NGD-Graduate Non-Degree Program
Program Name  Post-masters Certificate Psychiatric Mental Health (PMH) Nurse Practitioner (NP) for advanced practice nurses with non-PMH degree
Program Code  C834
Concentration(s)  Psychiatric Mental Health Nursing
Proposal  Establish Program

Description of proposal:
The PMH Graduate Nursing Program in the College of Nursing at Kent State University currently has a PMH NP post-master's certificate for advanced practice nurses with a PMH degree, e.g. PMH CNS. Recently, there have been inquiries by advanced practice nurses in other specialties about the option for obtaining a post-master's certificate as a PMH NP. The intent of this proposal is to establish a new PMH NP post-master's certificate for advanced practice nurses with a non-PMH degree.

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours:  Proposed total credit hours 16

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Establishment of this option will bring more students into the PMH Graduate Nursing program without the need for additional psychiatric mental health faculty resources.

Units consulted (other departments, programs or campuses affected by this proposal):
No other departments, programs, or campuses will be directly effected by the implementation of the addition of this post-masters certificate.

REQUIRED ENDORSEMENTS

Karen McComb
Department Chair / School Director / Campus Dean
9/17/09

Marty Butcher
College Dean
9/18/09

Executive Dean of Regional Campuses / Dean of Graduate Studies
9/23/09

Senior Vice President for Academic Affairs and Provost
Proposal Summary

Title: Post-Master’s Certificate Psychiatric Mental Health (PMH) Nurse Practitioner (NP) for advanced practice nurses with a non-PMH degree

Subject Specification: The intent of this proposal is to establish a new PMH NP post-master's certificate for advanced practice nurses with a non-PMH degree.

Background Information: The PMH NP post-masters certificate prepares nurses to provide advanced care and treatment to individuals, families, and/or groups with complex psychiatric mental health problems. Students graduating with a post-masters certificate as a PMH NP qualify for the PMH NP certification exam from the American Nurses Credentialing Center.

The PMH Graduate Nursing Program in the College of Nursing at Kent State University currently has a PMH NP post-master’s certificate for advanced practice nurses with a PMH degree, e.g. PMH CNS. Recently, there have been inquiries by advanced practice nurses in other specialties about the option for obtaining a post-master’s certificate as a PMH NP. Establishment of this option will bring more students into the PMH Graduate Nursing program without the need for additional faculty resources.

Alternatives and Consequences: There is no alternative. Nationally, there is a shortage of PMH NPs. It is anticipated that establishment of this post-master’s certificate will increase student enrollment without the need for additional faculty resources.

Timetable and Actions Required:
College of Nursing Masters Curriculum Committee Spring, 2009
College of Nursing Faculty Spring, 2009
Graduate Educational Policy Council October, 2009

Implementation: Spring 2010

Graduate Requirement Sheet:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Prerequisites</td>
<td>N60045 Pathophysiology for Advanced Practice Nurses</td>
<td>3</td>
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<tr>
<td></td>
<td>N60041 Advanced Assessment for Adult Clients</td>
<td>3</td>
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<tr>
<td></td>
<td>N60042 Adult Primary Health Care I</td>
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<tr>
<td></td>
<td>N60441 Pharmacology for APNs</td>
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<td>TOTAL PREREQUISITES</td>
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<tr>
<td>Year 1 - Fall</td>
<td>N60201 Theory for Advanced PMH Nursing (Web)</td>
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<tr>
<td></td>
<td>N61003 Neurobiology and Psychopharmacology of Major Psychiatric Disorders (Web)</td>
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<tr>
<td>Year 1 - Spring</td>
<td>N60001 Psychiatric Mental Health Advanced Practice for Adults I: Individual and Family</td>
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<td>N64492 PMHN Practicum I (175 hours)</td>
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<td>Year 2 – Fall</td>
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<td>TOTAL POST-MASTER'S CERTIFICATE</td>
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</tbody>
</table>
DATE: 9/17/2009

TO: Office of the Associate Provost, Faculty Affairs and Curriculum
    Dr. Mary Ann Stephens, Interim Dean, Graduate Studies
    Ms. Therese Tillet, Coordinator, Curriculum Services

FROM: Dr. Karen Budd, Director, Graduate Programs, College of Nursing

SUBJECT: Proposal to Establish a Psychiatric Mental Health (PMH) Nurse Practitioner (NP) Post-
          Master’s Certificate Program for Advanced Practice Nurses with Non-PMH Master’s Degrees

Per request of PMH Nursing graduate faculty and approval by vote of the College of Nursing Master’s Curriculum Committee and faculty, the subject item is presented for the October 19, 2009 agenda of the Graduate EPC, to be effective for fall 2010.

Enclosed is the proposal and CCP form for this 16-credit hour post master’s certificate program.

Please contact me if there are any questions.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-Apr-09
Effective Date Fall 2010
Curriculum Bulletin
Approved by EPC

Department
College CT - Technology
Degree Master of Technology
Program Name CER-8 Post-masters / CER-6 Post-bacc.
Concentration(s) Sustainable Construction Technology
Program Code MTEC
Concentration(s) Code(s)
Proposal Establish Program

Description of proposal:
Establishment of a Graduate Certificate in Sustainable
Construction Technology C620 | C832

Does proposed revision change program’s total credit hours? □ Yes □ No
Current total credit hours: Proposed total credit hours 15

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
College of Architecture and Environmental Design. A concurrence/non-encroachment agreement with the College of Architecture and Environmental Design is enclosed with this curricular proposal.

________________________________________
NAME
Department Chair / School Director / Campus Dean

________________________________________
College Dean

________________________________________
Executive Dean of Regional Campuses / Dean of Graduate Studies

________________________________________
Senior Vice President for Academic Affairs and Provost

9/28/09
29/Sept/05

NAME change per Jonathan Fleming,
Jim Dalton (ARCH) and Isaac Nethey (TECH) 8-Oct-09
Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. John C. Duncan, Graduate Coordinator, College of Technology

Subject: Proposed Graduate Certificate in Sustainable Construction Technology

Date: October 8, 2009

Proposal Summary

Title: Establishment of a Graduate Certificate in Sustainable Construction Technology

Subject Specification: Establishment of a Graduate Certificate in Sustainable Construction Technology associated with the College of Technology’s Master of Technology (MTEC) degree.

Background Information: Curriculum is proposed to create a Graduate Certificate in Sustainable Construction Technology for the MTEC degree as an integral component of the College’s efforts to offer graduate-level courses and curriculum in sustainability. A concurrence/non-encroachment agreement with the College of Architecture and Environmental Design is enclosed with this curricular proposal.

Alternatives and Consequences: Failure to implement this proposal will prevent the College from providing a program that has great potential to significantly advance the College’s ongoing efforts to develop sustainability programs and initiatives. Failure to implement this proposal will also hinder efforts to further University, regional, and national sustainability and sustainable development efforts.

Specific Recommendation and Justification: Establish a Graduate Certificate in Sustainable Construction Technology within the College of Technology’s Master of Technology degree. The proposed changes are part of the initial efforts of the College to develop graduate-level sustainability curriculum that will address the national and international interest and demands for developing “green” solutions and implementing sustainable systems.

PROGRAM REQUIREMENTS
The Graduate Certificate in Sustainable Construction Technology consists of the following requirements:

Required Sustainable Construction Technology-related courses:
- TECH 57000 Sustainable Systems and Technology ............................................ 3
- UD 65102 Urban Systems .................................................................................. 3
- ARCH 67510 Sustainable Building Construction I ............................................. 3
- ARCH 67511 Sustainable Building Construction II ............................................. 3
- TECH 67320 Applied Sustainability in Construction Management .................. 3
Timetable and Actions Required:
College of Technology GFAC Approval: Spring 2009
College of Technology CCC Approval: Spring 2009
EPC Approval: Fall 2009
Activation: Fall 2010

Curricular Bodies That Have Reviewed and Approved This Action
Approved:
  Applied Science and Technology Curricular Group                      April 6, 2009

Approved:
  College of Technology Graduate Faculty Advisory Committee          April 10, 2009

Approved:
  College of Technology College Curriculum Committee                   April 17, 2009
To: Isaac Richmond Nettey, Associate Dean, CoT

From: Jonathan Fleming, Interim Associate Dean, CAED

Date: July, 10 2009

RE: Encroachment / new College of Technology graduate course proposals

This letter concerns the request for the College of Architecture and Environmental Design to consider the new Graduate Certificate in Sustainable Building proposed by the College of Technology. The coursework considered herein includes the following:

TECH 57000 Sustainable Systems and Technology
TECH 57300 Urban Sustainability
TECH 67310 Sustainable Construction Technology I
TECH 67311 Sustainable Construction Technology II
TECH 67320 Applied Sustainability in Construction Management

The College of Architecture and Environmental Design shall withdraw the claim of encroachment regarding the College of Technology’s portion of this coursework and the certificate program for which this coursework is a part. This withdrawal of claim comes after discussions wherein collaboration between the colleges has been stressed and the following has been agreed to:

- TECH 57000 in this sequence shall be occasionally offered by faculty from the College of Architecture and Environmental Design. Further, this course syllabus will be further developed in collaboration between CAED and CoT faculty.
- TECH 57300 will be withdrawn and the course will be replaced in the program by the Urban Design course UD 65102 Urban Systems.
- TECH 67310 will be withdrawn and the course will be replaced in the program by ARCH 67510 Sustainable Building Construction I.
- TECH 67311 will be withdrawn and the course will be replaced in the program by ARCH 67511 Sustainable Building Construction II
- CAED withdraws claim of encroachment for TECH 67320 Applied Sustainability in Construction Management. In turn, the CoT agreed the CAED may run coursework in sustainable construction project management including ARCH 65410 Sustainable Project Management as a part of the new Certificate in Sustainable Design proposed by the CAED. This is based upon discussion of the content of the two course proposals.

College of Architecture and Environmental Design
Office of the Dean
200 Taylor Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2917 • Fax: 330-672-3809 • http://www.caed.kent.edu
TILLET, THERESE

From: NETTEY, ISAAC RICHMOND
Sent: Thursday, October 08, 2009 4:59 PM
To: FLEMING, JONATHAN
Cc: DUNCAN, JOHN; TILLET, THERESE; DALTON, JAMES; FITZSIMMONS, Verna
Subject: RE: certificate in sustainable construction technology

Hello, Jonathan,

Spoke with Dr. John Duncan when he called back after my Airport Management class this afternoon. He graciously agreed to work on effecting the requested change. Relayed same to Mrs. Therese Tillett who is making the requested change manually on the submitted paperwork. Continued best of Kent State technology, and

Cheers,

J. Richmond Nettey
1. Richmond Nettey, Ph.D.
Associate Dean, College of Technology
Kent State University, 117 Van Deusen Hall
Post Office Box 5190, Kent, Ohio 44242
330.672.9476 - Voice
330.672.7494 - Fax
330.524.9693 - Mobile

"Aviation is proof, that given the will, we have the capacity to achieve the impossible."
--Captain Eddie Rickenbacker

---

From: FLEMING, JONATHAN
Sent: Thursday, October 08, 2009 11:50 AM
To: NETTEY, ISAAC RICHMOND
Subject: certificate in sustainable construction technology

Isaac

Based upon my notes, we had agreed that there would be a change to the name of your certificate program from "sustainable building" to "sustainable construction technology". I think we felt it would clarify the originating source of the certificate. I notice in the EPC submittal that change was not made, would it still be possible to alter that name?

Thank you,

Jonathan Paul Fleming, Architect, LEED AP
Interim Associate Dean
Architecture Program Coordinator
College of Architecture and Environmental Design
Kent State University
Architecture offices: 330-672-2789
voice: 330-672-0934
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-Apr-09
Effective Date Fall 2010
Curriculum Bulletin
Approved by EPC

Department
College CT - Technology
Degree Master of Technology
Program Name Sustainable Systems
Concentration(s) CER6 - post-baccalaureate
Proposal Establish Program
Program Code MTEC
Concentration(s) Code(s)
CER8 - post-master's certificate
Sustainable Systems C621 / C833

Description of proposal:
Establishment of a Graduate Certificate in Sustainable Systems

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 15
Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
College of Architecture and Environmental Design. A concurrence/non-encroachment agreement with the College of Architecture and Environmental Design is enclosed with this curricular proposal.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost
College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services
From: Dr. John C. Duncan, Graduate Coordinator, College of Technology
Subject: Proposed Graduate Certificate in Sustainable Systems
Date: September 28, 2009

Proposal Summary

Title: Establishment of a Graduate Certificate in Sustainable Systems

Subject Specification: Establishment of a Graduate Certificate in Sustainable Systems associated with the College of Technology's Master of Technology (MTEC) degree.

Background Information: Curriculum is proposed to create a Graduate Certificate in Sustainable Systems for the MTEC degree as an integral component of the College's efforts to offer graduate-level courses and curriculum in sustainability. A concurrence/non-encroachment agreement with the College of Architecture and Environmental Design is enclosed with this curricular proposal.

Alternatives and Consequences: Failure to implement this proposal will prevent the College from providing a program that has great potential to significantly advance the College's ongoing efforts to develop sustainability programs and initiatives. Failure to implement this proposal will also hinder efforts to further University, regional, and national sustainability and sustainable development efforts.

Specific Recommendation and Justification: Establish a Graduate Certificate in Sustainable Systems within the College of Technology's Master of Technology degree. The proposed changes are part of the initial efforts of the College to develop graduate-level sustainability curriculum that will address the national and international interest and demands for developing "green" solutions and implementing sustainable systems.

PROGRAM REQUIREMENTS
The Graduate Certificate in Sustainable Systems consists of the following requirements:

Required Sustainable Systems-related courses:

- TECH 57000 Sustainable Systems and Technology .............. 3
- TECH 57210 Sustainable Energy I .......................... 3
- TECH 57211 Sustainable Energy II ....................... 3
- TECH 67220 Life Cycle Design I .......................... 3
- TECH 67221 Life Cycle Design II ....................... 3
Timetable and Actions Required:
College of Technology GFAC Approval: Spring 2009
College of Technology CCC Approval: Spring 2009
EPC Approval: Fall 2009
Activation: Fall 2010

Curricular Bodies That Have Reviewed and Approved This Action
Approved:
Applied Science and Technology Curricular Group

Approved:
College of Technology Graduate Faculty Advisory Committee

Approved:
College of Technology College Curriculum Committee
To: Isaac Richmond Nettley, Associate Dean, CoT
From: Jonathan Fleming, Interim Associate Dean, CAED
Date: July, 10 2009
RE: Encroachment / new College of Technology graduate course proposals

This letter concerns the request for the College of Architecture and Environmental Design to consider the new Graduate Certificate in Sustainable Systems proposed by the College of Technology. The coursework considered herein includes the following:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>TECH 57000</td>
<td>Sustainable Systems and Technology</td>
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<tr>
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<tr>
<td>TECH 67220</td>
<td>Life Cycle Design I</td>
</tr>
<tr>
<td>TECH 67221</td>
<td>Life Cycle Design II</td>
</tr>
</tbody>
</table>

The College of Architecture and Environmental Design shall withdraw the claim of encroachment regarding the College of Technology's offering of this coursework and the certificate program for which this coursework is a part.

This withdrawal of claim comes after discussions wherein collaboration between the colleges has been stressed. It has been agreed that TECH 57000 in this sequence shall be occasionally offered by faculty from the College of Architecture and Environmental Design.
Subject: certificate program in sustainable systems

Hello, John,

I received the proposal for the new certificate program. It looks like you're also establishing courses solely for this program. Since certificates are non-degree programs, they must use existing courses from our inventory. Per policy, all courses must be attached to a degree program in some way (requirement, elective). I just wanted to make that clear that these courses must be available for students in a degree program.

Also, I want to confirm that you want to develop a certificate program and not a concentration within the Master of Technology degree. Typically, certificates are stand-alone programs not attached to a degree program, such as a post-master's student coming back for more training or specialization. If a MTEC student chooses this certificate, would his/her graduation requirements be adjusted to accommodate these 15 credits? Should this be established as an optional concentration for a MTEC student?
If you do want this to be a certificate program, who are the prospective students – post-baccalaureate or post-master’s or both? I need to set up the degree levels for financial aid/tuition purposes and also to report to the Department of Education and Ohio Board of Regents.

Call me if you have any questions. Thank you, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | Executive Offices | 2nd Floor Library | Kent, OH 44242
Tel: 330-672-6558 | Fax: 330-672-2844 | tillett@kent.edu | www.kent.edu
TO: Educational Policies Council
FROM: Provost and Senior Vice President Robert G. Frank
SUBJECT: Agendas for Monday, 16 November 2009
DATE: 9 November 2009

In the event that any of the action or information item proposals require corrections or create actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 13 November, to ensure that the materials are available at the meeting for review.

EPC UNDERGRADUATE COUNCIL

ACTION ITEM
1. Approval of minutes of 19 October 2009.
   Attachment 1

INFORMATION ITEMS

Office of the Provost
1. Establishment of policies and procedures for temporary admissions suspension of an academic program.
   Effective Fall 2009
   Attachment 2

College of Public Health
2. Establishment of a post-secondary certificate in Public Health [C143]. Total credit hours to program completion are 18.
   Effective Fall 2010
   Attachment 3

Regional Campuses
3. Letter of intent to the Ohio Board of Regents to seek preliminary approval to propose establishment of a Bachelor of Science in Respiratory Therapy degree, to be offered and conferred at Kent State University at Ashtabula.
   Effective Fall 2010
   Attachment 4

4. Establishment of an articulation agreement with Cuyahoga Community College, whereby students earning an Associate of Applied Science degree in Plant Science and Landscape Technology (Landscape Contracting concentration) at Tri-C will be able to matriculate into the Bachelor of Applied Horticulture [BAH] degree at Kent State University at Salem.
   Effective Spring 2010
   Attachment 5
INFORMATION ITEMS continued

Regional Campuses continued

5. Establishment of an articulation agreement with Eastern Gateway Community College, Jefferson County Campus, whereby students at EGCC will be able to transfer coursework and complete the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree at Kent State University at Salem.

Effective Spring 2010
Attachment 6

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Psychology

1. Revision of the program requirements for the Psychology [PSYC] major within the Bachelor of Arts [BA] degree. New course PSYC 41492 is included in a select group of courses of which maximum 6 credits may be applied toward 12 credits of psychology electives. Total credit hours for program completion are unchanged at 121.

Effective Fall 2010

2. Revision of the program requirements for the Psychology [PSYC] minor. New course PSYC 41492 is included in a select group of courses of which maximum 3 credits may be applied toward 12 credits of psychology electives. Total credit hours for program completion are unchanged at 21.

Effective Fall 2010

Regional Campuses

3. Revision of the admission requirements for the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree. Minimum GPA for admittance increases, from 2.5 to 2.7. Total credit hours for program completion are unchanged at 68.

Effective Fall 2010

EPC GRADUATE COUNCIL

ACTION ITEM

1. Approval of minutes of 19 October 2009.
Attachment 1

DISCUSSION ITEM

2. Current approval process for the Regional Campuses to offer the full curriculum of graduate degree programs.

LESSER ACTION ITEM

College of Education, Health and Human Services

School of Lifespan Development and Educational Services

3. Revision of the program requirements for the Instructional Technology [ITEC] major within the Master of Arts [MA] and Master of Education [MED] degrees. EDPF 65511 is removed as a requirement. Total credit hours to program completion decrease: from 37 to 34 for the ITEC General [ITCG] concentration, from 39 to 36 for the Computer/Technology [CMTC] concentration, and from 42 to 39 for the Library/Media [LIBM] concentration.

Effective Fall 2010
Course Changes Effective Fall 2010

AS 30210 Social Structures and Processes in Europe (3) ...................................................... New
COMT 11002 Visual Basic Programming (3) ................................................................. PDC
EDAD 66524 Central Office Administration: Business Management and Support Services (3) ........................................... Inact
EDAD 66535 The Administration of School Reform (3) ................................................... Inact
EDAD 66539 Communication Skills for Educational Administrators (3) .............................. Inact
EDAD 76524 Central Office Administration: Business Management and Support Services (3) ........................................... Inact
EDAD 76535 The Administration of School Reform (3) ................................................... Inact
EDAD 76539 Communication Skills for Educational Administrators (3) .............................. Inact
FR 43213 French Composition-Advanced (3) ................................................................. Pc
FR 43216 Contemporary French Culture (3) ........................................................................ Pc
FR 53213 French Composition-Advanced (3) ................................................................. c
FR 53216 Contemporary French Culture (3) ........................................................................ c
ITEC 37400 Introduction to Educational Media (2) ............................................................. P
ITEC 47401 Design and Production of Educational Media (3) ........................................ Inact
ITEC 47402 Organization and Administration of Educational Media Programs and Centers (3) ........................................... P
ITEC 47403 Instructional Design (3) ................................................................................... P
ITEC 47427 Technology and Learning (3) ......................................................................... P
ITEC 47430 Computer Applications in Education (3) .......................................................... P
ITEC 47496 Individual Investigation in Educational Media (1-5) ......................................... P
ITEC 57401 Design and Production of Educational Media (3) ........................................... Inact
ITEC 57430 Computer Applications in Education (3) .......................................................... P
ITEC 67409 Teacher Education and Media (3) .................................................................... Inact
ITEC 67412 Instruction Technology in Secondary Schools (1) ........................................... P
ITEC 67417 Advanced Instructional Design (3) ................................................................. P
ITEC 67420 Current Issues in Instructional Technology (3) to:
    Researching Current Issues in Instructional Technology ........................................... Tac
### Course Changes Effective Fall 2010

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<td>Designing Multimedia for Instruction (3)</td>
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<tr>
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<td>Instructional Applications of the Internet (3)</td>
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<tr>
<td>MUS 63284</td>
<td>History of Music Education (2) to: (3)</td>
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<td>H</td>
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<tr>
<td>MUS 63285</td>
<td>Philosophy of Music Education (2) to: (3)</td>
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<tr>
<td>PHY 75403</td>
<td>Computer Analysis of Experimental Measurements (2)</td>
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<td>Inact</td>
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<tr>
<td>PSYC 41492</td>
<td>Internship in Psychology (1-6)</td>
<td></td>
<td>New</td>
</tr>
<tr>
<td>TECH 45135</td>
<td>Aviation Safety Theory (3)</td>
<td></td>
<td>New</td>
</tr>
</tbody>
</table>

### Correction Effective Fall 2010

Title change due to revision by Faculty Senate:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BST 73011</td>
<td>Multivariate Analysis in Public Health (3)</td>
<td></td>
<td>Ta</td>
</tr>
</tbody>
</table>

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services
Senior Associate Provost Timothy J. Chandler called to order the EPC Undergraduate Council at 3:27 p.m., on Monday, 19 October 2009, in room 204 of the Kent Student Center.

**Action Item 1: Approval of minutes from 21 September 2009**

The motion for approval was made and seconded. With one correction (page 4, paragraph 1, line 4 “no longer” instead of “not longer”), the motion passed unanimously.
Action Item 2: Establishment of a Regional College to serve as the administrative home for programs and associated curricular issues unique to the Regional Campuses. Included in the college will be three divisions—Applied Business, Health Occupations and Professional Studies.

Executive Dean Wanda E. Thomas stressed that the proposed Regional College is a curricular unit, and the administrative dean to oversee it is a curricular appointment for a two-year term, and not a traditional dean as seen with the other colleges. A curriculum coordinator will be appointed to each division and serve a four-year term. Programs to be included in the new college will be associate degrees, certificates and bachelor’s degree programs unique to the Regional Campuses and, perhaps in the future, graduate programs.

There was much discussion on the establishment and the types of programs to be in the new college. Concerns expressed included creating a college without first deciding policies and procedures for curriculum and faculty; agreement of the faculty to move themselves and their programs to the new college; possible accreditation issues with some programs moving out of their existing college; reappointment, tenure and promotion of faculty in the new college; the Regional College creating programs similar to ones offered by other colleges; relationship and communication between Regional College and other colleges on academic programs that will affect both; course ownership and pedagogy; and ambiguities of the proposal that may open the door to other issues.

As a result of the discussions, Faculty Senate Chair Thomas Janson moved approval, seconded by Dean Donald R. Williams, for the proposal to be amended as follows:

REMOVED: “Tenure-track faculty, non-tenure track faculty and tenured faculty who represent the disciplines/programs within each division shall be appointed to the appropriate division” (page 3, paragraph 1, lines 3, 4, 5).

REMOVED: “RTP—For faculty assigned to the divisions as described above, each division will function as an academic unit under the current policies, and the administrative dean will serve as the unit administrator. Faculty will hold tenure in the Regional Campus System. Faculty will hold rank at Kent State University” (page 3, paragraph 3).

RESINSTATMENT OF PROGRAMS/COURSES TO THEIR CURRENT ACADEMIC HOME:

College of Arts and Sciences

Department of Biological Sciences
- Horticulture [HOR] BAH Salem
- Horticulture Technology [HORT] AAS Geauga, Salem
  o Landscape Design [LDSG]
  o Turfgrass Management [TFMT]
  o Urban Forestry [UFOR]
- HORT – Horticulture Courses

Department of Justice Studies
- Justice Studies [JUS] AA Ashtabula, East Liverpool, Salem, Stark, Trumbull, Tuscarawas

College of Technology

Degree Programs
- Computer Design, Animation and Game Design [CDAG] AAS Tuscarawas
- Electrical–Electronic Engineering Technology [EEET] AAS Ashtabula, Trumbull, Tuscarawas
  o Computer [CMPR]
  o Electrical Engineering Technology (General) [EETG]
- Engineering of Information Technology [EIRT] AAS Tuscarawas
- Manufacturing Engineering Technology [MFET] AAS Trumbull
- Mechanical Engineering Technology [MERT] AAS Ashtabula, Trumbull, Tuscarawas
  o General [GENL] all three campuses
  o Polymer [PLMR] Ashtabula and Trumbull only
  o Radiation Polymer [RADP] Ashtabula and Trumbull only
  o Systems [SYST] Ashtabula only
- Plastics Technology [PLCT] AAS Trumbull, Tuscarawas
- Systems–Industrial Engineering Technology [IERT] AAS Trumbull, Tuscarawas
Certificate Programs

- Computer-Aided Drafting–Design Technician [C103] Ashtabula, East Liverpool, Trumbull, Tuscarawas
- Plastics Manufacturing Engineering [C113] Ashtabula, Trumbull, Tuscarawas
- Radiation Polymer Engineering Technology [C121] Ashtabula

Courses

- CADT – Computer Animation Design Technology
- EERT – Electrical Engineering and Related Technology
- EIRT – Engineering of Information Technology
- IERT – Industrial Engineering and Related Technology
- MERT – Mechanical Engineering and Related Technology
- MFGT – Manufacturing Engineering Technology
- PLCT – Plastics Technology

The motion as amended went to a vote and passed with 21 members in favor and 2 against.

Action Item 3: Establishment of a Mechtronics [MCTR] concentration in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. The degree program is conferred by the Ashtabula, Trumbull and Tuscarawas campuses; however, this new concentration will be offered on the Ashtabula Campus only. Total credit hours to program completion are 67.

Executive Dean Thomas stated the proposed concentration is the result of requests from an external advisory committee for the program and regional industry. At this time, the demand is coming from Ashtabula County; therefore the other campuses that offer the major will not be offering this concentration.

Dean Verna M. Fitzsimmons described the concentration as a forward-looking program that is needed to align with the direction in which mechanical engineering is moving. It was confirmed that since the major will remain within the College of Technology, so too will this concentration. [Ed. Note: concentrations are considered sub-requirements of a major and can never stand alone. Where ever a major goes (to another unit, to be inactivated), so too do its concentrations.]

Assistant Professor Bruce J. Gunning moved the item for approval, seconded by Senator Paul P. Abraham. The item was passed unanimously.

With no requests to discuss or elevate any of the information or lesser action items, Senior Associate Provost Chandler adjourned the meeting at 4:18 p.m.

Respectfully submitted,

Therese E. Tillett
Director of Curriculum Services
Office of the Provost
EPC GRADUATE COUNCIL

Ex-Officio Members present: Dean Mary Ann Stephens; Associate Deans Jonathan P. Fleming, LuEtt J. Hanson, Richard H. Kolbe, Ralph Lorenz, Isaac R. Nettey, Barbara F. Schloman, John R. Stalvey; associate dean representative Shawn M. Fitzgerald for Nancy E. Barbour; Director Karen W. Budd

Ex-Officio Members not present:

Faculty Senate-Appointed Representatives present: Erica B. Lilly

Faculty Senate-Appointed Representative not present: Paul A. Farrell, Susan J. Roxburgh, Fred T. Smith

Graduate Council Representatives present: Sloane R. Burgess, Raymond A. Craig, John C. Duncan, Nichole Egbert, Yuko Kurahashi, John H. Thornton

Graduate Council Representatives not present: Ann F. Jacobson, Gregory S. Stroh

Observers present: Aron D. Massey (Graduate Student Senate)

Observers not present:

Consultants and Guests present: Lisa N.H. Delaney, Julie A. Gabella, Mary Ann Heiss, Monica Teamer

Dean Mary Ann Stephens called to order the EPC Graduate Council at 3:26 p.m., on Monday 19 October 2009, in the Kent Student Center Conference Suite.

Action Item 1: Approval of the minutes of 21 September 2009.

Associate Dean Richard H. Kolbe moved approval of the minutes, which was seconded by Associate Professor Erica Lilly. Assistant Professor Sloane Burgess pointed out that her name was listed in the minutes as a member of the EPC Undergraduate Council, when she should have been listed with the EPC Graduate Council. The minutes were approved with the one correction.

Action Item 2: Establishment of a History for Teachers [HFT] concentration in the History [HIST] major within the Master of Arts [MA] degree. Total credit hours to completion are 33.

Associate Dean John R. Stalvey said that the proposal is to add a concentration that has not been part of the history department. Associate Dean Stalvey introduced Associate Professor Mary Ann Heiss, who said that the intent is to create a concentration within the Master of Arts degree designed for teachers. There has been interest from teachers who do not hold a baccalaureate in history but want the content depth. She stated that this concentration would allow teachers to do advanced work that is applicable in the classroom. She pointed out that the proposed concentration would allow students without an undergraduate major or minor in history to enroll. She added that the Department of History has worked through this proposal with members of the College of Education, Health and Human Services.

Dean Stephens inquired about the interest in the concentration. Associate Professor Heiss said that she has had five to seven inquiries in the past year. Associate Dean Stalvey said that the Department of Biological Sciences has a teacher's concentration, which is small, but interest spreads by word of mouth. Associate Professor Raymond A. Craig asked Associate Professor Heiss if any thought had been given to dual-credit degree programs. He added that the Department of English has such a concentration and the demand is pretty good; enrollment has gone from 0 to 14 in 2 years.

Associate Professor Heiss said that the teachers felt that if they had 18 credit hours of content coursework then they could teach history. She added that it does meet the minimum expectation for college-level entry courses. Associate Professor Craig asked if anyone knew from where the 18 credit hour minimum came. Associate Dean Isaac R. Nettey said that he knows that it has been around for a while, and the requirement is the same in several states.
Associate Professor Yuko Kurahashi asked about the time the courses would be offered. Associate Professor Heiss stated that all stand-alone courses would be offered in the evening.

Hearing no further questions or discussions Associate Dean Stalvey moved for approval of the item, which was seconded by Associate Dean Nettey. The item passed unanimously.

**Information Item 1: Establishment of a post-master’s certificate in Psychiatric Mental Health Nurse Practitioner for Advanced Practice Nurses with Non-PMH Degree [C834].** Total credit hours to program completion are 16.

Director Karen Budd explained that the proposal is for advanced practice in the psychiatric nurse practitioner program. She added that students are not only psychiatric advance practitioners; they are also clinical nurse specialists or nurse practitioners. She said that this concentration allows adult nurse practitioners to become psychiatric nurse practitioners.

Associate Dean Stalvey asked if there was a minimum or maximum number of credit hours required for certification. Director Budd replied in the affirmative, adding that it is a statewide mandate.

**Information Item 2: Establishment of a Sustainable Construction Technology post-baccalaureate [C620] and post-master’s [C832] certificate.** Total credit hours to program completion are 15.

**Information Item 3: Establishment of Sustainable Systems post-baccalaureate [C621] and post-master’s [C833] certificates.** Total credit hours to program completion are 15.

Associate Dean Nettey explained that these certificates are a precursor for future degree programs at the graduate level. He said that these certificates were agreed upon by the College of Architecture and Environmental Design. The certificates are designed to provide education for people in the metropolitan areas, preferably people who already possess a bachelor’s degree.

Dean Stephens asked if someone from the College of Architecture and Environmental Design had anything to add. Associate Dean Jonathan P. Fleming said that there were nomenclature changes, and that three of the five courses for the certificates will be offered by the College of Architecture and Environmental Design.

Associate Dean Stalvey asked if students admitted to the certificate programs would be admitted as guest or undergraduate students. Associate Dean Nettey said that they would be admitted as graduate students.

**Lesser Action Item 1: Revision of the program requirements for the Educational Administration—K–12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees. Electives EDAD 6/76521, 6/76535, 6/76539, 6/76662, 6/76668 are replaced with new courses EDAD 6/76529, 6/76531, 6/76602. Total credit hours to program completion are unchanged at 33 for the MEd and 30 for the EdS.**

**Lesser Action Item 2: Revision of the program requirements for the following non-degree licensure programs: Grades 4-12 Principal; Grades Pre-K-9 Principal; Grades P-12 Superintendent; Grades P-12 Administrative Specialist for Pupil Personnel Services administration; and Grades P-12 Administrative Specialist for Curriculum Instruction and Professional Development. Total credit hours to program completion decrease, from 48 to 42 for Principal, from 24 to 18 for Superintendent, and from 45 to 42 for Administrative Specialist.**

School Director Shawn M. Fitzgerald said that there was nothing unusual or out-of-the-ordinary with these items. He said that there were “housekeeping” issues and done to allow Kent State University to remain competitive in these areas.
Lesser Action Item 3: Revision of the program requirements for the Master of Technology [MTEC] degree. New course TECH 57010 is added as a requirement, and electives are decreased by 3 credit hours. Total credit hours to program completion are unchanged at 32.

Associate Dean Nettey explained that a course is being added to the requirements and the electives are being decreased by 3 credit hours; the credit hours for completion of the degree remain the same. He said that TECH 57010 is part of the group of sustainability courses. He explained that sustainability has become an important part of everything the College of Technology does. He added that it is also part of a mandate from the president of the university. He also said that there may be a future proposal to change the College of Technology’s name to include the word sustainability.

Associate Professor Lilly asked if the College of Technology checked with the University Library to ensure that there are enough resources to support the sustainability certificates. Associate Dean Nettey replied in the affirmative.

The meeting adjourned at 3:50 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost
Subject Specification:
Establishment of policy and procedures for request and approval of a temporary suspension of admissions to an academic program.

Background Information:
The Ohio Board of Regents requires notification of suspension of degree programs. However, there is no official Kent State University policy for the temporary suspension of admissions into an academic program.

As such a suspension affects students, faculty and staff, and because the Ohio Board of Regents requires information about the suspension in its notification (including rationale, length and student impact), the Office of the Provost has developed the following policies and procedures for undergraduate and graduate majors, concentrations, certificates and minors.

The process of admissions suspension of an academic program is not intended as a means for de facto program inactivation. Rather, it is a temporary procedure before a final decision is made regarding program continuance or inactivation. Temporary admissions suspension of an academic program is intended only to allow time—not exceeding three years—for program faculty, school director/department chair, college dean and others to review curricular structure, resource and enrollment issues, accreditation demands, etcetera, to decide continuation of the program.

It must be clear from the proposal for suspension that (1) significant problems exist that prevent effective continuation of a program at the present time; and (2) there are reasonable grounds to believe that these problems can be rectified within the proposed period of suspension.

Proposal Approval Process and Implementation:
A proposal for temporary admissions suspension of a program must be approved by the program’s faculty, the department chair/school director, the college dean and (if appropriate) the dean of graduate studies. The proposal will then be submitted to the provost (copy to director of curriculum services) for review and inclusion as an information item on the agenda of the Educational Policies Council (EPC). Information items are neither discussed nor voted upon unless a motion is made by an EPC member; they are considered approved once the meeting is adjourned.
Final approval is with the Educational Policies Council. The director of curriculum services will notify the Ohio Board of Regents for undergraduate degree programs; the dean of graduate studies will notify the Regents’ Advisory Committee on Graduate Study (RACGS) for graduate degree programs.

Once temporary suspension of admissions to a program has been so approved, the director of curriculum services will work with Admissions and the Registrar to ensure that students cannot apply to the program or successfully submit a Change of Program request. Curriculum Services will remove roadmaps (if any) from the GPS website and from the catalog and add the following line in red to the top of the program catalog page: Admission to the program is temporarily suspended and will resume by [term and year] contingent on university approval procedures.

During the suspension, no new students will be admitted and no degrees will be granted unless the recipient was enrolled in the program at, or before, the time of the suspension.

Before or by the three-year deadline, if the program’s faculty decides to inactivate the program, a full proposal for inactivation must be submitted to the appropriate bodies for review and approval (see Curriculum Guidelines for procedures and process of inactivation).

If the decision is made to continue the program and end the suspension, the program’s faculty must notify the department chair/school director, who will then notify the college dean. The college dean, in turn, will notify the provost (copy to the director of curriculum services) and (if appropriate) the dean of graduate studies. If any changes to the program to warrant admission reactivation involve curriculum (e.g., changes to the program course requirements, admission and graduation requirements), a proposal to revise the program must be submitted. Notification of a program’s admission reactivation will be listed on an EPC agenda as an information item. Any accompanying revisions to the program will be listed on an EPC agenda as a lesser action item. Neither are discussed or voted upon unless a motion is made by an EPC member. They are considered approved once the meeting is adjourned. Notice will then be given to the Ohio Board of Regents that the program has ended its suspension of admissions.

Alternatives and Consequences:
The purpose of this proposal is to create clearly defined policies and procedures for academic units to temporarily suspend admissions while deciding a program’s future. An alternate is to continue informal and local practices. Such continuation

- may hurt accreditation review if a program is unofficially suspended without notice beyond the academic unit;
- creates a disconnect between what the university advertises as offering (via catalogs, marketing materials, application forms, websites) and into what Kent State in fact admits;
- prevents academic units from having programs removed from application forms and notice added to the catalog etc. to allow the unit adequate time to thoroughly decide to continue a program; and
- does not prevent prospective students from applying to and paying an admission fee for a program that, unbeknownst to anyone outside its academic unit, is not accepting new students.

Specific Recommendations and Justification:
It is recommended that Kent State University establish approved policies and procedures to suspend admissions to academic programs—not to exceed three years—to allow faculty to thoroughly review and consider continuation, revision or inactivation. By establishing official guidelines, the appropriate governing bodies are aware of the suspension and enough notice is given to students, faculty and staff so as not to cause confusion and miscommunication.
Timetable and Actions Required:
Approval by the Provost and notification of the Educational Policies Council are required. Implementation is sought immediately. However, a short reprieve from the full proposal for suspension (see documentation below) is being offered to all academic units until March 2010. During this time, colleges may submit a brief proposal that outlines the rationale, current enrollment and length of suspension for those programs that have been unofficially suspended for some time. Inclusion on the EPC agenda and notification to the Ohio Board of Regents will still be fulfilled.

Documentation Required to Propose Temporary Suspension:
1. Transmittal memo
   a. Summary statement describing the proposed action
   b. Listing of all curricular/consultative bodies that have approved this action
2. Proposal summary
   a. Subject Specification: one sentence that states the intent of the proposal
   b. Background Information: a synopsis of the history of the topic and the circumstances that have led to the recommendation:
      (1) Full explanation of why the temporary program suspension is being proposed
      (2) Rationale for proposing temporary suspension instead of inactivation
      (3) Effect on the program’s accreditation review and approval, if appropriate
      (4) List of courses that will not be taught if admissions into the program is suspended, and a statement summarizing the effect of suspending these courses on other units of the university that rely on these courses for core or option requirements, with evidence that those units have been consulted with respect to these effects
      (5) Student enrollment and application patterns for the program during the past five years
      (6) Effect on current students enrolled in the program, faculty, staff and active courses in the program
      (7) Means by which affected faculty, students and staff were informed of the proposed temporary suspension, and a summary of feedback received; this notification and feedback includes any other units and institutions if there were articulation agreements and/or memoranda of understanding for the program to serve other populations
      (8) Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, grants that could be jeopardized
      (9) Necessitated changes to occur to resume offering the program, and how those changes will be accomplished in the proposed period of suspension
   c. Alternatives and Consequences: other options that could be pursued or actions that may occur if this proposal is not approved
   d. Specific Recommendation and Justification: the preferred action and the rationale that supports that choice
   e. Timetable and Actions Required: a chronology of actions required to approve the proposal; include term and year when the proposed suspension will take effect, and term and year when it is anticipated that it will end; no temporary suspension may exceed three years
3. Certification of Curriculum Proposal (CCP) to be signed by all approving bodies (department, college, campus) before being forwarded to the Office of Curriculum Services
4. Memos concerning impact on other programs or Regional Campuses (staffing, space, finances, student progress)
5. Current catalog copy and program roadmap (if one) to be suspended
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Oct-09  Curriculum Bulletin _________
Effective Date  Fall 2010  Approved by EPC _________

Department  PUBLIC HEALTH
College  select one College of Public Health
Degree  CER2 - Certificate >1<2 years
Program Name  Undergraduate Certificate in Public Health
Concentration(s)  Concentration(s) Code(s)
Proposal  Establish Program

Program Code  C143

Description of proposal:
The public health certificate is an undergraduate program that integrates key aspects of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, communities and individuals. Students completing the certificate will have an understanding of emerging issues in public health, the social and behavioral aspects of preventing disease, environmental health concepts, the changing healthcare system in the U.S., and monitoring diseases in the community through applied public health research.

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours:  Proposed total credit hours 18

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
The certificate program offers to non-public health majors the opportunity to apply public health concepts to their major field. For example, nursing students will gain an understanding of how public health is applied in public health nursing. Political science students will gain an understanding of the public health care system and may apply their knowledge of politics. Biology students will gain an understanding of public health from the standpoint of environmental risks. Sociology and Psychology students will apply their knowledge of the social and behavioral science to preventing diseases and promoting informed public health choices. Communications students will gain an understanding of the important public health messages and apply their knowledge to informing the public about emerging public health issues. Business students will gain an understanding of basic management issues in public health care. The program will be applicable to a wide variety of additional majors.

Units consulted (other departments, programs or campuses affected by this proposal):
The proposed courses in the Undergraduate Certificate in Public Health are core courses of the Bachelor of Science in Public Health, a recently established new undergraduate program. The courses in this program were reviewed by Nursing, Psychology, Sociology, Geography, Biology, Chemistry, Math, and Health Education for encroachment and determined to be acceptable to these departments.

REQUIRED ENDORSEMENTS

[Signatures of Department Chair, School Director, Campus Dean, College Dean]

10/25/09

10/28/09
Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost

__/___

10/25/09
College of Public Health Proposal to Establish an Undergraduate Certificate in Public Health

a. **Official Name of the Program:** Undergraduate Certificate in Public Health

b. **Purpose and Goals of the Program:**

The public health certificate is an 18 credit hour undergraduate program that integrates key aspects of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, communities and individuals. Students completing the certificate will have an understanding of emerging issues in public health, the social and behavioral aspects of preventing disease, environmental health concepts, the changing health care system in the U.S., and monitoring diseases in the community through applied public health research.

c. **Need for the Program**

The certificate program offers to non-public health majors the opportunity to apply public health concepts to their major field. For example, nursing students will gain an understanding of how public health is applied in public health nursing. Political science students will gain an understanding of the public health care system and may apply their knowledge of politics. Biology students will gain an understanding of public health from the standpoint of environmental risks. Sociology and psychology students will apply their knowledge of the social and behavioral science to preventing diseases and promoting informed public health choices. Communications students will gain an understanding of the important public health messages and apply their knowledge to informing the public about emerging public health issues. Business students will gain an understanding of basic management issues in public health care. The program will be applicable to a wide variety of additional majors.

d. **Admissions Procedures**

All Kent State University undergraduates are eligible for admission to this program. For information contact:

KSU College of Public Health  
Attn: Sonia Alemagno, Certificate Advisor  
Main line: (330) 672-6500  
publichealth@kent.edu
e. Requirements for Successful Completion of the Program

Required Courses (12 credits):

PH 10001 Introduction to Public Health (3)
An overview of the historical evolution and practices in the field of public health in the United States and globally. Students are introduced to the structure and functions of public health organizations and public health practice. Prerequisite: None.

PH 20005 Social and Behavioral Science Theories in Public Health (3)
An overview of the contributions of the social and behavioral sciences to human health behavior, including application of students in the areas of health promotion, health protection and disease prevention in public health. Prerequisite: none.

PH 20006 Environmental Health Science (3)
A survey of issues involving water quality, waste management, including hazardous waste; air quality and management; food protection; and other environmental topics. Prerequisite: none.

PH 30001 Essentials of Epidemiology (3)
Students are introduced to the strategies adopted by public health professionals to study distribution and identification of important biologic, social and environmental determinants of diseases and health-related states in specific populations. Prerequisite: none.

One of the following research courses must also be selected (3 credits):

PH 20004 Public Health Research (3)
Approaches involved in defining health problems and steps involved in conducting research about these problems. Students are introduced to how to evaluate published health research. Prerequisite: none.

PH 30002 Introductory Biostatistics (3)
An introduction to statistical methodology in the field of public health. Students learn the statistical skills to read scientific articles, understand the statistical methods used and interpret the results on their own. Prerequisite: none.

The remaining courses are electives (take one elective= 3 credits). Potential electives include among others:

PH 10002 Introduction to Global Health (3)
An overview of the biological, social and environmental contributions to health and diseases in populations around the world, including studies of selected infectious diseases, nutritional deficiencies and health effect of environmental change. Prerequisite: none.

PH 20003 Public Health Policy and Decision-Making (3)
An introductory course of the formulation to implementation of public health policies of various public health issues, and the use of practical tools such as strategic planning, use of economic evaluation tools, and decision analysis. Prerequisite: none.

PH 20007 Prevention and Control of Diseases (3)
Provides an overview of concepts involved in biological mechanisms at cell, individual and community levels; provides insight into strategies used in preventing and controlling diseases at the population and/or community level within this framework. Prerequisite: none.

PH 20012 Sanitation and Hazardous Materials Management (3)
Safety and sanitation practices and regulations pertinent to hazardous materials in the environment. Emphasis is on management of hazardous materials released to the environment and their use to control public health problems. Prerequisite: none.

PH 44000 Health Disparities (3)
Understanding the factors involved in health disparities at the national and global level, and the impact of health disparities on public health. Prerequisite: none. This course will be cross-listed with sociology.
f. Evidence of Need and Sustainability

There are many job opportunities available to the graduates with public health training. *US News & World Report* lists public health among the top 10 “best careers” in the country for 2009. Besides local, state and national health agencies, graduates with public health training will be able to consider positions with organizations such as hospitals and clinics, insurance industry, pharmaceutical companies, managed care organizations, consumer advocacy agencies, wellness centers, laboratories, consulting firms and voluntary health organizations.

In addition to the public health workforce needs, there is also a need for educating those who are already employed in public health-related programs or organizations. According to Scrutchfield and Keck, “There are about 500,000 individuals employed as public health workers at all levels of government in the United States. Very few of these professionals have formal public health training or even share a common academic base.” Therefore, the undergraduate certificate may be appealing to those working in public health settings who have undergraduate degrees in other disciplines, but who seek formal public health training.

g. Fiscal and Staffing Impact

Courses offered in the Undergraduate Certificate in Public Health will be offered every academic year within the B.S.P.H. program. Additional staffing will be required for certificate program coordination.

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Course Requirements for Undergraduate Certificate in Public Health

The public health certificate is an undergraduate program that integrates key aspects of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, communities and individuals. Students completing the certificate will have an understanding of emerging issues in public health, the social and behavioral aspects of preventing disease, environmental health concepts, the changing health care system in the U.S., and monitoring diseases in the community through applied public health research.

Required Courses (12 credits):

PH 10001 Introduction to Public Health (3)
PH 20005 Social and Behavioral Science Theories in Public Health (3)
PH 20006 Environmental Health Science (3)
PH 30001 Essentials of Epidemiology (3)

One of the following research courses must also be selected (3 credits):

PH 20004 Public Health Research (3)
PH 30002 Introductory Biostatistics (3)

The remaining courses are electives (take one elective= 3 credits). Suggested electives include:

PH 10002 Introduction to Global Health (3)
PH 20003 Public Health Policy and Decision-Making (3)
PH 20007 Prevention and Control of Diseases (3)
PH 20012 Sanitation and Hazardous Materials Management (3)
PH 44000 Health Disparities (3)

TOTAL CREDIT HOURS: 18
LETTER OF INTENT

FOR THE APPROVAL OF REQUESTS NOT REVIEWED BY
THE REGENTS ADVISORY COMMITTEE ON GRADUATE STUDY

Request: Intent to establish a Bachelor of Science in Respiratory Therapy degree, to be offered and conferred at Kent State University at Ashtabula

Date of submission: [DATE]

Name of institution: Kent State University

Primary contact for this request:
Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Institution type (please check all that apply):
☑ Public
☑ Private, non-profit
☐ Out-of-state
☐ For-profit

Type of request (please check all that apply):
☑ New degree
☐ New degree program (e.g., major, technical major, minor, concentration, etc.)
☐ Certificate program
☐ One-year (1+1) Program
☐ New licensure/endorsement area (educator preparation)
☐ Institution name change
☐ Degree title name change
☐ Degree program name change
☐ Modification to a previously approved/authorized program (degree, degree program, certificate, etc.)
☐ New delivery location
☐ New delivery format (online, accelerated, hybrid, etc.)
☐ Other (please describe):

Is this your first request for approval from the Chancellor?
☑ Yes
☐ No

Date that the request was approved by Kent State University Educational Policies Council: [DATE]

Projected date full proposal will be submitted: April 2010

Projected start date: Fall 2010
Please answer the following questions. Your response should not exceed more than two-pages.

1. **Provide a brief rationale for the request.**

   The profession of respiratory therapy is rapidly advancing due to the progression in the field of respiratory care. No longer is the field just technical in nature, but now requires developing higher critical thinking, analytical and diagnostic skills.

   The Commission for Accreditation of Respiratory Care is currently gathering data from the health care industry, confirming the need to set all programs at the baccalaureate level. It is projected that within five to eight years, the accrediting agency will require all associate degree programs to align with universities for students to obtain a bachelor’s degree to practice respiratory therapy.

   The closest universities offering a baccalaureate program in respiratory therapy are the University of Akron, (approximately 80 miles from the Ashtabula Campus) and Gannon University in Erie, Penn. (approximately 55 miles). Lakeland Community College, which offers an associate degree in respiratory therapy, has contacted Kent State with an expressed interest for its students to articulate in the proposed baccalaureate program.

2. **Indicate whether additional faculty or staff will be needed as a result of the proposed request.**

   One additional, full-time faculty member will be hired to support the program.

3. **Describe additional administrative or student support services needed as a result of the proposed request.**

   The proposed program will accept a maximum 40 students per cohort once a year. The impact of these students on administrative and support services will be minimal; sufficient resources are available for both the current associate and future baccalaureate programs, with an additional faculty member mentioned above. The support services in place for current students are sufficient for this program.

4. **Describe additional library services or resources needed as a result of the proposed request.**

   There are sufficient library services and resources for the proposed program.

5. **Describe additional resources (e.g., facilities, technology, etc.) needed as a result of the proposed request.**

   The resources available at the new Robert S. Morrison Health and Science Building on the Ashtabula Campus will accommodate all the additional students’ needs. Since all respiratory therapy courses are didactic, the baccalaureate program will require minimal use of the Respiratory Therapy Laboratory on the Ashtabula Campus. It is projected that no additional costs for equipment, supplies or clinical sites utilization will be required.

Respectfully,

[Signature]

Robert G. Frank
Provost and Senior Vice President of Academic Affairs
Kent State University
ARTICULATION AGREEMENT

By and between

Cuyahoga Community College
and
Kent State University

Matriculation from the Associate of Applied Science in Plant Science and Landscaping Technology (Landscaping concentration) at Cuyahoga Community College to the Bachelor of Applied Horticulture at Kent State University at Salem

THIS ARTICULATION AGREEMENT (the “Agreement”) is entered into on _______________ 2009 (the “Effective Date”) by and between Cuyahoga Community College (“Tri-C”), with an address at 700 Carnegie Avenue, Cleveland, Ohio 44115-2878; and Kent State University (“KSU”), with an address at Post Office Box 5190, Kent, Ohio 44242. Tri-C is an institution of higher education established pursuant to Section 3354 of the Ohio Revised Code; and KSU is a state-supported university and instrumentality of the State of Ohio established pursuant to Ohio Revised Code Section 3345 acting by and through its Board of Trustees. Tri-C and KSU desire to enter into a contract pursuant to which students of Tri-C would be eligible for articulated course credits at KSU, according to the terms contained in this Agreement.

ACCORDINGLY, in consideration of the promises and mutual covenants contained in this Agreement, and of other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Description of Articulation Program.
   a. Definitions. Articulation Criteria and Articulation Benefits are defined on Attachment A.
   b. Articulation Benefits to Students. KSU will provide the Articulation Benefits at no charge to past and present students of Tri-C who meet the Articulation Criteria.
   c. Accreditation of Tri-C. Tri-C warrants that it is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Tri-C will notify KSU if such accreditation ceases to exist.
   d. Accreditation of KSU. KSU warrants that it is accredited by Higher Learning Commission of the North Central Association of Colleges and Schools. KSU will notify Tri-C if such accreditation ceases to exist.
   e. Admissions Processing. For those past or present students who meet Articulation Criteria 1(a-d), KSU will consider their applications for admission in accordance with standard KSU admission application evaluation criteria, while favorably recognizing students’ accomplishments at Tri-C.
   f. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. Term and Termination.
   a. Term. This Agreement will run from the Effective Date until the end of the last day of the spring 2012 academic term of Tri-C, at which time this Agreement will automatically expire.
   b. Termination. Either party may terminate this Agreement in the event of a material breach by the other party, effective upon the later date to occur of (i) the end of the next admissions application and review period of ABC, or (ii) the date that is 90 days after the notice that includes a description of the breach; provided in either case that the breaching party shall be allowed until said effective date to cure said breach, and if the breach is so cured the termination notice will be of no effect.
   c. Post-Termination. Upon expiration or termination of this Agreement for any reason, Tri-C students previously accepted by or admitted to KSU shall continue to receive the benefits contemplated by this Agreement.

3. Miscellaneous.
   a. Severability. If any Section or provision of this Agreement be held illegal, unenforceable or in conflict with any law by a court of competent jurisdiction, such Section or provision of this Agreement shall be deemed severed from this Agreement and the validity of the remainder of this Agreement shall not be affected thereby.
b. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of Ohio applicable to contracts made and to be enforced wholly within Ohio.

c. **Jurisdiction; Venue.** The parties to this Agreement each specifically consent to jurisdiction in Ohio in connection with any dispute between the parties arising out of this Agreement or pertaining to the subject matter hereof. Venue for any dispute between the parties arising out of this Agreement or pertaining to the subject matter hereof will be in the U.S. District Court for the Northern District of Ohio or in the state courts of Ohio sitting in Cuyahoga County.

d. **Survival.** Sections 2(c) and this Section 3 will survive termination or expiration of this Agreement.

e. **Notices.** All notices or other written communications relating to termination, expiration, or any other legal matter relating to this Agreement will be effective when received in accordance with this Section 3(e) and must be given in writing by courier or reputable overnight delivery service, or by certified mail, return receipt requested, to either party at the following address (or to such other address as such party may substitute, by providing a written notice in the manner specified in this Section) with, in the case of Tri-C, an additional copy addressed to “General Counsel”:

   For Cuyahoga Community College:  
   Dr. Linda Simmons  
   Vice President for Academic and Student Affairs  
   700 Carnegie Avenue  
   Cleveland, OH 44115

   For Kent State University:  
   Dr. Robert G. Frank  
   Provost and Senior Vice President for Academic Affairs  
   PO Box 5190  
   Kent, Ohio 44242

f. **Waivers and Amendments.** The waiver by either party of any provision of this Agreement on any occasion and upon any particular circumstance shall not operate as a waiver of such provision of this Agreement on any other occasion or upon any other circumstance. This Agreement may be modified or amended only via a writing signed by both parties.

g. **Assignment.** Neither party may assign its rights or delegate its duties under this Agreement. Any attempted assignment or delegation in violation of this Section would be null and void.

h. **Complete Agreement; Integration.** This Agreement contains the complete understanding of the parties with respect to the subject matter hereof and supersedes all other agreements, understandings, communications and promises of any kind, whether oral or written, between the parties with respect to such subject matter.

i. **Counterparts; Facsimile Signatures.** This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.

j. **Independent Contractors.** The parties are independent contractors, and no agency, partnership, franchise, joint venture, or employment relationship is intended or created by this Agreement. Neither party shall make any commitment, or give the impression that it has authority to make any commitment, on behalf of the other party.

k. **Compliance with Laws.** The parties will comply with all applicable laws and regulations in performing their obligations hereunder. When taking actions (or failing to act) in any way relating to this Agreement, each party agrees that it will not unlawfully discriminate against any person on the basis of race, sex, religion, disability, age, national origin, or color.

**INTENDING TO BE LEGALLY BOUND,** by signing below, each party acknowledges its agreement with the terms and conditions of this Agreement and each signatory represents and warrants that he/she is authorized to sign on behalf of and to bind his/her party to all of the terms and conditions of this Agreement as of the Effective Date.

**CUYAHOGA COMMUNITY COLLEGE:**

By: ____________________________________________  
   Linda C. Simmons  
   Vice President, Academic and Student Affairs

**KENT STATE UNIVERSITY:**

By: ____________________________________________  
   Robert G. Frank  
   Provost and Senior Vice President, Academic Affairs
Attachment A
To The
Articulation Agreement Dated __________________ ____ 2009
By and Between
Cuyahoga Community College and Kent State University

Articulation Criteria and Articulation Benefits

1. The articulation criteria (“Articulation Criteria”) are:
   a. Completion of the A.A.S. degree in Plant Science and Landscape Technology, Landscape Contracting concentration.
   b. Achievement of a minimum cumulative 2.0 grade point average in the following courses:
      i. IT 1010 Introduction to Microcomputers
      ii. ENG 1010 College Composition I
   c. Achievement of a minimum overall cumulative 2.0 grade point average.
   d. Graduation from the Tri-C program in Plant Science and Landscape Technology (Landscape Contracting).

2. The articulation benefits (“Articulation Benefits”) are:
   a. Transfer of defined Tri-C course credits as equivalent to KSU courses (see page 4 of agreement) and be applied to the articulated Bachelor of Applied Horticulture degree program, offered at KSU at Salem.

   Recommendations for Tri-C students articulating to KSU:
      i. Complete SPCH-1010 Fundamentals of Speech Communication, instead of SPCH-1000 Fundamentals of Interpersonal Communications, to satisfy speech/communication requirement at KSU.
      ii. Complete ENG-1020 College Composition II to satisfy composition requirement at KSU.
      iii. Complete other courses meeting state-accepted OTM or TAG requirements.
      iv. Waive US 10097 Destination Kent State: First Year Experience, which is not required of new students with 25 hours of transfer credit.

   b. Certain Tri-C course credits will transfer and apply to KSU’s Bachelor of Applied Horticulture degree as set forth in the credit transfer table located on the next page.
Major courses taken at Tri-C, and their KSU equivalents:

<table>
<thead>
<tr>
<th>Cuyahoga Community College Course Requirements</th>
<th>Credits</th>
<th>Kent State University Course Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 1300 Small Business Management</td>
<td>4</td>
<td>BMRT 11000 Introduction to Business (3) *</td>
<td>4</td>
</tr>
<tr>
<td>ENG 1010 College Composition I</td>
<td>3</td>
<td>ENG 11011 College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2151 Technical Writing</td>
<td>3</td>
<td>ENG 21011 College Writing II is equivalent to ENG 1020 at Tri-C.</td>
<td>—</td>
</tr>
<tr>
<td>TRANSFERRING STUDENT MUST TAKE AN ADDITIONAL COURSE, ENG1020 College Composition II, OR ENG 21011 AT KSU.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 2620 Principles of Microeconomics</td>
<td>4</td>
<td>LER Social Sciences (3) *</td>
<td>4</td>
</tr>
<tr>
<td>ESCI 1310 Physical Geography</td>
<td>3</td>
<td>GEOL 11040 Earth Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 1230 Standard First Aid and Personal Safety</td>
<td>1</td>
<td>No equivalency at KSU.</td>
<td>—</td>
</tr>
<tr>
<td>IT 1010 Introduction to Microcomputer Applications</td>
<td>3</td>
<td>COMT 11000 Introduction to Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1200 Intermediate Algebra</td>
<td>4</td>
<td>MATH 11009 Modeling Algebra</td>
<td>4</td>
</tr>
<tr>
<td>PSCI 1020 Chemistry</td>
<td>3</td>
<td>CHEM 10030 Chemistry in Our World</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 102L Chemistry Laboratory</td>
<td>1</td>
<td>CHEM 10031 Chemistry in Our World Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PST 1300 Horticultural Botany</td>
<td>3</td>
<td>BSCI 16001 Horticultural Botany</td>
<td>3</td>
</tr>
<tr>
<td>PST 1310 Landscape Plants I</td>
<td>3</td>
<td>BSCI 26003 Plant Identification and Selection I</td>
<td>3</td>
</tr>
<tr>
<td>PST 1320 Landscape Plants II</td>
<td>3</td>
<td>BSCI 26004 Plant Identification and Selection II</td>
<td>3</td>
</tr>
<tr>
<td>PST 1410 Equipment Operations and Maintenance</td>
<td>3</td>
<td>HORT 16001 Opportunities in Horticulture (1)</td>
<td>3</td>
</tr>
<tr>
<td>PST 1420 Landscape Practices</td>
<td>3</td>
<td>HORT 26001 Occupational Regulations and Safety (2)</td>
<td>3</td>
</tr>
<tr>
<td>PST 1500 Basic Landscape Contracting</td>
<td>3</td>
<td>HORT 26018 Landscape Construction</td>
<td>3</td>
</tr>
<tr>
<td>PST 1600 Irrigation and Drainage</td>
<td>2</td>
<td>HORT 26016 Irrigation Design and Maintenance (3) *</td>
<td>2</td>
</tr>
<tr>
<td>PST 2200 Advanced Landscape Contracting (3)</td>
<td>6</td>
<td>HORT 26021 Cooperative Work Experience in Landscape Management 3-credit course taken twice</td>
<td>6</td>
</tr>
<tr>
<td>PST 2950 Field Experience (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCH 1010 Beginning Spanish I</td>
<td>4</td>
<td>Foreign Language</td>
<td>4</td>
</tr>
<tr>
<td>SPCH 1010 Fundamentals of Speech Communication</td>
<td>3</td>
<td>COMM 15000 Introduction to Human Communications</td>
<td>3</td>
</tr>
<tr>
<td>Although SPCH 1010 Fundamentals of Interpersonal Communication is required in the Tri-C program, transferring students should take SPCH 1010 instead.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL (not including ENG 1020)** 71
**TOTAL (not including ENG 2011)** 76

* The credit hours earned at Tri-C must be accepted at KSU.

**Major courses to be taken at KSU:**

<table>
<thead>
<tr>
<th>ARTH 22007 Art History</th>
<th>3</th>
<th>HORT 46014 Garden Center and Nursery Production Management</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 21011 College Writing II if equiv. not taken at Tri-C</td>
<td>3</td>
<td>HORT 46092 Practicum in Horticulture</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 17064 Geography of the United States and Canada</td>
<td>3</td>
<td>GEOG 17064 Geography of the United States and Canada</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 31070 Population and the Environment</td>
<td>3</td>
<td>PHIL 21001 Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 37010 Geography of Ohio</td>
<td>3</td>
<td>LER Humanities or Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 21062 Environmental Geology</td>
<td>3</td>
<td>Upper-Division Electives</td>
<td>6</td>
</tr>
<tr>
<td>GEOL 41073 Geology of Ohio</td>
<td>3</td>
<td>Upper-Division Technical Electives (choose two): GEOG 31062 Fundamentals of Meteorology (3)</td>
<td>5-6</td>
</tr>
<tr>
<td>HORT 36014 Plant Propagation</td>
<td>3</td>
<td>GEOG 31080 Geography of Wine (3)</td>
<td>3</td>
</tr>
<tr>
<td>HORT 36018 Landscape Construction II</td>
<td>3</td>
<td>HORT 36034 Sports Turf Management (3)</td>
<td>3</td>
</tr>
<tr>
<td>HORT 36025 Professional Practice in Horticulture</td>
<td>3</td>
<td>HORT 41096 Individual Investigation (2-3)</td>
<td>3</td>
</tr>
<tr>
<td>HORT 36046 Landscape Design II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 36092 Internship in Horticulture</td>
<td>3</td>
<td>TOTAL (including ENG 21011)</td>
<td>57-60</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS TO PROGRAM COMPLETION: 126**
### Bachelor of Applied Horticulture 2009-2010

#### DEVELOPMENTAL PRESCRIPTION COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Dept.</th>
<th>Number</th>
<th>Title</th>
<th>Credit</th>
<th>Sem./Yr.</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11001</td>
<td>Intro. to Coll. Writing S (3)</td>
<td>ENG</td>
<td>11002</td>
<td>College Writing I - Stretch (3)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 10031</td>
<td>Fundamentals of Math I</td>
<td>MATH</td>
<td>10032</td>
<td>Fundamentals of Math II</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>MATH 10033</td>
<td>Fundamentals of Math III</td>
<td>MATH</td>
<td>10034</td>
<td>Fundamentals of Math IV</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 10035</td>
<td>Fundamentals of Math V</td>
<td>MATH</td>
<td>10036</td>
<td>Fundamentals of Math VI</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>US 10097</td>
<td>First Year Exp. FLASH Point</td>
<td>US</td>
<td></td>
<td></td>
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<td></td>
</tr>
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</table>

#### LIBERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Dept.</th>
<th>Number</th>
<th>Title</th>
<th>Credit</th>
<th>Sem./Yr.</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11011</td>
<td>College Writing I</td>
<td>ENG</td>
<td>21011</td>
<td>College Writing II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 11009</td>
<td>Modeling Algebra (4)</td>
<td>MATH</td>
<td>11010</td>
<td>Algebra for Calculus(3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 22007</td>
<td>Art History II</td>
<td>ARTH</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 21001*</td>
<td>Introduction to Ethics</td>
<td>PHIL</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Humanities and Fine Arts (9 hours)

- Minimum one course from Humanities and one course from Fine Arts category required.
- ARTH 22007* Art History II
- PHIL 21001* Introduction to Ethics

#### Social Science (6 hours)

- Courses must be selected from two curricular areas
- GEOG 17064* Geography of US & Canada

#### Basic Sciences (6-7 hours at least one laboratory course must be selected)

- GEOL 2162 Environmental Geology
- CHEM 10030 Chemistry in Our World
- CHEM 10031 Chemistry in Our World Lab

#### Additional LER's (6 hours)

- COMM 15000 Intro. to Human Commun.

#### Total Liberal Education Requirement Hours 37-38

**NOTES**

- A minimum of 125 semester hours is required for graduation.
- A cumulative grade point average of 2.00 is required for graduation.
- Diversity Course Domestic GEOG 17064
- Diversity Course Global PHIL 21001
- Writing Intensive course HORT 36025 (must be approved)
- **Courses in one foreign language or American Sign Language (ASL) or equivalent in proficiency required. This requirement may be fulfilled by one of the following two conditions: 1) passing the first two semesters of any foreign language or ASL or 2) passing a course at the Elementary II Level or above.

### Requirement Sheet

**Student Name:**

**Campus:**

**Requirement Sheet**

**Bachelor of Applied Horticulture 2009-2010**

8. AAS in Horticulture (36 hours).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Dept.</th>
<th>Number</th>
<th>Title</th>
<th>Credit</th>
<th>Sem./Yr.</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSCI 16001</td>
<td>Horticultural Botany</td>
<td>BSCI</td>
<td>26002</td>
<td>Ecolog. Princ. Pest Mgmt.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCI 26003</td>
<td>Plant Ident. &amp; Select. I</td>
<td>BSCI</td>
<td>26004</td>
<td>Plant Ident. &amp; Select. II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 16001</td>
<td>Soil &amp; Horticulture Mgmt.</td>
<td>GEOG</td>
<td>16001</td>
<td>Opportunities in Hort.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 26001</td>
<td>Occupat. Regs. &amp; Safety</td>
<td>HORT</td>
<td>26016</td>
<td>Irrigation Design &amp; Mntoe.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 26018</td>
<td>Landscape Construction</td>
<td>HORT</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Technical Concentration**

- 12 credits

9. Additional Major Requirements

- BMRT 11000 Intro. to Business
- COMT 11000 Intro. to Comp. System
- GEOG 31070 Pop. & The Environment
- GEOG 37010 Geography of Ohio
- GEOG 41073 Geography of Ohio

#### Foreign Languages***

- 4-8 credits

**TOTAL REQUIREMENTS**

125-131 GPA

**Student Signature**

**Date**

**Advisor Signature**

**Date**

**Issued by the Office of the Executive Dean for Regional Campuses**

---

BSC 1 (HORT) 36
Plant Science & Landscape Technology

Area of Study: Plant Science & Landscape Technology

Degree/Certificate: Associate of Applied Science degree in Plant Science and Landscape Technology

Program Description

The Plant Science & Landscape Technology program prepares students for the field of landscape and ornamental horticulture. You will learn much more than how to plant trees and shrubs or, as they say in the field, "mow, blow and go." This field is one of the fastest growing industries in the country. Tri-C’s program will provide you with a solid background to achieve your goals, whether they be to own your own landscaping business or to work in a botanical garden.

The Plant Science & Landscape Technology program offers both day and evening classes, which includes:
- summer field experience (paid internship) between the first and second years
- a balance of classroom, laboratory and practical educational experiences.

A full-time class schedule is not required and many students in this program take classes part-time and work part- or full-time.

Looking for non-credit classes? Current offerings can be found through the Personal Enrichment page.

This program is designed to prepare students to demonstrate the following program outcomes:

Program Requirements

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-1010 College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH-1060 Survey of Mathematics or higher (1)</td>
<td>3</td>
</tr>
<tr>
<td>PST-1300 Horticultural Botany</td>
<td>3</td>
</tr>
<tr>
<td>PST-1310 Landscape Plants I</td>
<td>3</td>
</tr>
<tr>
<td>PST-1410 Equipment Operations and Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>HLTH-1230 Standard First Aid and Personal Safety</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 1010 Introduction to Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>PSCI-1020 Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>PSCI-102L Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PST-1320 Landscape Plants II</td>
<td>3</td>
</tr>
<tr>
<td>PST-1420 Landscape Practices</td>
<td>3</td>
</tr>
<tr>
<td>PST-1500 Basic Landscape Contracting</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Hum/Soc &amp; Beh Sci. See Catalog for AAS Degree requirements (2)</td>
<td>2</td>
</tr>
</tbody>
</table>

To download a brochure on Plant Science & Landscape Technology, please click here.

News Channel 5 story regarding how to find a landscape contractor. Information provided by the Ohio Landscaper’s Association, who has a strong affiliation with Tri-C’s Plant Science program.
### Total 18
#### Summer Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PST-2950 Field Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total 3
#### Third Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM-1300 Small Business Management</td>
<td>4</td>
</tr>
<tr>
<td>PST-2200 Advanced Landscape Contracting</td>
<td>3</td>
</tr>
<tr>
<td>PST-2330 Entomology</td>
<td>3</td>
</tr>
<tr>
<td>PST-2340 Plant Pathology</td>
<td>3</td>
</tr>
<tr>
<td>SPCH-1000 Fundamentals of Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

### Total 16
#### Fourth Semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON-2610 Principles of Macroeconomics OR</td>
<td>4</td>
</tr>
<tr>
<td>ECON-2620 Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>PST-1600 Irrigation and Drainage</td>
<td>2</td>
</tr>
<tr>
<td>PST-2310 Soil Technology</td>
<td>3</td>
</tr>
<tr>
<td>PST-2360 Landscape Design(C)</td>
<td>3</td>
</tr>
<tr>
<td>PST-xxx Any 2000-level PST elective course</td>
<td>2</td>
</tr>
<tr>
<td>Arts &amp; Hum/Soc &amp; Beh Sci. See Catalog for AAS Degree requirements (2)</td>
<td>2</td>
</tr>
</tbody>
</table>

### Total 16
#### Program Total

### Credits 69

**Notes**

1. MATH-1800-1819/2800-2819 & 1820/2820 may not be used to meet this requirement.
2. Highly recommend SPAN-1010 Beginning Spanish I.

C = Capstone course
Hi Stanley, Geography does not have problems with the proposed agreement. Jay Lee

Attn Department Heads, Dr. Lee and Dr. Holm
I am using a class or two that may or may not affect your program and would like to use an alternate class or equivalent class from another institution of higher learning. As such I need your permission to move forward with the articulation agreement and as shown on the requirement sheet attached. (Basically, PST 2310 Soil Technology for our GEOG 16001 Soil Technology and ESCI 1310 Physical Geography for GEOL 21062) Environmental Geology

An e-mail from you for your approval would make this possible.

Should you have any further questions, please contact me directly or contact Dr James Blank/BSCI department chair as needed.

Thank you for your support on this issue.

Sincerely
Stanley M. Jones
Academic Program Director-Horticulture
Associate & Bachelor Degree Options
Kent State University-Salem campus
330-337-4290
ARTICULATION AGREEMENT
BETWEEN
KENT STATE UNIVERSITY
AND
EASTERN GATEWAY COMMUNITY COLLEGE

MATRICULATION TO THE BACHELOR OF APPLIED HORTICULTURE
AT KENT STATE UNIVERSITY AT SALEM

This collaborative effort is entered into on __________________________, by Kent State University and Eastern Gateway Community College.

PURPOSE

Kent State University and Eastern Gateway Community College recognize the need for and the importance of, facilitating opportunities for the citizens of Ohio as they pursue their educational goals. The institutions acknowledge their unique role as the only institutions of public higher education in Columbiana and Jefferson counties and the need to provide degree completion options to a diverse student population, including time-constrained adults.

This Articulation Agreement has as its sole purpose the establishment of a clearly defined option of eventually earning an Associate of Applied Science degree in Horticulture Technology at Kent State University at Salem for students attending the Jefferson County Campus of Eastern Gateway Community College.

As currently designed, the Associate of Applied Science in Horticulture Technology requires 68 semester hours of coursework (see Program of Study). Students will complete the introductory coursework at Eastern Gateway Community College before enrolling at Kent State University at Salem. Kent State University reserves the right to deliver some selected courses through a distance-learning modality, although the majority of course sections will be offered with an on-site instructor. Students will have the option to register at any campus in the Kent State University eight-campus system to facilitate completion of degree requirements.

The Associate of Applied Science in Horticulture is a 2+2 program that articulates to Kent State’s Bachelor of Applied Horticulture, also offered at the Salem Campus.

Admission: Application to the Horticulture Technology program may be initiated when the student is ready to take at least one Kent State University course. Students will be admitted to Kent State University as transfer students and will be required to complete the application, pay the application fee and provide an official Eastern Gateway Community College transcript. Admission to the Horticulture Technology program will be granted to students who have earned a minimum 2.0 cumulative grade point average from Eastern Gateway Community College and any other colleges or universities they have attended. Once admitted to Kent State University, students who elect to take course work at Eastern Gateway Community College will do so as transient students, and will be required to complete a Kent State University Transient Course Work Request form, as well as documents required by Eastern Gateway Community College prior to their enrollment in Eastern Gateway Community College courses. This will facilitate registration for the correct courses and clearance for graduation.

Academic Advising: Academic advising will be provided at Eastern Gateway Community College, County Campus, and Kent State University at Salem by specific advisors identified for Horticulture Technology majors. These advisors will be trained by both institutions and will participate as needed in appropriate curricular update sessions.
Financial Aid: Financial aid services will be provided by the student’s “home” institution. Consortium agreements will be developed to enable students who are enrolled for less than full time at both institutions to combine their enrolled hours for financial aid purposes.

Cross-Registration Tuition Waiver: Students enrolled at Eastern Gateway Community College for 12 semester hours or more may enroll for one additional course at Kent State University at Salem at no cost, under the terms of the current Cross Registration Tuition Waiver agreement. Students in this associate degree program who have transferred from Eastern Gateway Community College to Kent State University and are enrolled in 12 or more hours at Kent State University may also use the tuition waiver to enroll at Eastern Gateway Community College for one additional course at no cost. This waiver does not apply to books and miscellaneous fees.

Registration: Registration services will be provided by the institution that the student plans to attend in any given term. Students in the program will comply with established registration calendars and are subject to the same registration holds as students in other degree programs including incomplete files, non-payment of fees, failure to maintain the required grade point average and academic probation or dismissal.

Fee Payment: Tuition and miscellaneous fees will be assessed and collected by each institution based on the student’s registration in any given term. Students will be responsible for published deadlines and will be subject to class cancellation or deregistration for non-payment of fees.

Graduation: Students will apply for graduation through Kent State University at Salem and be approved by the Kent State University Board of Trustees. Students in this program will be required to comply with published graduation application deadlines.

REVIEW OF AGREEMENT

This agreement will be reviewed on an annual basis and will remain in effect until modified by mutual consent or terminated by Eastern Gateway Community College or Kent State University. In the event this agreement must be modified to reflect curricular changes or is terminated by either institution, students who are at any stage in their studies will be permitted to complete their program of study subject to the terms of agreement.

ARTICULATION AGREEMENT:

SIGNATURE APPROVAL

EASTERN GATEWAY COMMUNITY COLLEGE

By:____________________________________  By:____________________________________
Laura M. Meeks           James Baber
President, Jefferson County Campus         Executive Vice President, Academic and
Student Affairs

KENT STATE UNIVERSITY

By:____________________________________  By:____________________________________
Robert G. Frank           Jeffrey L. Nolte
Provost and Senior Vice President,         Dean, Salem Campus
Academic Affairs
**Transfer Guide 2009**

Eastern Gateway Community College, Jefferson County Campus

Associate of Applied Science in Horticulture Technology ~ Kent State University at Salem

Major courses taken at Eastern Gateway Community and their Kent State University equivalents:

<table>
<thead>
<tr>
<th>Eastern Gateway Community College Courses</th>
<th>Credits</th>
<th>Kent State University Course Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 206 Botany</td>
<td>4</td>
<td>BSCI 16001 Horticultural Botany (3) *</td>
<td>4</td>
</tr>
<tr>
<td>BUS 101 Introduction to Business</td>
<td>3</td>
<td>BMRT 11000 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 207 Salesmanship</td>
<td>3</td>
<td>BMRT 21052 Professional Selling Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COM 101 Public Speaking</td>
<td>3</td>
<td>COMM 15000 Introduction to Human Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 College Composition I</td>
<td>3</td>
<td>ENG 11011 College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 College Composition II</td>
<td>3</td>
<td>ENG 21011 College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>GSC 102 Science and the Environment</td>
<td>3</td>
<td>GEOL 21062 Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22</strong></td>
<td></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

* The credit hours earned at EGCC must be accepted at KSU.

Major courses to be taken at Kent State University:

<table>
<thead>
<tr>
<th>Kent State University Course Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Concentration (select one):</td>
<td>12</td>
</tr>
<tr>
<td>Urban Forestry Concentration</td>
<td></td>
</tr>
<tr>
<td>atsby 26010 Arboriculture (3)</td>
<td></td>
</tr>
<tr>
<td>M 26011 Cooperative Work Experience in Tree Care</td>
<td>3 taken twice</td>
</tr>
<tr>
<td>M 26012 Urban Forestry (3)</td>
<td></td>
</tr>
<tr>
<td>Landscape Design Concentration</td>
<td></td>
</tr>
<tr>
<td>M 26020 Professional Landscape Management (3)</td>
<td>taken twice</td>
</tr>
<tr>
<td>M 26021 Cooperative Work Experience in Landscape Management (3)</td>
<td>taken twice</td>
</tr>
<tr>
<td>M 26046 Landscape Design I (3)</td>
<td></td>
</tr>
<tr>
<td>Turfgrass Management Concentration</td>
<td></td>
</tr>
<tr>
<td>M 26030 Turfgrass Management (3)</td>
<td></td>
</tr>
<tr>
<td>M 26031 Cooperative Work Experience in Turfgrass Management (3)</td>
<td>taken twice</td>
</tr>
<tr>
<td>M 26032 Golf Course Management (3)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS TO PROGRAM COMPLETION: 69**
**DEVELOPMENTAL PRESCRIPTION COURSES**

Determined by Basic Skills Assessment (Check Required Courses)

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Crs No</th>
<th>Title</th>
<th>Cr Hrs</th>
<th>Sem/Yr Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG</td>
<td>11001</td>
<td>Intro. to College Writing S (3)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ENG</td>
<td>11002</td>
<td>College Writing I – Stretch (3)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>10021</td>
<td>Core Mathematics I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>10022</td>
<td>Core Mathematics II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>10023</td>
<td>Core Mathematics III</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>10024</td>
<td>Core Mathematics IV</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>10006</td>
<td>Core Mathematics I &amp; II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>US</td>
<td>10003</td>
<td>Reading Strategies for College Success</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>US</td>
<td>10006</td>
<td>Study Strategies for College Success</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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**TECHNICAL COURSES**

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Number</th>
<th>Title</th>
<th>Credit</th>
<th>Sem./Yr.</th>
<th>Grd</th>
<th>Qty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSCI</td>
<td>16001</td>
<td>Horticultural Botany</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCI</td>
<td>26002</td>
<td>Ecological Principles of Pest Management</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCI</td>
<td>26003</td>
<td>Plant Identification and Selection I</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCI</td>
<td>26004</td>
<td>Plant Identification and Selection II</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG</td>
<td>16001</td>
<td>Soil and Horticulture Management</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT</td>
<td>16001</td>
<td>Opportunities in Horticulture</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT</td>
<td>26001</td>
<td>Occupational Regulations and Safety</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT</td>
<td>26016</td>
<td>Irrigation Design and Maintenance</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HORT</td>
<td>26018</td>
<td>Landscape Construction</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Technical Elective:</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Technical Concentration – Select one concentration (12 credit hours) from the following:**

- **Urban Forestry**
  - HORT 26010 Arboriculture (3)
  - HORT 26011** Coop. in Tree Care (6)
  - HORT 26012 Urban Forestry (3)

- **Landscape Design**
  - HORT 26020 Prof. Landscape Mgmt. (3)
  - HORT 26021** Coop. in Landscape Mgmt. (6)
  - HORT 26046 Landscape Design I (3)

- **Turfgrass Management**
  - HORT 26030 Turfgrass Management (3)
  - HORT 26031** Coop. in Turfgrasm Mgmt. (6)
  - HORT 26032 Golf Course Management. (3)

**Related Courses**

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Number</th>
<th>Title</th>
<th>Credit</th>
<th>Sem./Yr.</th>
<th>Grd</th>
<th>Qty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRT</td>
<td>11000</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMRT</td>
<td>21052</td>
<td>Professional Selling Techniques</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM</td>
<td>10030</td>
<td>Chemistry in our World</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM</td>
<td>10031</td>
<td>Chemistry in our World Lab</td>
<td>1</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMT</td>
<td>11000</td>
<td>Introduction to Computer Systems</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL</td>
<td>21062</td>
<td>Environmental Geology</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Studies Courses**

- Select three credit hours from the Liberal Education Requirements

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Number</th>
<th>Title</th>
<th>Credit</th>
<th>Sem./Yr.</th>
<th>Grd</th>
<th>Qty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRT</td>
<td></td>
<td>Introduction to Human Communication</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG</td>
<td>11011</td>
<td>College Writing I</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG</td>
<td>20002</td>
<td>Introduction to Technical Writing</td>
<td>3</td>
<td>0-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US</td>
<td>10097</td>
<td>Destination Kent State: First Year Exp.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL REQUIREMENTS**

68

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**Notes**

- Students planning to enroll in 2+2 Bachelor of Applied Horticulture should choose an upper-division elective.
- **3 hours repeatable**

Core GPA = Technical Quality Points / Technical Credit Hours

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**Issued by the office of the Executive Dean for Regional Campus**
Date: 26 October 2009

To: Stanley Jones, Director, Horticultural Technology
From: Dr. Tyre J. Proffer, Professor, BSCI, Kent-Salem
Subject: Equivalency for Eastern Gateway Community College
Botany (BIO 206) Course

Director Jones,

I have looked over the syllabus for the Eastern Gateway Community College Course in Botany (BIO 206) taught by Stephanie Vance and have found it to be equivalent to our BSCI 16001 Horticultural Botany course. I recommend you allow transfer students to substitute this course to meet the core course requirement in Horticultural Botany that is part of our 2-yr and 4-yr program.

If a new instructor takes charge of this class at EGCC we should revisit this recommendation.

Tyre
TO: Educational Policies Council
FROM: Provost and Senior Vice President Robert G. Frank
SUBJECT: Agendas for Monday, 25 January 2010
EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 204
EPC Graduate Council, 3:20 p.m., Kent Student Center, 3rd Floor Conference Suite
DATE: 19 January 2010

In the event that any of the action or information item proposals require corrections or create actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 22 January, to ensure that the materials are available at the meeting for review.

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 16 November 2009.
Attachment 1

2. Curricular restructure of the Regional College to align with the original intention for the establishment. All associate and bachelor's degrees, certificate programs and associated courses unique to the Regional Campuses will be housed in the Regional College.
Effective Spring 2010
Attachment 2

College of the Arts (presented by Interim Dean John R. Crawford)

3. Inactivation of the Center for the Study of World Musics.
Effective Fall 2010
Attachment 3

College of Arts and Sciences (presented by Dean Timothy S. Moerland)

Department of Chemistry

4. Revision of the name of the Department of Chemistry [CHEM] to the Department of Chemistry and Biochemistry [CHMB].
Effective Fall 2010
Attachment 4

Department of Modern and Classical Language Studies

5. Establishment of three concentrations in the Classics [CLSS] major within the Bachelor of Arts [BA] degree: Greek [GRE], Latin [LAT] and Classical Civilization [CLSC]. Minimum total credit hours for program completion are unchanged at 121 (35 for major).
Effective Fall 2010
Attachment 5
ACTION ITEMS continued

**College of Communication and Information** *(presented by Dean Stanley T. Wearden)*

*School of Journalism and Mass Communication*

   **Effective Fall 2010**
   Attachment 6

**College of Education, Health and Human Services** *(presented by Associate Dean Joanne Arhar)*

*School of Foundations, Leadership and Administration*

7. Establishment of a concentration, name change of another concentration and revision of the program requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. New concentration is Park Management [PMM]. Concentration Recreation and Park Management [RPM] changes name to Recreation Management [RMM]. Revisions are removing PEP 25068 and adjusting general elective credit; and removing PEB electives from the Tourism Management [TMM] concentration. Minimum total credit hours for program completion are unchanged at 121.
   **Effective Fall 2010**
   Attachment 7

8. Establishment of a Park Management [PMM] minor. Minimum total credit hours for program completion are 18.
   **Effective Fall 2010**
   Attachment 8

**College of Technology** *(presented by Interim Dean Donald L. Bubenzer)*

9. Revision of the name of the Industrial Technology [INDT] major, to Applied Engineering [AENG], within the Bachelor of Science [BS] degree. In addition, establishment of an Applied Engineering and Technology Management [AETM] concentration. Minimum total credit hours for program completion are 122 for the Applied Engineering and Technology Management concentration and unchanged at 122-128 (depending on concentration) for the existing three concentrations.
   **Effective Fall 2010**
   Attachment 9: Major Name Revision | New Concentration

**Regional College** *(presented by Executive Dean Wanda E. Thomas)*

*Division of Professional Studies*

10. Inactivation of the Early Childhood Education Technology [ECET] major within the Associate of Applied Science [AAS] degree on the Ashtabula Campus. The degree program remains active on the Salem and Tuscarawas campuses.
    **Effective Fall 2010**
    Attachment 10

**Undergraduate Studies** *(presented by Dean Gary M. Padak)*

11. Establishment of 14 concentrations in the non-degree Exploratory [EXPL] major. They are: General [GENL]; Business [BUSN]; Health Care [HC]; Performing Arts [PA]; Sport and Recreation [SR]; Education and Teaching [ET]; Hospitality and Tourism [HT]; Design and Visual Arts [DVA]; Science and the Environment [SE]; Languages, Literature and Culture [LLC]; Law, Public Safety and Government [LPSG]; Human Services and Social Sciences [HSSS]; Communication, Journalism and Media [CJRM]; and Computers, Mathematics and Technology [CMT].
    **Effective Fall 2010**
    Attachment 11
DISCUSSION ITEM  *(presented by Provost Robert G. Frank)*

1. The Regional College organizational structure; faculty governance; curriculum process; and faculty appointment, promotion, tenure and reappointment.
   Attachment 12

INFORMATION ITEMS

**University Requirements Curriculum Committee**

1. Boilerplate statements to be inserted into syllabi for courses designated as satisfying the Liberal Education Requirements, Diversity and/or Writing Intensive Requirements.
   **Effective Fall 2010**
   Attachment 13

**College of the Arts**

**School of Music**

   **Effective Fall 2010**
   Attachment 14

3. Temporary suspension of admissions—until fall 2011—for students with guitar as the primary instrument in the Music [MUS] major within the Bachelor of Arts [BA] degree and the Music Education [MUED] major within the Bachelor of Music [BM] degree.
   **Effective Fall 2010**
   Attachment 15

**School of Theatre and Dance**

   **Effective Fall 2010**
   Attachment 16

   **Effective Fall 2010**
   Attachment 17

**College of Arts and Sciences**

6. Temporary suspension of admissions—until fall 2013—for the American Studies [AMST], Latin American Studies [LAS] and Soviet and East European Studies [SEES] majors within the Bachelor of Arts [BA] degree.
   **Effective Fall 2010**
   Attachment 18

**Department of English**

7. Revision of the program requirements for the Teaching English as a Foreign Language [C134] post-secondary certificate. ENG 41092 and 41192 are replaced with ENG 41292; and requirement ENG 31001 becomes an option with ENG 31008. Minimum total credit hours for program completion are unchanged at 18.
   **Effective Fall 2010**
   Attachment 19
INFORMATION ITEMS continued

College of Arts and Sciences continued

Department of Political Science / Center for Applied Conflict Management

8. Establishment of an Applied Conflict Management [C144] post-secondary certificate. Minimum total credit hours for program completion are 16.
   Effective Fall 2010
   Attachment 20

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

   Effective Fall 2010
   Attachment 21

LESSER ACTION ITEMS

College of the Arts

School of Art

1. Revision of the name of the Studio Art [SART] minor to Fine Art [FNAR]. Minimum total credit hours for program completion are unchanged at 21.
   Effective Fall 2010

2. Revision of the program requirements for the following programs: Crafts [CRFT] and Fine Arts [ARTS] majors within the Bachelor of Fine Arts [BFA] degree; and Art Education [ARTE], Art History [ARTH] and Crafts or Fine Arts [CFA] majors within the Bachelor of Arts [BA] degree. KBA 44080 and/or 45080 (depending on major) is added to art/crafts/fine arts electives; if the section represents the student’s senior project discipline (e.g., painting), an exception must be processed. Minimum total credit hours for program completion are unchanged at 128 for Art Education, 123 for Art History and 125 for the remainder.
   Effective Fall 2010

School of Fashion Design and Merchandising

3. Revision of admission requirements for the Fashion Design [FD] major within the Bachelor of Arts [BA] degree. A skills assessment requirement for admissions is eliminated, and the statement about 90 students admitted each fall is removed from the catalog. Minimum total credit hours for program completion are unchanged at 126-127 (depending on concentration).
   Effective Fall 2010

School of Music

4. Revision of program requirements for the Music [MUS] major within the Bachelor of Arts [BA] degree. MUS 12211 and 12212 are replaced with MUS 22111 and 22121 (fulfill Kent Core); required MUS 37111 and 41181 are removed; option MUS 48512 is replaced with MUS 45131; options MUS 36912, 45311 and 46912 are removed; MUS 17111 and 17112 now do not count toward graduation for Music majors; and general electives increase by 1 credit. Minimum total credit hours for program completion decrease, from 128 to 121.
   Effective Fall 2010
LESSER ACTION ITEMS continued

College of the Arts continued

School of Music continued

5. Inactivation of the Theory [THRY] concentration and revision of program requirements for the Music [MUS] major within the Bachelor of Music [BM] degree. MUS 37111 and 41181 are removed; and MUS 12211 and 12212 are replaced with MUS 22111 and 22121 (fulfill Kent Core). In the Composition [COMP] concentration, MUS 31111 is removed; 3-4-credit MUS electives and option MUS 44111 or 44121 are added; and MUS 41299 is reduced by 1 credit. In the Instrumental [ISTM] concentration, MUS electives are increased by 2-3 credits. In the Piano Performance [PPER] concentration, MUS 41131 is added. In the Voice Performance [VPER] concentration, MUS 45131 (taken twice) and 1-2-credit MUS electives are added; and applied music/piano class electives are reduced by 2 credits. Minimum total credit hours for program completion decrease, from 129-130 (depending on concentration) to 125.

Effective Fall 2010

6. Revision of program requirements for the Music Education [MUED] major within the Bachelor of Music [BM] degree. MUS 33214 is added; MUS 12211 and 12212 are replaced with MUS 22111 and 22121 (fulfill Kent Core); and MUS 37111, 41181 and option MUS 36053 or 41341 are removed. In the Choral–General [CHG] concentration, MUS 37113, 48241 and 48512 are added; and MUS 27111, 27112, 46111 and 47014 are removed. In the Instrumental [ISTM] concentration, MUS 37114 and 47311 are added; and MUS 43241 reduces credits by 1; MUS 45222 becomes an option with MUS 47411; and options MUS 47411, 47511, 47611, 47711 are reduced by 1 credit. Minimum total credit hours for program completion decrease, from 138-139 (depending on concentration) to 132.

Effective Fall 2010

School of Theatre and Dance

7. Revision of the program requirements for the Theatre Studies [THEA] major within the Bachelor of Arts [BA] and the Bachelor of Fine Arts [BFA] degrees. New writing-intensive course THEA 41140 is added to prescribed electives. Minimum total credit hours for program completion for both degrees are unchanged at 129 for both degrees.

Effective Fall 2010

College of Arts and Sciences

Department of Chemistry

8. Revision of the name of two concentrations in the Chemistry [CHEM] major within the Bachelor of Science [BS] degree. Biological Chemistry [BIOC] becomes Biochemistry [BCHM], and Biological Chemistry–Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [BIOP] becomes Biochemistry–Pre-Medicine/Pre-Osteopathy/Pre-Dentistry [BCHP]. Minimum total credit hours for program completion are unchanged at 121.

Effective Fall 2010

Department of English

9. Revision of program requirements for the English [ENG] major within the Bachelor of Arts [BA] degree. Required ENG 25001 becomes an option with ENG 25004; Option ENG 25003 is replaced with ENG 25005. ENGLISH 30066 is added as an English writing/language studies option; and ENG 33012, 33013, 33014, 33015 are added as genre/cultural/literary options. Minimum total credit hours for program completion are unchanged at 121 (39 in major).

Effective Fall 2010
LESSER ACTION ITEMS continued

College of Arts and Sciences continued

Department of English continued

10. Revision of program requirements for the English [ENG] minor. Option ENG 25003 is replaced with ENG 25005; and required ENG 25001 becomes an option with ENG 25004. Minimum total credit hours for program completion are unchanged at 21.
   Effective Fall 2010

Department of Mathematical Sciences

11. Revision of program requirements for the Applied Mathematics [AMTH] minor. MATH 11010 and 11022 are added as prerequisites to the program. Minimum total credit hours for program completion are unchanged at 25.
   Effective Fall 2010

Department of Modern and Classical Language Studies

12. Revision of program requirements for the French Translation [FRTR] major within the Bachelor of Science [BS] degree. Two FR 30000-level literature courses are replaced with FR 33335, 33336 and 33337; TRST 20009 and 30330 are added; a computer requirement (CS 10001, 10061, MIS 24053 or 34070) is removed; and the subject area specialty is reduced from 39 to 30 credits. Minimum total credit hours for program completion are unchanged at 121 (82 for major).
   Effective Fall 2010

13. Revision of program requirements for the German Translation [GRTR] major within the Bachelor of Science [BS] degree. MCLS 21417, TRST 20009, 30330 and an upper-division GER course are added; a computer requirement (CS 10001, 10061, MIS 24053 or 34070) is removed; and the subject area specialty is reduced from 39 to 33 credits. Minimum total credit hours for program completion are unchanged at 121 (82 for major).
   Effective Fall 2010

14. Revision of program requirements for the Russian Translation [RUTR] major within the Bachelor of Science [BS] degree. TRST 20009, 30330 and an upper-division RUSS course are added; a computer requirement (CS 10001, 10061, MIS 24053 or 34070) is removed; and the subject area specialty is reduced from 39 to 33 credits. Minimum total credit hours for program completion are unchanged at 121 (82 for major).
   Effective Fall 2010

15. Revision of program requirements for the Spanish Translation [SPTR] major within the Bachelor of Science [BS] degree. TRST 20009, 30330, 38303 and two upper-division SPAN courses are added; a computer requirement (CS 10001, 10061, MIS 24053 or 34070) is removed; and the subject area specialty is reduced from 39 to 27 credits. Minimum total credit hours for program completion are unchanged at 121 (82 for major).
   Effective Fall 2010

College of Communication and Information

School of Journalism and Mass Communication

16. Revision of the program requirements for the News [NEWS] major within the Bachelor of Science [BS] degree. JMC 22000 is replaced with JMC 20006 in all concentrations; JMC 22002 is removed from the Magazine Journalism [MJRN] and Newspaper Journalism [NJRN] concentrations; and general electives are adjusted to maintain total credits. Minimum total credit hours for program completion are unchanged at 124.
   Effective Fall 2010
LESSER ACTION ITEMS continued

College of Communication and Information continued

School of Journalism and Mass Communication continued

17. Revision of the program requirements for the Visual Journalism [VJNL] major within the Bachelor of Science [BS] degree. JMC 20006 is added to all concentrations and general electives are adjusted to maintain total credits. In the Information Design [INFD] concentration, JMC 22002 is removed. In the Photojournalism [PHOJ] concentration, JMC 32005 is added; JMC 26007 and 46054 are removed; option JMC 42008 is required; options JMC 40020, 40036 and 40095 are added; and options JMC 46000, 46001 and 46020 are listed once only. Minimum total credit hours for program completion are unchanged at 124. Effective Fall 2010

School of Visual Communication Design

18. Revision of the program requirements for the Photo Illustration [PHO] major within the Bachelor of Science [BS] degree. VCD 49198 is removed; VCD 13000 increases by 1 credit hour; and VCD 45000 is designated as writing intensive. Minimum total credit hours for program completion decrease, from 128 to 127. Effective Fall 2010

19. Revision of the program requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] and Bachelor of Fine Arts [BFA] degrees. VCD 13000 increases by 1 credit hour; VCD 45000 is designated as writing intensive; and VCD 49198 is removed in the BFA. Minimum total credit hours for program completion increase for the BA, from 129 to 130; hours decrease for the BFA, from 137 to 136. Effective Fall 2010

College of Education, Health and Human Services

20. Revision of the deadline to apply for student teaching, from the sixth Friday of the semester to the second Friday of the semester, one year before student teaching is anticipated. Effective Fall 2010

School of Foundations, Leadership and Administration

21. Revision of the name of the Recreation and Park Management [RPM] minor, to Recreation Management [RMM]. Minimum total credit hours for program completion are unchanged at 19. Effective Fall 2010

School of Health Sciences

22. Revision of program requirements for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree. ATTR 25038 is added; HED 11570 is removed; ATTR 25037 reduces by 1 credit; PEP 45091 is replaced with ATTR 45091; and general electives increase by 1 credit. Minimum total credit hours for program completion are unchanged at 123. Effective Fall 2010

23. Revision of the program requirements for the Sports Medicine [SPMD] minor. ATTR 25038 is added; PEP 45091 is removed; ATTR 25037 reduces credits by 1; and PEP 25057, 25058, 35075, 45080 are replaced with ATTR 25057, 25058, EXSC 35075, 45080. Minimum total credit hours for program completion increase, from 33 to 34. Effective Fall 2010
LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Teaching, Learning and Curriculum Studies

24. Revision of the admission and program requirements for the Earth Science [ESCI] major within the Bachelor of Science in Education [BSE] degree. PHY 13002, 13022 are added; COMM 15000, 26000, GEOG 41082, GEOL 34061, SOC 22778 are removed. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 141 to 133.
Effective Fall 2010

25. Revision of the program requirements for the Education [EDUC] minor. Course requirements are adjusted for students in a foreign language or Teaching English as a Second Language major. Minimum total credit hours for program completion are unchanged at 42.
Effective Fall 2010

26. Revision of the program requirements for the Integrated Family and Consumer Sciences Education [FCSE] major within the Bachelor of Science in Education [BSE] degree. CTTE 36014, HM 13022 are added; CTTE 44618 is removed. Minimum total credit hours for program completion increase, from 121 to 122.
Effective Fall 2010

27. Inactivation of the three concentrations and revision of the program requirements for the Integrated Business Education [IBED] major within the Bachelor of Science in Education [BSE] degree. The inactivated concentrations are Business Training–Development [BTDV], Postsecondary [PSND] and Teaching, Secretarial–Office Administration [TSOA]. CTTE 44618 is replaced with CTTE 46017. Minimum total credit hours for program completion are unchanged at 133.
Effective Fall 2010

28. Revision of the admission requirements for the Integrated Language Arts [INLA] major within the Bachelor of Science in Education [BSE] degree. The essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2010

29. Revision of the admission requirements for the Integrated Mathematics [IMTH] major within the Bachelor of Science in Education [BSE] degree. The essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2010

30. Revision of the admission and program requirements for the Integrated Science [ISCI] major within the Bachelor of Science in Education [BSE] degree. Removed are COMM 15000, 26000, PHY 11030, SOC 22778. Within the four concentrations: in Chemistry [CHEM], GEOL 21062 is removed; in Earth Science [ESCI], added are BSCI 30140, GEOG 41073, GEOL 21080, and removed are BSCI 30560, CHEM 30105, GEG 41082, GEOL 34061; in Life Science [LFSC], GEOL 21062 is added, and removed are BSCI 30030, 40430, GEOL 34061; in Physics [PHY], CHEM 20481 is added, and PHY 32511 becomes an option with PHY 36002. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 156 to 144 for Chemistry, 156 to 142 for Earth Science, 158 to 144 for Life Science, and 159 to 147 for Physics.
Effective Fall 2010
LESSER ACTION ITEMS continued

College of Education, Health and Human Services continued

School of Teaching, Learning and Curriculum Studies continued

31. Revision of the admission requirements for the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree. The essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion are unchanged at 124.

   Effective Fall 2010

32. Revision of the admission and program requirements for the Life Science [LFSC] major within the Bachelor of Science in Education [BSE] degree. Added are PHY 13022, 13022, GEOL 10042, 10043; removed are BSCI 30030, 40430, COMM 15000, 26000, GEOG 41073, GEOL 34061, PHY 11030, SOC 22778. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 147 to 132.

   Effective Fall 2010

33. Revision of the admission and program requirements for the Life Science–Chemistry [LSCM] major within the Bachelor of Science in Education [BSE] degree. Added are CHEM 20481, GEOL 10040, 10041; removed are BSCI 30030, 40430, CHEM 30481, COMM 15000, 26000, GEOL 34061, SOC 22778. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 143 to 134.

   Effective Fall 2010

34. Revision of the program requirements for the Marketing Education [MKT] major within the Bachelor of Science in Education [BSE] degree. CTTE 44618 is replaced with CTTE 46017. Minimum total credit hours for program completion are unchanged at 121.

   Effective Fall 2010

35. Revision of the admission requirements for the Middle Childhood [MCED] major within the Bachelor of Science in Education [BSE] degree. Addition of completion of one-half of content area coursework in both concentrations with minimum C grade. Minimum total credit hours for program completion are unchanged at 128-141 (depending on concentration).

   Effective Fall 2010

36. Revision of the name and program requirements for the Teacher Certification [TCER] concentration and program requirements for the Health and Physical Education [HPE] concentration in the Physical Education [PEP] major within the Bachelor of Science [BS] degree. Teacher Certification changes to Physical Education Licensure [PEL], and PEP 10035 is removed. In both concentrations, removed are ATTR 35025, 15013, 15014, 15017, 15018, 15019, 35054; added are PEP 15011, 15020, 35084. Minimum total credit hours for program completion decrease; for Physical Education Licensure, from 125 to 124; for Health and Physical Education, from 164 to 162.

   Effective Fall 2010

37. Revision of the admission and program requirements for the Physical Science [PHSC] major within the Bachelor of Science in Education [BSE] degree. PHY 32511 becomes an option with PHY 36002; removed are COMM 15000, 26000, GEOG 41025, PHY 11030, SOC 22778. In addition, the essay requirement for advanced study admission is eliminated. Minimum total credit hours for program completion decrease, from 144 to 131.

   Effective Fall 2010

38. Revision of the program requirements for Trade and Industrial Education [TIED] major within the Bachelor of Science in Education [BSE] degree. CTTE 44618, 46003 and 46029 are removed; and CTTE 46002 increases credits by 1. Minimum total credit hours for program completion decrease, from 130 to 124.

   Effective Fall 2010
LESSER ACTION ITEMS continued

College of Technology

39. Revision of the Construction Management [COMA] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree. PHY 13001, 13002, 13021 and 13022 (or PHY 12201 and 12202) are replaced with 8 credits of LER (Kent Core) Basic Sciences; technology electives decrease by 2 credits; and general electives increase by 4 credits. Minimum total credit hours for program completion are unchanged at 124.
   Effective Fall 2010

40. Revision of the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. MATH 11010 is added as a requirement. Minimum total credit hours for program completion increase, from 64-68 to 67-71 (depending on concentration).
   Effective Fall 2010

40. Revision of the Electronic Technology [ELTN] minor. TECH 23200, 46330 are added; and TECH 23224, 33580 are removed. Minimum total credit hours for program completion decrease, from 21 to 19.
   Effective Fall 2010

Regional College

Division of Health Occupations

41. Revision of the program requirements for the Bachelor of Radiologic Imaging Sciences [BRIT] degree program, conferred on the Salem Campus. RIS 44000 is added to the Nuclear Medicine [NMFR] and Radiation Therapy [RTFE] concentrations (freshman-entry option); RIS 34040 is added to the Diagnostic Medical Sonography [FRAS, HATS, RTAS] concentrations; and RADT 14002 is removed from the of the Diagnostic Medical Sonography [RTAS] concentration (AAS Radiologic Technology option). Minimum total credit hours for program completion increase, from 121 to 123 for Nuclear Medicine and Radiation Therapy (freshmen-entry options); total credits are unchanged at 121 and increase from 121 to 124 and from 133 to 136 (depending on option) for the Diagnostic Sonography concentration.
   Effective Fall 2010

42. Revision of the program requirements for the Nursing ADN [NRST] major within the Associate of Applied Science [AAS] degree, conferred on the Ashtabula, East Liverpool, Geauga and Tuscarawas campuses. NRST 20207 increases credits by 1. Minimum total credit hours for program completion increase, from 62 to 63.
   Effective Fall 2010

43. Revision of the progression requirements for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree, conferred at the Ashtabula and Salem campuses. All RADT courses and BSCI 11010, 11020 must be earned with minimum C grade. Minimum total credit hours for program completion are unchanged at 70.
   Effective Fall 2010

44. Revision of the admission, progression and program requirements for the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree, conferred on the Tuscarawas Campus. A minimum 2.5 GPA is required for admissions; minimum 2.0 cumulative GPA is required to progress; and minimum C grade is required for all courses (including VTEC, technical, general studies, electives and prescribed developmental courses). In addition, requirement HED 14020 is removed, and BSCI 20022 is added. Minimum total credit hours for program completion decrease, from 72 to 70.
   Effective Fall 2010
EPC GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 16 November 2009.
   Attachment 1

   College of Arts and Sciences / Department of Mathematical Sciences
   (presented by Associate Dean John R. Stalvey) and
   Graduate School of Management / Department of Finance
   (presented by Associate Dean Richard H. Kolbe)

2. Establishment of a concentration, Financial Engineering Quantitative [FEMQ], in the Financial Engineering [FEM] major within the Master of Science [MS] degree. The concentration is for students from Xiamen University in China as part of an articulation (1+1) agreement. Minimum total credit hours for program completion are 32.
   Effective Spring 2010 for enrollment of first cohort
   Effective Fall 2010 catalog inclusion
   Attachment 22

   Graduate School of Education, Health and Human Services
   (presented by Associate Dean Nancy E. Barbour)

   School of Health Sciences

3. Establishment of an Exercise Physiology [EXPH] major within the Master of Science [MS] degree. The program is currently a concentration in the Exercise, Leisure and Sport [ELS] major. Minimum total credit hours for program completion are 34.
   Effective Fall 2010
   Attachment 23: Proposal | Letters of Support | Catalog Copy and Courses | Faculty CV

4. Revision of the name of the Physical Education [PEP] major within the Doctor of Philosophy [PHD] degree. Name changes to Exercise Physiology [EXPH]. In addition, the sole concentration, Exercise Physiology [EXPH], is inactivated.
   Effective Fall 2010
   Attachment 24: Proposal (see item 3, above, for letters of support, catalog, faculty CV)

   School of Foundations, Leadership and Administration / School of Teaching, Learning and Curriculum Studies

5. Move of the Physical Education Teacher Education [PETE] concentration from the Exercise, Leisure and Sport [ELS] major to the Curriculum and Instruction [CI] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 40.
   Effective Fall 2010
   Attachment 25

6. Establishment of a non-degree, endorsement program, Lead Professional Educator (Grades PreK-12). Minimum total credit hours for program completion are 15.
   Effective Fall 2010
   Attachment 26
ACTION ITEMS continued

Graduate School of Education, Health and Human Services continued

School of Lifespan Development and Educational Sciences
7. Establishment of an Instructional Technology [ITEC] concentration in the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. In addition, program requirements in the Educational Psychology major are revised to accommodate the new concentration. Minimum total credit hours for program completion are 75.
   Effective Fall 2010
   Attachment 27

8. Revision of the name, progression and graduation requirements of the Community Counseling [CCON] major within the Master of Arts [MA] and Master of Education [MED] degrees. Name changes to Clinical Mental Health Counseling [CMHC], and a pre-practicum examination and a comprehensive examination are required for progression and graduation. Minimum total credit hours for program completion are unchanged at 60.
   Effective Fall 2010
   Attachment 28

INFORMATION ITEMS

College of the Arts

School of Music
   Effective Fall 2010
   Attachment 29

College of Arts and Sciences
2. Program Development Plan to the Ohio Board of Regents to seek preliminary approval to propose establishment of a Master of Arts [MA] degree in Chemical Physics [CPHY].
   Attachment 30

Department of English
   Effective Fall 2010
   Attachment 31

Department of Political Science / Center for Applied Conflict Management
   Minimum total credit hours for program completion are 16.
   Effective Fall 2010
   Attachment 32

Graduate School of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies
5. Establishment of a Career-Technical Teacher Education [C625] post-baccalaureate certificate. Minimum total credit hours for program completion are 24.
   Effective Fall 2010
   Attachment 33
INFORMATION ITEMS continued

Graduate School of Management

Department of Accounting


Effective Fall 2010

LESSEr ACTION ITEMS

College of the Arts

School of Art

1. Establishment of an alternate delivery mechanism, partially web-based, for the Art Education [ARTE] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 33–35.

Effective Fall 2010 for catalog inclusion
Effective Summer 2011 for enrollment of first cohort

College of Arts and Sciences

2. Revision of program requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees. CPHY 6/72250 is removed; CPHY 6/72242 and 6/72245 increase credits; in the MS program, CHEM 6/70333 is replaced with CHEM 5/70478; in the PhD program, CPHY 72248 is added to the Optoelectronics [OELC] and Physical Properties of Liquid Crystals [PPLQ] concentrations; CPHY 72640 and 72643 increase credits, and the General Chemical Physics [GCP] concentration is reinstated (erroneously removed in a previous catalog). Minimum total credit hours for program completion are unchanged at 32 for the MS and 60 for the PhD.

Effective Fall 2010

Department of Applied Social and Behavioral Research


Effective Fall 2010

Department of Modern and Classical Language Studies

4. Revision of program requirements for five concentrations in the Translation [TRNS] major within the Master of Arts [MA] degree. One course in each concentration—FR 63298 in French, GER 61298 in German, JAPN 65298 in Japanese, RUSS 62298 in Russian, and SPAN 68298 in Spanish—is replaced with TRST 60298. Minimum total credit hours for program completion are unchanged at 36.

Effective Fall 2010

5. Revision of admissions and program requirements for the Translation Studies [TRST] major within the Doctor of Philosophy [PHD] degree. Accepted applicants may hold an MA in any other discipline with experience or training in translation (rather than relevant discipline if combined with significant experience or training in languages or linguistics), and must submit a 7-10-page sample of research essay covering any aspect of translation or language (or a proposal for a PhD dissertation topic on any aspect of translation). TRST 70006, 70007 and 70008 are added as required in the core. Minimum total credit hours for program completion are unchanged at 60.

Effective Fall 2010
LESSER ACTION ITEMS continued

Graduate School of Education, Health and Human Services

School of Foundations, Leadership and Administration

6. Revision of program requirements for the Educational Administration–K-12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees. New courses EDAD 6/76529, 6/76531 and 6/76602 are added as electives; electives EDAD 6/76533, 6/7538 and 6/76544 are revised; and electives EDAD 6/76521, 6/76524, 67/6535, 6/76539, 6/7662 and 6/76668 are removed. Minimum total credit hours for program completion are unchanged at 33 for the MEd and 30 for the EdS.
   Effective Fall 2010

School of Lifespan Development and Educational Services

7. Revision of program requirements for the Family Studies [FS] major within the Master of Arts [MA] degree. HDFS 61018 is replaced with EDPF 65511. In the Human Development and Family Studies [HDFS] concentration, new courses HDFS 54027 and 54038 are added as options. Minimum total credit hours for program completion are unchanged at 32 for the HDFS concentration, and 33 for the Gerontology [GERO] concentration.
   Effective Fall 2010

8. Revision of the progression and graduation requirements for the School Counseling [SCON] major within the Master of Arts [MA] and Master of Education [MED] degrees. A pre-practicum examination and a comprehensive examination are required for progression and graduation. Minimum total credit hours for program completion are unchanged at 49.
   Effective Fall 2010

College of Technology

9. Revision of admission requirements for the Master of Technology [MTEC] degree program. Submission of scores from the Graduate Record Examination (GRE) is eliminated. Minimum total credit hours for program completion are unchanged at 32.
   Effective Fall 2010

Agenda prepared by Therese E. Tillett, Director, Curriculum Services
### COURSE CHANGES

**Key for course changes:**

- **A** Title Abbreviation
- **C** Cross-List/Slash
- **D** Description
- **E** Credit-by-Exam
- **F** Fee
- **G** Grade Rule
- **H** Credit Hours
- **L** LER
- **N** Number
- **P** Prerequisite
- **R** Repeatable
- **S** Subject
- **T** Title
- **W** Writing Intensive
- **Inact** Inactivate

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**Course Changes Effective Fall 2010**

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<th>Title Abbreviation</th>
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BSCI 70146 Developmental Mechanisms (3) .................................................................. New
BSCI 70162 Soil Biology (3) ............................................................................................ New
BSCI 70360 Ichthyology (4) ............................................................................................. New
BSCI 70376 Tropical Field Biology and Conservation (5) ................................................ New
BSCI 80462 Neurobiology: Systems and Behavior (3) ...................................................... New
CCI 60001 Introduction to Research in Communication and Information (3) ..................... New
CCI 80000 Foundations of Communication and Information Inquiry (3) ............................. New
CCI 80001 Introduction to Research in Communication and Information (3) ..................... New
CCI 80094 College Teaching in Communication and Information (3) ............................... New
CCI 80199 Dissertation I (15) ........................................................................................... New
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CCI 85098 Research in Communication and Information (1-15) ......................................... New

CHDS 67636 Practicum I: Community Counseling (3) to:
Practicum I: Clinical Mental Health Counseling .................................................. TaD

CHDS 67637 Practicum II: Community Counseling (3) to:
Practicum II: Clinical Mental Health Counseling ................................................. TaP

CHDS 67663 Community Counseling (3) to:
Orientation to Clinical Mental Health Counseling .............................................. TaD

CHDS 67664 Addictive Behavior and Treatment Issues (3) to:
Theories and Practices in Addictions Counseling ................................................ TaDc

CHDS 67665 Substance Abuse Counseling (3) to:
Treatment Planning in Addictions Counseling .................................................... TaPDc

CHDS 67695 Special Topics in Clinical Mental Health Counseling (1-3) ......................... Ta

CHDS 67698 Individual Research in Clinical Mental Health Counseling (1-3) ............... Ta

CHDS 68126 Principles of Measurement and Appraisal (3) ........................................... D

CHDS 68529 Couples Therapy: Theory and Techniques (3) .......................................... PD

CHDS 68533 Family Therapy: Theory and Techniques (3) ............................................ P

CHDS 68536 Practicum in Marriage and Family Therapy (3) to:
Practicum in Couples and Family Therapy ...................................................... TaD

CHDS 77636 Practicum I: Community Counseling (3) to:
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CHDS 77637 Practicum II: Community Counseling (3) to:
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CHDS 77663 Community Counseling (3) to:
Orientation to Clinical Mental Health Counseling .............................................. TaD

CHDS 77664 Addictive Behavior and Treatment Issues (3) to:
Theories and Practices in Addictions Counseling ................................................ TaDc

CHDS 77665 Substance Abuse Counseling (3) to:
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CHDS 77692 Internship in Community Counseling (2-10) ........................................... Inact

CHDS 77792 Internship I: Clinical Mental Health Counseling (3) .................................... New
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EXPH 75081 Energy Metabolism and Body Composition (3) .............................................. SPscO

ELS  75082 Cardio-Respiratory Function (3) to:  SPscO
EXPH 75082 Cardio-Respiratory Function (3) ................................................................. SPscO

ELS  75083 Exercise Energy Metabolism (3)  SPscO
EXPH 75083 Exercise Energy Metabolism (3) ................................................................. SPscO

ELS  75084 Cardiovascular-Respiratory Dynamics During Exercise (3) to:  SPscO
EXPH 75084 Cardiovascular-Respiratory Dynamics During Exercise (3) .......................... SPscO

ELS  75085 Anthropometry and Body Composition in the Exercise Sciences (3) to:  SPscO
EXPH 75085 Anthropometry and Body Composition in the Exercise Sciences (3)  ........ SPscO

ELS  Large-scale change of course subject, from ELS to ATTR, for the following courses:
      55038  62010  62012  62014  62016  63095  63098  63199  63299  73095

ELS  Large-scale change of course subject, from ELS to CI, for the following courses:
      53093  55015  55020  55051  55053  55058  55059  63193  65007
      65043  65044  65055  65392  65592  65692  75007  75043  75592

ELS  Large-scale change of course subject, from ELS to EXPH, for the following courses:
      60610  63095  63098  63199  63299  70610  73095  75086  83098  83199  83299

ELS  Large-scale change of course subject, from ELS to SRM, for the following courses:
      53093  55022  55023  55026  55026  56000  56001  56016  56040  56041
      56060  56070  56080  63018  63095  63096  63098  63195  63199  63299
      65006  65008  65021  65031  65033  65034  65036  65038  65043  65042
      65041  65045  65046  65047  65061  65062  65063  65064  65092  65292
      65192  63018  63095  65006  65008  65031  65034  65038  65061

ENG  30001 English Studies (3) [WIC] .............................................................................. P

ENG  34011 World Literature in English (3) [add DIVG] ................................................... d

EPsy  49525 Relational Learning in Education (3) ............................................................ New

EXPH  53093 Variable Title Workshop in Exercise Science and Exercise Physiology (1-3)  New

EXPH  63096 Individual Investigation in Exercise Physiology (1-3) ............................... New

EXPH  63195 Special Topics in Exercise Physiology (1-3) ............................................... New

EXPH  65192 Internship in Exercise Physiology (1-6) ....................................................... New

EXPH  63193 Variable Title Workshop in Exercise Physiology (1-3) ............................... New

EXPH  73052 Advanced Research Design and Statistics in Exercise Physiology (3) ........ New

EXPH  75192 Internship in Exercise Physiology (1-6) ....................................................... New

EXSC  43093 Variable Title Workshop in Exercise Science and Exercise Physiology (1-3) New

EXSC  43098 Research in Exercise Science (1-3) ............................................................. New

EXSC  45096 Individual Investigation in Exercise Science (1-3) ....................................... HO

EXSC  46095 Special Topics in Exercise Science (1-3) ..................................................... New

FR  63298 Applied Translation Research (1-3) ............................................................... Inact

GER  61298 Applied Translation Research (1-3) ............................................................... Inact

HDFS  54037 Positive Youth Development (3) ................................................................. New

HDFS  54038 Professional Child and Youth Work Practice (3) ....................................... New

HDFS  64023 Family Development (3) to:
      Family Theories and Processes ........................................................................ TaPDc
Course Changes Effective Fall 2010 continued

**HED 11590** Community Health (3) to: Community Health Education ...................................................... TaDcO

**HED 21050** Health Behavior (3) to: Health Education Theories .............................................................. TaDcO

**HED 44544** Sexual Health Promotion Programs (3) to: Sexuality Education Programs ........................................ TaC

**HED 44550** Drug Abuse and Violence Prevention (3) to: Drug Abuse and Violence Education Programs ................... TaDcO

**HED 54544** Sexual Health Promotion Programs (3) to: Sexuality Education Programs ........................................ TaC

**HED 54550** Drug Abuse and Violence Prevention (3) to: Drug Abuse and Violence Education Programs ................... TaDcO

**IAKM 60691** Seminar in Information Architecture and Knowledge Management (1-3) .............................. DCO

**IAKM 60692** Practicum in Information Architecture and Knowledge Management (2-3) ................................. D

**IAKM 60693** Variable Title Workshop Information Architecture, Information Use or Knowledge Management (1-3) to: Variable Title Workshop in Information Architecture and Knowledge Management .................................................. TaDCG

**IAKM 60792** Internship in Information Architecture, Information Use or Knowledge Management (1-3) to: Internship in Information Architecture and Knowledge Management .................................................... TD

**IAKM 61095** Special Topics in Information Architecture and Knowledge Management (1-3) ........................... TaND

**IAKM 61096** Individual Investigation in Information Architecture, Information Use or Knowledge Management (1-3) to: Individual Investigation in Information Architecture and Knowledge Management (1-3) ......................................................... TaDC

**IAKM 80001** Information Architecture and Knowledge Management in Context (3) ......................................... New

**IAKM 80002** Knowledge Organization Structures, Systems and Services (3) ............................................... New

**IAKM 80101** Information Architecture (3) ........................................................................................................ New

**IAKM 80102** Information and Visual Design (3) ............................................................................................. New

**IAKM 80103** Researching the User Experience (3) .......................................................................................... New

**IAKM 80104** Usability I (3) .......................................................................................................................... New

**IAKM 80105** Information Technologies (3) .................................................................................................. New

**IAKM 80110** Content Management Systems (3) .......................................................................................... New

**IAKM 80111** Online Branding (3) ............................................................................................................... New

**IAKM 80112** Advanced Information Architecture (3) .................................................................................. New

**IAKM 80113** User and Task Analysis (3) .................................................................................................... New

**IAKM 80114** Usability II (3) ....................................................................................................................... New

**IAKM 80301** Foundational Principles of Knowledge Management (3) ........................................................ New

**IAKM 80302** Document and Records Management (3) ................................................................................. New

**IAKM 80303** Knowledge Management in Organizations (3) ....................................................................... New

**IAKM 80304** Research Methods in Knowledge Management (3) ............................................................. New

**IAKM 80310** Intellectual Capital Management (3) ....................................................................................... New
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NRST 20207 Psychosocial Self-Care Deficits (3) to: (4) ................................ HcDP
NRST 20208 Nursing Agency III (6) ............................................................ P
NRST 20209 Maternal/Newborn Development Self-Care (2) .............................. P
NRST 20210 Child and Family Development Self-Care (2) ............................... P
NRST 20206 Nursing Agency II (5) .............................................................. P

OCAT 10000 Introduction to Occupational Therapy (2) to:
Foundations in Occupational Therapy ................................................. TaD

OCAT 10001 Therapeutic Media I (3) to:
Occupational Therapy Practice Skills II (3) ........................................ TaD

OCAT 20001 Occupational Therapy Management Skills (2) to:
Professional Issues in Occupational Therapy (3) .............................. TaD

OCAT 20003 Therapeutic Media III (3) to:
Occupational Therapy Practice Skills III .............................................. TaD

PEB 10413 Latin Social Dance (1) .................................................................. New
PEB 10515 Beginning Wallyball (1) ............................................................. New
PEB 11664 Pilates (1) ................................................................................. New
PEB 12204 Beginning Broomball (1) ............................................................ New

PEP 15010 Introduction to Physical Education, Fitness and Sport (2) to: (3) ....... DHc
PEP 15011 Development and Analysis of Invasion Games (3) ....................... New
PEP 15015 Development and Analysis of Game Performance I (2) to:
Development and Analysis of Net Games (3) ....................................... TaHDP

PEP 15016 Development and Analysis of Game Performance II (3) to:
Development and Analysis of Target and Field Games (3) .................... TaDP

PEP 15020 Fundamental Movement, Gymnastics and Dance (3) ....................... New

PEP 25057 Human Anatomy and Physiology I (3) to:
ATTR 25057 Human Anatomy and Physiology I (3) and
EXSC 25057 Human Anatomy and Physiology I (3) .................................. SCO

PEP 25058 Human Anatomy and Physiology II (3) to:
ATTR 25058 Human Anatomy and Physiology II (3) and
EXSC 25058 Human Anatomy and Physiology II (3) ............................... SPCO

PEP 35022 Exercise Leadership (3) to:
EXSC 35022 Exercise Leadership (3) ....................................................... SPO

PEP 35054 Biomechanics (3) to:
ATTR 35054 Biomechanics (3) and
EXSC 35054 Biomechanics (3) ............................................................... SPCsO

PEP 35075 Exercise Programming (3) to:
EXSC 35075 Exercise Programming (3) ................................................. SPO

PEP 35084 Motor Skill Analysis (3) .............................................................. New

PEP 40612 Exercise Leadership for the Older Adult (3) to:
EXSC 40612 Exercise Leadership for the Older Adult (3) ............................. SPScO

PEP 45065 Exercise Testing (3) to:
EXSC 45065 Exercise Testing (3) ............................................................. SPCsO
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### Course Changes Effective Fall 2010 continued

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### Course Changes Effective Fall 2011

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### Amendment

The following new courses, approved to be effective for fall 2010, are now effective for **summer 2010**:

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<td>Environmental Health Science (3)</td>
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<td>Health Disparities (3)</td>
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*Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services*
EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings
Monday, 16 November 2009

Minutes of the EPC Undergraduate Council Pages 1–3
Minutes of the EPC Graduate Council Pages 4–6

EPC UNDERGRADUATE COUNCIL

Ex-Officio Members present: Senior Vice President and Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans John R. Crawford, Laura Cox Dzurec, Daniel F. Mahony, Wanda E. Thomas, Stanley T. Wearden, Donald R. Williams; Dean’s representative Mary Ann Haley for Timothy S. Moerland

Ex-Officio Members not present: Deans James E. Dalton, Verna M. Fitzsimmons, Robert (Yank) Heisler Jr., Gary M. Padak, Mark W. Weber

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Bruce J. Gunning, Min He, David A. Kessler, Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Erica B. Lilly


Undergraduate Council Representatives not present:

Observers present:

Observers not present: Brianna D. Lawhorn (Undergraduate Student Government)

Consultants and Guests present: Sonia A. Alemagno, Stephane E. Booth, Harriett S. Bynum, Carol K. Drennan, Jocelyn R. Folk, David A. Goswick, Stanley M. Jones, Colin Morris (Daily Kent Stater), Jennifer Sandoval, Therese E. Tillett

Associate Provost Stephane E. Booth called to order the EPC Undergraduate Council at 3:24 p.m., on Monday, 16 November 2009, in room 204 of the Kent Student Center.

Action Item 1: Approval of minutes from 19 October 2009.

A motion to approve with no corrections was passed unanimously.
Information Item 1: Establishment of policies and procedures for temporary admissions suspension of an academic program.

Curriculum Services Director Therese E. Tillett explained that Kent State currently does not have official procedures to suspend admissions into a program. Having no policy may mean that no one outside of the academic unit suspending the program is aware of the suspension; therefore, students apply and pay an admissions fee for a program that is not admitting. Under the policy, an academic unit may suspend admissions for no longer than three years; after that time, either the program starts admitting or is officially inactivated. In response to a member’s question about current programs that have been suspended, Director Tillett said a more streamlined process is in place until March 2010. Academic units should send her a list of all currently suspended programs, listing rationale, current enrollment and length of suspension. The Ohio Board of Regents will be notified of the suspensions.

Information Item 2: Establishment of a post-secondary certificate in Public Health [C143]. Total credit hours to program completion are 18.

Associate Dean Sonia A. Alemagno emphasized that all the courses for the certificate were established and approved for the Bachelor of Science in Public Health. Several Regional Campuses and academic departments are interested in the certificate, as well as public health workers in the local communities who are seeking more education without having to enroll in a degree program.

EPC members asked about estimated enrollment, consultation with other academic units, possibility of a minor and registered sanitation opportunities. Associate Dean Alemagno replied that she cannot predict student enrollment for the certificate; however, four public health courses will be offered online this spring (under the EXPR subject) for students seeking a jump start into either the certificate or bachelor’s program. All appropriate academic units were consulted about the courses when the bachelor’s degree was being developed; the certificate program contains no new courses. A minor may be a future action; however, the certificate meets most needs now. The certificate could lead to eligibility for sanitation registry for some students in such disciplines as biology.

Information Item 3: Letter of intent to the Ohio Board of Regents to seek preliminary approval to propose establishment of a Bachelor of Science in Respiratory Therapy degree, to be offered and conferred at Kent State University at Ashtabula.

Academic Program Director David A. Goswick said one force propelling this proposal is a movement underway by the respiratory therapy accrediting agency to set the baccalaureate level as the first professional degree in the discipline. The program will be offered and conferred on the Ashtabula Campus. One member asked about the term “didactic” in the program—to which Academic Program Director Goswick defined as lecture—and suggested using another word as didactic means other things in other disciplines. In response to a query about the ambitiousness of a fall 2010 effective date, Academic Program Director Goswick stated that the goal is for the program to begin spring 2011.

Information Item 4: Establishment of an articulation agreement with Cuyahoga Community College, whereby students earning an Associate of Applied Science degree in Plant Science and Landscape Technology (Landscape Contracting concentration) at Tri-C will be able to matriculate into the Bachelor of Applied Horticulture [BAH] degree at Kent State University at Salem.

Academic Program Director Stanley M. Jones said the horticulture field is competitive for job opportunities. While associate degrees are very strong, with the influx of job seekers, there has been a shift toward employers wanting people with a baccalaureate. He described this articulation agreement as a win-win situation for both institutions.
Information Item 5: Establishment of an articulation agreement with Eastern Gateway Community College, Jefferson County Campus, whereby students at EGCC will be able to transfer coursework and complete the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree at Kent State University at Salem.

Academic Program Director Jones stated that the Jefferson County Campus (formerly Jefferson Community College) has so many biology students it has to turn them away. Many go elsewhere, and he wants to see them come to his program by taking courses that will easily transition them into the associate degree program and, eventually for some of them, into the baccalaureate program in horticulture.

In response for a request for discussion, Director Tillett notified members that in the past year, the U.S. Department of Education, Higher Learning Commission and Ohio Board of Regents have becoming more demanding in their approval process, requesting items such as course syllabi, faculty CVs, faculty and student handbooks never needed before.

She also asked members how Kent Campus colleges and Regional Campuses work together on agreeing to offer a full undergraduate or graduate program on the Regional Campuses—a Memorandum of Understanding, for example. She requested that units notify her and Associate Provost Booth (and Dean Mary Ann Stephens for graduate programs) on any new agreements.

Faculty Senate Chair Thomas Janson discussed the motivation for creating two bodies of the EPC, and said it was never the intention to distance the two groups by having them always meet separately (with the exception of once a semester as set in the policy). He encouraged the provost to not read strictly from the policy and allow the groups to meet together more often.

He also detailed the imposition of the semester-by-semester program roadmaps. If one course changes its time or day schedule, it may cause a scheduling conflict for other courses listed in the same semester. Provost Robert G. Frank replied that the future InfoSilem initiative (to schedule courses conflict free) will alleviate this issue.

With no other requests to discuss or elevate any of the lesser action items, the meeting was adjourned at 4:02 p.m.

Respectfully submitted,

Therese E. Tillett
Director of Curriculum Services
Office of the Provost
EPC GRADUATE COUNCIL

**Ex-officio Members present:** Dean Mary Ann Stephens; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Isaac Richmond Nettey, Barbara F. Schloman, Frederick W. Schroath (representing Richard H. Kolbe); John R. Stalvey; Director Karen W. Budd

**Ex-officio Members not present:** Wanda E. Thomas (present at EPC Undergraduate Council)

**Faculty Senate-Appointed Representatives present:** Paul A. Farrell, Paul R. O’Keeffe, Susan J. Roxburgh, Fred T. Smith

**Faculty Senate-Appointed Representative not present:**

**Graduate Council Representatives present:** Sloane R. Burgess, Raymond A. Craig, Nichole Egbert, Ann F. Jacobson, Yuko Kurahashi, John H. Thornton

**Graduate Council Representatives not present:** John C. Duncan, Gregory S. Stroh

**Observers present:**

**Observers not present:** Aron Massey (Graduate Student Senate)

**Consultants and Guests present:** Lisa N.H. Delaney, Julie A. Gabella, Cindy L. Kovalik, Monica Teamer

Dean Mary Ann Stephens called to order the EPC Graduate Council at 3:21 p.m., on Monday, 16 November 2009, in the Kent Student Center Conference Suite.

**Action Item 1: Approval of minutes from 19 October 2009.**

Associate Dean John R. Stalvey moved for approval of the minutes, which was seconded by Associate Dean Nancy E. Barbour. With no corrections or comments, the motion passed unanimously.

**Discussion Item 1: Current approval process for the Regional Campuses to offer the full curriculum of graduate degree programs.**

Dean Mary Ann Stephens stated that GPS Executive Director Deborah L. Barber and Curriculum Services Director Therese E. Tillett are trying to collect all the program information about Kent State University as a whole, and are discovering things that we did not know about. She said that it was discovered that there are some master’s programs being offered on the Regional Campuses. Associate Dean Stalvey said that the degree authorization lies with the Kent Campus, the question is if the Ohio Board of Regents knows that they are being offered on other campuses. He added that if OBR does not know, it will not be pleased that it was not informed. Dean Stephens added that there is going to be more encouragement for more master’s degrees to be offered regionally. She asked the members what they believe the process by which these programs should be approved. Professor Fred T. Smith asked about the connection between the Regional Campuses and the Kent Campus, and if they were in touch with one another. Associate Dean Nancy E. Barbour replied that the campuses are connected and in touch with one another. She added that with her college, Education, Health and Human Services, the programs were desegregated and evaluated by the accrediting body; the regional campus offering was found to be acceptable. She said that the relationship is a good one, and that their faculty has been through the tenure and promotion process. Dean Stephens said that the Regional Campuses, in general, have an unusual relationship with the Kent Campus with respect to tenure and promotion and campus governance. Associate Dean Stalvey said that with regard to tenure and promotion, one of the recommendations with the Regional College proposal is to separate the two.
Associate Dean Frederick W. Schroath asked which campus actually grants the degrees; and does the curricular process move through the Regional Campuses the same way as the Kent Campus. Associate Dean Stalvey stated that in the case of baccalaureates, those unique to the Regional Campuses are housed there, but the rest are housed on the Kent Campus. Dean Stephens said that maybe this discussion is too premature, since the relationship is not yet clear. Associate Dean I. Richmond Nettey said that he thought it is better to clarify our position now rather than have it be reactionary. He advocated a constructive and proactive approach in a way that would be healthy for the university. Associate Dean Stalvey stated that the Regional Campuses degrees cannot be "boutique names" of the Kent Campus degrees. He said that maybe the council should be discussing what should be done if the Regional Campuses create a unique master’s program.

Professor Paul A. Farrell said that it would seem anomalous to create degrees without solidifying graduate faculty status. He added that there is nothing in the Regional College proposal to grant graduate faculty status to Regional College faculty. He also said that he thought that faculty status would have a significant impact on accreditation.

Director Karen W. Budd said that if the Regional Campuses wanted to start a degree program that it would end up having to be approved by the Board of Trustees and the Ohio Board of Regents; they would have to go through the curricular process already in place. She said that if the current procedures are followed then this body would decide if the proposal has merit.

Associate Professor John H. Thornton said that if there is a home discipline, perhaps a new degree should be housed within it. Professor Smith agreed. Associate Dean Stalvey added that the he believed the Regional Campuses should not be able to house it on one of their campuses. Dean Stephens countered that if a Master of Horticulture were to be developed, there would be nowhere on the Kent Campus to house it. Associate Dean LuEtt J. Hanson asked if there would be an encroachment check. Professor Farrell added that the Regional College is only authorized to grant undergraduate degrees. Dean Stephens said that that is not the way the current administration sees it. Associate Dean Stalvey stated that the National Science Foundation’s Science Master’s Program has offered grant programs that could be very regionally specific, and the Regional Campuses could very well come up with something local. However, each institution is allowed to submit only one proposal and any regional campus would need to compete with other programs throughout the university for that one slot. Dean Stephens added that if that were the case, then it would have to come through this council; we need to be the scrutinizing body.

Dean Stephens said that she wanted to get feedback on a tangential subject. She relayed to the council that an individual received a bachelor's degree in business entirely online but only had 54 hours of graded coursework. The individual has been denied admittance to the Master of Business Administration program, and Dean Stephens wanted the council’s thoughts on online coursework. Associate Dean Schroath provided background on the case to which Dean Stephens referred. He said that the student applied for the MBA and is making the argument that he has a degree from an accredited university and is being discriminated against based on his online status. He said that this issue is how to sort out accreditations. Associate Professor Susan J. Roxburgh asked Associate Dean Schroath if the program is obliged to accept everyone. Associate Dean Schroath replied in the negative, explaining that admission is based on undergraduate grade point average and Graduate Management Admission Test (GMAT) score; and now we are basing it on the institution and its accreditation. He added that the problem is that the conferring institution is not credible. He asked if there is a legitimate way to say what a credible institution is and what is not. Associate Dean Stalvey asked if there were a certain set of courses that the admissions panel considered. Associate Dean Schroath said that any possessing a bachelor’s degree may apply, but the length of the program will depend on the student’s prior courses. He gave an example that an art history major would have a longer program than a student who received a Bachelor of Business Administration from Wharton. Professor Farrell said that even if the Graduate School of Management did have a set of courses it looked for, who is to say the courses taken would meet the rigors. Associate Dean Schroath said that the school does not discriminate against lesser-known schools; the performance of the student is what is considered. He added that this is an issue of non-profit vs. for-profit institutions. Dean Stephens said that she suspects we will become as familiar with online programs as with “brick and mortar” institutions, and that this will become more of an issue as time goes on. Associate Dean Stalvey added that this incident argues for programs using as many different pieces of evidence as possible.
Lesser Action Item 1: Revision of the program requirements for the Instructional Technology [ITEC] major within the Master of Arts [MA] and Master of Education [MED] degrees. EDPF 65511 is removed as a requirement. Total credit hours to program completion decrease: from 37 to 34 for the ITEC General [ITCG] concentration, from 39 to 36 for the Computer/Technology [CMTC] concentration, and from 42 to 39 for the Library/Media [LIBM] concentration.

Associate Dean Barbour said that this item is a program revision because a course was removed from the program, which decreased the number of hours to completion for several concentrations. Assistant Professor Cindy L. Kovalik said that the course removed is “Research in Education,” which is formerly a universal professional requirement in the college and, since restructuring, has been removed.

With no further discussion the meeting was adjourned at 4:06 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Dec-09  Curriculum Bulletin _________
Effective Date  Fall 2010  Approved by EPC _________

Department  Music
College  CA - The Arts
Degree

Program Name
Program Code
Concentration(s) Concentration(s) Code(s)
Proposal  Inactivate _______  Center

Description of proposal:
The purpose of this proposal is the inactivate the Center for the Study of World Musics.

Does proposed revision change program's total credit hours?  ☐ Yes  ☐ No
Current total credit hours:  Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
none

Units consulted (other departments, programs or campuses affected by this proposal):
N/A

____________________________________________________________________

REQUIRED ENDORSEMENTS

______________________________  12/31/09
Department Chair / School Director / Campus Dean

______________________________
College Dean

______________________________
Dean of Graduate Studies (for graduate proposals)

______________________________
Provost and Senior Vice President for Academic Affairs
INTER-DEPARTMENTAL CORRESPONDENCE

TO: Therese Tillett, Director, Curriculum Services

FROM: Anne Reid, College of the Arts

DATE: November 25, 2009

RE: Proposal Submission

I am sending forward two proposals from the School of Music. One eliminates the Center for the Study of World Music, which was approved by the School of Music Faculty in October of 2009 and by the College Curriculum Committee at its November meeting.

The second proposal relates to two revised and two new courses which are being submitted through the Workflow process.

MUS 4/52271, Choral Literature, changes title to Choral Literature I, course description, course outline and prerequisite.

MUS 4/52272, Choral Literature II, is new slashed course.

Both the changes to the first course and the new course were approved by the School of Music faculty committees in November of 2009 and by the COTA College Curriculum Committee at its November 20, 2009 meeting.
Proposal Summary

Title: Inactivation of The Center for the Study of World Musics

Subject Specification: The intent of this proposal is to inactivate The Center for the Study of World Musics within the Hugh A. Glauser School of Music.

Background Information: The Center for the Study of World Musics was founded in 1980 to oversee all ethnomusical activities of the School of Music at Kent State University. Within the last five years, a senior faculty member in Ethnomusicology retired and has not been replaced, several World Music Ensembles no longer function, and admission into the Ph.D. program in Musicology-Ethnomusicology has been suspended. The Center exists in name only. Inactivation of the Center allows us to formalize the current reality and eliminate references to the Center from our recruitment and marketing materials. There is no effect on current programs, offerings, students, and staff. There is no fiscal impact of this action.

Alternatives and Consequences: To not take this action would continue to perpetuate a misrepresentation of something that doesn't exist.

Specific Recommendation and Justification: Immediate inactivation of the Center for the Study of World Musics.

Timetable and Actions Required: Upon approval of inactivation, all University references to the Center for the Study of World Musics will be eliminated from all marketing and recruitment materials. Such references have already been eliminated from the inhouse materials within the School of Music.
College of the Arts

COLLEGE OF THE ARTS

John R. Crawford, Interim Dean
204 Taylor Hall
330-672-2760
jcrawfo1@kent.edu

Ralph Lorenz, Interim Associate Dean
204 Taylor Hall
330-672-2760
rlorenz@kent.edu

The College of The Arts consists of four diverse, independent schools dedicated to the understanding, practice, interpretation, and advancement of the arts. Faculty and students explore, expand, and express knowledge and experience through teaching and learning, through research, and through creative forms and activities. The college includes graduate programs in the schools of Art, Music, and Theatre and Dance.

Master’s Degree Programs
Master’s degree programs are available in three disciplines, including the Master of Arts, Master of Fine Arts, and Master of Music.
- Art (M.A.; M.F.A.)
- Music (M.A.; M.M.)
- Theatre (M.A.; M.F.A.)

Doctor of Philosophy
The Doctor of Philosophy is offered in one discipline:
- Music (Ph.D.)

Information regarding individual graduate programs is provided on the following pages. Prospective students may obtain more information and admission applications by contacting the individual schools.

Application for admission is made online at https://admissions.kats.org. General admission requirements are listed earlier in this catalog. There also may be additional requirements for certain programs; please consult individual school sections in this catalog.

Persons seeking information on graduate non-degree status or graduate certificate programs should consult the Division of Research and Graduate Studies, Office of Graduate Program Services, 330-672-2661.

Advanced Study in the Arts

The schools of Art, Music, and Theatre and Dance in the College of the Arts offer nationally respected programs geared to advanced professional preparation. Graduate degree programs include the Master of Arts, Master of Fine Arts, Master of Music and Doctor of Philosophy. Related workshops and other special programs add focused opportunities for advanced study directed to specific career goals. (See College of the Arts.)

The School of Art (http://dept.kent.edu/art) maintains a high creative and scholarly profile. Student exhibition opportunities in the fine arts and crafts include the School of Art Gallery, as well as guidance in external competition and exhibition experiences. International study offerings include art history experiences in Florence, Paris and London, fine arts and crafts programs in New York and Chicago, and art education study in Mexico City and Finland, as well as field-based experiences in specialized institutional settings surrounding the campus. See also Kent/Blossom Art.

The active performance environment of the Hugh A. Glauser School of Music (http://dept.kent.edu/music) regularly features graduate students in solo and chamber recitals, in major ensemble concerts and opera productions, as soloists and conductors with major university ensembles, and through presentations of the works of student composers. The graduate string quartet program offers established young quartets a two-year mentorship with the Miami String Quartet, professional artists in residence. Musicology and ethnomusicology students study with faculty members in the Center of World Music. They explore research experiences in music education; and they explore contemporary issues in secondary and higher education. See also Kent/Blossom Music.

Graduate students in the School of Theatre and Dance (www.theatre.kent.edu) participate in mainstage productions offered in the 500-seat E. Turner Stump Theatre and the 200-seat Wright-Curtis Theatre. Performance and design/technical internships are completed in working professional theatres and related settings throughout the region. The Kent Theatre Ensemble provides touring performances in school and community settings. Graduate workshops explore such topics as stage movement and dance, vocal technique for actors, and acting for the camera. See also Porthouse Theatre.
P
- Pan African Culture, Center of
- Psychology Clinic
- Public Administration and Public Policy, Center for

R
- Reading & Writing Development Center
- Regional Corporate and Community Services
- Research and Workplace Literacy, Center for
- Research Center for Educational Technology
- Research in Justice Issues
- Research and Evaluation Bureau

S
- Senior Citizen Programs
- Scholastic Journalism, Center for
- Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising
- Small Business Administration Resource Center, Trumbull Campus
- Small Business Development Center, East Liverpool Campus
- Social and Cultural Informatics, Institute for (formerly the Institute for Cyberinformation)
- Speech and Hearing Clinic
- Sport, Recreation and Tourism Development, Center for
- Study and Development of Minority Business, Center for the
- Study of Librarianship, Center for the
- Study and Prevention of Violence, Institute for the
- Study of World Musics, Center for the
- Survey Research Laboratory

T
- Technology Transfer and Economic Development, Office of

U
- Urban Design Center for Northeast Ohio

W
- Water Resources Research Institute
- Western Reserve Business Center for Women
- Wick Poetry Center
- Women’s Resource Center
- Workforce Development and Continuing Studies Center, Trumbull Campus
- Workforce Development and Continuing Studies, Salem Campus
Center for the Study of World Musics (CSWM)

The Center for the Study of World Musics, within the Hugh A. Glauser School of Music, coordinates activities related to the discipline of ethnomusicology and its study at Kent State University. The center emphasizes four principal areas: (1) basic scholarly research in the many musical systems of the world; (2) the study of various world musics through performance taught by master musicians; (3) the preparation of skilled teachers of world musics and ethnomusicology; and (4) the dissemination of information on world musics through books, articles, professional papers, public lectures and performances.

Services Provided:
Lectures, concerts, consulting, and public school classroom presentations

Contact:
Dr. Kazadi wa Mukuna, D-107B
Kent State University
PO Box 5190
Kent, OH 44242-0001
Phone: 330-672-3041
Fax: 330-672-7837
Email: wcary@kent.edu
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Nov-09  Curriculum Bulletin ________
Effective Date  Fall 2010  Approved by EPC ________

Department  CHEMISTRY
College  AS - Arts and Sciences
Degree
Program Name  Program Code
Concentration(s)  Concentration(s) Code(s)
Proposal  REVISE DEPARTMENT NAME

Description of proposal:
CHANGE OF NAME FOR THE DEPARTMENT OF CHEMISTRY. THE NEW NAME WILL BE "THE DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY" - CHMB

Does proposed revision change program's total credit hours?  ☑ Yes  ☐ No
Current total credit hours:  Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
NONE

Units consulted (other departments, programs or campuses affected by this proposal):
BIOLOGICAL SCIENCES

REQUIRED ENDORSEMENTS

Michael Julisena  11/10/09
Department Chair / School Director / Campus Dean

Mary Ann Haley  11/25/09
College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost
To: Dr. Mary Ann Haley, Associate Dean, Arts and Sciences
From: Alex Seed, Curriculum Committee Chair, Dept. of Chemistry
Date: November 10, 2009
Subject: Proposed changes to the chemistry curriculum

The Chemistry Department’s Undergraduate Curriculum Committee, Biochemistry Division, and the full Chemistry Faculty met numerous times in the fall of 2009 and have unanimously recommended the following changes to the Chemistry Curriculum.

Change of Departmental Name

The Department wishes to request a change of its name to more accurately reflect what we do in the Department both in terms of teaching and research. In addition, many potential students are searching on the internet for biochemistry programs and Kent State is currently not returning any hits (thus putting us at a serious disadvantage). We would like to request that the Department be re-named as the Department of Chemistry and Biochemistry to more accurately reflect our role and mission.

Program Change

To more accurately portray the types of chemistry covered in the Biological Chemistry Concentration (BIOC) we would like to request that this concentration name be changed to the Biochemistry Concentration. This is also a change that complements the change in the Department’s name.
Chemistry Department Correspondence

DATE: October 9, 2009

TO: Professor Timothy Moerland, Dean, College of Arts and Sciences

FROM: Professor Michael Tubergen, Chair, Department of Chemistry

SUBJECT: Departmental Name Change

The Department of Chemistry seeks approval to change its name from “Department of Chemistry” to “Department of Chemistry and Biochemistry.” This name change has been discussed internally in our department for the past year, was endorsed by the FAC (5-yes, 0-no on August 27, 2009), and recently endorsed by a vote of the faculty (22-yes, 2-no on October 3, 2009). I understand that both the chairperson and FAC of Biological Sciences support this name change.

Many universities in our peer group, identified as “high research activity” in the Delaware Study (including Auburn, New Mexico State, Northern Arizona, University of Montana, and UNC-Greensboro), have departments of “Chemistry and Biochemistry.” Other large universities (e.g. The Ohio State University) have separate and distinct departments of Chemistry and of Biochemistry.

We have learned that prospective graduate students with an interest in biochemistry often search online databases, e.g. Peterson’s Guide, for departments of “biochemistry.” These searches will identify universities with departments of “Biochemistry” as well as those with departments of “Chemistry and Biochemistry.” Departments identified only as “Chemistry” will not be identified in searches for “biochemistry.” Prospective (new to KSU) undergraduate students with interests in medical professions often explore undergraduate offerings in biochemistry, and the new departmental name will enhance Kent State University’s appeal to these students too. The motivation for the name change, therefore, is to provide greater visibility to prospective students with an interest in biochemistry. Students with interests in other sub-specialties, e.g. organic chemistry, are most likely to search for “chemistry” departments, and will still find us.
Interdepartmental Correspondence
Department of Biological Sciences
Kent State University
Kent, Ohio

To: Dr. T. Moerland, Dean, College of Arts and Sciences
From: Dr. J. Blank, Chair, Department of Biological Sciences
Date: 10/20/09

The BSCI Faculty Advisory Committee met to consider the proposal for a name change of the Department of Chemistry to the Department of Chemistry and Biochemistry. It was the unanimous view of the committee that the proposed name more accurately reflected the disciplinary focus of the department and would enhance its ability to fulfill its academic mission.

Therefore, the Department of Biological Sciences supports the proposed change in departmental name.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 6-Nov-09  Curriculum Bulletin
Effective Date  Fall 2010  Approved by EPC

Department  Modern & Classical Language Studies
College  AS - Arts and Sciences
Degree  BA - Bachelor of Arts
Program Name  Classics  Program Code  CLSS
Concentration(s) Proposal  Revise Program

Description of proposal:
Revise BA/Classics Major replacing Greek and Latin Emphases with Greek and Latin Concentrations, and adding Classical Civilization Concentration

Does proposed revision change program’s total credit hours?  □ Yes  □ No
Current total credit hours: 35 1/21  Proposed total credit hours 35 1/21

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

__________________________________________  11/24/09
Jennifer Larson
Department Chair / School Director / Campus Dean

__________________________________________  12/18/09
Mary Ann Haley
College Dean

__________________________________________
Executive Dean of Regional Campuses / Dean of Graduate Studies

__________________________________________
Senior Vice President for Academic Affairs and Provost

MCLS 12
Proposal Summary

Title: Revise Program

Subject Specification: Revise BA/Classics Major, replacing Greek and Latin Emphases with Greek and Latin Concentrations and adding a Classical Civilization Concentration

Background Information: The present structure of the BA major in Classics was developed several decades ago and is now out of date. In order to make the program more attractive for today, it is being restructured with a set of core requirements appropriate to each of the language-based concentrations (Greek and Latin). Furthermore, responding to a trend in Classics departments around the country, a third concentration focusing on Classical civilization is being proposed.

Alternatives and Consequences: The alternative of failing to approve the proposed revision would leave the Classics BA major in its present outdated form and consequently less attractive to potential students.

Specific Recommendation and Justification: It is recommended that the proposed revision be approved. This restructuring will not require any additional resources, and as indicated on the accompanying roadmap, all three proposed concentrations can be completed in four years.

Timetable and Actions Required: Review/action by Arts and Sciences Curriculum Committee (Fall 2009); review/action by EPC (Spring 2010) to take effect Fall 2010
Curricular Changes in Classics

Revisions to the current concentrations in the Classics major

We have decided to elevate the Greek Achievement, Roman Achievement and Greek Literature in Translation courses to the rank of core requirements for all tracks in the major.

The Achievement courses are broad introductions to the Greek and Roman worlds and so are useful background courses for students in the program. Greek Literature in Translation is a writing intensive course and so is usually taken by the majors in any case.

We have added the proposed new Field Experience course, the recently added Sport and Ancient Daily life course, and the Foreign Language and Culture course to the list of classes that fulfill the Classical Culture requirement in all of the concentrations in the major. This is mostly to update the list to reflect recent and currently proposed changes to the curriculum.

Addition of a new Classics major concentration: the Classical Civilization concentration

There is a trend in Classics departments around the country to offer a major focusing on Classical civilization and culture as an alternative to the traditionally language-centered Classical language programs. The addition of such a major has generally been done in order to increase the number of majors and so boost student enrollment in Classics courses. Because of this fact, the addition of such a program has been popular in Classics departments working under a Responsibility Centered Management budgetary model. Some of our peer institutions that are currently offering such a program include Ohio Wesleyan, Miami University in Ohio, and Ohio State University. There has also been student interest in such a program for years as students frequently ask if we offer a program that focuses less on the ancient languages and more on the cultures of the ancient Mediterranean.

The Classics Major with a Classical Civilization Concentration would require a total of 36 hours of coursework. There will be four three-hour core requirements (The Greek and Roman Achievements, Greek Literature in Translation (writing intensive) and English Words from Classical Elements). Majors would then choose eight additional three-hour courses from Classical Culture course list (the same list as the one from which the Latin and Greek concentrations choose). Majors with a Classical Civilization concentration may also apply up to 12 hours of Latin or Greek courses at the 20000 level or above.
Logistically, adding a new major concentration will not require any additional resources as all of the courses required for the major are already currently in the rotation of course offerings. If anything, the addition of new majors will increase enrollments in the courses the Classics faculty are already offering (including smaller enrollment courses such as Greek Literature in Translation and the upper division colloquia). The new concentration may also attract students to the new Field Experience course that will give students the opportunity to earn college and program credit for faculty-directed travel to Italy, Greece, and participation in an archaeological excavation in Italy.
Program Descriptions for Undergraduate Catalog and GPS Roadmaps

Classics Major

Greek Concentration

The Bachelor of Arts in Classics with a Greek Concentration offers instruction in both Ancient Greek and Latin. Students learn to read original Greek texts by such authors as Plato and Homer in the original, and they take one year of Latin in order to enrich their knowledge of Classical languages. Students may select from a list of culture courses dealing with the art, archaeology, history, mythology, and literature of the Classical world. Colloquia are regularly offered covering such thematic topics as Violence, Gender and Sexuality, and Ancient Christianities. A Classics major provides an excellent foundation in the Western Humanities while sharpening a student's analytical skills and English vocabulary through the systematic study of the ancient languages.

Latin Concentration

The Bachelor of Arts in Classics with a Latin Concentration offers instruction in both Latin and Ancient Greek. Students learn to read original Latin texts by such authors as Cicero and Vergil in the original, and they take one year of Greek in order to enrich their knowledge of Classical languages. Students may select from a list of culture courses dealing with the art, archaeology, history, mythology, and literature of the Classical world. Colloquia are regularly offered covering such thematic topics as Violence, Gender and Sexuality, and Ancient Christianities. A Classics major provides an excellent foundation in the Western Humanities while sharpening a student's analytical skills and English vocabulary through the systematic study of the ancient languages.

Classical Civilization Concentration

The Bachelor of Arts in Classics with a Classical Civilization Concentration is designed for students with a broad interest in the classical world. The major offers a wide variety of diverse subjects, including the literature, art, archaeology, history, law, religion, sport, and mythology of the Classical world. Colloquia are regularly offered covering such thematic topics as Violence, Gender and Sexuality, and Ancient Christianities. The coursework for the major is all in English, but students may elect to substitute up to 12 hours of coursework in ancient Greek or Latin beyond the Elementary level. The program provides students with a strong, general liberal arts education appropriate to many pursuits after college, including law, medicine, business, writing, and publishing.
Classics Major with a Greek Concentration

I. Core Requirements: .................................................. 9
   CLAS 21404 The Greek Achievement (3)
   CLAS 21405 The Roman Achievement (3)
   CLAS 41503 Greek Literature in Translation (3)

II. Language Courses: .................................................. 17
   Prerequisite
   GRE 14202 Elementary Classical Greek II (4)
   or equivalent skills
   Concentration Requirements
   GRE 24201 Intermediate Classical Greek I: Readings ......... 3
   GRE 24202 Intermediate Classical Greek II: Readings ......... 3
   LAT 16201 Elementary Latin I ................................... 4
   LAT 16202 Elementary Latin II ................................... 4
   Choose from the following: ...................................... 3
   GRE 34370 Plato Apology and Phaedo (3)
   GRE 34371 Homer (3)

III. Classical Culture Courses: ...................................... 9
   Choose 9 hours from the following:
   CLAS 21406 Sport and Ancient Daily Life (3)
   CLAS 41006 Roman History (or HIST 41006) (3)
   CLAS 41092 Field Experience: Travel Study in Classics (1-4)
   CLAS 41097 Colloquium in Classics (3)
   CLAS 41301 Classical Mythology (3)
   CLAS 41401 Greek Archaeology and Art (3)
   CLAS 41402 Roman Archaeology and Art (3)
   HIST 41003 History of Ancient Greece (3)
   MCLS 40420 Foreign Languages and Culture Studies

TOTAL 35
Classics Major with a Latin Concentration

I. Core Requirements: .................................................................9
   CLAS 21404 The Greek Achievement (3)
   CLAS 21405 The Roman Achievement (3)
   CLAS 41503 Greek Literature in Translation (3)

II. Language Courses: ..............................................................17
    Prerequisite
    LAT 16202 Elementary Latin II (4)  
    or equivalent skills.
    Concentration Requirements
    LAT 26201 Intermediate Latin I .........................3
    LAT 26202 Intermediate Latin II .........................3
    GRE 14201 Elementary Greek I .........................4
    GRE 14202 Elementary Greek II .........................4
    Choose from the following: ..................................3
    LAT 36170 Cicero (3)
    LAT 36171 Vergil (3)

III. Classical Culture Courses: ...............................................9
    Choose 9 hours from the following:
    CLAS 21406 Sport and Ancient Daily Life (3)
    CLAS 41006 Roman History (or HIST 41006) (3)
    CLAS 41092 Field Experience: Travel Study in Classics (1-4)
    CLAS 41097 Colloquium in Classics (3)
    CLAS 41301 Classical Mythology (3)
    CLAS 41401 Greek Archaeology and Art (3)
    CLAS 41402 Roman Archaeology and Art (3)
    HIST 41003 History of Ancient Greece (3)
    MCLS 40420 Foreign Languages and Culture Studies

TOTAL 35
Classics Major with a Classical Civilization Concentration

I. Core Requirements: .................................................................12
   CLAS 21201 English Words from Classical Elements (3)
   CLAS 21404 The Greek Achievement (3)
   CLAS 21405 The Roman Achievement (3)
   CLAS 41503 Greek Literature in Translation (3)

II. Classical Culture Courses: ....................................................23
    Choose 24 hours from the following:
    CLAS 21406 Sport and Ancient Daily Life (3)
    CLAS 41006 Roman History (or HIST 41006) (3)
    CLAS 41092 Field Experience: Travel Study in Classics (1-4)
    CLAS 41097 Colloquium in Classics (3)
    CLAS 41301 Classical Mythology (3)
    CLAS 41401 Greek Archaeology and Art (3)
    CLAS 41402 Roman Archaeology and Art (3)
    MCLS 40420 Foreign Languages and Culture Studies
    HIST 41003 History of Ancient Greece (3)
    Up to 12 hours of the following language courses may be used:
      Latin Course at the 20000, 30000 or 40000 level (3 hours each)
      Greek Course at the 20000, 30000 or 40000 level (3 hours each)

TOTAL 35

mCLS 19
SUMMARY OF B.A. GENERAL GRADUATION REQUIREMENTS (see catalog for additional details)

- Minimum of 121 total hours, 42 upper division hours
- Minimum of 2.00 cumulative GPA and 2.00 GPA in major(s)/minor(s)
- Maximum of 12 pass/fail hours
- Residency Requirement - First 91 or last 30 hours must be completed at Kent State University
- Writing-Intensive Requirement
- Participation in outcomes assessment conducted by your major program

NO COURSEWORK IN YOUR MAJOR MAY BE TAKEN PASS/FAIL

See the back of this page for a BA General Requirement Sheet

Students wishing a major in Classics must choose a program with an emphasis in either Greek or Latin.

**LATIN EMPHASIS**

Prerequisite: LAT 16202 Elementary II (4) or equivalent skills.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE Elementary Greek I</td>
<td>14201</td>
</tr>
<tr>
<td>GRE Elementary Greek II</td>
<td>14202</td>
</tr>
<tr>
<td>LAT Intermediate Latin I</td>
<td>26201</td>
</tr>
<tr>
<td>LAT Intermediate Latin II</td>
<td>26202</td>
</tr>
</tbody>
</table>

Choose one of:

- LAT Cicero 36170
- LAT Vergil 36171

Total: 17

**GREEK EMPHASIS**

Prerequisite: GRE 14202 Elementary II (4) or equivalent skills.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRE Intermediate Classical Greek I: Readings</td>
<td>24201</td>
</tr>
<tr>
<td>GRE Intermediate Classical Greek II: Readings</td>
<td>24202</td>
</tr>
<tr>
<td>LAT Elementary Latin I</td>
<td>16201</td>
</tr>
<tr>
<td>LAT Elementary Latin II</td>
<td>16202</td>
</tr>
</tbody>
</table>

Choose one of:

- GRE Plato Apology and Phaedo 34370
- GRE Homer 34371

Total: 17

Both emphases:

Select 18 hours from the following: 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS The Greek Achievement</td>
<td>21404</td>
</tr>
<tr>
<td>CLAS The Roman Achievement</td>
<td>21405</td>
</tr>
<tr>
<td>CLAS Colloquium in Classics</td>
<td>41097</td>
</tr>
<tr>
<td>CLAS Classical Mythology</td>
<td>41301</td>
</tr>
<tr>
<td>CLAS Greek Archaeology and Art</td>
<td>41401</td>
</tr>
</tbody>
</table>

TOTAL MAJOR HOURS: 35

ELECTIVES FROM THE FOLLOWING COURSES ARE STRONGLY RECOMMENDED:

- ANTH Intro to Archaeology 18420
- ANTH Archaeological Analysis 38480
- ART Art History I 22006
- ART Art History II 22007
- HIST History of Civilization I 11050
- HIST Hellenic Contributions to Western Civ 41004
- PHIL Ancient Greek Philosophy 31001

Additional courses in Latin or Greek literature:

ALL MCLS MINORS AND MAJORS MUST CONSULT AN MCLS ADVISOR EACH SEMESTER.
ALL UPPER DIVISION COURSES ARE RESTRICTED.
ALL STUDENTS REQUIRE A PERMIT FROM AN MCLS ADVISOR IN ORDER TO ENROLL IN SUCH COURSES.

mCLS 20
Core Requirements:

- CLAS 21404 The Greek Achievement (3)
- CLAS 21405 The Roman Achievement (3)
- CLAS 41503 Greek Literature in Translation (3)

Greek Concentration

Language Courses:

**Prerequisite**

- GRE 14202 Elementary Classical Greek II (4) or equivalent skills

**Concentration Requirements**

- GRE 24201 Intermediate Classical Greek I: Readings (3)
- GRE 24202 Intermediate Classical Greek II: Readings (3)
- LAT 16201 Elementary Latin I (3)
- LAT 16202 Elementary Latin II (3)
- Choose from the following (3):
  - GRE 34370 Plato Apology and Phaedo
  - GRE 34371 Homer

Classical Culture Courses:

- Choose 9 hours from the following:
  - CLAS 21406 Sport and Ancient Daily Life (3)
  - CLAS 41006 Roman History (or HIST 41006) (3)
  - CLAS 41092 Field Experience: Travel Study in Classics (1-4)
  - CLAS 41097 Colloquium in Classics (3)
  - CLAS 41301 Classical Mythology (3)
  - CLAS 41401 Greek Archaeology and Art (3)
  - CLAS 41402 Roman Archaeology and Art (3)
  - HIST 41003 History of Ancient Greece (3)
  - MCLS 40420 Foreign Languages and Culture Studies (3)

Total: 17 hours

Both emphases:

Select 18 hours from the following:

- CLAS The Greek Achievement 21404 ___ 3
- CLAS The Roman Achievement 21405 ___ 3
- CLAS Colloquium in Classics 41097 ___ 3
- CLAS Classical Mythology 41301 ___ 3
- CLAS Greek Archaeology and Art 41401 ___ 3

Total: 18 hours

Rationale:

- The course selections are based on the core requirements and concentration requirements.
- The language courses include both classical Greek and Latin,
- The classical culture courses include a variety of fields related to ancient studies.
- Both emphases are required to complete the concentration.

All upper division courses are restricted, and all students require a permit from an MCLS advisor in order to enroll in such courses.

DISTRIBUTION: ADVISOR _______ STUDENT ________
Latin Concentration

Language Courses: ..........................................................17

Prerequisite
LAT 16202 Elementary Latin II (4)
or equivalent skills.

Concentration Requirements
LAT 26201 Intermediate Latin I .........................................3
LAT 26202 Intermediate Latin II ....................................... 3
GRE 14201 Elementary Greek I ..........................................4
GRE 14202 Elementary Greek II ....................................... 4
Choose from the following: .............................................. 3
LAT 36170 Cicero (3)
LAT 36171 Vergil (3)

Classical Culture Courses: ..................................................9
Choose 9 hours from the following:
  CLAS 21406 Sport and Ancient Daily Life (3)
  CLAS 41006 Roman History (or HIST 41006) (3)
  CLAS 41092 Field Experience: Travel Study in Classics (1-4)
  CLAS 41097 Colloquium in Classics (3)
  CLAS 41301 Classical Mythology (3)
  CLAS 41401 Greek Archaeology and Art (3)
  CLAS 41402 Roman Archaeology and Art (3)
  HIST 41003 History of Ancient Greece (3)
  MCLS 40420 Foreign Languages and Culture Studies (3)

Classical Civilization Concentration

Classical Culture Courses: .................................................23
Choose 23 hours from the following:
  CLAS 21406 Sport and Ancient Daily Life (3)
  CLAS 41006 Roman History (or HIST 41006) (3)
  CLAS 41092 Field Experience: Travel Study in Classics (1-4)
  CLAS 41097 Colloquium in Classics (3)
  CLAS 41301 Classical Mythology (3)
  CLAS 41401 Greek Archaeology and Art (3)
  CLAS 41402 Roman Archaeology and Art (3)
  MCLS 40420 Foreign Languages and Culture Studies (3)
  HIST 41003 History of Ancient Greece (3)

Up to 12 hours of the following language courses may be used:
  Latin Course at the 20000, 30000 or 40000 level (3 hours each)
  Greek Course at the 20000, 30000 or 40000 level (3 hours each)

Additional details:
- Concentrations include University LR's
- Completion of the following courses is strongly recommended:
  - LAT 36170
  - LAT 36171

MCLSA
Critical requirements are boldface in shaded areas

<table>
<thead>
<tr>
<th>Course Subject and Title</th>
<th>Credit Hours</th>
<th>Upper Division</th>
<th>Min. Grade</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester One: [17-19 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRE 14201 / Elementary Greek I or LAT 15011 / Elementary Latin</td>
<td>2</td>
<td></td>
<td></td>
<td>Language sequence: Greek and Latin or Greek and Latin, emphasis on resources course sequence...</td>
</tr>
<tr>
<td>ENG 11011 College Writing I or LER Fine Arts</td>
<td>3</td>
<td></td>
<td></td>
<td>ENG 11011 based on placement tests; fulfills LER Composition. See note 2 on page 2 for LER Fine Arts recommendations</td>
</tr>
<tr>
<td>US 10097 Destination Kent State: FYE</td>
<td>1</td>
<td></td>
<td></td>
<td>Not required for transfer students with 25 credits</td>
</tr>
<tr>
<td>LER Basic Sciences</td>
<td>3</td>
<td></td>
<td></td>
<td>:: Visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search &quot;LER&quot; and &quot;diversity&quot; for course lists :: See note 2 on page 2 for Core Requirement</td>
</tr>
<tr>
<td>LER Humanities</td>
<td>3</td>
<td></td>
<td></td>
<td>Visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search &quot;LER&quot; for course list; math enrollment based on placement</td>
</tr>
<tr>
<td>LER Mathematics/Critical Reasoning</td>
<td>3-5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Semester Two: [17 Credit Hours]** | | | | |
| GRE 14202 Elementary Greek I or LAT 15012 Elementary Latin | 4 | | | Continue language course sequence; Continuation of language course sequence |
| Classics elective course | 3 | | | See note 1 on page 2 |
| LER Basic Sciences | 3 | | | Visit www.kent.edu/catalog and search "LER" for course list |
| LER Basic Sciences Laboratory | 1 | | | |
| LER Fine Arts or ENG 11011 College Writing I | 3 | | | ENG 11011 based on placement tests; fulfills LER Composition. See note 2 on page 2 for LER Fine Arts recommendations |
| LER Social Sciences | 3 | | | Should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" and "diversity" for course list |

| **Semester Three: [17 Credit Hours]** | | | | |
| Students who plan to apply to graduate school need a minimum of 3 years of Latin and 2 of Greek or the reverse. They should begin study of their second language in the sophomore year and take extra upper-division courses beyond their major requirements. | | | | |
| GRE 24202 Intermediate Greek I or LAT 2502 Intermediate Latin | 3 | | | Continue language course sequence; Continue language course sequence |
| GRE 24203 Intermediate Greek II or LAT 2503 Intermediate Latin II | 4 | | | Begin second language course sequence; Continue language course sequence |
| ENG 21011 College Writing II or LER Humanities or Fine Arts | 3 | | | ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2. |
| LER Basic Sciences | 3 | | | Should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" for course list |
| LER Basic Sciences Laboratory | 1 | | | |
| LER Social Sciences | 3 | | | See note 2 on page 2 |

| **Semester Four: [16 Credit Hours]** | | | | |
| GRE 24204 Intermediate Greek II or LAT 2504 Intermediate Latin | 3 | | | Continue language course sequence; Continue language course sequence |
| GRE 24205 Intermediate Greek III or LAT 2505 Intermediate Latin III | 4 | | | Continuation of language course sequence |
| Classics elective course | 3 | | | See note 1 on page 2 |
| LER Humanities or Fine Arts or ENG 21011 College Writing II | 3 | | | ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2. |
| Recommended Elective | 3 | | | See note 4 on page 2 |

| **Semester Five: [15 Credit Hours]** | | | | |
| GRE 34370 Plato, Apology and Phaedo or 34372 Homer | 3 | | | Choose course based on interest. |
| Classics Culture Course | 3 | | | See note 1 on page 2 |
| LER Additional | 3 | | | If not yet fulfilled, should fulfill diversity requirement; visit www.kent.edu/catalog and search "LER" for course list |

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mcls 23
### Course Subject and Title

<table>
<thead>
<tr>
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<th>Credit Hours</th>
<th>Upper Division</th>
<th>Min. Grade</th>
<th>Important Notes</th>
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### Semester Seven: [12 Credit Hours]

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<td>One of these courses must fulfill writing-intensive course requirement; see notes 1 and 4</td>
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### Graduation Requirements Summary

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<th>Total Hours</th>
<th>Upper-Division Hours</th>
<th>Liberal Education Requirements Hours</th>
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<th>Writing-Intensive</th>
<th>Minimum Major GPA</th>
<th>Overall GPA</th>
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<td>121</td>
<td>42</td>
<td>57</td>
<td>LERs and/or Electives</td>
<td>Culture course or Elective</td>
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<td>2.0</td>
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### Note 1: Classics culture courses include the following:

- CLAS 21404 The Greek Achievement
- CLAS 21405 The Roman Achievement
- CLAS 41006 Roman History
- CLAS 41097 Colloquium in Classics
- CLAS 41301 Classical Mythology

### Note 2: Any course from LER Category IV qualifies but the following courses are recommended:

- ARTH 22006 Art History I: Ancient and Medieval Art
- ARTH 22007 Art History II: Renaissance to Modern Art

### Note 3: Any course from LER Category V qualifies but the following courses are recommended:

- ANTH 18420 Introduction to Archaeology
- GEOG 17063 World Geography

### Note 4: Some recommended electives include:

- ANTH 38480 Archaeological Analysis
- HIST 41004 Hellenic Contributions to Western Civilization

Liberal Education Requirements (LER)

Students must complete a minimum of 36 credit hours of Liberal Education Requirements. Colleges or degree programs may specify certain courses to fulfill the requirements. Courses in the students' major field will not count toward the completion of any LER. Honors equivalents shall satisfy the LER. None of the courses on the LER list may be taken with a pass/fail grade.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must come from the LER and cannot be in the student's major. The second course may be taken as a second LER, or within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.

Upper-Division Requirement

In general, baccalaureate programs require the successful completion of at least 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.
Roadmap: Classics - Bachelor of Arts (Changes)
Greek Concentration

Semester One: [17-19 Credit Hours]
REMOVE: LAT 16201
CHANGE: description to Begin Greek language sequence
Rationale: split of the Greek and Latin concentration road maps
REMOVE: LER Humanities: move to Semester Four (replacing the Classics Culture Course)
ADD: CLAS 21404 The Greek Achievement 3 Hours Classics Core Requirement
Rationale: take the Greek Achievement core requirement early in the sequence

Semester Two: [17 Credit Hours]
REMOVE: LAT 16202
CHANGE: description to Continue Greek language sequence
Rationale: split of the Greek and Latin concentration road maps
CHANGE: Classics Culture Course to:
       CLAS 21405 The Roman Achievement 3 Hours Classics Core Requirement
Rationale: take the Roman Achievement core requirement early in the sequence

Semester Three: [17 Credit Hours]
REMOVE: LAT 26201
CHANGE: description to Continue Greek language sequence
REMOVE: GRE 14201
CHANGE: Begin Latin language course sequence
Rationale: split of the Greek and Latin concentration road maps

Semester Four: [16 Credit Hours]
REMOVE: LAT 26202
CHANGE: description to Continue Greek language sequence
REMOVE: GRE 14202
CHANGE: description to Continue Latin language course sequence
Rationale: split of the Greek and Latin concentration road maps
REMOVE: Classics Culture Course
ADD: LER Humanities 3 Hours See note 2 on page 2
Rationale: moved from semester one to make room for the Greek Achievement in first semester

Semester Five [16 Credit Hours]
REMOVE: LAT 36170 and 36171
CHANGE: description to 3rd Year Greek Course
Rationale: split of the Greek and Latin concentration road maps

Semester Six [15 Credit Hours]
REMOVE: Classics Culture Course
ADD: CLAS 41503 Greek Literature in Translation 3 Hours Classics Core Requirement; Writing Intensive
Rationale: Greek Literature in Translation will be a core requirement for the major; the course is typically offered in alternating Spring semesters; Semester six would be a Spring semester but Semester seven would be a Fall semester.

Semester Seven [12 Credit Hours]
CHANGE: Note for Classics Culture Course to See Note 1
CHANGE: Note for Recommended Elective to See Note 4
Rationale: all majors will be required to take Greek Literature in Translation and so will receive their Writing Intensive credit in that way.

MCLS 25
Roadmap: Classics - Bachelor of Arts (Changes)
Greek Concentration
(Continued)

Note 1
REMOVE: remove the following courses from the list of Classics Culture Courses:
- CLAS 21404 The Greek Achievement
- CLAS 21405 The Roman Achievement
- CLAS 41503 Greek Literature in Translation
Rationale: these three courses will not be required core major requirements and appear on the roadmap as such

ADD: add the following courses to the Classics Culture Courses:
- CLAS 21406 Sport and Ancient Daily Life 3 Hours
- CLAS 41092 Field Experience: Travel Study in Classics 1-4 Hours
- MCLS 40420 Foreign Language and Culture Studies 3 Hours
Rationale: the two CLAS courses are newly added courses and can be used toward the major; the MCLS course reflects a departmental initiative to make this course a part of all majors within the department.
Critical requirements are boldface in shaded areas

<table>
<thead>
<tr>
<th>Course Subject and Title</th>
<th>Credit Hours</th>
<th>Upper Division</th>
<th>Min. Grade</th>
<th>Important Notes</th>
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<tr>
<td>Semester One: [17-19 Credit Hours]</td>
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<tr>
<td>GREE 14201 Elementary Greek I or LAT 16201 Elementary Latin I</td>
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<td>Language sequence closed based on placement language course sequence.</td>
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<td>Visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search &quot;LER&quot; and &quot;diversity&quot; for course list.</td>
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<td>LER Mathematics/Critical Reasoning</td>
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<td>Visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search &quot;LER&quot; for course list; math enrollment based on placement</td>
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<td>Visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search &quot;LER&quot; for course list.</td>
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<td>LER Fine Arts or ENG 11011 College Writing I</td>
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<td>ENG 11011 based on placement tests; fulfills LER Composition. See note 2 on page 2 for LER Fine Arts recommendations</td>
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<td>Should fulfill diversity requirement; visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search &quot;LER&quot; and &quot;diversity&quot; for course list</td>
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<td>Semester Three: [17 Credit Hours]</td>
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<tr>
<td>Students who plan to apply to graduate school need a minimum of 3 years Latin and 2 of Greek or the reverse. They should begin study of their second language in the sophomore year and take extra upper-division courses beyond the major requirements.</td>
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<td>GREE 21470 Plato: Apology and States or LAT 36170 Cicero or LAT 36171 Vergil</td>
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**Semester Six: [15 Credit Hours]**

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**Semester Seven: [12 Credit Hours]**

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**Semester Eight: [12 Credit Hours]**

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**Graduation Requirements Summary**

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<th>Upper-Division Hours</th>
<th>Liberal Education Requirements Hours</th>
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<th>Writing-Intensive</th>
<th>Culture course or Elective</th>
<th>Minimum GPA</th>
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</tbody>
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**Note 1:** Classics culture courses include the following:

- CLAS 21404 The Greek Achievement
- CLAS 21405 The Roman Achievement
- CLAS 41006 Roman History
- CLAS 41097 Colloquium in Classics
- CLAS 41301 Classical Mythology

**Note 2:** Any course from LER Category IV qualifies but the following courses are recommended:

- ARTH 22006 Art History I: Ancient and Medieval Art
- ARTH 22007 Art History II: Renaissance to Modern Art

**Note 3:** Any course from LER Category V qualifies but the following courses are recommended:

- ANTH 18420 Introduction to Archaeology
- GEOG 17063 World Geography

**Note 4:** Some recommended electives include:

- ANTH 38480 Archaeological Analysis
- HIST 41004 Hellenic Contributions to Western Civilization

Liberal Education Requirements (LER)

Students must complete a minimum 36 credit hours of Liberal Education Requirements. Colleges or degree programs may specify certain courses to fulfill the requirements. Courses in the student's major field will not count toward the completion of any LER. Honors equivalents shall satisfy the LER. None of the courses on the LER list may be taken with a pass/fail grade.

Diversity Course Requirement

Students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must be from the LER and cannot be in the student's major. The second course may be taken as a second LER, or within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country.

Writing-Intensive Course Requirement

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.

Upper-Division Requirement

In general, baccalaureate programs require the successful completion of at least 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.
Roadmap: Classics - Bachelor of Arts (Changes)
Latin Concentration

Semester One: [17-19 Credit Hours]
REMOVE: GRE 14201
CHANGE: description to Begin Latin language sequence
Rationale: split of the Greek and Latin concentration road maps
REMOVE: LER Humanities: move to Semester Four (replacing the Classics Culture Course)
ADD: CLAS 21404 The Greek Achievement 3 Hours Classics Core Requirement
Rationale: take the Greek Achievement core requirement early in the sequence

Semester Two: [17 Credit Hours]
REMOVE: GRE 14202
CHANGE: description to Continue Latin language sequence
Rationale: split of the Greek and Latin concentration road maps
CHANGE: Classics Culture Course to:
    CLAS 21405 The Roman Achievement 3 Hours Classics Core Requirement
Rationale: take the Roman Achievement core requirement early in the sequence

Semester Three: [17 Credit Hours]
REMOVE: GRE 24201
CHANGE: description to Continue Latin language sequence
REMOVE: LAT 16201
CHANGE: Begin Greek language course sequence
Rationale: split of the Greek and Latin concentration road maps

Semester Four: [16 Credit Hours]
REMOVE: GRE 24202
CHANGE: description to Continue Latin language sequence
REMOVE: LAT 14202
CHANGE: description to Continue Greek language course sequence
Rationale: split of the Greek and Latin concentration road maps
REMOVE: Classics Culture Course
ADD: LER Humanities 3 Hours See note 2 on page 2
Rationale: moved from semester one to make room for the Greek Achievement in first semester

Semester Five [16 Credit Hours]
REMOVE: GRE 34370 and 34371
CHANGE: description to 3rd Year Latin Course
Rationale: split of the Greek and Latin concentration road maps

Semester Six [15 Credit Hours]
REMOVE: Classics Culture Course
ADD: CLAS 41503 Greek Literature in Translation 3 Hours Classics Core Requirement; Writing Intensive
Rationale: Greek Literature in Translation will be a core requirement for the major; the course is typically offered in alternating Spring semesters; Semester six would be a Spring semester but Semester seven would be a Fall semester.

Semester Seven [12 Credit Hours]
CHANGE: Note for Classics Culture Course to See Note 1
CHANGE: Note for Recommended Elective to See Note 4
Rationale: all majors will be required to take Greek Literature in Translation and so will receive their Writing Intensive credit in that way.
Roadmap: Classics - Bachelor of Arts (Changes)
Latin Concentration
(Continued)

Note 1
REMOVE: remove the following courses from the list of Classics Culture Courses:
- CLAS 21404 The Greek Achievement
- CLAS 21405 The Roman Achievement
- CLAS 41503 Greek Literature in Translation
Rationale: these three courses will not be required core major requirements and appear on the roadmap as such

ADD: add the following courses to the Classics Culture Courses:
- CLAS 21406 Sport and Ancient Daily Life 3 Hours
- CLAS 41092 Field Experience: Travel Study in Classics 1-4 Hours
- MCLS 40420 Foreign Language and Culture Studies 3 Hours
Rationale: the two CLAS courses are newly added courses and can be used toward the major; the MCLS course reflects a departmental initiative to make this course a part of all majors within the department.
Critical requirements are boldface in shaded areas

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<td><strong>Semester One: [17-19 Credit Hours]</strong></td>
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<tr>
<td>GRE 14201 Elementary Greek I or LAT 16201 Elementary Latin I</td>
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<td>Language sequence chosen based on emphasis (language course sequence I).</td>
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<td>ENG 11011 College Writing I or LER Fine Arts</td>
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<td></td>
<td>ENG 11011 based on placement tests; fulfills LER Composition. See note 2 on page 2 for LER Fine Arts recommendations.</td>
</tr>
<tr>
<td>US 10097 Destination Kent State: FYE</td>
<td>1</td>
<td></td>
<td></td>
<td>Not required for transfer students with 25 credits</td>
</tr>
<tr>
<td>LER Basic Sciences</td>
<td>3</td>
<td></td>
<td></td>
<td>Visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search “LER” and “diversity” for course lists</td>
</tr>
<tr>
<td>LER Humanities</td>
<td>CLAS 21405</td>
<td>3</td>
<td></td>
<td>See note 2 on page 2 for course list; math enrollment based on placement.</td>
</tr>
<tr>
<td>LER Mathematics/Critical Reasoning</td>
<td>3-5</td>
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</table>

| **Semester Two: [17 Credit Hours]** | | | | |
| GRE 14202 Elementary Greek II or LAT 16202 Elementary Latin II | 3 | | | Continue language course sequence I |
| Classics Culture Course | CLAS 21405 | 3 | | See note 1 on page 2 |
| LER Basic Sciences | 3 | | | Visit www.kent.edu/catalog and search “LER” for course list |
| LER Basic Sciences Laboratory | 1 | | | |
| LER Fine Arts | 3 | | | ENG 11011 based on placement tests; fulfills LER Composition. See note 2 on page 2 for LER Fine Arts recommendations. |
| or ENG 11011 College Writing I | | | | Should fulfill diversity requirement; visit www.kent.edu/catalog and search “LER” and “diversity” for course lists |
| LER Social Sciences | 16 | | | |

| **Semester Three: [17 Credit Hours]** | | | | |
| GRE 24201 Intermediate Greek I or LAT 26201 Intermediate Latin I | 3 | | | Continue language course sequence I |
| or GRE 24202 Intermediate Greek II or LAT 26202 Intermediate Latin II | | | | |
| ENG 21011 College Writing II or LER Humanities or Fine Arts | 3 | | | ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2. |
| LER Basic Sciences | 3 | | | Should fulfill diversity requirement; visit www.kent.edu/catalog and search “LER” for course list |
| LER Basic Sciences Laboratory | 1 | | | |
| LER Social Sciences | 15 | | | See note 2 on page 2 |

| **Semester Four: [16 Credit Hours]** | | | | |
| GRE 24202 Intermediate Greek II or LAT 26202 Intermediate Latin II | 3 | | | Continue language course sequence I |
| or GRE 24201 Intermediate Greek I or LAT 26201 Intermediate Latin I | | | | |
| Classics Culture Course | | 3 | | See note 1 on page 2 |
| LER Humanities or Fine Arts | 3 | | | ENG 21011 fulfills LER Composition. For LER Humanities or Fine Arts see note 3 on page 2. |
| or ENG 21011 College Writing II | | | | |
| Recommended Elective | 3 | | | |

<p>| <strong>Semester Five: [15 Credit Hours]</strong> | | | | |
| GRE 34370 Plato Apology and Phaedo or 34371 Homer | 3 | | | Choose course based on emphasis |
| or LAT 36170 Cicero or 36171 Vergil | | | | |
| Classics Culture Course | 3 | | | See note 1 on page 2 |
| LER Additional | 3 | | | If not yet fulfilled, should fulfill diversity requirement; visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search “LER” for course list |</p>
<table>
<thead>
<tr>
<th>Course Subject and Title</th>
<th>Credit Hours</th>
<th>Upper Division</th>
<th>Min. Grade</th>
<th>Important Notes</th>
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<tr>
<td>Recommended Elective</td>
<td>3</td>
<td></td>
<td></td>
<td>See note 3</td>
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**Semester Six: [15 Credit Hours]**

| Classics Culture Course       | 3            |                |            | See note 2     |
| LER Additional                | 3            |                |            | See note 4     |
| Recommended Elective          | 3            |                |            | See note 3     |
| General Electives (upper-division) | 6      |                |            |                |

**Semester Seven: [12 Credit Hours]**

| Classics Culture Course       | 3            |                |            |                |
| Recommended Elective          | 3            |                |            |                |
| General Electives (upper- or lower-division) | 6      |                |            |                |

**Semester Eight: [12 Credit Hours]**

| Classics Culture Course       | 3            |                |            |                |
| General Electives (upper-division) | 6      |                |            |                |

**Graduation Requirements Summary**

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>Upper-Division Hours</th>
<th>Liberal Education Requirements Hours</th>
<th>Diversity Course Global / Domestic</th>
<th>Writing-Intensive</th>
<th>Minimum Major GPA</th>
<th>Overall GPA</th>
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</thead>
<tbody>
<tr>
<td>121</td>
<td>42</td>
<td>57</td>
<td>LERS and/or Electives</td>
<td>Culture course or Elective</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Note 1:** Classics culture courses include the following:

- GLAS 21404: The Greek Achievement
- CLAS 41401: Greek Archaeology and Art
- CLAS 21405: The Roman Achievement
- CLAS 41402: Roman Archaeology and Art
- CLAS 41006: Roman History
- CLAS 41503: Greek Literature in Translation
- CLAS 41007: Colloquium in Classics
- HIST 41003: History of Ancient Greece
- CLAS 41301: Classical Mythology

**Note 2:** Any course from LER Category IV qualifies but the following courses are recommended:

- ARTH 21006: Art History: Ancient and Medieval Art
- HIST 11050: History of Civilization
- ARTH 22007: Art History II: Renaissance to Modern Art
- PHIL 11001: Introduction to Philosophy

**Note 3:** Any course from LER Category V qualifies but the following courses are recommended:

- ANTH 18420: Introduction to Archaeology
- GEOG 17053: World Geography

**Note 4:** Some recommended electives include:

- ANTH 38480: Archaeological Analysis
- PHIL 31001: Ancient Greek Philosophy
- HIST 41004: Hellenic Contributions to Western Civilization

**Liberal Education Requirements (LER)**

Students must complete a minimum of 36 credit hours of Liberal Education Requirements. Colleges or degree programs may specify certain courses to fulfill the requirements. Courses in the student's major field will not count toward the completion of any LER. Honors equivalents shall satisfy the LER. None of the courses on the LER list may be taken with a pass/ fail grade.

**Diversity Course Requirement**

Students must complete two courses diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must be from the LER and cannot be in the student's major. The second course may be taken as a second LER; or within a major or minor; or as a general elective; or, with dean's approval, by completing one semester of study in another country.

**Writing-Intensive Course Requirement**

Students must complete one course writing-intensive requirement in their major and earn minimum C (2.00) grade.

**Upper-Division Course Requirement**

In general, baccalaureate programs require the successful completion of at least 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.
Roadmap: Classics - Bachelor of Arts (Changes)
Classical Civilization Concentration
Changes are those to be made to the existing Classics Major Roadmap

Semester One: [17-19 Credit Hours]
CHANGE: GRE 14201/LAT 16201 to Elementary I Language (Recommend GRE 14201 Elementary Greek I or LAT 16201 Elementary Latin I) 4 Hours College Language Requirement
Rationale: the new concentration does not require language. Students are recommended to take Latin or Greek but they can take a different language if they choose
REMOVE: LER Humanities: move to Semester Four (replacing the Classics Culture Course)
ADD: CLAS 21404 The Greek Achievement 3 Hours Classics Core Requirement
Rationale: take the Greek Achievement core requirement early in the sequence.

Semester Two: [17 Credit Hours]
CHANGE: GRE 14202/LAT 16202 to Elementary II Language (Recommend GRE 14202 Elementary Greek II or LAT 16202 Elementary Latin II) 4 Hours College Language Requirement
Rationale: language requirement changed as in semester one
CHANGE: Classics Culture Course to:
CLAS 21405 The Roman Achievement 3 Hours Classics Core Requirement
Rationale: take the Roman Achievement core requirement early in the sequence

Semester Three: [16 Credit Hours]
CHANGE: Number of credit hours reduced from 17 to 16
Rationale: removal of the 4 credit hour elementary language course
REMOVE: Explanatory line at the beginning of Semester Three (“Students who plan to apply...”
Rationale: this is not a concentration that will prepare them for graduate schools in Classics
CHANGE: GRE 24201/LAT 26201 to Intermediate I Language (Recommend GRE 24201 Elementary Greek I or LAT 26201 Intermediate Latin I) 3 Hours College Language Requirement; See Note 5
Rationale: language requirement changed as in semester one; students can take Intermediate language to fulfill credit toward the major (as explained in note 5)
REMOVE: GRE 14201/LAT 16201
Rationale: second language not required in this concentration
ADD: CLAS 21201 English Words from Classical Elements 3 Hours Classics Core Requirement
Rationale: Adding a Core requirement course

Semester Four: [15 Credit Hours]
CHANGE: Number of credit hours reduced from 16 to 15
Rationale: removal of the 4 credit hour elementary language course
CHANGE: GRE 24202/LAT 26202 to Intermediate II Language (Recommend GRE 24202 Elementary Greek II or LAT 26202 Intermediate Latin II) 3 Hours College Language Requirement; See Note 5
Rationale: language requirement changed as in semester one; students can take Intermediate language to fulfill credit toward the major (as explained in note 5)
REMOVE: Classics Culture Course
ADD: LER Humanities 3 Hours See note 2 on page 2
Rationale: moved from semester one to make room for the Greek Achievement in first semester

Semester Five [15 Credit Hours]
REMOVE: GRE 34370...
ADD: Classics Culture Course 3 Hours UD See note 2 on page 2
Rationale: Students taking the major are required to take more culture courses and so culture courses will replace many of the language courses. The course should remain an upper division course to keep the total number of upper division courses the same.
Semester Six [15 Credit Hours]
REMOVE: Classics Culture Course
ADD: CLAS 41503 Greek Literature in Translation 3 Hours Classics Core Requirement; Writing Intensive
Rationale: Greek Literature in Translation will be a core requirement for the major; the course is typically offered in alternating Spring semesters; Semester six would be a Spring semester but Semester seven would be a Fall semester.
REMOVE: Recommended Elective
ADD: Classics Culture Course 3 Hours UD See note 1
Rationale: Without taking the language option, students will need additional culture courses. The course should remain upper division

Semester Seven [12 Credit Hours]
CHANGE: Note for Classics Culture Course to See Note 1
Rationale: all majors will be required to take Greek Literature in Translation and so will receive their Writing Intensive credit in that way.
REMOVE: Recommended Elective
ADD: Classics Culture Course 3 Hours UD See note 1
Rationale: Without taking the language option, students will need additional culture courses. The course should remain upper division

Semester Eight [12 Credit Hours]
CHANGE: General Electives (upper-division) 9 hours to 6 hours
ADD: Classics Culture Course 3 Hours UD See note 2
Rationale: Without taking the language option, students will need additional culture courses. The course should remain upper division

Note 1
REMOVE: remove the following courses from the list of Classics Culture Courses:
- CLAS 21404 The Greek Achievement
- CLAS 21405 The Roman Achievement
- CLAS 41503 Greek Literature in Translation
Rationale: these three courses will not be required core major requirements and appear on the roadmap as such
ADD: add the following courses to the Classics Culture Courses:
- CLAS 21406 Sport and Ancient Daily Life 3 Hours
- CLAS 41092 Field Experience: Travel Study in Classics 1-4 Hours
- MCLS 40420 Foreign Language and Culture Studies 3 Hours
- PHIL 31001 Classical Greek Philosophy 3 Hours
- Any LAT course at the 20000, 30000 or 40000 level 3 Hours each (see note 5)
- Any GRE course at the 20000, 30000 or 40000 level 3 Hours each (see note 5)
Rationale: the two CLAS courses are newly added courses and can be used toward the major; the MCLS course reflects a departmental initiative to make this course a part of all majors within the department.

Note 5
NEW NOTE
ADD: Classics majors with a Classical Civilization concentration may count toward their major up to 12 hours of Latin or Greek courses at the 20000 level or above.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 9-Oct-09  Curriculum Bulletin ________
Effective Date Fall 2010  Approved by EPC _________

Department  School of Journalism and Mass Communication
College  CI - Communication and Information
Degree  BS - Bachelor of Science
Program Name  Electronic Media  Program Code  ELMD
Concentration(s)  Electronic Media Sports Production Concentration(s) Code(s)  ELMS
Proposal  Establish Program - concentration

Description of proposal:
The Electronic Media Sports Production Concentration will focus on educating students on how to produce live sporting events such as basketball and football. This will be an additional concentration in the Electronic Media Degree, which will now have three concentrations. There will be separate courses in this concentration that include both studio and field courses that teach how to produce live sporting events. The concentration will also include Sports Administration (SPAD) courses.

Does proposed revision change program's total credit hours?  ☐ Yes  ☐ No
Current total credit hours: 124  Proposed total credit hours 124

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Impact on Sports Administration as EMLS students will be taking SPAD courses

Units consulted (other departments, programs or campuses affected by this proposal):
Sports Administration

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost
Proposal Summary

**Title:** Electronic Media Sports Production Concentration

**Subject Specification:** Create a new Electronic Media Sports Production Concentration (ELMS) in the Electronic Media major.

**Background Information:**

1. **Description of Action:** This action will create a new Electronic Media Sports Production Concentration in the Electronic media major that will serve students interested in focusing on producing sporting events for the electronic media.


2. **Conformity of Action:** This action fits well with the other two concentrations in the Electronic Media major – production and management. This lets students have another choice on which to focus in the broad field of television, radio and Internet production.

3. **Rationale for Action:** Students have been asking for a stronger focus on sports production for years and many incoming students show a strong desire to focus on sports. This will allow students to get in-depth training.

4. **Effect on current programs, offerings, students, staff:** There is no effect on current programs or offerings. Depending on the demand, there may be some effect on faculty. This will not be determined for three to four semesters. Current faculty can handle it presently.

5. **Scope of action:** Electronic Media students who want to focus on sports production.

6. **Fiscal and staffing impact:** No fiscal or staffing impact at this time.

7. **Evidence of need and sustainability:** Many JMC students have said they want to focus on sports journalism and Electronic Media Production. Current MAC game production is in high demand.

**Alternatives and Consequences:** If not approved students will see it as a lack of support for sports production and it will most likely have an effect on enrollment.

**Specific Recommendations and Justification:** Approve the creation of Electronic Media Sports Production to serve students who want to focus on sports productions.

**Timetable and Actions Required:**
- Approval of CCI Curriculum Committee – 12/09
- Approval of EPC – 1/2010
- Inclusion in fall 2010 catalog
Electronic Media Sports Production Concentration
Assessment Plan

a. Student-learning goals

Learn skills to produce sports programs including video, sound and graphics. 
Learn the intricacies of producing sports production as opposed to other types of 
production. Students will also learn writing and critical thinking skills as well as 
the ethical and legal issues in broadcasting.

b. Measurable student-learning objectives

Skill in producing video sporting events with sound and graphics 
Knowledge of the ethical and legal issues in sports broadcasting. 
The ability to make sound judgments in a professional setting.

c. Describe appropriate methods used to assess how students are meeting objectives.

Submission of several video packages including sound and graphics in both 
studio and field applications will demonstrate quality of production skills.

Several classes will assess good writing skills on a variety of different genres

Classes in both ethics and law will assess a student’s knowledge base in both 
these areas

d. Timeline for assessment

The timeline for the assessment plan will begin in 2011 when the first students in 
this concentration are taking the upper division classes. Updates will be at the 
end of spring semester after students complete the two main skills classes.
------ Forwarded Message

From: "LYBERGER, MARK" <mlyberge@kent.edu>
Date: Fri, 20 Nov 2009 09:10:59 -0500
To: "BLASE, GREGORY" <gblase@kent.edu>
Subject: RE: Memo of support

Greg

Sorry for the delayed response, it in no way should be interpreted as a negative expression. As we previously discussed, the Sport Administration program is in support of collaborating with School of Journalism and Mass Communication regarding the Electronic Media Sport Production Concentration. The courses that you have identified do not infringe on our program therefore, we look forward to the exchange of dialog and are willing to assist your program in the development of these offerings. Thank you.

Best regards,
Mark R. Lyberger
Sport Administration Coordinator
Dear Professor Blase:

Thank you for the opportunity to review the contents of the proposed course TV Sports Graphic Production, JMC 45000. On Friday, December 4, the School of Visual Communication Design Undergraduate Curriculum Committee met to discuss the proposal.

As outlined in the attachment, there are no issues of encroachment concerning this course.

Best of luck with your new program and courses.

Sincerely,

AnnMarie LeBlanc
Director and Professor
School of Visual Communication Design
Kent State University
330.672.7856
Catalog Copy revision to add Electronic Media Sports Production Concentration

Areas of study
Advertising [ADV]- major and minor
Communication Studies [COMM]- major and minor
Applied Communication [APCO]- concentration
Interpersonal Communication [IPCM]- concentration
Organizational Communication [ORCM]- concentration
Public Communication [PCMM]- concentration
Design [DSGN]- minor
Electronic Media [ELMD]- major and minor
Electronic Media Management [ELMM]- concentration
Electronic Media Production [ELMP]- concentration
Electronic Media Sports Production [ELMS] - concentration
Media Literacy [MELT]- minor
New Media [C112]- certificate
News [NEWS]- major
Broadcast Journalism [BJRN]- concentration
Magazine Journalism [MJRN]- concentration
Newspaper Journalism [NJRN]- concentration
Photo Illustration [PHOI]- major and minor
Photojournalism [PHOJ]-minor
Public Relations [PR]- major and minor
Visual Communication Design [VCD]- major
2D Graphic Design [2DGD]- concentration (BFA and BS)
3D Graphic Design [3DGD]- concentration (BFA and BS)
Illustration [ILLS]- concentration (BFA and BS)
Visual Journalism [VJNL]- major and minor
Information Design [INFD]- concentration
Photojournalism [PHOJ]- concentration
Web Design and Programming [WDP]- minor
Undergraduate Catalog

School of Journalism and Mass Communication | College of Communication and Information | 204 Franklin Hall | E-mail: jmc@kent.edu | Tel: 330-672-2572 | Fax: 330-672-4064 | Web: http://www.jmc.kent.edu

Electronic Media Major

**Electronic Media Management Concentration—2009-2010 Roadmap** [Degree Requirements]
Electronic media management majors study all aspects of program planning for electronic media, including understanding audiences' attitudes/motives and what types of programs attract different audiences. Graduates generally find employment in program scheduling, broadcast station management and sales fields.

**Electronic Media Production Concentration—2009-2010 Roadmap** [Degree Requirements]
Electronic media production majors learn how to create audio and video programs. Students may assist in the production aspects of both Black Squirrel Radio and TV2. Graduates generally secure entry-level positions in production departments for broadcast operations or production work in studios.

**Electronic Media Sports Production Concentration**
Electronic media sports production majors learn how to shoot, edit, produce and create graphics for a variety of sporting events including basketball and football. Students will work both remotely in the field with a satellite truck and in the TV 2 studio to produce the games. They'll also learn about sports marketing and sports and the media.
### Electronic Media Sports Production Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>JMC 20003</td>
<td>Intro to Mass Comm.</td>
<td>3</td>
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<tr>
<td>20004</td>
<td>Media Writing</td>
<td>3</td>
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<tr>
<td>20008</td>
<td>Audience Analysis &amp; Research</td>
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<tr>
<td>22002</td>
<td>Videography Basics</td>
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<td>22003</td>
<td>Videography Basics II</td>
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<td>23031</td>
<td>Basic Electronic Media Audio Production</td>
<td>3</td>
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<td>23030</td>
<td>Basic Electronic Media Video Production</td>
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<td>30004</td>
<td>Writing for Electronic Media</td>
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<td>44042</td>
<td>Live Sports Production</td>
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<td>44043</td>
<td>Sports Field Production</td>
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<td>45000</td>
<td>Television Sports Graphics Production</td>
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<td>40006</td>
<td>Law of Mass Comm</td>
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<td>Ethics and Issues in Mass Comm.</td>
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<td>40013</td>
<td>Television Sports Production</td>
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<td>40192</td>
<td>Radio/Television Internship</td>
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<td>Basic Media Engineering</td>
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<td>40036</td>
<td>Non-Linear Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>40095</td>
<td>ST: Lighting for Video</td>
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<td>40095</td>
<td>ST: Motion <strong>Graphics</strong></td>
<td>3</td>
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<tr>
<td>44045</td>
<td>Promotions for Electronic Media</td>
<td>3</td>
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<td>44050</td>
<td>Audio for Video</td>
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<td>46054</td>
<td>Broadcast <strong>Documentary</strong></td>
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<td>49021</td>
<td>Corporate Video</td>
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<tr>
<td>40995</td>
<td>Editing with AVID</td>
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**Additional Degree Requirements**: 18-19

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<tr>
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<tbody>
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<td>SPAD 25059</td>
<td>Sport in Society</td>
<td>3</td>
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<tr>
<td>SPAD 45023</td>
<td>Sport Marketing</td>
<td>3</td>
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<td>45024</td>
<td>Sport in Global Perspective</td>
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<td>45026</td>
<td>Sport and the Media</td>
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<td>45027</td>
<td>Public Relations and Promotion in Sport</td>
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<td>11010</td>
<td>Algebra for Calculus</td>
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<tr>
<td>30065</td>
<td>Expository Prose Writing</td>
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**Critical requirements are boldface in shaded areas**

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<tr>
<th>Course Subject and Title</th>
<th>Credit Hours</th>
<th>Upper Division</th>
<th>Min. Grade</th>
<th>Important Notes</th>
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<td><strong>Semester One: [16 Credit Hours]</strong></td>
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<tr>
<td>JMC 20003 Introduction to Mass Communication</td>
<td>3</td>
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<td>ENG 11011 College Writing I</td>
<td>3</td>
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<td>Fulfills LER Composition</td>
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<tr>
<td>HIST 12070 History of the United States: The Formative Period</td>
<td>3</td>
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<td>Fulfills LER Humanities and domestic diversity course requirement</td>
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<tr>
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</tr>
<tr>
<td><strong>Semester Two: [14-15 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 20004 Media Writing</td>
<td>3</td>
<td></td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>HIST 12071 History of the United States: The Modern Period</td>
<td>3</td>
<td></td>
<td></td>
<td>Fulfills LER Humanities and domestic diversity course requirement</td>
</tr>
<tr>
<td>JMC 22002 Videography Basics I</td>
<td>1</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>JMC 22003 Videography Basics II</td>
<td>1</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>MATH 11009 Modeling Algebra or MATH 11101 Algebra for Calculus</td>
<td>3-4</td>
<td></td>
<td></td>
<td>Enrollment based on placement tests; fulfills LER Mathematics/Critical Reasoning</td>
</tr>
<tr>
<td>LER Fine Arts</td>
<td>3</td>
<td></td>
<td></td>
<td>Should fulfill global diversity requirement; visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search “LER” and “diversity” for course lists</td>
</tr>
<tr>
<td><strong>Semester Three: [15-16 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 23030 Basic Electronic Media Video Production</td>
<td>3</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>JMC 23031 Basic Electronic Media Audio Production</td>
<td>3</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>ENG 21011 College Writing II</td>
<td>3</td>
<td></td>
<td></td>
<td>Fulfills LER Composition</td>
</tr>
<tr>
<td>LER Basic Sciences</td>
<td>2-3</td>
<td></td>
<td></td>
<td>Should fulfill diversity requirement if not satisfied earlier; visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search “LER” and “diversity” for course lists</td>
</tr>
<tr>
<td>LER Basic Sciences Laboratory</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAD 25059 Sport in Society</td>
<td>3</td>
<td></td>
<td></td>
<td>See JMC advisor</td>
</tr>
<tr>
<td><strong>Semester Four: [17 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 30004 Writing for Electronic Media</td>
<td>2</td>
<td></td>
<td>C-</td>
<td>Should fulfill diversity requirement if not satisfied earlier; visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search “LER” and “diversity” for course lists</td>
</tr>
<tr>
<td>LER Additional</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LER Social Sciences</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAD Additional degree requirement</td>
<td>6</td>
<td></td>
<td></td>
<td>See note 1</td>
</tr>
<tr>
<td><strong>Semester Five: [15 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 30064 Argumentative Prose or ENG 30065 Expository Prose Writing</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 20008 Audience Analysis and Research</td>
<td>3</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>JMC 44042 Live Sports Production</td>
<td>3</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>JMC 45000 Television Sports Graphics Production</td>
<td>3</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>SPAD Additional Degree Requirement</td>
<td>3</td>
<td></td>
<td></td>
<td>See note 1</td>
</tr>
<tr>
<td><strong>Semester Six: [15 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 44043 Sports Field Production</td>
<td>3</td>
<td></td>
<td>C-</td>
<td>See note 2</td>
</tr>
<tr>
<td>JMC Elective I</td>
<td>3</td>
<td></td>
<td>C-</td>
<td>See JMC advisor for list of approved courses</td>
</tr>
<tr>
<td>Liberal Studies elective</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Subject and Title</td>
<td>Credit Hours</td>
<td>Upper Division</td>
<td>Min. Grade</td>
<td>Important Notes</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------------</td>
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<td>------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Summer III: [1 Credit Hours]</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>JMC 40192 Internship in Radio/Television</td>
<td>1</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>Semester Seven: [15 Credit Hours]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 40006 Law of Mass Communication</td>
<td>3</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>JMC 40013 Television Sports Production</td>
<td>3</td>
<td></td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>Liberal Studies Electives</td>
<td>9</td>
<td></td>
<td></td>
<td>See JMC advisor for approved list of courses</td>
</tr>
<tr>
<td>Semester Eight: [15 Credit Hours]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JMC 40010 Ethics and Issues in Mass Communication</td>
<td>3</td>
<td></td>
<td>C</td>
<td>Fulfills writing-intensive course requirement</td>
</tr>
<tr>
<td>JMC Elective I</td>
<td>3</td>
<td></td>
<td>C-</td>
<td>See note 2 below</td>
</tr>
<tr>
<td>Non-JMC Upper-division General Electives</td>
<td>9</td>
<td></td>
<td></td>
<td>Number of credits required depends on meeting minimum 124 credit hours and 39 upper-division hours</td>
</tr>
</tbody>
</table>

### Graduation Requirements Summary

<table>
<thead>
<tr>
<th>Total Hours</th>
<th>Upper-Division Hours</th>
<th>Liberal Education Requirements Hours</th>
<th>Diversity Course Global / Domestic</th>
<th>Writing-Intensive</th>
<th>Minimum Major GPA</th>
<th>Overall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>124</td>
<td>39</td>
<td>36</td>
<td>LER or Elective / HIST 12070</td>
<td>JMC 40010</td>
<td>2.75</td>
<td>2.75</td>
</tr>
</tbody>
</table>

**Note 1:** SPAD Additional Degree Requirement (9 credit hours), choose from the following:

- SPAD 45C23 Sport Marketing                  3  SPAD 45026 Sport and the Media            3
- SPAD 45C24 Sport in Global Perspective      3  SPAD 45027 Public Relations & Promotion in Sport 3

**Note 2:** JMC elective I (6 credit hours), choose from the following:

- JMC 40035 Television Graphics               3  JMC 40036 Non-Linear Video Editing        3
- JMC 33036 Basic Media Engineering           3  JMC 46054 Broadcast Documentary          3
- JMC 34050 Promotions for Electronic Media   3  JMC 40095 Special Topics: Editing with Avid 3
- JMC 44050 Audio for Video                   3  JMC 49021 Corporate Video                3
- JMC 40095 Special Topics: Lighting for Video 3

**Notes for Electronic Media Major:**

- Only general elective courses may be taken as pass/fail, of which maximum 12 credit hours may be taken as pass/fail.
- Minimum 80 credit hours must be taken outside the School of Journalism and Mass Communication, with 65 of those hours in liberal studies courses.
- Students must meet the requirements in the catalog to declare a journalism and mass communication major.

**Liberal Education Requirements (LER)**

Students must complete a minimum 36 credit hours of Liberal Education Requirements. Colleges or degree programs may specify certain courses to fulfill the requirements. Courses in the students' major field will not count toward the completion of any LER. Honors equivalents shall satisfy the LER. None of the courses on the LER list may be taken with a pass/fail grade.

**Diversity Course Requirement**

Students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must be from the LER and cannot be in the student's major. The second course may be taken as a second LER, or within a major or minor; or as a general elective; or, with dean's approval, by completing one semester of study in another country.

**Writing-Intensive Course Requirement**

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.

**Upper-Division Requirement**

In general, baccalaureate programs require the successful completion of at least 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.
GPS Cursor rollover descriptive paragraph

Students in the Bachelor of Science in Electronic Media – Electronic Media Sports Production learn how to produce live television sporting events. This includes both audio and video production as well as remote production using a satellite truck. Graduates generally secure entry-level positions in various aspects of television sports production such as basketball and football games.
Key Words for Electronic Media Sports Production Concentration

Television
Sports
Football
Basketball
TV Production
Sporting Events
Control Room
Satellite Truck
Director
Producer
Camera operator
Sound person
Play-by-play
Announcer
College sports
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Nov-09  Curriculum Bulletin ________
Effective Date Fall 2010  Approved by EPC ________

Department Recreation, Park & Tourism Management  Foundations, Leadership
College EH - Education, Health and Human Services  and Administration
Degree BA - Bachelor of Arts  Minor  BS - Bachelor of Science
Program Name Recreation, Parks & Tourism Management  Program Code RPTM
Concentrations Recreation & Park Management; Tourism Management  Concentration(s) Code(s)
RPM; TMM
Proposal Revise Program  - Major -

Description of proposal:
1. Revise the RPTM Major Course Work
   a. Drop PEP 25068 – Measurement and Evaluation in Fitness and Sport
   b. Add RPTM 26081 Outdoor Recreation

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours: 121  Proposed total credit hours 121

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Course content in PEP 25068 is redundant in three other RPTM courses currently required of students, thus dropping this course from the Major Course Work requirements eliminates duplication of content. Currently, RPTM 26081 is required in both the Recreation and Park Management students and the Tourism Management students; moving it to the Major Course Work will reduce this redundancy. Moving RPTM 26081 to the Major Course Work assures that all RPTM major students are enrolling in a course important to their career preparation and that they also have the ability to enroll in elective course work that could better prepare them for diverse careers in leisure settings.
Dropping the PEP course requirements will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major. Adding RPTM 26081 to the Major requirements reduces the need to list it separately in each concentration.

Units consulted (other departments, programs or campuses affected by this proposal):
Physical Education

REQUIRED ENDORSEMENTS

[Signatures and dates]

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Nov-09    Curriculum Bulletin ________
Effective Date    Fall 2010    Approved by EPC ________

Department: Recreation, Park & Tourism Management
College: EH - Education, Health and Human Services
Degree: BA Bachelor of Arts
Minor: Bachelor of Science
Program Name: Recreation, Parks & Tourism Management
Program Code: RPTM
Concentration(s): Recreation and Park Management
Concentration(s) Code(s): RPM
Proposal: Revise Program - concentration RPM

Description of proposal:
1. Revise existing Recreation and Park Management concentration
   a. Drop RPTM 26081 Outdoor Recreation
   b. Add 3 credit hours of general electives
   c. Change the title to Recreation Management

Does proposed revision change program's total credit hours?  ☐ Yes  ☒ No
Current total credit hours: 121    Proposed total credit hours 121

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
RPTM 26081 is proposed to be moved to the RPTM Major Course Work, thus eliminating the need to offer it in the Recreation Management concentration. Moving RPTM 26081 to the Major Course Work also allows for students in the Recreation (and Park) Management concentration(s) to enroll in 3 credit hours of elective course work that could better prepare them for diverse careers in leisure settings. Changing the title of the Recreation and Park Management Concentration is needed to distinguish the career preparation of students interested in the recreation vs. park settings.

Units consulted (other departments, programs or campuses affected by this proposal):
None needed.

________________________________________
REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost

1/1/10
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Nov-09  Curriculum Bulletin
Effective Date Fall 2010  Approved by EPC

Department: Recreation, Park & Tourism Management
College: EH - Education, Health and Human Services
Degree: BA Bachelor of Arts  Minor Bachelor of Science
Program Name: Recreation, Parks & Tourism Management  Program Code: RPTM
Concentration(s): Tourism Management  Concentration(s) Code(s): TMM
Proposal: Revise Program - concentration TMM

Description of proposal:
1. Revise existing Tourism concentration
   a. Drop RPTM 26801 Outdoor Recreation
   b. Add 6 credit hours of general electives
   c. Drop 3 – 1 credit hour Physical Education-Basic (PEB) activity class requirement

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours: 121  Proposed total credit hours: 121

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Currently, RPTM 26081 is required in both the Recreation and Park Management students and the Tourism Management students; moving it to the Major Course Work will reduce this redundancy. Also, moving the RPTM 26081 requirement to the Major Course Work offers students the opportunity to enroll in 3 credit hours of elective course work that could better prepare them for diverse careers in leisure settings. Dropping the 3-1 credit hour PEB courses from the Tourism concentration will allow students to take courses more applicable to this concentration, thus better preparing them for careers in diverse leisure settings. Currently, students have no ability to enroll in electives or take courses in study abroad programs and have them contribute to their concentration. Thus, a more appropriate use of 3 credit hours for students enrolled in this concentration is to have the ability and flexibility to enroll in tourism and hospitality courses rather than physical education courses.
Dropping the 3-1 credit hour PEB course requirement will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major.

Units consulted (other departments, programs or campuses affected by this proposal):
Physical Education

________________________
Department Chair / School Director / Campus Dean

________________________
College Dean

________________________
Executive Dean of Regional Campuses / Dean of Graduate Studies

________________________
Senior Vice President for Academic Affairs and Provost

REQUIRED ENDORSEMENTS

1/4/10
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Nov-09 Curriculum Bulletin ________
Effective Date Fall 2010 Approved by EPC ________

Department: Recreation, Park & Tourism Foundations, Leadership and Administration
College: EH - Education, Health and Human Services
Degree: BA - Bachelor of Arts Minor BS - Bachelor of Science
Program Name: Recreation, Parks & Tourism Program Code: RPTM
Concentration(s): Park Management Concentration(s) Code(s): PM
Proposal: Revise Program - NEW CONCENTRATION

Description of proposal:
1) Create a new interdisciplinary concentration for the RPTM major called "Park Management."
2) Create two new courses for the proposed Park Management concentration: i. Interpretation of Natural and Cultural Resources, ii. Environmental Education (BDS's for both have been created and submitted through the proper online "workflow" channel).

Does proposed revision change program's total credit hours? □ Yes ☑ No
Current total credit hours: 121 Proposed total credit hours 121

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

NEED: The proposed Park Management concentration will better prepare students for a career in natural resource related fields, particularly the management of parks and other protected areas. The concentration is interdisciplinary and adds coursework from the Biology Department and the Geography Department related to ecology and also geographic information systems. This is a knowledge base that area park managers have expressed an interest in during informal conversations with RPTM faculty. In addition, the two new courses being developed by RPTM will provide students with important knowledge and skills they will most certainly and regularly use as professionals in this field.

The proposed concentration will position KSU alongside Ohio State University as the only schools in Ohio to offer a four year degree combining the natural resource dimensions and the human dimensions of park management. As such, the proposed concentration will attract more students to the major, both from inside Ohio and from out of state. Furthermore, with several successful park systems nearby (Summit County metro Parks, Cleveland Metro Parks and Cuyahoga Valley National Park) there is a local demand for this expertise.

ENROLLMENT: The proposed changes will allow us to better meet the needs of our students and recruit new students to the major. Therefore, we expect it will increase our enrollment.

ENCROACEMENT & DUPLICATION: RPTM developed the new concentration in consultation with Biology and Geography and Geology. Internal memos are attached. In addition, the proposed coursework does not duplicate existing coursework in EHHS or elsewhere on campus (see internal memos).

STAFFING: The two new courses proposed for the park management concentration will be taught once a year by professionals working in area park districts (Cuyahoga Valley National Park, Cleveland Metro Parks, Stark/Summit County Metro Parks). This will be an advantageous partnership for our students and have no effect on existing faculty loads.

Units consulted (other departments, programs or campuses affected by this proposal):
Biological Sciences
Geography
Geology
REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost

1/4/10

1/4/10

/ / / /
Transmittal Memo

Summary of Proposed Action:

1) Rename the existing Recreation & Park Management concentration "Recreation Management"

2) Create a new interdisciplinary 40 credit hour concentration titled "Park Management".

3) Create two new courses for the Park Management concentration: i. Interpretation of Park Resources, ii. Environmental Education

4) Remove PEP 25068 Measurement and Evaluation in Fitness and Sport from Major Course Work requirements

5) Remove RPTM 26081 Outdoor Recreation from the Recreation and Park Management and Tourism Management concentrations

6) Add RPTM 26081 Outdoor Recreation to Major Course Work

7) Add three credits of guided electives to the Recreation Management and Tourism Management concentrations

8) Remove the 3 PEB electives from the Tourism Management concentration.

9) Add three credits of guided electives to the Tourism Management concentration to replace the PEBs for a total of 6 credit hours of guided electives (see # 7 above)

10) Rename the existing Recreation and Park Management minor "Recreation Management"

11) Create a new 18 credit minor called "Park Management"

Curricular/Consultative Approval

FLA curriculum committee: 12/2/09
Proposal Summary

**Title:** Revision of Recreation, Parks, and Tourism Management (RPTM) core and existing concentrations

Subject Specification: The intent of this proposal is to:

1. Revise the RPTM Major Course Work
   a. Drop PEP 25068 – Measurement and Evaluation in Fitness and Sport
   b. Add RPTM 26081 Outdoor Recreation

2. Revise existing Recreation and Park Management concentration
   a. Drop RPTM 26081 Outdoor Recreation from Concentration as it is proposed to be added to the RPTM Major Course Work
   b. Add 3 credit hours of guided electives
   c. Change the title to Recreation Management

3. Revise existing Recreation and Park Management Minor
   a. Change the title to Recreation Management Minor

4. Revise existing Tourism concentration
   a. Drop RPTM 26081 Outdoor Recreation
   b. Add 6 credit hours of guided electives
   c. Drop 3 – 1 credit hour Physical Education-Basic (PEB) activity class requirement

5. Create a new Park Management Concentration

6. Create new Park Management Minor

**Background Information:**

(1) Description of Action and rational for action: The purpose of this proposal is to update the RPTM curriculum, create a new concentration, and minor. Overall, the proposed changes will allow us to better meet the needs of our students and recruit new students to the major.

Course content in PEP 25068 is redundant in three other RPTM courses currently required of students, thus dropping this course from the Major Course Work requirements eliminates duplication of content. Currently, RPTM 26081 is required in both RPTM Concentrations; moving it to the Major Course Work eliminates that redundancy. It also allows all students to enroll in 3 credit hours of elective course work that could better prepare them for diverse careers in leisure settings. Changing the title of the Recreation and Park Management Concentration to Recreation Management is needed to distinguish the career preparation of students interested in the recreation vs. park settings. Dropping the 3-1 credit hour PEB courses from the Tourism concentration will allow students to take courses more applicable to this concentration, thus better preparing them for careers in diverse leisure settings. Currently, students have no ability to enroll in electives or take
courses in study abroad programs and have them contribute to their concentration. Thus, a more appropriate use of 3 credit hours for students enrolled in this concentration is to have the ability and flexibility to enroll in tourism and hospitality courses rather than physical education courses.

Creating a Park Management Concentration and minor would better prepare students interested in seeking careers in natural environments. Currently, students with a recreation focus, seeking careers in the public, non-profit, and for profit recreation industry are sharing a curriculum with students interested in the management of natural parks and protected areas. These are two distinct groups of students, with two different career paths, and their needs can be better met with separate concentrations. The existing RPM concentration better meets the needs of students seeking careers in recreation management while the park management students are missing important content related to ecology, resource interpretation, and environmental education. Additionally, academic curricula preparing students to work in the natural environment are absent in Northern Ohio with the only such curriculum in the state at Ohio State University. The program at Ohio State University is predominantly focused on forestry aspects of the industry; this concentration and minor will differ in that the curriculum will consist of studying the natural aspects of parks as well as the human aspects of park usage and leisure engagement.

(2) Conformity of action with mission of sponsoring unit

All proposed changes reflect an up-date in the curriculum, consistent with our mission to prepare students for successful careers in diverse leisure settings and our goal to continually evaluate our program and curricula.

(3) Effect on current programs, offerings, students, staff

The current program will be more effective as it will offer concentrations that are in line with mission and goals of the program, reduce redundancy, offer curricula that will address student interests and needs of the field, and will meet unmet needs in the State university system. There is no effect on current students as changes will impact students new to the major in Fall 2010. Dropping the PEP and PEB course requirements will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major.

(4) Scope of action

Changes will impact students new to the major in 2010. Dropping the PEP and PEB course requirements will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major.

(5) Fiscal and staffing impact of action

The two new courses proposed for the Park Management Concentration will be taught once a year by professionals working in area park districts (Cuyahoga Valley National Park, Cleveland Metro Parks, Stark/Summit County Metro Parks). This will be an advantageous partnership for our students and have no effect on existing faculty loads.

(6) Evidence of need and sustainability: Minor curriculum changes are needed to adequately prepare students for careers in diverse leisure settings and improve the sustainability by reducing redundancy. The new Park Management Concentration and minor will preparing students to
work in the natural environment; opportunities to do so are absent in Northern Ohio with the only such curriculum at Ohio State University. This will not only meet a significant need of the industry, but meet the needs of students interested in pursuing a career in the natural environments, but having no options from which to gain preparedness. Approximately 30% of current RFTM majors are interested in working in the natural environments.

**Alternatives and Consequences:** The major will not be up-dated, thus we will not be fulfilling the mission of our program, meet program goals, or address the needs of students and the field. Consequence to PEP 25068 is approximately 30 less students in that course each academic year from the RPTM major. Consequence to the PEB program is approximately 20 less students enrolled in PEB courses each academic year from the RPTM major. The consequence of not offering a Park Management Concentration and minor are unmet needs of students and the industry.

**Specific Recommendation and Justification:** The changes to the Major Course Work requirements (dropping PEP 25068, moving RPTM 26081) are proposed to up-date the curriculum, meet program mission and goals. Removing PEP 25068 and moving RPTM 26081 to the Major Course Work allows for the addition of 3 credit hours of guided electives to be added to the Recreation and Park Management and Tourism Management Concentrations. The change in the name of the Recreation and Park Management concentration to Recreation Management, the addition of the Park Management concentration and minor are in response to student needs and interests as well as the needs and interests of the field. Currently, the Recreation and Parks Management concentration better prepares students to work in the recreation industry, but is not as effective in preparing students to work in the natural environments. It is proposed that the 3-1 credit hour PEB courses be dropped from the Tourism concentration as it will allow students to take courses more applicable to this concentration, thus better preparing them for careers in diverse leisure settings. Currently, students have no ability to enroll in electives or take courses in study abroad programs and have them contribute to their concentration. Thus, a more appropriate use of 3 credit hours for students enrolled in this concentration is to have the ability and flexibility to enroll in tourism and hospitality courses rather than physical education courses.

**Timetable and Actions Required:** Approval by the RPTM faculty 10/21/09
Approval by the FLA Curriculum Committee 12/2/09
Approval by the EHHS Curriculum Committee 12/18/09
RPTM Park Management Concentration

GPS Website Program Description
The park management concentration is designed for students with an interest in outdoor recreation, parks and other protected natural areas, historic sites and cultural attractions. The concentration offers students an interdisciplinary education with two primary focus areas. The first is the human dimension of park management, in other words, coursework provides students with an understanding of the complex relationship between people and parks. The second is the ecological dimension of park management which is fundamental to protecting and interpreting the resources within a park. Students will conclude their study with a semester long internship in the park of their choice.

Keywords
park management, natural resource management, environment, environmental education, conservation, outdoor recreation, parks, park ranger
Recreation, Park and Tourism Management – B.S.

**Destination Kent State: First Year Experience (1 credit):**
- US 10097 Destination Kent State: First Year Experience

**Major Requirements (43 credits) Courses count in major GPA:**
- PEP 25060 Measurement and Evaluation in Fitness and Sport
- RPTM 16000 Foundations of Recreation and Leisure
- 26030 Recreation Group Leadership
- 26071 Maintenance and operation of Areas and Facilities
- DIVD 36040 Inclusion of People with Disabilities in Leisure Services
- 36075 Program Design and Evaluation
- WIC 48030 Dynamics of Leisure Behavior
- 48060 Administration of Leisure Services
- 46070 Park Planning
- 46080 Legal Issues in Sport and Recreation
- 46091 Seminar in Internship Preparation
- 46092 Internship in Recreation
- 26099 Principles of Outdoor Recreation

**Additional Requirements (36-37 credits):**
- ECON LSS 22060 Principles of Microeconomics
- LAD 22061 Principles of Macroeconomics
- PSYC LSS 11762 General Psychology
- LER Additional
- LER Basic Sciences 6-7
- LER Composition 6
- LER Humanities and Fine Arts 9
- LER Mathematics and Critical Reasoning 3

**Concentration**

**Recreation and Park Management Concentration (35-42 credits)**
- ACCT 23020 Introduction to Financial Accounting
- HDFS 41093 Workshop: Human Development and Family Studies
- MIS 24053 Introduction to Computer Applications
- RPTM 26010 Community Development in Recreation
- **RPTM 25091 Principles of Outdoor Recreation** 3
- 36010 Recreation, Leisure and Aging
- 36081 Adventure Education
- 36085 Leisure and Culture
- 36192 Practicum in Leisure Services Management
- Physical Education Basic electives
- General electives

**Tourism Management Concentration (39-47 credits)**
- HM 13024 Introduction to Hospitality Management
- RPTM 26060 Introduction to Global Tourism
- **RPTM 25091 Principles of Outdoor Recreation** 3
- 36060 Commercial Recreation and Tourism
- 36192 Practicum in Leisure Services Management
- 46100 Tourism Development and Recreational Travel
- SPAD 45022 Event Planning and Production
- Physical Education Basic electives
- General electives

**Business Minor**
- ACCT 23020 Introduction to Financial Accounting (3)
- 23021 Introduction to Managerial Accounting (3)
- FIN 36053 Business Finance (3)
- MKTG 25010 Marketing (3)
- MIS 24163 Principles of Management (3)

Choose from the following (3):
- CS 10061 Introduction to Computer Programming
- MIS 24053 Introduction to Computer Applications

**Total:** 121-122 credits
CATALOG COPY

Park Management Concentration

The park management concentration focuses on providing opportunities for outdoor recreation and protecting the resources on which those opportunities depend.

Concentration Requirements ........................................ 21

RPTM 36090 Interp. of Nat. & Cult. Resources 3
RPTM 36091 Environmental Education 3
RPTM 36192 Practicum in Leisure Services Mgt. 1
BSCI 10110 Biological Diversity 4
BSCI 30360 General Ecology 4
GEOG 49070 Geographic Information Science 3
HFDS 44032 Nonprofit Grant Writing 3

RPTM guided electives ................................................ 10

Choose from the following list ................................. 10

BSCI 30275 Local Flora 4
BSCI 30560 Invertebrate Zoology 4
BSCI 30580 Entomology 4
BSCI 30582 Ornithology 4
BSCI 30274 Forestry 2
BSCI 4695 Tropical Biology & Conservation Field Trip 4.5
BSCI 40365 Ichthyology 4
BSCI 40368 Wetland Ecology & Mgt. 4
BSCI 40374 Conservation Biology 4
BSCI 40525 Wildlife Resources 3
BSCI 40556 Vertebrate Zoology 4
GEOL 23063 Mineralogy 3.4
GEOL 32066 Geomorphology 4
GEOL 41077 Geology of National Parks 3
GEOG 37040 Geography of Ohio 3
GEOG 41073 Conservation of Natural Resources 3
GEOG 41074 Resource Geography 3
GEOG 49080 Adv Geog Information Science 3

TOTAL 104
### Critical requirements are boldface in shaded areas

<table>
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<tr>
<th>Course Subject and Title</th>
<th>Credit Hours</th>
<th>Upper Division</th>
<th>Min. Grade</th>
<th>Important Notes</th>
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<tr>
<td>PSYC 11762 General Psychology</td>
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<td>RPTM 26010 Community Development in Recreation</td>
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<tr>
<td>LER Basic Sciences</td>
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<td>ENG 21011 College Writing II</td>
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<td>PEP 25068 Measurement and Evaluation in Fitness and Sport</td>
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<td>MIS 24053 Introduction to Computer Applications</td>
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<td>RPTM 36085 Leisure and Culture</td>
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<td>RPTM 36192 Practicum in Leisure Services Management</td>
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<td>MKTG 25010 Marketing</td>
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<td>RPTM 36040 Inclusion of People with Disabilities in Leisure Services</td>
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<td>Fulfills domestic diversity course requirement</td>
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<td>RPTM 36075 Program Design and Evaluation</td>
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<td>CS10061 Introduction to Computer Programming</td>
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Page 1 of 2 | Last Updated: 24-May-09/TET
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<td>or MIS 24053 Introduction to Computer Applications</td>
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**Graduation Requirements Summary**

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<th>Total Hours</th>
<th>Upper-Division Hours</th>
<th>Liberal Education Requirements Hours</th>
<th>Diversity Course Global / Domestic</th>
<th>Writing-Intensive</th>
<th>Minimum Major GPA</th>
<th>Overall GPA</th>
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<td>LER or General Elective / RPTM 36040</td>
<td>RPTM 46030</td>
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**Liberal Education Requirements (LER)**

Students must complete a minimum 36 credit hours of Liberal Education Requirements. Colleges or degree programs may specify certain courses to fulfill the requirements. Courses in the students’ major field will not count toward the completion of any LER. Honors equivalents shall satisfy the LER. None of the courses on the LER list may be taken with a pass/fail grade.

**Diversity Course Requirement**

Students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must be come from the LER and cannot be in the student's major. The second course may be taken as a second LER; or within a major or minor; or as a general elective; or, with dean’s approval, by completing one semester of study in another country.

**Writing-Intensive Course Requirement**

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.

**Upper-Division Requirement**

In general, baccalaureate programs require the successful completion of at least 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.
### Critical requirements are boldface in shaded areas

<table>
<thead>
<tr>
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<td>ENG 11011 College Writing I</td>
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<td>Fulfills LER composition</td>
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<td>LER (Math)</td>
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<td>Enrollment based on placement tests</td>
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<td>LER (Basic Science)</td>
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<td>LER (Hum/FA)</td>
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<td>Fulfills LER Social Sciences</td>
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<td>LER (PSYC 11762)</td>
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<td>RPTM 26030 Rec Group Leader</td>
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<tr>
<td>BSCI 10110 Biological Diversity</td>
<td>4</td>
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<tr>
<td>RPTM 26071 Maintenance &amp; Operations</td>
<td>3</td>
<td></td>
<td></td>
<td>Fulfills LER composition</td>
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<tr>
<td>ENG 21011 College Writing II</td>
<td>3</td>
<td></td>
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<td>Fulfills LER Social Sciences</td>
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<tr>
<td>ECON 22080 Microeconomics</td>
<td>3</td>
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<tr>
<td>LER (Additional)</td>
<td>3</td>
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<tr>
<td><strong>Semester Four: [16 Credit Hours]</strong></td>
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<tr>
<td>BSCI 30360 General Ecology</td>
<td>4</td>
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<tr>
<td>RPTM 26081 Outdoor Recreation</td>
<td>3</td>
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<tr>
<td>RPTM 36040 Inclusion of People w/ Disabilities</td>
<td>3</td>
<td></td>
<td></td>
<td>Fulfills domestic diversity requirement</td>
</tr>
<tr>
<td>ECON 22061 Macroeconomics</td>
<td>3</td>
<td></td>
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<td>Fulfills LER additional</td>
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<tr>
<td>LER Elective (Hum/FA)</td>
<td>3</td>
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<tr>
<td><strong>Semester Five: [16 - 17 Credit Hours]</strong></td>
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<td>RPTM 36075 Program Design</td>
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<tr>
<td>RPTM 36192 Practicum in Leisure</td>
<td>1</td>
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<td>RPTM 26080 Interpretation of Nat/Cult Resources</td>
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<tr>
<td>Guided elective 36082</td>
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<td>Select from RPTM courses</td>
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<tr>
<td>Guided Elective</td>
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<td>Select from list below</td>
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<td>LER (Hum/FA)</td>
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<td><strong>Semester Six: [16-17 Credit Hours]</strong></td>
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<td>RPTM 46091 Internship Seminar</td>
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<td>RPTM 45060 Admin of Leisure Services</td>
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<td>RPTM 48030 Dynamics of Leisure Behavior</td>
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<td>Fulfills writing intensive course requirement</td>
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<tr>
<td>RPTM 36083 Environmental Education</td>
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<td>Course Subject and Title</td>
<td>Credit Hours</td>
<td>Upper Division</td>
<td>Min. Grade</td>
<td>Important Notes</td>
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<td>Guided Elective</td>
<td>3-4</td>
<td></td>
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<td>Select from list below</td>
</tr>
</tbody>
</table>

**Semester Seven: [17-18 Credit Hours]**

- RPTM 46070 Park Planning               | 3            |                |            |                                             |
- RPTM 46080 Legal Issues                | 3            |                |            |                                             |
- GEOG 49070 Geographic Information Science | 3          |                |            |                                             |
- HFDS 44032 Nonprofit Grant Writing     | 3            |                |            |                                             |
- Guided Elective                         | 3            |                |            | Select from RPTM courses                    |
- Guided Elective                         | 2-3          |                |            | Select from list below                      |

**Semester Eight: [12 Credit Hours]**

- RPTM 46092 Internship in Recreation    | 12           |                |            |                                             |

**Graduation Requirements Summary**

<table>
<thead>
<tr>
<th>Minimum Total Hours</th>
<th>Upper-Division Hours</th>
<th>Liberal Education Requirements Hours</th>
<th>Diversity Course Global / Domestic</th>
<th>Writing-Intensive</th>
<th>Minimum Major GPA</th>
<th>Overall GPA</th>
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<tr>
<td>12</td>
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<td>36</td>
<td>RPTM 36040</td>
<td>RPTM 46030</td>
<td>2.25</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Note 1:** Guided Electives (10 credit hours), choose from the following:

- BSCI 30275 Local Flora                   | 4            | BSCI 40525 Wildlife Resources       | 3                                  |
- BSCI 30560 Invertebrate Zoology          | 4            | BSCI 40556 Vertebrate Zoology        | 4                                  |
- BSCI 30580 Entomology                    | 4            | GEOL 23063 Mineralogy               | 3                                  |
- BSCI 30582 Ornithology                   | 4            | GEOL 32066 Geomorphology            | 4                                  |
- BSCI 30274 Forestry                      | 2            | GEOL 41077 Geology of National Parks | 3                                  |
- BSCI 40195 Tropical Biology & Conservation | 4          | GEOG 37040 Geography of Ohio        | 3                                  |
- BSCI 40365 Ichthyology                   | 4            | GEOG 41073 Conservation of Natural Resources | 3                  |
- BSCI 40368 Wetland Ecology & Management  | 4            | GEOG 41074 Resource Geography       | 3                                  |
- BSCI 40374 Conservation Biology          | 4            | GEOG 49080 Advanced Geog. Information Science | 3                  |

**Liberal Education Requirements (LER)**

Students must complete a minimum 36 credit hours of Liberal Education Requirements. Colleges or degree programs may specify certain courses to fulfill the requirements. Courses in the students' major field will not count toward the completion of any LER. Honors equivalents shall satisfy the LER. None of the courses on the LER list may be taken with a pass/fail grade.

**Diversity Course Requirement**

Students must complete a two-course diversity requirement, consisting of one with a domestic focus and one with a global focus. One course must be from the LER and cannot be in the student's major. The second course may be taken as a second LER; or within a major or minor; or as a general elective; or, with dean's approval, by completing one semester of study in another country.

**Writing-Intensive Course Requirement**

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.

**Upper-Division Requirement**
In general, baccalaureate programs require the successful completion of at least 39 upper-division (numbered 30000 to 49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.
Andy and Joanne. Further to discussion in the EHHS Curriculum Committee meeting today, please accept this email as PEP approval for the removal of course PEP 25068 (Measurement and Evaluation) from the RPTM major requirements.

Regards, Steve

Steve Mitchell
Physical Education Teacher Education
School of Teaching, Learning and Curriculum
261C Gym Annex, Kent State University, Kent, OH 44242
(330) 672-0229
INTERNAL MEMOS

1) GEOGRAPHY

From: SCHMIDLIN, THOMAS
Sent: Wednesday, November 04, 2009 3:40 PM
To: LEPP, ANDREW
Subject: Geography

Follow Up Flag: Follow up
Flag Status: Flagged

Andrew,
We would welcome your students in the Intro to GIS course. It is a skill set that is almost universally expected of graduates these days. The list of optional courses looks good, also. The "Geology of Ohio' that you list should be 'Geography of Ohio' GEOG 37040. There will be no difficulty in taking more students into these courses. Many students find they can get the minor in GIS without much extra course-work and we would be happy to see your students in this, also. Please stop by sometime and we can show you the facilities and you can meet the professors in that area.

Tom

Thomas W. Schmidlin, Ph.D., CCM
Interim Chair
Department of Geography
Kent State University
Kent OH 44242

From: LEPP, ANDREW
Sent: Monday, November 02, 2009 12:42 PM
To: SCHMIDLIN, THOMAS
Subject:

Dear Tom,
I'm a professor in KSU's Recreation, Park and Tourism Management program. The program prepares students to deliver and manage a variety of leisure related services, facilities and settings. This semester we are undertaking a curriculum revision which we hope will result in a new concentration for our major – a park management concentration. As part of the new concentration, I would like to require GEOG 49070 Geographic Information Science. Would you be able to accommodate our students in the course? I am hoping the new concentration could have ten students within a year or two and then grow from there. I would also be interested in listing the following courses as electives:
GEOG Advanced Geographic Information Science 49080
GEOG Geology of Ohio 41073
GEOG Resource Geography 41074
I noticed the minor in GIS and hopefully this is something that our students would be interested in. Particularly if they have already taken a course or two towards the minor as part of their park management major.

Perhaps we should meet and discuss this further. I am free all day Monday and Friday and usually afternoons the rest of the week.

Thanks for your help,
Andrew Lepp
Recreation, Park and Tourism Management

2) GEOLOGY

From: HOLM, DANIEL
Sent: Monday, November 09, 2009 4:31 PM
To: LEPP, ANDREW
Subject: Geology courses

Hi Andrew: I’ve been out of town this past week on a family medical emergency. Geomorphology would be an excellent course. Note that it requires Geol 11040 and associated lab 11041. Geology of the National Parks would also be excellent. Mineralogy would be quite good too. The Glacial Geology course (21061) is no longer offered. Petrology could be an alternative. Note that it requires Mineralogy however. Hope this helps. We can talk about this over the phone as well if you wish.
sincerely,

Daniel

Daniel K. Holm, Professor & Chair
Dept of Geology, 221 McGilvrey Hall,
Kent State University, Kent, OH 44242
dholm@kent.edu
330-672-2680 (office) 2-7949 (fax)
http://dept.kent.edu/geology/

From: LEPP, ANDREW
Sent: Monday, November 02, 2009 12:48 PM
To: HOLM, DANIEL
Subject:

Dear Dr. Holm,
I’m a professor in KSU’s Recreation, Park and Tourism Management program. The program prepares students to deliver and manage a variety of leisure related services, facilities and settings. This semester we are undertaking a curriculum revision which we hope will result in a new concentration for our major – a park management concentration. In considering potential courses to include as electives, I noticed several in Geology that might interest our students:

- GEOL Geomorphology 32066
• GEOL Geology of National Parks 41077
• GEOL Mineralogy 23063
• GEOL Glacial Geology 21061

I’m wondering if you could accommodate a few of our students in these courses? Perhaps we could meet and discuss this further. I’d certainly value your input. I’m free most afternoons.

Thanks so much,
Andrew Lepp
Recreation, Park and Tourism Management

3) TLCS

From: GILBERT, ANDREW  
To: SANDMANN, ALEXA; DONELLY, LISA A.; Choi, Aern  
Subject: Re:

Yes...we offer a graduate course in Environmental Ed.  
Andy

On 10/23/09 4:47 PM, "SANDMANN, ALEXA" <asandman@kent.edu> wrote:

Hi, Andy, Lisa, and Aern,
I’m writing to ask you the question Andy Lepp asked me: Is there a basic course taught anywhere in EHHS about environmental education?  
Please let me know.
Thanks,  
Alexa

----------------------------------
Dr. Alexa L. Sandmann  
Interim Director, School of Teaching, Learning, and Curriculum Studies  
Professor of Literacy  
Director of National Writing Project  
at Kent State University  
404 White Hall, P.O. Box 5190, Kent, OH 44242-0001  
asandman@kent.edu  
330.672.0652  
330.672.3246 (fax)

From: LEPP, ANDREW  
To: SANDMANN, ALEXA
Subject:

Dear Dr. Sandman,

I'm a professor in RPTM and am wondering, is there a basic course taught anywhere in EHHS about environmental education?

Thanks,

Andy

4) BIOLOGY

From: DE SZALAY, FERENC
Sent: Thursday, November 12, 2009 4:39 PM
To: LEPP, ANDREW; CARLSON, ROBERT; ferenc@kent.edu
Cc: LEFF, ADAM
Subject: RE: meeting request

It sounds like a meeting on 2:30 pm on Friday will work for everyone. Conference room A-201 is available for a meeting. Andy, this room is in the Cunningham Annex, which is locked. However, we will keep our eye on the door and let you in when you arrive. I look forward to meeting you then.

Ference de Szalay

From: LEPP, ANDREW
Sent: Tuesday, November 03, 2009 8:57 AM
To: DE SZALAY, FERENC; CARLSON, ROBERT; ferenc@kent.edu
Cc: LEFF, ADAM
Subject: RE: meeting request

Hello Ferenc,

Thanks for your reply and the suggested courses. How does next Monday (November 9th) sound for a meeting date? I can meet anytime after 2pm that is agreeable for you and Bob.

All the best,

Andy

-----Original Message-----
From: DE SZALAY, FERENC
Sent: Monday, November 02, 2009 10:27 PM
To: LEPP, ANDREW; CARLSON, ROBERT; ferenc@kent.edu
Cc: LEFF, ADAM
Subject: RE: meeting request

Hello Andy,

These courses would probably be very useful to your students. There are some others too that might be good such as Conservation Biology, and Ichthyology,
Vertebrate Zoology, Wetland Ecology and Management. However, they all have a preq of Biodiversity and BioFoundations, and we would have to discuss what can be done about this.

I'd be happy to meet and discuss this with you and Bob Carlson. I'm free most afternoons next week after 2 pm. If Bob is free, we can try to set up a time that works for all three of us.

Best wishes,

Ferenc de Szalay

From: LEPP, ANDREW [alepp1@kent.edu]
Sent: Monday, November 02, 2009 11:00 AM
To: CARLSON, ROBERT; ferenc@kent.edu
Cc: LEFF, ADAM
Subject: meeting request

Dear Bob and Ferenc,

I'm a professor in KSU's Recreation, Park and Tourism Management program. The program prepares students to deliver and manage a variety of leisure related services, facilities and settings. This semester we are undertaking a curriculum revision which we hope will result in a new concentration for our major - a park management concentration. We envision this concentration as having a greater emphasis on ecology than what we provide in our program. We certainly teach about natural resource management and conservation in our program but we focus on the human dimensions of these issues. We would like our park management students to be more knowledgeable in the ecological aspects of NRM related issues.

To this end, I am wondering if we could include some of your BSCI courses in our park management concentration. I've looked through the courses you offer and have a few ideas. There are a couple I would like to require* and several I'd like to list as electives** (see below). Of course, I'd really value your input as I try to create this new concentration. Could we meet and discuss this further? Also, there may be a few of our courses (park planning, outdoor recreation, natural and cultural resource interpretation, environmental education) which interest your students. I am free all day Mondays and Fridays and my afternoons are mostly free as well.

Thank you so much and I hope to meet with you soon,

Andrew Lepp
Recreation, Park and Tourism Management<http://www.ehhs.kent.edu/rptm/index.cfm>

*I'd like to require these two courses:
BSCI Biological Diversity 10110
BSCI General Ecology 30360

**I like these courses as electives where our students could take between 6 – 8 credits:
BSCI Local Flora 20275
BSCI Invertebrate Zoology 20560
BSCI Entomology 30580
BSCI Ornithology 30582
BSCI Forestry 30274
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Nov-09  Curriculum Bulletin _________
Effective Date  Fall 2010  Approved by EPC __________

Department Recreation, Park & Tourism  Foundations, Leadership and Administration
College EH - Education, Health and Human Services
Degree Minor  Minor-
Program Name Recreation, Parks & Tourism  Program Code RPTM
Concentration(s) Park Management  Concentration(s) Code(s) Minor- PMM
Proposal Revise Program  Establish

Description of proposal:
1) Create a new minor called "Park Management"

Does proposed revision change program's total credit hours?  □ Yes  □ No  NA
Current total credit hours: 12  Proposed total credit hours 18

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
ENROLLMENT: The proposed changes will allow us to better meet the needs of KSU students and recruit new students into RPTM classrooms. Therefore, we expect it will increase enrollment in the classes required for the minor.
NEED: Discussions with faculty and students in Biology, Geography and Geology make it clear that a demand exists for this minor. For example, many students in these majors desire careers in the parks but have no knowledge specific to outdoor recreation and park management or the skills necessary to secure entry level jobs such as natural and cultural resource interpretation or environmental education. The minor will provide this.
ENCROAVEMENT & DUPLICATION: No similar minor exists at KSU.
STAFFING: Minor requirements include existing courses and two new courses being proposed for the park management concentration (separate summary and CCP). The two new courses will be taught once a year by professionals working in area park districts. Therefore, no faculty will experience an increased load. Furthermore, having area professionals teach the course will be an advantageous partnership for our students.

Units consulted (other departments, programs, or campuses affected by this proposal):
Biological Sciences, Geography, Geology

________________________________________________________
Department Chair / School Director / Campus Dean   1/1/10

________________________________________________________
College Dean   1/1/10

________________________________________________________
Executive Dean of Regional Campuses / Dean of Graduate Studies

________________________________________________________
Senior Vice President for Academic Affairs and Provost
Transmittal Memo

Summary of Proposed Action:

1) Rename the existing Recreation & Park Management concentration "Recreation Management"

2) Create a new interdisciplinary 40 credit hour concentration titled "Park Management".

3) Create two new courses for the Park Management concentration: i. Interpretation of Park Resources, ii. Environmental Education

4) Remove PEP 25068 Measurement and Evaluation in Fitness and Sport from Major Course Work requirements

5) Remove RPTM 26081 Outdoor Recreation from the Recreation and Park Management and Tourism Management concentrations

6) Add RPTM 26081 Outdoor Recreation to Major Course Work

7) Add three credits of guided electives to the Recreation Management and Tourism Management concentrations

8) Remove the 3 PEB electives from the Tourism Management concentration.

9) Add three credits of guided electives to the Tourism Management concentration to replace the PEBs for a total of 6 credit hours of guided electives (see # 7 above)

10) Rename the existing Recreation and Park Management minor "Recreation Management"

11) Create a new 18 credit minor called "Park Management"

Curricular/Consultative Approval

FLA curriculum committee: 12/2/09
Proposal Summary

**Title:** Revision of Recreation, Parks, and Tourism Management (RPTM) core and existing concentrations

**Subject Specification:** The intent of this proposal is to:

1. Revise the RPTM Major Course Work
   a. Drop PEP 25068 – Measurement and Evaluation in Fitness and Sport
   b. Add RPTM 26081 Outdoor Recreation

2. Revise existing Recreation and Park Management concentration
   a. Drop RPTM 26081 Outdoor Recreation from Concentration as it is proposed to be added to the RPTM Major Course Work
   b. Add 3 credit hours of guided electives
   c. Change the title to Recreation Management

3. Revise existing Recreation and Park Management Minor
   a. Change the title to Recreation Management Minor

4. Revise existing Tourism concentration
   a. Drop RPTM 26081 Outdoor Recreation
   b. Add 6 credit hours of guided electives
   c. Drop 3 – 1 credit hour Physical Education-Basic (PEB) activity class requirement

5. Create a new Park Management Concentration

6. Create new Park Management Minor

**Background Information:**
(1) Description of Action and rational for action: The purpose of this proposal is to update the RPTM curriculum, create a new concentration, and minor. Overall, the proposed changes will allow us to better meet the needs of our students and recruit new students to the major.

Course content in PEP 25068 is redundant in three other RPTM courses currently required of students, thus dropping this course from the Major Course Work requirements eliminates duplication of content. Currently, RPTM 26081 is required in both RPTM Concentrations; moving it to the Major Course Work eliminates that redundancy. It also allows all students to enroll in 3 credit hours of elective course work that could better prepare them for diverse careers in leisure settings. Changing the title of the Recreation and Park Management Concentration to Recreation Management is needed to distinguish the career preparation of students interested in the recreation vs. park settings. Dropping the 3-1 credit hour PEB courses from the Tourism concentration will allow students to take courses more applicable to this concentration, thus better preparing them for careers in diverse leisure settings. Currently, students have no ability to enroll in electives or take
courses in study abroad programs and have them contribute to their concentration. Thus, a more appropriate use of 3 credit hours for students enrolled in this concentration is to have the ability and flexibility to enroll in tourism and hospitality courses rather than physical education courses.

Creating a Park Management Concentration and minor would better prepare students interested in seeking careers in natural environments. Currently, students with a recreation focus, seeking careers in the public, non-profit, and for profit recreation industry are sharing a curriculum with students interested in the management of natural parks and protected areas. These are two distinct groups of students, with two different career paths, and their needs can be better met with separate concentrations. The existing RPM concentration better meets the needs of students seeking careers in recreation management while the park management students are missing important content related to ecology, resource interpretation, and environmental education. Additionally, academic curricula preparing students to work in the natural environment are absent in Northern Ohio with the only such curriculum in the state at Ohio State University. The program at Ohio State University is predominantly focused on forestry aspects of the industry; this concentration and minor will differ in that the curriculum will consist of studying the natural aspects of parks as well as the human aspects of park usage and leisure engagement.

(2) Conformity of action with mission of sponsoring unit

All proposed changes reflect an update in the curriculum, consistent with our mission to prepare students for successful careers in diverse leisure settings and our goal to continually evaluate our program and curricula.

(3) Effect on current programs, offerings, students, staff

The current program will be more effective as it will offer concentrations that are in line with mission and goals of the program, reduce redundancy, offer curricula that will address student interests and needs of the field, and will meet unmet needs in the State university system. There is no effect on current students as changes will impact students new to the major in Fall 2010. Dropping the PEP and PEB course requirements will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major.

(4) Scope of action

Changes will impact students new to the major in 2010. Dropping the PEP and PEB course requirements will result in approximately 20-30 fewer students per academic year enrolled in these courses from the RPTM major.

(5) Fiscal and staffing impact of action

The two new courses proposed for the Park Management Concentration will be taught once a year by professionals working in area parks districts (Cuyahoga Valley National Park, Cleveland Metro Parks, Stark/Summit County Metro Parks). This will be an advantageous partnership for our students and have no effect on existing faculty loads.

(6) Evidence of need and sustainability: Minor curriculum changes are needed to adequately prepare students for careers in diverse leisure settings and improve the sustainability by reducing redundancy. The new Park Management Concentration and minor will preparing students to
work in the natural environment; opportunities to do so are absent in Northern Ohio with the only such curriculum at Ohio State University. This will not only meet a significant need of the industry, but meet the needs of students interested in pursuing a career in the natural environments, but having no options from which to gain preparedness. Approximately 30% of current RPTM majors are interested in working in the natural environments.

**Alternatives and Consequences:** The major will not be updated, thus we will not be fulfilling the mission of our program, meet program goals, or address the needs of students and the field. Consequence to PEP 25068 is approximately 30 less students in that course each academic year from the RPTM major. Consequence to the PEB program is approximately 20 less students enrolled in PEB courses each academic year from the RPTM major. The consequence of not offering a Park Management Concentration and minor are unmet needs of students and the industry.

**Specific Recommendation and Justification:** The changes to the Major Course Work requirements (dropping PEP 25068, moving RPTM 26081) are proposed to update the curriculum, meet program mission and goals. Removing PEP 25068 and moving RPTM 26081 to the Major Course Work allows for the addition of 3 credit hours of guided electives to be added to the Recreation and Park Management and Tourism Management Concentrations. The change in the name of the Recreation and Park Management concentration to Recreation Management, the addition of the Park Management concentration and minor are in response to student needs and interests as well as the needs and interests of the field. Currently, the Recreation and Parks Management concentration better prepares students to work in the recreation industry, but is not as effective in preparing students to work in the natural environments. It is proposed that the 3-1 credit hour PEB courses be dropped from the Tourism concentration as it will allow students to take courses more applicable to this concentration, thus better preparing them for careers in diverse leisure settings. Currently, students have no ability to enroll in electives or take courses in study abroad programs and have them contribute to their concentration. Thus, a more appropriate use of 3 credit hours for students enrolled in this concentration is to have the ability and flexibility to enroll in tourism and hospitality courses rather than physical education courses.

**Timetable and Actions Required:** Approval by the RPTM faculty 10/21/09
Approval by the FLA Curriculum Committee 12/2/09
Approval by the EHHS Curriculum Committee 12/18/09
**Course Descriptions for catalogue**

**Environmental Education (3)**
Environmental education helps people better understand the natural world and to develop attitudes and behaviors conducive to environmental conservation. This course teaches students the foundations, principles and techniques of environmental education and enables students to prepare and present effective environmental education programs.

**Interpretation of Natural and Cultural Resources (3)**
Interpretation is the art of creating intellectual and emotional bonds between people and natural and cultural resources. Interpretation is commonly practiced in parks and other protected areas, zoos, museums and a variety of tourist attractions. This course provides students with the philosophies, concepts and practical techniques necessary to plan and present effective interpretation of natural and cultural resources.

**Park Management Minor for catalogue**

**Park Management Minor**

<table>
<thead>
<tr>
<th>Core</th>
<th><em>Principles of</em></th>
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<tbody>
<tr>
<td>RPTM 26081</td>
<td>Outdoor Recreation</td>
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<tr>
<td>RPTM 3609E</td>
<td>Interpretation of Natural and Cultural Resources</td>
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<tr>
<td>RPTM 3609F</td>
<td>Environmental Education</td>
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<tr>
<td>RPTM 46070</td>
<td>Park Planning</td>
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</table>

**Electives**
Select six additional credits from RPTM courses 6

**TOTAL** 18

Minimum of 2.25 GPA required for admission to minor.
Minimum of 2.25 GPA in the minor required for graduation.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 17-Nov-09  Curriculum Bulletin __________
Effective Date  Fall 2010  Approved by EPC __________

Department
College  CT - Technology
Degree  BS - Bachelor of Science
Program Name  Industrial Technology  Program Code  INDT
Concentration(s)  Computer and Electronics, Manufacturing Systems, Industrial Technology 2+2
Code(s)  CMEL, MSYS, T22
Proposal  Revise Program  Change name to Applied Engineering

Description of proposal:
This proposal recommends that the name of the Bachelor of Science degree, Industrial Technology major (INDT) be changed to Bachelor of Science degree, Applied Engineering.

Does proposed revision change program’s total credit hours?  ☑ Yes  ☐ No
Current total credit hours: 122-128  Proposed total credit hours 122-128

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

________________________________________
REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost

12/4/09

7/Dec/09

/ / /
To: Therese E. Tillet, Director of Curriculum Services
From: Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology
Subject: Name change of major from Industrial Technology to Applied Engineering
Date: November 20, 2009

Summary statement describing the proposed action:
This proposal recommends that the name of the Bachelor of Science degree, Industrial Technology major be changed to Bachelor of Science degree, Applied Engineering.

Curricular Bodies That Have Reviewed and Approved This Action
Bachelor of Science, Industrial Technology Curricular Group
College of Technology, Applied Science and Technology Program Area
College of Technology, College Curriculum Committee
Title:

Name Change of Major: Industrial Technology to Applied Engineering

Subject Specification:

This proposal recommends that the name of the Bachelor of Science degree, Industrial Technology major (INDT) be changed to Bachelor of Science degree, Applied Engineering.

Background Information:

This proposal recommends that the name of the Bachelor of Science degree, Industrial Technology major be changed to Bachelor of Science degree, Applied Engineering. The intended effects of this proposal are to update the program name to meet current and future student expectations, to make the program more attractive to students and to increase enrollments.

This action fully conforms to the mission of the College of Technology

"The mission of the College of Technology is to enhance technological literacy, education and training essential to the knowledge economy, socio-economic well-being, and to the workforce development of the State of Ohio in general and Northeast Ohio in particular. This will be accomplished through applied research and the delivery of high-quality academic programs.

The College of Technology's Curricula lead to various certificates in emerging/high-technology areas, and to a seamless articulation with technical associate, baccalaureate and master of technology degree programs with global perspectives for careers in business, industry, education and government sectors."

This proposal has no effect on current programs, offerings, students or staff.
This proposal affects only the Industrial Technology major of the Bachelor of Science Degree.

Enrollments have declined in the Industrial Technology major over the past nine years from approximately 84 in fall 2000 to the current number of approximately 35 in fall 2009. This proposal should have a positive fiscal impact as its intended consequence is to stop and reverse this trend. No additional staffing is expected to be required in the near future.

Years ago, when the Industrial Technology major was developed, the term Industrial Technology and its abbreviation, IT, was widely known and accepted. Today IT is almost universally known as an abbreviation for Information Technology and the term Industrial Technology has largely fallen from favor.

Within the past year the accrediting agency for the Industrial Technology major has changed its name from the National Association of Industrial Technology (NAIT) to the Association of Technology, Management and Applied Engineering (ATMAE). With this change many Industrial Technology programs have changed or are in the process of changing their names. ATMAE defines Applied Engineering as

"Applied Engineering is the field concerned with the application of management, design, and technical skills for the design and integration of systems, the execution of new product designs, the improvement of manufacturing processes, and the management and direction of physical and/or technical functions of a firm or organization. Applied Engineering programs typically include instruction in basic engineering principles, project management, industrial processes, production and operations management, systems integration and control, quality control, and statistics."

This definition is consistent with the current Industrial Technology program and provides opportunity to focus and advance the program.

Although they are not licensed engineers, graduates from the current Industrial Technology major often acquire jobs with the word “Engineer” in the job title.

**Alternatives and Consequences:**

One alternative is for the major name to remain Industrial Technology. This alternative is likely to result in continued declining enrollment and possibly eventual discontinuation of the major.

Another alternative is to change the name of the major to Engineering Technology. While the term Engineering Technology has a widely accepted meaning it does not match the focus of the current Industrial Technology major and may provide fewer opportunities for program advancement.

**Specific Recommendation and Justification:**
The specific recommendation is to change the name of the Bachelor of Science degree, Industrial Technology major to Bachelor of Science degree, Applied Engineering. The justification is as provided above.

**Timetable and Actions Required:**

B.S. in Industrial Technology curricular group approval – November 18, 2009  
College of Technology College Curriculum Committee approval – December 4, 2009.  
Kent State University Educational Policies Council approval – January 25, 2010  
Kent State University Faculty Senate approval – February 8, 2010  
Kent State University Board of Trustees approval – April 14, 2010

**Curricular Bodies That Have Reviewed and Approved This Action**

Bachelor of Science, Industrial Technology Curricular Group  
College of Technology, Applied Science and Technology Program Area  
College of Technology, College Curriculum Committee
Undergraduate Catalog

Applied Engineering

Industrial Technology

College of Technology
119 Van Deuren Hall
E-mail: colinfo@kent.edu
Tel: 330-672-2892
Fax: 330-672-2894
Web: http://www.kent.edu/tech

Applied Engineering

Industrial Technology major (Bachelor of Science)

Applied engineering programs are closely related to the fields of electronic, industrial and manufacturing engineering and prepare students for employment in technical, scientific and managerial positions. Each of the industrial technology concentrations consists of a liberal arts base combined with appropriate studies in the natural sciences, technology and management.

Applied engineering

The industrial technology graduate may be employed in various positions, including the following: manufacturing or electronics technologist, technical sales representative, engineering assistant, technical supervisor/manager, computer-aided design (CAD) specialist and entry-level engineer. Graduates may be involved in research and development (R&D) activities while working closely with engineering personnel.

Applied engineering

Within the industrial technology major, students may choose either the computer and electronics concentration or the manufacturing systems concentration. Additionally, a "2+2" concentration is available for graduates of associate degree programs. These concentrations are accredited by the Association of Technology, Management, and Applied Engineering (ATMAE).

Computer and Electronics Concentration—2009-2010 Roadmap [Degree Requirements]

The Computer and Electronics concentration is a management-oriented technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to computers and electronics technology. Included are an in-depth knowledge and understanding of electronic devices, circuit fabrication, computer hardware and networking, microprocessor systems as well as a sound knowledge of computer programming. These skills are combined with principles of quality and management, a strong proficiency in physical sciences and mathematics, and a broad-based liberal education.

Manufacturing Systems Concentration

The manufacturing systems concentration is a management-oriented technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to manufacturing technology. It involves the study of the core areas of manufacturing required to understand, design, manage and maintain complex, state-of-the-art manufacturing systems. Included are a strong knowledge and understanding of materials and production processes and proficiency in design and computer-aided manufacturing. These skills are combined with principles of management, a strong proficiency in physical sciences and mathematics, and a broad-based liberal education.

I. General University Requirement

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>US 10097 Destination Kent State: First Year Experience</td>
<td>1</td>
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</tbody>
</table>

II. Liberal Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a complete list of Liberal Education Requirement (LER) courses click LER.</td>
<td></td>
</tr>
</tbody>
</table>

Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11011 College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 21011 College Writing II</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics and Critical Reasoning
MATH 11010  Algebra for Calculus  3
12002  Analytic Geometry and Calculus I  5

Humanities and Fine Arts
Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences
Must be from two curricular areas.

ECON 22060  Principles of Microeconomics  3
LER Social Science course  3

Basic Sciences
CHEM 10050  Fundamentals of Chemistry  3
PHY 23101  General University Physics I  5
23102  General University Physics II  5

Additional LER Courses
COMM 15000  Introduction to Human Communication  3
ECON 22061  Principles of Macroeconomics  3

Diversity Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the LER list, the second course may be taken as a second LER, in the major area or in a minor as a general elective. For a complete list of diversity courses click here.

III. Writing-intensive Requirement
Students must complete a one-course writing-intensive requirement and earn a minimum C (2.00) grade. This requirement in this major may be fulfilled with option MIS 44150 or TECH 31000. For a complete list of writing-intensive courses click here.

IV. Technology Core
TECH 10001  Information Technology  3
13580  Engineering Graphics I  3
20002  Materials and Processes  3
21021  Survey of Electricity and Electronics  4

V. Technology
TECH 23581  Computer-Aided Engineering Graphics  3
31065  Cast Metals  3
33031  Programmable Logic Controllers  3
33033  Hydraulics/Pneumatics  3
33111  Strength of Materials  3
33363  Metallurgy and Material Science  3
34002  Advanced CAD II  3
43080  Industrial and Environmental Safety  3
43550  Computer Aided Manufacturing  3
43580  Computer Aided Machine Design  3
43700  Computer Integrated Manufacturing  3
43800  Applied Engineering Technology Seminar  2
48330  Visual Basic Programming in Engineering Technology  3

VI. Additional Major Requirements
CS 10061  Introduction to Computer Programming  3
ENG 20002  Introduction to Technical Writing  3
MATH 11022  Trigonometry  2

VII. Business
ACCT 23020  Introduction to Financial Accounting  3
MIS 24056  Principles of Business Statistics  3
24163  Principles of Management  3

VIII. Electives
Choose from the following:
MIS 34060  Operations Management (3)  6
Choose from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>34180</td>
<td>Human Resource Management (3)</td>
<td></td>
</tr>
<tr>
<td>44150*</td>
<td>Total Quality Management (3)</td>
<td></td>
</tr>
<tr>
<td>TECH</td>
<td>31000** Cultural Dynamics of Technology (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31016 Manufacturing Technology (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>33056 Cooperative Education (1-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>33220 Electronic Devices (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>33222 Digital Designs and Applications (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>33223 Electronic Communication (3)</td>
<td></td>
</tr>
</tbody>
</table>

** Total 128 **

* Fulfills writing-intensive course requirement.
** Fulfills writing-intensive and domestic diversity course requirement.

Students must complete technology core sequence and all required lower-division math and science courses before registering for upper-division technology courses.

Minimum of 39 upper-division hours required.

The courses chosen to fulfill the curriculum must satisfy the university diversity and writing-intensive course requirements.

---

Industrial Technology 2+2 option

The industrial technology option is a broad-based technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to industrial technology. These skills are combined with principles of management, a basic proficiency in physical sciences and mathematics, and a broad-based liberal education.

I. General University Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>US 10097</td>
<td>Destination Kent State: First Year Experience</td>
<td>1</td>
</tr>
</tbody>
</table>

II. Liberal Education Requirements

* For a complete list of Liberal Education Requirement (LER) courses click LER.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11011</td>
<td>College Writing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>College Writing II</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics and Critical Reasoning

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 12002*</td>
<td>Analytic Geometry and Calculus I</td>
<td>5</td>
</tr>
</tbody>
</table>

Humanities and Fine Arts

Minimum one course from humanities category and minimum one course from fine arts category.

Social Sciences

Must be selected from two curricular areas

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 22060</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>LER social sciences course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Basic Sciences

Choose from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 13001</td>
<td>General College Physics I (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General College Physics II (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General College Physics Laboratory I (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General College Physics Laboratory II (1)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 12201**</td>
<td>Technical Physics I (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Physics II (4)</td>
<td></td>
</tr>
</tbody>
</table>

LER basic sciences course (3)

Additional LER Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 15000</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECON 22061</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Diversity Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the LER list, the second course may be taken as a second LER, in the major area or in a minor as a general elective. For a complete list of diversity courses click here.

### III. Writing-Intensive Requirement

Students must complete a one-course writing-intensive requirement and earn a minimum C (2.00) grade. This requirement in this major may be fulfilled with option MIS 44150. For a complete list of writing-intensive courses click here.

### IV. Major Requirements

Courses accepted by College of Technology as transfer credit.

### V. Additional Major Requirements

| ENG | 20002 | Introduction to Technical Writing | 3 |

### VI. Technical Electives (Upper-Division)**

| ACCT | 33063 | Cost Control and Analysis for Management (3) |
| BMRT | 11009 | Introduction to Management Technology (3) |
|      | 21005 | Purchasing and Supply Management (3) |
|      | 21006 | Human Resources Management (3) |
|      | 21008 | Case Studies in Management Technology (3) |
|      | 21009 | Seminar in Management Technology (3) |
|      | 21011 | Fundamentals of Financial Management (3) |
| MIS  | 24163 | Principles of Management (3) |
|      | 34060 | Operations Management (3) |
|      | 34165 | Dynamics of Leadership (3) |
|      | 34180 | Human Resource Management (3) |
|      | 44150*** | Total Quality Management (3) |
| MFGT | 12010 | Safety in the Workplace (2) |
| SOC  | 42564 | Bureaucratic Organizations (3) |
| TECH | 43080 | Industrial and Environmental Safety (3) |

**Total 122**

*An equivalent course may be substituted.  
**PHY 12201 and 12202 are approved as an exception to the Liberal Education Requirements (LER).  
***Technical electives must be chosen in consultation with a faculty advisor.  
****Course fulfills writing-intensive course requirement.  

Minimum of 27 upper-division hours required (with associate's degree).

The courses chosen to fulfill the curriculum must satisfy university diversity and writing-intensive course requirements.

American Assembly of Collegiate Schools of Business accreditation standards prohibit nonbusiness majors from taking more than 25 percent of their degree requirements in business courses. Therefore, no more than 30 semester credit hours may be counted toward stated degree requirements.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Nov-09  Curriculum Bulletin ____________
Effective Date Fall 2010  Approved by EPC ____________

Department
College  CT - Technology
Degree  BS - Bachelor of Science
Program Name  Industrial Technology  Program Code  INDT
Concentration(s)  Applied Engineering and Technology Management
Proposal  Establish Program - new concentration

Description of proposal:
Establish a new concentration, Applied Engineering and Technology Management, under the B.S. Industrial Technology major

Does proposed revision change program’s total credit hours?  □ Yes  □ No
Current total credit hours:  Proposed total credit hours 121  122

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure): None

Units consulted (other departments, programs or campuses affected by this proposal):
BSIT Curricular Group; AST Program Area; College Curriculum Committee

________________________________________________________
REQUIRED ENDORSEMENTS

Darin Boyd
Department Chair / School Director / Campus Dean

________________________________________________________
College Dean

________________________________________________________
Executive Dean of Regional Campuses / Dean of Graduate Studies

________________________________________________________
Senior Vice President for Academic Affairs and Provost

R 123 09

23 Dec 2009
To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology

Subject: Establishment of Applied Engineering and Technology Management concentration

Date: November 20, 2009

Summary statement describing the proposed action:

The following proposal aims to establish a new concentration under the Bachelor of Science Industrial Technology degree and major in the College of Technology, Kent State University.

Curricular Bodies That Have Reviewed and Approved This Action

Bachelor of Science, Industrial Technology Curricular Group

College of Technology, Applied Science and Technology Program Area

College of Technology, College Curriculum Committee
College of Technology
Proposal Summary

Title:
Applied Engineering and Technology Management: Proposed New Concentration

Subject Specification:
The purpose is to establish a new concentration under the Bachelor of Science Degree, Industrial Technology major.

Background Information:
The current options under the BSIT major, Computers and Electronics and Manufacturing Systems, are considered engineering technology curricula and focus on the technical aspects of their respective fields. There is and will continue to be a need for managers in the engineering and technology fields. This proposed concentration will provide students the necessary skills to manage complex technological systems. This concentration can also function as a completer degree for associate degree students with engineering technology degrees. The majority of the course work in years three and four focus on the management of applied engineering, coursework that is not readily available to associate degree students.

Also, the current Technology major offered in the College of Technology includes a total of 19 elective credit hours. The block of elective hours was designed into the course to allow 2+2 students to bring in a technical Associate Degree in total and complete the additional two years with upper division courses to complete the baccalaureate degree. It also served to allow transfer students to plug in hours without losing time toward completion of a degree. Many of the upper division elective courses are technical in nature. Those courses are redundant for Technical Associate degree students and declared majors frequently took a hodge-podge of elective courses to fulfill the requirements. A shortcoming of that program is it does not result in a coherent, focused degree which makes it difficult for the college to market the program and the student to market themselves after graduation.
The Association of Technology, Management and Applied Engineering (ATMAE), the accrediting body for the College of Technology programs, defines Applied Engineering as that field concerned with the application of management, design and technical skills for the design and integration of systems, the execution of new product designs, the improvement of manufacturing processes and the management and direction of physical and/or technical functions of a firm or organization. Implementing the proposed Applied Engineering Management concentration will provide residential students with a focused major providing them the necessary technical and problem solving skills required for the 21st century workplace. The structure of the concentration will also allow it to serve as a completer degree for technical associate degree students. It will also align the college with the requirements for the accrediting body.

Courses included in the concentration are currently taught in the College either as required courses for other programs, or electives for the Technology major. There will be no adverse impact on resources in the college and may in fact better utilize current resources.

Alternatives and Consequences:

The alternative is to maintain the status quo.

Specific Recommendation and Justification:

The specific recommendation is to adopt the concentration.

Timetable and Actions Required:

B.S. in Industrial Technology curricular group approval – December 17, 2009
College of Technology College Curriculum Committee approval – December 4, 2009.
Kent State University Educational Policies Council approval – January 25, 2010
To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology

Subject: Assessment Plan for Applied Engineering and Technology Management concentration

Date: December 21, 2009

The assessment plan for the Bachelor of Science degree, Industrial Technology major is as follows:

Mission/Purpose
Students receiving a Bachelor of Science Degree in Industrial Technology in the College of Technology will be technologically literate and competent to support, utilize and manage complex technological systems.

Goals without Outcome/Objective Relationships Specified
G 1: Develop comprehensive knowledge
Develop comprehensive knowledge and skills in the areas of computer use and programming in industrial technology, mechanical systems, management, and general technology.

G 2: Acquire a broad education
Acquire a broad education in Industrial Technology that will enable successful employment in emerging jobs and careers.

G 3: Develop high technology skills
Develop high technology skills based on a broad knowledge of current technology to succeed in the changing knowledge economy.

Details for Action Plans Established This Cycle:
Obtain and administer CTM exam
The ATMAE CTM certification exam will be obtained and administered to students in their senior year before graduation with the BS degree in Industrial Technology. The exam will be administered to senior students enrolled in TECH 43800 Applied Engineering Technology Seminar and
offered to all senior students twice each semester by the tenth and fourteenth week of the semester.

Since TECH 43800 Applied Engineering Technology Seminar is a required course in the proposed Applied Engineering and Technology Management concentration and since the Mission/Purpose and Goals of the proposed concentration match the Mission/Purpose and Goals of the current Industrial Technology major no assessment plan changes are required.
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>US 10097 First Year Experience</strong></td>
<td>1 COMM 15000 (Additional LER)</td>
</tr>
<tr>
<td></td>
<td><strong>ENG 11011 College Writing I</strong></td>
<td>3 MAH 11022</td>
</tr>
<tr>
<td></td>
<td>MATH 11010 Algebra for Calc</td>
<td>3 TECH 23581 CAEG</td>
</tr>
<tr>
<td></td>
<td>LER History of U.S Modern</td>
<td>3 LER Intro to Geography or Chemistry (Additional LER) Recommended</td>
</tr>
<tr>
<td></td>
<td>TECH 10001 Info Tech</td>
<td>3 TECH 21021 Survey of Electricity</td>
</tr>
<tr>
<td></td>
<td>TECH 13580</td>
<td>3 TECH 20002 M&amp;P I</td>
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<tr>
<td></td>
<td><strong>16</strong></td>
<td><strong>18</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PHY 13001 College Physics I</strong></td>
<td>5 PHY 13002 College Physics II</td>
</tr>
<tr>
<td></td>
<td>ENG 20002 Intro to Tech Writing</td>
<td>3 TECH 33033 Hydraulics/Pneumatics</td>
</tr>
<tr>
<td></td>
<td>TECH 20001 Energy Power</td>
<td>3 TECH 31065 Cast Metals</td>
</tr>
<tr>
<td></td>
<td>TECH 31016 MFG Tech</td>
<td>3 ECON 22060 Princ. Of Microeconomics (Social Science LER)</td>
</tr>
<tr>
<td></td>
<td>M&amp;IS 24956 Business Statistics</td>
<td>3 TECH 33031 PLC's</td>
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<td><strong>17</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 11762 General Psych</td>
<td>3 ENG 21001 College Writing II</td>
</tr>
<tr>
<td></td>
<td>TECH 31000 Cultural Dynamics</td>
<td>3 Fine Art LER</td>
</tr>
<tr>
<td></td>
<td>TECH 33700 Quality Techniques</td>
<td>4 TECH 36620 Coordinating Tech Projects</td>
</tr>
<tr>
<td></td>
<td>TECH 31020 Automated Mfg</td>
<td>3 TECH 33870 Facility Design and Material Handling</td>
</tr>
<tr>
<td></td>
<td>LER Intro to Ethics (A&amp;S LER Global Diversity) recommended</td>
<td>3 PSYC 31773 Industrial Psych</td>
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<tr>
<td></td>
<td><strong>61</strong></td>
<td><strong>15</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELECTIVE*</td>
<td>3 ELECTIVE*</td>
</tr>
<tr>
<td></td>
<td>ELECTIVE*</td>
<td>3 TECH 43080 Indust/Envt Safety</td>
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<tr>
<td></td>
<td>TECH 43060 Mgmt of Technology Innovation</td>
<td>3 TECH 43800 Senior Seminar</td>
</tr>
<tr>
<td></td>
<td>TECH 43550 Computer Aided Mfg</td>
<td>3 ELECTIVE*</td>
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</tbody>
</table>
*It is anticipated that advising would direct students to take upper division TECH courses aligned with Applied Engineering courses either currently in the inventory or to be developed, i.e. Problem Solving Techniques, Global Logistics, Work Methods/Ergonomics, etc.

Program sequence is based on current course prerequisites and suggested prerequisites for courses in 3d and 4th year.

English:
21011 College Writing II (Fall year 2) – prerequisite 11011 College Writing I (Fall year 1)

Psychology
317773 Industrial Psychology(Spring year 3) – prerequisite 11762 General Psychology (Fall year 3)

Math
11022 Trig(Fall year 1) – prerequisite 11010 Algebra for Calc (Spring year 1)

Physics
13002 College Physics II (Spring year 2) - prerequisite 13001 College Physics I (Fall year 2)

M&IS
24056 Business Statistics (Fall year 2) prerequisite Math 11011 (11010 and 11022 year 1 if acceptable)

Economics
22060 Princ. Of Microecon. ( spring year 2) – prereq. Math (completed year 1)

Technology
23580 Computer Aided Engineering Graphics ( Spring year 1)– prerequisite Tech 13580 EGI (fall year 1)
20002 M&P I (Spring year 1 )– prereq. None
21021 Survey of Elec ( Spring year 1) – co-requisite Math 11022 ( Spring year 1)
20001 Energy /Power (Fall year 2) – prereq Tech 21021 (spring year 1)
31016 Manufacturing Tech ( fall year 2) – prereq. Tech 10001, 13580, 20002 (fall/spring year 1)
33033 Hydraulics ( spring year 2) – prereq. Math (completed year 1 and Physics I (fall spring year 2)
33031 PLC’s (spring year 2) – prereq. Tech 10001 and 21021 completed year 1
31065 Cast metals (spring year 2) – prereq Tech 20002 completed spring year 1
31000 Cultural Dynamics (fall year 3 ) –prereq. None
33700 Quality Techniques ( fall year 3 ) – prerequisite M&IS Business Stats (fall year 2) SUGGESTED NEW
43080 Indust/Environ Safety ( Spring year 4) – prereq None
36620 Coordinating Tech Projects ( spring year 3 ) – Junior Standing
43060 Mgmt of Technological Innovation (fall year 4) Junior Standing
31020 Automated Manufacturing ( fall year 3) – prereq None
33870 Facility Design and Material Handling (spring year 4) Prereq Junior standing
43550 Computer Aided Manufacturing (fall year 4) Prereq. TECH 10001, 20002
43800 Senior Seminar (spring year 4) prereq - Tech Major, Senior Standing
To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology

Subject: Catalog Copy for Applied Engineering and Technology Management concentration, Industrial Technology major, Bachelor of Science degree

Date: December 21, 2009

Proposed catalog copy:

The Applied Engineering and Technology Management concentration provides students with the skills necessary to manage complex technological systems. It focuses on the application of management, technical skills for the design and integration of systems, the execution of new product designs, the improvement of manufacturing processes and the management and direction of physical and/or technical functions of a firm or organization. This concentration can also function as a completer degree for associate degree students with engineering technology degrees.
To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Verna M. Fitzsimmons, Interim Dean, College of Technology

Subject: Key Words for Applied Engineering and Technology Management concentration, Industrial Technology major, Bachelor of Science degree

Date: December 21, 2009

Proposed key words for searching on the GPS web site:

Technology
Engineering
Management
Applied Engineering
Engineering Technology
Technology Management
Manufacturing
Manufacturing Processes
Design
Product Design
System Integration
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date
Effective Date Fall 2010
Curriculum Bulletin
Approved by EPC

Department Teaching, Learning & Curriculum Studies
College Education, Health and Human Services
Degree AAS - Associate of Applied Science
Program Name Early Childhood Education Technology Program Code ECET
Concentration(s) Concentration(s) Code(s)
Proposal Revise Program

Description of proposal:
To remove the Ashtabula Campus option for the Associate of Applied Science in Early Childhood Education Technology. This change will not affect any other regional campus offering the AAS in Early Childhood Education Technology.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No

Current total credit hours: 
Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact on other programs is expected. The Ashtabula has one NTT faculty member teaching in the ECET program that would be effected by the change.

Units consulted (other departments, programs or campuses affected by this proposal):
Ashtabula Campus Faculty Council
Department Teaching, Learning & Curriculum Studies

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost

10/5/09

11/5/09
Date: November 3, 2009

To: Wanda Thomas, Interim Executive Dean of Regional Campuses

From: Kevin Deemer, Assistant Dean

Re: CCP for the Removal of the ECET Option on the Ashtabula Campus

Attached is the Certification of Curriculum Proposal and supporting documents for the removal of the Ashtabula Campus option for the Associate of Applied Science Degree in Early Childhood Education Technology.

We request your review and approval of the proposal. If you do not have any objections and approve the proposal, then please sign and forward it to Dr. Alexa Sandmann, Interim Director of the School Teaching, Learning, & Curriculum Studies, so the TLC Curriculum Committee can review the proposal.

If you have any questions, please do not hesitate to contact me at x-44329 or kdeemer@kent.edu. Thank you.

Attachments

Cc: Susan Stocker, Dean Ashtabula Campus
    Dr. Alexa Sandmann, Interim Director of the School Teaching, Learning, & Curriculum Studies.
Proposal Summary

Title: Removal of the Early Childhood Education Technology Degree Option from Ashtabula Campus

Subject Specification:

This proposal will remove the Ashtabula Campus option for the Associate of Applied Science in Early Childhood Education Technology.

Background Information:

During the 2008/2009 academic year the Ashtabula Campus conducted a comprehensive program review of each associate degree program offered on the campus. The results of the review indicated the Early Childhood Education Technology program is not a sustainable degree program due to its low graduation rate and economic viability. In the last three years the ECET program graduated only nine students and generated a negative revenue stream each year even though the program has one of the lowest overhead costs of any degree program on the Ashtabula Campus.

Currently, the Ashtabula Campus has one NTT faculty member teaching in the program. The Ashtabula Campus ECET phase-out timetable indicates the need for the NTT faculty member until the end of the 2011/2012 academic year. After the two year phase-out the campus will not offer any ECET courses.

In the spring of 2009 the campus convened a meeting with external organizations potentially impacted by the loss of our ECET program. The results of the meeting indicated our program does not have a significant positive or negative impact on the community. Moreover, other organizations within Ashtabula County provide similar or related course work and licensure preparation programs that are more cost effective than our ECET program.

Removing the ECET program option on the Ashtabula Campus will have no impact on other programs or campuses.

Alternatives and Consequences: None

Specific Recommendation and Justification: The Ashtabula Campus seeks to remove the Associate of Applied Science degree in Early Childhood Education Technology option over the next two years. The Ashtabula Campus is not graduating a sufficient number students or generating enough enrollment in current ECET courses to justify maintaining the program.

Timetable and Actions Required:

Fall 2009 Ashtabula Campus Faculty Council Approval
Fall 2009 Department Teaching, Learning & Curriculum Studies Curriculum Committee Approval
Fall 2010 Official removal of the ECET degree option on the Ashtabula Campus
Kent State University Ashtabula

EARLY CHILDHOOD
ADVISORY COMMITTEE MEETING
May 18, 2009

Attendance:
Julie Artman
Darla DiDonato
Annette Griffin
Nick Orlando
Stephanie Patriarcho
Michael Penzenik
Christina Sisk
Donna Skaggs
Charles Tarantina
Jodi Van’t Veer
Susan Stocker
Kevin Deemer
Diane Murry

The Early Childhood Advisory Committee meeting was called to order at 7:35 a.m. following breakfast in the Lake Room. Dean Susan Stocker welcomed those present, and self-introductions were made.

Dean Stocker thanked everyone for taking the time to come to this meeting. She reviewed the purpose of the meeting, stating that all programs on the campus are undergoing review. The campus is seeking input from local providers regarding the need for the Associate Degree in Early Childhood. The administration is looking at enrollment in the Early Childhood Program which remains low at less than 30, but more importantly graduation rates. The Chancellor of Higher Education is proposing to base funding on graduation rates vs. headcount. The graduation rate for Early Childhood continues to be low averaging 1-3 students per year.

Donna Skaggs from Head Start said she would not like to see the Early Childhood program go. She described the Step Up to Quality program which is intended to improve educational levels and quality of child care centers. There are state-wide incentives to go over and above to prove quality ratings. Out of 16 centers, 12 are one-star rated and 1 is two-star rated. With classes not available in Ashtabula, they will have to go outside the county for further education. The employees of the Head Start program are being encouraged to earn a bachelors degree in order to keep the star ratings in place. Also, half the employees are expected to have earned their bachelors degrees by 2013; fifteen hours of CDA training is required; and the minimum requirement is an associate degree; however employees of Headstart may also get an Associate Degree in Human Services Technology. Stephanie Patriarcho indicated that many of their employees are choosing on-line programs for the convenience.

Michael Penzenik stated that there are an extraordinary number of teachers available in pre-K through 3. Teaching children with disabilities requires more education. Geneva Schools see a need for intervention specialists. They do not have need for associate
degree graduates. Many of the teachers have had to travel to get the necessary teaching certification(s). Offering tuition reimbursement has been helpful.

The problem of new teachers not being prepared or trained to deal with very young students with the young parents who do not feel that their children are a problem was discussed. Special educators are better equipped, but other teachers feel intimidated by them. More CE workshops and programs need to be added.

Behavior intervention is a deficit in the classroom. Teachers do not know what to do with the children, and they need to be careful how to present the information of the children’s behavior to the parents.

Christina Sisk from ACJVS stated that there were 23 students in the early childhood program and that after the students graduate; they will go in a variety of positions and programs available to them. Christina shared that the students enter the program at the ACJVS for a variety of reasons and it has not been a big feeder for Kent’s associate degree.

There is not enough communication between the day care centers, pre-schools and public schools.

Nick Orlando stated that there is no pre-school program in the Buckeye School System. Also there are minimal educational requirements that need to be met by employees in public schools. A high school diploma is required for the para-professionals or teachers’ aides; associates degrees are preferred but not required.

Annette Griffith stated the YMCA day care hires staff with high school diplomas. Diane Murry was invited to make comments but declined.

Dean Stocker thanked those attending today’s meeting. She reiterated that the University would continue to gather data before a decision on the future of the program is made. Based on the feedback from the group, it appears the greatest need is for Bachelors degrees and above in Special Education and for continuing education. She thanked those present for their input.

The meeting adjourned at 8:40 a.m.

Prepared by:
Vicki Cleveland
Secretary, Faculty Services
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11-Jan-10  Curriculum Bulletin _________
Effective Date      Fall 2010  Approved by EPC _________

Department
College            US - Undergraduate Studies
Degree
Program Name       Program Code
Concentration(s)   Concentration(s) Code(s)
Proposal           Revise Program

Description of proposal:
The purpose of this proposal is to establish fourteen (14) interest areas for fall semester 2010 for the existing Kent State University Exploratory major in Undergraduate Studies. Recent revisions in University technology and academic policy necessitate creation of these interest areas in order to move Exploratory majors into degree-granting academic programs in a more effective, efficient manner.

Does proposed revision change program’s total credit hours?  ☒ Yes  ☐ No
Current total credit hours: NA  Proposed total credit hours NA

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Units consulted (other departments, programs or campuses affected by this proposal):
Student Success Programs - GPS - Debbie Barber

__________________________________________________________  ____/____/____
Department Chair / School Director / Campus Dean

__________________________________________________________  ____/____/____
College Dean

__________________________________________________________  ____/____/____
Dean of Graduate Studies (for graduate proposals)

__________________________________________________________  ____/____/____
Provost and Senior Vice President for Academic Affairs

REQUIRED ENDORSEMENTS
The purpose of this proposal is to establish fourteen (14) interest areas for fall semester 2010 for the existing Kent State University Exploratory major in Undergraduate Studies. Recent revisions in University technology and academic policy necessitate creation of these interest areas in order to move Exploratory majors into degree-granting academic programs in a more effective, efficient manner. There are four specific reasons to establish these interest areas:

1. Currently, the Exploratory major is not well integrated into the Graduation Planning System (GPS). In theory, an Exploratory major using GPS at this time encounters an amorphous blob of 280+ possible pathways to completion of a baccalaureate degree. There is no easily discernible coursework path for an Exploratory major who may be interested in Business or in Education and Teaching and who is attempting to use GPS for guidance. The proposed interest areas will align with GPS Interest Areas and better focus possible career and major program pathways for freshman and sophomore Exploratory majors.

2. Early student identification of interest areas within the Exploratory major will allow academic advisers to be better informed and to better target the resources needed to help students make an academic or career decision. Ideally, advisers can begin to develop a more focused advising strategy with Exploratory students from the moment they are admitted to Kent State University, if these interest areas are established.

3. In fall 2009, Kent State University approved an academic policy that requires students to declare a degree-granting major by the time they have completed 45 semester credit hours. Exploratory interest areas should facilitate timely student decision-making and increase the number of students who can successfully meet the new policy requirement.

4. In an era of Responsibility Center Management (RCM) at Kent State University, academic colleges, departments, and schools are more proactive in recruiting students to maintain or increase college enrollment. The establishment of
Exploratory interest areas will allow Undergraduate Studies to provide collegial units with differentiated lists of Exploratory students to facilitate more focused recruitment efforts.

The following table provides details on the proposed Undergraduate Studies Interest Areas and suggested Banner codes. Regional campuses in the Kent State system will have the option of maintaining use of the Exploratory-General designation or implementing the full array of interest areas.

**Proposed Interest Areas for the Exploratory Major**

<table>
<thead>
<tr>
<th>Undergraduate Studies/Exploratory Interest Area</th>
<th>Suggested Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exploratory - General</td>
<td>US-XX-EXPL-G or existing Exploratory code</td>
</tr>
<tr>
<td>2. Exploratory - Business</td>
<td>US-XX-EXPL-B</td>
</tr>
<tr>
<td>3. Exploratory – Communication, Journalism, and Media</td>
<td>US-XX-EXPL-CJM</td>
</tr>
<tr>
<td>10. Exploratory – Languages, Literature, and Culture</td>
<td>US-XX-EXPL-LLC</td>
</tr>
</tbody>
</table>
Kent State University’s enormous regional footprint is one of its greatest assets. Integrating our eight-campuses, while identifying and meeting regional needs, presents a great opportunity. Understanding the possibilities before us, in concert with the recommendations of the Regional Campus Think Tank and a series of university-wide Town Hall Meetings, the provost-appointed Think Tank II presented a series of recommendations to streamline our Regional Campus System.

This document outlines those recommendations, central to which is the creation of a Regional College. Kent State’s Regional College will accelerate the transformation of Kent State’s Regional Campuses, enabling greater collaboration between the Kent Campus and its Regional Campus colleagues by establishing a seamless, integrated, university-wide system for curriculum, while, at the same time, providing the Regional Campuses greater autonomy in establishing an organizational structure for offering degrees unique to programs not affiliated with any particular department, school or independent college on the Kent Campus.

A New College

Organizational Structure

At the November 2009 Kent State University Board of Trustees meeting, the Board approved the establishment of a new college to serve as the administrative and academic home for programs and associated issues unique to the Regional Campuses. This college, as proposed, will be led by a Regional Campus administrative dean, serving concurrently as dean for his/her respective Regional Campus. This administrative dean will serve a two-year term and be appointed by the provost in consultation with the Regional Campus deans.

The Regional College will consist of three divisions – the Division of Applied Business, the Division of Health Occupations and the Division of Professional Studies. Each division will name a division coordinator who reports directly to the dean of the college. These coordinators will be appointed by the Regional College administrative dean, in consultation with the Regional Campus deans and the faculty in each division.

Tenure/tenure-track faculty and non-tenure track faculty whose disciplinary expertise is in the programs within a division of the Regional College shall be appointed to the appropriate division. These appointments will reflect the terms of the faculty member’s current appointment with respect to tenure eligibility, tenure status and academic rank.
The relationship and affiliation with an academic unit and/or college on the Kent Campus of those Regional Campus faculty members whose academic programs do not reside in the Regional College will not change. This relationship is clearly defined in the Collective Bargaining Agreement as follows: “It is recognized that while Regional Campus Faculty hold their appointments specifically in the Regional Campus System, they are also regular members of their respective departments and colleges and, as such, have rights and responsibilities to the academic unit and college as well as to the campus of which they are resident Faculty” (See, Collective Bargaining Agreement, Article VI, Section 6).

Faculty Governance
The Regional College, similar to the Colleges of Architecture, Nursing and Technology, does not have subordinate academic departments or colleges through which it reports to the university-wide administrative level and, therefore, will have only one faculty advisory body. Thus the faculty of the Regional College shall elect a College Advisory Committee (CAC), in accordance with procedures established in a Regional College Handbook.

The Regional College faculty will develop a handbook as their first charge within the new academic structure that states the policies, regulations and procedures by which the new college is governed and operates. In addition, Regional College faculty will continue to be engaged in committee work, curricular development, community outreach, the development of a founding college and university-wide governance through the elected Faculty Senate.

Courses and Degrees Unique to the Regional Campuses

Implementing Strategy at a Local Level
To achieve the vision of a renewed Regional Campus system, greater autonomy in offering degrees unique to programs not affiliated with any department, school or independent college on the Kent Campus is needed. By housing the certificate programs, associate degrees and bachelor’s degrees unique to the Regional Campus System in the Regional College, the college will have the autonomy and flexibility necessary to respond to the ever-changing needs of the communities served by the Regional Campuses while maintaining the high standards of Kent State University’s excellence agenda.

Curriculum Process
The curriculum process will model the process used for other undergraduate degrees. Program originators will submit proposals to the appropriate curriculum committee, who in turn will submit proposals to the Regional College curriculum committee, followed by the Educational Policies Council, Faculty Senate and Kent State University Board of Trustees.

Current programs to be housed in the Regional College include Associate Degrees of Arts, Science, Applied Business, Applied Science, Technical Studies, certificate programs unique to the Regional Campuses and bachelor’s degrees unique to the Regional Campuses. Programs which are not unique to the Regional Campuses (e.g., English, Communication Studies, Business Administration) will remain within their current Kent Campus academic units and colleges. All degrees will continue to be granted by Kent State University.
A Streamlined Hiring, Promotion, Tenure and Reappointment Policy for Regional Campus Faculty

Faculty Appointment
Faculty will be appointed in either the Regional Campus System or the Regional College. A Regional Campus Faculty appointment denotes Regional Campus faculty who are affiliated with Colleges on the Kent Campus (e.g., College of Arts and Sciences, College of Communication and Information). The creation of the Regional College will have no impact on the appointment, tenure status or academic rank of Regional Campus faculty members whose programs currently reside in departments, schools and independent colleges on the Kent Campus. A Regional College Faculty appointment denotes faculty that are associated with programs that reside in the newly-formed Regional College. The locus of tenure for both the Regional College and Regional Campus Faculty Tracks is in the Regional Campus System.

Hiring, Promotion, Tenure and Reappointment
For Regional College faculty, the Divisions of Applied Business, Health Occupations and Professional Studies will function as an academic unit under the current policies with the administrative dean serving as the unit administrator. All faculty input in the reappointment, tenure and promotion process will continue to be provided through signed evaluation forms. This input will be summarized by the unit administrator and the forms will be included as the dossier goes forward. The reconfiguration of the RTP process is solely a change in procedure. The RTP process for both Kent and Regional Campus faculty now has three levels of approval. The Campus level review is now the last level of review before the dossier is transmitted to the provost. Regional Campus candidates are no longer reviewed by the Kent Campus college and/or Regional Campus-wide committee and executive dean. Academic units will continue to be responsible for developing RTP criteria, while individual Regional Campuses will establish the weighting of these criteria as required by university policy.

Prior to hire, all Regional Campus faculty will be vetted through the appropriate Kent Campus department, school or independent college. Prior to hire, all Regional College faculty will be vetted through the appropriate Regional College division.

If the Regional College administrative dean (Unit Review) and the Regional Campus dean (Campus Review) is the same individual, then the Regional College administrative dean will participate in the review only at the Campus Review level and the provost will designate another Regional Campus dean to review the candidate’s dossier at the Unit level.
Revised RTP Process

**Regional Campus Faculty Track**
- Candidate submits file to Kent Campus Academic Unit *
- Kent Campus RTP Committee *
- Submit signed evaluation forms
  - Kent Campus Unit Administrator *

**Regional College Faculty Track**
- Candidate submits file to Division of Regional College **
- Regional College Division RTP Committee **
- Administrative Dean of the Regional College **

**UNIT REVIEW**
- Makes a recommendation to the Campus RTP Committee
  - Campus RTP Committee makes a recommendation to the Regional Campus Dean
  - Regional Campus Dean makes a recommendation to the Provost

**CAMPUS REVIEW**
- Tenure Advisory Board or Promotion Advisory Board (as applicable) makes a recommendation to the Provost
  - Provost makes a recommendation to the President

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* Regional Campus Faculty Track denotes Regional Campus faculty who are under Kent Campus colleges (e.g., College of Arts and Sciences, College of Communication and Information). The relationship and affiliation with an academic unit and/or college on the Kent Campus of those Regional Campus faculty members whose academic programs do not reside in the Regional Campus College will not change.

** Regional College Faculty Track denotes Regional Campus faculty who are associated with programs that will be housed in the newly formed Regional College. The Regional College will serve as the home for the programs unique to the Regional Campuses.
To:         Stephane Booth, Associate Provost  
From:     Donald R. Williams, Dean and URCC co-chair  
Date:      December 21, 2009  
Subject:  Syllabus Inserts  

Based upon recent reviews of the Writing Intensive, Diversity, and Liberal Education Requirements, the University Requirements Curriculum Committee has developed a set of short statements to be included in the relevant syllabi for all WIC, DIV and LER courses. The intent of the statements is to make students aware of the purpose of each of the courses that can be used to fulfill these requirements. The URCC does not intend the inserts to replace other references that faculty members make to these goals in their syllabi, however, and encourages the faculty to expand on these themes wherever appropriate.

Please feel free to contact me if you have any questions about this requirement.
Syllabus Inserts

For LER courses:

This course may be used to satisfy a Liberal Education Requirement (LER). The LERs as a whole are intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

For WIC courses:

This course may be used to satisfy the Writing Intensive Course (WIC) requirement. The purpose of a writing-intensive course is to assist students in becoming effective writers within their major discipline. A WIC requires a substantial amount of writing, provides opportunities for guided revision, and focuses on writing forms and standards used in the professional life of the discipline.

For Diversity courses:

This course may be used to satisfy the University Diversity requirement. Diversity courses provide opportunities for students to learn about such matters as the history, culture, values and notable achievements of people other than those of their own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability, and social class. Diversity courses also provide opportunities to examine problems and issues that may arise from differences, and opportunities to learn how to deal constructively with them.
Interdepartmental Correspondence
Hugh A. Glauser School of Music

TO: Therese Tillet, Director, Curriculum Services
FROM: Denise A. Seachrist, Ph.D., Interim Director
DATE: January 6, 2010
SUBJECT: Proposal to Temporarily Suspend Admissions to the Music Technology Certificate Program
CC: Dr. John Crawford, Interim Dean, College of the Arts

On October 9, 2009, and November 6, 2009, the School of Music FAC and Music Faculty respectively voted in favor of suspending admission into the Music Technology Certificate Program.

The rationale for the temporary suspension is due to 1) the resignation of one full-time faculty member, and 2) the interim administrative assignment of another who primarily taught the courses in the program.

Currently, no students are enrolled in the Music Technology Certificate Program.

The temporary suspension is for the period of Fall 2009 – Fall 2011. The School of Music will be preparing the necessary paperwork to inactivate this program.
Interdepartmental Correspondence
Hugh A. Glauser School of Music

TO: Therese Tillett, Director, Curriculum Services
FROM: Denise A. Seachrist, Ph.D., Interim Director
DATE: January 6, 2010
SUBJECT: Proposal to Temporarily Suspend Admissions to the Bachelor of Arts (Guitar) and the Bachelor of Music in Music Education (Guitar)
CC: Dr. John Crawford, Interim Dean, College of the Arts

On October 9, 2009, and November 6, 2009, the School of Music FAC and Music Faculty respectively voted in favor of suspending admission into the Bachelor of Arts (Guitar) and the Bachelor of Music in Music Education with Guitar as the Principle Instrument.

The rationale for the temporary suspension is due to budgetary concerns. The School of Music does not have an Applied Guitar major, and those students currently enrolled in the Bachelor of Arts (Guitar) and the Bachelor of Music in Music Education with Guitar as the Principle Instrument do not serve the School by performing in any of the major ensembles. However, individual courses such as applied guitar, folk guitar, and chamber music will continue to be offered.

Currently, eleven students are enrolled in the Bachelor of Arts (Guitar), and two students are enrolled in the Bachelor of Music in Music Education with Guitar as the Principle Instrument.

The temporary suspension is for the period of Fall 2009 – Fall 2011. The School of Music will be preparing the necessary paperwork to inactivate these areas.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 2-Dec-09  Curriculum Bulletin _________
Effective Date Fall 2009  Approved by EPC _________

Department  Theatre and Dance
College  CA - The Arts
Degree  Entertainment Arts and Technologies
Program Name  Stage and Arena Rigging  Program Code  C128
Concentration(s)  Inactivate Program

Description of proposal:

Inactivation of Theatre's certificate program C128 Stage and Arena Rigging

Does proposed revision change program's total credit hours?  ☑ Yes  ☐ No
Current total credit hours: 20  Proposed total credit hours 0

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
NA

Units consulted (other departments, programs or campuses affected by this proposal):
NA

REQUARED ENDORSEMENTS

Contact Signature  12/3/09
Department Chair / School Director / Campus Dean

Contact Signature  12/14/09
College Dean

Contact Signature  ___/___/___
Dean of Graduate Studies (for graduate proposals)

Contact Signature  ___/___/___
Provost and Senior Vice President for Academic Affairs
Proposal Summary

Title: Inactivation of C128 Stage and Arena Rigging

Subject Specification: The subject of this proposal is to inactivate Theatre's Certificate Program C128 Stage and Arena Rigging.

Background Information: While other of our certificate programs have healthy enrollment C128 has no students enrolled and has never had more than one student during its operation.

Alternatives and Consequences: With little or no enrollment it makes no sense to continue offering this program.

Specific Recommendation and Justification: We wish to inactivate the C128 Stage and Arena Rigging certificate program.

Timetable and Actions Required:
December 11, 2009 - College Curriculum Committee
January 25, 2010 - Educational Policies Council
Undergraduate Catalog

Entertainment Arts and Technologies Certificates

Automated Lighting [C129]

Course requirements for automated lighting certificate (20 credits):

TECH 10001 Information Technology                      3
THEA 21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II
22092 Practicum I: Design/Tech                          3
41530 Automated State Lighting Programming               3
42092 Practicum I: Design/Tech                          3

Total 20

Prerequisite: Stage Lighting Option

Event Based Video Production [C131]

Course requirements for event based video production certificate (20 credits):

JMC  23030 Basic Electronic Media Video Production       3
     33042 Video Studio Production                        3
THEA 11522 Introductory Lighting                       3
21892 Entertainment Arts and Technology Internship I   5
or
41892 Entertainment Arts and Technology Internship II
22092 Practicum I: Design/Tech                         3
or
42092 Practicum II: Design/Tech

http://www1.kent.edu/catalog/2009/CollegesPrograms/CA/EAT.cfm#c131
41623 Television Production: Lighting

Total 20

Sound [C130]

Course requirements for sound certificate (20 credits):

THEA 21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II

22092 Practicum I: Design/Tech 3
41523 Sound Design and Technology I 3
41527 Sound Design and Technology II 3
41528 Theatre Sound Reinforcement 3
42092 Practicum II: Design/Tech 3

Total 20

Stage and Arena Rigging [C128]

Course requirements for stage and arena rigging certificate (20 credits):

THEA 11622 Introductory Scenery (Special lab section) 3
21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II

22092 Practicum I: Design/Tech 3
31560 Scenic Technology 3
41560 Theatre Fabrication Technology 3
42092 Practicum II: Design/Tech 3

Total 20

Stage Lighting [C127]

Course requirements for stage lighting certificate (20 credits):

THEA 11522 Introductory Lighting 3
21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II
22092 Practicum I: Design/Tech 3
31522 Lighting Design 3
41521 Advanced Lighting Technology 3
42092 Practicum II: Design/Tech 3
Total 20

Stage Scenery [C132]

Course requirements for stage scenery certificate (20 credits):

THEA 11622 Introductory Scenery (Special section) 3
21521 Theatrical Drafting 3
21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II
22092 Practicum I: Design/Tech 3
41560 Theatre Fabrication Technology 3
42092 Practicum II: Design/Tech 3
Total 20

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 2-Dec-09
Curriculum Bulletin
Effective Date Fall 2009
Approved by EPC 2010

Department Theatre and Dance
College CA - The Arts
Degree CER1 - Post-Secondary Certificate <1 year
Program Name Event-Based Video Production
Program Code C131
Concentration(s) Concentration(s) Code(s)
Proposal Inactivate Program

Description of proposal:

Inactivation of Theatre's certificate program C131 Event Based Video Production

Does proposed revision change program's total credit hours? ☑ Yes □ No
Current total credit hours: 20 Proposed total credit hours 0

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites, teacher education licensure):
JMC teaches two courses - JMC 33031 Basic Electronic Media Production and JMC 43042 Video Studio Production - which are part of this course.

Units consulted (other departments, programs or campuses affected by this proposal):
JMC

REQUIRED ENDORSEMENTS

12-13-09
Department Chair / School Director / Campus Dean

12-14-09
College Dean

1/1
Dean of Graduate Studies (for graduate proposals)

1/1
Provost and Senior Vice President for Academic Affairs
Proposal Summary

Title: Inactivation of C131 Event based video Production

Subject Specification: The subject of this proposal is to inactivate Theatre's Certificate Program C131 Event Based Video Production.

Background Information: While other of our certificate programs have healthy enrollment C131 has one student currently enrolled and has never had more than one student during its operation.

Alternatives and Consequences: With little or no enrollment it makes no sense to continue offering this program.

Specific Recommendation and Justification: We wish to inactivate the C131 Event Based Video Production

Timetable and Actions Required:
December 11, 2009 - College Curriculum Committee
January 25, 2010 - Educational Policies Council
School of Theatre & Dance  
Kent State University

To: Jeff Fruit, Director  
School of Journalism and Mass Communication

From: Cindy Stillings, Director  
School of Theatre and Dance

Date: December 2, 2009

Re: Inactivation of Theatre’s certificate program C131 Event Based Video Production

Due to poor enrollment in our Event Based Video Production Certificate we find it necessary to inactivate the program effective fall of 2010. As you know JMC teaches two courses required for this program, JMC 31031 Basic Electronic Media Production and JMC 43042 Video Studio Production. As there is only one student current working on this certificate, who is a JMC major, we expect this inactivation to have no impact on your course enrollments. Thank you for your consideration in this matter.
Undergraduate Catalog

Entertainment Arts and Technologies Certificates

Automated Lighting [C129]

Course requirements for automated lighting certificate (20 credits):

TECH 10001 Information Technology 3
THEA 21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II 3
22092 Practicum I: Design/Tech 3
41522 Design Studio: Lighting 3
41530 Automated State Lighting Programming 3
42092 Practicum I: Design/Tech 3
Total 20

Prerequisite: Stage Lighting Option

Event Based Video Production [C131]

Course requirements for event based video production certificate (20 credits):

JMC 23030 Basic Electronic Media Video Production 3
33042 Video Studio Production 3
THEA 11522 Introductory Lighting 3
21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II 3
22092 Practicum I: Design/Tech 3
or
42092 Practicum II: Design/Tech 3

http://www1.kent.edu/catalog/2009/CollegesPrograms/CA/EAT.cfm#c131
41623 Television Production: Lighting 3
Total 20

Sound [C130]

Course requirements for sound certificate (20 credits):

THEA 21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II
22092 Practicum I: Design/Tech 3
41523 Sound Design and Technology I 3
41527 Sound Design and Technology II 3
41528 Theatre Sound Reinforcement 3
42092 Practicum II: Design/Tech 3
Total 20

Stage and Arena Rigging [C128]

Course requirements for stage and arena rigging certificate (20 credits):

THEA 11622 Introductory Scenery (Special lab section) 3
21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II
22092 Practicum I: Design/Tech 3
31560 Scenic Technology 3
41560 Theatre Fabrication Technology 3
42092 Practicum II: Design/Tech 3
Total 20

Stage Lighting [C127]

Course requirements for stage lighting certificate (20 credits):

THEA 11522 Introductory Lighting 3
21892 Entertainment Arts and Technology Internship I 5
or
41892 Entertainment Arts and Technology Internship II
22092 Practicum I: Design/Tech  3
31522 Lighting Design  3
41521 Advanced Lighting Technology  3
42092 Practicum II: Design/Tech  3
Total  20

Stage Scenery [C132]

Course requirements for stage scenery certificate (20 credits):

THEA 11622 Introductory Scenery (Special section)  3
21521 Theatrical Drafting  3
21892 Entertainment Arts and Technology Internship I  5
    or
41892 Entertainment Arts and Technology Internship II
22092 Practicum I: Design/Tech  3
41560 Theatre Fabrication Technology  3
42092 Practicum II: Design/Tech  3
Total  20
TILLET, THERESE

From: HALEY, MARY ANN
Sent: Monday, November 23, 2009 3:58 PM
To: TILLET, THERESE
Cc: POOTS, KATHY
Subject: Temporary Suspension of A&S Majors

Follow Up Flag: Follow up
Due By: Monday, November 23, 2009 8:00 PM
Flag Status: Flagged

Therese,

Per our conversation today, please temporarily suspend the following College of Arts and Sciences majors for the allowed time period of three years – AMST, ASBR, LAS, SEES. These programs currently aren’t ‘active’ and do not have faculty leadership. (It is still possible for students to earn the Latin American Studies minor.) We hope to use the time under suspension to make critical decisions about the future of these programs given College resources.

Thank you,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

American Studies (AMST) - BA
last graduate: spring 2004

Applied Social and Behavioral Research (ASBR) - MS
no students

Latin American Studies (LAS) - BA
last graduate: fall 2006

Soviet and East European Studies (SEES) - BA
last graduate: fall 2002
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Nov-09  Curriculum Bulletin _________
Effective Date   Fall 2010  Approved by EPC _________

Department          English
College               AS - Arts and Sciences
Degree               CER1 - Certificate <1 year
Program Name       Teaching English as Foreign Language  Program Code  C134
Concentration(s)    Concentration(s) Code(s)
Proposal             Revise Program

Description of proposal:
This proposal updates the course requirements for the UG Certificate in TEFL (C134) to have students take the practicum designated for overseas (Eng 41292) and offers a choice of grammar courses (Eng 31001 or 31008). These changes reflect recent changes in our course offerings.

Does proposed revision change program's total credit hours?  ☑ Yes  ☐ No
Current total credit hours: 18  Proposed total credit hours 18

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
There is no impact on other programs/policies.

Units consulted (other departments, programs or campuses affected by this proposal):
None

________________________________________
Department Chair / School Director / Campus Dean

________________________________________
College Dean

________________________________________
Executive Dean of Regional Campuses / Dean of Graduate Studies

________________________________________
Senior Vice President for Academic Affairs and Provost

11/29/09  12/31/09  1/1  1/1
Proposal Summary

Title: Teaching English as a Foreign Language Certificate (C134)

Subject Specification: This proposal revises the TEFL Certificate (C134) to incorporate the newly designed practicum course and a new grammar course into the certificate to meet the professional needs of students.

Background Information:

Our very successful study-abroad option within English, the TEFL Certificate, was approved approximately 5 years ago and serves approximately 20 Kent State students per year.

Coursework in the TEFL Certificate (C134) requires a minimum of 6 credits (Practicum) to be earned in Dresden, Germany while the additional 12 credits in the program can be earned on the Kent campus (some of the courses are also available at regional campuses) or in Dresden. All courses, whether at Kent or in Dresden, are taught by Kent State University faculty.

Changes and updates in the Teaching English as a Second/Foreign Language curricula have meant that new focused courses have been developed, most recently ENG 31008 Grammar for Teaching ESL/EFL and ENG 41292 Teaching English as a Foreign Language Practicum.

Alternatives and Consequences:

We can continue the Certificate with the old courses already approved; however, this makes tracking and differentiation of practicum courses more problematic in English and the preparation of students for teaching grammar more diffuse. Having students enroll in the appropriate practicum and grammar courses will enable us to better meet the needs of specialized professional training for our students.

Specific Recommendation and Justification: This proposal makes only minor revisions to the Course Requirement Sheet for the TEFL Certificate and should be approved.

Timetable and Actions Required: The following approvals are sought: Undergraduate Studies, FAC, and CCC for eventual University approvals to implement Fall, 2010.
Proposed Course of Study: Certificate in TEFL (C134)

Admissions Procedures:

Students apply online by submitting an undergraduate application and fee, having official transcripts forwarded to Admissions as appropriate, and for international students, submitting official TOEFL scores (minimum required for admission = 79 internet-based TOEFL). For students already admitted to an undergraduate degree program, no separate application to the Certificate is required. To complete the Certificate, students must file a Program Declaration Form with the College of Arts and Sciences.

Catalogue Copy:

With the world’s growing demand for individuals who speak English, the need for people who can teach English has grown rapidly over the past few decades. Kent State would like to prepare you through offering our TEFL certificate program, which is designed to immerse you within another culture while at the same time giving you the structure and support that will allow you to succeed as you learn to Teach English as a Foreign Language.

Course Requirement Sheet for the TEFL Certificate

Total 18 credits

Required (15 credits)

ENG 31003 Introduction to Linguistics (3)

ENG 31007 TESL Pedagogy I (3)

ENG 41002 Computers in L2 Teaching (3)

ENG 41292 Teaching English as a Foreign Language Practicum (6)

Required (3 credits) Choose One

ENG 30001 Fundamental English Grammar OR

ENG 31008 Grammar for Teaching ESL/EFL
Teaching English as a Foreign Language Certificate

Certificate

Teaching English as a Foreign Language [C134]

With the world's growing demand for individuals who speak English, the demand for people who can teach English has grown rapidly over the past few decades. We here at Kent State would like to prepare you through offering our TEFL certificate program, which is designed to immerse you within another culture while at the same time giving you the structure and support that will allow you to succeed as you learn to Teach English as a Foreign Language.

Course requirements for teaching English as a foreign language (18 credits):

ENG 31001 Fundamentals of English Grammar 3
31003 Linguistics 3
31007 TESL Pedagogy I 3
41002 Computers in L2 Teaching 3
41092 ESL/EFL Practicum I 3
41192 ESL/EFL Practicum II 3
Total 18

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You are here: Undergraduate Catalog > 2009 Undergraduate Catalog > Colleges and Programs > Arts and Sciences > Teaching English as a Foreign Language Certificate

This page was last modified on October 2, 2009
NO COURSEWORK IN YOUR CERTIFICATE MAY BE TAKEN PASS/FAIL

Choose one:

- ENG Fundamental English Grammar 31001 3
- ENG Introduction to Linguistics 31003 3
- ENG TESL Pedagogy I 31007 3
- ENG Computers in L2 Teaching 41002 3
- ENG ESL/EFL Practicum I 41092 3
- ENG ESL/EFL Practicum II 41192 3
- ENG Teaching English as a Foreign Language Practicum 41292 6

TOTAL CERTIFICATE HOURS........................................18

Minimum cumulative 2.00 GPA required.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Nov-09  Curriculum Bulletin ________
Effective Date  Fall 2010  Approved by EPC ________

Department  Center for Applied Conflict Management/Department of Political Science
College  AS - Arts and Sciences
Degree  CER1 - Certificate <1 year and CER-6 - Certificate Post-Baccalaureate
Program Name  Applied Conflict Management  Program Code  ACM
Concentration(s)  Concentration(s) Code(s)
Proposal  Establish Program

C144  C624

Description of proposal:
Establishment of a certificate in Applied Conflict Management.

Does proposed revision change program’s total credit hours?  □ Yes  □ No
Current total credit hours: 0  Proposed total credit hours 16

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues. Requires no additional staffing as it relies on existing courses already regularly offered in our ACM major and minor. As ACM courses teach applied skills useful in the professional and nonprofessional workplace as well as in daily life, the certificate will be attractive to a broad range of non-traditional, continuing education students, especially those who already have an undergraduate degree from another institution and so cannot take our minor in ACM. There are no teacher education licensure issues. Our Intro to CM course serves as a prerequisite for two of the required courses in the certificate as well as for many of the other courses available in the certificate. The Intro to CM course is likewise required for the certificate.

Units consulted (other departments, programs or campuses affected by this proposal):
None. As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues.

REQUIRED ENDORSEMENTS

11/30/09

Mary Ann Haley
College Dean

12/3/109

Executive Dean of Regional Campuses / Dean of Graduate Studies

1/1/

Senior Vice President for Academic Affairs and Provost
TO: Mary Ann Haley, Assistant Dean for Curriculum
    College of Arts and Sciences

FROM: Patrick Coy, Director
    Center for Applied Conflict Management

DATE: December 1, 2009

SUBJECT: CACM Curricular Revisions Proposed for Fall 2010

At its meetings of April 28, 2009 and November 20, 2009, the faculty of the Center for Applied Conflict Management agreed by consensus to the creation of a new 16-credit certificate in our Applied Conflict Management degree program. The Political Science Undergraduate Studies Committee approved this proposal on November 30, 2009. This certificate will rely entirely upon already existing and regularly offered courses in Applied Conflict Management.

Requirements:
The certificate will include three required 3-credit courses and one required 1-credit workshop:
CACM 11001, Introduction to Conflict Management, 3 credits
CACM 33030, Conflict in the Workplace, 3 credits
CACM 34040, Negotiation, 3 credits
CACM 49091, Variable Title Seminar in Conflict Management, 1 credit

Electives:
Students will choose two other 3-credit courses in Applied Conflict Management from among the following, for a total of 16 credits:
CACM 21002, Gender, Power and Conflict
CACM 21010, Cross-Cultural Conflict Management
CACM 22020, International Conflict Resolution
CACM 31003, Nonviolence: Theory and Practice
CACM 31010, Conflict Theory
CACM 32020, Strategic Planning  
CACM 35050, Environmental Conflict Resolution  
CACM 35092, Internship in Conflict Management  
CACM 35095, Special Topics in Conflict Management  
CACM 38080, Mediation: Theory and Training

Focus Areas:  
Students are able to choose a focus area of “Administration” (the two remaining courses will be Environmental Conflict Resolution and Strategic Planning), “Human Resources” (Strategic Planning and Mediation), “Diversity” (Gender, Power and Conflict and Cross-Cultural Conflict Management), or students can simply choose any two courses from the above list.

Impact on other programs:  
As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues or impacts on other programs.

Enrollment and staffing considerations:  
As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses which our present faculty regularly deliver as part of our ACM major and minor, there are no enrollment and staffing issues.

Need and audience:  
We were originally encouraged by advisors in the College of Arts and Sciences office to consider offering a certificate. They were responding to needs they encountered in their advising work. As ACM courses teach applied skills useful in the professional and nonprofessional workplace as well as in daily life, the certificate will be particularly attractive to a broad range of non-traditional, continuing education students, especially those who already have an undergraduate degree from another institution and so cannot take our minor in ACM as they have no KSU major to which to attach it.

Admission procedures:  
Admission requirements for the certificate program will be the same as the requirements for admission to Kent State University as an undergraduate student.

Prerequisites:  
Our Introduction to Conflict Management course serves as a prerequisite for two of the required courses in the certificate as well as for many of the other courses available in the certificate. The Introduction to Conflict Management course is likewise required for the certificate. We generally offer 8-9 sections of this course per semester at varied times, days, and evenings, so it will be no problem for any prospective certificate student to meet the prerequisite.

Teacher education licensure:  
There are no such issues.
Undergraduate Catalog

Certificate

Applied Conflict Management

College of Arts and Sciences
Department of Political Science
Center for Applied Conflict Management
321 Bowmaa Hall
P.O. Box 5190
Kent, OH 44242-0001
Tel: 330-672-3143
Fax: 330-672-3362
Web: http://www.kent.edu/cacm

The Applied Conflict Management certificate is an undergraduate program where students learn skills to use in conflict situations in the workplace, in community settings, and in their daily lives at home. We utilize experiential learning, skills exercises, simulations and role plays to meet a growing need for constructive approaches to conflict management. Topics covered include active listening, constructive assertions, principled negotiation, mediation, group facilitation, strategic planning, and much more.

Course requirements for applied conflict management certificate (16 credits):

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACM 11001</td>
<td>Introduction to Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>CACM 33030</td>
<td>Conflict in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>CACM 34040</td>
<td>Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>CACM 49091</td>
<td>Variable Title Seminar in Conflict Management</td>
<td>1</td>
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</table>

Electives: Choose two of the following: (6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACM 21002</td>
<td>Gender, Power and Conflict</td>
<td>3</td>
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<tr>
<td>CACM 21010</td>
<td>Cross-Cultural Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>CACM 22020</td>
<td>International Conflict Resolution</td>
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<tr>
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<td>Conflict Theory</td>
<td>3</td>
</tr>
<tr>
<td>CACM 32020</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>CACM 35050</td>
<td>Environmental Conflict Resolution</td>
<td>3</td>
</tr>
</tbody>
</table>
CACM 35092 Internship in Conflict Management 3
CACM 35095 Special Topics in Conflict Management 3
CACM 38080 Mediation: Theory and Training 3

Total 16

Students choose a focus area of "Administration" (the two remaining courses will be Environmental Conflict Resolution and Strategic Planning), "Human Resources" (Strategic Planning and Mediation), "Diversity" (Gender, Power and Conflict and Cross-Cultural Conflict Management), or students can simply choose any two courses from the above list.

Students must declare their intent to earn the certificate before they have completed half of the required hours. They must satisfy the prerequisites of each course in the program and must pass each course with a minimum grade of C (2.0) to receive the certificate. Courses may not be completed on a pass/fail basis or via credit-by-exam. Transfer credits may, in certain circumstances, be used to fulfill certificate requirements. Minimum cumulative 2.25 GPA required in the program for award of certificate.

Maximum of 9 credits of variable topic (special topics, seminar, etc.) courses.
**KENT STATE UNIVERSITY**

**CERTIFICATION OF CURRICULUM PROPOSAL**

<table>
<thead>
<tr>
<th>Department</th>
<th>TLC</th>
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<tbody>
<tr>
<td>College</td>
<td>EH - Education, Health and Human Services</td>
</tr>
<tr>
<td>Degree</td>
<td>CER2 - Post-Secondary Certificate 1&lt;2 years</td>
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<tr>
<td>Program Name</td>
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<tr>
<td>Concentration(s)</td>
<td>Teacher Education</td>
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<tr>
<td>Proposal</td>
<td>Establish Program</td>
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</tbody>
</table>

**Description of proposal:**
Create an undergraduate certificate for teachers who complete Route B - 24 hour teaching license in Career-Technical Teacher Education.

**Does proposed revision change program's total credit hours?**
- Yes
- No

**Current total credit hours:** 24

**Proposed total credit hours:** 24

**Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):**
none

**Units consulted (other departments, programs or campuses affected by this proposal):**

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**REQUIRED ENDORSEMENTS**

**Department: Chair / School Director / Campus Dean**

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<th>Signature</th>
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<td>12/14/09</td>
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**College Dean**

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**Dean of Graduate Studies (for graduate proposals)**

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**Provost and Senior Vice President for Academic Affairs**

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</table>
TLC - CTTE Establish Certificate in Career Technical Education at Undergraduate Level
Certificate program consists of coursework leading to completion of professional teacher
education in Career Technical Teacher Education. Completers must also have finished a career
technical education license via the Rt. B Option issued by the Ohio Department of Education.
Total program hours 24. Effective Fall 2010.
Certificate Program for Career-Technical Teacher Education

1. Transmittal Memo

The proposed action is to establish a certificate in Career-Technical Teacher Education. Students who complete the coursework for Route B Career Technical Teacher Education (CTTE) will meet the requirements for this certificate. The certificate will not result in a degree unless students complete additional coursework. Since many students do not complete the degree, a certificate will signify to employers that its holders have completed a teaching license in CTTE. In addition, students will be able to complete the certificate at the graduate level.

2. Proposal Summary

a. Career-Technical Teacher Education Certificate

b. Purpose is to provide classes and educational experiences for teachers pursuing a teaching license in Career-Technical Education

c. High schools throughout northeast Ohio offer educational programs in Career-Technical Education. These programs are housed in Career Centers as well as comprehensive high schools and reflect the 16 occupational clusters established by the ODE. Most programs are at the secondary level though more programs are being established at the Middle School level. These programs must have licensed teachers

d. Students are admitted as undergraduate students

e. The requirements for successful completion include a total of 24 semester hour credits (see attached advising sheets). The 24 hours are pedagogy courses specific to teaching subjects in Career-Technical Education. The classes include teaching methodology, curriculum and an on-site mentoring program

f. Need and sustainability – Career-Technical Education programming has been offered at high schools in Ohio for over 50 years. Much of the programming is supported through federal allocations managed by the ODE

g. Fiscal and staffing are currently in place by full and part-time faculty

3. Certificate of Curriculum Proposal

4. Approval Memos

5. Requirement Sheets

a. 24 credit hour undergraduate requirement sheet
6. TLC curriculum approval – November, 2009  
   EHHS curriculum approval – December, 2009  
   EPC curriculum approval – Spring, 2010  
   Effective date – Fall, 2010

7. Postsecondary (one to two academic years)

8. Catalogue description: This certificate program consists of coursework leading to completion of professional teacher education in Career-Technical Teacher Education. Completers must also have finished a Career-Technical Education license via the Route B option issued by the ODE.

Proposal reviewed and approved by:
TLC Curriculum Committee Approved: 11/10/09
KENT STATE UNIVERSITY

CERTIFICATE IN CAREER TECHNICAL TEACHER EDUCATION

No Baccalaureate Degree - 24 Undergraduate Credit Hour Requirement Sheet
Licensure Program: Industry Option (Route B)

<table>
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<tr>
<th>Student Name</th>
<th>Employing School</th>
<th>Bldg.</th>
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<tbody>
<tr>
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<tr>
<th>Course Number</th>
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<td>CTTE 46015</td>
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<td>CTTE 46002</td>
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<td>CTTE 46020</td>
<td>**Curric Design &amp; Application</td>
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<td>CTTE 45372</td>
<td>**Issues in CTTE Subjects</td>
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<td>CTTE 46018</td>
<td>Disadvantaged Youth in CTTE</td>
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<td>CTTE 36014</td>
<td>Eval Tech &amp; Pract in CTTE</td>
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CTTE Electives:
(Choose One)

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<th>Course Title</th>
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<tbody>
<tr>
<td>CTTE 46001</td>
<td>Organization of CTTE</td>
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<tr>
<td>CTTE 46017</td>
<td>Student Centered Leader in CTTE</td>
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</tbody>
</table>

Total Credits: 24 credit hours

*These two courses make up the “Summer III Four-Week Institute”.

**These two courses may be taken together in Summer I, in three weeks (15 straight days).

STUDENT: My signature below indicates that I am fully aware I must attend and complete the designated coursework in compliance of receiving my Five-Year Professional Career-Technical License.

__________________________
Student Signature

__________________________
Advisor Signature

Date _______________________

Dr. Patrick J. O’Connor, CTTE Program Coordinator
(poconnor@kent.edu) 330 672-2656
Kent State University, PO Box 5190
School of TLC, Career Technical Teacher Educator Program (CTTE)
316 White Hall
Kent, OH 44242-0001

Website: http://www.ehhs.kent.edu/ctte

(See the 24 undergraduate credit hour Industry Option, Route B, CTE-37 Licensure Process on the reverse side)

Proposed requirement sheet, Fall 2010
No Baccalaureate Degree - 24 Undergraduate Credit Hour Program

A CTE 36 form is secured from the Ohio Department of Education (ODE) by the employing school district and used to determine the eligibility of a prospective Career Technical Teacher Educator (CTTE). The applicant's work experience and educational background are evaluated by the employer as part of this hiring process.

(This completed form is retained in the teacher's employment record by the employing school district.)

Once the teacher is hired, the employer and teacher complete and sign a CTE 37 form. (The CTE 36 and CTE 37 forms are found at the ODE website: www.ode.state.oh.us) This completed and signed-by-the-applicant-and-employing-school-district form (“Initial Two-Year Career-Technical Provisional License with Deficiencies”) is sent to Dr. Patrick O’Connor for his signature (see full address below). It is then returned to the employing school district for submission to the ODE along with the “Initial Ohio License” application form (LN) and monies.

Dr. O’Connor’s signature on this returned document deems that he has made the new hired teacher aware of the KSU Route B Program requirements and how to become admitted to KSU as a student.

The above process generates a two year career-technical provisional teaching license that the new teacher teaches on while the Route B licensure program is completed. The teacher has two to four years to complete this program.

(See the reverse side of this form for that list of coursework.)

The teacher may apply to KSU as an undergraduate student by contacting Ms. Lynda Paul (CTTE Program Assistant) at 330 672-0671 for direction.

You must be admitted to KSU before you can register for classes.

Pay close attention to the payment due dates before and/or after you register for your classes to avoid being automatically de-registered or charged late fees caused by missing payment deadlines.

Near the end of your second year of teaching on the first two-year provisional license, you and your employer will issue to our office a second CTE 37 (“Renewal of Two Year License”) to apply for a two year renewal.

You must have completed a minimum of six semester credit hours and have taught two years to be renewed.

Also near the end of your second year of teaching you will contact your employer or LPDC to apply for the Entry Year process. Upon completion of these requirements (24.0 credit hours and Entry Year) you and your employer will apply to advance from the two year provisional license to the five year career technical teaching license. To do so, ALL the following completed documents are submitted to our CTTE office: another signed CTE 37 form, the “License Renewal” application form (2R/A) and required monies. After a final review and confirmation of your meeting all requirements, these documents will be submitted from the KSU College of EHHS to the ODE.

Your Five Year Teaching License should be issued by the ODE within 4 – 6 weeks from the time our office receives these completed documents.

Please feel free to contact us any time we can be of assistance. 330 672-2656.

Dr. Patrick J. O’Connor, CTTE Program Coordinator (poconnor@kent.edu) or, Lynda Paul, CTTE Program Assistant lcpaul@kent.edu.

Kent State University
P O Box 5190
School of TLC, Career Technical Teacher Educator Program
316 White Hall
Kent, OH 44242-0001

Website: http://www.ehhs.kent.edu/ctte

(See the 24 undergraduate credit hour Industry Option, Route B, Requirement Sheet on reverse side)
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Oct-09   Curriculum Bulletin
Effective Date      Spring 2010    Approved by EPC

Department: Mathematical Sciences
College: AS - Arts and Sciences
Degree: MS - Master of Science
Program Name: Financial Engineering   Program Code FEM
Concentration(s): Establish Concentration: Financial Engineering < FEMQ >
Proposal: Revise Program

Description of proposal:
This proposal is to create a new concentration in the M.S. Financial Engineering program (MSFE) [MS,FEM] to be used for admitting and graduating students in the MSFE partner program with Xiamen University (XMU). The students in this program are admitted to XMU and take one year of coursework there. Upon successful completion of their coursework at XMU, as well as meeting all regular KSU and MSFE admission standards, the students matriculate to Kent to take a second year of coursework and finish the requirements of Kent's MSFE degree under this new concentration. The new concentration is to be called Financial Engineering "Quantitative", with a suggested Banner code of [FEMQ].

The coursework taken at XMU includes most of the topics covered in 4 of the MSFE core courses (ECON 62056, FIN 66060, MATH 50051, and MATH 60070), and so the students in the XMU partner program concentration are not required to take these courses at Kent. They are required to take the other 8 MSFE core courses plus 8 hours of electives chosen from Finance, Mathematical Sciences, and Economics, with the approval of the MSFE Program Director. Their total credit hours taken at Kent will then be 32 (as opposed to the 36 hours taken in the standard MSFE program); their total combined credit hours taken between XMU and KSU, however, will be over 60.

The only students who can be admitted to this new concentration are students who are admitted to the partner program at XMU, all of whom are required to have the quantitative pre-requisites necessary for admission to the standard MSFE program (as delineated in the Graduate Catalog). In addition, as prescribed in the Memorandum of Understanding between KSU and XMU, these students must:
1. meet all regular KSU and MSFE admission standards
2. complete their 1st-year coursework at XMU with a cumulative GPA of at least 2.75
3. take either the GMAT or GRE exam and obtain scores of at least 80% on the Quantitative part and at least 30% on the Verbal part.

Does proposed revision change program's total credit hours? ☑ Yes  ☐ No
Current total credit hours: 36   Proposed total credit hours 32

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
The change in KSU credit hours is only for the students in the MSFE XMU partner program (the only students who will be in this new concentration). The requirements of the basic MSFE degree are not changed in any way by this proposal.

The partner program with XMU has an impact on staffing, as it essentially doubles the student population (from roughly 25 to roughly 50) in the 8 MSFE core courses that the XMU students are required to take at Kent (6 in Finance, 2 in Mathematical Sciences). This staffing impact has already been absorbed through the hiring of a new faculty member in Finance (who has started this Fall 2009). Part of the additional revenue generated by this program offsets this cost.

The partner program with Xiamen University responds to a growing demand in Asia for advanced training in quantitative finance and risk analysis driven by the rapid development of financial markets there. This
new concentration will allow for the smooth integration of the XMU students into the established MSFE program at Kent. The XMU partnership also allows for greater use of the Olga A. Mural Financial Engineering Trading Floor and will spread the costs of this facility over a larger number of students.

Units consulted (other departments, programs or campuses affected by this proposal):
MSFE Program Committee, Department of Finance

---

**REQUIRED ENDORSEMENTS**

Andrew Kerszyr
Department Chair / School Director / Campus Dean

Mary Ann Haley
College Dean

Harry Lee Hartman
Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost

10/29/09
11/25/09
12/17/09
DEPARTMENT OF MATHEMATICAL SCIENCES  
KENT STATE UNIVERSITY  
KENT, OHIO 44242  

INTERDEPARTMENTAL CORRESPONDENCE

DATE: Oct 29, 2009

TO: Mary Ann Haley, Asst Dean, Arts & Sci

FROM: Morley Davidson, Coordinator of Undergrad Studies, Dept of Math Sci

SUBJECT: New concentration for M.S. Financial Engineering program for partnership with Xiamen University

The attached proposal concerns the M.S. Financial Engineering program (MSFE). The intent is to create a new concentration in MSFE to be used for the sole purpose of admitting and graduating students in a newly established partner program with Xiamen University (XMU). The partnership with XMU is described in the attached Memorandum of Understanding, and the background and rationale for the proposed new concentration are developed in the attached Proposal Summary. The students in this program are admitted to XMU, take one year of coursework there, and then come to Kent to take a second year of coursework and finish the requirements for Kent’s MSFE degree.

This proposal originated in the MSFE Program Committee and has been approved by the two departments that jointly award the MSFE degree: Finance and Mathematical Sciences. A memo in support of this proposal is included from Mark Holder (Chair, Finance; Director, MSFE). In our department, it has been approved by the Graduate Studies Committee and the FAC.

The establishment of the partner program with XMU has had an impact on staffing, which has already been absorbed. The program has essentially doubled the student population (from roughly 25 to roughly 50) in 8 courses in the MSFE program that the Xiamen students are required to take at Kent (6 grad courses in Finance, 2 in Math). This made it necessary to open up additional sections of several of these courses, and this required the addition of a new faculty member in the Department of Finance, who has already been hired. Part of the additional revenue generated by this program offsets this cost.

Xiamen is a highly ranked Chinese university, and the institute where this program is housed there (the Wang Yanan Institute for Studies in Economics ‘WISE’) is ranked among the top 5 economics groups in all of China. We anticipate that the combination of such a strong partner institution, the selective admission standards there, and the large
number of graduate credits these students obtain (more than 60 hours total) will yield high-quality graduates of this program.

Thank you for your consideration of this proposal.

Please do not hesitate to contact me should you have any questions or concerns.

Morley Davidson

Cc: Andrew Tonge, Chair, Dept of Math Sci
Proposal Summary

Title: New Concentration for M.S. Financial Engineering Program for Partnership with Xiamen University

Subject Specification: The intent of this proposal is to create a new concentration in the masters program in Financial Engineering [MS,FEM], to be called "Financial Engineering Quantitative" (with a suggested Banner code of [FEMQ]), to be used for the purpose of admitting and graduating students in a newly established partner program with Xiamen University.

Background Information: The Master of Science in Financial Engineering (MSFE) is an interdisciplinary masters degree jointly awarded by the Department of Finance (in the College of Business Administration) and the Department of Mathematical Sciences (in the College of Arts and Sciences). The degree program is jointly administered by the departments of Finance, Mathematical Sciences, and Economics through the 5-member MSFE Program Committee. The program was created in 2001, with the first class graduating August 2003. The program is a 12-month, lock-step program that requires the completion of 36 hours of coursework (12 3-hour courses).

In the past year, KSU and MSFE have entered into a partnership with Xiamen University (XMU) in the People's Republic of China. The partner program is jointly administered by KSU and XMU, with the main locus at XMU in the Wang Yanan Institute for Studies in Economics (WISE). Details of the partnership are given in the attached Memorandum of Understanding (MOU). Xiamen University is a highly ranked Chinese university, and the WISE institute is ranked among the top five economics groups in all of China.

The MSFE XMU partner program is designed with two years of coursework (as opposed to the one year of coursework in the standard MSFE program). Students in this program are recruited, screened, and admitted at XMU, and they take their first year of coursework there. Upon "successful completion" of their first year (criteria given below), as well as meeting all regular admission standards, these students are admitted to Kent for their second year of coursework, completing the requirements for Kent's MSFE degree. The layout of the coursework is given in the attached "Course Schedule XMU.xls". The goals and expectations for the students graduating under this new concentration are the same as for those students graduating with the standard MSFE degree, and so these students are covered by the same "Assessment Plan," a copy of which is attached.

Four of the courses taken at Xiamen bear the same names as core courses in the current MSFE curriculum: "Probability Theory and Stochastic Processes", "Financial Mathematics", "Time Series Analysis", and "Derivatives I". This is because the original design for the program was to have these four courses awarded transfer credit at Kent. During the development and implementation of the partner program, KSU and XMU became aware that the Chinese government would not recognize an overseas degree that contained transfer credit from a Chinese university. In consultations with Glenn Davis, Therese Tillett, Stephane Booth, and Evelyn Goldsmith, an alternate plan was developed to create a special concentration under the MSFE degree to use to admit and graduate the students in the partner program with XMU, effectively regarding the 1st-year coursework at XMU as pre-requisite for this new concentration. That then is the genesis of this current proposal.
The XMU students take 10 courses (30 hours) at XMU, which cover most of the topics in the following core courses in the basic MSFE program:
1. MATH 50051 "Probability Theory and Stochastic Processes"
2. MATH 60070 "Financial Mathematics"
3. ECON 62056 "Time Series Analysis"
4. FIN 66080 "Derivatives I"
Under the new concentration then, these four courses are no longer required. Instead the students are required to take the other eight core courses plus eight hours of electives chosen from offerings in Finance, Mathematical Sciences, and Economics, based upon individual student needs and approved by the KSU MSFE Director. Thus they will complete 32 hours of coursework at Kent and graduate with Kent's MSFE degree under the "Quantitative MS" concentration.

The only students admitted to this concentration then are students admitted to the partner program at XMU who complete their 1st year of coursework in China and satisfy the conditions prescribed in the MOU (Sec. 4, p. 3) necessary to continue study their 2nd year at Kent. The recruitment, screening, and admission at XMU is primarily done by XMU faculty and staff, with some participation of KSU faculty. The criteria for continuing study at Kent are
1. meeting all regular KSU and MSFE admission standards
2. completion of 1st-year coursework at XMU with a cumulative GPA of at least 2.75
3. taking either the GMAT or GRE exam and obtaining a minimum score of 80% on the Quantitative portion and 30% on the Verbal portion

The partner program with XMU will essentially double the student population (from roughly 25 to roughly 50) in the 8 MSFE core courses that the XMU students are required to take under this concentration (6 courses in Finance, 2 in Mathematical Sciences (1 of which at present is partly an internship course and is team taught with Finance)). This has made it necessary to open additional sections of several of these courses, and this required the addition of a new faculty member in the Department of Finance, who has already been hired. Part of the additional revenue generated by this program offsets this cost.

**Alternatives and Consequences:** The originally contemplated alternative of accepting some of the specific 1st-year XMU courses as transfer credit is not viable, as it would result in a degree that the Chinese government would not recognize.

**Specific Recommendation and Justification:** We recommend the creation of a new concentration in the MS Financial Engineering program/major [FEM], to be called "Financial Engineering Quantitative", and with a suggested Banner code of [FEMQ]. This new concentration will provide an appropriate mechanism to implement the MSFE partner program with Xiamen University.

From several perspectives, this partner program and concentration should produce a high-quality output. XMU is a highly ranked university, and the WISE Institute is one of the top economics groups in all of China; the admission standards at XMU are high; and the students who finish the program will have more than 60 hours of graduate credits between year one at XMU and year two at KSU. The partnership with Xiamen will also allow greater use of the Olga A. Mural Financial Engineering Trading Floor and will spread the costs of this facility over a larger number of students.
Timetable and Actions Required: This curricular action is to "Establish a new concentration". As such, according to the Curriculum Approval Chart and the Flow Chart for Program and Policy Proposals in the Curriculum Guidelines 2009-2010 (pp. 13 and 36), the approvals required beyond the College Curriculum Committee are (1) College Dean (both A&S and CoBA, in this case), (2) Research and Graduate Studies, (3) Provost (Curriculum Services), and (4) EPC.

Our hope and expectation is to obtain all these approvals by January 2010. The first cohort of XMU students are at Kent this academic year, and so with mid-year implementation of this new concentration (which requires the approval of the Division of Research and Graduate Studies), it will be possible to move these students into this concentration and graduate them under it August 2010.
Memorandum of Understanding

Between

Kent State University and

Wang Yanan Institute for Studies in Economics (WISE) at Xiamen University

Master of Science in Financial Engineering Program (Hong Kong, China)

1. Preamble

- This MOU between Kent State University (KSU) and the Xiamen University (XMU), signed on 14 September, 2008, is to formalize the development of academic exchange and cooperation in teaching and research in the area of Financial Engineering;
- As part of the MOU, the two parties agree to jointly develop graduate programs in Financial Engineering with the Wang Yanan Institute for Studies in Economics (WISE) at Xiamen University. Pursuant to this agreement, KSU and WISE will launch the Financial Engineering program in the fall of 2008 with WISE as a partner in China. This agreement is entered into by KSU and WISE on 14 September 2008.

2. Purpose:

- The purpose of the Master of Science in Financial Engineering (MSFE) program is to produce high-quality finance professionals for the Chinese and American financial sector. This agreement creates a framework for the Financial Engineering program between KSU and WISE;
- In the initial 2-4 years, the program will be carried out under the KSU name; after the initial stage of development and subject to the approval of Ministry of Education in China, KSU and WISE may start a joint degree or dual-degree program.

3. Framework of the China Financial Engineering program

- The first intake will be approximately 25 students in year 2008. The number of students admitted may expand after the first year subject to the faculty capacity and staff availability of both universities. Students will be initially selected from two sites in China: one in Xiamen and the other in Shanghai and may be expanded to other sites later. Xiamen University instructors will be the main teaching staff in the first year of the program, while KSU faculty will be the main teaching staff in the second year of the program. KSU and WISE will jointly be responsible for the coordination between the two campuses.
The program will only be launched if there is a minimum enrollment of 16 students each year.

Chinese Students admitted will have one year in WISE to complete basic mathematics, finance and English courses. They will then come to KSU to continue their studies full time for another year. The course modules will be the same as KSU’s current MSFE program. Initially, 4 courses will be taught as credit at Xiamen University under Kent State’s existing MSFE program.

Students will be required to meet all regular course and program requirements at Kent for degree completion.

English proficiency is required of all students enrolled in the program;

KSU and WISE may send instructors to teach in each other’s institution in China and KSU if needed.

The program will be subject to a full review after one year of operation. Upon agreement by both KSU and WISE, the collaboration may be extended for another 3 years. Further extension requires that both parties agree on terms and requirements of the agreement. Each party will maintain the right to end the relationship, subject to allowing any students enrolled in the program full and complete opportunity to complete their degree under the terms of the agreement.

4. Implementation Details

- The coursework for this program will be identical to those offered in the KSU MSFE program.
- WISE will require students to take additional coursework at their discretion to increase the success rate of students and provide additional preparation for students in the first year.
- While at WISE the students will need to meet all regular requirements for enrollment at Xiamen University, with regard to tuition, grading, attendance, and all other elements required by Xiamen University and WISE.
- Kent State’s Beijing Center will meet with students to assist with visa application and paperwork required by Kent State. The purpose is to increase the visa success rate, striving for 100%. KSU will provide necessary official documents for Chinese students to obtain their visa to study in KSU;
- If, upon multiple application attempts and further assistance by the KSU Beijing Center, the student fails to obtain a visa, Kent State will guarantee that the student receive enrollment in the joint MSFE program that Kent State offers at Hong Kong Baptist University, which is expected to start in January 2009. This program is identical in content to the program offered at Kent State, with many instructors being KSU faculty. The degree awarded is the same as the Kent MSFE program.
- KSU will provide syllabi and textbook information, and learning outcome materials to WISE teaching staff as will WISE provide the materials to Kent State MSFE
- Two or more English courses will be taught in WISE to ensure that students have a good grasp of English writing and communication skills. Students must have a satisfactory score in these English courses. Students will take TOEFL or ELETS tests and get acceptable score prior to the second year at Kent State. Additionally, KSU will seek to provide alternative methods of insuring English language proficiency;
- Admission requirements include math and English tests and oral interview. KSU may participate in the admission process and interviews to validate the quality of students admitted into the program;
- Students will be evaluated based on their course scores in the end of the first year. Students must have a minimum GPA of 2.75 in order to continue their study at KSU;
- Students will also need to complete either the GMAT or GRE exam and provide this score to Kent State University. Students must receive an 80% score in the quantitative component and a 30% score in the verbal component.
- Students that fail to meet the standardized test requirements will be reviewed by the program director at Kent State and appropriate faculty at WISE to determine whether to allow continuation in the program.
- Upon successful completion of the first year at WISE and after meeting the above requirements, students will automatically matriculate to Kent State and join the program for the second year at Kent State.
- Upon successful completion of all requirements of the MSFE program at Kent State, students will graduate and be awarded the Masters degree at Kent State in Financial Engineering, the only MSFE degree that Kent State awards.
- Kent State agrees to work with WISE to obtain a regular internship for each student. The program director at Kent State will be responsible for assigning each internship.
- Students from WISE will complete the coursework at Kent State as assigned by the program director. This coursework includes the regular MSFE program coursework, partially completed at WISE and other specified coursework at Kent State. The additional coursework will be selected by the program director and approved by WISE.
- Tuition will be collected at the beginning of the first academic year by WISE University. Tuition for the second year will be collected by WISE prior to the student’s departure for Kent State. Tuition will be collected in RMB.
- Tuition fee (in RMB) collected will be shared by KSU and WISE, with the ratio being dependent on share of teaching duties, which may change year by year, depending on faculty availability and associated issues. WISE will bear the full cost of operations associated with the first year of the program in China while KSU will bear the full cost of operations for the second year of the program in the US.
- Tuition rates will be established by WISE in consultation with Kent State. Additional fees may be added to cover the promotion and operation costs.
in China. KSU and WISE will share costs associated with advertisement, promotion, recruitment, and admission of Chinese students.

- Each university is responsible for their staff’s travel costs.
- Beginning in the first year, students in the China MSFE program will have the same rights as KSU students in terms of access to university facilities including computing equipment, laboratories and library;
- The first class will commence in the fall of 2008 and the first cohort of students will come to KSU in the fall of 2009.
- The program application fee and registration fee $450 for each student will be paid to Kent State prior to the second year. The international office at Kent will be paid $60.00 of this amount, with the remainder being used by the Beijing Center for tutors and other expenses associated with this program.
- KSU will assist the students in finding accommodation in KSU. However, students must pay market rates for rental of accommodation while in KSU.
- The KSU MSFE program policies, attached here as an appendix, are part of this agreement.

Professor Mark Holder
Chair
Department of Financial Engineering
Kent State University

Professor Yongmiao Hong
Dean
WISE
Xiamen University
Financial Engineering Quantitative Masters Degree - offered with Xiamen University
Program is 2 years with year 1 at Xiamen and year 2 at KSU. Students take 10 courses first year and 11 courses second year.

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MATH 23
Subject: MSFE Program
From: "HOLDER, MARK" <mholder@kent.edu>
Date: Fri, 30 Oct 2009 05:28:51 -0400
To: "davidson@math.kent.edu" <davidson@math.kent.edu>
CC: Chuck Gartland <gartland@math.kent.edu>, "TONGE, ANDREW" <atonge@kent.edu>

Dear Professor Davidson,

The MSFE program is adding a new concentration to accommodate our partnerships with Xiamen University, a top ten school in China. The new concentration, FEMQ, has been approved by the MSFE program committee, the Department of Finance and the Graduate Council of the College of Business. This same proposal is being forwarded by the math department for review and consideration.

As program director and department Chair, I strongly support this concentration since it is in line with the mission of the university, furthers the aims of the MSFE program and their respective departments, and provides KSU with an excellent addition to the MSFE program. Since the students from Xiamen take even more courses in addition to the regular MSFE students, it does provide quality education.

If you have further questions, please let me know.

Regards, Mark Holder
The interdisciplinary Master of Science in Financial Engineering Degree (MSFE) is designed for students with strong quantitative backgrounds who have goals of becoming risk management officers, derivatives analysts or traders. The degree is jointly awarded by the College of Business Administration and Graduate School of Management and the College of Arts and Sciences. The MSFE program also partners with the WISE institute at Xiamen University in China to offer the MSFE degree to students who first enroll at Xiamen for one year. These students take extensive coursework in Finance, Math, and Economics topics to prepare for the MSFE program. Since their preparation covers some coursework in the MSFE degree, they are on a second track or concentration in this degree called Financial Engineering Quantitative (FEMQ). Other than these coursework differences, the program is the same.

The program is a demanding one and requires the completion of 36 credit hours of coursework (or 32 in the case of the FEMQ concentration), including an industry based internship. It combines strong quantitative skills from mathematics, including probability theory and numerical computing, with risk management and dynamic valuation skills from finance. The program emphasizes applied skills in the area of financial engineering, while still providing the necessary theoretical background. The coursework is:

The on-campus electronic Olga A. Mural Trading Floor allows students to receive hands-on experience in derivatives trading and risk management. Kent State has the only derivatives oriented trading floor in an academic institution with direct connections to the futures exchanges. The trading floor is equipped with the same software used by major investment banking firms. Live exchange data feeds and real-time market information allow students to simulate real trading. The software includes Trading Technologies X Trader, Patsystems, and SunGard’s MicroHedge options analytical product. Data feeds from CQG and Reuters provide continuous news and pricing information. At the front of the trading floor is a data board that provides real-time pricing information on derivatives. Students use this information and the information from the two streaming ticker boards to assess market conditions for trading tendencies. Live satellite feeds are shown on plasma displays.

This unique trading floor is an integral part of the MSFE program at Kent State University. Since students use the same data feeds and trading software that are used by major investment banking firms, the trading floor allows them to replicate dynamic trading strategies and derivative security analyses.

An industry-based internship will be assigned to each student in the last term as part of the required field experience. The project will involve direct interaction with a contributing firm. The student will undertake a ten-week internship to complete the required project with a firm from the financial community. The project will be presented to the program faculty for final evaluation. Prior participating firms include the Chicago Board of Trade, Eurex, Prebon Yamane, State Street Research, KeyBank, SunGard, FirstEnergy, Goldman Sachs, and ICAP. Students are given opportunities to network with top industry officials. During the academic year, the class visits both the Chicago and New York financial districts to interact with professionals in the derivatives field.

ADMISSION

Students apply to the Graduate School of Management. The MSFE program committee will make an assessment of the candidate’s background and skills. A joint committee with faculty from the Department of Mathematics, Department of Mathematical Sciences, the Department of Finance, and the Department of Economics will consider highly ranked applicants for admission. Applicants
will need to submit GRE or GMAT scores along with three letters of recommendation and official transcripts.

The primary tools used to evaluate candidates are:
- GRE or GMAT
- GPA at the undergraduate and, if available, graduate level
- TOEFL (or IELTS or MELAB) score (for foreign students)
- Transcripts for all prior degrees
- Letters of reference
- Statement of purpose
- Resume

All guidelines regarding non-discrimination policies are adhered to in the selection process.

For the FEMQ concentration, students apply to Xiamen University directly. Their applications are processed, and the students must take written and oral examinations to be qualified to enter the program. Kent State participates in the admission process at Xiamen. The admission requirements to the KSU FEMQ program (in addition to those listed above) are that the students successfully complete the first year at Xiamen University.

PROGRAM REQUIREMENTS

The MSFE program requires the completion of 36 semester hours of coursework (32 in the case of the FEMQ concentration). The quantitative prerequisites for students applying to the program are:
- Calculus: differentials, infinite series, Taylor’s formula, partial derivatives, multiple integrals.
- Linear Algebra: matrices, vectors, determinants, linear systems of equations, linear independence, bases, eigenvalues, eigenvectors.
- Ordinary Differential Equations: 1st order ODEs, solution techniques, initial value problems, exponential growth/decay, logistic model equilibrium, steady state 2nd order linear constant-coefficient ODEs.
- Probability: continuous and discrete distributions, multivariate distributions and independence, ordinary and conditional expectations, Central Limit Theorem.
- Statistics: regression analysis including detection of and solutions to various violations of classic regression assumptions (heteroskedasticity, autocorrelation, multicollinearity and simultaneity).
- Computer Programming: programming ability in a highlevel language such as C, C++, Fortran (77 or 90/95), Basic, Visual Basic or Matlab.
- Economics: basic micro- and macroeconomic topics including supply and demand functions, market structure and the role of money.

<table>
<thead>
<tr>
<th>Area</th>
<th>Topics</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>differentials, infinite series, Taylor’s</td>
<td>MATH 12002, MATH</td>
</tr>
<tr>
<td></td>
<td>formula, partial</td>
<td>12003, MATH 22005</td>
</tr>
<tr>
<td></td>
<td>derivatives, multiple integrals</td>
<td></td>
</tr>
<tr>
<td>Linear Algebra</td>
<td>matrices, vectors, determinants, linear</td>
<td>MATH 21001</td>
</tr>
<tr>
<td></td>
<td>systems of equations, linear independence,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bases</td>
<td></td>
</tr>
</tbody>
</table>

1 These courses cover the necessary topics and more.
| Ordinary Differential Equations | 1st-order ODEs, solution techniques, initial value problems, exponential growth/decay, logistic model, equilibrium, steady state, 2nd-order linear constant-coefficient ODEs | MATH 32044 |
| Probability | continuous and discrete distributions, multivariate distributions and independence, ordinary and conditional expectations, Central Limit Theorem | MATH 40011 |
| Statistics | regression analysis including detection of and solutions to various violations of classic regression assumptions (heteroskedasticity, autocorrelation, multicollinearity and simultaneity) | MATH 30011 or MATH 40012 |
| Computer Programming | programming ability in a high-level language such as C, C++, Java, Fortran, Basic, Visual Basic, or Matlab | CS 10051 or CS 23021 |
| Economics | basic Micro and Macro Economic topics including supply and demand functions, market structure, and the role of money | ECON 22060 or ECON 22061 |
| Accounting | basic financial statement analysis of balance sheet and income statement information, fundamentals of taxation and the corporate form of organization | ACCT 23020 or ACCT 23021 |

Qualified students can be conditionally admitted on the basis of completing these summer workshops. Otherwise qualified applicants can be conditionally admitted on the basis of completing appropriate summer courses or workshops to address specific deficiencies.

**Core Courses (FEM)**

<table>
<thead>
<tr>
<th>Course Abbreviation</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAD 66061</td>
<td>3</td>
</tr>
<tr>
<td>BAD 66066</td>
<td>3</td>
</tr>
<tr>
<td>ECON 62056</td>
<td>3</td>
</tr>
<tr>
<td>FIN 66079</td>
<td>3</td>
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<tr>
<td>FIN 66080</td>
<td>3</td>
</tr>
<tr>
<td>FIN 66081</td>
<td>3</td>
</tr>
<tr>
<td>FIN 66084</td>
<td>3</td>
</tr>
<tr>
<td>FIN 66085</td>
<td>3</td>
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<tr>
<td>MATH 50351</td>
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<tr>
<td>MATH 52391</td>
<td>3</td>
</tr>
<tr>
<td>MATH 60370</td>
<td>3</td>
</tr>
<tr>
<td>MATH 62203</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Courses (FEMQ)**

<table>
<thead>
<tr>
<th>Course Abbreviation</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAD 66061</td>
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<tr>
<td>BAD 66066</td>
<td>3</td>
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<tr>
<td>FIN 66075</td>
<td>3</td>
</tr>
<tr>
<td>FIN 66081</td>
<td>3</td>
</tr>
</tbody>
</table>

\[A strong background in probability is needed. This requires an upper-division, Calculus-based course that covers the topics listed here; it is beyond the typical lower-level basic probability and statistics course.\]
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 66284</td>
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<tr>
<td>FIN 66285</td>
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<tr>
<td>MATH 52091</td>
<td>3</td>
</tr>
<tr>
<td>MATH 62203</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives ......................................................... 8

*(Electives are selected in consultation with the MSFE Program Director.)*
TO: Therese Tillett, Director, Curriculum Services
FROM: Richard Kolbe
SUBJ: MSFE Xiamen Proposal
DATE: December 22, 2009

The College of Business’s Graduate Council has reviewed and approved the attached proposal for a new concentration in the Master’s of Financial Engineering program. This proposal was necessitated by the delivery of a variant of the standard MSFE program to students from Xiamen University (China). A separate, albeit parallel proposal was also sent to you by the Math Department in the College of Arts and Science. Please combine these proposals for review by EPC.

The College of Business is very pleased to be making this proposal request. An association with Xiamen University, one of the top universities in China, is a very positive benefit for the College as we increase our involvement in China. The structure of the program piggybacks on the coursework taken by students at Xiamen. This collaboration is a strength of the program and does not in any way reduce the rigor of KSU’s MSFE program requirements. Another benefit is that the proposal facilitates student enrollment processes. The proposal is well crafted so that it meets student needs while maintaining all KSU requirements and standards. Dr. Holder’s work in establishing this program with Xiamen should be considered a prototype for future join activities with other international universities.

In sum, the College of Business fully supports this proposal. Should you have any questions, please feel free to contact me.

Dr. Richard H. Kolbe, Associate Dean for Faculty
College of Business Administration and
Graduate School of Management
Office of the Dean
Kent, Ohio 44242-0001
(330) 672-1103; e-mail: rkolbe@kent.edu
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 16-Jun-09  Curriculum Bulletin _________
Effective Date  Spring 2010  Approved by EPC _________

Department  FIN
College  BU - Business Administration
Degree  MS - Master of Science
Program Name  Financial Engineering  Program Code  FEM
Concentration(s)  Concentration(s) Code(s)
Proposal  Establish Program

Description of proposal:
This proposal details a new concentration for the Financial Engineering masters degree program. In cooperation with Xiamen University (XMU), the KSU MSFE program is working with XMU to offer a slightly different concentration. The students are admitted initially at XMU and take 10 courses (as seen in the attachment). Upon successful completion of the courses, as well as meeting all regular admission standards, the students are then admitted to the MSFE program at Kent State. KSU faculty are involved in all steps to ensure quality control. XMU is a top 5 ranked University in China. Since the students take four courses at Xiamen that are equivalent to our four courses on these topics, we require these as pre-requisites for entrance to our program. Once admitted, the students have 1 less course to complete at KSU and the other three are substituted with electives to meet the minimum credit hour requirements for graduation. These are selected by the program director with the student to further enhance their education. The proposed name for the concentration is Financial Engineering Quantitative.

Does proposed revision change program’s total credit hours?  ☑ Yes  ☐ No
Current total credit hours: 36  Proposed total credit hours 32

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This change allows us to integrate the MSFE students that we are recruiting from Xiamen into our existing MSFE program more easily. Due to Chinese degree requirements, transfer credits from a Chinese University prevent that degree from being recognized as an overseas degree. This change doesn’t impact what the students will cover or learn or change any requirements, but it does list requirements differently. The change in credit hours is ONLY for Xiamen students. They end up taking a total of 60 post-graduate credit hours

Units consulted (other departments, programs or campuses affected by this proposal):
Mathematics, Economics

____________________________
REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies
TRANSMITTAL MEMORANDUM

TO: Frederick Schroath, Associate Dean, Graduate School of Management, College of Business Administration

FROM: Mark Holder, Finance Department Chair

SUBJECT: Establishment of new concentration: Financial Engineering Quantitative MS

DATE: 12/16/2009

1. Need, audience, and precursors (special topics, courses now abandoned, content evolution) for course:

This new concentration is based on a partnership that the MSFE program has established with Xiamen University, a top ten school in China. This partnership is detailed in the proposal summary and the articulation agreement. Xiamen University has already established demand for the degree in China, based on the growth and continued modernization of their financial markets.

The students spend their first year at Xiamen University taking coursework to improve their English skills and math skills. These courses are not transferred to the MSFE program as that would then cause the Chinese Government to disallow the degree. Thus, these courses that might normally be transferred are now listed as pre-requisites.

The students have fewer MSFE courses than students that directly matriculate through the Kert program. The Xiamen students take additional elective coursework to reach the required number of credit hours for awarding a master’s degree.

This new concentration results in students receiving the same coursework as the current MSFE students, but these students have already been through more coursework and as a result will likely be better prepared.

2. Effect on current offerings:

None.

3. Effect on staffing:

Many of the courses in the existing Financial Engineering program will need to have an additional section offered. This required the addition of a new faculty member in finance. This person has already been hired. The additional revenue generated by this program will offset this cost. Additionally, the revenue will be used to primarily cover the cost of the trading floor operation.

4. Effect on other units or programs:

None.
PROPOSAL SUMMARY

TO: Frederick Schroath, Associate Dean, Graduate School of Management, College of Business Administration

FROM: Mark Holder, MSFE Program Director

SUBJECT: New concentration for MSFE program for partnership with Xiamen University

DATE: 10/8/2009

1. Title: New Concentration for the MSFE program for partnership with Xiamen University.

2. Subject Specification: The MSFE program has established a relationship with Xiamen University where students complete part of their requirements at Xiamen University and finish the program as part of our regular student cohort at Kent.

3. Background Information: Concentration called Financial Engineering Quantitative. This change is only for the pre-requisites for entry into the program. This proposal details a new concentration for the Financial Engineering masters degree program. In cooperation with Xiamen University (XMU), the KSU MSFE program is working with XMU to offer a slightly different concentration. The students are admitted initially at XMU and take 10 courses (as seen in the attachment). Upon successful completion of the courses, as well as meeting all regular admission standards, the students are then admitted to the MSFE program at Kent State. KSU faculty are involved in all steps to insure quality control. XMU is a top 5 ranked University in China. Since the students take four courses at Xiamen that are equivalent to our four courses on these topics, we require these as pre-requisites for entrance to our program. Once admitted, the students have 1 less course to complete at KSU and the other three are substituted with electives. These are selected by the program director with the student to further enhance their education. This will allow the new concentration to meet the minimum number of credit hours to graduate with a masters degree.

4. Alternatives and Consequences: The new concentration allows these four courses to be listed a pre-requisites. Listing them as transfer courses will invalidate the degree recognition by the Chinese government. The partnership with Xiamen will also allow greater use of the trading floor and spreads the fixed cost over a larger number of students.

5. Specific Recommendation and Justification: The new concentration should be approved since the students still take all the subject matter in the current approved MSFE program. In addition, these students are actually better prepared with additional content that is relevant to financial engineering.
6. **Timetable and Actions Required:** The program committee has approved this change at its regular meeting and would like to institute this change for the Xiamen students that will graduate in August 2010.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8-Dec-09
Effective Date Fall 2010
Curriculum Bulletin
Approved by EPC

Department School of Health Sciences
College EH - Education, Health and Human Services
Degree MS - Master of Science
Program Name Exercise Physiology Program Code EXPH
Concentration(s) Concentration(s) Code(s)
Proposal Establish Program

Description of proposal:
The intent of this proposal is to elevate the Exercise Physiology (EXPH) concentration within the MA degree is Exercise, Leisure, & Sport (ELS) to its own degree, Master of Science in Exercise Physiology (MS EXPH).

Does proposed revision change program's total credit hours? ☐ Yes ☑ No
Current total credit hours: Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

Since this is an existing concentration within an established degree, there will be no impact issues.

Units consulted (other departments, programs or campuses affected by this proposal):
TLC, FLA

________________________________________________________
Lynne Z. Rowan
Department Chair / School Director / Campus Dean

________________________________________________________
[Signature]
College Dean

________________________________________________________
Dean of Graduate Studies (for graduate proposals)

________________________________________________________
Provost and Senior Vice President for Academic Affairs

REQUID ENDORSEMENTS

12/10/09
11/5/10
11/7/10
1/1/10
Transmittal Memo

Date: December 10, 2009

To: Daniel Mahony, Dean
    College of Education, Health, and Human Services

From: Lynne, Rowan, Interim Director
      School of Health Sciences

Re: Proposal for MS and PhD in Exercise Physiology

Summary statement describing the proposed action:

The intent of this proposal is to:

1. Elevate the Exercise Physiology (EXPH) concentration within the MA degree in Exercise, Leisure, & Sport (ELS) to its own degree, Master of Science in Exercise Physiology (MS EXPH)

2. Change the title of the Exercise Physiology doctoral program. Because this program has existed as the sole concentration within the PhD in Physical Education, and the Physical Education major as it stands now, really is Exercise Physiology the name change better reflects the program curriculum.

Listing of all curricular/consultative bodies that have approved this action:

- Exercise Physiology faculty, November 2009
- School of Health Sciences Curricular Committee, December 9, 2009
PROPOSAL FOR A MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY

PROGRAM DEVELOPMENT PLAN

I. ACADEMIC QUALITY. Competency, experience and number of faculty adequacy of students, curriculum, computational resources, library, resources, laboratories and other physical facilities, needed to mount the program.

Faculty:

Ellen L. Glickman, PhD is a Full Professor and Fellow of the American College of Sports Medicine. Her area of inquiry is environmental physiology and clinical exercise physiology. She has published approximately 56 peer reviewed publications, 4 technical reports, and 1 book chapter in her area of inquiry. She is a Certified Health Fitness Specialist (HFS, through the American College of Sports Medicine as a Certified Personal Trainer CPTSM).

Michael I. Kalinski, PhD is an Associate Professor is a Fellow of the American College of Sports Medicine. His area of inquiry is Ergogenic Aids and Exercise and Biochemistry. He was Fulbright Scholar and traveled to India.

Jacob E. Barkley, PhD is an Assistant Professor. His primary line of inquiry focuses on pediatric physical activity behavior. In addition to his primary line of inquiry, Dr. Barkley has multiple peer-reviewed publications as a research design and biostatistical analysis consultant. He is also a Certified as a Health Fitness Specialist through the American College of Sports Medicine.

Angela Ridgel, PhD is an Assistant Professor. Her area of inquiry is the effects of exercise rate and mode on improvements in motor and cognitive function in Parkinson’s disease. She has ongoing research collaborations with Cleveland Clinic. She is also a Certified Personal Trainer through the American College of Sports Medicine.

Students:

Minimum requirements for entry into the MS program in Exercise Physiology is a 3.0 GPA (4.0 scale) and a GRE of 1000 with an undergraduate degree in Exercise Science or equivalent preparation. The Masters degree in Exercise Physiology/Science program has experienced a significant increase (50%) in enrollment over the past year. The current number applications for the 2010/11 academic year suggest further increases (6 students in spring 2009, 10 in fall 2009, and 11 currently enrolled for spring 2010).

Curriculum/Computational Resources/Library:

The intent of this proposal is to elevate the existing Exercise Physiology (EXPH) concentration to its own degree, Master of Science in Exercise Physiology. Currently, the College of Education, Health, and Human Services (EHHS) offers a MA degree in Exercise, Leisure, and Support with six concentrations, one of which is Exercise Physiology (EXPH). As part of the 2009 restructuring of EHHS, the five concentrations now belong to three different schools—EXPH belonging to the School of Health Sciences. The School of Exercise, Leisure, & Sport no longer exists. Therefore, it is logical and practical to have the EXPH program as a degree in its own School.

Our program is extremely comprehensive. Its contains coursework in the area of research design, core concentration requirements, a non-thesis or thesis option, electives, and coursework in the sciences as well. It is a comprehensive degree option that can prepare the
student for either a clinical program of study or subsequent graduate school (i.e., the doctoral degree).

Since this is a pre-existing program, there are no further resources needed to mount this program.

Laboratories:

Unique Resources: The equipment and space that comprises the Exercise Physiology Laboratory at Kent State University, which includes approximately 2100 square feet of teaching and research laboratory space, offers the student state-of-the-art tools for assessing a variety of exercise and related variables. This advanced equipment is designed for teaching and research in exercise testing, environmental and general physiology, behavioral medicine, and exercise therapy for special populations (i.e. patients with Parkinson's disease). The environmental testing portion of the laboratory is equipped with an environmental chamber (Neslab, Corp), a cold-water immersion tank, an hypoxia room (Colorado Altitude Training Center), and a computer microprocessor for the integration of mean skin temperature and rectal temperatures. The body composition portion of the laboratory is equipped with an underwater weighing tank to measure body density and a Hologic Dual Emission X Ray Absorptiometry (DEXA, that is housed in University Health Center). The laboratory also contains skin-fold calipers and 3 balance beam scales (to assess body mass) and a stadiometer (for the determination of height). The laboratory also contains 2 metabolic carts (Parvomedics, Sandy Utah) and 1 Sensormedics metabolic cart (Quogue, New York) for the determination of energy expenditure via indirect open circuit spirometry. In addition, the laboratory contains 4 Monark cycle ergometers, 1 electrically braked cycle ergometer (Lode), 1 Monark anaerobic cycle ergometer, 3 treadmills, a Quinton 12 Lead ECG (that can integrate into 1 Quinton treadmill), 4 Schwinn Airdyne ergometers, a Cybex weight circuit and a Biodex for the determination of muscle strength and muscle endurance. The laboratory also contains 1 NIR system to assess brain blood flow via computer analysis and a new means of assessing cardiac output via impedance cardiography. The neurophysiology laboratory contains 2 cycle ergometers designed for exercise in the lower extremities in the population "moto med" as well as cognitive tests batteries that are computer based for Special Populations.

a. Is the program distinctly different, both conceptually and qualitatively from other graduate degree programs in the same or related programs in the same or related disciplines? If so, is there a specific or a detailed listing of the specific differences?

The depth and the quality of the resources, the faculty, and the laboratories provide a strong distinctive program. Our labs, the scope of resources available on campus (biology, gerontology, psychology, chemistry, athletic training, nutrition), and the interdisciplinary research/teaching available enable our program to be uniquely different than any other program in the state. Our faculty is extremely productive and prolific both nationally as well as internationally.

At the undergraduate level, our Exercise Specialist program is current Endorsed by the American College of Sports Medicine until 2010. In early November, 2009, we had our CAAHEP, site visit. We are awaiting the results of the site visit. Our master degree program exceeds the standards of the undergraduate program. Every year our faculty offers the American College of Sports Medicine Workshops.

b. Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?
The basis of the discipline builds upon the undergraduate program, which has a strong foundation in the knowledge skills and abilities of inquiry in the discipline. The Masters of Science builds upon and extends this degree. Additionally, standards set forth by the national organization, the American College of Sports Medicine, provide a strong foundation for the academic material used in this discipline.

Thesis and non-thesis options are available, providing flexibility to choose between research and clinical experience.

c. *Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?*

Problem solving, and part of understanding human physiology is decision making to better understand disease states and the pathophysiology and etiology of disease or the correct treatment of a patient. So, the Masters of Science does emphasize professional thinking, and decision making.

d. *Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the disciplines or professional areas?*

The program is also designed to educate students to broadly understand other major issues with the integration of other coursework (i.e., bioenergetics, advanced nutrition, biology of aging) as well as gain practical experience if so desired via an internship experience. It provides opportunity for students to take courses in a broad range of topics, including electives in biomedical, biological, and nutritional science to demonstrate a strong integration of knowledge for the discipline.

e. *Does your design of your program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?*

The Master of Science offers the choice of: a) Credit Thesis Option or b) Non-Thesis Option with either 3 credits directed research with a faculty in the laboratory or 3 credits of an Internship. If the student so desires and does not want to conduct research, they may substitute and conduct all of their hours in the clinical realm.

f. *Does the proposed program identify faculty resources appropriate for the research component of the program?*

Our laboratories meet the research needs of our faculty and students.

g. *Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?*

Our Masters degree program is an extremely comprehensive program that can prepare the individual for subsequent graduate study or the pre allied health care professions if so desired.

h. *What plans have been made to address standards and guidelines for professional accreditation, if applicable?*

At the undergraduate level, our Exercise Specialist program is current Endorsed by the American College of Sports Medicine until 2010.
In early November, 2009, we had our CAAHEP, site visit. We are awaiting the results of the site visit. Our master degree program exceeds the standards of the undergraduate program. Every year our faculty offers the American College of Sports Medicine Workshops.

II. NEED. Currently, the Exercise Physiology Major is one of five concentrations in the Exercise, Leisure, & Sport Major (Athletic Training, Exercise Physiology, Physical Education Teacher Education, Sport & Recreation Management, and Sports Studies). The need to formalize the degree is multifaceted. First and foremost, the undergraduate degree program currently is an independent major in Exercise Science with two degree options: Exercise Specialist and Exercise Physiology. Both of these concentration options and the independent major were designed to not only enhance retention, recruitment, and visibility of our program but, better prepare our students for: a) a subsequent graduate degree in exercise science or another health care profession (i.e., physical therapy, medical school) via the Exercise Physiology Option or, b) a professional certification as an American College of Sports Medicine (ACSM) Certified Health Fitness Specialist (HFS) via the Exercise Specialist Option. The Exercise Specialist Option is currently endorsed by the ACSM however, by 2010, this Option needs to meet the standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The coursework that has been added to the core along with the Exercise Specialist option would better fit the students' needs to pass one of the two ACSM certification exams currently offered through our program (certified personal trainer and health fitness specialist) as well as higher level ACSM certifications we hope to eventually offer (the ACSM Exercise Specialist® and the ACSM Registered Certified Exercise Physiologist® workshops and exams). It is our belief that the new Masters of Science degree in Exercise Physiology will better prepare the student for the job market in the Allied Health care industry or subsequent graduate study in the allied health care fields.

The New Degree program will better reflect the new Accreditation (Coalition on Accreditation on Exercise Science, and the new degree at the undergraduate level) Exercise Science with two concentrations in Exercise Physiology and Exercise Specialist.

The Masters degree in Exercise Physiology/Science program has experienced a significant increase (50%) in enrollment over the past year. The current number applications for the 2010/11 academic year suggest further increases (6 students in spring 2009, 10 in fall 2009, and 11 currently enrolled for spring 2010). We believe the proposed change over from the MA in Exercise leisure and Sport to a MS in Exercise Physiology/Science will further enhance the visibility of the degree for students considering a Masters program. This change will reduce the confusion regarding the degree and is a change that our current and former students have repeatedly requested. There is great demand for individual that earn a degree in a given area to have that degree represented accurately upon their vitae. Ultimately this change will aid the continued growth and success of our Masters degree program.

The data below indicates how our field is growing in general, and the need for individuals for advance degrees to enter the workforce better prepared and with advanced knowledge.

Market Analysis: In the State of Ohio among the top highest paying jobs 91 require post secondary training. Jobs requiring at least some formal training after high school will be growing at a faster rate than average rate, 13.5% compared to the statewide projected average of 7.3% (The Ohio Department of Job and Family Services, Occupational Trends, Ohio's Hot Jobs, Job Outlook to 2014, Columbus, OH).
Service and professional occupations, particularly in the field of health, business, and education dominate the lists of occupations gaining the most employment or growing the fastest. The data below represents the fastest growing jobs in Health Care Professions as reported by The Ohio Department of Job and Family Services, Occupational Trends, Ohio's Hot Jobs, Job Outlook to 2014, Columbus, OH.

<table>
<thead>
<tr>
<th>Occupations In Ohio with the Most Annual Job Openings</th>
<th>Average Wage 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>Annual Openings</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>2,301</td>
</tr>
<tr>
<td>Casework</td>
<td>6,664</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>7,706</td>
</tr>
<tr>
<td>Comb. Food Prep/Service Work, Inc., Fast Food</td>
<td>5,206</td>
</tr>
<tr>
<td>Laborers, Freight/Stock/ Material Movers, Hand</td>
<td>3,183</td>
</tr>
<tr>
<td>Registered Nurses</td>
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<tr>
<td>Janitors/Cleaners, ex. Maids &amp; Hostesses</td>
<td>2,643</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
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<tr>
<td>Office Clerks, General</td>
<td>2,841</td>
</tr>
<tr>
<td>Stock Clerks and Order Fillers</td>
<td>3,959</td>
</tr>
<tr>
<td>Sales, Retails, Wholesale/Mfg. ex. Tech./Sci. Prod.</td>
<td>2,262</td>
</tr>
<tr>
<td>Team Assemblers</td>
<td>3,844</td>
</tr>
<tr>
<td>Nursing Aides, Orphans and Attendants</td>
<td>1,004</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>1,675</td>
</tr>
<tr>
<td>Truck Drivers, Tractor-Trailer</td>
<td>1,960</td>
</tr>
<tr>
<td>Food Preparation Workers</td>
<td>1,938</td>
</tr>
<tr>
<td>Postsecondary Teachers</td>
<td>1,004</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>1,884</td>
</tr>
<tr>
<td>Goods, Food</td>
<td>1,714</td>
</tr>
<tr>
<td>Secondary Sch. Teachers, ex. Spec./ Voc. Ed.</td>
<td>1,608</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>1,184</td>
</tr>
<tr>
<td>Child Care Workers</td>
<td>1,641</td>
</tr>
<tr>
<td>Maintenance and Repair Workers, General</td>
<td>1,610</td>
</tr>
<tr>
<td>Elementary School Teachers, ex. Special Ed.</td>
<td>1,581</td>
</tr>
<tr>
<td>Secretaries, except Legal, Medical &amp; Etc.</td>
<td>1,554</td>
</tr>
<tr>
<td>Landscaping and Groundskeeping Workers</td>
<td>1,560</td>
</tr>
<tr>
<td>Bookkeeping, Accounting and Auditing Clerks</td>
<td>1,025</td>
</tr>
<tr>
<td>Receptacles and Information Clerks</td>
<td>1,493</td>
</tr>
<tr>
<td>Executive Secretaries &amp; Admin. Assistants</td>
<td>1,274</td>
</tr>
</tbody>
</table>

Further, when conducting a job search within a 100-mile radius of Kent State University via the website www.ohioworkforceinformer.org using keywords such as "wellness" or "cardiac rehabilitation," 500/100 jobs immediately appear in these areas, respectively.
Furthermore, data in the Ohio work force generally demonstrates that the area of Health Care is a growing field in the state. The data reports that the need for jobs has increased 17.7% from 2000 to 2007 (Ohio Department of Family Service 2008, pp 12).

Figure 10: Ohio Nonfarm Employment Estimates, 2000 and 2007

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Nonfarm Employment</td>
<td>5,424,700</td>
<td>5,424,490</td>
<td>-200,300</td>
<td>-3.6%</td>
<td>1.00</td>
</tr>
<tr>
<td>Total Goods-Producing</td>
<td>1,280,100</td>
<td>1,099,400</td>
<td>-270,700</td>
<td>-21.1%</td>
<td>1.15</td>
</tr>
<tr>
<td>Natural Resources &amp; Mining</td>
<td>12,900</td>
<td>11,700</td>
<td>-1,200</td>
<td>-9.3%</td>
<td>0.41</td>
</tr>
<tr>
<td>Construction</td>
<td>246,100</td>
<td>229,500</td>
<td>-16,600</td>
<td>-6.8%</td>
<td>0.75</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>1,021,000</td>
<td>772,800</td>
<td>-248,200</td>
<td>-24.3%</td>
<td>1.61</td>
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<tr>
<td>Total Service-Providing</td>
<td>4,344,800</td>
<td>4,415,090</td>
<td>6,290</td>
<td>0.7%</td>
<td>0.97</td>
</tr>
<tr>
<td>Trade, Transportation &amp; Utilities</td>
<td>1,145,300</td>
<td>1,050,500</td>
<td>-94,800</td>
<td>-8.6%</td>
<td>1.00</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>247,400</td>
<td>238,600</td>
<td>-8,800</td>
<td>-3.6%</td>
<td>1.01</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>671,800</td>
<td>601,300</td>
<td>-70,500</td>
<td>-10.5%</td>
<td>0.98</td>
</tr>
<tr>
<td>Utilities</td>
<td>20,500</td>
<td>20,900</td>
<td>400</td>
<td>1.9%</td>
<td>0.96</td>
</tr>
<tr>
<td>Transportation &amp; Warehousing</td>
<td>172,000</td>
<td>169,600</td>
<td>-2,400</td>
<td>-1.3%</td>
<td>1.06</td>
</tr>
<tr>
<td>Information</td>
<td>107,200</td>
<td>87,700</td>
<td>-19,500</td>
<td>-18.2%</td>
<td>0.73</td>
</tr>
<tr>
<td>Financial Activities</td>
<td>305,200</td>
<td>301,100</td>
<td>-4,100</td>
<td>-1.3%</td>
<td>0.92</td>
</tr>
<tr>
<td>Finance &amp; Insurance</td>
<td>232,400</td>
<td>233,700</td>
<td>1,300</td>
<td>0.6%</td>
<td>0.96</td>
</tr>
<tr>
<td>Real Estate &amp; Rental &amp; Leasing</td>
<td>72,800</td>
<td>67,400</td>
<td>-5,400</td>
<td>-7.4%</td>
<td>0.79</td>
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<tr>
<td>Professional &amp; Business Services</td>
<td>644,900</td>
<td>685,600</td>
<td>40,700</td>
<td>6.3%</td>
<td>1.07</td>
</tr>
<tr>
<td>Professional &amp; Technical Services</td>
<td>236,600</td>
<td>246,200</td>
<td>9,600</td>
<td>4.1%</td>
<td>0.96</td>
</tr>
<tr>
<td>Management of Companies &amp; Enterprises</td>
<td>82,200</td>
<td>105,700</td>
<td>23,500</td>
<td>28.6%</td>
<td>1.45</td>
</tr>
<tr>
<td>Administrative &amp; Waste Management</td>
<td>328,100</td>
<td>314,000</td>
<td>-14,100</td>
<td>-4.4%</td>
<td>0.94</td>
</tr>
<tr>
<td>Education &amp; Health Services</td>
<td>686,300</td>
<td>702,200</td>
<td>15,900</td>
<td>2.3%</td>
<td>1.09</td>
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<tr>
<td>Educational Services</td>
<td>88,600</td>
<td>98,700</td>
<td>10,100</td>
<td>11.1%</td>
<td>1.14</td>
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<tr>
<td>Health Care &amp; Social Assistance</td>
<td>590,000</td>
<td>601,500</td>
<td>11,500</td>
<td>2.0%</td>
<td>1.14</td>
</tr>
<tr>
<td>Leisure &amp; Hospitality</td>
<td>483,300</td>
<td>509,000</td>
<td>25,700</td>
<td>5.1%</td>
<td>0.96</td>
</tr>
<tr>
<td>Arts, Entertainment &amp; Recreation</td>
<td>70,100</td>
<td>65,600</td>
<td>-4,500</td>
<td>-6.4%</td>
<td>0.64</td>
</tr>
<tr>
<td>Accommodation &amp; Food Services</td>
<td>413,200</td>
<td>434,400</td>
<td>21,200</td>
<td>5.1%</td>
<td>0.96</td>
</tr>
<tr>
<td>Other Services</td>
<td>223,300</td>
<td>221,800</td>
<td>-1,500</td>
<td>-0.6%</td>
<td>1.03</td>
</tr>
<tr>
<td>Government</td>
<td>785,100</td>
<td>797,600</td>
<td>12,500</td>
<td>1.6%</td>
<td>0.91</td>
</tr>
<tr>
<td>Federal Government</td>
<td>87,200</td>
<td>77,100</td>
<td>-10,100</td>
<td>-11.6%</td>
<td>0.72</td>
</tr>
<tr>
<td>State Government</td>
<td>163,700</td>
<td>168,300</td>
<td>4,600</td>
<td>2.8%</td>
<td>0.83</td>
</tr>
<tr>
<td>Local Government</td>
<td>534,100</td>
<td>529,300</td>
<td>-4,800</td>
<td>2.4%</td>
<td>0.98</td>
</tr>
</tbody>
</table>

Note the benefits for students, the institution, and the region or state of initiating this program: Faculty members within Exercise Science at KSU have taught across the state of Ohio for ACSM. At KSU we attract students from a wide range of universities throughout the state from as far as Ohio State University (OSU) as we offer the ACSM workshops here that are not offered in Columbus. Therefore, there is a critical need to offer these workshops that, in the future, will only be offered at schools that are accredited. As we continue to grow and offer the ACSM workshops, we will be supplying our workforce with more individuals in the clinical areas of exercise physiology (termed the "Exercise Specialist" to work in the areas of Cardiac Rehabilitation/Wellness/Fitness/Pulmonary Rehabilitation/Corporate Fitness) of which there is a clear need based on the data reported above from www.ohioworkforceinformerson.com; or, serving as a foundation for our graduate program in Exercise Physiology, Biology, or other graduate study in the area of medicine. To better serve the state of Ohio and the "graying" of America, our field is growing and will continue to do so. For example, in 2000, 35 million Americans were age 65 and older—a 12 percent increase from 1990. Almost half of these 35 million were older than 75 (US Census). With the aging population there is a need to educate our students to work with the older adult to enhance their understanding of the physiology of aging and exercise. Additionally, in the age when we are becoming more technologically driven, the changes to our degree programs will enhance the quality of the graduates coming from KSU.
and set us apart from the other schools, while, at the same time, enable others to make a smooth transition into our new major. The changes in the coursework reflect the increasing understanding of the need to have professionals in the field of wellness who are capable of counseling individuals across the lifespan about enhancing their quality of life through exercise.

There are approximately 500,000 individuals employed as public health workers at all levels of government in the United States. Very few of these professionals have formal public health training or even share a common academic base (C. William Keck and F Douglas Scratchfield “principles of Public Health Practice”, 2003). Therefore, there is an increasing need to educate these health care professionals and, as part of that education, certify such individuals.

According to the Health Policy Institute of Ohio, Ohio mirrors the national health care dilemma with high costs of health care, widespread lack of insurance, insufficient investment in primary care and chronic illness management, burgeoning technology, and significant disparities (geographic, ethnic, racial, economic) in access to health care (Mapping health spending and insurance coverage in Ohio Health Policy Institute of Ohio, 2007). Therefore, there is a clear problem in the delivery of our service and this is also reflected in the high prevalence of obesity. We are currently ranked 43rd in the nation which as we know, is due to an imbalance between energy expenditure and energy intake, and is a huge risk factor of cardiovascular disease, chronic disease and greatly alters our activities of daily living. This problem is one that not only the physical therapist works with but the exercise physiologist works with as well. As stated by the Portage County Health Commissioner, Duwayne Porter, “The health department affects everybody, everyday. In Portage County alone there are not enough health care providers. As a result of the aging of the baby boomer population, there is an urgency to provide health care to those that are living longer with chronic diseases due to advancements in technology, medication, and medical interventions.

Societal Demand: Our discipline is a growing discipline due to the “graying of America” and with the growth of childhood diabesity, syndrome X, and other chronic disease states. Our field is growing and will continue to do so.

III. ACCESS AND RETENTION OF UNDERREPRESENTED GROUPS.
   a. Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.

   Attempt to: hire underrepresented faculty, as well as attend National Meetings and recruit students from meetings, mentor students and student athletes for success in their career paths.

   b. Provide as background a general assessment of:

      i. Institution and department profiles of total profiles of total enrollment and graduate student enrollment of under-represented groups within the discipline;

      Not available

      ii. And compare underrepresented groups degree recipients from the department at all levels compared to the national norms. Supply data by group where available.

      Not available

IV. STATEWIDE ALTERNATIVES.
   a. Programs available in other institutions:
Ohio State University: MA Health and Exercise Science, or MA Health and Physical Activity Behavior

Ohio University: MA Clinical Master Exercise Science

Akron: MA Exercise Physiology/Adult Fitness

Cleveland State University: M.Ed. Health and Education Promotion and M. Ed. In Exercise Science

Summary: Our Exercise Physiology program is comprehensive in scope and demonstrates a large breadth of interdisciplinary opportunities for students. The program offers a strong science background with the thesis of non-thesis capstone experience, and can serve as a foundation for subsequent graduate degree programs, i.e., PhD, or any allied health degree program.

b. Appropriateness of specific locale for the program and opportunities for inter-institutional collaboration.

Due to Kent States geographical location we are uniquely located closely to Akron where we collaborate with Akron General, Summa, the Cleveland Clinic for Internships, research and other partnerships.

c. Institutional priorities and costs.

Retention, recruitment and research and a quality education remain our priority at Kent State University. We have adequate support and commitment of the central administration. We have an extremely comprehensive resources, i.e. exercise physiology laboratory.

V. EXTERNAL SUPPORT. Community, foundation, governmental and other resources.

The faculty works to seek external grants to support our areas of inquiry. Furthermore, faculty all work within the community in research areas on special populations, i.e., older adults, Parkinson's Disease, and with children at risk for becoming overweight.
Proposal for New Degree Program

Title: Proposal to establish a Master of Science degree in Exercise Physiology

Subject Specification: The intent of this proposal is to elevate the Exercise Physiology (EXPH) concentration within the MA degree in Exercise, Leisure, & Sport (ELS) to its own degree, Master of Science in Exercise Physiology (MS EXPH).

a. Proposal must show that internal resources (as opposed to new state monies) will be used to offset the full cost of program operation. Evidence of internal program review procedures will be essential to a convincing argument.

There will be no additional monies needed for this program.

b. For graduate programs, which are state-wide or national in focus, an external agency must be used to conduct needs assessment.

As we are a pre-existing program and are just changing the name, the need remains the same—because of restructuring of the College, the program will now stand alone.

GPS website: http://ehhs.kent.edu/ephy

Assessment plan:

a. Identify multiple measurable student-learning objectives (outcomes) for each goal.
   - Clinical (non thesis) students are "highly encouraged" to take the American College of Sports Medicine (ACSM) Health Fitness Specialist Exam.
   - 70% of the students that take this exam should pass the exam.
   - For the Thesis Students, publish the Master's thesis within a 1-2 year time frame in a refereed journal.

b. List and describe the appropriate methods that will be used to assess how well students are meeting the articulated objectives (outcomes)
   - On the ACSM exam for the clinical students, note the deficient category areas at the end of the test where the student appears to be deficient.
   - Gather this data over a period of time 1 year.
   - Work to correct this deficiency in the curriculum if needed.

c. Include a timeline for implementation of the assessment plan; an annual update, including assessment results and intended changes based.
   - Bi-yearly

Background Information: Currently, the College of Education, Health, and Human Services (EHHS) offers a MA degree in Exercise, Leisure, and Support with six concentrations, one of which is Exercise Physiology (EXPH). As part of the 2009 restructuring of EHHS, the five concentrations now belong to three different schools—EXPH belonging to the School of Health Sciences. The School of Exercise, Leisure, & Sport no longer exists. Therefore, it is logical and practical to have the EXPH program as a degree in its own School.
Furthermore, there is a Bachelor of Science degree in Exercise Science with two concentrations, Exercise Physiology and the other Exercise Specialist. To bring consistency to the program areas, the MS program needs to be a stand-alone degree with a compatible title that will reflect the content of the degree and make sense to the student. Since this degree already exists as a concentration, there will be no impact on any of the students or staff, nor will there be any additional fiscal impact.

This is a science-base curriculum, and the degree needs to be revised from a Master of Art to a Master of Science

Because this program already exists as a concentration within BA in ELS, there will be no new internal or external resources used to offset the full cost of program operation.

**Alternatives and Consequences:** There are no alternatives. If this action is not approved, the MA in ELS will not correctly represent the degree the students earn. The faculty that supports that degree program does not match the degree program area (i.e. exercise, leisure, and sport versus exercise physiology.

**Specific Recommendation and Justification:** The justification for this action is to bring consistency to our degree program.

**Timetable and Actions Required:** Approved by: program area (November, 2009), School of Health Sciences Curriculum Committee (December, 2009), presented to: EHHS Curriculum Committee (December 19, 2009), EPC (February 22, 2010), Faculty Senate (March, 2010), Board of Trustees (April, 2010), OBR (August 2010) to be effective Fall, 2010.
Purpose: The purpose of the Exercise Physiology Concentration is to prepare students for a wide variety of career options within the field of exercise physiology including exercise prescription and research as well as doctoral study.

Requisite Coursework: In addition to a baccalaureate degree applicants are expected to have substantial preparation in the sciences which usually includes coursework in biology, chemistry, physics, mathematics, anatomy, biomechanics, and exercise physiology. Evaluation of requisite coursework is made at the time of admission to the Concentration. A limited number of deficiencies may be completed while enrolled as a graduate student, but these will not count toward completion of the M.A degree. All applicants must present Graduate Record Examination results before the application process can be completed. Graduate coursework completed at other institutions may be considered for transfer credit consistent with University Graduate Studies procedures. Application for transfer hours should be submitted along with the regular application materials. The student's advisor must approve Substitution(s) of coursework or any program related changes (e.g. option, advisor), using the "Request for Adjustment in Student Program Requirements.

Application Deadlines:

<table>
<thead>
<tr>
<th></th>
<th>Spring 2010: November 27, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2010: July 18, 2010</td>
</tr>
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</table>

1. Departmental Requirements: (6 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Term</th>
<th>Year</th>
<th>Grade</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 63018</td>
<td>Ethics in Exercise Leisure and Sport</td>
<td>F Sp Su</td>
<td>A B C D F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELS 63050</td>
<td>Research Processes in Exercise Leisure and Sport</td>
<td>F Sp Su</td>
<td>A B C D F</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

2. Concentration Requirements: (11 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Term</th>
<th>Year</th>
<th>Grade</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPH 65081</td>
<td>Energy Metabolism &amp; Body Composition</td>
<td>F Sp Su</td>
<td>A B C D F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EXPH 65082</td>
<td>Cardio-Respiratory Function</td>
<td>F Sp Su</td>
<td>A B C D F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EXPH 63051</td>
<td>Quantitative and Research Methods</td>
<td>F Sp Su</td>
<td>A B C D F</td>
<td>3</td>
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</tr>
<tr>
<td>ELS 63095</td>
<td>Research Seminar</td>
<td>F Sp Su</td>
<td>S U</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ELS 63098</td>
<td>Research</td>
<td>F Sp Su</td>
<td>A B C D F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELS 65192</td>
<td>Internship^</td>
<td>F Sp Su</td>
<td>S U</td>
<td>3 or 6</td>
<td></td>
</tr>
</tbody>
</table>

A. Thesis Option - Requires completion of a thesis project for which the student must first register for six hours (not necessarily all at one time) of ELS 63199 (Thesis I) credit, subsequently maintaining continuous registration in ELS 63299 (Thesis II) until completion of the thesis. A nominal fee is assessed for registration in ELS 63299.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Term</th>
<th>Year</th>
<th>Grade</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 65199</td>
<td>Thesis I</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

B. Non-thesis Option - Requires completion of a combination of six hours of graduate credit as identified below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Term</th>
<th>Year</th>
<th>Grade</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELS 63098</td>
<td>Research</td>
<td>F Sp Su</td>
<td>A B C D F</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELS 65192</td>
<td>Internship</td>
<td>F Sp Su</td>
<td>S U</td>
<td>3 or 6</td>
<td></td>
</tr>
</tbody>
</table>

^ Internship - Must be completed within the student's last semester of study.
4. **Electives**: (11 semester hours)

Electives may be selected from a wide variety of graduate courses offered throughout the University. Students should check course prerequisites before planning to include a particular course in the program of study. It is expected that students will take at least one course outside the School of Health Sciences. The following list of possible elective courses are suggestions and do not include all courses which may be relevant to the student's academic program.

**From the School of Health Sciences** -
- **EHS 50612** Exercise Leadership for Elders
- **EHS 55065** Exercise Testing
- **EHS 55070** ECG for Ex Physiologist
- **EHS 55080** Physiology of Exercise
- **EHS 60610** Physiology of Aging
- **EHS 63098** Research
- **EHS 65080** Physiological Basis of Exercise
- **EHS 75075** Muscle Function and Exercise
- **EHS 75076** Environmental Stress and Exercise
- **EHS 75083** Exercise Energy Metabolism
- **EHS 75084** Cardiovascular-Respiratory Dynamics

**From the School of Biomedical Sciences** -
- **BMS 60267** Molecular Pathology I
- **BMS 60268** Molecular Pathology II
- **BMS 60449** Medical Physiology I
- **BMS 68611** Human Gross Anatomy II
- **BMS 60450** Medical Physiology II
- **BMS 60710** Functional Neuroanatomy
- **BMS 68610** Human Gross Anatomy I

**From Biological Sciences, Chemistry & Family & Consumer Studies** -
- **BSCI 50020** Biology of Aging
- **BSCI 50142** Bioenergetics
- **BSCI 50432** Endocrinology
- **BSCI 50433** Mammalian Phys. I
- **BSCI 50434** Mammalian Phys. II (+ 50445: Lab II)
- **BSCI 60431** Neuroendocrinology
- **BSCI 60439** Environmental Physiology
- **CHEM 50247** Principles of Biochemistry
- **FCS 53513** Advanced Nutrition
- **FCS 63520** Nutrition and the Cell

**Electives - List**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
<th>Title</th>
<th>Advisor Approval</th>
<th><strong>TERM GRADE HOURS</strong></th>
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</table>

I have developed the tentative program with my advisor and submit it as my program of study. I understand that changes in this program require the permission of my advisor and the graduate coordinator.

Student Signature ____________________________________________  Advisor’s Signature ____________________________________________

Date ______________________  Date ______________________

*Other electives may be completed, subject to approval of the faculty advisor (have advisor initial approval in school file).*
November 30, 2009

To Whom It May Concern:

Please accept this letter as support for the proposal to change the degree names of "Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) in Physical Education with a concentration in Exercise Physiology" to "Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) in Exercise Physiology".

I earned my Ph.D. in the area of exercise physiology from Kent State University in December 2000. Currently, I am an Associate Professor of Exercise Science/Physiology and the Graduate Coordinator of the Exercise Physiology Program at Western Michigan University.

Historical Context

The discipline of exercise science/physiology originated from the field of physical education. In 1961, the state of California passed the Fisher Act. This act required that all departments within state universities have an underpinning academic or scholarly base and resulted in an attempt to make physical education more scientifically based. This attempt to increase the scientific basis of physical education resulted in the fragmentation of the major into sub-disciplines of biomechanics, exercise psychology, sport sociology and history, motor control and exercise physiology.

Over the past 40 years, exercise science/physiology has evolved into a discipline independent of physical education. As the discipline of exercise science/physiology has matured, so has the necessary knowledge and skill abilities required for success in the field. Exercise science/physiology students are now expected to have knowledge in many of the basic sciences (chemistry, physics) as well as knowledge in the areas of anatomy, physiology, biomechanics, nutrition, fitness assessment, and exercise interventions for the improvements of health and performance.

Benefits of Changing the Degree Name

1. The name of an earned degree should reflect the curriculum associated with the degree program.

The field of physical education is a teaching-based field that places a strong emphasis on K-12 education. Exercise Physiology is not a K-12 teaching-based field of study. Rather, exercise physiology is a scientifically-based field of study which prepares students for non-teaching based careers. The current name of the master's and doctoral programs in exercise physiology imply that the curriculum is based on physical education and the student simply has a focus/concentration on exercise physiology. Clearly, this is not the case. The graduate program curriculums in exercise physiology have no physical education component.

Also, since the master's program in exercise physiology is a scientifically-based curriculum, clearly the student should earn an M.S. vs. an M.A.
2. Changing the name of the degree programs in exercise physiology may benefit the student when seeking employment or furthering his or her education.

Many students in the master’s program desire to pursue a doctoral degree in exercise physiology. The name of their master’s degree should specifically and accurately reflect the focus of their master’s degree. Similarly, doctoral students in exercise physiology most often will seek post-doctoral or academic positions relating to exercise physiology. Again, the name of their degree should accurately reflect their specialization.

3. Changing the name of the degree programs in exercise physiology may benefit the university by enhancing the recruitment of new students.

The name of a degree does impact a student’s choice on which programs to apply for. In addition, changing the name of the degrees may increase the visibility of the programs and increase recruitment of potential students. One of the primary ways students search for graduate programs is through the use of the internet. This method of searching for programs has increased the necessity that degree programs are accurately named.

Approximately three years ago at Western Michigan University, we changed the name of our master’s programs in exercise science and athletic training from a “Master of Arts (M.A.) in Physical Education with an emphasis in Athletic Training or Exercise Science” to a “Master of Science (M.S.) in Exercise and Sports Medicine with concentrations in Athletic Training or Exercise Physiology”. Although we cannot conclusively state a cause and effect relationship, since making this change the number of applicants to our programs has increased dramatically.

In conclusion, I whole-heartedly support the proposal to change the names of the graduate degrees relating to exercise physiology. If for no other reason, a student should earn a degree which has a name that accurately reflects the program of study.

Please feel free to contact me if you require any additional information.

Sincerely,

Christopher C. Cheatham, Ph.D.
Associate Professor of Exercise Science/Physiology
Graduate Coordinator – Exercise Physiology
Department of Health, Physical Education and Recreation
Western Michigan University
1903 West Michigan Avenue
Kalamazoo, MI 49008-5426
TEL: (269) 387-2542
FAX: (269) 387-2704
E-MAIL: chris.cheatham@wmich.edu
Dr. Mahony

My name is Mark Blegen and I am graduate of the doctoral program in Exercise Physiology (2001). This note is in support of Dr. Ellen Glickman’s proposal to change the degree granted from PhD in Physical Education to a PhD in Exercise Physiology.

As I am sure you are well aware the fields of Physical Education and Exercise Physiology are very different from one another. Although there are common bonds between them, the professions are dissimilar. Changing the degree to aptly reflect the studies undertaken has several important repercussions: 1) It signifies to possible employers that a degree has been earned in a much more science laden field. Along these lines it can be easily argued that an Exercise Physiologist in academia should be housed in a biological studies program of study rather than a physical education program of study, and 2) It has practical implications for salary, promotion, and tenure. My own experience with this second issue has led me to write to you today. The upper level administration at my current school has no idea of Exercise Physiology is, and therefore when the position was offered, assumed it was Physical Education. This had a dramatic impact on the initial salary I was offered, and has taken two years to adjust. I would say this is the rule, not the exception when it comes to administration and these fields. In terms of promotion and tenure, having a degree which reflects who I am also holds a myriad of benefits.

It is with full support that I back Dr. Ellen Glickman and the proposal for the degree sought to be changed from PhD in Physical Education to a PhD in Exercise Physiology. We are not physical educators and our degrees should reflect that. If you have any further questions regarding my position, please do not hesitate to contact me. I am sure you will make the appropriate and correct decision.

Sincerely
Mark Blegen

Contact Information:
Mark Blegen, Ph.D., FACSM
Assistant Professor and Program Director
Department of Exercise and Sport Science
St. Catherine University
2004 Randolph Avenue, #4215
St. Paul, MN 55105
651 690 6425
mblegen@stkate.edu
To whom it may concern,

I am writing in support of changing the degrees in our program to a M.S. in exercise physiology (instead of M.A. in Exercise, Leisure, and Sport) and a Ph.D. in exercise physiology (instead of physical education). As a graduate of both programs, there have been several occasions when I had to defend my scientific training because of ambiguity on my transcript.

Our graduate program is growing and led by our outstanding chair, Ellen Glickman. In the past ten years, she has taken the program out of the shadows and to the forefront of graduate programs in the Midwest and the United States. However, our program lacks visibility. A change in name is a step in the right direction because we are physiologists, not educators.

I strongly support a change in name of both the Masters and Doctoral degrees. I wish it had happened sooner.

Sincerely,

Matthew D. Muller, Ph.D.
From: "Pierce, Katherine E" <pierceke@muc.edu>
Date: Tue, 8 Dec 2009 12:05:50 -0500
To: "GLICKMAN, ELLEN" <EGLICKMA@kent.edu>
Subject: RE: LETTERS OF SUPPORT

1 December 2009

To Whom It May Concern,

I attended Kent State University for nearly four years of graduate work in the field of exercise physiology. I received my Master of Arts in 2006 and my Ph.D. in Physical Education in 2008. While some might argue that exercise physiology and physical education go hand-in-hand, there is much more to the field of exercise physiology than meets the eye. It was and remains to be a field with an increasing emphasis on advanced human physiology, biochemistry, and the constant adaptations of the body to maintain homeostasis. Personally, I feel that when searching for a job, it would be much more beneficial to be able to include on a curriculum vitae Master of Science or Ph.D. in Exercise Physiology, as opposed to the degree in Physical Education. The misleading title of the degree may lead some employers to doubt the integrity of both the individual and the institution from which the degree was awarded. I would strongly recommend and support a change from MS or PhD in Physical Education to MS or PhD in Exercise Science. If you have any further questions, please do not hesitate to contact me.

Sincerely,

Katherine E. Pierce, Ph.D., ACSM-HFS
Assistant Professor, Exercise Science
Mount Union College
1972 Clark Ave.
Alliance, OH

Office: 330.829.8953
e-mail: pierceke@muc.edu
Ellen Glickman, PhD FACSM  
Professor and Coordinator Exercise Physiology  
Kent State University  
Exercise Science Laboratory  
350 Midway Drive, 162 Gym Annex  
Kent, OH 44242-0001  

11/23/2009  

Ellen,  

Thank you for considering the impact these changes may have on programs now residing in the school of Foundations, Leadership and Administration. It is my judgment that these changes will not impact our programs and I do not see encroachment issues arising as a result of these changes. It appears these changes will result in a more clear connection between the degrees being awarded and the programs being completed by the students. Ultimately, I believe, these changes will have a positive impact on the visibility of your program and your future recruiting efforts.  

Shawn Fitzgerald, PhD  
Interim Director  
Foundations, Leadership and Administration  
316 White Hall  
330-672-1345  
smfitzge@kent.edu  

School of Foundations, Leadership and Administration  
P.O. Box 5190 • Kent, Ohio 44242-0001  
330-672-2012 • Fax: 330-672-3063 • http://www.educ.kent.edu
Ellen,

With this email, I am stating that TLC does not see these proposed changes for the MS and PhD programs in Exercise Physiology to be encroachment of TLC programs.

Please let me know if you need further information.

Alexa

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Dr. Alexa L. Sandmann
Interim Director, School of Teaching, Learning, and Curriculum Studies
Professor of Literacy
Director of National Writing Project
at Kent State University
404 White Hall, P.O. Box 5190, Kent, OH 44242-0001
asandman@kent.edu
330.672.0652
330.672.3246 (fax)

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From: GLICKMAN, ELLEN
Sent: Monday, November 23, 2009 4:23 PM
To: SANDMANN, ALEXA; FITZGERALD, SHAWN; Mahony, Daniel; AUGUSTINE, SUSAN
Cc: ROWAN, LYNNE; GLICKMAN, ELLEN
Subject: encroachment

Dear Alexa and Shawn-

Attached please find for your perusal a very rough DRAFT of our MS and PhD programs in Exercise Physiology.

Please let me know if you find in any way that we are “encroaching upon or may impact your degree programs”

I would appreciate, if possible if you could provide a e-mail letter of support of our program(s).

In short, we really are only changing the name of our Program(s) from a PhD in Physical Education to Exercise Physiology and a MA from Physical Education to A MS in Exercise Physiology.

Many thanks

All the best-

Ellen

Ellen Glickman, PhD FACSM
Professor and Coordinator Exercise Physiology
Kent State University
Exercise Science Laboratory
350 Midway Drive, 162 Gym Annex
Kent, OH 44242-0001
The Masters degree in Exercise Physiology/Science program has experienced a significant increase (50%) in enrollment over the past year. The current number applications for the 2010/11 academic year suggest further increases. We believe the proposed change over from the MA in Exercise leisure and Sport to a MS in Exercise Physiology/Science will further enhance the visibility of the degree for students considering a Masters program. This change will reduce the confusion regarding the degree and is a change that our current and former students have repeatedly requested. Ultimately this change will aid the continued growth and success of our Masters degree program.

Jacob E. Barkley, Ph.D.
Assistant Professor
Exercise Science
The School of Health Sciences
Kent State University
163E MACC Annex
330-672-0207barkle1@kent.edu
The School of Exercise, Leisure, and Sport offers graduate study leading to the Master of Arts degree in exercise, leisure, and sport and the Doctor of Philosophy degree in physical education. A certificate program in athletic coaching is also available.

The graduate programs are designed to enable students to assume key positions in research, teaching and administration in sport and leisure settings, including exercise physiology, sport and recreation management, athlete training, therapeutic recreation and sport pedagogy. For more information, visit the school’s Web site at http://www.ehhs.kent.edu/path.

### Master of Arts

The Master of Arts degree is offered in five concentrations: exercise physiology, sport studies, sport and recreation management, teacher education in physical education and athletic training. Credit hours required for the degree vary from 32 to 40 hours depending upon the concentration. (Thesis selected. For course-specific listings and complete program versus non-thesis option.)

Dr. Ellen Glickman conducts a standard exercise test of aerobic capacity in an exercise physiology laboratory.
requirements for each concentration, please contact the
offices of the School of Exercise, Leisure and Sport. The
overall purpose of each concentration varies and provides
opportunities for students to specialize in an area of interest.
Selection of a concentration is based on a student’s interests,
background and future professional goals. Students select
either a thesis or non-thesis option in the chosen concentration.
Students expecting to pursue doctoral study are strongly
encouraged to select a thesis option.

ADMISSION

Students are not required to have an undergraduate degree
in physical education to be admitted to the Master of Arts
program. Exercise Science

In addition to regular application requirements, applicants
to the exercise physiology concentration should present a
substantial record of experiences in sciences basic to the
study of exercise physiology and gerontology, including
basic organic, physiological or biological chemistry. Courses
in biology, mathematics, psychology and physics are also
desirable.

A minimum undergraduate grade point average of 2.75 on a
4.0 scale is normally required. In some cases, a student with a
lower grade point average may be admitted on a conditional
basis. Applicants to the M.S. program must submit scores from
their Graduate Record Examination, the Miller Analogies Test,
Graduate Management Admission Test or other standardized
tests (prior approval necessary) as required by each individual
concentration area. Applicants must submit recommendations
from two (three if applying for a GA position) former professors
and a Career Goal Statement listing a student’s background
and goals.

Students may also be considered for admission if they have
relevant professional experiences and/or have completed
designated postbaccalaureate coursework. Students must
consult with the graduate coordinator prior to undertaking
these alternative steps for admission.

PROGRAM REQUIREMENTS

The departmental requirements are EPC 63050 (Research
Processes in Exercise, Leisure and Sport) and 63018 (Ethics
In Exercise, Leisure and Sport). Following, or concurrent
with, enrollment in courses taken to fulfill the departmental
requirements, students complete courses identified as
concentration requirements that are unique to the chosen
concentration. Specific concentration program sheets may be
obtained from the graduate coordinator.

More specific information, including details of transfer and
transient credit, course substitutions, internship involvement,
etc., is available from the department coordinator. Generally,
application for transfer hours should be submitted along
with regular application materials. Transient credit must
be approved prior to commencing the course of study.

Substitution of courses must be approved by the advisor,
graduate coordinator and school director before the proposed
substitution begins. When concentration requirements specify
a course that may be repeated, such as EPC 63098 (Research),
or allow for variable hours, such as internship, the maximum
number of hours that may be credited toward fulfillment of
degree requirements is specified.

Doctor of Philosophy

The doctoral program course of study is concentrated in the
area of exercise physiology. Determination of acceptance is
made by the School of Exercise, Leisure and Sport through
evaluation of the following:

- A master’s degree or an approved course of study leading
to the Ph.D. degree.
- A cumulative, minimum grade point average at the
graduate level of 3.0.
- Graduate Record Examination or Miller Analogies Test
  scores.
- Specific coursework in areas such as mathematics,
  chemistry, physics, biology, anatomy/kinesiology and
  exercise physiology.

PROGRAM REQUIREMENTS

The doctoral curriculum is designed to develop competencies
that are needed for someone who intends to teach exercise
physiology, pursue research or apply exercise physiology in
practice. Doctoral research may use human or animal subjects.

The minimum credit-hour requirement for the doctorate is 90
semester hours beyond the bachelor’s degree. However, only
in rare instances does a student fulfill the educational and
research expectations within this minimum-hour requirement.
Any deficiencies in a doctoral student’s academic preparation
must be corrected very early in the approved academic
program.

Specific requirements and deficiencies are determined by the
student’s academic advisor and filed with the school in the first
year. The following course groupings are used as guidelines for
program planning:

- Departmental Requirements (6)
- Research Tools (12)
- Exercise Physiology Concentration (28-30)
- Research (2-15)
- Dissertation (30)
EDPF 85535
INTERPROFESSIONAL STUDIES (3)
Comprehensive analysis of issues affecting professional practice in education and human service resource settings. Examination of questions related to interprofessional collaboration on policy, research and practice.

EDPF 89571
COMPARATIVE AND INTERNATIONAL EDUCATION (3)
Comparative analysis of contemporary educational policies and structures in large- and small-scale societies throughout the world.

EDPF 89581
PROSEMINAR IN CULTURAL FOUNDATIONS (3)
Doctoral seminar to familiarize Ph.D. students with cultural and social foundations of education as a field of study so that they may locate their inquiry within the relevant knowledge base and academic disciplines that comprise the cultural foundations of education.

EDPF 89582
SOCIAL PERSPECTIVES OF EDUCATION (3)
Examines selected social factors that influence the development of educational policies and patterns of research relating to school and non-school educational settings.

ELS 50612
EXERCISE LEADERSHIP FOR THE ELDERLY AND SPECIAL POPULATIONS (3)
Designed to provide the students with a knowledge base in exercise leadership in the senior population and includes special populations. Students participate in the leading, supervision and evaluation of the participant within the exercise program. They also assist in the collection of functional fitness data.

ELS 53093
VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE AND SPORT (1-3)
Workshop in exercise, leisure and sport studies; topics vary. Repeat registration permitted. Maximum 4 hours may be applied to degree. S/U grading.

ELS 55015
PSYCHOLOGY OF COACHING (3)
Factors affecting athletic performance emphasizing skill, motivation, personality and practice conditions.

ELS 55020
CONTEMPORARY ATHLETIC COACHING (3)
A focus on the philosophy, skills, strategies and tactics of coaching within contemporary society.

ELS 55022
EVENT PLANNING AND PRODUCTION (3)
Students will learn the proper planning process that all sport events undergo. Students will then apply these concepts in actual events that they develop and hold.

ELS 55023
MARKETING AND PROMOTIONS IN SPORT AND RECREATION (3)
Analysis of marketing from a sport and recreation manager's perspective. Emphasis on marketing strategy and tactics in sport and recreation systems. Extensive use of case studies.

ELS 55024
SPORT IN GLOBAL PERSPECTIVE (3)
This course is designed to encourage students to critically analyze how sport relates to general features of globalization and to provide insight into the connection between global and local politics (including ethnic, religious, gender, environmental and sociocultural politics). The underlying assumption is that sport is part of a growing network of global interdependencies that bind human beings together.

ELS 55026
SPORT IN THE MEDIA (3)
This course offers an introduction to current scholarship and issues concerning sport and the media, including critical analysis of media representations with attention to gender, race, sexuality, and disability, an examination of the structure of sports journalism and production, and an analysis of the role of mediated sport in our culture more generally. As such, the roles of institutions, producers, tests, and audiences and their relationships to each other are examined.

ELS 55038
ORGANIZATION AND ADMINISTRATION OF ATHLETIC TRAINING (3)
Investigation into current philosophies and legal aspects of athletic training. Organization and administration of all aspects of athletic training programs. Prerequisite: ATTR 25036.

ELS 55040
PATHOLOGY AND PHARMACOLOGY FOR ALLIED HEALTH CARE PROVIDERS (3)
Investigation of specific pathological conditions presented by professionals, including physicians and pharmacists. Will discuss common pathologies, associated pharmacological treatments and physiologic effects for various afflictions. Prerequisite: ATTR 25036.

ELS 55051
ELEMENTARY SCHOOL PHYSICAL EDUCATION METHODS (3)
Approaches to teaching in elementary school physical education. Focusing on sequential curriculum development and on learning outcomes in three domains. Prerequisite: Permission.
Education, Health, and Human Services

ELS 55053
ELEMENTARY SCHOOL PHYSICAL EDUCATION CONTENT (3)
Physical education content for the elementary school child with emphasis on developmentally appropriate learning in three domains. Prerequisite: Permission.

ELS 55058
SECONDARY SCHOOL PHYSICAL EDUCATION METHODS (3)
Approaches to teaching in secondary school physical education. Focus on sequential curriculum development and on learning outcomes in three domains. Prerequisite: Permission.

ELS 55059
SECONDARY SCHOOL PHYSICAL EDUCATION CONTENT (3)
Introduction and development of content, management and organizational skills related to sports and activities utilized in secondary school physical education. Prerequisite: Permission.

ELS 55065
EXERCISE TESTING (3)
Lecture and laboratory experiences dealing with the administration and interpretation of exercise tests. Prerequisite: PEP 35075 and 45080, or permission.

ELS 55070
ELECTROCARDIOGRAPHY FOR THE EXERCISE PHYSIOLOGIST (3)
Designed to provide students with the knowledge base in electrocardiography. Students work on interpreting the 12-lead electrocardiogram with clinical case studies to enhance the knowledge base of the exercise specialist. Prerequisite: Graduate standing and special approval.

ELS 55080
PHYSIOLOGY OF EXERCISE (3)
Physiological bases of muscular activity with special attention to general effects of exercise on body function. Laboratory included.

ELS 56000
TOURISM DEVELOPMENT AND RECREATIONAL TRAVEL (3)
Investigation of travel and tourism development using an interdisciplinary social science approach. Prerequisite: LEST 36060 or permission.

ELS 56001
PRINCIPLES AND METHODS OF COMMUNITY INCLUSION (3)
Interdisciplinary approach to the principles and methods of designing an inclusive environment. Focus is on characteristics of disability groups and societal consideration to making adaptations and accommodations. Students complete a service learning component that focuses on inclusion of people with disabilities in community life. Prerequisite: RPTM 26001.

ELS 56030
DYNAMICS OF LEISURE BEHAVIOR (3)
Analysis of leisure behavior through examination of social-psychological theories and research. Prerequisite: RPTM 36040 and 36075 and PEP 25068 and PSYC 21621, or permission.

ELS 56040
THERAPEUTIC RECREATION PROGRAM TECHNIQUES (3)
Intervention facilitation techniques employed in therapeutic recreation practice. Integration of theory into program plans used in TR for treatment and leisure education services for people with illnesses or disabilities. Prerequisite: LEST 36080 or permission.

ELS 56041
ADVANCED THERAPEUTIC RECREATION PROGRAM TECHNIQUES (3)
Advanced intervention facilitation techniques employed in therapeutic recreation practice. Professional issues related to therapeutic recreation practice. Prerequisite: LEST/RPTM 46040.

ELS 56060
ADMINISTRATION OF LEISURE SERVICES (3)
Administrative practices of private and public leisure service agencies. Organization, philosophy, personnel and fiscal management, public relations and legal concerns will be examined. Prerequisite: LEST 36040, 36075, 36092 or 36192, or permission.

ELS 56070
PARK PLANNING (3)
Understanding the relationship between recreation places and the people who use them. This includes the planning, design and functioning of public and commercial recreation places. Prerequisite: RPTM 36040 & RPTM 36075.

ELS 56071
MAINTENANCE AND OPERATION OF AREAS AND FACILITIES (3)
A systems approach for effective maintenance and operation of areas and facilities. Prerequisite: LEST 36040 and 36075, or permission.

ELS 56080
LEGAL ISSUES IN SPORT AND RECREATION (3)
Designed to alert potential recreation and sport professionals to the litigious environment prevalent in the US, increase awareness of their legal responsibility and risk management.

ELS 60610/70610
PHYSIOLOGY OF AGING: IMPLICATIONS FOR HUMAN BEHAVIOR (3)
Examine physiological changes that accompany advancing age. Special attention is paid to the effect of these changes on sensory, motor and cognitive behavior.
Education, Health, and Human Services

ELS 62010
CONTEMPORARY ISSUES IN ATHLETIC TRAINING (3)
A comprehensive examination of contemporary issues, trends, and problems affecting athletic training professionals related to the domains of practice for athletic trainers.

ELS 62012
EDUCATION AND SUPERVISION PROCESSES IN ATHLETIC TRAINING (3)
A comprehensive examination of educational learning theories, curriculum design, evaluation and supervision strategies in athletic training education programs from didactic and clinical perspectives. Additional applications for continuing education programs will be included.

ELS 62014
ADVANCED CLINICAL APPLICATIONS IN ATHLETIC TRAINING (3)
A comprehensive examination of advanced topics in athletic training such as advanced evaluation skills, multi-dimensional approaches to therapeutic rehabilitation skills and applications in non-traditional athletic training settings such as industrial medicine and physician-extenders.

ELS 62016
CLINICAL INQUIRY IN ATHLETIC TRAINING (3)
Principles of athletic training research methodologies with a focus on clinical athletic training research. Completion of a clinical research project will be required in this course.

ELS 63018/73018
ETHICS IN EXERCICE, LEISURE AND SPORT (3)
Examination of selected situations in exercise, leisure and sport from an ethical reasoning perspective. A problem-oriented, case study approach based upon contemporary moral issues and moral theory.

ELS 63050
RESEARCH PROCESSES IN EXERCISE, LEISURE AND SPORT (3)
The research process and statistical concepts applied to exercise, leisure and sport.

ELS 63051
QUANTITATIVE AND RESEARCH METHODS IN EXERCISE, LEISURE AND SPORT (3)
Research design and statistical methods applied to exercise, leisure and sport. Prerequisite: ELS 63050.

ELS 63094/73094
COLLEGE TEACHING IN EXERCISE, LEISURE AND SPORT (2)
Guided teaching experiences in educational settings. Repeat registration permitted. Prerequisite: Permission.

ELS 63095/73095
RESEARCH SEMINAR (1)
Presentation and discussion of research by faculty and students. A total of 2 credits may be applied toward degree requirements. S/U grading.

ELS 63096
INDIVIDUAL INVESTIGATION IN EXERCISE, LEISURE AND SPORT (1-3)
Independent study completed under the supervision of a faculty member. Written approval of supervising faculty member and school director required prior to registration. Repeatable to 6 credit hours. IP permissible. Prerequisite: Permission.

ELS 63098
RESEARCH (1-15)
Research or individual investigation. Repeat registration permitted. IP permissible.

ELS 63193
VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE AND SPORT (1-3)
Workshop in exercise, leisure and sport; topics vary. Repeat registration permitted. Maximum 4 hours applied to degree. S/U grading. Prerequisite: Permission.

ELS 63195
SPECIAL TOPICS IN EXERCISE, LEISURE AND SPORT (1-3)
Selected and varied topics of relevance in exercise, leisure and sport. Repeat registration permitted.

ELS 63199
THESIS I (2-6)
Thesis students must register for a total of 6 hours, 2 to 6 hours in a semester, distributed over several semesters if desired. S/U grading; IP permissible.

ELS 63299
THESIS II (2)
Thesis students must continue registration each semester until all degree requirements are met. S/U grading; IP permissible. Prerequisite: ELS 65199.

ELS 65006/75006
CONTEMPORARY ISSUES IN SPORT MANAGEMENT (3)
A comprehensive examination of current topics impacting administrations of professional and amateur sport programs from the local to international level.

ELS 65007/75007
MOTOR SKILL ACQUISITION AND PERFORMANCE (3)
Examination of contemporary motor learning and control theories and laboratory experiences, with emphasis upon motor skill acquisition and performance as studied experimentally. Laboratory included. Prerequisite: ELS 6/75030.

ELS 65008/75008
SOCIOLOGY OF SPORT AND PHYSICAL ACTIVITY (3)
Sociological analysis of sport from a theoretical and empirical perspective.
Education, Health, and Human Services

ELS 65021
ORGANIZATION/MANAGEMENT OF SPORTS PROGRAMS (3)
A study of the pragmatic understanding necessary in the organization and management of a sports program at the high school, college or professional level.

ELS 65025
CONTEMPORARY ISSUES IN SPORT PEDAGOGY (3)
Investigation and study of current problems, issues and trends in sport pedagogy. Prerequisite: ELS 65044 and 65055.

ELS 65031/75031
SOCIAL PSYCHOLOGY OF SPORT AND RECREATION (3)
Psychological, social and developmental factors of participation and behavior in sport, exercise and recreational activities. Theoretical and applied perspectives addressed.

ELS 65033
LEGAL ISSUES IN SPORT AND RECREATION (3)
Provides students with a basic understanding of tort, contract and constitutional law in relation to sport and leisure.

ELS 65034/75034
CONTEMPORARY SPORT LAW (3)
Legal principles of antitrust law, injunctions, labor law and agency in sport, with a focus on professional sports. Prerequisite: PERD 65032 or equivalent.

ELS 65036
SPORT IN HIGHER EDUCATION (3)
Identification of contemporary problems and issues in collegiate sport, their history and the role of sport in colleges and universities, now and in the future.

ELS 65038/65038
SPORT PROMOTION AND FUNDRAISING (3)
Analysis of contemporary sports promotions strategies as well as fundraising tactics.

ELS 65039
FINANCIAL ASPECTS OF SPORT AND RECREATION (3)
Review of basic accounting, sources and uses of funds, capital budgeting, leasing and investments as they apply in a sports and recreation context. Financial software used in the sport and recreation industry will be introduced.

ELS 65042
LEADERSHIP OF SPORT AND RECREATION (3)
Study of theoretical and applied constructs foundational to the leadership behavior applied to sport and recreation.

ELS 65043/75043
SUPERVISION PROCESSES IN SPORT PEDAGOGY (3)
A course designed to enhance ability to develop more effective teaching/learning environments through the use of systematic observation and application of supervisory theory.

ELS 65044
PEDAGOGICAL ANALYSIS OF PHYSICAL EDUCATION AND SPORT (3)
An analysis of contemporary pedagogical models, practices and theories relevant to the multidimensional environments of physical education and sport.

ELS 65046
FACILITY MANAGEMENT AND OPERATIONS (3)
Analysis of management competencies necessary to operate sport, recreation, convention or convention facilities. Conceptual and technical aspects of planning and design introduced.

ELS 65055
CURRICULUM DEVELOPMENT IN SPORT PEDAGOGY (3)
The analysis, development and design of curricular theory and practice in physical education and sport. An examination of current and future issues in curriculum implementation.

ELS 65061/75061
PHILOSOPHICAL AND SOCIAL BASES OF LEISURE AND SPORT (3)
Overview of philosophical and social foundations of leisure and sport. Contemporary theories and perspectives will be examined.

ELS 65062
CONTEMPORARY ISSUES IN LEISURE AND RECREATION (3)
Seminar to identify contemporary problems in recreation and leisure, and seek methods for their resolution. Prerequisite: Permission.

ELS 65063
ADMINISTRATIVE PROBLEMS IN RECREATION AND LEISURE SERVICES (3)
Special problems in recreation and leisure service agencies, legal powers and liability, departmental organization, financing, personnel policies and human resource development. Prerequisite: LEST 46060 or ELS 56060.

ELS 65064
CONCEPTS AND TECHNIQUES IN THERAPEUTIC RECREATION (3)
Issues in the application of concepts in therapeutic recreation from a multidisciplinary perspective; study of evaluation and research. Prerequisite: LEST 46041 or ELS 56041.

ELS 65080/75080
PHYSIOLOGICAL BASIS OF EXERCISE AND SPORT (3)
Application of physiological concepts to human performance. Includes role of testing, training strength and endurance, nutritional considerations, environmental influences and adapted exercise programs. Prerequisite: ELS 55080 or equivalent.
ENERGY METABOLISM AND BODY COMPOSITION (3)
Measurement of metabolic response to exercise. Topics include
ergometry, spirometry, energy expenditure, body composition
and performance correlates of strength, power and endurance.
Prerequisite: ELS 55080 and Graduate standing.

CARDIO-RESPIRATORY FUNCTION (3)
Measurement of the cardiovascular-respiratory response to
exercise. Includes resting spirometry, lung function during
exercise, electrocardiography, blood pressure, PWC testing and
exercise prescription. Prerequisite: ELS 55080 and Graduate
standing.

INTERNSHIP IN SPORT AND RECREATION MANAGEMENT (24)
Field experience involving supervised contact with sport and
recreation administrators. Students will work as understudies
with these administrators in all phases of their positions.
Repeat registration permitted. IP permissible.

INTERNSHIP IN PHYSICAL FITNESS TESTING PROGRAMS (2-8)
Field experience in physical fitness programs and testing
in Kent State adult fitness program cooperating agencies.
S/U grading; IP permissible. Repeat registration permitted.
Prerequisite: Permission.

INTERNSHIP IN LEISURE STUDIES (1-4)
Field experience involving supervised contact with recreation
and leisure professionals. Includes experience in all phases of
agency administration. Repeat registration permitted. S/U
grading; IP permissible. Prerequisite: Permission.

ADVANCED PRACTICUM IN PHYSICAL EDUCATION (10)
A sixteen-week practicum in K-12 physical education,
combining full-time student teaching and student teaching
seminar. Eight weeks of student teaching at the preschool-to
fifth-grade level and eight weeks at the sixth- to twelfth-grade
level. S/U grading; IP permissible. Prerequisite: Permission.

INTERNSHIP IN MOTOR DEVELOPMENT (1-12)
Supervised and supervised experiences in motor
development for all ages and abilities, including conceptual
bases for assessment, individualization, and task analysis.
Maximum of 6 hours applies to degree. Repeat registration
permitted. IP permissible. Prerequisite: Permission.

INTERNSHIP IN ATHLETIC COACHING (2-4)
Supervised experience in organized sport focused upon the
duties of a coach at one or more levels (youth, school,
college, professional) and sports. A focus on the philosophy,
skills, strategies and tactics of coaching within contemporary
society. S/U grading; IP permissible. Prerequisite: Permission.

INTERNSHIP IN SPORT STUDIES (1-6)
Supervised field experience in a sport or physical education
setting. 60 hours of involvement per credit. S/U grading; IP
permissible. Prerequisite: Permission.

KNOWLEDGE GENERATION IN EXERCISE, LEISURE AND
SPORT (3)
This course examines issues involved in the generation,
organization, dissemination, and use of scientific and scholarly
knowledge in exercise, leisure and sport.

ADVANCED RESEARCH DESIGN AND STATISTICS IN
EXERCISE, LEISURE AND SPORT (3)
Advanced topics in research and statistical analysis with
computer applications in exercise, leisure and sport.
Prerequisite: Permission.

BIOMECHANICS (3)
Survey of biomechanics, with particular emphasis on skeletal
muscle mechanics.

MUSCLE FUNCTION AND EXERCISE (3)
Characteristics of skeletal muscle related to contraction
during exercise, strength, elasticity, fatigue and training.
Electromyograph analysis of muscle function emphasized.
Lecture and laboratory. Prerequisite: ELS 55080 and 75004 and
doctoral standing.

ENVIRONMENTAL STRESS AND EXERCISE (3)
Effects of heat, cold, pressure, pollution and psychological
stress upon physiological responses to exercise. Lecture and
laboratory. Prerequisite: Permission.

EXERCISE ENERGY METABOLISM (3)
Energy transformations during exercise. Emphasis on
controlling mechanisms that regulate the anabolic and
catabolic responses to both acute and chronic exercise.
Prerequisite: ELS 55081, ELS 55082, and CHEM 70247.
Education, Health, and Human Services

**ELS 75084**
CARDIOVASCULAR/RESPIRATORY DYNAMICS DURING EXERCISE (3)
Responses of the cardiovascular and respiratory systems to exercise. Use of noninvasive methods to measure cardiorespiratory function emphasized. Lecture and laboratory. Prerequisite: ELS 65081 and 65082.

**ELS 75085**
ANTHROPOMETRY AND BODY COMPOSITION IN THE EXERCISE SCIENCES (3)
Theory of selected procedures for the measurement of body composition and physique and their applications in the sports sciences. Laboratory seminar format. Prerequisite: ELS 65081 and permission.

**ELS 75097**
COLLOQUIUM IN SPORT AND RECREATION STUDIES (3)
Consideration of current scholarly issues in sport and recreation studies related to potential student research topics. Repeatable with permission.

**ELS 83098**
RESEARCH (1-15)
Research for doctoral students. Repeat registration permitted. IP permissible. Prerequisite: Permission.

**ELS 83199**
DISSERTATION I (15)
Doctoral dissertation, for which registration in at least two semesters is required, first of which will be semester in which dissertation work is begun and continuing until the completion of 30 hours. S/U grading; IP permissible. Prerequisite: Special approval and Doctoral standing.

**ELS 83299**
DISSERTATION II (1 OR 15)
Continuing dissertation required of doctoral students who have completed the initial 30 hours of dissertation and continuing until all degree requirements are met. S/U grading; IP permissible. Prerequisite: ELS 83199.

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**GERO 51093**
VARIABLE TITLE WORKSHOP IN GERONTOLOGY (1-3)
Workshop setting dealing with a topic or topics in the field of gerontology. Prerequisite: Graduate student standing. S/U grading.

**GERO 51095**
SPECIAL TOPICS IN GERONTOLOGY (1-4)
Discussion of a major topic or topics within the field of gerontology. Prerequisite: Graduate student standing.

**GERO 51096**
INDIVIDUAL INVESTIGATION IN GERONTOLOGY (1-3)
Independent study in the area of gerontology. Prerequisite: graduate student standing.

**GERO 54030**
ADULT DEVELOPMENT AND AGING (3)
Examines development processes across adulthood. Evaluation of theoretical models and scientific literature.

**GERO 54092**
PRACTICUM IN GERONTOLOGY (3-10)
Observation and participation in long-term care and community agencies. Prerequisite: Graduate student standing.

**GERO 61091**
SEMINAR IN GERONTOLOGY (1-3)
Seminar dealing with topics in the field of gerontology. Prerequisite: graduate student standing.

**GERO 61191**
INTERDISCIPLINARY SEMINAR IN GERONTOLOGY (3)
Course is designed to assist students in developing the knowledge and skills needed to understand major issues in gerontological theory, research and practice from a multidisciplinary perspective. Prerequisite: graduate student standing.

**HED 60093/70093**
VARIABLE TITLE WORKSHOP IN HEALTH EDUCATION AND PROMOTION (1-3)
Discussion of major issues in health and safety education. Content, emphasis and prerequisites vary depending on workshop. S/U grading.

**HED 51561**
ENVIRONMENTAL HEALTH (3)
Effects on human health of overpopulation, and various sources of energy and the resultant environmental pollutants.

**HED 52041**
HEALTH COUNSELING (3)
Techniques of counseling applied to health education. Individual and group approaches relative to personal, family and societal health issues. The course includes 20 field/clinical hours.

**HED 52575**
HEALTH AND LEARNING: STRATEGIES FOR STUDENTS AND TEACHERS (3)
Focus on health issues/education/environment policy and practice strategies to respond to threats confronting students utilizing a coordinated school/community strategy to promote health to improve academic outcomes. CPR and first aid certification required for completion of course.
Angela L. Ridgel Ph.D  
Assistant Professor  
School of Health Sciences  
163F Gym Annex  
Kent Campus  
(330)-67-2-74 x95  
aridgel@kent.edu

Education

Marshall University - Ph.D.  
Major: Biomedical Sciences  
2000

Villanova University - M.S.  
Major: Biology  
1995

The College of William and Mary - B.S.  
Major: Biology  
Minor: Anthropology  
1992

Higher Education Work Experience

Assistant Professor  
Kent State University  
Dept. of Exercise Physiology  
08/2008 - Present

Post-doctoral Fellow  
Cleveland Clinic  
Dept. of Biomedical Engineering  
03/2006 - 03/2008

Research Associate  
Case Western Reserve University  
Dept. of Biology  
04/2004 - 03/2006

Post-doctoral Fellow  
Case Western Reserve University  
Dept. of Biology  
01/2001 - 03/2004

Professional Experience

Multisport Editor  
Ohio Sports and Fitness Magazine  
Editor and writer of multisport section of local sports magazine  
02/2008 - Present

Publications

Journal Articles, Refereed


Reviews

Presentations

Local Invited
Dept. of Health Sciences, Cleveland State University, Title: "Forced-exercise improves motor function in Parkinson's disease"

International Non-Refereed
Improved motor function and cortical activation in Parkinson’s disease patients following acute forced-exercise. Society for Neuroscience Meeting

Forced-exercise improves motor function in human Parkinson’s disease patients. Society for Neuroscience Meeting

National Refereed
Society for Neuroscience Meeting. Title: "Improved motor function and cortical activation in Parkinson’s disease patients following acute forced-exercise.

American College of Sports Medicine Annual Meeting. Title: "Forced-exercise improves motor function in human Parkinson’s disease patients"

Service to the Profession

College
Member - Faculty Recruitment Team
EHHS Dean's Faculty Recruitment

2008 - Present
National
Reviewer - Journal of Applied Biomechanics
External reviewer for journal

Grants

Angela Ridgel (09-2009) The effects of acute exercise rate on motor improvements in Parkinson's disease, School of Exercise, Sport and Leisure, $500

Angela Ridgel (09-2004) Neural control of walking in absence of higher centers, NIH, $65,398
Jacob Edward Barkley Ph.D
Assistant Professor
School of Health Sciences
163 E Gym Annex
Kent Campus
(330)672-0209
jbarke1@kent.edu

Education

State University of New York at Buffalo - Ph.D. 2007
Major: Exercise Science/Applied Physiology

State University of New York at Buffalo - M.S. 2002
Major: Exercise Science/Applied Physiology

State University of New York College at Brockport - B.S. 1998
Major: Physical Education/Exercise Physiology

Higher Education Work Experience

Assistant Professor 08/2006 - Present
Kent State University
Assistant Professor in the School of Exercise Leisure and Sport. Teaching, advising and doing research in the Exercise Science program.

Graduate Research Assistant 08/2003 - 08/2006
SUNY University at Buffalo
Served as a research assistant in the Division of Behavioral Medicine in the Department of Pediatrics.

Graduate Teaching Assistant 08/1999 - 08/2003
SUNY University at Buffalo
Served as a teaching assistant in the Department of Exercise and Nutrition Sciences.

Professional Experience

K.C.'s Fitness, Buffalo NY

Wellness Center Coordinator 08/1998 - 08/1999
Rich Products, Buffalo NY

Research Assistant 09/1997 - 05/1998
Department of Physical Education and Sport
Brockport State College

Dissertation Advisement

Matthew Muller, The Influence of Interval versus continuous exercise on thermoregulation, torso hemodynamics, and finger dexterity in the cold (50 C), Committee member, Fall 2007 - Summer 2009

David Bellar, The relationship between, age, cognitive function, cardiovascular fitness, and serum blood markers of cognitive function in healthy older adults, Committee member, Fall 2006 - Spring 2009
Judith Juvancio-Heltzel, *The effect of variety on the reinforcing value and amount of physical activity in children, younger adults and older adults*. Co-director, Fall 2006

Collinsworth, Tiffany, *The effect of sleep deprivation on the afterdrop phenomenon in healthy college-aged males*. Committee member, Fall 2005 - Fall 2008

Pierce, Katherine, *The effect of sleep deprivation and cold air exposure on thermoregulation and cognitive function cold in college aged males*. Committee member, Fall 2005 - Fall 2008

Fennell, Greg, *Thermal, Metabolic and Immunological Responses to Cold Exposure in Lean and Overweight Males*. Co-director, 2004 - Fall 2007


**Publications**

**Journal Articles, Refereed**


**Presentations**

**International Invited**


**National Refereed**


Barkley, J.E., J.N. Roemmich, and L.H. Epstein (2007 May). Relationship Between A Computer Task To Assess The RRV Of Interval Versus Continuous Exercise And Free Choice Exercise. Power-point presentation at the 54rd Meeting of the American College of Sports Medicine, New Orleans, LA.


**Service to the Profession**

**Department**

Committee - The School of Exercise, Leisure and Sport Curriculum Committee Representative for the Physical Education unit on the committee. 2007 - Present

**National**

Workshop Instructor - ACSM Health Fitness Instructor (HFI) 2007 - 2007

Member The American College of Sports Medicine (ACSM) 2004 - Present

**Grants**

(6-2010) The effect of peer influence on a session of physical activity in young children, SELS, $500
Barkley, J.E. (08-2008) Energy expenditure and the reinforcing value of the Nintendo Wii in children, SELS, $500

Barkley, J.E. (06-2008) The effect of peer influence on physical activity patterns in lean and overweight male children, Kent State University Research and Graduate Studies, $6,500


Barkley, J.E., Bellar, D. and Bliss, M. (2008) The effect of increasing the variety of resistance training equipment on the amount of physical activity children perform., School of Exercise, Leisure and Sport, $500

Barkley, J.E., Dix, L. and Atkins, A. (2007) Reinforcing value of interval and continuous exercise above and below the ventilatory threshold in lean and overweight children., School of Exercise, Leisure and Sport, $500


Barkley, J.E. (2005) Reinforcing value of interval and continuous exercise above and below the ventilatory threshold., Mark Diamond Research Foundation, $1,093

Kimberly Peer, Ph.D. (2008) An investigation of the effectiveness of biomechanical stimulation using the Swiss Wing, Private Industry Grant, $20,000

Altering the relative reinforcing value of a prescribed bout of physical activity in lean and at-risk-for/overweight children, Ohio Board of Regents, $28,619
Michael Kalinski Ph.D
Associate Professor
School of Health Sciences
264G Gym Annex
Kent Campus
(330)672-0210
mkalinsk@kent.edu

Education

Research Institute of Biochemistry, National Academy of Science, Kyiv, Ukraine - Ph.D.
Major: Biology

Shevchenko State University, Kyiv, Ukraine - B.S.
Major: Biology-Biochemistry

Uzhhorod State University, Uzhhorod, Ukraine - M.S.
Major: Biology

Kyiv Institute of Physical Education, Ukraine - B.S.
Major: Physical Education
Minor: High School Teacher

Publications

Book Chapters


Books Authored


Kalinski, M.I. Nutrition, Health, Exercise, Science Publisher, Kyiv, Ukraine.

Kalinski, M.I., Rogozkin, V.A. Exercise Biochemistry, Kyiv, Ukraine.

Menshikov, V.V., Volkov, N.I., Kalinski, M.I. et al. Biochemistry and Exercise Biochemistry, Moscow, USSR.
Kalinski, M.I., Kursky, M.D., Osipenko, A.A. Biochemical Mechanisms of Adaptation During Exercise, Kyiv, Ukraine.

Journal Articles, Refereed


Presentations

International Invited
Kalinski, M.I. Doping use and abuse in European countries in light of 2008 Olympic Games in China", National University of Kyiv Mohyla Academy, Kyiv, Ukraine.

Keynote presentation Kalinski, M.I. Hormonal, Signal Transduction and Immune Responses during Exercise. XIX Annual conference of the Physiological Society of India "Current Approach of Physiology to Therapeutics and Rehabilitation", Faridabad, India.


Kalinski, M.I. Anabolic steroid research in sports superpowers. Guru Nanak Dev University in Amritsar, Punjab, India.

Kalinski, M.I. Nutritional requirements in endurance sport, Panjab University, Chandigarh, India.

Kalinski, M.I. Adverse effects of steroids abuse. Panjab University in Chandigarh, India.

Kalinski, M.I. Creatine supplements in sport. Combined symposium “Sport Excellence” SAI National Institute of Sport South Centre and Bangalore University, Bangalore, Karnataka, India.

Kalinski, M.I. Protein requirements for strength development in athletes. Combined symposium “Sport Excellence” SAI National Institute of Sport South Centre and Bangalore University, Bangalore, Karnataka, India.


International Refereed


Gradual education in Biological and Sport Sciences in the USA, Palladin Institute of Biochemistry, National Academy of Science, Kyiv, Ukraine, 2006.

Keneote presentation Biochemical mechanisms of muscle injuries during exercise, 1st International Congress on Sport Medicine, Krakow, Poland, 2006.

Pshybulsky V., Kalinski M.I. Influence of standard out-season training program upon aerobic capacity of high performance soccer players of different playing position, 10th Annual Congress of the European College of Sport Science, Serbia, 2005.

Adenyl cyclase system of different skeletal muscles during exercise, International Conference in Medical and Clinical Medicine, Chernivci, Ukraine, 2005.

Education at Kent State University, Bukovinian State University, Chernivci, Ukraine, 2005.

Danilova M., Chimiich O., Kalinski M., Morozov V. Microhidrin treatment effects on hematological and biochemical indices in healthy males after incremental treadmill exercise, 10th Annual Congress of the European College of Sport Science, Serbia, 2005.


National Refereed


State Non-Refereed
Kalinski M.I. Secret steroid research in elite sport. Youngstown State University, Youngstown, 2005.

Service to the Profession

International
Speaker - Spain, Alcala de Henares University
Visiting Professor, Spain, Alcala de Henares University, Department of Physiology. 2006 - 2006

Speaker - Italy, University of Bologna
Visiting professor, University of Bologna, Italy, Department of Physiology, Faculty of Exercise and Sport Sciences. 2006 - 2006

Advisory Board - The Brazilian Journal of Kinanthropometry & Human Performance (Brazil)
International consultant, The Brazilian Journal of Kinanthropometry & Human Performance (Brazil) 2006 - Present
Ellen Glickman Ph.D
Professor
School of Health Sciences
262 Gym Annex
Kent Campus
(330)672-2930
eglickma@kent.edu

Education

University of Pittsburgh - Ph.D. 1989
Major: Exercise Physiology
The influence of body composition on temperature regulation during immersion in 18, 22 and
26°C water for 120 minutes

Queens College, City University of New York - MS.Ed. 1985
Major: Exercise Physiology

William Smith College - B.A. 1983
Major: American Studies/Honors

Higher Education Work Experience

Professor 08/1995 - Present
Kent State University

Assistant Professor promoted to Associate Professor 08/1989 - 08/1995
Louisiana State University

Professional Experience

Senior Research Associate 09/1988 - 07/1989
Western Psychiatric Institute and Clinic
Department of Psychophysiology

Dissertation Advisement

Murray, Leigh, The hematological and thermoregulatory effects of aspirin ingestion during
recovery from acute cold exposure. Summer 2008

Ottersstetter, Ronald, Effect of aspirin on thermoregulatory and hematologic responses of males
during acute cold exposure, Director, Spring 2004

Pilkenowicz, Edward, The effect of ethnicity and body composition on the thermal and metabolic
responses of men during acute cold exposure, Director, Spring 2003

Caine, Natalie, The effect of sleep deprivation on the thermal, metabolic and hormonal responses
to cold exposure, Director, Spring 2002

Blegen, Mark, The effect of hypoxia and exercise on the immunologic, thermal and metabolic
responses of males 18 - 35 years of age, Director, Spring 2001

Christopher Cheatham, Physiological, cardiovascular and thermoregulatory responses of nicotine
during cold exposure, Director, Spring 2000

Publications
Journal Articles, Refereed

J. Philip Karl, Harris R. Lieberman,, Sonya JC Cable, Kelly W. Williams, Ellen L. Glickman, Andrew J Young, Ph.D, and James P McClung, Ph.D (2009) Poor Iron Status is not Associated with Overweight or Overfat in Non-Obese Pre-menopausal Women, J. Am Coll Nutr Feb; 28 (1) 37-42.


Farnell GF, K Pierce, T Collinsworth, L Murray, R Demes, J Juvancic Heltzel, E Glickman


Scharschmidt T, E Glickman-Weiss (1999, April). The effects of gender and menstrual phase on carbohydrate utilization during cold air exposure. 108th Annual Meeting of the Ohio Academy of Science, Cleveland State University, Cleveland, OH.


Midwest ACSM (MWACSM) 1997: Environmental Physiology Symposium.

SEACSM 1992: Aerobic metabolic requirements of the firefighter instructor.

Southeast American College of Sports Medicine (SEACSM) 1992: A comparison of formulas to determine mean skin temperature during prolonged cold water immersion.

**International Refereed**


Glickman-Weiss E, CM Hearn (1996). Does shivering thermogenesis enhance the individual's ability to maintain rectal temperature during immersion in cold water? The Seventh International Conference on Environmental Ergonomics (ICEE), Jerusalem, Israel.

**Service to the Profession**

**National**

Committee - American College of Sports Medicine (ACSM) Membership Committee 2000 - 2000


Editorial Boards - Wilderness Medical Society Editorial Review Board 1998 - Present
Committee - American College of Sports Medicine (ACSM)
Co-Lesion Environmental Physiology Section 1997 - 1997

Member - American College of Sports Medicine (ACSM)
ACSM "Mentor Y" Program 1996 - 1996

Reviewer - American College of Sports Medicine
Abstract Reviewer, Environmental Physiology Section Manuscript Reviewer,
Medicine and Science in Sport and Exercise 1995 - 1995

Member - American College of Sports Medicine (ACSM)
American College of Sports Medicine, Fellow (FACSM) 1993 - Present

Member American College of Sports Medicine (ACSM) 1984 - Present

Regional
Coordinate - Mid-West ACSM
Coordinator CECl's 1999 - 1999

Member - Mid-West ACSM
Board of Trustees 1998 - Present

Coordinate - Mid-West ACSM
Coordinator CECl's 1997 - 1997

Grants

Glickman-Weiss E, M. Blankemeyer, N. Caine (06-1999) The effects of physical activity and
family intervention assessments on weight loss in severely obese African-American and
Caucasian adolescent males and females, $9,640

Glickman-Weiss E (09-2000) Influence of Gender, Age, and Ethnicity on Core Thermosensitivity
and Responses to Cold, $136,881

Glickman-Weiss E: Co-Investigator with others in the Department of Kinesiology, Departmental
Enhancement Grant, $800,000

E Glickman-Weiss and AG Nelson, R Day How do altering substrate availability and
environmental extremes affect nitrogen retention?, Brigham Young University, Division of Math
and Science, Laie, HI, $7,500

E Glickman-Weiss, AG Nelson, R Day Ammonia production in trained and untrained individuals
following intense incremental exercise, Brigham Young University, Division of Math and Science,
Laie, HI, $7,500

E Glickman-Weiss Can a Strength Training Program Designed to Increase Respiratory Muscular
Strength Enhance Respiratory Parameters in College Aged-Women?, RAGS, $6,500

loading on exercise performance in cardiac patients., Brigham Young University, Division of Math
and Science, Laie, HI, $2,200

AG Nelson and E Glickman-Weiss and R Day The thermal and metabolic responses of an acute
dosage of capsaicin and creatine acute heat exposure, Brigham Young University, Division of
Math and Science, Laie, HI, $0

E. Glickman-Weiss (1997) Can a Strength Training Program Designed to Increase Respiratory
Muscular Strength Enhance Respiratory Parameters in College Aged-Women?, RAGS, $0

E. Glickman-Weiss (1997) Summer Faculty Award/Grant, United States Air Force Office of
Scientific Research (AFOSR), $0

E. Glickman-Weiss (1996), United States Army Battelle Grant for Summer Faculty, $0
Prisby R and E Glickman-Weiss The thermoregulatory and metabolic responses of high and low fat females to resting cold water immersion, Ohio Association for Health Physical Education & Dance, $1,000

(1998) Does carnitine supplementation reduce NH3 accumulation during maximal exercise?, Brigham Young University, Division of Math and Science, Laie, HI, $1,000

Influence of Gender, Age, and Ethnicity on Core Thermosensitivity and Responses to Cold, RAGS, $2,500

Influence of Gender, Age, and Ethnicity on Core Thermosensitivity and Responses to Cold, RAGS, $325

Glickman-Weiss E and CC Cheatham (1999) The effects of cold acclimation on thermosensitivity, metabolic and hormonal responses during cold exposure., Wilderness and Environmental Medicine, $4,000

Glickman-Weiss E To move HYPOXICO SYSTEM which was leased free of charge for 1-yr. to conduct research in hypoxic-environments., RAGS, $800

Glickman-Weiss E and L Lowery (1999) The effects on an herbal supplement on the thermoregulatory, cardiovascular and metabolic responses to 12 and 27Â°C for 120 minutes., Bodyonics, $14,000

E. Glickman-Weiss, R Day and AG Nelson (2000) The effect of â€œAdrenerlanâ€™ on the thermal and metabolic responses of college-aged males during exposure to the heat., Brigham Young University, Division of Math and Science, Laie, HI, $1,000

Glickman E, N Caine and G Rodway (2001) The thermal, metabolic, cardiovascular and perceptual responses that occur during acclimation on a ranger squad while performing operations at altitude in Denali National Park, RAGS, $3,500

N Caine and E Glickman (2001) The acute of acute cold exposure and sleep deprivation on the thermal and metabolic responses of men and women., Wilderness Medical Society, $4,000

Malloy-McFall, EL Glickman Effect of an herbal supplement on thermoregulatory, cardiovascular and metabolic responses during submaximal exercise., RAGS, $3,500

E.L. Glickman E.S. Potkanowicz (2004) The influence of ethnicity on thermoregulation during immersion in 20 and 27Â°C for 120 minutes, RAGS, $2,500

C Collier, MA Devine, E Glickman, M LaVine, M Parr, K Peer, K Newsham, T Walton (2004) Partnerships in transforming teaching and learning with technology. COMPETES (Challenge Obesity: Media Powered Experiences to Engage Students), Office of the Provost and Information Services Division, KSU, $12,000

E. Glickman, K. Peer, K. Newsham (2004) Conduct Anaerobic Exercise Testing with the Biodex, SportLegs, $12,500


A. Rood, J. Marcinkiewicz, E Glickman BioMEMS Hot Flash sensor Suite, Orbital Research Inc., $0

E Glickman, R. Demes, S Montain, S Chevrton Efficacy of Foot Cooling during exercise-heat stress. MOU with US Army Research Institute of Environmental Medicine., Ohio research Challenge Grant, $0


A Rood, E Glickman A wearable technology for biomechanical and physiological monitoring of activities of daily living., With Orbital Research Inc, submitted to NASA, $8,000

E Glickman Effect of Sodium Chloride Ingestion and Sublingual Nifedipine on Core Body Temperature, Blood Pressure, and Oxygen Consumption, subcontract with Dr. Robert Blankfield (Cleveland Clinic Foundation, Research), $4,000


E Glickman and J Gunstad Heart rate and cognitive function in the older adult., Ohio Board of Regents, $50,000

E Glickman and N Caine-Bish The effect of cystine supplementation on physical performance., Ohio Board of Regents, $50,000

E, Glickman-Weiss (1995) Armstrong Laboratory: Division of Crew Technology (AL/CFTF) "Comparative Effects of Dynamic and Static Strength Training on +Gz tolerance" focal point: Lt Col Jim Dooley, Ph.D. (Chief, AL/CFTF), AFOSR: Summer Faculty Award, $17,500

E Glickman The effect of cystine donor on exercise performance, Congressionally Developed Medical Research Program Grant (CDMRP), $0

E, Glickman-Weiss (1996) Armstrong Laboratory: Division of Crew Technology (AL/CFTF) focal point: Lt Col Jim Dooley, Ph.D. "Can a Strength Training Program Designed to Increase Respiratory Muscular Strength Enhance Respiratory Parameters in Pilots?", United States Air Force Office of Scientific Research (AFOSR), Summer Faculty Award/Grant, $17,500

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 7-Dec-09  Curriculum Bulletin
Effective Date Fall 2010  Approved by EPC

Department  School of Health Sciences
College  EH - Education, Health and Human Services
Degree  PHD - Doctor of Philosophy
Program Name  Exercise Physiology
Concentration(s)  PEPE
Program Code  EXPH
Proposal  Revise Program

Description of proposal:
The intent of this proposal is to change the title of the Physical Education PhD program to Exercise Physiology.

Also, inactivate Exercise Physiology concentration.

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours:  Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
There will be no impact on students, staff, programs, or policies. There will also be no fiscal impact. Since this is only a title change, there will be no encroachment or duplication issues.

Units consulted (other departments, programs or campuses affected by this proposal):
TLC, FLA

REQUIRED ENDORSEMENTS

Lynne E. Rowan
Department Chair / School Director / Campus Dean

Nancy E. Bouker
College Dean

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs

12/1/09
11/5/10
11/7/10
1/1/
Transmittal Memo

Date: December 10, 2009

To: Daniel Mahony, Dean
College of Education, Health, and Human Services

From: Lynne, Rowan, Interim Director
School of Health Sciences

Re: Proposal for MS and PhD in Exercise Physiology

Summary statement describing the proposed action:

The intent of this proposal is to:

1. elevate the Exercise Physiology (EXPH) concentration within the MA degree in Exercise, Leisure, & Sport (ELS) to its own degree, Master of Science in Exercise Physiology (MS EXPH)

2. change the title of the Exercise Physiology doctoral program. Because this program has existed as the sole concentration within the PhD in Physical Education, and the Physical Education major as it stands now, really is Exercise Physiology the name change better reflects the program curriculum.

Listing of all curricular/consultative bodies that have approved this action:

- Exercise Physiology faculty, November 2009
- School of Health Sciences Curricular Committee, December 9, 2009

School of Health Sciences
Athletic Training · Exercise Physiology · Health Education and Promotion
Integrated Health Studies · Nutrition and Dietetics · Speech Pathology and Audiology
P.O. Box 5190 · Kent, Ohio 44242-0001
330-672-2197 · Fax: 330-672-2194 · http://ehhs.kent.edu/hs
Proposal Summary

Title: Proposal for a PhD in Exercise Physiology

Subject Specification: The intent of this proposal is to change the title of the Exercise Physiology doctoral program. Because this program has existed as the sole concentration within the PhD in Physical Education, and the Physical Education major as it stands now, really is Exercise Physiology the name change better reflects the program curriculum.

Background Information: The School of Health Sciences has established the independent Exercise Science Undergraduate Major with two concentrations, one is termed exercise physiology and the other exercise specialist. As part of the split in the college disciplines from Physical Education as to bring consistency to the program areas the PhD program needed to change its name as well. The new name will be called Exercise Physiology. There will be no impact on any of the students, staff and the effect, fiscal impact of the action. If this action is not approved the PhD in Physical Education will not correctly describe the degree that the students earn and the faculty that support that degree program do not match the degree program area (i.e., physical education versus exercise physiology).

Alternatives and Consequences: There are no alternatives.

Specific Recommendation and Justification: The justifications for this action is to bring consistency to our degree program.

Timetable and Actions Required: Approved by: program area (November, 2009), School of Health Sciences Curriculum Committee (December 9, 2009), presented to: EHHS Curriculum Committee (December 18, 2009), EPC (February 25, 2010), Faculty Senate (March, 2010), Board of Trustees (April, 2010), OBR (August 2010) to be effective Fall, 2010.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Oct-09 Curriculum Bulletin 
Effective Date Fall 2010 Approved by EPC

Department Teaching, Learning and Curriculum (TLC)
College EH - Education, Health and Human Services
Degree MA - Master of Arts
Program Name Curriculum & Instruction Program Code C&I
Concentration(s) Physical Education Teacher Education Concentration(s) Code(s) PETE
Proposal Revise Program

Description of proposal:
The purpose of this proposal is to revise and move a concentration from one master’s degree to another. The PETE concentration is currently housed under the master’s degree in Exercise, Leisure and Sport (ELS) and the proposal moves PETE to be a concentration under the master’s degree in Curriculum and Instruction. This places the concentration in the school (TLC) in which PETE faculty now reside, the ELS degree now residing in the School of Foundations, Leadership and Administration. The proposal further revises the concentration to make it consistent with the other C&I master’s concentrations. This entails the inclusion of a required Curriculum course and a revised research requirement that are consistent with requirements in the C&I master’s degree.

Does proposed revision change program’s total credit hours? ☑ Yes ☐ No
Current total credit hours: 40 Proposed total credit hours 40

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure): No impact on other programs, policies or procedures. This is approved by C&I.

Units consulted (other departments, programs or campuses affected by this proposal):
C&I

REQUwRED ENDORSEMENTS

[Signatures and dates]

Department Chair / School Director / Campus Dean
[Signature]
11/12/09

College Dean
[Signature]
11/5/10

Executive Dean of Regional Campuses / Dean of Graduate Studies
Interim
[Signature]
11/7/10

Senior Vice President for Academic Affairs and Provost
[Signature]
[Date]
Proposal Summary

Title:
Revision to the master's concentration in Physical Education Teacher Education (PETE)

Subject Specification:
The purpose of this proposal is to revise and move a concentration from the master's degree in Exercise, Leisure and Sport to the master's degree in Curriculum and Instruction.

Background Information:
The PETE concentration is currently housed under the master's degree in Exercise, Leisure and Sport (ELS) and the proposal moves PETE to be a concentration under the master's degree in Curriculum and Instruction. This places the concentration in the school (TLC) in which PETE faculty now reside, the ELS degree now residing in the School of Foundations, Leadership and Administration. Hence this action conforms to the mission of the sponsoring unit.

The proposal further revises the concentration to make it consistent with the other C&I master's concentrations. This entails the inclusion of a required Curriculum course and a revised research requirement that are consistent with other C&I master's programs. See attached requirements sheet.

This action will not have any negative impact on current programs, offerings, students and staff. The positive impact will be a greater focus on the field of curriculum and instruction within physical education.

Alternatives and Consequences:
The alternative to not approving this proposal is that the concentration remains housed within a school that does not include the PETE faculty.

Specific Recommendation and Justification: Approval of the proposal to place PETE as a concentration under the C&I master's degree.

Timetable and Actions Required:
November, 2009: TLC curriculum committee
December, 2009: EHHS curriculum committee
January, 2010: EPC
February, 2010: Faculty Senate
Effective Fall 2010
Kent State University
School of Teaching, Learning and Curriculum
Master of Arts Degree in Curriculum and Instruction

Physical Education Teacher Education Concentration

Purpose:
This program leads to a multi-age (pre-K through 12th grade) license to teach Physical Education in the State of Ohio. The program is designed to prepare teacher candidates with competencies that meet the Beginning Teacher Standards of the National Association for Physical Education and Sport. The program includes field experience components at the elementary and secondary levels, and culminates with a full semester student teaching experience split between the two levels.

Admission:
Undergraduate degree preparation may be in any field, with applicants not required to have an undergraduate degree in Physical Education. Regardless of the undergraduate degree achieved, candidates must satisfy pre-requisites for admission to the program. The admission requirements outlined below are additional to the requirements for admission into the Master of Arts degree (i.e. candidates must have an undergraduate degree with a Grade Point Average of at least 2.75, two appropriate letters of reference, and a well articulated career goal statement). Over and above these general requirements, admission to the PETE concentration of the MA degree is a two part process (outlined below) that might take time to complete if additional undergraduate coursework is required.

a) Candidates provide a full resume and transcripts and meet with faculty for an interview.

b) It is essential that candidates enter the program with some background and knowledge in the following areas:

i) Physical Education Content
ii) Growth and Development
iii) Technology

Therefore, candidates are required to complete the following undergraduate courses (or equivalents), either at KSU or another institution, with an overall GPA of 3.0. These courses constitute a total of 24-26 undergraduate credit hours.

Course | Semester offered
-------|-------------------
PEP 15013 Development & Analysis of Dance (2) | Fall
PEP 15014 Development & Analysis of Gymnastics (1) | Spring
PEP 15015 or 15016 Development & Analysis of Game
Performance I or II (must take at KSU) (2 or 3)  Fall or Spring
PEP 15018 Swimming and Aquatics (1)  Fall or Spring
PEP 15019 Track and Field (1)  Fall or Spring
PEB 10035 Lifetime Fitness (2)  Fall or Spring
PEP 25026 Outdoor Pursuits (3)  Fall or Summer *
PEP 25033 Lifespan Motor Development (3)  Fall, Spring, Summer
PEP 25057 Anatomy & Physiology I (3)  Fall, Spring, Summer
PEP 35054 Biomechanics (3)  Fall, Spring, Summer
ATTR 35025 Essentials of Athletic Injury Management (1) OR
American Red Cross Sports Safety Training
EDPF 29525 Educational Psychology (3)  Fall, Spring, Summer

Candidates must also demonstrate technology competence through successful completion of a technology course or presentation of materials.
* Note. Summer courses cannot be guaranteed.

Graduate PETE Program Requirements:

**Research Requirement** (3 hrs)
EDUC 65511 Research in Educational Services  3

**Curriculum Requirement:** (3 hrs)
C&I 67001 Fundamentals of Curriculum  3

**Teacher Licensure Requirements:** (34 hrs)
C&I 55051: Elementary PE Methods  3
C&I 55053: Elementary PE Content  3
C&I 55058: Secondary PE Methods  3
C&I 55059: Secondary PE Content  3
C&I 65025: Contemporary Issues in Sport Pedagogy  3
C&I 65055: Curriculum Development in Sport Pedagogy  3
C&I 65592: Internship in Motor Development  3
C&I 65392: Advanced Practicum in PE (Student Teaching and Seminar)  10
C&I 67330 Reading in Content Areas  3
## Research Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 65511 Research in Educational Services</td>
<td>(3)</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td>3</td>
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## Required Curriculum and Instruction (C&I) Courses

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<th>Course</th>
<th>Credits</th>
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<tr>
<td>C&amp;I 67001 Fundamentals of Curriculum</td>
<td>(3)</td>
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<tr>
<td>C&amp;I 65055 Curriculum Development in Sport Pedagogy</td>
<td>(3)</td>
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<tr>
<td>C&amp;I 65025 Contemporary Issue in Sport Pedagogy</td>
<td>(3)</td>
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<tr>
<td>C&amp;I 55051 Elementary Methods</td>
<td>(3)</td>
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<td>C&amp;I 55053 Elementary Content</td>
<td>(3)</td>
</tr>
<tr>
<td>C&amp;I 55058 Secondary Methods</td>
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<tr>
<td>C&amp;I 55059 Secondary Content</td>
<td>(3)</td>
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<tr>
<td>C&amp;I 6592 Internship in Motor Development</td>
<td>(3)</td>
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<tr>
<td>C&amp;I 65392 Advanced Practicum in Physical Education</td>
<td>(10)</td>
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<tr>
<td>C&amp;I 67330 Reading in Content Areas</td>
<td>(3)</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td>37</td>
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</tbody>
</table>

## Transfer Credits (Course work within 6 years):

### Maximum of 12 semester hours or 18 quarter hours.

1. Official transcript must be filed with the Graduate School of Education. Only A or B grades will transfer.
2. Formal letter of request listing course title, course number, number of credit hours, semester taken and institution must also be completed and approved by the Graduate School of Education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tr>
<td><strong>Total Hours</strong></td>
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</tr>
</tbody>
</table>

Revised 10/09

* C&I 67001 should be taken as close to the first semester of your program as possible.
Kent State University  
Department of Teaching, Learning & Curriculum  
College and Graduate School of Education, Health and Human Services  
Kent, Ohio 44242  

Curriculum & Instruction Master’s Degree Program  
Specialization: Physical Education Teacher Education (PETE)  

Name: ______________________________ Degree to be awarded: MA  
Home Address: ______________________________ E-mail address: ______________________________  
City: ______________ State: ___ Zip code: _____ Telephone number: ______________________________  

Instructions for Filing the Prospectus  

1. You must schedule a meeting with advisor to discuss the prospectus during the first semester of course work.  
2. The prospectus must be completed and filed by the end of the first year of course work in 418 White Hall. Prior to filing the prospectus in 418 White Hall, make two (2) copies. Give one (1) copy to your major advisor. Retain one (1) copy for your personal use.  
3. Research on Teaching in Physical Education and Coaching must be taken as specified on the prospectus.  
4. A minimum of 5 C&I courses must be taken as specified on the prospectus.  
5. C&I 67001, Fundamentals of Curriculum, must be taken as soon as possible in your program.  
6. Any deviation from the prospectus MUST BE APPROVED IN ADVANCE by the student’s advisor. Changes are to be filed by the student with the Coordinator of Graduate Education Programs, Debbie Roeder, in Room 418 White Hall one semester prior to anticipated graduation. She can be contacted at 330-672-0558 or droeder@kent.edu.  
7. Degree work must be completed within six (6) years. The starting date is the first semester of graduate course work at Kent State University.  
8. A minimum of 16 semester hours must be taken at the 60000 level or higher.  
9. A minimum of 18 semester hours must be taken at the Kent campus.  
10. Consult the graduate catalog for electives prior to meeting with advisor.  

Approval of Prospectus  

Graduate Student (signature)  
(print name)  
Date  

Graduate Advisor  
Date  

Revised 04/09  
Effective Fall 2009
TILLET, THERESE

From: COLLIER, CONNIE
Sent: Wednesday, January 13, 2010 2:36 PM
To: TILLET, THERESE
Subject: RE: EPC - Physical Education Teacher Education concentration

Therese

Sorry for the delay, I believe it is only MA.

Thanks

Connie

Dr. Connie Collier
Teaching, Learning, and Curriculum Studies
Kent State University
Kent OH 44242-0001
ccollie2@kent.edu
330 672 0225 PHONE
330 672 4106 FAX

From: TILLET, THERESE
Sent: Monday, January 11, 2010 3:25 PM
To: COLLIER, CONNIE
Cc: WYMER, LUCI; BARBOUR, NANCY; SANDMANN, ALEXA
Subject: EPC - Physical Education Teacher Education concentration

Connie, I'm reviewing the proposal to move the PETE concentration from the ELS major to the C&I major. C&I is both an MA and MEd. However, the proposal mentions the MA degree only. I just want to confirm with you that the MEd degree program is not getting this concentration.

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | Library, Ste. 334 | 1 Eastway Dr., | Kent, Ohio 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | tillett1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/administration/provost/curriculum_svcs
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Dec-09  Curriculum Bulletin  
Effective Date  Fall 2010  Approved by EPC  

Department  FLA  
College  EH - Education, Health and Human Services  
Degree  CERD - Certificate-Post-Baccalaureate  
Program Name  EDAD  Program Code  EAKL  
Concentration(s)  Concentration(s) Code(s)  
Proposal  Establish Program - Lead Professional Educator (Prk-12)  

Description of proposal:  
This proposal is to establish a 5 course program (15 credits) for Teacher Leadership to be offered jointly by Prek-12 Educational Administration and Curriculum and Instruction programs. The courses to be included are current courses offered by the Prek-12 Educational Administration Program (EDAD) and Curriculum & Instruction (C&I). These courses are: EDAD 66526 Fundamentals of Educational Administration, EDAD 66531 Instructional Leadership, EDAD 676542 Principles and Techniques of Supervision, C&I 67001 Fundamentals of Curriculum, C&I 67002 Curriculum Leadership.  

Does proposed revision change program’s total credit hours?  
☐ Yes  ☑ No  
Current total credit hours:  
Proposed total credit hours 15  

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):  
The proposed endorsement program in Teacher Leadership responds to impending changes in the preparation and licensing of Prek-12 Teachers in Ohio. These proposed changes to teacher licensing includes a lead professional educator endorsement. Regardless of state licensing changes, this program provides a curriculum geared for the experienced teacher to take a leadership role in their school and district pertaining to curriculum, instruction, and the development and mentoring of preservice, novice and peer teachers. The audience will be comprised of experienced teachers with a master’s degree in education. Enrollment for this program is expected to be good because this is a newly developed endorsement program by the Ohio Department of Education. At this point in time, only four universities statewide are submitting proposals for this endorsement. Plans to develop this as a fully online endorsement program will allow for candidates statewide to enroll. Staffing for this will be provided by faculty from EDAD and C&I.  

Units consulted (other departments, programs or campuses affected by this proposal):  
C&I: This is a joint proposal between EDAD and C&I  

________________________________________  12.14.09  
Department Chair / School Director / Campus Dean  

________________________________________  11.5.10  
College Dean  

________________________________________  11.7.110  
Executive Dean of Regional Campuses / Dean of Graduate Studies  

________________________________________  4/1/12  
Interim
Transmittal Memo

To: EHHS Curriculum Council

From: Anita Varrati and James Henderson

RE: New Endorsement Program in Teacher Leadership

Date: November 15, 2009

Summary Statement:

This proposal is for a new 15-credit Endorsement program in Teacher Leadership from PreK-EDAD and C&I. Development of this proposal reflects the collaborative efforts of Drs. Anita Varrati (EDAD) and Dr. James Henderson (C&I) in consultation with ODE and area school district administrators.

Summary statement describing the proposed action:

This proposed endorsement program will have no effect on:

- Current course offerings. It is a collaboration of EDAD and C&I faculty to identify current courses that present the best educational experience for future teacher leaders from both programs.
- On staffing: Current faculty can teach this course.
- On other units. This is a program designed specifically for candidates who currently hold a master’s degree in education and a professional educator’s license.

Other entities consulted for approval:

- PreK-12 EDAD program
- C&I program
- TCI Curriculum Committee
- FLA Curriculum Committee
Proposal Summary

Purpose and Goals:

This program is geared for master/experienced teachers who aspire to take a leadership role in their schools and districts. This program is designed to provide knowledge and skills pertaining to teacher leadership in the development of curriculum, the improvement of instruction, and the professional development and mentoring of preservice, novice and peer teachers.

Need:

The proposed endorsement program in Teacher Leadership responds to impending changes in the preparation and licensing of Prek-12 Teachers in Ohio. These proposed changes to teacher licensing, includes a lead professional educator endorsement. ODE is currently providing grants to universities (Kent is one of four that received this grant) to develop and implement a teacher leadership endorsement program to serve as a statewide model. More importantly, the continued accountability of schools to ensure the success of all students puts continued pressure on school districts and educational preparation institutions to produce and develop teachers who are effective. Well-trained teacher leaders can assist in the development of preservice, novice, and peer teachers as quality educational professionals.

Admission Procedures:

Candidates will meet the following application criteria:

- Is an experienced teacher of at least 9 years in the profession
- Identified as a high quality candidate for teacher leadership by an immediate supervisor
- Has completed a master’s degree with a 3.0 GPA minimum

Requirements for completion/endorsement:

Students will complete the 15-credit program with a GPA of 3.0 or better.

Required Courses:

C&I 67001    Fundamentals of Curriculum
EDAD 66526    Fundamentals of Educational Administration
C&I 67010    Curriculum Evaluation
EDAD 66531    Instructional Leadership
EDAD 676542    Principles and Techniques of Supervision
Evidence of need and sustainability:

Based on recent Ohio legislation, teacher licensing and employment has undergone some radical changes. One of those changes is the licensing of teacher leaders. Due to these changes, the Ohio Department of Education (ODE) has provided grant monies for universities to pilot teacher leader endorsement programs to serve as state-wide models. Kent State has received funding to be one of four pilot programs. This selection has put Kent State in a unique position to take a leading role in the development of this newly required endorsement program. In addition to fulfilling state teacher licensure requirements, district administrators have expressed the desire to have courses/programs that qualify teachers for school leadership roles. Concurrent with this pilot program, the Educational Administration (EDAD) and Curriculum & Instruction (C&I) programs have submitted a proposal to ODE to offer this program as part of our curricula after the grant has ended.

Fiscal and staffing impact:

There should be no impact as courses selected currently exist within the C&I and EDAD programs and can be taught by current staff.
Lead Professional Educator Endorsement
Educational Administration
Kent State University
(Prospectus—15 hours)

This program is geared for master/experienced teachers who aspire to take a leadership role in their schools and districts. This program is designed to provide knowledge and skills pertaining to teacher leadership in the development of curriculum, the improvement of instruction, and the professional development and mentoring of preservice, novice and peer teachers. The lead professional educator endorsement would be issued to an educator who has taught for a minimum of nine years (four years under the resident educator license, and five years under a professional license and/or a senior professional educator license) and who has also evidenced meeting other qualifying criteria. These criteria would include obtaining a master’s degree, meeting the “Distinguished” indicators as referenced in the Ohio Educator Standards, and being either a National Board Certified Teacher or meeting requirements of a “lead teacher” established by the Educator Standards Board.

Date ___________________________ Student’s I.D.# ___________________________

Student’s Name_________________ Student’s Signature: _________________________

Advisor’s Name: ________________ Advisor’s Signature: _________________________

Course Requirements (15 credit hours)

*EDAD 66526 Fundamentals of Educational Administration
   EDAD 66531 Instructional Leadership
**EDAD 66342 Principles and Techniques of Supervision
*C&I 67001 Fundamentals of Curriculum
C&I 67002 Curriculum Leadership

*Taken toward the beginning of the program.
** Taken toward the end of the program.

All course work will be taken at Kent State University unless substitutions are approved in writing by the student’s advisor.
Course Catalogue Description for the Lead Professional Educator Endorsement

The Lead Professional Educator Endorsement responds to changes in the preparation and licensing of Prek-12 Teachers in Ohio. These changes to teacher licensing, include a lead professional educator Endorsement. This endorsement program fulfills a need in Ohio to prepare individuals to serve as teacher leaders, both in official and unofficial roles in their schools. The need for public schools in Ohio to ensure the success of all students puts continued pressure on school districts and preparation institutions to identify and develop teachers who are visionary, deliberative and collaborative leaders. Such highly committed and well-prepared professionals will be able to assist in preparing and supporting preservice, novice and peer teachers who can work as responsible, creative and democratic educators. The lead professional educator endorsement is issued to an educator who has taught for a minimum of nine years (four years under the resident educator license, and five years under a professional license and/or a senior professional educator license) and who has also evidenced meeting other qualifying criteria. These criteria include obtaining a master’s degree, meeting the “Distinguished” indicators as referenced in the Ohio Educator Standards, and being either a National Board Certified Teacher or meeting requirements of a “lead teacher” established by the Educator Standards Board. Those who earn the lead professional educator endorsement will be able to add it to a teaching license. An educator can earn this endorsement as an additional criterion in order to qualify for this level of licensure. The lead professional educator endorsement is valid for five years and is renewable.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 18-Nov-09  Curriculum Bulletin
Effective Date Fall 2010  Approved by EPC

Department  LDES
College  EH - Education, Health and Human Services
Degree  PHD - Doctor of Philosophy
Program Name  EDUCATIONAL PSYCHOLOGY  Program Code  EPSY
Concentration(s)  INSTRUCTIONAL TECHNOLOGY  Concentration(s) Code(s)  ITEC
Proposal  Establish Program - NEW CONCENTRATION

Description of proposal:

This proposal seeks to establish Instructional Technology as an official "concentration" of the Educational Psychology doctoral degree, enabling students to designate this concentration as their area of interest when they apply to the degree program and when they graduate with the degree.

The Educational Psychology/Instructional Technology program area has developed a program of study for its doctoral degree (see accompanying handout). This program of study includes 9 hours of basic research coursework, 6 hours of advanced research coursework, a 12 hour core of courses related to Educational Psychology and 6 hours of foundational coursework that includes the residency seminar. In the proposed Instructional Technology "concentration," the rest of the courses would be selected primarily from course offerings in Instructional Technology (with additional possible coursework in Educational Psychology), totalling 45 hours altogether, at a minimum. The dissertation involves at least 30 credit hours taken over the course of at least two semesters. Residency requirements can be satisfied by any of the three standard options offered by the college, with 18 hours completed during two semesters (option A), during three semesters (option B), or an "alternative plan" developed by the student and the committee (option C).

Does proposed revision change program's total credit hours?  ☑ Yes  ☐ No
Current total credit hours: 75  Proposed total credit hours 75

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

This doctoral program of study was developed and approved by the Educational Psychology/Instructional Technology program in 2007, after the college Graduate Council decided that existing doctoral program requirements could be revised by individual program areas.

Units consulted (other departments, programs or campuses affected by this proposal):

The Educational Psychology and Instructional Technology faculty have collaborated on this proposal. One other program area's coursework included in the proposed program of study is Evaluation and Measurement, whose research courses are requirements. There was little change in required coursework for research in this program of study compared to the previous set of doctoral program requirements, so impact should not change. On the other hand, this program of study does not include some coursework that was previously required in Foundations. When the prior set of doctoral requirements were officially abandoned, each program area was given the right to determine its own requirements, and Educational Psychology/Instructional Technology decided to stress research, rather than foundational coursework in its doctoral program. The Foundations program area has been informed of this change in doctoral requirements for our students.
REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 18-Nov-09  Curriculum Bulletin
Effective Date Fall 2010  Approved by EPC

Department LDES
College EH - Education, Health and Human Services
Degree PHD - Doctor of Philosophy
Program Name EDUCATIONAL PSYCHOLOGY  Program Code EPSY
Concentration(s) Concentration(s) Code(s)
Proposal Revise Program

Description of proposal:
The Educational Psychology/Instructional Technology program area has developed a program of study
for its doctoral degree (see accompanying handout). This program of study includes 9 hours of basic
research coursework, 6 hours of advanced research coursework, a 12 hour core of courses related to
Educational Psychology and 6 hours of foundational coursework that includes the residency seminar.
In the proposed Instructional Technology concentration, the rest of the courses would be selected
primarily from course offerings in Instructional Technology (with additional possible coursework in
Educational Psychology), totalling 45 hours altogether, at a minimum. The dissertation involves at least
30 credit hours taken over the course of at least two semesters. Residency requirements can be satisfied
by any of the three standard options offered by the college, with 18 hours completed during two
semesters (option A), during three semesters (option B), or an "alternative plan" developed by the student
and the committee (option C).

Does proposed revision change program's total credit hours? □ Yes  ☑ No
Current total credit hours: 75  Proposed total credit hours: 75

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues;
enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This doctoral program of study was developed and approved by the Educational Psychology/Instructional
Technology program in 2007, after the college Graduate Council decided that existing doctoral program
requirements could be revised by individual program areas.

Units consulted (other departments, programs or campuses affected by this proposal):
The Educational Psychology and Instructional Technology faculty have collaborated on this proposal.
One other program area's coursework included in the proposed program of study is Evaluation and
Measurement, whose research courses are requirements. There was little change in required
coursework or research in this program of study compared to the previous set of doctoral program
requirements, so impact should not change. On the other hand, this program of study does not include
some coursework that was previously required in Foundations. When the prior set of doctoral
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requirements, and Educational Psychology/Instructional Technology decided to stress research, rather
than foundational coursework in its doctoral program. The Foundations program area has been informed
of this change in doctoral requirements for our students.
REQUIRED ENDORSEMENTS

H. Allmann Jenkins
Department Chair / School Director / Campus Dean
12/14/09

Manuel Jimenez
College Dean
1/15/10

Executive Dean of Regional Campuses / Dean of Graduate Studies
Nancy Bu Stotler
Interim
1/13/10

Senior Vice President for Academic Affairs and Provost
Kent State University
Memorandum

To: M. Dellman-Jenkins, Director: Lifespan Development & Educational Sciences
   N. Barbour, Associate Dean: Education, Health, & Human Services
From: C. Was, Program Coordinator, Educational Psychology
      D. Tiene, Program Coordinator, Instructional Technology
Date: December 1, 2009
Subject: Program of Study for Educational Psychology Doctoral Degree Program and
         Instructional Technology Concentration.

The Educational Psychology/Instructional Technology program area has developed a revised
program of study for its Educational Psychology Doctoral Degree, which has a required set of
courses, but for which elective coursework will vary depending upon whether or not the student
is interested in a "Concentration" in Instructional Technology. This curricular proposal seeks to
officially establish a revised program of study for the Educational Psychology Doctoral Degree
Program. It also seeks to officially establish a "Concentration" within that program for
Instructional Technology, so that students interested in this discipline can designate this
concentration as their area of interest when they apply to the degree program and when they
graduate with the degree. Two separate Certification of Curriculum Proposals have been
submitted as part of this proposal, one for the Educational Psychology Doctoral Degree Program
of Study and the other for the establishment of the Instructional Technology "Concentration,"
included as part of that same Program of Study. This proposed Program of Study has also been
provided with these materials.

This proposal is being submitted to the appropriate curriculum committees for approval, so that it
will take effect by Fall Semester of 2010. The review process will be conducted by the School of
Lifespan Development and Educational Sciences (LDES) Curriculum Committee on December
2, 2009, the College of Education, Health and Human Services (EHHS) Curriculum Council on
Proposal Summary

Title: Program of Study for Educational Psychology Doctoral Degree Program (and Instructional Technology concentration)

Subject Specification: The Educational Psychology/Instructional Technology program area has developed a program of study for its Educational Psychology (EPSY) doctoral degree, which has a required set of courses, but for which elective coursework will vary depending upon whether or not the student is interested in a "concentration" in Instructional Technology (ITEC)

Background Information: General graduate course requirements for the College of Education, Health, and Human Services were eliminated a few years ago by the Graduate Council, leaving program areas to decide for themselves what courses to require of students. The Educational Psychology/Instructional Technology program area consequently decided on how its new program of study would be structured. Consensus was reached about a set of requirements for the doctoral program. A common core was established that included both research courses and foundational coursework in Educational Psychology and its application to Instructional Technology. But depending upon student interests, the remainder of the coursework could be primarily focused either in Educational Psychology or in Instructional Technology, with the latter choice resulting in the attainment of a "concentration" in Instructional Technology.

Alternatives and Consequences: This proposed action will officially establish a revised program of study for the Educational Psychology Doctoral Degree Program. It will also officially establish a "concentration" within that program for Instructional Technology, so that students interested in this discipline can designate this concentration as their area of interest when they apply to the degree program and when they graduate with the degree.

Specific Recommendation and Justification: Two separate Certification of Curriculum Proposals have been submitted as part of this proposal, one for the Educational Psychology Doctoral Degree and the other for the Instructional Technology "concentration" to be established as an option associated with that degree. Both the Educational Psychology option and the Educational Psychology with a concentration in Instructional Technology option will use the same program of study (see accompanying handout). Students can indicate their interest in specializing in Instructional Technology by selecting "yes" for this concentration in the basic information section at the beginning of the form. They will also then be expected to select more Instructional Technology (ITEC) courses beyond the core requirements than Educational Psychology (EPSY) courses. If they are interested in a degree in Educational Psychology with no concentration, the reverse will be true, with Educational Psychology courses outnumbering Instructional Technology courses in the program of study.

Timetable and Actions Required: This proposal is being submitted to the appropriate curriculum committees for approval, so that it will take effect by Fall Semester of next year (2010): the Lifespan Development and Educational Sciences (LDES) Curriculum Committee, the Education, Health and Human Services (EHHS) Graduate Council, and the university's Educational Policy Council.
Doctor of Philosophy: Educational Psychology
Kent State University

PROGRAM OF STUDY

Doctoral Student: ____________________________ SSN#: ____________________________
Address: ____________________________
City: __________ State: __________ Zip: __________
Telephone: ____________________________
Concentration in Instructional Technology: yes no Date of Filing: ______________

Major Advisor (or Co-Advisor): ____________________________
Member (or Co-Advisor): ____________________________
At-Large Member: ____________________________
Minor or Cognate Advisor: ____________________________
Optional Member: ____________________________

Signatures

Doctoral Comprehensive Examination Option (choose one):
Option 1 ___ Option 2 ___ *Option 3 ___
*Option 3 must be declared within first 9 hours of course work. Refer to Ph.D. Handbook
(http://www.ohio.edu/offices/OGS/) for complete information about each option.

REQUIRED DOCTORAL COURSES

BASIC RESEARCH
STUDENT MUST TAKE ALL BASIC RESEARCH COURSES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>(Anticipated) Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVAL 75510</td>
<td>Statistics I for Educational Services</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EVAL 85515</td>
<td>Quantitative Research Designs and Applications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for Educational Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVAL 85516</td>
<td>Qualitative Research Designs and Application</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for Educational Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADVANCED RESEARCH
STUDENT MUST TAKE AT LEAST 6 CREDITS OF ADVANCED RESEARCH COURSES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>(Anticipated) Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVAL 85517</td>
<td>Advanced Quantitative Research for Educational</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVAL 85518</td>
<td>Advanced Qualitative Research for Educational</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVAL 78716</td>
<td>Educational Statistics II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EVAL 78807</td>
<td>Evaluation in Education</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Elective Research Courses:
### Foundations

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 80090</td>
<td>Doctoral Residency Seminar (Required for all students)</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 89091</td>
<td>Seminar: College Teaching (Required for Teaching Assistants)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Educational Psychology/Instructional Technology Core

Student must take up to 12 credit hours

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 65524</td>
<td>Learning Theories*</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 57403</td>
<td>Instructional Design*</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 67442</td>
<td>or Designing Online Courses*</td>
<td>3</td>
</tr>
<tr>
<td>ITEC 77495</td>
<td>ST: Instruction, Technology and Learning**</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 78905</td>
<td>Educational Psychology**</td>
<td>3</td>
</tr>
</tbody>
</table>

* If not taken during master's work

** Taken together as early as possible, preferably in the first year of doctoral work

### Education Psychology Specialization Electives

Electives added to make 45 credit hours for coursework

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 89098</td>
<td>Research in Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 68904</td>
<td>Learning Theories Applied in Education</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 89095</td>
<td>Special Topics in Learning and Development</td>
<td>1-3</td>
</tr>
<tr>
<td>EPSY 89096</td>
<td>Individual Investigation in Learning and Development</td>
<td>1-3</td>
</tr>
<tr>
<td>EPSY 89098</td>
<td>Research in Learning and Development</td>
<td>1-15</td>
</tr>
<tr>
<td>EPSY 65520</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 65521</td>
<td>Adult Development</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 65523</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 70604</td>
<td>Cognitive Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 70413</td>
<td>Cognitive Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 71350</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPED 63200</td>
<td>Introduction to Exceptionalities</td>
<td>3</td>
</tr>
</tbody>
</table>

Other electives as approved by the committee:
### INSTRUCTIONAL TECHNOLOGY SPECIALIZATION ELECTIVES

**Electives added to make 45 credit hours for coursework**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>(Anticipated) Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 57413</td>
<td>Digital Video In Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77442</td>
<td>Designing Online Courses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77444</td>
<td>Teaching Online Courses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77449</td>
<td>Research in Online Teaching and Learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77410</td>
<td>Simulation-Games in Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77411</td>
<td>Designing Visuals for Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77417</td>
<td>Advanced Instructional Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77420</td>
<td>Current Issues in Instructional Technology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77425</td>
<td>Managing Technological Changes</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77432</td>
<td>Designing Multimedia For Instruction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77434</td>
<td>Emerging Technologies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77435</td>
<td>Virtual Reality</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77436</td>
<td>Distance Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77437</td>
<td>Authoring Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77438</td>
<td>Instructional Application of the Internet</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ITEC 77491</td>
<td>Seminar: Educational Media</td>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td>ITEC 77492</td>
<td>Advanced Practicum and Internship in Instructional Technology</td>
<td>1-10</td>
<td></td>
</tr>
<tr>
<td>ITEC 77496</td>
<td>Individual Investigation in Instructional Technology</td>
<td>1-10</td>
<td></td>
</tr>
<tr>
<td>ITEC 77498</td>
<td>Independent Research in Instructional Technology</td>
<td>1-10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other electives as approved by the committee:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If specific courses were taken at the master's level, then the committee should substitute others to bring the total course hours up to a minimum of 45. The Advisory Phase Committee may require more coursework beyond the 45 hours.

### DISSERTATION (minimum 30 credit hrs.)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 80199</td>
<td>Dissertation I</td>
<td>(15 hrs.)</td>
</tr>
<tr>
<td>EPSY 80299</td>
<td>Dissertation II</td>
<td>(15 hrs.)</td>
</tr>
</tbody>
</table>
Residency Plan

Please indicate below the option selected for completion of residency. In the space provided, present a summary of professional activities to be included in the residency plan.

_____ OPTION A
A full academic year of two consecutive semesters:
• for a minimum of 18 semester credit hours
• with attendance at residency seminar each semester
• with professional activities

_____ OPTION B
A full academic year of two consecutive semesters and one summer session:
• for a minimum of 18 semester credit hours
• with attendance at residency seminar each academic year semester
• with professional activities

_____ OPTION C
Alternative Plan. Requires approval by Advisor and Program Area Coordinator (must be attached).

NOTE: With Option B, the summer session may be at either end of the academic year. With Option B, students must be enrolled for a minimum of eight credit hours, excluding dissertation hours, during two of these terms.

Professional Activities Anticipated During Residency (list below):
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Oct-09  Curriculum Bulletin □
Effective Date  Fall 2010  Approved by EPC □

Department Lifespan Development and Educational Sciences □
College EH - Education, Health and Human Services □
Degree MED - Master of Education □ and MA - Master of Arts □
Program Name Community Counseling □ Program Code CCON □
Concentration(s) □ Concentration(s) Code(s) □
Proposal Revise Program □
Description of proposal:
Currently, the Community Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Previously, CACREP accredited the Community Counseling program as an accredited “Community Counseling program”. However, in 2009, CACREP changed their accreditation categories. According to CACREP, what used to be titled “Community Counseling” is now titled “Clinical Mental Health Counseling”. So, in order to stay congruent with our learned society and accreditation body, we propose to change the name of our Community Counseling program to “Clinical Mental Health Counseling”. In addition to congruency, the title “Clinical Mental Health Counseling” is a more accurate description of the program and the scope of practice of our graduates. The program will not operate any differently with this proposed name change but will be more congruent with national standards.

Does proposed revision change program’s total credit hours? □ Yes □ No
Current total credit hours: 60 □ Proposed total credit hours 60 □

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None - the policies, practices, staffing, and curriculum will not change as a result of this proposal being accepted. This is only a change in the program's name.

Units consulted (other departments, programs or campuses affected by this proposal):
Since this is a course revision that only affects Community Counseling print materials, no other departments, programs or campuses were initially consulted. However, Dr. Mary Dellman-Jenkins (LDES School Director) suggested that consultation with the Psychology Department and the School Psychology Program be obtained. Therefore, Dr. Maria Zaragonza from the Psychology Department Dr. Richard Cowen from the School Psychology Program were consulted and both supported this proposal.

________________________________________
Date

REQUIRED ENDORSEMENTS

Translation: [Signature]
Department Chair / School Director / Campus Dean

Translation: [Signature]
College Dean

Translation: [Signature]
Executive Dean of Regional Campuses / Dean of Graduate Studies

Translation: [Signature]
Senior Vice President for Academic Affairs and Provost

11/12/09  11/15/10  11/17/10  1/1/
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Oct-09  Curriculum Bulletin _________
Effective Date    Fall 2010   Approved by EPC _________

Department        Lifespan Development and Educational Sciences (LDES)
College            EH - Education, Health and Human Services
Degree             MED - Master of Education and MA - Master of Arts
Program Name       Community Counseling    Program Code CCON
Concentration(s)   n/a    Concentration(s) Code(s) n/a
Proposal           Establish Program Policy

Description of proposal:
Due to new accreditation standards (CACREP, 2009), the Community Counseling program is proposing a program policy change to take effect Fall 2010. The new policy is as follows: Students in the Community Counseling program are required to successfully pass a pre-practicum examination and a comprehensive examination.

Prior to beginning CHDS 6/77636 Practicum I: Community Counseling, student must successfully pass a pre-practicum examination that addresses the six prerequisite courses to CHDS 6/77636. If students fail, remediation plans will be made but they are restricted from taking CHDS 6/77636 until they have successfully passed the pre-practicum examination. If students fail the pre-practicum examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.

During the second semester of a Community Counseling student’s internship, students must successfully pass a comprehensive examination that addresses the required course work in the Community Counseling program. If students fail, remediation plans will be made but they are restricted from graduation until they have successfully passed the comprehensive examination. If students fail the comprehensive examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.

If this policy is not in effect for Fall 2010, the CHDS program is in danger of not being awarded CACREP accreditation.

*** Please note that this policy is not intended to increase the number of credit hours that are required of their program. However, in very few circumstances and depending on the nature of the remediation plan, it could be foreseeable that additional credit hours could be required.

Does proposed revision change program’s total credit hours? ☐ Yes   ☒ No
Current total credit hours: 60       Proposed total credit hours 60***

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None. This policy only pertains to CHDS students. Therefore, other programs are not affected by this policy change.

Units consulted (other departments, programs or campuses affected by this proposal):
None. This policy only pertains to CHDS students. Therefore, other programs are not affected by this policy change.
REQUIRED ENDORSEMENTS

H. Bellmann, Jenkins
Department Chair / School Director / Campus Dean
11/12/09

College Dean
Renate S. Honke
11/15/09

Executive Dean of Regional Campuses / Dean of Graduate Studies
11/17/09

Senior Vice President for Academic Affairs and Provost

[Signature]
1/1/10
Kent State University
Inter-Office Correspondence

Data: October 28, 2009

To: Mary Dellman-Jenkins, Interim Director, School of Lifespan Development and Educational Sciences (LDES)
   Nancy Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education
   Dan Mahoney, Ph.D., Interim Dean for the College and Graduate School of Education, Health, and Human Services

From: Jason McGlothlin, Ph.D., Coordinator, Counseling and Human Development Services (CHDS) Master’s Programs
   John West, Ed.D., Coordinator, Counseling and Human Development Services (CHDS) Doctoral Program

RE: Program Name Change

Proposal Summary

A. Title: Community Counseling Program Name Change

B. Subject Specification: The intent of this proposal is to change the name of the “Community Counseling (CCON)” program to “Clinical Mental Health Counseling (CMHC)”. 

C. Background Information: Currently, the Community Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Previously, CACREP accredited the Community Counseling program as an accredited “Community Counseling program”. However, in 2009, CACREP changed their accreditation categories. According to CACREP, what used to be “Community Counseling” is now “Clinical Mental Health Counseling”. So, in order to stay congruent with our learned society and accreditation body, we propose to change the name of our Community Counseling program to Clinical Mental Health Counseling. In addition to congruency, the title “Clinical Mental Health Counseling” is a more accurate description of the program and the scope of practice of our graduates. The program will not necessarily operate any differently with this proposed name change but will be more congruent with national standards.

D. Alternative and Consequences: If this proposal is not approved we would remain the “Community Counseling” program. Other alternatives are not considered and would not make sense. The only reason for this proposal is to stay congruent with accreditation standards and to present a more accurate description of the scope of practice of our graduates.

E. Specific Recommendation and Justification: It is recommended that the name of the Community Counseling program be changed to “Clinical Mental Health Counseling” to accurately describe the program’s scope of practice and to be congruent with national accreditation standards.

F. Timetable and Actions Required:
   - November 2009: School Curriculum Committee Approval
   - December 2009: College Curriculum Committee and EPC Approval
   - January 2010: Faculty Senate Approval
   - February 2010: Board of Trustees Approval
   - February 2010: Ohio Board of Regents Approval
   - Summer 2010: Modify all program handbooks, program website, prospectus, etc. to reflect name change
   - Fall 2010: Implementation of program name change

Certification of Curriculum Proposal (CCP)

See Attached.
Kent State University
Inter-Office Correspondence

Data: October 28, 2009

To: Mary Dellman-Jenkins, Interim Director, School of Lifespan Development and Educational Sciences (LDES)
Nancy Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education

From: Jason McGlothlin, Ph.D., Coordinator, Counseling and Human Development Services (CHDS) Master's Programs
John West, Ed.D., Coordinator, Counseling and Human Development Services (CHDS) Doctoral Program

RE: Revision of Program and Courses in the CHDS Programs

---

Transmittal Memo

The Counseling and Human Development Services (CHDS) Program contains a Community Counseling master's degree program, a School Counseling master's degree program, and a doctoral program in CHDS. On behalf of the faculty in the CHDS Program, we are submitting recommendations for course revisions and program revisions in the CHDS Program. The submitted revisions are a result of (1) changes in our accreditation (the Council for Accreditation of Counseling and Related Educational Programs; CACREP); and (2) revisions to update prospectus.

1) As a result of the 2009 CACREP standards inclusion of student outcome measures, the CHDS faculty are recommending a program policy change for the School Counseling master's degree program. If this policy is not in effect for Fall 2010, the CHDS program is in danger of not being awarded CACREP accreditation. This policy is not intended to increase the number of credit hours that are required of students in their program. However, in very few circumstances and depending on the nature of the remediation plan, it could be foreseeable that additional credit hours would be required. The policy would read as follows and would be depicted in the Graduate Catalog:

Due to new accreditation standards (CACREP, 2009), the School Counseling program is proposing a program policy change to take effect Fall 2010. The new policy is as follows: Students in the School Counseling program are required to successfully pass a pre-practicum examination and a comprehensive examination.

Prior to beginning CHDS 6/78036 School Counseling Practicum, students must successfully pass a pre-practicum examination that covers parts of the four prerequisite courses to CHDS 6/78036. If students fail, remediation plans will be made but they are restricted from taking CHDS CHDS 6/78036 until they have successfully passed the pre-practicum examination. If students fail the pre-practicum examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.

During the second semester of a School Counseling student's internship, students must successfully pass a comprehensive examination that covers all of the required course work in the School Counseling program. If students fail, remediation plans will be made but they are restricted from graduation until they have successfully passed the comprehensive examination. If students fail the comprehensive examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.
2) As a result of the 2009 CACREP standards inclusion of student outcome measures, the CHDS faculty are recommending a program policy change for the Community Counseling master’s degree program. If this policy is not in effect for Fall 2010, the CHDS program is in danger of not being awarded CACREP accreditation. This policy is not intended to increase the number of credit hours that are required of students in their program. However, in very few circumstances and depending on the nature of the remediation plan, it could be feasible that additional credit hours would be required. The policy would read as follows and would be depicted in the Graduate Catalog:

Due to new accreditation standards (CACREP, 2009), the Community Counseling program is proposing a program policy change to take effect Fall 2010. The new policy is as follows: Students in the Community Counseling program are required to successfully pass a pre-practicum examination and a comprehensive examination.

Prior to beginning CHDS 6/77636 Practicum I: Community Counseling, students must successfully pass a pre-practicum examination that covers parts of the six prerequisite courses to CHDS 6/77636. If students fail, remediation plans will be made but they are restricted from taking CHDS 6/77636 until they have successfully passed the pre-practicum examination. If students fail the pre-practicum examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.

During the second semester of a Community Counseling student’s internship, students must successfully pass a comprehensive examination that covers all of the required course work in the Community Counseling program. If students fail, remediation plans will be made but they are restricted from graduation until they have successfully passed the comprehensive examination. If students fail the comprehensive examination three times, they are dismissed from the program. During the Fall 2009, Spring 2010, and Summer 2010 semesters, the CHDS faculty will be conducting a pilot study on this examination to determine content analysis, pass rates, and administration procedures.

3) Currently, the Community Counseling program is accredited by CACREP. Previously, CACREP accredited the Community Counseling program as an accredited “Community Counseling program”. However, in 2009, CACREP changed their accreditation categories. According to CACREP, what used to be “Community Counseling” is now “Clinical Mental Health Counseling”. So, in order to stay congruent with our learned society and accreditation body, the CHDS faculty propose to change the name of our Community Counseling program to “Clinical Mental Health Counseling”. In addition to congruency, the title “Clinical Mental Health Counseling” is a more accurate description of the program and the scope of practice of this program’s graduates. The program will not operate any differently with this proposed name change but will be more congruent with national standards.

4) CHDS 6/77695 Special Topics in Community Counseling: Given the proposed name change from “Community Counseling” to “Clinical Mental Health Counseling” the CHDS faculty are requesting the title of this course be changed from CHDS “Special Topics in Community Counseling” to “Special Topics in Clinical Mental Health Counseling”.

5) CHDS 6/77698 Individual Research in Community Counseling: Given the proposed name change from “Community Counseling” to “Clinical Mental Health Counseling” the CHDS faculty are requesting the title of this course be changed from CHDS “Individual Research in Community Counseling” to “Individual Research in Clinical Mental Health Counseling”.

6) CHDS 6/77636 Practicum I: Community Counseling is the first course in which students in the Community Counseling program are exposed to actual clients in a face-to-face supervised setting. The CHDS faculty are satisfied with the course description and content of CHDS 6/77636 however, they believe that since CACREP no longer accredits a program titled “Community Counseling” the name of this course should be changed to “Practicum I: Clinical Mental Health Counseling”. In addition to the proposed name change of this course, it was found that the term “guidance bureau” was used in the description of this course. The term “guidance bureau” used to be the name of the Counseling and Human Development Center (CHDC). Therefore, it is also proposed that the catalog description be changed to reflect the current name of the Counseling and Human Development Center.
7) CHDS 6/77637 Practicum II: Community Counseling is a course that typically follows CHDS 6/77636. Students in CHDS 6/77637 continue to work with clients in a face-to-face supervised setting and this is one of the courses students take before matriculating to internship where they would diagnosis and treat mental and emotional disorders. The CHDS faculty are satisfied with the course description and content of CHDS 6/77637 however, they believe that since CACREP no longer accredits a program titled “Community Counseling” the name of this course should be changed to “Practicum II: Clinical Mental Health Counseling”.

8) In addition to the course name change of CHDS 6/77637 Practicum II: Community Counseling, the CHDS faculty also recommend that CHDS 6/77628 Diagnosis in Counseling become a prerequisite for CHDS 6/77637. This recommendation is to allow students another opportunity to practice their diagnostic skills in CHDS 6/77637 (in a supervised setting) before going into internship. This should not be a burden on students in that CHDS faculty currently advise students to take CHDS 6/77628 early in their program as it is already a prerequisite for three other courses (CHDS 6/78128 Individual Appraisal in Counseling, CHDS 88167 Advanced Counseling Procedures, and CHDS 6/78130 Psychopathology for Counselors).

9) CHDS 6/78236 Principles of Measurement and Appraisal is a course required of all CHDS master's students. The faculty are pleased with all components of this course. However, with the change in name of the Community Counseling program, to Clinical Mental Health Counseling, it is proposed that the catalog description be changed to reflect this proposed name change.

10) CHDS 6/77664 Addictive Behavior and Treatment Issues is currently a course that has not been offered in several years. However, given a revitalized focus on substance abuse issues in the profession, we are proposing to revitalize this course and offer it as an additional elective for the Clinical Mental Health Counseling program. The Clinical Mental Health Counseling program currently has eight elective courses under the category of Methods of Intervention and Prevention of Mental and Emotional Disorders. We also propose to change the name of this course to “Theories and Practices In Addictions Counseling”. This name change reflects more of a foundational and theoretical basis of addictions counseling. Lastly, we propose that this course be a prerequisite for CHDS 6/77665 Substance Abuse Counseling. CHDS 6/77665 has no other prerequisite courses.

11) CHDS 6/77665 Substance Abuse Counseling is currently a course offered once a year in the Clinical Mental Health Counseling program. It is also considered to be an elective course under the category of Methods of Intervention and Prevention of Mental and Emotional Disorders. We are proposing that the title of this course be changed to “Treatment Planning in Addictions Counseling”. This proposed title change is a result of a greater focus on assessment, diagnosis, and treatment of addictions. We are also proposing that the proposed course CHDS 6/77664 become a prerequisite for this course. Given that CHDS 6/77664 is a foundational and theories based course, it makes sense that a solid foundation be laid prior to learning about treatment planning and diagnostic indicators of addictions.

12) CHDS 6/77663: Community Counseling is typically one of the first courses that students in the Community Counseling program take because it is an orientation to the profession and covers legal and ethical issues. The CHDS faculty are satisfied with the course content of CHDS 6/77663 however, they believe that since CACREP no longer accredits a program titled “Community Counseling” the name of this course should be changed to “Orientation to Clinical Mental Health Counseling”.

13) CHDS 6/78529: Couples Therapy: Theory and Techniques currently has the prerequisite “CHDS 6/78525 Introduction to Family Therapy and/or permission; doctoral standing”. The CHDS faculty are satisfied with the course description and content of CHDS 6/78529 however, the listed prerequisites are no longer needed. This course has operated over the past several years without these prerequisites and therefore, formally deleting them from the catalog description sends a more accurate message to students.

14) CHDS 6/78533: Family Therapy: Theory and Techniques currently has the prerequisite “CHDS 6/78525 Introduction to Family Therapy and/or permission”. The CHDS faculty are satisfied with the course description and content of CHDS 6/78533 however, the listed prerequisites are no longer needed. This course has operated over the past several years without these prerequisites and therefore, formally deleting them from the catalog description sends a more accurate message to students.

15) CHDS 6/78536: Practicum in Marriage and Family Therapy is a course in which students see clients under supervision in the Counseling and Human Development Center (CHDC). The CHDS faculty recommends changing the name of this course to “Practicum in Couples and Family Therapy”. The deletion of the word “marriage” from the title and replacing it with “couples” more accurately depicts relationship issues presented by clients.
16) The Community Counseling program currently offers CHDS 77692: Internship in Community Counseling offered with an option of 2-6 credit hours. The CHDS faculty recommend deleting this course from the curriculum and replacing it with two new classes (Internship I: Clinical Mental Health Counseling for 3 credit hours and Internship II: Clinical Mental Health Counseling for 3 credit hours). Currently, students are required to take CHDS 77692: Internship in Community Counseling for 6 credit hours over one semester or over two semesters for 3 credit hours each semester. There are three significant problems that have occurred with the current configuration of this class: (1) students need to accrue 600 hours of experience in this course and taking it in one semester is very difficult to accrue so many hours; (2) students need to complete their 600 hours of experience in a location that conducts diagnosis and treatment of mental and emotional disorders, not many of these sites will let interns complete an internship over only one semester; and (3) with the new CACREP standards, there is too much course content to acceptably deliver this course in one semester.

17) The School Counseling program currently offers CHDS 78092: Internship in School Counseling offered with an option of 2-6 credit hours. The CHDS faculty recommend deleting this course from the curriculum and replacing it with two new classes (Internship I: School Counseling for 3 credit hours and Internship II: School Counseling for 3 credit hours). Currently, students are required to take CHDS 78092: Internship in School Counseling for 6 credit hours over one semester or over two semesters for 3 credit hours each semester. There are three significant problems that have occurred with the current configuration of this class: (1) students need to accrue 600 hours of experience in this course and taking it in one semester is very difficult to accrue so many hours; (2) students need to complete their 600 hours of experience in a school, not many of these schools will let interns complete an internship over only one semester; and (3) with the new CACREP standards, there is too much course content to acceptably deliver this course in one semester.

Impact on Students in this Unit and in Other Units or Programs:

All of the above revisions only pertain to students in the CHDS Program and therefore do not affect other units. Most (16 of the 17) revisions presented above do not have any impact on students in this unit. The one revision that may have impact on our students is the addition of an elective course (CHDS 6/77664).

- The proposed program policy change to include pre-practicum examinations and comprehensive examinations will keep the Community Counseling and School Counseling programs in compliance with national accreditation standards. The inclusion of these examinations would help faculty screen and monitor students. Given the nature of these examinations, students would be affected by the rigor of studying for such examinations. If students successfully pass both examinations, it would not affect the length of their program. However, if students do not successfully pass either or both examinations, remediation would take place and may prolong their programs of study.

- The addition of CHDS 6/77628 Diagnosis in Counseling to the list of prerequisite coursework to CHDS 6/77637 should not be a burden on students in that CHDS faculty currently advise students to take CHDS 6/77628 early in their program as it is already a prerequisite for three other courses (CHDS 6/78128 Individual Appraisal in Counseling, CHDS 8815 Advanced Counseling Procedures, and CHDS 6/78130 Psychopathology for Counselors). In addition, making this course a prerequisite to CHDS 6/77637 will hopefully increase the student’s readiness to diagnosis clients in their supervised internship.

- The addition of CHDS 6/77664 as an elective course in the Community Counseling program is believed to have little impact on students. In fact, it would provide additional choices for students to complete their required number of elective courses. It would possibly increase a student’s marketability in the profession and increase credentialing possibilities. The addition of this course would not increase the number of total semester hours needed to graduate. The addition of this course may attract students to the program but at the same time, it may level out the enrollment in some elective courses (e.g., Counseling Adolescents and Counseling Children are typically larger classes because they are taken by both School Counseling students and Community Counseling students; the addition of CHDS 6/77664 may reduce the number of Community Counseling students in these two classes to make them more manageable). Lastly, requiring CHDS 6/77664 to be a prerequisite for CHDS 6/77665 should not be an undue hardship on students given that the Community Counseling program is flexible enough that advising such a course sequence is possible.

- Deleting CHDS 6/78525 Introduction to Family Therapy from being a prerequisite to CHDS 6/78529: Couples Therapy: Theory and Techniques and CHDS 6/78533: Family Therapy: Theory and Techniques is actually how the CHDS Program has been operating for some time. Therefore, such a revision would not have any effect on students in the unit.
The following proposed changes in course name would have no affect on students:

- "Practicum in Marriage and Family Therapy" to "Practicum in Couples and Family Therapy"
- "Community Counseling" to "Orientation to Clinical Mental Health Counseling"
- "Practicum I: Community Counseling" to "Practicum I: Clinical Mental Health Counseling"
- "Practicum II: Community Counseling" to "Practicum II: Clinical Mental Health Counseling"
- "Special Topics in Community Counseling" to "Special Topics in Clinical Mental Health Counseling"
- "Research in Community Counseling" to "Research in Clinical Mental Health Counseling"
- "Addictive Behavior and Treatment Issues" to "Theories and Practices in Addictions Counseling"
- "Substance Abuse Counseling" to "Treatment Planning in Addictions Counseling"

In addition, the proposed program name change from "Community Counseling" to "Clinical Mental Health Counseling" would have no affect on students. In fact, it is believed that prospective students would more accurately locate and understand the nature of this degree with the name Clinical Mental Health Counseling.

Requiring students to take their internship over two semesters (either the community counseling internship or the school counseling internship) may have an impact on some of our students. Approximately 99% of the community counseling students and 90% of school counseling students currently take their internship experience over two semesters. Therefore, requiring students to take internship over two semesters would only affect approximately 11% of our students. For this 11% of our students, it would prolong their program an additional semester. However, the consequence of an extended semester is far outweighed by the improved quality of education they would experience (e.g., opportunities to experience seasonal changes at the internship site). In addition to an increase in quality, this requirement is needed in order for the CHDS Program to remain CACREP accredited.

**Responsive Memos From All Units Potentially Affected:**

The impact of this proposal on other units would seem to be minimal or does not exist. All of the proposed revisions pertain only to the CHDS Program. As a result, there would not appear to be a need to secure memos, addressing the impact of this proposal, from other units on campus. However, Dr. Maria Zaragoza from the Psychology Department and Dr. Richard Cowan from the School Psychology Program were consulted regarding the change in our program's name from "Community Counseling" to "Clinical Mental Health Counseling". Drs. Zaragoza and Cowan agreed that this name change would not affect their areas and further agreed that this was an appropriate program name change.

**Workflow Documentation:**

Workflow documentation has been completed on the following:

- CHDS 67636 Practicum I: Community Counseling
  - Title and Title Abbreviation change to "Practicum I: Clinical Mental Health Counseling"
  - Catalog description change
- CHDS 77636 Practicum I: Community Counseling
  - Title and Title Abbreviation change to "Practicum I: Clinical Mental Health Counseling"
  - Catalog description change
- CHDS 67637 Practicum II: Community Counseling
  - Title and Title Abbreviation change to "Practicum II: Clinical Mental Health Counseling"
  - Addition of prerequisite 6/77628 Diagnosis in Counseling
  - Catalog description change
- CHDS 77637 Practicum II: Community Counseling
  - Title and Title Abbreviation change to "Practicum II: Clinical Mental Health Counseling"
  - Addition of Prerequisite 6/77628 Diagnosis in Counseling
  - Catalog description change
- CHDS 67663: Community Counseling
  - Title and Title Abbreviation change to "Orientation to Clinical Mental Health Counseling"
  - Catalog description
- CHDS 77663: Community Counseling
  - Title and Title Abbreviation change to "Orientation to Clinical Mental Health Counseling"
- CHDS 67664 Addictive Behavior and Treatment
  - Title and Title Abbreviation change to "Theories and Practices in Addictions Counseling"
  - Content Change
  - Catalog Description
• CHDS 77664 Addictive Behavior and Treatment
  † Title and Title Abbreviation change to “Theories and Practices in Addictions Counseling”
  † Content Change
  † Catalog Description
• CHDS 67665 Substance Abuse Counseling
  † Title and Title Abbreviation change to “Treatment Planning in Addictions Counseling”
  † Catalog Description
  † Prerequisites
• CHDS 77665 Substance Abuse Counseling
  † Title and Title Abbreviation change to “Treatment Planning in Addictions Counseling”
  † Catalog Description
  † Prerequisites
• CHDS 68126 Principles of Measurement and Appraisal
  † Catalog description
• CHDS 78126 Principles of Measurement and Appraisal
  † Catalog description
• CHDS 68529: Couples Therapy: Theory and Techniques
  † Deletion of Prerequisite CHDS 6/78525 Introduction to Family Therapy and/or permission; doctoral standing
  † Catalog Description Change
• CHDS 78529: Couples Therapy: Theory and Techniques
  † Deletion of Prerequisite CHDS 6/78525 Introduction to Family Therapy and/or permission; doctoral standing
  † Catalog Description Change
• CHDS 68533: Family Therapy: Theory and Techniques
  † Deletion of Prerequisite CHDS 6/78525 Introduction to Family Therapy and/or permission
  † Catalog Description Change
• CHDS 78533: Family Therapy: Theory and Techniques
  † Deletion of Prerequisite CHDS 6/78525 Introduction to Family Therapy and/or permission
  † Catalog Description Change
• CHDS 68536: Practicum in Marriage and Family Therapy
  † Title and Title Abbreviation change to “Practicum in Couples and Family Therapy”
• CHDS 78536: Practicum in Marriage and Family Therapy
  † Title and Title Abbreviation change to “Practicum in Couples and Family Therapy”
• CHDS 77692: Internship in Community Counseling
  † Deletion of Course
• CHDS 78092: Internship in School Counseling
  † Deletion of Course
• Addition of Four New Courses:
  † Internship I: Clinical Mental Health Counseling (3 credit hours) — CHDS 77792
  † Internship II: Clinical Mental Health Counseling (3 credit hours) — CHDS 77892
  † Internship I: School Counseling (3 credit hours) — CHDS 78192
  † Internship II: School Counseling (3 credit hours) — CHDS 78292

**CCP and BDS Documentation (Given significant computer glitches that occurred during Workflow entry, it was suggested that the following proposals be submitted in paper format):**

• CHDS 67695 Special Topics in Community Counseling
  † Title and Title Abbreviation change to “Special Topics in Clinical Mental Health Counseling”
• CHDS 77695 Special Topics in Community Counseling
  † Title and Title Abbreviation change to “Special Topics in Clinical Mental Health Counseling”
• CHDS 67698 Individual Research in Community Counseling
  † Title and Title Abbreviation change to “Individual Research in Clinical Mental Health Counseling”
  † Catalog description
• CHDS 77698 Individual Research in Community Counseling
  † Title and Title Abbreviation change to “Individual Research in Clinical Mental Health Counseling”
  † Catalog description
Additional Documentation:

- Memo Regarding Proposed Program Name Changes
- Certification of Curriculum Proposal: Program Revision Regarding Name Change
- Certification of Curriculum Proposal: Program Policy Change for Community Counseling program
- Certification of Curriculum Proposal: Program Policy Change for School Counseling program
- Revised Prospectus to Reflect the Clinical Mental Health Counseling program
- Revised Prospectus to Reflect the School Counseling program
Memos Concerning Duplication, Encroachment, Impact, Support

The only request that is being made in this document is a program name change from "Community Counseling" to "Clinical Mental Health Counseling". This title is specific to the counseling profession and is seen in no way encroaching or impacting other programs. This change should not affect any department, college and regional campus resources because the infrastructure of the program already exists; it is only a name change. Nevertheless, Dr. Maria Zaragoza from the Psychology Department and Dr. Richard Cowan from the School Psychology Program were consulted regarding the change in our program’s name from "Community Counseling" to "Clinical Mental Health Counseling". Drs. Zaragoza and Cowan agreed that this name change would not affect their areas and further agreed that this was an appropriate program name change.

Current Catalog Copy

Master of Education and Master of Arts
Community Counseling
The mission, intent and purpose of the Community Counseling Program at Kent State University is to prepare students for employment as counselors in community-based human service agencies (e.g., substance abuse facilities, mental health centers, child and family service agencies, etc.) as well as private counseling facilities.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the community counseling program at Kent State University. The community counseling program is also approved by the State of Ohio Counselor, Social Work and Marriage and Family Therapist Board.

Admission
A selective admission procedure is used. Application deadlines are:
- October 1st
- March 1st
- June 1st

Requirements for admission in Counseling and Human Development Services (CHDS) master’s degree program include:
- The first requirement of the admission process is that the applicant qualify for graduate standing in the Graduate School of Education, Health and Human Services at Kent State University. The academic criteria include an overall undergraduate grade point average of 2.75 (A=4.0).
- Present satisfactory recommendations from two persons regarding the applicant’s professional experience and potential strengths as a counselor (preferably from counselors and/or professors who know the applicant’s potential as a graduate student in community counseling).
- Faculty review of application materials. In reviewing materials and interviewing applicants, the faculty assess applicants with regard to each applicant’s:
  - potential success in forming effective interpersonal relationships.
  - aptitude for graduate study, including technological competencies and computer literacy (see note).
  - career goals in relationship to the program.
  - openness to self-examination.
  - openness to personal and professional development.

Note: Technological competence and computer literacy include using software to develop Web pages, presentations and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the Internet; being able to subscribe and participate in and sign off counseling-related listservs; and using the Internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

Program Requirements
The M.Ed. or M.A. degree curriculum is a minimum of 60 semester hours, including a 600 clock-hour internship. This program is designed to fulfill the educational requirements for licensure as a Professional Clinical Counselor in the state of Ohio. The program may be pursued on a part-time or full-time basis, although some full-time study is urged.

For information contact:
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http://www.ehhs.kent.edu/chds
Proposed Catalog Revisions

Yellow Highlights = Revisions Regarding Program Name Change
Green Highlights = Revisions Regarding Inclusion of Policy Change Implementing Examinations

Master of Education and Master of Arts
Clinical Mental Health Counseling

The mission, intent and purpose of the Clinical Mental Health Counseling Program at Kent State University is to prepare students for employment as counselors in community-based human service agencies (e.g., substance abuse facilities, mental health centers, child and family service agencies, etc.) as well as private counseling facilities.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the Clinical Mental Health Counseling program at Kent State University. The Clinical Mental Health Counseling program is also approved by the State of Ohio Counselor, Social Work and Marriage and Family Therapist Board.

Admission

A selective admission procedure is used. Application deadlines are:

- October 1st
- March 1st
- June 1st

Requirements for admission in Clinical Mental Health Counseling master's degree program include:

- The first requirement of the admission process is that the applicant qualify for graduate standing in the Graduate School of Education, Health and Human Services at Kent State University. The academic criteria include an overall undergraduate grade point average of 2.75 (A=4.0).
- Present satisfactory recommendations from two persons regarding the applicant’s professional experience and potential strengths as a counselor (preferably from counselors and/or professors who know the applicant’s potential as a graduate student in Clinical Mental Health Counseling).
- Faculty review of application materials. In reviewing materials and interviewing applicants, the faculty assess applicants with regard to each applicant’s: potential success in forming effective interpersonal relationships; aptitude for graduate study, including technological competencies and computer literacy (see note); openness to self-examination; openness to personal and professional development.

Note: Technological competence and computer literacy include using software to develop Web pages, presentations and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the Internet; being able to subscribe and participate in and sign off counseling-related listservs; and using the Internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

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jmcmglothinli@kent.edu
http://www.ehhs.kent.edu/chds
## Clinical Mental Health Counseling Prospectus -- Page 2

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<td>5</td>
<td>x</td>
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<tr>
<td></td>
<td>CHDS 6/78067</td>
<td>Counseling Children</td>
<td>3</td>
<td></td>
<td>CHDS 6/77530</td>
<td>CHDS 6/77531</td>
<td>5</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>CHDS 6/88168</td>
<td>Advanced Counseling Theories</td>
<td>3</td>
<td></td>
<td>CHDS 6/77530 &amp; 6/77636</td>
<td>5</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>CHDS 6/78181</td>
<td>Gestalt Therapy</td>
<td>3</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group A Electives**

|            | CHDS 6/88167 | Advanced Counseling Procedures | 3 | CHDS 6/77628 | CHDS 6/77536 | 5 | x | X | |
|            | CHDS 6/87571 | Advanced Individual Counseling Practicum | 3 | CHDS 6/77637 | 3, 5 & 10 | x | X | X | |
|            | CHDS 6/78536 | Practicum in Couples and Family Therapy | 3 | CHDS 6/77637 | CHDS 6/78529 | CHDS 6/78533 | 3 & 5 | x | X | X | |

*Revised November 2009*
Clinical Mental Health Counseling Master’s Degree Program

Student Name: ___________________________ Banner ID #: ____________________ Degree: ___X__ M.Ed. ___n/a__ M.A.

Address: ___________________________________________________________ Telephone: (Home) __________________ (Work) ______________

NOTE 1: "**" indicates a CACREP Specialty Area

NOTE 2: CHDS 77792 combined with CHDS 78292 (600 clock hours, on advisement, taken at the end of one’s program with no more than 5 credit hours of course work remaining). Courses listed on this prospectus as being a “CACREP Core Area” must be completed prior to starting CHDS 77792.

NOTE 3: You must register yourself into practicum. If you cannot get into a section, a Wait List is kept by the CHDS Program secretary in 310 White Hall. It is not guaranteed that individuals on the Wait List will get into their preferred section. Professional liability insurance must also be obtained prior to beginning practicum.


NOTE 5: A minimum of 12 semester hours of advisor approved electives need to come from Group A and Group B. Of these 12 hours, at least six semester hours of advisor approved electives need to come from Group A and at least three semester hours of advisor approved electives need to come from Group B. At least three additional hours of advisor approved electives can then come from either Group A or Group B. According to the Ohio Counselor, Social Worker and Marriage and Family Therapist Board, Group A electives reflect courses addressing Methods of Intervention and Prevention of Mental and Emotional Disorders and Group B electives reflect courses addressing the Treatment of Mental and Emotional Disorders. Additional Board approved electives in Groups A & B may become available so students are to consult with their advisor when selecting electives.

NOTE 6: It is the student’s responsibility to make a copy of this prospectus for themselves and their advisor and submit the original copy to Graduate Student Admissions & Services in 418 White Hall.

NOTE 7: It is advisable to take the following classes as soon as possible: Orientation to Clinical Mental Health Counseling; Introduction to Counseling; Individual Counseling Procedures; Group Work: Theory and Techniques; Career Development and Guidance; Principles of Measurement and Appraisal; and Diagnosis in Counseling.

NOTE 8: The tentative course schedule is truly tentative. It is not guaranteed that courses will be offered during the semester listed. Furthermore, courses are enrollment dependent.

NOTE 9: It is expected that you consult your Kent.edu e-mail to stay abreast of important program and university announcements. Also, refer to the CHDS program website located at http://chdsw.educ.kent.edu for downloadable documents and program updates.

NOTE 10: Over the years, some courses have changed title or prefix. For example:
  o EPSY 65523 Life Span Development used to have a “EDUC” or a “EDPF” prefix
  o EVAL 65511 Research in Educational Services used to have a “EDUC” or a “EDPF” prefix
  o CHDS 6/78128 Individual Appraisal in Counseling used to be titled “Individual Appraisal of Personality, Interest, and Motivation”
  o CHDS 6/77603 Introductory Counseling used to be titled “Community Counseling”
  o CHDS 6/77636 Practicum I: Clinical Mental Health Counseling used to be titled “Practicum I: Community Counseling”
  o CHDS 6/77637 Practicum II: Clinical Mental Health Counseling used to be titled “Practicum II: Community Counseling”
  o CHDS 6/77665 Treatment Planning in Addictions Counseling used to be titled “Substance Abuse Counseling”
  o CHDS 6/78536 Practicum in Couples and Family Therapy used to be titled “Practicum in Marriage and Family Therapy”

NOTE 11: “The Clinical Mental Health Counseling Pre-Practicum Examination” must be passed before being granted permission to begin CHDS 6/77636 Practicum I: Clinical Mental Health Counseling. After students register for CHDS 6/77636, they will take this examination (see posted exam schedules on the CHDS website). If a student pass the examination, they can begin CHDS 6/77636. However, if they do not pass (fail) this examination, they will be de-enrolled (e.g., dropped) from CHDS 6/77636 and remediation will occur. Please consult the CHDS Master’s Programs Brochure and Handbook for details regarding this policy.

NOTE 12: “The Clinical Mental Health Counseling Comprehensive Examination” must be passed before graduation and will be taken upon completion of CHDS 77792 Internship I: Clinical Mental Health Counseling (see posted exam schedules on the CHDS website). If a student pass the examination graduate. However, if they do not pass (fail) this examination, they will remediation will occur and the anticipated graduation date may be affected. Please consult the CHDS Master’s Programs Brochure and Handbook for details regarding this policy.

NOTE 13: A registration block will be put on each student which will allow registration for only two semesters for master’s students from admit term (including summer) until a plan of study has been filed in the Office of Graduate Student Services.

Consult the Graduate Schools Catalog and consult with advisor regarding prerequisites. By COE Policy all coursework counted toward a degree must be completed within 6 years of graduation date. Coursework on this prospectus must be completed by ____________ to meet this requirement.

_________________________ ___________________________ _____________
Student Signature Advisor Signature Date
From: Zaragoza, Maria  
Sent: Wednesday, October 28, 2009 5:53 PM  
To: MCGLOTHLIN, JASON  
Subject: RE: Program Name Change

Hi Jason: Thanks for consulting us about this. I’ve run this by the relevant administrators in our department, and we have no concerns with the program name change you propose.

Best wishes for continued success with your program,

Maria

From: MCGLOTHLIN, JASON  
Sent: Wednesday, October 28, 2009 11:06 AM  
To: Zaragoza, Maria  
Subject: Program Name Change

Maria — I hope all is going well. I am the coordinator or the Community Counseling program here in the College of Education, Health, and Human Services. Our program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP has recently developed new standards and in these new standards, they no longer use the term “community counseling”. Instead, they use the term “Clinical Mental Health Counseling”. As a result of this accreditation change, we are proposing that we change the name of our program from “Community Counseling” to “Clinical Mental Health Counseling”. Also, in courses that use the term “community counseling” (either in title or description) we propose that we replace that terminology with “clinical mental health counseling”. It was recommended by our school director that I run this by you to ensure that there is no encroachment concerns. It would seem to us that this would not be a concern because it is a counseling related accreditation change. Please let me know your thoughts. I wish you well. Cheers, Jason

Jason M. McGlothlin, Ph.D., PCC-S  
Associate Professor  
Coordinator, CHDS Master's Degree Programs  
Counseling and Human Development Services  
310 White Hall  
PO Box 5190  
Kent State University  
Kent, Ohio 44242-0001  
Office: 330-672-0716  
Secretary: 330-672-2662  
FAX: 330-672-2472  
E-Mail: jmcgloth@kent.edu  
Web: http://chdsw.educ.kent.edu/mcgllothlin  
Program Web: http://chdsw.educ.kent.edu
Hi Jason,

Thank you for the courtesy of the email and allowing the School Psychology program faculty to consider your request. We as a faculty unanimously agreed that we do not believe it would result in any form of encroachment as related to the SPSY training program.

Good luck with all of the curriculum changes.

Richard

Richard J. Cowan, Ph.D., NCSP
Associate Professor & Coordinator,
School Psychology Program
Kent State University
School of Lifespan Development and Educational Sciences
405 White Hall
Kent, OH 44242
Direct Line/Voicemail: 330.672.4450
Fax: 330.672.2512
E-mail: rcowan1@kent.edu

From: MCGLOTHLIN, JASON
Sent: Wednesday, November 04, 2009 11:00 AM
To: COWAN, RICHARD
Subject: Program Name Change

Richard – I hope all is going well. Our program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP has recently developed new standards and in these new standards, they no longer use the term “community counseling”. Instead, they use the term “Clinical Mental Health Counseling”. As a result of this accreditation change, we are proposing that we change the name of our program from “Community Counseling” to “Clinical Mental Health Counseling”. Also, in courses that use the term “community counseling” (either in title or description) we propose that we replace that terminology with “clinical mental health counseling”. It was recommended by the LDES Curriculum Committee that I run this by you to ensure that there is no encroachment concerns. It would seem to us that this would not be a concern because it is a counseling related accreditation change. Please let me know your thoughts. I wish you well. Cheers, Jason

Jason M. McGlothlin, Ph.D., PCC-S
Associate Professor
Coordinator, CHDS Master's Degree Programs
Counseling and Human Development Services
310 White Hall
PO Box 5190
Kent State University
Interdepartmental Correspondence
Hugh A. Glauser School of Music

TO: Therese Tillett, Director, Curriculum Services
FROM: Denise A. Seachrist, Ph.D., Interim Director
DATE: January 6, 2010
SUBJECT: Proposal to Temporarily Suspend Admissions to the Doctoral Program in Musicology-Ethnomusicology
CC: Dr. John Crawford, Interim Dean, College of the Arts

On February 20, 2009, the School of Music Graduate Studies Committee voted in favor of suspending admission into the doctoral program in Musicology-Ethnomusicology.

The rationale for the temporary suspension is that we are currently assessing the Ph.D. program in its entirety. A national survey was conducted Spring 2009, and we are now evaluating the data. Additionally, the retirement of a senior faculty member in the area of Ethnomusicology four years ago has left the division with only one full-time musicologist and one full-time ethnomusicologist. The faculty resources have restricted the programmatic offerings necessary for a vital program. It is our desire to not compromise the educational experience for those students currently in the program. Admitting additional students into the program at this time would not be in the best interest of either the new or currently enrolled students. Finally, the construction project in Music and Speech has limited the availability of the Music Library resources vital to this program.

Currently, thirteen students are enrolled in the doctoral program in Musicology-Ethnomusicology.

The temporary suspension is for the period of Fall 2009 – Fall 2012. Once the School of Music has collected data from its national survey, we will be able to assess the Ph.D. program more fully and will then make decisions regarding possible inactivations or changes to the programs.
Interdepartmental Correspondence
Hugh A. Glauser School of Music

TO: Therese Tillett, Director, Curriculum Services
FROM: Denise A. Seachrist, Ph.D., Interim Director
DATE: January 6, 2010
SUBJECT: Proposal to Temporarily Suspend Admissions to the Doctoral Program in Music Education
CC: Dr. John Crawford, Interim Dean, College of the Arts

On February 20, 2009, the School of Music Graduate Studies Committee voted in favor of suspending admission into the doctoral program in Music Education.

The rationale for the temporary suspension is that we are currently assessing the Ph.D. program in its entirety. A national survey was conducted Spring 2009, and we are now evaluating the data. Additionally, the resignation of one full-time faculty member and the unsuccessful tenure of another left the division with only two full-time faculty members in a division which requires four. The faculty resources have restricted the programmatic offerings necessary for a vital program. It is our desire to not compromise the educational experience for those students currently in the program. Admitting additional students into the program at this time would not be in the best interest of either the new or currently enrolled students. Finally, the construction project in Music and Speech has limited the availability of the Music Library resources vital to this program.

Currently, eight students are enrolled in the doctoral program in Music Education.

The temporary suspension is for the period of Fall 2009 – Fall 2012. Once the School of Music has collected data from its national survey, we will be able to assess the Ph.D. program more fully and will then make decisions regarding possible inactivations or changes to the programs.
Program Development Plan:
Master of Arts in Chemical Physics
Kent State University

1. Description

The Chemical Physics Interdisciplinary Program (CPIP) is housed in the Liquid Crystal Institute at Kent State University. The CPIP presently offers two graduate degrees: Master of Science in Chemical Physics and Doctor of Philosophy in Chemical Physics.

We propose to add to these offerings a Master of Arts (MA) in Chemical Physics.

The MA degree program will differ from our existing MS degree in two ways: (1) no masters thesis will be required, and (2) course requirements will be more flexible in scope, requiring a total of 32 semester hours, with at least 16 credit hours at the 60000 level or above, and 16 hours at the 50000 level or above. The selection of courses will be planned by the student with formal approval of his/her faculty advisor. In this regard the new MA in Chemical Physics will mirror the existing MA program in Physics which also offers broad flexibility in course selection.

Rationale: The proposed Master of Arts degree is designed to prepare students to meet the future staffing needs of growing high-tech businesses in Northeast Ohio that make use of liquid crystals and related materials. In addition to traditional full-time graduate students, we hope to attract a growing number of part-time students who are working professionals from high-tech industry. This degree program will provide the flexibility to tailor the curriculum to match each student’s academic and career goals.

The National Science Foundation recently announced a call for proposals to support science masters programs; see [http://www.nsf.gov/pubs/2009/nsf09607/nsf09607.htm](http://www.nsf.gov/pubs/2009/nsf09607/nsf09607.htm). That funding initiative aims to help develop masters programs that prepare students "for careers in business, industry, nonprofit organizations, and government agencies by providing them not only with a strong foundation in science, technology, engineering and mathematics (STEM) disciplines, but also with research experiences, internship experiences, and the skills to succeed in those careers." This is exactly the type of program we aim to develop and once the program is established, we plan to apply for support from NSF.

Besides preparing students for careers in industry, the MA program will also offer a first academic degree for students who plan to enter a doctoral program later, either in our own department or at another university. With this pathway in mind, we will explore the possibility of entering into formal cooperative agreements with partner institutions. For instance, our faculty member Hiroshi Yokoyama has started preliminary discussions with colleagues at King Faud University about developing such a cooperative program. King Faud Univ. would provide financial sponsorship to send their students to KSU to complete an MA in Chemical Physics, then return to their home institution to complete the doctorate.

Like our existing MS and PhD programs, the new MA program will focus on the fundamental physics and chemistry of liquid crystals and related soft materials, their
interaction with electromagnetic fields, light, and other stimuli, and their applications in displays, biosensors, optical devices, etc.

The proposed MA degree can be completed in two to three semesters of full-time study. A part-time student will require more time to complete the degree, e.g. two to three years, depending on the desired course load.

2. Proposed curriculum

Course requirements for the MA will include 32 credit hours drawn from existing graduate level courses in Chemical Physics and related subjects (Physics, Chemistry, Math, etc.) subject to the approval of the faculty advisor. At least 16 credit hours must be at the 60000 level or above, and 16 hours at the 50000 level or above.

Current Chemical Physics course offerings at the Masters level include:

CPHY 60498 Research (1-15 credit hours)
CPHY 62241 Soft Matter: Structures, Textures and Defects (3) [revised effective 2010: Soft Matter (3)]
CPHY 62242 Physical Methods of Materials Characterization (2) [revised effective 2010: Characterization of Soft Materials (4)]
CPHY 62245 Physical Properties of Liquid Crystals (3) [revised effective 2010: Fundamentals of Liquid Crystal Science (4)]
CPHY 64491 Seminar: Liquid Crystals (1)

Current related subject course offerings at the Masters level include:

PHY 55201 Electromagnetic Theory (4)
PHY 44401 Electromagnetic Waves and Modern Optics (3)
CHEM 50451 Organic Materials Chemistry (3)
CHEM 50478 Synthesis of Organic Liquid Crystals (3)
MATH 52201 Introduction to Numerical Computing I (3)
MATH 52202 Introduction to Numerical Computing II (3)

In addition, we are currently developing Masters-level versions of the following Doctoral-level courses, which will be available by the beginning of the proposed MA program:

CPHY 72248 Liquid Crystal Optics and Photonics (3)
CPHY 72249 LabView for Data Acquisition and Instrument Control (1)
CPHY 72335 Advanced Liquid Crystalline and Polymeric Materials (3)
CPHY 72640 Liquid Crystal/Polymer Composites (3) [revised eff. 2010: Liquid Crystal, Polymer and Colloid Composites (4)]
CPHY 72643 Liquid Crystal Displays (3) [revised effective 2010: Liquid Crystal Applications (4)]
CPHY 72647 Structured Fluids (3)
CPHY 72650 Computational Materials Science (3) [newly established effective 2010]
CPHY 72651 Nanobiotechnology (3) [newly established effective 2010]
3. Administrative arrangements

The CPIP graduate coordinator and graduate secretary already in place will manage the administrative duties associated with the program with no anticipated additional costs.

4. Evidence of need for the new degree program

No other school in the Northeast Ohio region offers a Chemical Physics MA that duplicates the offerings of the Chemical Physics Interdisciplinary Program. The program's curriculum and focus are unique not only within the state of Ohio but in the whole US.

In spite of the present economic downturn, high-tech companies in Northeast Ohio are continuing to expand and have hired a substantial fraction of Kent State's recent Chemical Physics MS and PhD graduates. The new MA program will allow us to increase the supply of graduates with advanced knowledge and skills to meet the needs of local industry.

In recruiting for the MA program we will focus much effort on part-time students who are working professionals in high-tech industry. For such students, the new MA (with no thesis) will generally be preferable to the MS (which requires a thesis), because they typically do not have sufficient time available to perform an extended on-campus thesis research project. The great flexibility of the MA program also makes it an attractive option because the curriculum can be adjusted to match each student's particular interests.

The director of the LCI's Industrial Partnership Program (IPP), Prof. Philip Bos, has recently approached several participating IPP companies with a proposal to initiate a joint recruiting effort. According to this plan, new college graduates will be simultaneously recruited to an entry-level industrial position and to the proposed MA program. Each student would then combine work and study on a part-time basis, or else alternate periods of work and full-time study, until completion of the degree. We plan to apply for an NSF grant via the funding initiative mentioned above to support these students.

If successfully established, this innovative joint recruiting effort will represent a significant paradigm shift in graduate education in the sciences. In particular it will make the proposed MA program especially attractive to prospective students. It will also contribute to economic development in Northeast Ohio by attracting and retaining highly capable young scientists and providing a steady stream of well-trained entry-level staff for local high-tech companies.

5. Prospective enrollment

We hope to recruit 5 full- or part-time students to join the MA program in its first year, then increase the number in future years to 8-10 students/year.
6. Special efforts to enroll and retain underrepresented groups

The CPITP has been remarkably successful in recruiting women to graduate study in science. As of fall 2008, our grad student population included about 35% female students (13 out of 37). We will continue to work hard to recruit/retain women in our graduate population.

We have also been successful in recruiting international students who are members of under-represented groups. We presently have three Hispanic students (one from Mexico, two from Venezuela) and one African student (from Cameroon.) Thus our minority population is about 10% (4 out of 37.)

To recruit minority students from the US remains an important goal for our program. We routinely send representatives to recruit at the annual conferences of the National Society of Black Physicists and National Society of Hispanic Physicists as well as large conferences such as the American Chemical Society. We also identify students for recruiting via the GRE Search Service. Through this mechanism we purchase a list of names and contact information for students who plan to pursue graduate study in physics or chemistry and who have shown strong performance on the GRE general or subject test.

We will seek advice/support from Kent State’s Office of Diversity and Academic Initiatives to help us improve our recruiting/retention of US minority students. Likewise we will seek guidance from colleagues from under-represented groups, e.g. Dr. Albert M. Green, CEO of Kent Displays Inc., and Prof. Luz Martinez-Miranda of the University of Maryland.

We will also work with Kent State’s Physics and Chemistry Departments to locate and recruit highly qualified minority students already on our campus as undergraduates. We will also work with Dr. Geraldine Hayes-Nelson, Associate Dean of Undergraduate Studies, to mentor students in Kent State’s Science Learning Communities and prepare students for entry into the proposed graduate program.

Lastly, we will redouble our efforts to visit a diverse set of colleges and universities throughout Northeast Ohio and across the US to recruit students to the program.

7. Availability and adequacy of the faculty and facilities

The Chemical Physics Interdisciplinary Program has 11 tenured and tenure-line full-time faculty, including both an Ohio Research Scholar (Hiroshi Yokoyama) and an Ohio Eminent Scholar (Jonathan Selinger.) In addition there are three affiliated full professors from other departments and several additional visiting and adjunct faculty. This team of faculty teaches all the existing courses in the Chemical Physics Interdisciplinary Program.

The Liquid Crystal Institute has adequate classroom space and teaching lab space to accommodate graduate classes of up to 25 students. At present most classes are of size approximately 6-12 students so there is plenty of room for expansion.
The Liquid Crystal Institute also has a broad array of well-equipped research laboratory facilities. Full-time MA students will have the opportunity to participate in 20 hour/week lab rotations alongside students in the MS and PhD programs. Our existing lab space is adequate to accommodate these extra students.

8. Additional facilities and staff needed, and plans to meet this need

The new MA program will be taught by existing faculty in courses that are already offered regularly. There is plenty of capacity in all relevant courses. No new faculty will be required. Where needed, teaching assistants for the courses can be provided within CPIP's current GA budget.

Facilities: No new facilities are needed. However we may need to purchase extra equipment for teaching labs to accommodate the increased number of students, or add extra lab sessions. The associated costs are modest.

We are presently investigating the possibility to offer some of our existing courses via distance learning in an online format. The availability of online courses would make the new MA program even more attractive to working professionals.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

We anticipate that the new MA program will draw enrollment of part-time students. Adding 5 to 10 part-time students will have essentially zero marginal cost to the university because there is plenty of available capacity in all relevant courses.

For part-time students who are working professionals, tuition costs are often paid, in full or in part, by the student's employer. If needed, we will consider applying for a workforce training grant from a state or Federal agency to help cover tuition costs for such students.

Full-time students in the new MA program will require, on average, less stipend and tuition support than students in the MS program, because the time to degree completion will be shorter due to the absence of a thesis requirement. As mentioned above, we will seek funding from the National Science Foundation to support stipend and tuition costs. Eligible students in the MA program may also apply for work-study funds and student loans.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 16-Oct-09  Curriculum Bulletin _________
Effective Date Fall 2010  Approved by EPC _________

Department  English
College  AS - Arts and Sciences
Degree  CER6 - Certificate Post-Baccalaureate
Program Name  Teaching English as a Second/Foreign Language
Concentration(s)  Concentration(s) Code(s)
Proposal  Establish Program

Description of proposal:
This proposal allows post-baccalaureate students to complete a graduate certificate program of 18
ggraduate credits in Teaching English as a Second/Foreign Language (ESL/EFL). Domestic and especially
global teaching of ESL/EFL is in great demand, and post-baccalaureate certification can enhance the
foreign sojourner's curriculum vitae.

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours:  Proposed total credit hours 18

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues;
enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This graduate certificate will act as a stand alone post-baccalaureate certificate or as an add on to a
graduate degree in another discipline. No encroachment with other units is perceived as all coursework is
drawn from current English courses. All courses are currently offered in a regular rotation by English
faculty to meet the needs of a productive MA TESL.

Units consulted (other departments, programs or campuses affected by this proposal):
EHHS (see note of non-encroachment from Associate Dean Nancy Barbour)

______________________________
REQU ED ENDORSEMENTS

Department Chair / School Director / Campus Dean
11/10/09

College Dean
Mary Ann Hailey
12/3/09

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost

1/1/1/
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 16-Oct-09
Effective Date Fall 2010
Curriculum Bulletin
Approved by EPC

Department English
College AS - Arts and Sciences
Degree Certificate Post-Baccalaureate
Program Name Teaching English as a Second/Foreign Language
Concentration(s) Concentration(s) Code(s)
Proposal Establish Program
Program Code C835

MA
CER8-post master's certificate

Description of proposal:
This proposal allows post-MA students to complete a graduate certificate program of 18 graduate credits in Teaching English as a Second/Foreign Language (ESL/EFL). Domestic and especially global teaching of ESL/EFL is in great demand, and post-MA certification can enhance a PhD in a related area as well as the foreign sojourner’s curriculum vitae.

Does proposed revision change program’s total credit hours? ☐ Yes ☐ No
Current total credit hours: 18
Proposed total credit hours 18

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This graduate certificate will act as a stand alone post-MA certificate or as an add on to a doctoral degree in another discipline. No encroachment with other units is perceived as all coursework is drawn from current English courses. All courses are currently offered in a regular rotation by English faculty to meet the needs of a productive MA TESL.

Units consulted (other departments, programs or campuses affected by this proposal):
EHHS (see note of non-encroachment from Associate Dean Nancy Barbour).

REQUIRED ENDORSEMENTS

[Signatures and dates]

Department Chair / School Director / Campus Dean
Mary Ann Haley

College Dean Nancy Barbour

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost
Transmittal Memo
November, 24 2009

To: Mary Ann Haley, Assistant Dean of Arts and Sciences;
From: Sarah Rilling, Undergraduate Studies Coordinator, English
Re: Revise TEFL Certificate & Establish Graduate Certificates for TESL
cc: R. Correll, Chair English; R. Craig, Graduate Coordinator, English

I. English requests the following revision. Undergraduate Studies Committee and FAC in English have approved the revision to our undergraduate TEFL Certificate (C134)

Revise TEFL Certificate (C134)

Replace domestic practicum option (ENG 41092 and 41192, 3 credits each) with new practicum course ENG 41292 Teaching English as a Foreign Language Practicum (6 credits). Also, add an option to a traditional grammar course with a course approved last year (ENG 31008 Grammar for Teaching ESL/EFL). The credit hours remain 18. These changes incorporate the newly designed courses to meet needs of TEFL Certificate students’ professional training and record-keeping within English.

II. The Graduate Studies Committee and FAC of English have approved the following Graduate Certificates:

Establish Post-Baccalaureate TESL Certificate and Post-MATESL Certificate

The proposal adds two certificate programs at the graduate level, both representing 18 credits of coursework in English (TESL) in a prescribed course of study. All courses already exist and are part of a thriving MA TESL degree program. Post-baccalaureate students can complete the Post-Baccalaureate Certificate whereas post-MA students and doctoral students in other disciplines can seek the Post-MA TESL Certificate.
Proposal Summary

Title: Post-MA Certificate in TESL/TEFL

Subject Specification: This proposal adds a Post-MA Certificate in TESL/TEFL to meet the professional needs of students in teaching English as a second/foreign language (ESL/EFL).

Background Information:
Doctoral students and students with MA degrees in related disciplines have requested training in ESL/EFL that is more minimal than our current MA TESL (36 credit hours) or MA TESL Teacher’s Concentration (48 credit hours) and at a more appropriate level than our current undergraduate Certificate in TEFL (C134 – 18 undergraduate credit hours). A Post-MA Certificate in TESL/TEFL can be completed to accompany existing degrees at Kent or to enhance the preparation of students with a master’s degree. TESL faculty currently teach doctoral students in one course to serve the Department’s PhD Rhetoric and Composition (ENG 73034 Literate Practices and Sociolinguistics), and three of four TESL faculty have graduate faculty status of A3 or F4. Doctoral students in Education often enroll in a variety of our courses. Since all courses are taught on a regular rotation as part of our programs in English, there will be no additional staff, library resources, or other departmental resources required to initiate and maintain the Post-MA Certificate in TESL/TEFL.

Alternatives and Consequences:
This certificate proposal will create a cohesive graduate program of study to prepare teachers for ESL/EFL teaching. The Certificate may be taken by students seeking advanced degrees or as a stand-alone certificate program. Students interested in receiving licensure in ESL in the State of Ohio must still complete the BA TESL with Minor in Education or the MA TESL Teacher’s Concentration.

Specific Recommendation and Justification: Since this proposal adds options to our TESL offerings without impacting staff or other institutional resources, the Certificate should be established. The English Department is well poised to meet these professional needs.

Timetable and Actions Required: The following approvals are sought: Graduate Studies Committee in English (October); FAC in English (early November), College Curriculum Committee in A&S (mid to late November).
Proposed Course of Study: Post-MA Certificate in TESL/TEFL

Admissions Procedures:

Students apply online by submitting a graduate application and fee, having official transcripts forwarded to Admissions, and for international students, submitting official TOEFL scores (minimum required for admission = 88 internet-based TOEFL). For students already admitted to a graduate degree program, no separate application to the Certificate is required. To complete the Certificate, students must file a Program Declaration Form with the College of Arts and Sciences.

Catalogue Copy:

The TESL/TEFL Certificate is offered to post-baccalaureate and post-MA students who are interested in developing professional knowledge and skills in the area of Teaching English as a Second/Foreign Language. The curriculum (18 credits) focuses on providing students with a broad background in the field, in particular linguistics, language teaching methodologies, and language acquisition and use. The Certificate in TESL/TEFL can be taken by students seeking degrees or as a stand-alone certificate.

Course Requirement Sheet for the Post-MA Certificate in TESL/TEFL:

Required (15 credits)

- ENG 63033 Second Language Acquisition
- ENG 63041 Descriptive Grammar
- ENG 63098 Research in Second Language Learning
- ENG 73001 Methods of TESL
- ENG 73391 Seminar (variable content)

One elective (3 credits)

- ENG 63037 Pragmatics of Conversation
- ENG 63038 Teaching Literature & Culture
- ENG 63039 L2 Curriculum & Testing
- ENG 63040 Linguistics for the Language Professions
- ENG 68492 Practicum in Teaching International Stus (KSU or Kent State U, Dresden)
- ENG 73034 Literate Practices and Sociolinguistics
- ENG 73391 Seminar (different content)
POOTS, KATHY

From: RILLING, SARAH
Sent: Saturday, November 07, 2009 10:28 AM
To: HALEY, MARY ANN
Cc: POOTS, KATHY
Subject: FW: Graduate TESL Cert Proposals

Dear Mary Ann, I'll submit related paperwork by Tues next week as the two certs were approved by FAC 11/6. This is support material. Thanks, Sarah

Here is the query to EHHS re: TESL graduate Certificates. Dean Barbour's response is in the next email...

From: RILLING, SARAH
Sent: Wednesday, October 28, 2009 7:58 PM
To: BARBOUR, NANCY
Cc: HALEY, MARY ANN
Subject: RE: Graduate TESL Cert Proposals

Nancy,

No the Certs won't take the place of licensure (Minor in Ed for UG or MA TESL Teacher's Concentration for G) or endorsement.

We've noticed that other states (e.g., community colleges) and international teaching posts are requiring certificates in TESL/TEFL in addition to bachelor's or more advanced degrees. We've had good success with our undergraduate TEFL Certificate, so the addition of the graduate certificates really just capitalize on the resources we have.

A note of non encroachment would be appreciated.

On the paperwork for the Post MA Cert, Therese Tillet recommended CER 8 Post-MA Certificate so I'll have to modify the title from CER 6 on that one to Post MA Cert.

Thanks for your time.

Sarah.

From: BARBOUR, NANCY
Sent: Wednesday, October 28, 2009 5:37 PM
To: RILLING, SARAH
Cc: HALEY, MARY ANN
Subject: RE: Graduate TESL Cert Proposals

Sarah,

Will the certificates be in addition to or in place of the licensure? I will look these over. Do you need to have my feedback regarding any encroachment issues?

Nancy

From: RILLING, SARAH
Sent: Wednesday, October 28, 2009 11:41 AM
To: BARBOUR, NANCY
Cc: HALEY, MARY ANN
Subject: Graduate TESL Cert Proposals

Dear Nancy, cc: Mary Ann Haley

11/9/2009
Based on advice from our College office, the TESL Program Committee is moving two graduate certificate programs through the curricular vetting process, one at the post-bacc level and one at the post-MA level. We feel these certificates may serve student needs in Education as well as in our own College, so we’d like to share with you our proposals.

Our initial discussions in the TESL Program Committee focused on the need to train students adequately at the post-bacc level to qualify for work as an ESL/EFL teacher, especially in international contexts. The Post-MA discussions revolved around serving the needs of post-MA and doctoral students – providing adequate theory and praxis to prepare students for teaching in the field and/or doctoral research in the area of Teaching English as a Second/Foreign Language.

Thanks.

Sarah

Rilling
Associate Professor and UG Studies Coordinator
Department of English
Kent State University
POOTS, KATHY

From: RILLING, SARAH
Sent: Saturday, November 07, 2009 10:30 AM
To: HALEY, MARY ANN
Cc: POOTS, KATHY
Subject: RE: New MAT

Hi again Mary Ann, we will sort out their MAT at a later date, but here’s Dean Barbour’s note of non-encroachment on the two graduate certs for TESL. Thanks. Paperwork to follow. Sarah

From: BARBOUR, NANCY
Sent: Friday, November 06, 2009 5:39 PM
To: RILLING, SARAH
Subject: RE: New MAT

Sarah,

Not really. Maybe we should get together and talk this out. I also want to let you know that the certificate proposal looks fine to me.

Nancy

From: RILLING, SARAH
Sent: Friday, November 06, 2009 5:32 PM
To: BARBOUR, NANCY
Subject: RE: New MAT

No, we could still have students without a BA TESL do the MA TESL Teacher’s Concentration (where they do 48 grad credits including Ed courses and St Teaching to get initial licensure), but students with a BA TESL (without the Ed Minor) could do the MAT where they really focus just on the Ed component. Does that make sense?

From: BARBOUR, NANCY
Sent: Friday, November 06, 2009 4:11 PM
To: RILLING, SARAH
Cc: HUTCHISON, JANICE
Subject: RE: New MAT

I think this sounds like a good plan. Does that mean that you will not be offering the initial license at the graduate level then?

From: RILLING, SARAH
Sent: Friday, November 06, 2009 1:25 PM
To: BARBOUR, NANCY
Cc: HUTCHISON, JANICE
Subject: New MAT

Dear Nancy,

The TESL Program would like to have ESL added to your options for MAT students. It would be an obvious program for our BA TESL students to complete if they didn’t do the Minor in Ed as an undergraduate, and would be a much faster option (and a more appropriate one in our opinion) than our already approved 48 hour MA TESL Teacher’s Concentration (MA TESL + Ed courses leading to licensure). I had hoped to talk with Janice about this today at TEC meeting, but unfortunately I couldn’t make that meeting.

Is Janice’s name Hutchinson? – I’ve cc’ed her here. If you are interested in adding this option, could you help her with any

11/9/2009
necessary paperwork to add ESL to your content list for your MAT? We’d be happy to cooperate on supervising the students in Student Teaching, etc.

Thanks!

Sarah

Rilling
Associate Professor and JG Studies Coordinator
Department of English
Kent State University
INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

Date: December 4, 2009

To: Mary Ann Stephens, Interim Director, RAGS

From: Mary Ann Haley, Assistant Dean of Curriculum

Subject: Graduate Curriculum Actions

The following curriculum proposal was approved at the December 3, 2009 meeting of the College of Arts and Sciences Curriculum Committee.

A. DEPARTMENT OF ENGLISH

1. Establish Program: TESL Certificate Post-MA [CER8] [18]
   This proposal adds a Post-MA Certificate in TESL/TEFL to meet the professional needs of students in teaching English as a second/foreign language (ESL/EFL). Certificate will act as a stand alone post-MA or as an add on to a doctoral degree in another discipline.

Note: Copies of proposals provided to John Stalvey, Associate Dean, Graduate Studies
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Nov-09  Curriculum Bulletin 
Effective Date  Fall 2010  Approved by EPC 

Department  Center for Applied Conflict Management/Department of Political Science 
College  AS - Arts and Sciences 
Degree  CER1 - Certificate <1 year and CER-6 - Certificate Post-Baccalaureate 
Program Name  Applied Conflict Management  Program Code ACM C144 
Concentration(s)  Concentration(s) Code(s) C624 
Proposal  Establish Program 

Description of proposal:
Establishment of a certificate in Applied Conflict Management.

Does proposed revision change program’s total credit hours?  ☑ Yes  ☐ No 
Current total credit hours: 0  Proposed total credit hours 16 

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues. Requires no additional staffing as it relies on existing courses already regularly offered in our ACM major and minor. As ACM courses teach applied skills useful in the professional and nonprofessional workplace as well as in daily life, the certificate will be attractive to a broad range of non-traditional, continuing education students, especially those who already have an undergraduate degree from another institution and so cannot take our minor in ACM. There are no teacher education licensure issues. Our Intro to CM course serves as a prerequisite for two of the required courses in the certificate as well as for many of the other courses available in the certificate. The Intro to CM course is likewise required for the certificate.

Units consulted (other departments, programs or campuses affected by this proposal):
None. As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues.

REQUtED ENDOSEMENTS

[Signatures and dates]

Senior Vice President for Academic Affairs and Provost

POL(CACM) 4
TO: Mary Ann Haley, Assistant Dean for Curriculum
College of Arts and Sciences

FROM: Patrick Coy, Director
Center for Applied Conflict Management

DATE: December 1, 2009

SUBJECT: CACM Curricular Revisions Proposed for Fall 2010

At its meetings of April 28, 2009 and November 20, 2009, the faculty of the Center for Applied Conflict Management agreed by consensus to the creation of a new 16-credit certificate in our Applied Conflict Management degree program. The Political Science Undergraduate Studies Committee approved this proposal on November 30, 2009. This certificate will rely entirely upon already existing and regularly offered courses in Applied Conflict Management.

Requirements:
The certificate will include three required 3-credit courses and one required 1-credit workshop:
CACM 11001, Introduction to Conflict Management, 3 credits
CACM 33030, Conflict in the Workplace, 3 credits
CACM 34040, Negotiation, 3 credits
CACM 49091, Variable Title Seminar in Conflict Management, 1 credit

Electives:
Students will choose two other 3-credit courses in Applied Conflict Management from among the following, for a total of 16 credits:
CACM 21002, Gender, Power and Conflict
CACM 21010, Cross-Cultural Conflict Management
CACM 22020, International Conflict Resolution
CACM 31003, Nonviolence: Theory and Practice
CACM 31010, Conflict Theory
CACM 32020, Strategic Planning
CACM 35050, Environmental Conflict Resolution
CACM 35092, Internship in Conflict Management
CACM 35095, Special Topics in Conflict Management
CACM 38080, Mediation: Theory and Training

Focus Areas:
Students are able to choose a focus area of “Administration” (the two remaining courses will be Environmental Conflict Resolution and Strategic Planning), “Human Resources” (Strategic Planning and Mediation), “Diversity” (Gender, Power and Conflict and Cross-Cultural Conflict Management), or students can simply choose any two courses from the above list.

Impact on other programs:
As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses, and as we are the only conflict-focused degree program on campus, there are no encroachment or duplication issues or impacts on other programs.

Enrollment and staffing considerations:
As we are not proposing the creation of any new Applied Conflict Management (ACM) courses, but are relying entirely upon already established ACM courses which our present faculty regularly deliver as part of our ACM major and minor, there are no enrollment and staffing issues.

Need and audience:
We were originally encouraged by advisors in the College of Arts and Sciences office to consider offering a certificate. They were responding to needs they encountered in their advising work. As ACM courses teach applied skills useful in the professional and nonprofessional workplace as well as in daily life, the certificate will be particularly attractive to a broad range of non-traditional, continuing education students, especially those who already have an undergraduate degree from another institution and so cannot take our minor in ACM as they have no KSU major to which to attach it.

Admission procedures:
Admission requirements for the certificate program will be the same as the requirements for admission to Kent State University as an undergraduate student.

Prerequisites:
Our Introduction to Conflict Management course serves as a prerequisite for two of the required courses in the certificate as well as for many of the other courses available in the certificate. The Introduction to Conflict Management course is likewise required for the certificate. We generally offer 8-9 sections of this course per semester at varied times, days, and evenings, so it will be no problem for any prospective certificate student to meet the prerequisite.

Teacher education licensure:
There are no such issues.
Undergraduate Catalog

Certificate

Applied Conflict Management

College of Arts and Sciences
Department of Political Science
Center for Applied Conflict Management
321 Bowmam Hall
P.O. Box 5190
Kent, OH 44242-0001
Tel: 330-672-3143
Fax: 330-672-3362
Web: http://www.kent.edu/cacm

The Applied Conflict Management certificate is an undergraduate program where students learn skills to use in conflict situations in the workplace, in community settings, and in their daily lives at home. We utilize experiential learning, skills exercises, simulations and role plays to meet a growing need for constructive approaches to conflict management. Topics covered include active listening, constructive assertions, principled negotiation, mediation, group facilitation, strategic planning, and much more.

Course requirements for applied conflict management certificate (16 credits):

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CACM 11001</td>
<td>Introduction to Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>CACM 33030</td>
<td>Conflict in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>CACM 34040</td>
<td>Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>CACM 49091</td>
<td>Variable Title Seminar in Conflict Management</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives: Choose two of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Gender, Power and Conflict</td>
<td>3</td>
</tr>
<tr>
<td>CACM 21010</td>
<td>Cross-Cultural Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>CACM 22020</td>
<td>International Conflict Resolution</td>
<td>3</td>
</tr>
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</tr>
<tr>
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<td>Conflict Theory</td>
<td>3</td>
</tr>
<tr>
<td>CACM 32020</td>
<td>Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>CACM 35050</td>
<td>Environmental Conflict Resolution</td>
<td>3</td>
</tr>
</tbody>
</table>
CACM 35092 Internship in Conflict Management 3
CACM 35095 Special Topics in Conflict Management 3
CACM 38080 Mediation: Theory and Training 3

Total 16

Students choose a focus area of “Administration” (the two remaining courses will be Environmental Conflict Resolution and Strategic Planning), “Human Resources” (Strategic Planning and Mediation), “Diversity” (Gender, Power and Conflict and Cross-Cultural Conflict Management), or students can simply choose any two courses from the above list.

Students must declare their intent to earn the certificate before they have completed half of the required hours. They must satisfy the prerequisites of each course in the program and must pass each course with a minimum grade of C (2.0) to receive the certificate. Courses may not be completed on a pass/fail basis or via credit-by-exam. Transfer credits may, in certain circumstances, be used to fulfill certificate requirements. Minimum cumulative 2.25 GPA required in the program for award of certificate.

Maximum of 9 credits of variable topic (special topics, seminar, etc.) courses.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 2-Nov-09    Curriculum Bulletin
Effective Date    Fall 2010    Approved by EPC

Department  teaching, learning and curriculum
College  EH - Education, Health and Human Services
Degree  CER2-Certificate in 2 years, CER6-post baccalaureate Certificate
Program Name  otte- Program Code
Concentration(s) Concentration(s) Code(s)
Proposal  Establish Program

Career-Technical Teacher Education C625

Description of proposal:
create graduate certificate program for teachers who complete a teaching license in Career-Technical Education

Does proposed revision change program's total credit hours?  ☐ Yes  ☒ No
Current total credit hours: 24  Proposed total credit hours  NA

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure)
none

Units consulted (other departments, programs or campuses affected by this proposal):

REQUIRED ENDORSEMENTS

Department Chair, School Director, Campus Dean

College Dean

Executive Dean of Regional Campuses, Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost
Certificate program for Career-Technical Teacher Education

1. Transmittal Memo

The proposed action is to establish a certificate in Career-Technical Teacher Education. Students who complete the coursework pattern meet the requirements for a certificate. These students also receive a teaching license from the Ohio Department of Education. However, many students will not complete a degree with KSU. Students are eligible to complete the certificate at the graduate levels. The certificate will enable the students to be recognized as completing a program at Kent State University by the Board of Regents. The school curriculum committees approved this proposal.

2. Proposal Summary

a. Career-Technical Teacher Education Certificate

b. Purpose is to provide classes and educational experiences for teachers pursuing a teaching license in Career-Technical Education.

c. High schools throughout northeast Ohio offer educational programs in career-technical education. These programs are housed in career centers as well as comprehensive high schools and reflect the 16 occupational clusters established by ODE. Most programs are at the secondary level though more programs are being established at the middle school level. These programs must have licensed teachers.

d. Students are admitted as graduate students.

e. The requirements for successful completion include a total of 24 semester hour credits (see attached advising sheet). The 24 hours are pedagogy courses specific to teaching subjects in Career-Technical Education. The classes include teaching methodology, curriculum and an on-site mentoring program.

f. Need and sustainability – Career-Technical Education programming has been offered at high schools in Ohio for over 50 years. Much of the programming is supported through federal allocations managed by ODE.

g. Fiscal and staffing are currently in place by full and part-time faculty

3. Certificate of Curriculum Proposal
3. Certificate of Curriculum Proposal

4. Approval Memos

5. Requirement Sheet
   
   24 credit hour graduate requirement sheet

6. TLC curriculum approval – November, 2009
   EHHS curriculum approval – December, 2009
   EPC curriculum approval – Spring, 2010
   Effective date - fall, 2010

7. Postsecondary (one to two academic years)

8. Catalogue description: This certificate program consists of coursework leading to completion of professional teacher education in Career-Technical Teacher Education. Completers must also have finished a career-technical education license via the Route B option issued by the Ohio Department of Education.

Proposal reviewed and approved by:

Approval group

Date approved
Graduate Substantial Certification Program Proposal submitted by the Career-Technical Education faculty at Kent State University.

Career-Technical Teacher Education Certificate at Kent State University

1. Approved Graduate Program sponsoring the certificate is the Master of Education in Career-Technical Education housed in the School of Teaching, Learning and Curriculum Studies in the College of Education, Health and Human Services at Kent State University.

2. The need and demand for the certificate is based on the existing Career-Technical Education programs offered at the secondary level. High schools throughout northeast Ohio offer numerous educational programs in career-technical education. These programs are housed in career centers as well as comprehensive high schools and reflect the 16 occupational clusters established by the Ohio Department of Education.

Most Career-Technical education programs are at the secondary level though more programs are being established at the middle school level. These programs must have licensed teachers. The primary source of teachers for programs of this type is the actual industry or occupational area (e.g. nursing, information technology, culinary, cosmetology, etc.) the teacher teaches. For this reason, teachers are actually hired by local schools into a full-time teaching position and then seek licensure with Kent State University. However, many students will not complete a degree with KSU. The certificate will enable the students to be recognized as completing a program at Kent State University by the Board of Regents. The appropriate program area, school and college curriculum committees at KSU have approved this proposal.
3. The educational objectives of the certificate program are to:

   a. Provide teachers who enter teaching in career-technical education subject areas the opportunity to receive coursework and services leading to licensure provided through the Ohio Department of Education.

   b. Provide instruction in curriculum development, instructional methodology, classroom and laboratory management.

   c. Provide mentoring services to enable teachers to receive on-site support as they practice classroom theory.

4. The curriculum for the proposed certificate is indicated on the attached advising sheet. All coursework is offered at the master degree level.

5. The proposed certificate includes 24 semester hours of coursework. The 24 hours are directly related to the specific program standards established by the Ohio Department of Education. The courses reflect the specific educational expectations and outcomes for preparation of Career-Technical Education teachers approved by the Ohio Department of Education. The standards can be found in the ODE document Guide for Licensing Teachers in Career-Technical Education.

6. The entrance, performance and exit standards of the certificate follow the same procedures graduate student at the masters degree level must follow. All students must meet the standards to be accepted into the Graduate School of Education, Health and Human Services at Kent State University. The standards include a 2.75 undergraduate grade point average, letters of reference and written goals statements. All student files are reviewed and approved by faculty in Career-Technical Education. Students must meet Graduate School performance standards to remain on track to complete the certificate. Upon successful completion of the 24 hours of coursework, students will be awarded the proposed certificate.

7. The faculty expertise to deliver the certificate program consists of full-time and part-time faculty members. Two full-time, tenured faculty members have doctoral level degrees in Career-Technical Education. In addition, on full-time temporary faculty member has a master degree in Career-Technical Education. The three full-time faculty members have extensive experience in Career-Technical Education teaching
and teacher education. The program area also has a cadre of experienced, practicing Career-Technical Education teachers and administrators who assist in delivering instruction.

8. No additional resources, courses or faculty are necessary to support the delivery of the proposed certificate program.
KENT STATE UNIVERSITY
CAREER TECHNICAL TEACHER EDUCATION

With Baccalaureate Degree outside of Education - 24 Graduate Credit Hour Requirement Sheet
Licensure Program: Industry Option (Route B)

Student Name ___________________________ Employing School ________________ Bldg ______

Student ID # ___________________________ Teaching Area ___________________________
Teaching area name and code

Home Address ____________________________

City ___________________________ State ____________ Zip Code ____________

Phone (home) __________________________ Phone (work) __________________________ Ext. ______

Cell ________________________________ Email (KSU) __________________________

Email (home) __________________________ Email (work) __________________________

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Sem/Yr Projected</th>
<th>Sem/Yr Completed</th>
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<tr>
<td>CTTE 56015</td>
<td>*Meth of Career &amp; Tech Educ</td>
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<td></td>
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</tr>
<tr>
<td>CTTE 55377</td>
<td>*Career &amp; Tech Ed: Adv. Meth</td>
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<td>CTTE 56002</td>
<td>In-Service Teaching I</td>
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<tr>
<td>CTTE 56020</td>
<td>**Curric Design &amp; Application</td>
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<tr>
<td>CTTE 55372</td>
<td>**Issues in CTTE Subjects</td>
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<tr>
<td>CTTE 66001</td>
<td>Principles &amp; Practices CTTE</td>
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<td>CTTE 66005</td>
<td>Special Populations in CTTE</td>
<td>3</td>
<td></td>
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<tr>
<td>CTTE 66004</td>
<td>Program Evaluation in CTTE</td>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

Total Credits 24.0 credit hours

*These two courses make up the “Summer III Four-Week Institute”.

**These two courses may be taken together in Summer I, in three weeks (15 straight week days).

Some of the above may apply towards a Master’s Degree.
Contact Dr. Patrick J. O’Connor for advising.

STUDENT: My signature below indicates that I am fully aware I must attend and complete the designated coursework in compliance of receiving my Five-Year Professional Career-Technical License.

__________________________________________       ________________________________
Student Signature                          Advisor Signature

Date ________________________________

Dr. Patrick J. O’Connor, CTTE Program Coordinator
(poconnor@kent.edu) 330 672-0689
Kent State University, PO Box 5190
School of TLC, Career Technical Teacher Educator Program (CTTE)
316 White Hall
Kent, OH 44242-0001

Website: http://www.ehhs.kent.edu/ctte

(See the 24 graduate credit hour Industry Option, Route B, CTE-37 Licensure Process on the reverse side)

August, 2009
CTE-37 LICENSURE PROCESS: INDUSTRY OPTION (Route B)

With Baccalaureate Degree outside of Education - 24 Graduate Credit Hour Program

A CTE 36 form is secured from the Ohio Department of Education (ODE) by the employing school district and used to determine the eligibility of a prospective Career Technical Teacher Educator (CTTE). The applicant’s work experience and educational background are evaluated by the employer as part of this hiring process.

(This completed form is retained in the teacher’s employment record by the employing school district.)

Once the teacher is hired, the employer and teacher complete and sign a CTE 37 form. (The CTE 36 and CTE 37 forms are found at the ODE website: www.ode.state.oh.us) This completed and signed-by-the-applicant-and-employing-school-district form (“Initial Two-Year Career-Technical Provisional License with Deficiencies”) is sent to Dr. Patrick O’Connor for his signature (see full address below). It is then returned to the employing school district for submission to the ODE along with the “Initial Ohio License” application form (LN) and monies.

Dr. O’Connor’s signature on this returned document deems that he has made the new hired teacher aware of the KSU Route B Program requirements and how to become admitted to KSU as a student.

The above process generates a two year career-technical provisional teaching license that the new teacher teaches on while the Route B licensure program is completed. The teacher has two to four years to complete this program. (See the reverse side of this form for that list of coursework.)

The teacher may apply for admission to the Graduate School of Education, Health, and Human Services (College of EHHS) after consultation with Dr. O’Connor.

You must be admitted to KSU before you can register for classes.

Pay close attention to the payment due dates before and/or after you register for your classes to avoid being automatically de-registered or charged late fees caused by missing payment deadlines.

Near the end of your second year of teaching on the first two-year provisional license, you and your employer will issue to our office a second CTE-37 (“Renewal of Two Year License”) to apply for a two year renewal.

You must have completed a minimum of six semester credit hours and have taught two years to be renewed.

Also near the end of your second year of teaching you will contact your employer or LPDC to apply for the Entry Year process. Upon completion of these requirements (24.0 credit hours and Entry Year) you and your employer will apply to advance from the two year provisional license to the five year career technical teaching license. To do so, ALL the following completed documents are submitted to our CTTE Office: another signed CTE-37 form, the “License Renewal” application form (2 R/A) and required monies. After a final review and confirmation of your meeting all requirements, these documents will be submitted from the KSU College of EHHS to the ODE.

Your Five Year Teaching License should be issued by the ODE within 4 – 6 weeks from the time our office receives these documents.

Please feel free to contact us any time we can be of assistance. 330 672-2656.

Dr. Patrick J. O’Connor, CTTE Program Coordinator (pocorona@kent.edu) or, Lynda Paul, CTTE Program Assistant lepaul@kent.edu

Kent State University
PO Box 5190
School of TLC, Career Technical Teacher Educator Program
316 White Hall
Kent, OH 44242-0001

Website: http://www.ehhs.kent.edu/ctte

(See the 24 graduate credit hour Industry Option, Route B, Requirement Sheet on reverse side)
The College of Business Administration has suspended admissions to the Accounting Concentration in the Ph.D. program in Business Administration for Fall 2010. This decision was made on the basis of funding issues which include faculty sufficiency. The College will continue to admit students to other concentrations in the Ph.D. program in Business Administration.

There are currently six students in the Accounting concentration in the Ph.D. program in Business Administration.

We anticipate resumption of admissions to the Accounting concentration in the Ph.D. program in Business Administration for Fall 2011. This decision is contingent upon outcomes from department’s strategic planning process and program review currently being conducted by the Accounting faculty. The Accounting department is in the process of interviewing candidates for two faculty positions which it anticipates filling for Fall 2010.
TO: Educational Policies Council  
FROM: Provost and Senior Vice President Robert G. Frank  
SUBJECT: Agenda for Monday, 22 February 2010  
EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 204  
DATE: 15 February 2010

In the event that any of the action or information item proposals require corrections or create actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 19 February, to ensure that the materials are available at the meeting for review.

** There is no EPC Graduate Council meeting this month. **

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 25 January 2010.  
   Attachment 1

University Requirements Curriculum Committee  (presented by Dean Donald R. Williams)

2. Designation of Writing-Intensive Course status to PH 44000 Health Disparities.  
   Effective Fall 2010  
   Attachment 2

Office of the Provost  (presented by Provost Robert G. Frank)

3. Revision of the policy for course overload. Eligible students will be able to self-register for semester course overloads based on Kent State GPA guidelines.  
   Effective Fall 2010  
   Attachment 3

College of Arts and Sciences  (presented by Dean Timothy S. Moerland)

4. Merger of the Department of Sociology and the Department of Justice Studies to form the Department of Sociology. All courses, programs, faculty and students from each department will move to the new, merged department.  
   Effective Fall 2010  
   Attachment 4

5. Inactivation of the Department of Applied Social and Behavioral Research. The MS in Applied Social and Behavioral Research program (currently suspended) will move to the college until a decision is made to move it another department or inactivate.  
   Effective Fall 2010  
   Attachment 5
ACTION ITEMS continued

College of Arts and Sciences continued

Department of Biological Sciences

6. Inactivation of the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree on the Geauga Campus. The degree program remains active on the Salem Campus. Effective Fall 2010
   Attachment 6

Regional College (presented by Executive Dean Wanda E. Thomas)

Division of Professional Studies

7. Inactivation of the Industrial Trades Technology [ITTN] major within the Associate of Technical Study [ATS] degree on the Geauga Campus. The degree program remains active on the Trumbull Campus. Effective Fall 2010
   Attachment 7

INFORMATION ITEMS

College of Arts and Sciences

1. Inactivation of the Applied Conflict Management [C624] post-baccalaureate certificate, approved at the January EPC meeting. The post-secondary certificate [C144] remains active. Effective Fall 2010
   Attachment 8

LESSER ACTION ITEMS

Associate and Assistant Deans Committee

1. Revision of the language for the course-repeat policy for GPA recalculation, to bring clarity to its meaning. Additions to the policy are underlined: “All course repeats for recalculation must be completed before conferral of the student’s first bachelor’s degree from any college or university.” Effective Fall 2010

College of Public Health

2. Revision of the program requirements for the Bachelor of Science in Public Health [BSPH] degree program. All prescribed LER/Kent Core courses are being removed. Total credit hours to program completion decrease, from 122 to 121. Effective Fall 2010

Agenda prepared by Therese E. Tillett, Director, Curriculum Services
### COURSE CHANGES

**Key for course changes:**
- **a** Title Abbreviation  
- **d** Diversity  
- **H** Credit Hours  
- **New** New  
- **s** Schedule (activity)  
- **T** Title  
- **c** Course Content  
- **Fee** Fee  
- **L** LER  
- **Er** Erase  
- **P** Prerequisite  
- **R** Repeatable  
- **W** Writing Intensive  
- **G** Grade Rule  
- **N** Number  
- **S** Subject  
- **D** Description  
- **G** Grade Rule  
- **E** Credit-by-Exam  
- **Inact** Inactivate  
- **T** Title  
- **Ta** Technology and Engineering for K to 8 STEM  
- **TaDC** Technology and Engineering for K to 8 STEM  

#### Effective Fall 2010

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#### Corrections to 25 January 2010, Agenda

**Effective Fall 2010**

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**Correction**

...correction...
Corrections to 25 January 2010, Agenda continued

Effective Fall 2010 continued

ITEC 67444  Teaching Online Courses (3) .................................................. C
ITEC 77437  Authoring Systems (3) to:
Web Development for Educators ....................................................... TaDc

Large-scale change of course subject, from ELS to SRM, for the following courses (typos found in last line):
73018, 73095, 75006, 75008, 75031, 75034, 75038, 75061

Large-scale change of course subject, from ELS to EXPH, for the following course (typo found):
75083 (not 75086, reported incorrectly on submission from college)

Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services
EPC UNDERGRADUATE COUNCIL

**Ex-Officio Members present:** Provost and Senior Vice President Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Donald L. Bubenzer, John R. Crawford, Laura Cox Dzurec, Timothy S. Moerland, Gary M. Padak, Wanda E. Thomas, Stanley T. Wearden, Mark W. Weber, Donald R. Williams; Associate Dean Joanne M. Arhar; dean representative Richard H. Kolbe for Robert (Yank) Heisler Jr.

**Ex-Officio Members not present:** Dean James E. Dalton

**Faculty Senate-Appointed Representatives present:** Paul P. Abraham, Min He, David A. Kessler, Lowell S. Zurbuch

**Faculty Senate-Appointed Representative not present:** Bruce J. Gunning, Erica B. Lilly, Linda L. Williams

**Undergraduate Council Representatives present:** Paul J. Albanese, Pamela K. Evans, Diana L. Fleming, Todd Hawley, Sarah E. Rilling, Gretchen C. Rinnert, Stephen M. Zapytowski

**Undergraduate Council Representatives not present:** Roberto M. Uribe-Rendon

**Observers present:**

**Observers not present:** Brianna D. Lawhorn (Undergraduate Student Government)

**Consultants and Guests present:** Gregory M. Blase, Stephane E. Booth, Darwin L. Boyd, Connie S. Collier, Kevin L. Deemer, Landon E. Hancock, Brian K. Harvey, Anne Reid, Jennifer Sandoval, Denise A. Seachrist, Linnea A. Carlson Stafford, Therese E. Tillett, Michael J. Tubergen

Provost and Senior Vice President Robert G. Frank called to order the EPC Undergraduate Council at 3:21 p.m., on Monday, 25 January 2009, in room 204 of the Kent Student Center.

**Action Item 1:** Approval of minutes from 16 November 2009.

Executive Dean Wanda E. Thomas made motion to approve with no corrections, seconded by Professor Stephen M. Zapytowski and passed unanimously.

**Action Item 2:** Curricular restructure of the Regional College to align with the original intention for the establishment. All associate and bachelor’s degrees, certificate programs and associated courses unique to the Regional Campuses will be housed in the Regional College.

This item was withdrawn. Provost Frank explained that it would come back after more discussion with the affecting units.
Action Item 3: Inactivation of the Center for the Study of World Musics.

Dean John R. Crawford said the proposed inactivation was due to faculty resources and the suspension of the PhD degree in Musicology. His motion to approve was seconded by Dean Stanley T. Wearden and passed unanimously.

Action Item 4: Revision of the name of the Department of Chemistry [CHEM] to the Department of Chemistry and Biochemistry [CHMB].

Dean Timothy S. Moerland made a motion for approval. An EPC member asked why just bio since there are other types of chemistry, to which Dean Moerland replied that biochemistry is very large right now; the goal was for the department to appear in searches by prospective students. The motion passed unanimously.

Action Item 5: Establishment of three concentrations in the Classics [CLSS] major within the Bachelor of Arts [BA] degree: Greek [GRE], Latin [LAT] and Classical Civilization [CLSC]. Minimum total credit hours for program completion are unchanged at 121 (35 for major).

Dean Moerland’s motion for approval was seconded by Professor Zapytowski and approved unanimously by members.


Dean Wearden made a motion for approval. In response to questions about collaborations, both Dean Wearden and Assistant Professor Gregory M. Blase Stated that the school is working with the sports disciplines in the College of Education, Health and Human Services; the program comprises several courses from those disciplines.

Action Item 7: Establishment of a concentration, name change of another concentration and revision of the program requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. New concentration is Park Management [PMM]. Concentration Recreation and Park Management [RPM] changes name to Recreation Management [RMM]. Revisions are removing PEP 25068 and adjusting general elective credit; and removing PEB electives from the Tourism Management [TMM] concentration. Minimum total credit hours for program completion are unchanged at 121.

Action Item 8: Establishment of a Park Management [PMM] minor. Minimum total credit hours for program completion are 18.

Associate Dean Joanne M. Arhar presented both items together. She explained the differences between the two concentrations within the major and said with these revisions, the program will be unique compared to Ohio State. Her motion to approve was seconded by Dean Moerland; both items passed unanimously.

Action Item 9: Revision of the name of the Industrial Technology [INDT] major, to Applied Engineering [AENG], within the Bachelor of Science [BS] degree. In addition, establishment of an Applied Engineering and Technology Management [AETM] concentration. Minimum total credit hours for program completion are 122 for the Applied Engineering and Technology Management concentration and unchanged at 122-128 (depending on concentration) for the existing three concentrations.

A motion for approval made by Dean Donald L. Bubenzer was seconded by Dean Wearden. It was stressed that the name change was in response to aligning with the program’s accrediting body, which recently changed its name; no associate degree program will be changing; and the change does not affect course subjects. The item passed unanimously.

Executive Dean Wanda E. Thomas and others explained that the three individual campuses are authorized confer the degree program; inactivating it at one does not affect the other two. Her motion to approve was seconded by Professor Zapytowski and passed unanimously by members.

Action Item 11: Establishment of 14 concentrations in the non-degree Exploratory [EXPL] major: General [GENL]; Business [BUSN]; Health Care [HC]; Performing Arts [PA]; Sport and Recreation [SR]; Education and Teaching [ET]; Hospitality and Tourism [HT]; Design and Visual Arts [DVA]; Science and the Environment [SE]; Languages, Literature and Culture [LLC]; Law, Public Safety and Government [LPSG]; Human Services and Social Sciences [HSSS]; Communication, Journalism and Media [CJRM]; and Computers, Mathematics and Technology [CMT].

In moving item for approval, Dean Gary M. Padak said that the concentrations—with names that are aligned with the 13 interest areas on the GPS website—will enable Undergraduate Studies to take more full advantage of the GPS initiative in advising undeclared students to select a major early. EPC members voiced concern about students confusing the non-degree concentrations with degree programs with similar names. It was explained that it will be clear on application forms that students are declaring the major Exploratory (“undeclared” on applications) first, before being prompted to select a concentration. The system does not force students to select a concentration, and the General concentration will appeal to truly undecided students. It will be the advisors’ responsibility to further educate students on the meaning of the Exploratory major and its concentrations, and guide them to explore and decide upon a major. Since it is a non-degree program, the Exploratory major does not appear on student transcripts.

Dean Padak detailed the benefits with having these concentrations, including being able to report to academic units undeclared students who are interested in disciplines in their area, that will enable units to further be aware of and recruit undeclared students to their majors. A request was made by a member to include information about the Exploratory major and its concentrations in the University Catalog.

The motion to approve was seconded by Dean Donald R. Williams and passed unanimously.

Discussion Item 1: The Regional College organizational structure; faculty governance; curriculum process; and faculty appointment, promotion, tenure and reappointment.

Provost Frank referred members to the chart in the document that detailed the two tracks for faculty appointment, promotion, tenure and reappointment for Regional Campuses faculty; the track taken depends on the faculty member being in either in the Regional College or another college. There was discussion on where Regional Campuses engineering technology faculty belong; currently, they are in the College of Technology. Other concerns focused on the tenure and appeal processes as well as the workload of the Regional College dean, who will also continue the duties as dean of his/her campus. Both the provost and Executive Dean Thomas assured members some of the housekeeping duties of the executive dean will be eliminated and, if the workload turns out to be excessive, administration will review the situation for possible restructure.

Members were informed that since most of the document does not fall under the EPC purview—and the portion that does was approved at a previous EPC meeting—the item was discussion only. It will go to Faculty Senate for approval.

With no requests to discuss or elevate any of the lesser action items, the meeting adjourned at 4:15 p.m.

Respectfully submitted,

Therese E. Tillett
Director of Curriculum Services
Office of the Provost

Jennifer Sandoval
Coordinator, Curriculum Services
Office of the Provost
Dean Mary Ann Stephens called to order the EPC Graduate Council at 3:17 p.m., Monday, 25 January 2010, in the Kent Student Center Conference Suite. Dean Stephens took the opportunity to introduce the committee to Associate Dean for Graduate Studies, Ellen L. Glickman.

**Action Item 1: Approval of the minutes of 16 November 2009.**

Associate Dean Nancy E. Barbour moved for approval of the minutes, which was seconded by Associate Dean John R. Stalvey. With no questions or corrections the motion passed unanimously.

**Action Item 2: Establishment of a concentration, Financial Engineering Quantitative [FEMQ], in the Financial Engineering [FEM] major within the Master of Science [MS] degree. The Concentration is for students from Xiamen University in China as part of an articulation (1+1) agreement. Minimum total credit hours for program completion are 32.**

Associate Dean Stalvey introduced the item explaining that it was an interdisciplinary program between the Department of Mathematical Sciences and the Department of Finance, which has been in existence since the beginning of the decade. He added that the development of this concentration has allowed Kent State University to reach out to Xiamen University in China. Xiamen University is one of the top universities in China and a good institution with which to partner. This program was originally set up to transfer credits from Xiamen University to Kent State University; however, the Chinese government will not allow this, so this proposal is a creative solution. Associate Dean Frederick W. Schroath said that the program has been very successful, enrolling around 25 students. He added that students end up with around 60 hours between the two universities. Associate Dean Stalvey said that the students get all the courses they would have at each institution, except now they are combined. Associate Dean Stalvey introduced Professor Eugene C. Gartland from the Department of Mathematical Sciences and stated that he was present to answer any questions. With no questions heard, Associate Dean Stalvey moved approval of the item, which was seconded by Associate Dean Schroath. The item passed unanimously.
Action Item 3: Establishment of an Exercise Physiology [EXPH] major within the Master of Science [MS] degree. The program is currently a concentration in the Exercise, Leisure and Sport [ELS] major. Minimum total credit hours for program completion are 34.

Associate Dean Barbour introduced the item and said that this proposal is a result of the reorganization of the College of Education, Health and Human Services. She explained that all of the master’s degrees within Exercise, Leisure and Sport were split into three different schools. She added that this was an opportunity to make the major titles more accurate and better fit into the schools in which they are currently housed.

Senior Associate Provost Timothy J. Chandler asked why the title Exercise Physiology was used instead of the broader Exercise Science, considering there are only four faculty members and two have training in areas beyond exercise physiology. He expressed concern that there may be students with interests outside of the area of exercise physiology. Assistant Professor Jacob E. Barkley replied that concern was not something that had been discussed. Associate Dean Stalvey asked if he believed that it would dissuade students from applying. To which, Assistant Professor Barkley said that he did not believe so because the terms are used interchangeably.

With no further questions or comments Associate Dean Barbour moved approval of the item, which was seconded by Associate Dean Stalvey. The motion passed unanimously.

Action Item 4: Revision of the name of the Physical Education [PEP] major within the Doctor of Philosophy [PHD] degree. Name changes to Exercise Physiology [EXPH]. In addition, the sole concentration, Exercise Physiology [EXPH], is inactivated.

Associate Dean Barbour stated that this proposal is similar to the previous action item, and that these changes were again in response to the reorganization of the college. She added that the intent is to change the program to exercise physiology in keeping with the previous proposal.

Senior Associate Provost restated his concern with the title and students whose interests may fall into a broader area. Associate Dean Stalvey asked if RACGS and the Ohio Board of Regents get involved with a name change. He also questioned if the small size of the faculty would “raise eyebrows” at the Ohio Board of Regents. Senior Associate Provost replied in the negative to Associate Dean Stalvey’s concerns.

Associate Dean Barbour moved for approval of the item, which was seconded by Associate Dean Isaac R. Nettey. The item passed unanimously.

Action Item 5: Move of the Physical Education Teacher Education [PETE] concentration from the Exercise, Leisure and Sport [ELS] major to the Curriculum and Instruction [CI] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 40.

Associate Dean Barbour said that, again, this proposal is similar to previous action items, and that these changes were in response to the reorganization of the college. She explained that the faculty who are in physical education were formerly housed within the School of Exercise, Leisure and Sport, but are now overseen by the School of Teaching, Learning and Curriculum. She added that currently there is no PhD program for physical education; however, the faculty desired to create a concentration within the PhD program for the major of Curriculum and Instruction.

Senior Associate Provost Chandler stated that there are strong faculty in that area and believes that they will contribute greatly to the Curriculum and Instruction program. Associate Dean Barbour said that the creation of this concentration was desirable for them because they did not have this under the PhD program within the School of Exercise, Leisure and Sport.

Hearing no further questions or comments, Associate Dean Barbour moved approval of the item, which was seconded by Associate Dean Ralph Lorenz. The item passed unanimously.
As a point of clarification, Associate Dean LuEtt J. Hanson pointed out that the agenda indicated that this item was a revision to the Master of Arts degree. Upon inspection of the attached documentation it was determined that this item indeed was in reference to the Master of Arts degree. Associate Dean Barbour apologized and stated that she misrepresented but that the same rationale applies to the Master of Arts degree. She explained that she is ahead of herself, because she knows the school is putting forward a proposal for the PhD program as well.

Associate Dean Barbour revised the motion to indicate the changes were intended for the Master of Arts degree and moved approval of the item. Associate Dean Lorenz seconded her request. The motion passed unanimously.

_Editor’s note: after the EPC agenda was set and disseminated, the program coordinators contacted Curriculum Services to correct an error in the proposal. The concentration is moving to the MEd, not MA, degree in Curriculum and Instruction. A correction will be issued for the next EPC agenda._

**Action Item 6: Establishment of a non-degree, endorsement program, Lead Professional Educator (Grades PreK-12). Minimum total credit hours for program completion are 15.**

Associate Dean Barbour explained that this is a combination of the Educational Administration K-12 and Curriculum and Instruction programs. Associate Dean Barbour introduced Associate Professor Anita M. Varrati who explained that Ohio has just changed its licensure and recertification laws. She said that during the course of that process a call was put forth for proposals for institutions for leadership professional education. Kent State University’s proposal was one of four endorsements in the state accepted, she added. Associate Professor Varrati stated that this item is a formalization of the pilot program. Associate Dean Barbour added that this endorsement is being added on to an already existing master’s certification.

Hearing no questions or comments, Associate Dean Barbour moved for approval of the item, which was seconded by Associate Dean Nettey. The item passed unanimously.

**Action Item 7: Establishment of an Instructional Technology [ITEC] concentration in the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. In addition, program requirements in the Educational Psychology major are revised to accommodate the new concentration. Minimum total credit hours for program completion are 75.**

Associate Dean Barbour stated that this proposal was put forth by the instructional technology faculty within the educational psychology program so that the coursework would be recognized on the students’ transcript. She added that Associate Professor David W. Dalton was present to answer the council’s questions.

Associate Dean Nettey asked if the program code, ITEC, would remain the same. He added that the College of Technology uses that code for the Industrial Technology program. To which Associate Professor Dalton replied that said that the program would use some legacy courses from Educational Psychology [EDPF], but that the code ITEC has been used since the 1960s.

_Editor note: The codes refer what is entered in the student system, Banner, and not necessarily what the units use internally. The Banner code for Instruction Technology has always been ITEC. The Banner code for Industrial Technology is INDT._

With no further questions or comments, Associate Dean Barbour moved for approval of the item. Associate Dean Nettey seconded the motion, which was approved unanimously.
Action Item 8: Revision of the name, progression and graduation requirements of the Community Counseling [CCON] major within the Master of Arts [MA] and Master of Education [MED] degrees. Name changes to Clinical Mental Health Counseling [CMHC], and a pre-practicum examination and a comprehensive examination are required for progression and graduation. Minimum total credit hours for program completion are unchanged at 60.

Associate Dean Barbour stated that this proposal from the Community Counseling program is very long and involved and is in response to the accrediting body, Council for Accreditation of Counseling and Related Educational Programs (CACREP). She added that the title "Community Counseling" is no longer appropriate, so the name is being changed to Clinical Mental Health Counseling, and a number of courses are also being changed. She stated that Associate Professor Jason M. McGlothlin was in attendance to answer questions.

Senior Associate Provost Chandler asked for clarification that the change is driven purely by accreditation. Associate Professor McGlothlin stated that the title more accurately describes the type of counseling being done; and that the accrediting body no longer recognizes "community counseling." Associate Dean Barbour added that there is a shift from the option of doing 600 practicum hours in one semester, now it will be done in two semesters.

With no further questions or comments, Associate Dean Barbour moved for approval of the item. The motion was seconded by Associate Dean Hanson, and passed unanimously.

Dean Stephens then asked if anyone wanted to discuss any of the information or action items.


Senior Associate Provost Chandler asked why the Music Education program was being suspended. Associate Dean Lorenz stated that there are three concentrations within the major and two of those areas have had retirements and separations of faculty who have not been replaced. He added that there are not enough faculty members for a PhD. Senior Associate Provost Chandler said that his reason for asking was that if Kent State University is pushing to be a top-ranked research institution it may seem strange to defer on PhD programs, but in this case it makes sense.


Senior Associate Provost Chandler said that he had the same question for this item as for the previously discussed item. Associate Dean Schroath said that it was the same type of situation, not enough faculty members. He stated that applications are being accepted, but the students will not start the program until fall 2011.

Lesser Action Item 1: Establishment of an alternate delivery mechanism, partially web-based, for the Art Education [ARTE] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 33-35.

Associate Dean Lorenz explained that this program is not fully online, just a supplement. Professor Fred T. Smith stated that this item did go through the Faculty Advisory Council and was discussed by the members of Art Education. He stated they were moving toward online courses and this would benefit a lot of people. Dean Stephens asked what percentage of courses would be offered online. Professor Smith replied that just a small percentage would be. Associate Dean Barbara F. Schloman reminded members to keep the library needs in mind, because as these types of proposals move forward the faculty and staff in the library are interested in the best ways to support these courses.
Lesser Action Item 2: Revision of program requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees. CPHY 6/72250 is removed; CPHY 6/72242 and 6/72245 increase credits; in the MS program, CHEM 6/70333 is replaced with CHEM 5/70478; in the PhD program, CPHY 72248 is added to the Optoelectronics [OELC] and Physical Properties of Liquid Crystals [PPLQ] concentrations; CPHY 72640 and 72643 increase credits, and the General Chemical Physics [GCP] concentration is reinstated (erroneously removed in a previous catalog). Minimum total credit hours for program completion are unchanged at 32 for the MS and 60 for the PhD.

Dean Stephens asked for further explanation on this proposal. Associate Dean Stalvey explained that this change is administered by Chemical Physics, which is interdisciplinary and its own separate unit. He added that it has its own Faculty Advisory Council and degree program. He added that this revision represents and evolution in the program. He said that it is still pretty much the same program, but specific content to some of the courses has changed.


Associate Dean Stalvey explained the reason for this item was that the faculty that originally proposed this program has left the College of Arts and Sciences and moved to the College of Public Health. He added that the college is looking at a possible department merger which may be interested in resurrecting this program, thus the college was asked not to do away with the program entirely. Associate Professor Susan Roxburgh stated that this program just passed through the Educational Policies Council not too long ago with considerable opposition, and that the suspension may suggest that those members concerns were justified. Associate Dean Stalvey said that he believed it would be worse to inactivate the program entirely. He added that when “battle is waged” with the Ohio Board of Regents, it is undesirable to do away with the program.

Associate Dean Nettey asked why this item was a lesser action item while the other suspended programs were information items. Senior Associate Provost answered that it was because there are no students currently enrolled in this program, while the other two had students.

Other Business:

Senior Associate Provost Chandler requested, on behalf of the Provost’s Office, for graduate units to review and update their programs. He explained that over the last three years there has been great emphasis on the undergraduate programs, the provost has expressed a wish to do the same thing for graduate programs. He stated that the provost would like to think there will be more materials to upgrade and update the graduate programs. He emphasized that there is great support for graduate programs and programming in the Provost’s Office. He added that it is hoped that program improvements will continue in parallel with undergraduate programs.

The meeting adjourned at 4:04 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost
WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM
Revised 2007

Please consult the WIC Guidelines as you respond to each item on this form.

Course Subject and Number: PH 44000  Credit Hours: 3  Effective Term: Fall 2010

Course Title: Health Disparities

☑ New Proposal  ☐ Revised Proposal (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The course objectives section of the syllabus must include the goals of the writing component, and grade percentages on written assignments must be clearly stated on the syllabus.

1. Describe the writing assignments for this course, including the nature and extent of each assignment. (Guidelines: Items 2, 3, 5)

   (1) A written summary of a planned strategy for conducting a literature review on a health disparity.
   (2) A written literature review of a health disparity with ungraded feedback on a draft before turning in a final paper.
   (3) A short written meta-cognitive essay by the student that describes how they incorporated feedback on the draft into their final paper.
   (4) A group paper that is a collaboratively designed, written intervention for a health disparity, which utilizes a theoretical framework and is based on identified gaps noted in the literature reviews.
   (5) A weekly reflective posting in response to a lecture question, as well as at least one response to a peer; postings will use proper grammar and citations from course material and the literature.
   (6) A written paragraph explaining individual student contributions to the group paper.

2. Explain how the writing assignments are representative of writing in this discipline and how writing assignments are integrated into the course content. (Guidelines: Item 2)

Research and interventions pertaining to health disparities are a critical component of the discipline and profession of public health. Health disparities and major national public health infrastructure goals are identified in the report, Healthy People 2010, which includes epidemiological terminology. Students will become familiar with the body of knowledge surrounding health disparities, select a health disparity from Healthy People 2010, and learn how to conduct and write a literature review for a health disparity. Epidemiology and biostatistics are the tools for conducting research, developing interventions and programs, and interpreting findings in the field of public health. The course will impart basic epidemiological measures, as well as basic biostatistical demographic graphs that are related to health disparities. Students will be required to use these descriptive measures in their written literature reviews to describe the magnitude of the selected health disparity. The literature review precedes and is critical to a group written paper that collaboratively designs an intervention based on an identified gap in the student literature reviews.

3. In what ways does the course provide instruction on the elements of writing in the discipline (identified above in item two)? (Guidelines: Item 2)

Students will take an online tutorial about strategies in conducting a health disparities literature review, and receive feedback on it, before they conduct the literature review. Students will turn
in a draft on a literature review and receive ungraded feedback before turning in their final graded paper. Students will write a brief meta-cognitive essay describing how they utilized the feedback they received into their final graded literature review.

4. Which writing assignment(s) provide an opportunity for revision prior to grading? (Guidelines: Item 4)
   The written literature review of a health disparity.

5. Describe the instructional methods that will be used to provide guided revision on the draft document(s) prior to assigning a grade. (Guidelines: Item 4)
   Documents will be returned by email through Vista with tracking changes and written comments. This is an online course. Students will have an opportunity to speak with the instructor over the phone (long distance if necessary) if they need verbal feedback.

6. What elements of writing are included in the assessment of the student’s writing performance? (Guidelines: Item 5)
   Students will receive feedback on the appropriateness and correct usage of the epidemiological terms used in describing the magnitude of the health disparity. Students will receive feedback on the content of their literature reviews. Students will receive feedback on grammar, including punctuation, sentence length, and sentence construction.

7. What percentage of the final course grade is based on each individual writing assignment and what is the total percentage of the final course grade that is based on writing? If the final grade percentage is below 50%, what efforts have been made to meet this standard? Why should an exception be approved for this course? (Guidelines: Item 5)
   97.5% of the grade is based on writing assignments. The grading breakdown is as follows:
   (1) Weekly reflective postings using proper citations and grammar: 20%
   (2) Written plan for conducting literature review: 10%
   (3) Literature review of a health disparity: 25%
   (4) Meta-cognitive essay on how students incorporated draft review changes into final graded literature review: 5%
   (5) Final group paper addressing a health disparity: 35%
   (6) Personal written reflection on each student's own group contribution: 2.5% (peer rating 2.5%).

8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)
   The expected class size will be limited to 25 students.

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?
   The syllabus is explicitly written. The syllabus and the guidelines for a writing intensive course at Kent State University, as well as this application will be kept on file and shared with any/all instructors who will teach this course in the future. Faculty will meet individually with any future faculty who will be taking over this course.
Writing-Intensive Course (WIC) Information Form

**URCC Use Only**

Date Received by URCC _________________  Date Approved by EPC _________________

Date Approved by URCC _________________  Date Removed as WIC _________________
# Course Catalog Update

**Course Catalog Update Information:**

- **Reference Number:** CCU000335
- **Level:** 2.00 of 3.00
- **Currently On The Worklist Of:** Thomas Brewer, twbrewer
- **Owner:** Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

## Basic Course Data

- **Change type:** Revise
- **Faculty member submitting this proposal:** Fiehn for M. Stedman-Smith
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** PH-Public Health
- **Department:** PH-Public Health
- **New Course Subject:**
- **Course Number:** 44000
- **New Course Number:**
- **Course Title:** HEALTH DISPARITIES
- **Title Abbreviation:** HEALTH DISPARITIES
- **Slash Course and Cross-list Information:**

## Credit Hours

- **Minimum Credit/Maximum Credit:** 3 to 3
- **Contact Hours:** Lecture - Minimum Hours/Maximum Hours: 3 to 3
- **Contact Hours:** Lab - Minimum Hours/Maximum Hours:
- **Contact Hours:** Other - Minimum Hours/Maximum Hours:

## Attributes

- **Is this course part of the LER, WIC or Diversity requirements:** Yes
- **If yes, course attributes:** 1. WIC-Writing-Intensive Course 2. 3.

## Can this course be repeated for credit

- **Course Level:** Undergraduate
- **Course Limit:** OR Maximum Hours:
- **Grade Rule:** B-Standard letter

## Rationale for an IP grade request for this course (if applicable):

## Schedule Type(s)

- 1. LEC-Lecture 2. 3.

## Credit by Exam

- **Credit by Exam:** N-Credit by exam-not approved

## Prerequisites & Descriptions

- **Current Prerequisite/Corequisite/Catalog Description:** Understading the factors involved in health disparities at the national and global level, and the impact of health disparities on public health. Prerequisite: none.

## Catalog Description (edited):

## Prerequisites (edited):

## Corequisites (edited):

## Registration is by special approval only

## Content Information

### Content Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical and conceptual issues in race, ethnicity and health</td>
<td></td>
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</table>
Demography and epidemiological profile of racialethnic minorities and health disparities

Socioeconomic status and racialethnic differences in health

Theories of racial and ethnic differences

Mental health and health disparities

Behavior and health

Substance abuse, youth violence and health disparities

The built environment and health disparities

Rural populations and health disparities

Health care services among racialethnic groups

Racialethnic group specific health issues: African American

Indian & Alaska Native

Racialethnic group specific health issues: Asian & Pacific Islander

Hispanic & Latino

Health disparities over the life-cycle

Addressing health disparities in health care settings

Addressing health disparities in the community

Total Contact Hours: 45


Writing Expectations: To demonstrate writing in the discipline of public health through a written literature review on a health disparity that includes descriptive epidemiological terms to describe the magnitude of the problem.

Instructor(s) expected to teach: Maggie Stedman-Smith, Madhav Bhatta, David Hussey

Instructor(s) contributing to content: Maggie Stedman-Smith, Madhav Bhatta, David Hussey

Proposal Summary

Explain the purpose for this proposal:
Proposal is being submitted to designate PH 44000 HEALTH DISPARITIES as the writing intensive course requirement for the bachelor's degree in Public Health (BSHP).

Explain how this proposal affects program requirements and students in your unit:
Proposal is being submitted to designate PH 44000 HEALTH DISPARITIES as the writing intensive course requirement for the bachelor's degree in Public Health (BSHP).

Explain how this proposal affects courses, program requirements and student in other units:
Not applicable

Explain how this proposal affects enrollment and staffing:
Current staffing (faculty) resources sufficient.

Units consulted (other departments, programs or campuses affected by the proposal):
Not applicable

Revisions made to form (if applicable):

Curriculum Services Information:
## Approved by EPC:

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<th>Cross-list Banner Code:</th>
<th>Curriculum Bulletin:</th>
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### Comments (250 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / --)

### Comments:

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<tr>
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<th>User</th>
<th>Comment</th>
</tr>
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### History:

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</tr>
<tr>
<td>11/4/2009</td>
<td>Florence Fiehn</td>
<td>Submitted</td>
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</table>
Syllabus
PH 44000: HEALTH DISPARITIES
Fall 2010

Lead Instructor:
Maggie Stedman-Smith, Ph.D., M.P.H., M.S., R.N.
Assistant Professor, Environmental Health Sciences
College of Public Health
Office Phone: 330-672-6510
E-mail: mstedman@kent.edu

Co-Instructors:
Madhav P. Bhatta, Ph.D., M.P.H.          David Hussey, Ph.D.
Assistant Professor, Epidemiology        Associate Professor, Social & Behavioral Sciences
College of Public Health                 College of Public Health
E-mail: mbhatta@kent.edu                 E-mail: dhussey@kent.edu

Sonia Alemagno, Ph.D.
Associate Dean & Professor, Health Policy Management
College of Public Health
E-mail: salemagn@kent.edu

Students will examine the relationship of socio-economics, race/ethnicity and the built environment on health outcomes, access to healthcare and social/environmental goods. Students will become familiar with and utilize the epidemiological literature to understand the impact of health disparities through the life cycle, and develop approaches to addressing health disparities.

Prerequisite: This course is reserved for juniors or seniors enrolled in an undergraduate degree program, or for students enrolled in the public health certificate program.

Writing Intensive: This course will fulfill the writing intensive requirement in the College of Public Health for those students who are admitted to a degree program in the College of Public Health and who achieve a course grade of “C” or higher.

COURSE OBJECTIVES

To develop an awareness of the body of knowledge surrounding health disparities which pertain to race/ethnicity, socioeconomic status, and the built environment.

To understand basic epidemiological measures applicable to
understanding health disparities.

To learn strategies about how to conduct a systematic review of the scientific literature on a health disparity.

To demonstrate writing in the discipline of public health through a written literature review on a health disparity that includes descriptive epidemiological terms to describe the magnitude of the problem.

To become familiar with using theoretical frameworks for the purpose of explaining multiple factors that are known or under investigation for contributing to a health disparity.

To identify gaps in the existing scientific literature.

To design an intervention through peer collaboration, based on missing information in the scientific literature, to mitigate a health disparity.

STUDENTS ARE RESPONSIBLE FOR ALL MATERIAL COVERED IN ONLINE LECTURES, ASSIGNED SECTIONS OF THE TEXTS, AND CONTRIBUTIONS TO COURSE DISCUSSION.

This is an online course with lectures and required assignments conducted over the Internet. The course is writing intensive with a goal of developing students’ abilities to write in the discipline of public health through examining, analyzing, and communicating possible interventions on a current health disparity. Students will receive feedback and will need to revise drafts of a written literature review before final grading of the assignment. Course grading criteria include: Participation in weekly discussion lists; a written plan to conduct a review of the literature; a written literature review on a selected health disparity; a short meta-cognitive essay (1-2 paragraph memo) describing how feedback from the draft was incorporated into the graded paper; and a group paper using a theoretical framework to identify factors contributing to a health disparity and creating a population-based intervention to address it. Students will turn in a paragraph summarizing their role in the group, along with a participation rating of their peers and themselves. Descriptions of these learning artifacts are found later.

<table>
<thead>
<tr>
<th>Weighting in Final Grades</th>
<th>Percentage</th>
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<tr>
<td>Course participation: Weekly reflective postings and discussions</td>
<td>20%</td>
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<tr>
<td>Written plan to conduct a review of the literature</td>
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<tr>
<td>Literature review of a health disparity</td>
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</tr>
<tr>
<td>Meta-cognitive essay (memo) on incorporating draft review changes</td>
<td>5%</td>
</tr>
<tr>
<td>Final group paper: Addressing a health disparity</td>
<td>35%</td>
</tr>
<tr>
<td>Group contribution: Reflection on group contribution &amp; peer rating</td>
<td>5%</td>
</tr>
</tbody>
</table>
REQUIRD READING TEXT:


RECOMMENDED SUPPLEMENTAL READING TEXTS:


**Class Schedule with Weekly Reading Assignments**

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Assignments for Class</th>
</tr>
</thead>
</table>
| 1    | Historical and conceptual issues in race, ethnicity and health | LaVeist: Chapters 1 and 2  
U.S. Department of Health and Human Services (2001). About Healthy People: What is Healthy People? What are its goals? Who is working on it? How will the objectives be used; How was Healthy People 2010 developed? What is its history? Available at: [http://www.healthypeople.gov/About/default.htm](http://www.healthypeople.gov/About/default.htm) |
| 2    | Demography and epidemiological profile of racial/ethnic minorities and health disparities | LaVeist: Chapters 3 and 4 |
| 3    | Socioeconomic status and racial/ethnic differences in health | LaVeist: Chapter 8 |
| 4    | Theories of racial and ethnic differences | LaVeist: Chapter 7 |
| 5    | Mental health and health disparities | LaVeist: Chapter 5 |
| 6    | Behavior and health | LaVeist: Chapter 9 |
| | | **SPRING BREAK** |
| 10 | Health care services among racial/ethnic groups | LaVeist: Chapter 6; Dubowitzs, L. (2007). Health disparities and access to care. JAMA, 297: 1118-1121 |
| 11 | Racial/ethnic group specific health issues: African American/American Indian & Alaska Native | LaVeist: Chapters 10 and 11 |
| 12 | Racial/ethnic group specific health issues: Asian & Pacific Islander/ Hispanic & Latino | LaVeist: Chapters 12 and 13 |
Addressing health disparities in the community


Written Assignments

Class participation-weekly student postings: Each week after completing the assigned readings and the course lecture, students need to post a reflective response to a short essay question, and to respond to at least one reflective response by a peer. The writing must contain proper grammar and use citations as needed. Except for the first week of the course, original postings should be made no later than Wednesday at 1159PM. Reflective responses are due by 9PM on Sunday. Students must use netiquette in all of their website postings.

Strategy for literature review search on a health disparity: Each group will select a specific health disparity to research from Healthy People 2020. All students will take an online tutorial explaining how to conduct a literature review on a health disparity. Every student will write a one page double-spaced summary of the specific strategies they intend to use to perform their literature search, using literature from the last five years. The summary will be due no later than 2/1/10 at 1159PM.

Review of the literature for a health disparity: Each student will individually write a five page double-spaced paper summarizing the status of the chosen health disparity according to the literature written during the past five years. The draft will be due no later than 2/22/09 at 1159PM. Students will receive ungraded feedback on their individual drafts for incorporation into graded papers. Final literature review papers will be due by 3/15 at 1159PM.

Memo on writing the literature review: All students will write a paragraph summarizing how they incorporated instructor feedback from the draft into the graded literature review paper. The paragraph will be turned in as a separate paper at the same time of the final literature review.

Final Group Paper: Students will work together in their small groups on
developing and writing one final group paper. The paper will be due by 1159PM on 5/12/09. Each group will write a five page double-spaced paper on the topic of their selected health disparity:

(1) Select a theoretical framework you learned in this course to explain factors that are related to or that contribute to the existence of the health disparity.

(2) Explain what is missing in the current literature review from a group perspective. Design and describe an intervention and explain how this intervention addresses gaps in approaches from the current literature. Discuss who you would include in the intervention and why. Assess the feasibility of the intervention and potential sources for funding.

Group Participation/Contribution:
All students will turn in one paragraph summarizing their unique contribution to their group paper. In addition, every student will assign a score of 1-5 points for each group member and for themselves, based on participation in the group paper. The summary is due at the latest by 1159PM on 5/12/09.

Policies & Expectations

Office Hours: I will hold office hours by appointment only.

Email and Electronic Communication: You may email me within Vista at: mstedman. Due to FERPA regulations, I do not communicate grades or course related materials to non-KSU email addresses.

Do Not Expect an Immediate Response: You may get a quick response, but you cannot rely on one. I will try to respond within 24 hours. Use the discussion boards as technical forums during the week to support your classmates. Check your KSU email at least every 3rd day.

Online Discussion: Often times in our field, we are separated by time and space. The on-line tools in Vista allow us to communicate synchronously and asynchronously, including on-line discussions. You are encouraged to initiate and participate in such discussions as they demonstrate your attitude as well as serve as practical means of learning and demonstrating learning.

Online Etiquette / Netiquette: Taking an online course and corresponding via email and discussion board presents communicators with the task of overcoming the lack of non-verbal in communication. When taking a course online, it is important to remember several points of etiquette that will smooth communication between the students and faculty.

1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed,
review the statement to make sure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.

2. Keep writing to a point and stay on topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.

3. Read first, write later. It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.

4. Review, review, then send. There’s no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.

5. An online classroom is still a classroom. Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the faculty is as important as ever.

6. The language of the Internet. Though still a young type of communication, certain aspects of this form of communication are becoming conventional. For example, do not write using all capital letters, because it will appear as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings (example: :- ) or :-( ), but avoid overusing them.

7. Consider the privacy of others’. Ask permission prior to giving out a classmate's email address or other information.

8. If possible, keep attachments small. If it is necessary to send pictures, change the size to an acceptable 100k.

9. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or Faculty members. The sharing of pornographic material is forbidden.

Adapted from Source: [http://www.kent.edu/dl/Technology/Etiquette.cfm](http://www.kent.edu/dl/Technology/Etiquette.cfm)

**Form and Style of Submitted work:** All work is to be submitted in Vista, as assigned.

**Fair Use and Copyright:** You are responsible for identifying and obeying any and all copyrights defined by digital-media authors. In terms of fair use, you are adequately protected to submit materials within Vista, our educational environment with restricted classroom access. If you publish works to public domains and/or distribute materials outside Vista, you are no longer protected by academic fair use.

Keep in mind, just because a website advertises freedom to remix or redistribute a work does not guarantee transfer to copyright free materials. Perhaps the website and/or distributor of the work does not own the original copyright itself. As a rule of thumb, be cautious, cite original authors, keep materials in Vista and ask permission not forgiveness from digital-media owners. When in doubt, produce original work!
**Students with Disabilities:** (Revised 6/01/07)
University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas <http://www.registrars.kent.edu/disability/> for more information on registration procedures).

**Administrative Policy Regarding Student Cheating and Plagiarism:** (A)
Purpose. Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.

(B) Definitions. … continued
http://www.kent.edu/policyreg/chap3/3-01-8.cfm
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Description of proposal:
The purpose of this revision is to allow automatically prequalified students to register independently for course overloads based upon Kent State GPA guidelines.

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)
The outcome of this recommendation is to create a standardized matrix for all colleges and campuses that will automatically grant permission to students who register for overload hours. An automated solution for approving overloads, as defined in this matrix, is being pursued so that students meeting established criteria would not be blocked from registration. This revision will automate current practice, reduce workload on college faculty and staff advisors while continuing to allow students who do not meet the new standards to request an overload from their college.

Units consulted (other departments, programs or campuses affected by this proposal):
All college and campus advisors were asked to complete a survey about automating this process and the majority of respondents indicated that this policy should be automated. The policy was developed by the Advising Standards group which has representation of colleges and campuses. Once this policy was developed, AAAC and A+A deans reviewed and endorsed the policy.

REQUIRED ENDORSEMENTS

__________________________________________________  ____/____/____
Department Chair / School Director / Campus Dean

__________________________________________________  ____/____/____
College Dean

__________________________________________________  ____/____/____
Executive Dean of Regional Campuses / Dean of Graduate Studies

__________________________________________________  ____/____/____
Senior Vice President for Academic Affairs and Provost
Proposal Summary
Revision to the Student Course Load Policy

Subject Specification: Revise the Student Course Load Policy to allow students to independently register for course overloads based upon Kent State GPA guidelines.

Background Information: The outcome of this recommendation is to create a standardized matrix for all colleges and campuses that will automatically grant permission to students who register for overload hours. An automated solution for approving overloads, as defined in this matrix, is being pursued so that students meeting established criteria would not be blocked from registration.

<table>
<thead>
<tr>
<th>Proposed Matrix for Automatic Overload Registration</th>
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<tbody>
<tr>
<td><strong>Fall and Spring Semesters</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.500 – 2.749</td>
</tr>
<tr>
<td>2.750 – 2.999</td>
</tr>
<tr>
<td>3.000 – 4.000</td>
</tr>
</tbody>
</table>

The chart below shows the number of overloads granted from 2007, 2008, and 2009 fall and spring semesters. The highlighted areas reflect the number of students meeting the criteria set above. Following this matrix would enable 80% of the approved requests to automatically register for overload without having to seek approval from the advising office reducing the “run-around” for students and making the process more efficient.

<table>
<thead>
<tr>
<th>Number of KC Undergrads with Overload*</th>
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<tbody>
<tr>
<td>2007, 2008, 2009 Fall and Spring Semesters</td>
</tr>
<tr>
<td>Cumulative KSU GPA</td>
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<tr>
<td>Overload</td>
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</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
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<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>Grand Total</td>
</tr>
</tbody>
</table>

*Note: First time freshmen and transfer students who were approved for overload are noted in the “blank” column as they do not have a KSU GPA. A few first time freshmen have a KSU GPA due to receiving PSEOP credit.

Parameters:
- First semester freshmen, without a KSU GPA, are excluded from qualifying for an automatic overload. They must seek approval from their advising office. First semester freshmen with a KSU GPA earned through the PSEOP program are eligible for an automatic overload given the criteria above.
- First semester transfer students are excluded from qualifying for an automatic overload. They must seek approval from their advising office.
- Students not meeting the above criteria will be blocked from registering for an overload unless approval is granted by their advising office.
- Students requesting more than 21 SCH in the fall and spring semesters must first secure permission from their advising office.
- Students requesting more than 12 SCH in all summer terms (I, II, III and Intersession combined) must first secure permission from their advising office.
- Students on probation must seek approval from the appropriate dean before taking more than 15 SCH.

<table>
<thead>
<tr>
<th>Semester Results of Students with Overload</th>
<th>Term GPA with Overload</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSU Cum</td>
<td>0-2.499</td>
</tr>
<tr>
<td>0 - 2.499</td>
<td>32</td>
</tr>
<tr>
<td>2.500-2.749</td>
<td>30</td>
</tr>
<tr>
<td>2.750-2.999</td>
<td>21</td>
</tr>
<tr>
<td>3.000-4.000</td>
<td>43</td>
</tr>
</tbody>
</table>

This box shows the distribution of students with an overload by GPA prior to the overload term by GPA of the overload term.

<table>
<thead>
<tr>
<th>Semester Results of Students with Overload</th>
<th>Term GPA with Overload</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSU Cum</td>
<td>0-2.499</td>
</tr>
<tr>
<td>0 - 2.499</td>
<td>34%</td>
</tr>
<tr>
<td>2.500-2.749</td>
<td>22%</td>
</tr>
<tr>
<td>2.750-2.999</td>
<td>12%</td>
</tr>
<tr>
<td>3.000-4.000</td>
<td>3%</td>
</tr>
</tbody>
</table>

This box shows the percentage of students based upon the chart above. The highlighted boxes reflect the percentage of students who either remained in their GPA range or moved to a higher GPA range after the term with an overload was completed.

<table>
<thead>
<tr>
<th>Semester Results of Students with Overload</th>
<th>Term GPA with Overload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Policy</td>
<td>KSU Cum</td>
</tr>
<tr>
<td>Allowed</td>
<td>2.500 – 2.749</td>
</tr>
<tr>
<td></td>
<td>2.750 – 2.999</td>
</tr>
<tr>
<td></td>
<td>3.000 – 4.000</td>
</tr>
<tr>
<td>Above Limit</td>
<td>0 - 2.499</td>
</tr>
<tr>
<td></td>
<td>2.500 – 2.749</td>
</tr>
<tr>
<td></td>
<td>2.750 – 2.999</td>
</tr>
<tr>
<td></td>
<td>3.000 – 4.000</td>
</tr>
</tbody>
</table>

This box shows the distribution of the total number of students who took an overload within and outside of the proposed parameters.
Semester Results of Students with Overload

<table>
<thead>
<tr>
<th>Proposed Policy</th>
<th>KSU Cum</th>
<th>0-2.499</th>
<th>2.500-2.749</th>
<th>2.750-2.999</th>
<th>3.000-4.000</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowed</td>
<td>2.500 – 2.749</td>
<td>20%</td>
<td>18%</td>
<td>16%</td>
<td>46%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>2.750 – 2.999</td>
<td>10%</td>
<td>14%</td>
<td>18%</td>
<td>57%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>3.000 – 4.000</td>
<td>3%</td>
<td>3%</td>
<td>7%</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>Above Limit</td>
<td>0 – 2.49</td>
<td>34%</td>
<td>27%</td>
<td>19%</td>
<td>20%</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>2.500 – 2.749</td>
<td>24%</td>
<td>14%</td>
<td>20%</td>
<td>41%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>2.750 – 2.999</td>
<td>20%</td>
<td>10%</td>
<td>13%</td>
<td>57%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>3.000 – 4.000</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Alternatives and Consequences: Our feedback indicates that this policy essentially automates current practice. Our current practice for approving an overload requires the following steps:

- Student suspends registration process
- Student required to go to the college to complete a request for an overload
- Advisor reviews the form, checks GPA and then grants approval (in most instances approval is granted)
- College staff resets the maximum number of hours for the individual student
- College staff notifies the student that he or she can resume registration
- Student completes registration

Our current practice can take days to complete and is overly cumbersome. The data show that students who fall within the matrix are successful in the overload hours they attempt. The matrix will accommodate 80% of the overload requests. Students who fall outside of the matrix can still request an overload, but must discuss their request with an advisor first.

Specific Recommendation and Justification: Revise the Student Course Load Policy to enable students to register for an overload based upon the matrix in this proposal. This revision automates current practice and streamlines the entire process.

Timetable and Actions Required:

- Approval of EPC (February)
- Approval by Faculty Senate (March)
- Development of programming specifications (March-April)
- Programming (April – August)
- Testing (August – September)
- Determination of go-live date (October)
Kent State University Request for Overload

This form is to be used to request approval for overload hours for all semesters and probation limitations. Students meeting the criteria for an automatic overload* for fall and spring semesters can register automatically. All students requesting an overload for the summer terms* or who are on probation and requesting more than 15 credit hours must first seek approval from their advising office before registration. Requests for overload not meeting the above criteria or for more than 21 credits will be blocked at registration unless approval is obtained from the student’s advising office. Please complete the form below and deliver it in person to your advising office.

Name_________________________Banner ID# ___________ Phone___________

Kent State e-mail_________________________ Cumulative GPA______________

I request a total of _____ credit hours for (circle one): Fall 20____; Spring 20____; Summer 20____

Please list all classes you plan to take in your semester of overload hours:

<table>
<thead>
<tr>
<th>Course Name (w/Session, if Summer)</th>
<th>Department</th>
<th>Course Number</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please explain the reason for this request

____________________________________________________________________________________

__________________________________________ Date____________________

Student Signature________________________ Date____________________

College Approval________________________ Date____________________

The college advising office will contact you via your Kent State e-mail within **two business days** of receiving this request. If you do not receive notification within that time, please contact your advisor.

*Hover box showing the criteria
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-Feb-10  Curriculum Bulletin _________
Effective Date Fall 2010  Approved by EPC _________

Department  SOC JUS
College  AS - Arts and Sciences
Degree
Program Name
Concentration(s)
Proposal  Merge the Departments of Sociology and Justice Studies

Description of proposal:
The Departments of Sociology and Justice Studies are merging into a single administrative unit to be known
as the Department of Sociology.

Does proposed revision change program's total credit hours?  ☐ Yes  ☐ No  ☑ n.a.
Current total credit hours:  Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None, the academic programs associated with the two departments will continue in the new unit.

Units consulted (other departments, programs or campuses affected by this proposal):
Department of Sociology, Department of Justice Studies, College of Arts and Sciences Advisory Committee

__________________________________________________
REQUIRED ENDORSEMENTS

Richard E. Sorge  Marcia R. Donaghy  2/12/10
Department Chair / School Director / Campus Dean

Gardiner  2/12/10
College Dean

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs
INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences
Undergraduate Office
105 Bowman Hall
Phone: 2-2062  Fax: 2-2646

TO: Therese Tillett, Director, Curriculum Services
FROM: Mary Ann Haley, Assistant Dean
DATE: February 12, 2010
SUBJECT: Departments of Sociology and Justice Studies Merger

Attached please find the necessary documentation to merge the Departments of Sociology and Justice Studies into a single unit to be known as the Department of Sociology. This action has been approved by the Department of Justice Studies, the Department of Sociology and the College Advisory Committee of the College of Arts and Sciences.
Proposal Summary

Title: Merge the Departments of Sociology and Justice Studies

Subject Specification: The Departments of Sociology (SOC) and Justices Studies (JUS) are merging to form a single administrative unit to be known as the Department of Sociology; all current academic programs in both units will continue.

Background Information: On many campuses across the country, majors in Justice Studies or Criminal Justice Studies are housed in Departments of Sociology. Most individuals in these disciplines acknowledge the affinity between their areas of teaching and research.

Over the past several years the Department of Justice Studies has seen a decrease in faculty members through retirement, resignation and the move to other academic units at Kent State. In order to support and ensure the continued success of the academic programs currently housed in the Department of Justice Studies, the Departments of Justice Studies and Sociology are merging into a single academic unit to be known as the Department of Sociology. The academic programs of both units will continue.

This merger involves the move of faculty, students, programs and courses to the new unit where greater efficiencies will be achieved in instruction. It is also expected that greater research collaboration will result from the merger.

Once the merger is approved within the university, additional steps will be taken to make the new unit financially viable (e.g., the establishment of a single budget) and administratively sound (e.g., the development of a single departmental handbook).

Alternatives and Consequences: The alternative is to not merge the two departments and allow the current inefficiencies to continue potentially harming programs and students.

Specific Recommendation and Justification: The Departments of Sociology and Justice Studies specifically recommend the merger into a single unit to be known as the Department of Sociology to ensure the viability and continued success of the programs to be housed within it and to best serve the students in those programs.

Timetable and Actions Required: Winter 2009-10: Approval of the Department of Justice Studies; Approval of the Department of Sociology; Approval of the College Advisory Committee in the College of Arts and Sciences. Spring 2010: Approval of EPC, Faculty Senate and the Board of Trustees. Fall 2010: Effective date.
HALEY, MARY ANN

From: TILLET, THERESE
Sent: Monday, February 01, 2010 11:12 AM
To: HALEY, MARY ANN
Cc: POOTS, KATHY
Subject: Sociology and Justice Studies

For catalog copy, all we'll need is the updated contact info.

Currently, we have this:

Department of Sociology
College of Arts and Sciences
215 Merrill Hall
Tel: 330-672-2562
Fax: 330-672-4724
Web: http://www.kent.edu/cas/sociology

Department of Justice Studies
College of Arts and Sciences
145 Dewey Hall
Tel: 330-672-3775
Fax: 330-672-5300
Web: http://www.kent.edu/cas/justice

Therese E. Tillet | Director of Curriculum Services | Office of the Provost
Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/administration/provost/curriculum_svcs
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 14-Jan-01 Curriculum Bulletin ________
Effective Date Spring 2010 Approved by EPC ________

Department ASBR
College AS - Arts and Sciences
Degree
Program Name Program Code
Concentration(s) Concentration(s) Code(s)
Proposal Inactivate the Department of Applied Social and Behavioral Research (ASBR)

Description of proposal:
Inactivate the Department of Applied Social and Behavioral Research

Does proposed revision change program’s total credit hours? ☐ Yes ☐ No
Current total credit hours: Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

________________________________________
REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs
INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences
105 Bowman Hall
Phone: 2-2062 Fax: 2-2646

TO: Therese Tillett, Director
    Curriculum Services

FROM: Mary Ann Haley, Assistant Dean

DATE: January 25, 2010

SUBJECT: Inactivation of the Department of Applied Social and Behavioral Research

Attached please find the necessary documentation to inactivate the Department of Applied Social and Behavioral Research.
Proposal Summary

Title: Inactivate the Department of Applied Social and Behavioral Research

Subject Specification: Inactivate the Department of Applied Social and Behavioral Research (ASBR).

Background Information: In the Fall of 2008, at the request of the Department of Justice Studies, a new unit was proposed for the College of Arts and Sciences—the Department of Applied Social and Behavioral Research (ASBR). The establishment was supported by a number of Justice Studies faculty members who felt the new unit would better support their research efforts. With the support of the Provost, the new unit was established effective Fall 2009. After the request to establish the new unit, the new College of Public Health was established. The same faculty members asked to move to the new College and this was approved. No operational actions were taken to establish the Department of Applied Social and Behavioral Research. Without faculty, the Department of Applied Social and Behavioral Research is not necessary. Since no substantive actions were taken to establish the new unit, its inactivation will have no impact. The Masters of Science degree program in Applied Social and Behavioral Research will move to the College of Arts and Sciences.

Alternatives and Consequences: The only other alternative is to keep the new unit 'on the books' with no faculty support.

Specific Recommendation and Justification: The College of Arts and Sciences chooses to inactivate the Department of Applied Social and Behavioral Research since the faculty supporting its establishment are no longer associated with the College.

Timetable and Actions Required: January 2010 - College submits documentation to inactivate the unit. Spring 2010 - EPC, Faculty Senate, Board of Trustees approve the inactivation.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Dec-09      Curriculum Bulletin
Effective Date Fall 2010       Approved by EPC

Department: Biological Sciences
College: RG - Regional College: Arts & Sciences
Degree: AAS - Associate of Applied Science
Program Name: Horticulture Technology Program Code: HORT
Concentration(s): Inactivate Program
Proposal: Inactivate Program

Description of proposal:
Inactivation of the Associate of Applied Horticulture Technology Program at the Geauga Campus. This program is also offered at the Salem Campus.

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours:        Proposed total credit hours: 0

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

[Signature]  11/11/2010
Department Chair / School Director / Campus Dean

[Signature]  1/15/2010
College Dean

[Signature]  [Date]
Dean of Graduate Studies (for graduate proposals)

[Signature]  [Date]
Provost and Senior Vice President for Academic Affairs
Interdepartmental Correspondence

To: Wanda Thomas, Interim Executive Dean for Regional Campuses

From: David Mohan, Dean Geauga Campus

Date: 01/07/2010

Subject: PROPOSED PROGRAM/COURSE INACTIVATIONS

Enclosed is a proposal to inactivate the Associate of Applied Science Horticulture Technology (HORT) program from the Geauga Campus. Geauga and Salem both offer this program.

The associate of applied science in Horticulture Technology (HORT) program has experienced little enrollment in the past couple of years. The program began in 1999 with a cohort of 31 students. For the past two years only three students have been enrolled. Inactivating the program will allow faculty, staff, and administrators the opportunity to focus on creating new and maintaining current vital programs offered at the Geauga Campus. There are no faculty members or students negatively affected by this change.

The Geauga Campus faculty and the Regional Campus College have been consulted about this inactivation.

Approval Required:
Geauga Faculty 12/16/2009
Geauga Dean 12/16/2009
Executive Dean, Regional Campuses
Chair of Biology Jim Blank
Dean College of Arts and Sciences
PROGRAM INACTIVATION PROPOSAL

SUBJECT: Inactivation of Associate of Applied Science Horticulture Technology (HORT) program at the Geauga Campus

Background:

The purpose of this proposal is to inactivate the Associate of Applied Science Horticulture Technology (HORT) program and cease accepting majors into the program effective Fall 2010. At the present there are 3 students enrolled in this program at the Geauga Campus. This program is offered at both the Geauga and Salem Campuses.

Begun in 1999, the number of students enrolled in the Horticulture Technology program has decreased from a high of 45 students to the current enrollment of 3. The interest in this program in our area appears to have declined, making it impossible for us to build a student base large enough for the program to be cost effective. The expenses associated with this program are high and include: greenhouse operation and maintenance, laboratory technician, and lead faculty. Finding and hiring qualified faculty to teach and run this program is another deterrent. The campus can better use the resources that are presently allocated to this program.

The program does not have a fulltime faculty member assigned. It does not have a special accreditation.

The inactivation of this program will not have an effect on any other university program. There are no classes provided exclusively for this degree.

There are currently only 3 HORT majors and these three students will have the opportunity to complete their degrees. No student will lose credit when the program is inactivated.

Alternative and Consequences:

Alternative: Inactivate Program
Consequences: None

Specific Recommendations and Justification:

We recommend that the Associate of Applied Science Horticulture Technology (HORT) program be inactivated at this time. The past performance of the program indicates there is not sufficient need for this type of degree in our service area.

Timetable and Action Required:

Consulted with Geauga Campus FAC 12/16/2009
Send documentation to Executive Dean, Regional Campuses 01/07/2010
Chair of Biology
Dean of Arts and Science
Submit proposal to EPC
Submit proposal to Faculty Senate
In order to expedite the inactivation we would like to cease accepting majors into the program beginning Fall 2010 semester.
Regional Campuses

Photonics Concentration

HTMT 13401 Introduction to Photonics and Fiber Optics ............. 3
13402 Introduction to Lasers ........................................... 3
13403 Laser and Electro-Optic Components and Devices ............. 3
23403 Light Sources and Wave Optics ................................. 3
* 23407 Laser Technology: Applications or Special Topics ......... 3

Semiconductor Concentration

EERT 22402 Industrial Controls ........................................... 3
HTMT 23400 Semiconductor Manufacturing Process I .................. 3
23401 Semiconductor Manufacturing Process II ....................... 3
23402 Photolithography in IC Fabrication ............................. 2
23404 Vacuum System Technology ...................................... 2
23406 Power Radio Frequency .......................................... 2

*EERT/IER/ERMERT or HTMT special topics course. May be substituted with appropriate EERT/IER/ERMERT or HTMT courses(s). Engineering technology faculty advisor’s approval is required.

A.A.S. in Horticulture Technology

The Associate of Applied Science in Horticulture Technology prepares students for careers in landscape management, turf management, tree care, nursery and greenhouse operations and related horticultural professions. In addition to a core of horticulture and basic science courses, the major provides three areas of concentration: urban forestry, landscape design and turfgrass management. The program emphasizes practical experience through hands-on training in outdoor labs and site visits to employers. Students complete two paid summer internships in their areas of concentration. This program is available at the Geauga and Salem campuses.

I. TECHNICAL COURSES .................................................... 31

BSCI 15001 Horticultural Botany ........................................ 3
26002 Ecological Principles of Pest Management .................... 3
26003 Plant Identification and Selection I ............................ 3
26004 Plant Identification and Selection II ........................... 3
CHEM 16001 Horticultural Chemistry ................................ 4
GEOG 16001 Soil and Horticultural Management .................... 3
HORT 16001 Opportunities in Horticulture ............................ 1
25001 Occupational Regulations and Safety ........................... 2

25016 Irrigation Design and Maintenance ............................. 3
26018 Landscape Construction ........................................... 3
Technical elective .......................................................... 3

II. RELATED COURSES ..................................................... 12

BMRT 11000 Introduction to Business ................................ 3
21052 Professional Selling Techniques ................................. 3
COMT 11000 Introduction to Computer Systems ..................... 3
GEOG 21062 Environmental Geology .................................. 3

III. GENERAL STUDIES COURSES ...................................... 14

COMM 15000 Introduction to Human Communication ................ 3
ENG 11011 College Writing I ............................................ 3
20002 Introduction to Technical Writing ............................. 3
PEB 10020 Development and Conditioning ........................... 1
US 10097 First Year Colloquium ...................................... 1
LER elective ............................................................... 3

IV. SELECT ONE TECHNICAL CONCENTRATION (see below) .... 12

TOTAL 69

Urban Forestry

Available at Salem Campus only.

HORT 26010 Arboriculture ............................................... 3
* 26011 Cooperative Work Experience in Tres Care ............... 6
26012 Urban Forestry ..................................................... 3

Landscape Design

HORT 26020 Professional Landscape Management ................... 3
* 26021 Cooperative Work Experience in Landscape Management .... 6
26048 Landscape Design I ............................................... 3

Turgrass Management

HORT 26030 Turgrass Management ..................................... 3
* 26031 Cooperative Work Experience in Turgrass Management ..... 6
26032 Golf Course Management ......................................... 3

*Course must be taken twice.

A.A.S. in Human Services Technology

The Associate of Applied Science in Human Services Technology is designed to prepare graduates for entry-level positions in a
# Critical requirements are boldface in shaded areas

<table>
<thead>
<tr>
<th>Course Subject and Title</th>
<th>Credit Hours</th>
<th>Min. Grade</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester One: [14 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 1001 Principles of Horticulture</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMT 11000 Introduction to Computer Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 11011 College Writing I</td>
<td>3</td>
<td></td>
<td>Enrollment based on placement tests</td>
</tr>
<tr>
<td>US 10097 Destination Kent State: FYE</td>
<td>1</td>
<td></td>
<td>Not required of transfer students with 25 credits</td>
</tr>
<tr>
<td>LER Elective</td>
<td>3</td>
<td></td>
<td>Visit <a href="http://www.kent.edu/catalog">www.kent.edu/catalog</a> and search “LER” for course lists</td>
</tr>
<tr>
<td><strong>Semester Two: [16 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 20000 Farm Production and Selection I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 20001 Farm Production and Selection I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 20002 Professional Landscape Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 10030 Chemistry in Our World</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 10031 Chemistry in Our World Laboratory</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 20002 Introduction to Technical Writing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer I: [3 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 20002 Cooperative Work Experience in Landscape Management</td>
<td>3</td>
<td></td>
<td>Course to taken twice, in summer 1 and 2</td>
</tr>
<tr>
<td><strong>Semester Three: [17 Credit Hours]</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BMRT 11000 Introduction to Business</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 15000 Introduction to Human Communication</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semester Four: [15 Credit Hours]</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 20003 Principles of Pest Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HORT 20004 Landscape Design</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
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## Graduation Requirements Summary

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Critical requirements are boldface in shaded areas

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<th>Min. Grade</th>
<th>Important Notes</th>
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<td>HORT 20114: Landscape Construction</td>
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<td>HORT 20530: Turfgrass Management</td>
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<td>CHEM 1030: Chemistry in Our World</td>
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<td>CHEM 1031: Chemistry in Our World Laboratory</td>
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<td>ENG 20002: Introduction to Technical Writing</td>
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EMST, HORT, and ITTN enrollments at Geauga Campus (Fall Terms)

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From: BLANK, JAMES
Sent: Wednesday, February 10, 2010 1:41 PM
To: HALEY, MARY ANN; TILLETT, THERESE
Subject: RE: Horticulture Technology - Geauga Campus

I agree

From: HALEY, MARY ANN
Sent: Wednesday, February 10, 2010 1:38 PM
To: TILLETT, THERESE
Cc: BLANK, JAMES
Subject: RE: Horticulture Technology - Geauga Campus

Thanks Therese,

I didn’t catch the issue of conferring campuses. Again, I’m comfortable signing off on an inactivation with Jim’s agreement. I’ll present the documentation at our next CCC meeting.

As an aside, if the various campuses want to become the units that confer degrees in specific majors will they need to submit documentation to the state or will they be grandfathered in since the Kent Campus has conferred the degrees in the past.

Best,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

From: TILLETT, THERESE
Sent: Wednesday, February 10, 2010 1:01 PM
To: HALEY, MARY ANN; BLANK, JAMES
Subject: RE: Horticulture Technology - Geauga Campus

Geauga and Salem were approved by the state to individually confer the degree program, hence the big deal about inactivation. I have to notify the state.

It would be a different issue if, say, the BA English program is no longer offered at Stark since Stark is an offering campus, not a degree-conferring campus.

Therese E. Tillelt | Director of Curriculum Services | Office of the Provost
Kent State University | Library, Ste. 384 | 1 Eastway Dr., Kent, Ohio 44242
Tel: 330-672-8556 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/administration/provost/curriculum_svcs

From: HALEY, MARY ANN
Sent: Wednesday, February 10, 2010 12:54 PM
Hi Therese,

Up until this point a few associate degree programs have gone through the A&S Curriculum Committee by way of a department. Hort Tech and Vet Tech have submitted through Biological Sciences and the Justice Studies AA has submitted through Justice Studies. With the creation of the new Regional College it is still not clear to me what the process will be in the future.

I don’t understand why Geauga would have to inactivate the program. Is it different from Hort Tech at Salem? I would have thought they had the same curriculum and can choose to offer the program or not? In any event, since it’s an inactivation I don’t have a problem signing off but if a proposal seeks to do anything else it would need to follow the established path – department to CCC (unless the Regional College has taken the departments and colleges out of the approval chain). Jim could quite rightly feel differently about the department’s role in this.

Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

---

From: TILLET, THERESE
Sent: Wednesday, February 10, 2010 12:41 PM
To: HALEY, MARY ANN; BLANK, JAMES
Subject: Horticulture Technology - Geauga Campus

Hello, Jim and Mary Ann,

Attached is a proposal to inactivate the Horticulture Technology associate degree program at the Geauga Campus. It will remain active at the Salem Campus. Since the Department of Biological Sciences owns the program, I need both of you to sign off on the proposal (either by returning the CCP form with your signature or sending me an e-mail that you approval the inactivation).

Are Regional Campuses proposal reviewed by your curriculum committees?
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Dec-09  Curriculum Bulletin
Effective Date  Fall 2010  Approved by EPC

Department  Professional Studies
College  RA - Regional College
Degree  ATS - Associate of Technical Study
Program Name  Industrial Trades Technology  Program Code  ITRT
Concentration(s)  Concentration(s) Code(s)
Proposal  Inactivate Program

Description of proposal:
Inactivation of Industrial Trades Technology Program at the Geauga Campus. This program is also offered at the Trumbull Campus.

Does proposed revision change program's total credit hours?  ☑ Yes  ☐ No
Current total credit hours:  Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
None

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs
Interdepartmental Correspondence

To: Wanda Thomas, Interim Executive Dean for Regional Campuses

From: David Mohan, Dean Geauga Campus

Date: 01/04/2010

Subject: PROPOSED PROGRAM/COURSE INACTIVATIONS

Enclosed is a proposal to inactivate the Industrial Trades Technology (IERT) program from the Geauga Campus. The program is offered at the Trumbull Campus.

The associate of technical study program in Industrial Trades Technology (IERT) has experienced little enrollment since 2005, averaging 2.5 students enrolled per year with no students enrolled in the fall 2009. Inactivating the program will allow faculty, staff, and administrators the opportunity to focus on creating new and maintaining current vital programs offered at the Geauga Campus. There are no faculty members or students negatively affected by this change.

The Geauga Campus faculty and the Regional Campus College have been consulted about this inactivation and the removal of the following courses:

IERT 22003 Supervision and Labor Relations
IERT 22006 Economic Decision Analysis

Approval required:
Geauga Faculty 12/16/2010
Dean Geauga Campus 12/16/2010
Executive Dean for Regional Campuses
PROGRAM INACTIVATION PROPOSAL

SUBJECT: Inactivation of Industrial Trades Technology (IERT) at the Geauga Campus

Background:

The purpose of this proposal is to inactivate the Industrial Trades Technology (IERT) program and cease accepting majors into the program effective Fall 2010. At the present there are no majors enrolled in this program at the Geauga Campus.

This degree originally began to fulfill a request for higher education for the Chrysler workers at the Twinsburg Center. Over the years the enrollment has dropped drastically, with only 2 or 3 students enrolled in 2005-2007, 5 students enrolled in 2008, and no students enrolled in 2009. Since the closing of the Chrysler Stamping Plant in Twinsburg, Twinsburg no longer uses any space at the Twinsburg Center. When this program began, Chrysler had 4800 employees. As of March, 2010, the plant will be completely closed. Courses for this program have been offered, however in the past several years, lack of enrollment has prevented the classes from being carried. Additionally, this program is no longer accepted for the 2+2 program, one of the underlying impetuses for the degree. Taking advantage of the BAS program is a better choice for students who might consider the Industrial Trades Technology program.

Encouraging these students to go into the BAS will emphasize the completion of a Bachelor degree while allowing credit for the journeyman trades which better supports the Chancellor’s goal for regional campuses. The campus can better use the resources that are presently allocated to this program.

The program does not have a fulltime faculty member assigned. It does not have a special accreditation.

The inactivation of this program will not have an effect on any other university program. IERT does not provide service courses to any other program. IERT courses will be inactivated along with the program.

Since there are currently no IERT majors, no students will be affected by the inactivation of this program. Since none of the classes have been held, no student will lose credit when the program is inactivated.

Alternative and Consequences:

Alternative: Inactivate Program
Consequences: None
Specific Recommendations and Justification:

We recommend the Industrial Trades Technology program and all IERT courses be inactivated at this time. The past performance of the program indicates there is not sufficient need for this type of degree in our service area.

Timetable and Action Required:

Consulted with Geauga Campus FAC 12/16/2009
Send documentation to Executive Dean, Regional Campuses 01/07/2010
Submit proposal to EPC
Submit proposal to Faculty Senate

In order to expedite the inactivation we would like to cease accepting majors into the program beginning Fall 2010 semester.
## Critical requirements are boldface in shaded areas

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**Note:** Coursework for the ATS in Industrial Trades Technology may be pursued at any Kent State campus, however, students must be advised at the Geauga campus.
Regional Campuses

Associate of Technical Study - Category B

The Associate of Technical Study program, Category B, provides associate degree-level completion based on a technical certificate or other formal technical training program acquired outside Kent State University. The block of credits awarded for technical training outside Kent State University is not applicable to any other degree programs. See Radiologic Technology Completion Program on Page 407 of this Catalog.

Emergency Medical Services Program

The Geauga Campus offers an associate degree completion program for students who have completed a state-certified paramedic training program and hold a current paramedic certificate.

Students interested in this program should apply to the Geauga Campus and must meet with an advisor to be admitted to this program. Upon completion of this program, students will be granted 36 credit hours on the basis of their paramedic certification training. In addition, they must successfully complete a minimum of 34-35 hours of courses selected in accordance with the following curriculum:

I. TECHNICAL COURSES

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<td>Fundamentals of Chemistry</td>
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<td>MATH 11011</td>
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II. RELATED COURSES

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<tr>
<td>ENG 11011</td>
<td>College Writing I</td>
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<tr>
<td>21011</td>
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III. GENERAL STUDIES COURSES

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<td>SPED 19211</td>
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Coursework may be pursued at any Regional Campus, but students must be advised at the Geauga Campus.

Radiologic Technology Completion Program

The Salem Campus offers associate degree completion programs for certified radiologic technologists and diagnostic medical sonographers who have completed their training at an accredited institution and have been certified by the American Registry of
EMST, HORT, and ITTN enrollments at Geauga Campus (Fall Terms)

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Hi Therese,

Per our conversation today please look further into the appropriateness of a Post-Baccalaureate Certificate in Applied Conflict Management (identified as C624). As proposed the certificate contains only undergraduate courses and is intended for students who are either post-secondary, in a baccalaureate program, or pursuing additional study as post-undergraduate students (PUGs). I believe there was a misunderstanding in your earlier conversations that led you to believe that graduate courses were included and that this would be a masters level certificate. All three groups of students I just described would be served by the post-secondary certificate you identified as C144.

Thank you,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968
TO: Educational Policies Council  
FROM: Provost and Senior Vice President Robert G. Frank  
SUBJECT: Agendas for Monday, 19 April 2010  
EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 204  
EPC Graduate Council, 3:20 p.m., Kent Student Center, Room 310C  
DATE: 12 April 2010

In the event that any of the action or information item proposals require corrections or create actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 16 April, to ensure that the materials are available at the meeting for review.

---

**EPC UNDERGRADUATE COUNCIL**

**ACTION ITEMS**

1. Approval of minutes of 22 February 2010.  
   Attachment 1

   **University Requirements Curriculum Committee  (presented by URCC Co-Chair Thomas Janson)**

2. Designation of writing-intensive course status to THEA 41620 History of Period Styles for Theatre Designers.  
   **Effective Fall 2011**  
   Attachment 2

   **Effective Fall 2011**  
   Attachment 3

   **Office of the Provost  (presented by Provost Robert G. Frank)**

4. Establishment of an Experiential Learning Requirement for all baccalaureate-seeking students at Kent State.  
   **Effective Fall 2011**  
   Attachment 4

5. Revision of the Catalog Rights and Exclusions Policy to require undergraduate students who have not completed degree requirements within six years to update to a more recent catalog. Current policy is 10 years. Policy is retroactive; therefore, students with a pre-2004 catalog will need to update their catalog by fall 2011.  
   **Effective Fall 2010**  
   Attachment 5

6. Revision of the Dismissal Policy for undergraduate students to create consistency of standards and place the responsibility (and costs) for academic dismissal from the university in the Office of the Provost.  
   **Effective Fall 2010**  
   Attachment 6
ACTION ITEMS continued

College of Technology (presented by Dean Donald L. Bubenzer)
7. Inactivation of the Plastics Technology [PLCT] major within the Associate of Applied Science [AAS] degree. The degree program is offered on the Trumbull and Tuscarawas campuses. Effective Fall 2010
Attachment 7

Regional College (presented by Executive Dean Wanda E. Thomas)
Division of Health Occupations
8. Inactivation of the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree on the Geauga Campus. Effective Fall 2010
Attachment 8

INFORMATION ITEMS

Office of the Provost
1. Establishment of a Dual Credit Policy between Kent State University and area high schools. Effective Spring 2010
Attachment 9

College of Communication and Information
School of Library and Information Science
2. Inactivation of the New Media [C112] post-secondary certificate program. Effective Fall 2011
Attachment 10

Regional College
Division of Health Occupations
3. Extension of the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree to the Trumbull Campus. Effective Fall 2010
Attachment 11

LESSER ACTION ITEMS

College of Arts and Sciences
Department of Physics
1. Revision of the names of four concentrations in the Physics [PHY] major within the Bachelor of Science [BS] degree. Physics Interdisciplinary–Applied Mathematics and Computer Science [PBSC] changes to Applied Mathematics and Computer Science [AMCS]; Physics Interdisciplinary–Biological Sciences [PBSC] changes to Biological Sciences [BSCI]; Physics Interdisciplinary–Chemistry [PCHM] changes to Chemistry [CHEM]; and Physics Interdisciplinary–Mathematics [PMAT] changes to Mathematics [MATH]. Total credit hours to program completion are unchanged. Effective Fall 2011

College of Technology
2. Inactivation of the Polymer [PLMR] and Radiation Polymer [RADP] concentrations in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. The concentrations are offered on the Ashtabula and Trumbull campuses. Effective Fall 2010
EPC GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 25 January 2010.
   Attachment 12

College of Nursing (presented by Director Karen W. Budd)

2. Establishment of a Doctor of Nursing Practice [DNP] degree to be jointly offered with the University of Akron (dual enrollment agreement). Six new courses are established for the new degree program.
   Effective Spring 2011
   Attachment 13: Proposal | Courses and Ethnicity/Gender Enrollment | Letters of Support | Assessment and GPS Information

INFORMATION ITEM

College of Communication and Information
School of Library and Information Science

1. Inactivation of the New Media post-baccalaureate [C601] and post-master's [C803] certificate programs.
   Effective Fall 2011
   Attachment 14

LESSER ACTION ITEMS

College of Arts and Sciences
Department of Political Science

1. Revision of the program requirements for the Political Science [POL] major within the Master of Arts [MA] degree. The non-thesis option now requires the same 12 courses as required by doctoral students. The thesis option now requires nine courses and a thesis. This revision eliminates the two research papers as a substitute for a thesis. Total credit hours for program completion are unchanged at 36.
   Effective Fall 2011

2. Revision of the program requirements for the Political Science [POL] major within the Doctor of Philosophy [PHD] degree. Three courses are removed, the qualifying exam is eliminated and the comprehensive field exams are now required after the coursework is completed. Total credit hours for program completion decrease, from 75 to 66.
   Effective Fall 2011

CORRECTION

25 January 2010 EPC Agenda

1. The Physical Education Teacher Education [PETE] concentration is moving to the Curriculum and Instruction [CI] major within the Master of Education [MED], not Master of Arts [MA], degree.

Agenda prepared by Therese E. Tillett, Director, Curriculum Services
### COURSE CHANGES

**Key for course changes:**

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#### Course Changes Effective Fall 2010

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GEOL 31070   Petrology (4) to: Earth Materials II .......................................................... Ta

MUS 22131    Survey of Rock Music History (3) ................................................................. d

THEA 41620   History of Period Styles for Theatre Design (3) ......................................... W

Corrections to 21 September 09 EPC Agenda:

MUS 52171    Music From World Cultures (3) ................................................................. Effective term is spring 2010 New

MUS 63241    Inquiry in Music Teaching I (3) ................................................................. Effective term is spring 2010 New

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Course list prepared by Lisa N.H. Delaney, Academic Program Coordinator, Curriculum Services
The following is an addendum to the original 12 April 2010, EPC agenda:

**Special Course Fees Changes Effective Fall 2010**

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Educational Policies Council Minutes
for 22 February 2010

Attachment 1 I Page 1

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 22 February 2010

EPC Undergraduate Council

(Meeting of the EPC Graduate Council was not held in February.)

Ex-Officio Members present: Provost and Senior Vice President Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Donald L. Bubenzer, John R. Crawford, James E. Dalton, Laura Cox Dzurec, Timothy S. Moerland, Gary M. Padak, Wanda E. Thomas, Stanley T. Wearden, Mark W. Weber, Donald R. Williams; Associate Dean Joanne M. Arhar; dean representative Richard H. Kolbe for Robert (Yank) Heisler Jr.

Ex-Officio Members not present:

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Bruce J. Gunning, Erica B. Lilly, Min He, Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: David A. Kessler


Undergraduate Council Representatives not present: Paul J. Albanese, Todd Hawley

Observers present: 

Observers not present: Brianna D. Lawhorn (Undergraduate Student Government)


Provost and Senior Vice President Robert G. Frank called to order the EPC Undergraduate Council at 3:22 p.m., on Monday, 22 February 2010, in Room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 22 February 2010.

With no corrections or comments, the motion to approve the minutes was passed unanimously.

Action Item 2: Designation of writing-intensive course status to PH 44000 Health Disparities.

Dean Donald R. Williams made a motion for approval, which was seconded by Dean John R. Crawford. The motion passed unanimously.
Action Item 3: Revision of the policy for course overload. Eligible students will be able to self-register for semester course overloads based on Kent State GPA guidelines.

Associate Vice President Sally A. Kandel explained the revision automates current practice to streamline a course overload request. One member expressed concern that an automated process could set up some students for failure if they don’t understand the risks of taking a full schedule. Associate Vice President Kandel responded that through the new GPS system, students who are “in trouble” will be caught. An automated course overload process will make the request easier for students who are capable. If the university stays within the policy guidelines, she predicted that the automated system will be 80 percent successful.

Another EPC member asked about using high school GPA for freshmen seeking a course overload, to which Associate Vice President Kandel replied would not work as students must have a Kent State GPA to request a course overload.

The item was moved by Provost Frank, seconded by Dean Laura Cox Dzurec and passed, with one dissenting vote.

Action Item 4: Merger of the Department of Sociology and the Department of Justice Studies to form the Department of Sociology. All courses, programs, faculty and students from each department will move to the new, merged department.

Dean Timothy S. Moerland said that many people who have a criminal justice degree have a background in sociology. Several EPC members inquired why sociology remained, alone, in the department name, adding that a normal 17-year-old may not consider justice studies or paralegal studies to be with sociology. Dean Moerland said putting sociology and justice studies together in one department is not unique; however, the department is discussing efforts to connect to prospective students, including establishing a web presence. Sociology Department Chair Richard T. Serpe added that 30 percent of sociology departments at other universities include justice studies. This merger will, over the next couple of years, result in some curricular changes, new faculty hires and, possibly, a new department name.

In regards to paralegal studies, Department Chair Serpe said its name is not currently included in the Department of Justice Studies. Dean Moerland added that they are looking at some modifications to pre-law, so this issue will be taken into consideration. There will remain separate coordinators for justice studies and paralegal studies. The chair stated that the proposal was thoroughly vetted by faculty, and there will be continuing efforts to market the program.

Faculty Senate Chair Thomas Janson seconded Dean Moerland’s motion to approve, where it went to a vote and passed unanimously.

Action Item 5: Inactivation of the Department of Applied Social and Behavioral Research. The MS in Applied Social and Behavioral Research program (currently suspended) will move to the college until a decision is made to move it another department or inactivate.

Dean Moerland’s motion to approve was seconded by Senator Linda L. Williams. There was discussion about tabling the item until the College of Public Health responded about wanting to take on the department. Instead, Dean Moerland amended his motion to inactivate the department in the College of Arts and Sciences. The motion passed unanimously.

Action Item 6: Inactivation of the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree on the Geauga Campus. The degree program remains active on the Salem Campus.

Dean Timothy S. Moerland moved to inactivate the major on the Geauga Campus, which was seconded by Dean Stanley T. Wearden. He said the primary reason for inactivation was lack of staff. The motion passed unanimously.
Action Item 7: Inactivation of the Industrial Trades Technology [ITTN] major within the Associate of Technical Study [ATS] degree on the Geauga Campus. The degree program remains active on the Trumbull Campus.

Dean Wanda E. Thomas’ motion to inactivate was seconded by Faculty Senate Chair Jason and passed unanimously.

In response to a query from the provost to discuss or elevate the agenda’s information item or the two lesser action items, a request was made to discuss lesser action item 1:

Lesser Action Item 1: Revision of the language for the course-repeat policy for GPA recalculation, to bring clarity to its meaning. Additions to the policy are underlined: “All course repeats for recalculation must be completed before conferral of the student’s first bachelor’s degree from any college or university.”

An EPC member asked if something was overlooked when first instituting the course-repeat policy that necessitated this change. Curriculum Services Director Therese E. Tillett replied that the clarification was made because some people were confused about where the first bachelor's degree had to be conferred. (E.g., is the policy in effect only if the bachelor’s degree was a Kent State one?) The revision now fully spells out the intentions of the Associate and Assistant Deans when first proposing the policy.

Other Items

A member recalled the provost discussing the problem of degree programs being too high in credit hours. This member stated that in his discipline, the only place that the program could be reduced is within the major requirements, which he believed was problematic. Provost Frank stated the minimum hours to graduation for an undergraduate degree are 121 at Kent State; however, some programs are as high as 167 hours. A task force has recently submitted a report to the provost containing suggestions about resolving issues with high credit hours. Associate Provost Stephane E. Booth added that one suggestion is to advertise the high-credit programs as taking five years to complete.

There was discussion about high-credit programs and that in some of those programs credits articulate to a master’s degree. However, members stated, even if hours articulate, the student still must complete all the hours to earn a baccalaureate. The provost ended the discussion by saying he is encouraging more conversation on this subject in the near future.

The meeting was adjourned at 3:54 p.m.

Respectfully submitted,

Therese E. Tillett  Jennifer Sandoval
Director of Curriculum Services  Coordinator, Curriculum Services
Office of the Provost  Office of the Provost
HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost
From: Don Williams, Dean; Co-chair, URCC
Subject: Course Proposal for EPC Action
Date: March 11, 2010

The University Requirements Curriculum Committee has approved the following course for Writing Intensive Course (WIC) status, effective Spring 2011:

THEA 44000, 41620 History of Period Styles for Theatre Designers, 3 cr.

The CCU has been submitted through the workflow. The Writing Intensive Course Information Form and a sample syllabus are attached.

Cc: Therese Tillett, Curriculum Services
    Ralph Lorenz, College of the Arts
    Tom Janson, Co-chair, URCC
    URCC

Correction: fall 2011 (see attached e-mail)
From: STILLINGS, CYNTHIA
To: TILLETT, THERESE
Cc: LORENZ, RALPH; ZAPYTOWSKI, STEPHEN
Subject: Re: THEA 41620/51620
Date: Thursday, April 08, 2010 11:38:48 AM

Therese,
Everything BUT the WIC for spring 2011 and add WIC for fall 2011.
Thanks,
Cindy

On 4/8/10 11:31 AM, "TILLETT, THERESE" <ttillet1@kent.edu> wrote:

Cynthia,

Changes were made to THEA 4/51620 History of Period Styles for Theatre Design (prerequisite, description, content), effective for spring 2011. THEA 41620 was also approved by the URCC to be have the writing-intensive course designation.

However, we cannot give THEA 41620 its WIC status until fall 2011.

Do you want all the changes other than WIC to go through for spring 2011, and WIC for fall 2011? Or, do you want everything for fall 2011?

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | Library, Ste. 384 | 1 Eastway Dr., | Kent, Ohio 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu <mailto:ttillet1@kent.edu> | www.kent.edu <http://www.kent.edu/>
Curriculum Services: www.kent.edu/provost/curriculum

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Cynthia R. Stillings
Director
School of Theatre and Dance
Producing Director
Porthouse Theatre
B141 Music and Speech Building
Kent State University
Kent, OH 44242
330-672-0119
FAX: 330-672-1889
cstillin@kent.edu
www.theatre.kent.edu
No, you are correct. That was the date they had originally put in the proposal. Sorry about the confusion.

Donald R. Williams
Dean, The Honors College
Kent State University
330.672.2312

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | Library, Ste. 384 | 1 Eastway Dr. | Kent, Ohio 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/administration/provost/curriculum_svcs

Dear Stephane,

I have recently approved a Theatre WIC course proposal in the workflow. Attached are the WIC information form and a copy of a sample syllabus for the course, as well as a copy of the transmittal memo. I will send hard copies in the campus mail. Please place this item on the next EPC agenda.

Thanks,

Don

Donald R. Williams
Dean, The Honors College
Kent State University
330.672.2312
WRITING-INTENSIVE COURSE (WIC) INFORMATION FORM
Revised 2007

Please consult the WIC Guidelines as you respond to each item on this form.

Course Subject and Number: THEA 41620  Credit Hours: 3  Effective Term: Sp 2011

Course Title: History of Period Styles for Theatre Designers

☒ New Proposal  ☐ Revised Proposal  (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The course objectives section of the syllabus must include the goals of the writing component, and grade percentages on written assignments must be clearly stated on the syllabus.

1. Describe the writing assignments for this course, including the nature and extent of each assignment. (Guidelines: Items 2, 3, 5)

This course is designed to develop the theatre artist in design to be both articulate and literate about the history of period style. This goal can be a challenge for design students, many of which find verbal communication more difficult than visual communication. However, because theatre is a collaborative art, the ability to articulate both visual and literary concepts is paramount to success as a design professional. The writing assignments emphasize both vocabulary and different theoretical approaches to analysis of the visual image. Each assignment requires the student to both identify certain qualities within a visual image and articulate those qualities using strategies identified for each project. For example, in project 2 the student must deconstruct an advertising image to show in what ways an image doesn't always "say what it means or mean what it says." Each project applies a different theoretical lens for the analysis of visual images.

Regarding the extent of each assignment, of the eleven projects defined for this course, all but one have an attached writing assignment. Five of the projects require a 1-page paper. Four of the projects require a 2-page paper. Finally, one 10-page assignment is given with the opportunity for revision. The short papers will be presented in class and receive criticism from both the instructor and peers. A total of 65% of the grade for this course is for the writing assignments.

2. Explain how the writing assignments are representative of writing in this discipline and how writing assignments are integrated into the course content. (Guidelines: Item 2)

Critical theory and production practice are blended together in many aspects of theatre art. Postmodernism, poststructuralism, and the methods of deconstruction make their way onto the stage from the director and the designers. They become aesthetic design strategies as well as analytical strategies for theatre criticism. Also, the rise of historiography has deeply influenced how theatre artists conceptualize and produce historical plays. Practitioners of theatre from different historical periods are held responsible for understanding the historical context from which they create as well as the historical period of the playscript.

To demonstrate this, for each section of this course, the students are given a theoretical framework with which to analyze a visual image. They are then required to write about the image from that framework. The point is not to make them writers of theatre theory and criticism (although they may discover this ability in themselves) but rather to demonstrate how these strategies for analysis may apply to their own creative work as designers.
3. In what ways does the course provide instruction on the elements of writing in the discipline (identified above in item two)? (Guidelines: Item 2)

The course provides instruction through examples of contemporary writing in theatre theory. The critical strategy is discussed in class and then immediately applied in the following project. Students then share what they have written with the remainder of the class, which critiques the student's project. The project is then graded by the instructor who provides written comment.

4. Which writing assignment(s) provide an opportunity for revision prior to grading? (Guidelines: Item 4)

There is one major writing project among the many smaller ones, "Case Studies in Theatrical Production and Period Style." This project includes a one-on-one meeting with the instructor and an opportunity for revision. Also, students may gain extra points for revising projects that go into their final notebook to be handed in at the end of the class.

5. Describe the instructional methods that will be used to provide guided revision on the draft document(s) prior to assigning a grade. (Guidelines: Item 4)

Each project has a written set of goals and a rubric. This gives the students a clear understanding of what is expected (and provides the instructor guidelines for grading the projects). At the individual meeting after the first draft of the larger paper, the instructor reflects how well the paper is meeting the expressed goals. This goal sheet also forms the basis for the written comments and point assignments during the grading process.

6. What elements of writing are included in the assessment of the student’s writing performance? (Guidelines: Item 5)

25% of the grade for each writing project will be on basic style issues, grammar, spelling, sentence and paragraph construction, etc. The remainder of the grade, 75%, will be based on how well the strategies for analysis are employed in the construction of the paper's argument and the quality of the paper's argument.

7. What percentage of the final course grade is based on each individual writing assignment and what is the total percentage of the final course grade that is based on writing? If the final grade percentage is below 50%, what efforts have been made to meet this standard? Why should an exception be approved for this course? (Guidelines: Item 5)

There are 650 points out of 1000 points directly given to the writing projects. Also, there are four written exams, the purpose of which is to measure building of professional vocabulary. The other aspects of the project, such as selecting images to analyze, directly support the writing portion of the course by encouraging critical thinking and practice of new vocabularies.

8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)

This class has been enrolled at between 20-25 students since 1999 when it was introduced. This has been a manageable number with this amount of writing content. An enrollment over 30 would necessitate splitting the class into another section or utilizing a graduate assistant.

9. In what ways will your unit communicate expectations described in this proposal to faculty
who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

The School of Theatre and Dance keeps on file the basic data sheets for each course for faculty to reference. It also maintains on file the syllabi for every course taught in the school every semester. The school director and faculty member can review these materials at any time.

URCC Use Only

Date Received by URCC _________________ Date Approved by EPC _________________

Date Approved by URCC _________________ Date Removed as WIC _________________
**Course Catalog Update**

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<td>Office of Curriculum Services, 330-672-8558 or 330-672-8559, <a href="mailto:curriculum@kent.edu">curriculum@kent.edu</a></td>
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### Basic Course Data

- **Change type:** Revise
- **Faculty member submitting this proposal:** Raynette Halvorsen Smith
- **Requested Effective Term:** 201080
- **Campus:** Kent
- **College:** CA-Arts, The
- **Department:** THDN-Theatre and Dance
- **Course Subject:** THEA-Theatre

### New Course Data

- **Course Number:** 41620
- **New Course Number:** 41620
- **Course Title:** HISTORY OF PERIOD STYLES FOR THEATRE DESIGNERS
- **Title Abbreviation:** HISTORY OF PERIOD STYLES
- **Slash Course and Cross-list Information:** THEA51620
- **Credit Hours**
  - Minimum Credit/Maximum Credit: 3 to 3
  - Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
- **Contact Hours: Lab - Minimum Hours/Maximum Hours:**
- **Contact Hours: Other - Minimum Hours/Maximum Hours:**
- **Attributes**
  - **Is this course part of the LER, WIC or Diversity requirements:** Yes
  - **If yes, course attributes:** 1. WIC-Writing-Intensive Course
- **Can this course be repeated for credit:** No Repeat
- **Course Level:** Undergraduate
- **Grade Rule:** B-Standard letter

### Rationale for an IP grade request for this course (if applicable):

- **Schedule Type(s):** 1. LEC-Lecture
- **Credit by Exam:** N-Credit by exam-not approved
- **Prerequisites & Descriptions**
  - **Current Prerequisite/Corequisite/Catalog Description:** A survey of visual styles as related to historical and contemporary culture from antiquity through the 20th century with an emphasis on its application to theatrical design. Prerequisite: One of the following THEA 31522 or THEA 31524 or THEA 31622.
  - **Catalog Description (edited):** Students will explore the way in which theatre designers approach period style in their own creative work.
  - **Prerequisites (edited):** Theatre major with junior standing.
  - **Corequisites (edited):**

### Registration is by special approval only: Yes

### Content Information

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| 9 | I. The Problem of Period Style in Contemporary Theatre  
| 9 | II. Challenges to Theatrical Production and Period Style Throughout History  
| 9 | III. Art, Style, and Ideas  
| 9 | IV. The Method Challenges of Period Research  
| 9 | V. Case Study in Theatrical Production and Period Style  

**Total Contact Hours:** 45

**Textbook(s) used in this course:** None. Readings are in electronic reserves and Vista.

**Writing Expectations:** 65% of the grade of this course is for writing assignments. There is one large assignment that includes guided revision.

**Instructor(s) expected to teach:** Raynette Halvorsen Smith

**Instructor(s) contributing to content:** None at this time.

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of the proposal is to designate and existing course THEA 41620 History of Period Styles for Theatre Designers and a Writing Intensive Course.

**Explain how this proposal affects program requirements and students in your unit:**
This proposed change should ease matriculation for theatre students, both in the BFA in Theatre Design and Technology, and the BA in Theatre Studies. For the BFA students it will eliminate the need to take an additional course (beyond this required course) to meet the WIC requirement. For BA students, this will make an additional WIC available to fulfill the requirement.

**Explain how this proposal affects courses, program requirements and student in other units:**
Students in other units do not take this course.

**Explain how this proposal affects enrollment and staffing:**
The WIC dimension to the course will probably increase enrollment slightly. This course is already a part of the regular load of a current faculty member. Other faculty may also teach this course in the future.

**Units consulted (other departments, programs or campuses affected by the proposal):**
No other units should be affected by this change to a WIC course.

**Revisions made to form (if applicable):**
- ✔ Course Content
- ✔ Prerequisites
- ✔ Writing-Intensive (WIC)
- ✔ Liberal Education Requirement (LER)

**Curriculum Services Information:**

**Approved by EPC:**

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<td>Raynette H Smith</td>
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Master Syllabus: 41620 History of Period Styles for Theatre Designers

RESOURCE BOOKS:


WEB:
Artslynx http://www.artslynx.org/theatre
Theatre History http://www.win.net/~kudzu/history.html

COURSE READING:
The specific reading for each project will be on electronic reserve at the Kent State University Library. These titles are listed in the assignment/grading section of this syllabus.

COURSE GOALS:
- To develop the student's visual literacy through critical analysis of visual images.
- To develop the student's style vocabulary and strategies of critical analysis of style through writing about period style.
- To help students become effective writers in the discipline of Theatre.
- To develop the student's research skills as it pertains to visual style.
- To develop the student's overall knowledge of historical style (including key language and concepts) and its relationship to creating theatrical design and production.
- To expand the student's ability to incorporate knowledge of historical style into their own creative design and production process.

CLASS POLICIES:
- Class attendance is expected in this upper division/graduate level course. Legitimate, unavoidable absences require documentation to avoid lowering your participation credit for the course.
- Projects must be handed in on the due dates to receive credit unless approval has been obtained from the instructor prior to the due date.

MATERIALS REQUIRED:
- 3 ring binder to collect projects, research assignments, class notes, and other recourses related to period styles
- Blank notebook paper, (heaviest weight you can find) and/or:
- Poster board, as desired for projects.

OTHER:
Email: Your KSU email address will be used to send you important class information. If you prefer to use another address, call the KSU helpdesk at 330-672-HELP and ask how to forward your mail from your KSU account.

WIC Requirement: This course may be used to satisfy the Writing Intensive Course (WIC) requirement. The purpose of a writing-intensive course is to assist students in becoming effective writers within their major discipline. A WIC requires a substantial amount of writing, provides opportunities for guided revision, and focuses on writing forms and standards used in the professional life of the discipline.

Students with Disabilities: University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Registration Requirement: The official registration deadline for this course is September 5, 2008. University policy
Period Styles 2 requires all students to be registered in each class they are attending. Students who are not officially registered for a course by published University deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her official class schedules (using Student tools in FlashFast) prior to the deadline indicated. Registration errors must be

ASSIGNMENTS/GRADING

Each project will have a detailed instruction sheet distributed when the assignment is given. Most projects have a writing component. These must be typed. No hand written papers will be accepted.

Graduate students will have additional requirements to each assignment.

Part 1: The Problem of Period Style in Contemporary Theatre (200pts. total for this section)

Project 1: Example of a Postmodern Design in a Professional Theatrical Production (50pts. total, 40 of these points for writing.) Select a theatre designer and provide at least three visual examples of their design work. Write a short paper (minimum two pages) arguing how their work fits into the definition of Postmodern Style.


Project 2: The Insidious Ad as example of Deconstruction Methodologies applied to a visual image (50pts. Total, 40pts writing). Provide an image of an advertisement. Write a short paper using strategies of deconstruction to analyze the image.

Project 3: The Appropriation Collage as an example of pastiche. (50pts. total, 40 of these points for writing.) Find one or more images that best demonstrate the appropriation of iconographic “or classic” art. Include a copy of the art from which it appropriated. Find one or more images which demonstrate cultural appropriation. Include an image displaying the source of the appropriation. Include a short paper on the back of the image page about what was appropriated and why.

TEST 1: POSTMODERN TERMINOLOGY AND CONCEPTS (50pts.)

Part 2: Challenges to Theatrical Production and Period Style Throughout History (150 pts. total for this section)

Project 4: Period Movie Designs as an exploration of time and period challenges. (50pts total, 40 of these points for writing quality.) Find a photograph from a movie made prior to 1990 which portrays characters in costume from either ancient Egypt, Greece, Rome, or Medieval Europe. Determine the original period the movie designers intended to portray. Locate period costume research pertinent to the items worn by the actors. Locate a photograph of contemporary clothing from the year the movie was actually produced. Provide a one page typed statement on the back of the board that explains how the design of the movie costumes was influenced by contemporary trends in the year the movie was produced.


Project 5: Back to the Future, how can we conceive of “no period” or future periods? (50pts total, 40 of these points for writing quality.) Select an example of a photograph or illustration of a sci fi or futuristic costume or setting.
Period Styles 3

(could be from TV or Movie as well as theatre.) Show examples of period costume or architectural research to trace the source to the costume or setting used in the movie or TV design. Write a one page paper to explain your choices.

**TEST 2: PERIOD STYLE AND RESEARCH CHALLENGES** (50pts.)

**Part 3: Art, Style, and Ideas: Building Design Literacy** (210pts. total for this section)

**Project 6: Design Style Vocabulary**, exploring how designers and directors communicate style ideas. (50pts., 40 of these points for writing.) Select a photograph of work of art—a painting or sculpture. Copy the photograph in color and mount it on an 8 ½” x 11” heavy paper. Write a one page paper using the language on the vocabulary list distributed in class to describe the work of art. Discuss each general aspect outlined on the lists. It is not necessary to use all of the words under that category in your description.


**Project 7: Visual Style and Philosophical Ideas**: are they separate, can they be separate? (60pts., 50 of these points for writing.) Write a two page paper on KSU’s current production. In the first part, write a description of the production using language from the design vocabulary list provided in class. In the second part of the paper, discuss the period style(s) in the production referring to the “Art and Philosophy” handouts. Be prepared to discuss your paper’s ideas in class.


**Project 8: What’s Historiography Got to Do With It?** exploring new ways to view history of style. (50pts., 40 of these points for writing.) Identify a visual work of art from the Renaissance. Find an example of 2 cases of writing about the art chosen that are distinctly different (and contrasting) historical interpretations of the work. Print a color copy of the work of art chosen. Write a one page paper. In the first part quote and cite the conflicting ideas about the work of art. In the second paragraph discuss how you think the interpretations are different. Identify at least 3 critical features of Theatre Historiography demonstrated by the historical interpretations cited.

**TEST 3: PERIOD STYLES AND DESIGN LITERACY (50PTS.)**

**Part 4: The Method Challenges of Period Research** (120pts total for this section)

**Project 9: New vs. Old Technologies**: investigating how what you use as research tools affects what you learn about a period style. (50pts 40 of these points for writing.) Locate a historical painting of significance. Find at least 4 representations of this work, half on the web and half in print matter. (10 Bonus points if you can see the artwork in person). In a one page paper (with illustrations of the work) describe how the painting looked different compared to other representations or the actual work of art.

**Project 10: Historical Timelines**, shortcut tools for visual literacy. (20pts.) Locate and printout three graphic historical timeline charts that would be helpful to theatre designers. Present in class why you chose these and how they would be helpful.

**Test 4: Research Methods and Approaches** (50pts.)

**Part 5: Case Study in Theatrical Production and Period Style** (320pts total for this section)

**Project 11: Documenting Period Style Design Process** and the issues surrounding this process in a current production at KSU in an approximately 10 page paper. Follow the content outline provided in class,
including an analysis of the use of period style in the design of costume, scenery, and lighting. (250pts. 100pts. for the first draft, 150pts. for the final paper.)

Or,

**Compare and Contrast Three Productions of a Single Shakespeare Play.** in an approximately 10 page paper. (200pts., 100pts. for the first draft, 150pts. for the final paper.) Follow the content outline provided in class.

There will be time scheduled to meet with the instructor and opportunity for at least one revision.

**Final Project: Organizing all of the Projects (and Class Notes) into a Useful Notebook for Future Reference** (70pts.)

**TOTAL POSSIBLE POINTS : 1000pts. total possible**

900-1000 points = A  
800-899 points = B  
700-799 points = C  
600-699 points = D  
0-599 points = F

650 points (65%) out of 1000 points are for the writing portion of the assignments.
The University Requirements Curriculum Committee has approved the following course for domestic Diversity (DIV) status, effective Fall 2011:

**MUS 22131, Survey of Rock Music History, 3 cr.**

The CCU has been submitted through the workflow. The Diversity information form and a sample syllabus are attached.

Cc: Therese Tillett, Curriculum Services  
    Ralph Lorenz, College of the Arts  
    Tom Janson, Co-chair, URCC  
    URCC
Diversity Course Proposal Questionnaire

Please review the Diversity Requirement Objectives and Criteria before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Certification of Curriculum Proposal (CCP), Basic Data Sheet (BDS) and a typical course syllabus.

**Department/School:** MUS

**Course Number:** 22131 **Credit Hours:** 03

**Course Title:** Survey of Rock Music History

**Diversity Category:** Domestic (U.S.)

**Prerequisite(s):** None

Your responses should reflect the needs and resources of the integrated eight-campus system.

1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.

A key feature of the course is to examine the contributions African-American artists have made throughout the history of rock music. This is particularly important in the first two units, as we study several African-American forerunners to rock music, such as Robert Johnson, Muddy Waters, BB King, and Louis Jordan, as well as transition artists, such as Rhythm & Blues greats, like Chuck Berry, Little Richard, and Ray Charles. Much attention is given to the challenges these artists faced in a still segregated American society during the 1940s-1950s, highlighting the role rock music and its predecessors played in changing the perception of mainstream (of predominantly Anglo-American ethnicity) culture towards African-Americans.

The three major musical strands of rock music, namely Country & Western, American Popular music, and Rhythm & Blues are shown to represent the diverse economic and ethnic make-up of America. The continuing influence of these root sources is demonstrated throughout the course with special attention to African-American artists, particularly those of Motown Records, who provide the primary counterpoint to the British Invasion artists of the 1960s, such as The Beatles. Soul-Funk musicians, like Aretha Franklin and James Brown, are discussed as major contributors to rock music’s development, along with prominent figures during the 1970s and 1980s, such as Stevie Wonder and Michael Jackson.

These middle units deal also with the great diversity of styles that proliferate within mainstream America and highlight the role rock music plays in the Civil Rights movement and opposition to the Vietnam War. Our discussion of rock during the 1970s highlights the economic influence on musical style with a stark contrast between the rising underground punk movement versus the middle-class targeted styles of disco and arena rock.

African-American artists return to the forefront of discussion in the final unit as we study the history and stylistic evolution of hip-hop music and culture. We examine its initial inspirations as a reflection of economically and socially disenfranchised youth and follow hip-hop’s evolution as vehicle for social and racial integration, as well as its emergence as a powerful economic force within the music industry. We discuss the role the media has played in rock
music’s global dissemination and finally speculate on the potential influence the Internet will have on the development of rock music around the world.

2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?

This course was offered in Fall 2009 as a Special Topics class. It was approved at the end of the semester for inclusion as a regular class in the course catalog (MUS 22131). A student survey was requested at the end of the course, which included the question, "Do you think this course could/should satisfy the “Domestic Diversity” requirement of the university?" 91% of the class answered either Strongly Agree or Agree, while 9% answered Neither Agree/Disagree. 0% felt it would not satisfy the requirement.

3. For what audience would this be a particularly good diversity course? Explain.

The core audience would be any students interested in rock and popular music, which is probably most of the student body. Many students of various ethnic backgrounds are largely unaware of the contributions African-Americans, in particular, have made to the development of rock music.

4. What faculty will teach this course? Have any special efforts been made to prepare these faculty members to deal with the diversity issues of this course? Explain.

The course will be taught by regular and adjunct faculty with degrees in ethnomusicology or extensive practical experience in the rock music industry. The coordinator will make the faculty aware of the diversity issues by providing an overview of the class and sample course syllabus.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

The maximum enrollment per section will be 100 for the online sections, 125 for the on-ground sections. There will be at least one online section and one on-ground section offered each semester. More sections can be added if enrollment numbers suggest a need. No additional resources are needed at this time.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

Students will have regular assessments (multiple choice, matching, short answer, etc.), as well as essay assignments related to all material in the course. Graded discussions will be key to assessing the effectiveness of the student's understanding of domestic diversity issues.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

Primarily domestic diversity, though some elements related to rock music's proliferation in the international music industry are discussed, particularly in relation to Great Britain.

Name of person preparing form: Andrew Shahriari Submission date: February 1, 2010
Diversity Course Proposal Questionnaire

Signature of chair/director verifying curriculum committee approval

Date

2-2-10
TILLETT, THERESE

From: SEACHRIST, DENISE
Sent: Monday, April 12, 2010 12:39 AM
To: TILLETT, THERESE
Cc: LORENZ, RALPH; WILLIAMS, DONALD; DELANEY, LISA; SANDOVAL, JENNIFER; TRASK, JULIE
Subject: RE: MUS 22131 Survey of Rock Music History

I prefer to get the course on the books as 22131, rather than "Special Topics." The diversity status is secondary. Thanks.

Denise

Denise A. Seachrist, Ph.D.
Interim Director
Hugh A. Glauser School of Music
Kent State University
330-672-2172

From: TILLETT, THERESE
Sent: Thursday, April 08, 2010 12:23 PM
To: SEACHRIST, DENISE
Cc: LORENZ, RALPH; WILLIAMS, DONALD; DELANEY, LISA; SANDOVAL, JENNIFER; TRASK, JULIE
Subject: MUS 22131 Survey of Rock Music History

Denise, this new course (formerly a special topics) was approved by the URCC for domestic diversity status and will be on the April EPC agenda.

The effective date on the proposal is fall 2010. However, it’s past the deadline for that term.

I can make the course effective spring 2011 and the diversity status effective fall 2011, or I can make both for fall 2011. Which do you prefer?
### Course Catalog Update

**Reference Number:** CCU000103  
**Date:** 16-SEP-09  
**Currently On The Worklist Of:** Donald Williams, dwilliam

| Level: | 3.00 of 3.00 |
| Owner: | Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu |

#### Basic Course Data

| Change type: | Establish |
| Faculty member submitting this proposal: | Andrew Shahriari |
| Requested Effective Term: | 201010 |
| Campus: | Kent |
| College: | CA-Arts, The |
| Department: | MUS-Music |
| Course Subject: | MUS-Music |
| Course Number: | 22131 |
| Course Title: | Survey of Rock Music History |
| Title Abbreviation: | Rock Music History |

#### Slash Course and Cross-list Information:

| Credit Hours |
| Minimum Credit/Maximum Credit: | 3 to 3 |
| Contact Hours: Lecture - Minimum Hours/Maximum Hours: | 45 to 45 |
| Contact Hours: Lab - Minimum Hours/Maximum Hours: |
| Contact Hours: Other - Minimum Hours/Maximum Hours: |

#### Attributes

| Is this course part of the LER, WIC or Diversity requirements: | Yes |
| If yes, course attributes: | 1. DIVD-Diversity Course-Domestic 2. 3. |

#### Can this course be repeated for credit: No

| Repeat |
| Course Limit: |
| OR Maximum Hours: |

#### Course Level: Undergraduate

| Grade Rule: | B-Standard letter |

#### Rationale for an IP grade request for this course (if applicable):

| Schedule Type(s): | 1. LEC-Lecture 2. 3. |
| Credit by Exam: | N-Credit by exam-not approved |

#### Prerequisites & Descriptions

| Current Prerequisite/Corequisite/Catalog Description: |

#### Catalog Description (edited): A survey of Rock Music History from the 1950s through the twentieth century to today. Emphasis is on recognizing music literature, prominent artists and music styles, as well as related cultural events. Modern media, especially the Internet, is an integral component of the course.

#### Prerequisites (edited): None

#### Corequisites (edited):

#### Registration is by special approval only: No

#### Content Information

| Content Outline: |

#### Content Hours per Course Topic

<p>| Unit 1 covers Rock Roots, i.e., pre-Rock music styles, primarily American Popular Song, Country &amp; Western, and Rhythm &amp; Blues. Artists important to | 9.0 |</p>
<table>
<thead>
<tr>
<th>9.0</th>
<th><strong>Unit 2</strong> covers Rock Foundations, which includes early Rock styles, such as Rockabilly and Folk music of the late 1950s - early 1960s. Transitionary figures, such as Elvis Presley and Chuck Berry, are emphasized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.0</td>
<td><strong>Unit 3</strong> covers Rock music &quot;routes&quot; of the mid-late 1960s. &quot;British Invasion&quot; artists, e.g., The Beatles, along with American icons, e.g., The Beach Boys, are highlighted, along with Soul music artists, such as Aretha Franklin and James Brown. Important cultural events, such as Woodstock, are also featured.</td>
</tr>
<tr>
<td>9.0</td>
<td><strong>Unit 4</strong> covers Rock music &quot;routes&quot; of the 1970s, emphasizing Arena Rock, Punk, Reggae, and Singer-Songwriter styles. Important artists, such as Pink Floyd, Bob Marley, and Elton John are emphasized.</td>
</tr>
<tr>
<td>9.0</td>
<td><strong>Unit 5</strong> covers Rock music &quot;routes&quot; from the 1980s to today. The influence of modern media on developing styles, such as Hip-Hop, are emphasized. Important artists, such as Michael Jackson, Madonna, and Run-DMC are featured. 21st-century rock music is highlighted with continued exploration of contemporary artists.</td>
</tr>
</tbody>
</table>

**Total Contact Hours:** 45

**Textbook(s) used in this course:** The History of Rock 'N' Roll DVD Collection. Online resources, primarily from the Rock Hall of Fame, will also be utilized.

**Writing Expectations:** A 1000-word or more research essay assignment is expected of each student. Bibliographical references are to be included in the assignment.

**Instructor(s) expected to teach:** Andrew Shahriari, Ethan Miller

**Instructor(s) contributing to content:** Andrew Shahriari, Ethan Miller, George Bachman

**Proposal Summary**

**Explain the purpose for this proposal:**
The purpose of this proposal is to establish the current Special Topics course: Survey of Rock Music History, as a part of the regular curriculum.

**Explain how this proposal affects program requirements and students in your unit:**
The proposed course will be elective that is not part of the program requirements for students in the School of Music.

**Explain how this proposal affects courses, program requirements and student in other units:**
The proposed course will not affect courses, program requirements or students in other units. If accepted as a Domestic Diversity course, students may take it to satisfy that requirement.

**Explain how this proposal affects enrollment and staffing:**
This course is expected to enroll more than 100 students per semester. Current staffing (Andrew Shahriari and Ethan Miller) will instruct the course in both the on-ground and online offerings.

**Units consulted (other departments, programs or campuses affected by the proposal):**
Other departments, programs and campuses were not formally consulted in developing this course.
### Comments (250 Character Maximum):

**NOTE:** Please do not use the following restricted characters: (~ * / --)

<table>
<thead>
<tr>
<th>Date</th>
<th>User</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/26/2010</td>
<td>Ralph Lorenz</td>
<td>The College Curriculum Committee approved the course, along with its status as a Diversity Course, on 26 February 2010.</td>
</tr>
<tr>
<td>9/16/2009</td>
<td>Andrew C Shahriari</td>
<td>This course is currently offered as a Special Topics in both on-ground and online settings.</td>
</tr>
</tbody>
</table>

### History:

<table>
<thead>
<tr>
<th>Date</th>
<th>User</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/26/2010</td>
<td>Ralph Lorenz</td>
<td>Approved</td>
</tr>
<tr>
<td>11/13/2009</td>
<td>Denise A Seachrist</td>
<td>Approved</td>
</tr>
<tr>
<td>9/16/2009</td>
<td>Andrew C Shahriari</td>
<td>Submitted</td>
</tr>
</tbody>
</table>
Survey of Rock Music History (Web) Syllabus
Spring 2010 (15-weeks)

Course/Sec#: 20295/40295 – 002/003      CRN: 20100/20035

Instructor: Dr. Andrew Shahriari
Contact Info: As a web-based class, you should contact me via the class website, using Blackboard-Email (private) or the Instructor In/Outbox (public). Please do not use my “@kent.edu” account unless Blackboard is not working and you must contact me; these messages are not always received. I rarely meet with students face-to-face as this opportunity is not available to all students, so any questions or concerns should be sent via the class website.

KSU Contact Info:
• For Tech problems, KSU Help Desk: 330-672-4357 or Vista (Blackboard) Help: 330-672-8557
• Email: Please use Blackboard Email
• Emergency Email: ashahria@kent.edu

Note: Please do not call the Music Office with course matters. I rarely visit campus to receive messages, and they cannot help with details of the class or Blackboard navigation.

Course Objective: Survey music styles, artists, and important events associated with Rock Music History.

Required Materials:
- The History of Rock ‘N’ Roll DVD (5-Disc) Collection, Time-Warner (Catalog #34991). Available in the KSU Bookstore. If you purchase this online, I recommend Amazon.com, but have seen it in local bookstores (Borders/Barnes&Nobles), as well as other online retailers. [http://www.amazon.com]. Keyword: History of Rock DVD
- iTunes software on your computer for downloading required listening examples from the Internet. [http://www.apple.com/itunes/]. This music is also available via KSU’s Electronic Reserves; I will post login and password info on Blackboard-VISTA.
- Access to Blackboard (formerly known as WebCT-VISTA). Login via [http://vista8.kent.edu OR your Flashline account under the My Courses tab in the Tools & Research frame.

Grading: There are 500 potential points in this class. Points are earned as follows:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams Units 1 – 5</td>
<td>300</td>
<td>(60%)</td>
</tr>
<tr>
<td>Discussion Postings</td>
<td>50</td>
<td>(10%)</td>
</tr>
<tr>
<td>Graded Essay</td>
<td>50</td>
<td>(10%)</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>100</td>
<td>(20%)</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

A = 500 – 450 points
B = 449 – 400 points
C = 399 – 350 points
D = 349 – 300 points
F = 299 – 0 points

- **Exams Units 1-5**: Based on lectures, discussions, online materials, reading assignments, and listening examples. **These are one-attempt timed exams.** It is your responsibility to take them during the open period for each unit. Resolve technical issues prior to starting the exams. (60 points per exam.)
- **Discussion Postings**: Based on contributions to group discussions of course material. (10 points per unit. Unit discussion boards close when the associated unit closes.)
- **Graded Essay**: Based on submission of a 500+ essay on assigned topic (see below).
- **Comprehensive Final Exam**: Based on lectures, discussions, online materials, reading assignments, and listening examples. **This is a one-attempt timed exam.** It is your responsibility to take it during the open period. Resolve technical issues prior to starting the exam.

**NOTE:** Practice quizzes are available throughout the semester. These are not factored into your overall score. They are for preparation only, so you can take them multiple times. See Class Calendar on Blackboard-VISTA for the open periods of graded exams.

Rock Music History (Web)
Shahriari-1
Grades: Your current grade is posted on Blackboard. Grades are updated only after a unit closes.

IMPORTANT: As a web-based class, it is your responsibility to access the course via a capable computer. The instructor and university assume no responsibility for computer crashes, Internet Server problems, or any other technical/personal matters that inhibit you from completing any aspect of the course as scheduled. In the event that there are technical issues during an exam, STOP taking the exam immediately and send the instructor an Email (via Blackboard) explaining the problem. The instructor is not required to offer a retake/makeup of any exam or other graded aspect of the course, but may elect to do so at his/her discretion.

Important Dates:
Unit 1 Closes: 11:59pm, Sunday, February 7, 2010.
Unit 3 Closes: 11:59pm, Sunday, March 21, 2010.
Unit 4 Closes: 11:59pm, Sunday, April 18, 2010.
Unit 5 Closes: 11:59pm, Sunday, May 9, 2010.


Participation Policy: Participation in your group discussions is essential for your learning as well as the success of the entire group. Failure to contribute in a substantial and meaningful way as to be determined by your instructor and/or fellow group members will lower your grade.

Academic Honesty Statement: The use of the intellectual property of others without attributing it to them is considered a serious academic offense. This includes materials obtained from the Internet. Notify the instructor if you are aware of such dishonesty. Cheating or plagiarism will result in a failing grade for the work or course. Repeat offenses will result in dismissal from the university. As the exams are “open-book,” you are expected to take them independently, i.e. without anyone’s assistance.

Students with Disabilities: Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University Policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Office of Student Services to acquire the name of the campus representative to whom documentation should be submitted.

After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. If you have already obtained such a letter, you must notify me via private Email within the first week of the semester. I must have verification that you are registered with Disabled Student Services/Student Accessibility Services to grant you extra time on the timed exams. These exams will appear as “Exam-SAS” on Blackboard, so please ask me if they do not appear on your account after submitting your documentation to me.

Drop/Withdrawal: As a courtesy to your fellow group members and instructor, please let them know if you plan to drop or withdraw from the course.

Assessments
Your assessments focus on your ability to articulate knowledge about the course material. The components of each assessment include listening identification of music examples and visual identification of artists and related material, as well as general questions regarding course content. Each unit includes optional practice tests and a required timed (1 hour) unit exam. While no points are earned for completing the practice tests, they will better prepare you for the timed unit exam and ensure that your equipment is working properly. The Final Exam is comprehensive, drawing from material throughout the semester; it is also timed (2 hours). The exams consist of multiple choice, matching, and fill-in-the-blank questions.
Your score will automatically be submitted to Blackboard once the exam is completed. You will not be permitted to retake the exam, so be certain that your computer is working properly before starting the exam. Go through the Introductory Learning Module to familiarize yourself with the process of taking online exams in Blackboard. Your current overall grade will be updated after each unit closes and the discussion boards are graded.

### Assessment Rubric for Unit Discussions

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>UNACCEPTABLE (0 - 5 points)</th>
<th>SATISFACTORY (6 - 8 points)</th>
<th>EXEMPLARY (9 - 10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORIGINAL POSTING</strong></td>
<td>The posting does not directly address the question or problem posed by the discussion activity.</td>
<td>The posting addresses key issues, questions, or problems related to the text and the discussion activity, but in some cases only indirectly or obliquely. It does not always apply course concepts fully.</td>
<td>The posting directly address key issues, questions, or problems related to the text and the discussion activity. The posting applies course concepts well, connecting them to actual activity.</td>
</tr>
<tr>
<td>Relevance</td>
<td>The posting does not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic.</td>
<td>The posting does offer some insight, analysis, or observation to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topic.</td>
<td>The posting offers original or thoughtful insight, analysis, or observation that demonstrates a strong grasps of concepts and ideas pertaining to the discussion topic.</td>
</tr>
<tr>
<td>Insight</td>
<td>The posting does not support its claims with either evidence or argument. The posting contains largely unsupported opinion.</td>
<td>The posting generally supports claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.</td>
<td>The posting supports all claims and opinions with either rational argument or evidence.</td>
</tr>
<tr>
<td>Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESPONSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Responses</td>
<td>The responses do not meet the number required for the discussion activity.</td>
<td>The responses fulfill the minimum required number for the discussion activity.</td>
<td>The responses exceed the requirement for the discussion activity.</td>
</tr>
<tr>
<td>Substance of Responses</td>
<td>The responses do not offer any new insight by either extending the position of the original post or providing an alternate point of view.</td>
<td>The responses generally offer some insight by either extending the point of the original post or offering an alternate point of view, but they may not encourage further thought or reflection on the discussion topic as much as they possibly could.</td>
<td>The responses offer either an extension or elaboration on the original posting or a clearly alternate point of view that fosters further thinking, reflection, or response on the discussion topic.</td>
</tr>
</tbody>
</table>
**Discussion Expectations**

The group discussion component of this course is intended to encourage collaborative learning in an online environment. While you may never meet your fellow classmates face-to-face, it is important to interact with them regularly. Please use the unit discussion boards for formal postings related to the subject matter. Informal postings may be made through the Electronic Classroom Café (ECC), via Email, and/or by utilizing the “Introductions” board available to the entire class. The instructor monitors the group discussion boards. Profanity or discourteous/offensive postings will not be tolerated and will result in a failing grade and/or dismissal from the course.

**Requirements:** Each unit includes a discussion board that addresses a basic theme of the material. You must make an original post and respond to a group member’s answer. Also, please rate the quality of your peer’s postings using the 5-star system found in Blackboard. The instructor will consider this rating in assigning scores for each unit. Copying other student responses in part or full without citation is considered plagiarism (see above). Only your instructor can delete a posting once submitted.

**Instructor’s Role:** Your instructor monitors discussions, but is not expected to respond to every posting. This is a student-centered learning course, so it is dependent on you and your group members to work together. Your instructor will interject to clarify or re-direct discussion topics as needed. If you have questions or concerns regarding discussion postings, contact the instructor directly via Blackboard Mail. The instructor evaluates discussion participation at the end of each unit according to the above assessment rubric.

**Graded Essay**

This is a 500+ word essay about a future "legend" of rock music you would nominate for induction into the Rock Hall of Fame. Your essay should explain why you think this artist or non-performer deserves induction. Please refer to the Rock Hall Induction Process for the basic categories for nomination: [http://www.rockhall.com/inductees/induction-process/](http://www.rockhall.com/inductees/induction-process/)

Your essay should include a background of the nominee and your reasons why they should be inducted into the Rock Hall of Fame, as well as specific examples of contributions they have made. The “25 year” rule need not apply to artists, as the purpose of the essay is to speculate on who you think will one day be considered a “rock legend,” including present-day artists, e.g., Beyoncé.

Evaluation of your essay is based on criteria similar to the Discussion Rubric above with an emphasis on quality of writing. While the essay is opinion-oriented, your supporting evidence is the crucial aspect of evaluation. In other words, do not choose a nominee based solely on your personal taste; you may like a local bar band very much, but without a “hit” record, they are not likely to be considered for induction into the Rock Hall.

All essays will be made available to the entire class for commentary and criticism. The instructor, however, determines the final grade for the assignment.

**Final Comment**

Having taught online courses for several years now, my key recommendation to you is “diligence.” Students who move through the course at a consistent, regular pace inevitably fare better than those who “cram” for their exams. I am hopeful that the subject matter will interest you enough that you will want to spend time studying the material, but recognize that other commitments (e.g., major classes, work responsibilities, personal matters, etc.) can sometimes take priority. Since attendance is not a requirement of the course, you have to be self-motivated. I encourage you to treat the course like any other class by scheduling it as if we were meeting face-to-face at a regular time on regular days, e.g., MWF, 9-10am. Make it a commitment to yourself that you will “be” there for class at those times and I’m sure you will do well. I look forward to a great semester! “See” you in class!
Hugh A. Glauser School of Music

Course Syllabi, Academic Year 2010

In accordance with University policy the following two items are attached to all School of Music Syllabi

Memo to Students:

A. University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas http://www.registrar.sheets.kent.edu/disability/facultystaff/Syllabus Statement.htm for more information on registration procedures).

B. It is the student’s responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first two weeks of the semester to ensure proper enrollments. Should you determine an error in your class schedule, you have until the end of the second week of each semester to correct it with your advising office and the Office of the Registrar. If registration errors are not corrected by this date and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive credit for the course at the conclusion of the semester.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Mar-10  Curriculum Bulletin _________
Effective Date  Fall 2011  Approved by EPC _________

Department
College  PR - Provost
Proposal  Establish University Requirement
Proposal Name  Experiential Learning Requirement

Description of proposal:
Establishment of an Experiential Learning Requirement for all baccalaurete-seeking students at Kent State University.

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)
Faculty should make decisions during fall 2010 regarding how they want their programs to meet the experiential learning requirement (i.e., deciding if the requirement should be tied to the major). Faculty will, during this time, choose the experiential learning options they consider appropriate for their majors. This information will be published in the fall 2011 University Catalog and on fall 2011 program roadmaps.

Units consulted (other departments, programs or campuses affected by this proposal):
Office of the Provost, URCC (approved 26-Mar-10), all college curriculum committees

__________________________________________________  ____/____/____
Department Chair / School Director / Campus Dean

__________________________________________________  ____/____/____
College Dean

__________________________________________________  ____/____/____
Dean of Regional Campuses / Dean of Graduate Studies

__________________________________________________  ____/____/____
Provost and Senior Vice President for Academic Affairs

REQUIRED ENDORSEMENTS

EPC Agenda | 19 April 2010 | Attachment 4 | Page 1
The Curriculum Implementation Task Force, a committee of faculty and administrators appointed last fall, proposes implementation for a university requirement in experiential learning, effective Fall 2011.

The proposal is based on the report of the 21st Century Curriculum Core Committee, accepted by EPC in May, 2009. In this report from the 21st Century Curriculum Core Committee, a recommendation was made for a university requirement that all students who graduate from Kent State will fulfill an experiential learning requirement (ELR).

The nature of the requirement is left to the discretion of the degree program. The attached Proposal Summary includes an initial draft of what this process might look like, including a draft catalog copy of the ELR, samples of ELR activities, a description of the process to obtain ELR approval for whole courses, and the process to create individual contracts with students for experiences that are not whole courses.

Please do not hesitate to contact us if there are any questions. We will be happy to meet with the committee when it considers the proposal.

Cc: Stephane Booth, Associate Provost
Proposal for a University Experiential Learning Requirement (ELR)

Curriculum Implementation Task Force Members
Alicia Crowe, Education, Health, and Human Services (Co-Chair)
Ralph Lorenz, Arts (Co-Chair)
Janis Crowther, Arts and Sciences
Richard Devore, Arts
John Duncan, Technology
Rozell Duncan, Communication and Information
Diana Fleming, Nursing
Gloria (Lettie) Gonzalez, Education, Health, and Human Services
Leslie Heaphy, Arts and Sciences, Stark Campus
Mary Lou Holly, Faculty Professional Development Center
Tina L. Kandakai, Office of Experiential Education and Civic Engagement
Wei Li, Business Administration
Joe Ortiz, Arts and Sciences
Charity Snyder, Vacca Office of Student Services
Kathryn Strand, Architecture and Environmental Design
Amanda Thomas, graduate assistant, Quality Initiatives and Curriculum
Therese Tillett, Curriculum Services

Introduction

The Curriculum Implementation Task Force was charged by Provost Robert G. Frank with determining implementation plans for the ten recommendations made by the 21st Century Curriculum Core Committee in their Spring 2009 report (accepted by EPC on May 18, 2009). The ELR specifically relates to the first recommendation of the report from the 21st Century Curriculum Core Committee:

Recommendation One: Every student at Kent State University should participate in at least one experiential learning activity before graduation. Such activities might include, but are not limited to: undergraduate research or creative activity; community outreach; service learning; a substantive laboratory, internship, practicum, observational learning, clinical or student teaching activity; an international learning experience; a capstone course, thesis or project; or an equivalent experience as determined by faculty in each major. By June 2009, every unit will review its curriculum and provide evidence to its Dean that an experiential learning activity is required in each of its programs. Any program without acceptable evidence must be revised to include an experiential learning activity, effective in the Fall 2010 catalog. A statement of how each program provides an experiential learning activity should be included with each major program description in the undergraduate catalog, beginning in Fall 2010. A general statement of rationale for making an experiential learning activity a university-wide requirement should be included in the catalog along with the similar rationale statements for LERs, Writing Intensive Courses, and Diversity requirements. (21st Century Curriculum Core Committee Final Report, Spring 2009, p. 2. Note: dates of implementation in this original report will necessarily be modified in the Task Force’s proposal.)
Experiential learning encompasses diverse forms of learning by doing, ranging from service-learning to lab research to student teaching, with many other examples provided in this document. The Task Force has recognized five general categories of ELR: civic engagement, creative activities, practical experiences, research, and study abroad/away. Each academic unit is given discretion to decide the nature of the ELR and how it will be certified for that unit. There are three general approaches to offering credit in ELR:

- An entire course may be approved as an ELR course, similar to WIC and diversity designations. A student passing an ELR course will automatically receive credit for having fulfilled the ELR; no additional forms will be required from the student or faculty.
- A portion of a course with an ELR component can be used to fulfill the ELR. The process by which these cases are approved in a program and among faculty and students is determined by the unit.
- A non-course activity can be used to fulfill the ELR if the program agrees to this approach. These cases are approved through a contract between a student and supervising faculty member.

Additional details will be found in the proposed catalog copy, samples of activities, and frequently asked questions.

**Process**

The Curriculum Implementation Task Force was formed at the beginning of Fall 2009 to consider ways to implement the recommendations of the 21st Century Curriculum Core Committee. We met weekly throughout the fall and the first few weeks of spring semester. Initial documents were shared with various department/school/college curriculum committees for feedback and then were placed on a university website for additional feedback. The Task Force subsequently considered this feedback and made appropriate revisions in the proposal, which now goes to the URCC for further consideration.

If the ELR is accepted through the entire approval process, the following actions should take place:

- The ELR should be added to GPS and roadmaps.
- The ELR forms should be made into electronic forms that can be completed online through the normal curricular review process.
- The ELR categories and the ELR should be added to KAPS/DegreeWorks so that it is clear to students when the requirement has been met. If possible, a means should be developed to note fulfillment of the ELR on transcripts.
- A Workflow (or other appropriate process) should be created so that notification is automatically sent to KAPS/DegreeWorks as the ELR is approved for a student. The notification should display “in progress” when the experience is initiated, and “completed” when the experience has been successfully fulfilled.
- Faculty should make decisions during the fall semester of 2010 regarding how they want their program graduates/majors to meet the ELR requirement (e.g., whether the ELR should be tied to the major). Faculty in programs should choose the options they consider appropriate for their majors. For example, a program/department may decide that a course it offers is an appropriate way for students to meet the ELR, or a program/department might decide on three or four ways that students can meet the ELR (e.g., a research course, a research experience, or a study abroad experience.
Experiential Learning Requirement

The purpose of Kent State’s experiential learning requirement is to provide students with the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings.

Kent State recognizes that there are diverse ways to fulfill the experiential learning requirement. To accommodate such diversity, an experiential learning activity may fall into one or more of the following categories:

1. **Civic Engagement**
   Civic engagement enables Kent State students to interact with people from diverse backgrounds; to challenge their understanding of community needs and the systems addressing those needs; and to explore ways of improving community life. The primary purpose for activities that fall into this category encompasses community involvement, awareness, learning or reflection.

2. **Creative/Artistic Activities**
   Creative/artistic activities enable Kent State students to engage in various forms of creative expression to produce works that reflect a synthesis of knowledge and skills. These works may be original or interpretative and may be expressed through performances, portfolios, exhibits, pieces of work or other significant projects.

3. **Practical Experiences**
   Practical experiences enable Kent State students to actively extend learning to new contexts outside the typical classroom environment. These experiences allow students to use skills and concepts related to their career path while engaging in work-like settings that are common to their field of study.

4. **Research**
   Research activities enable Kent State students to engage in systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study. This research can be applied, creative/artistic, descriptive, experimental, historical, inferential, observational or theoretical.

5. **Study Abroad/Away**
   Study abroad/away activities enable Kent State students to be immersed in an off-campus environment. These experiences contribute to a student’s understanding of culture, customs, diversity, history, language, politics, religion, society and/or traditions.
Experiential Learning Requirement Draft Catalog Copy continued

Guidelines

1. As part of the requirements for any baccalaureate, all students must satisfy the experiential learning requirement.
2. The requirement may be fulfilled by a course, a component of a course or a non-credit paid or unpaid experience. Courses may be at either the lower- or upper-division level.
3. For non-course options, students must obtain prior approval from their program faculty for the experience.
4. The requirement may be fulfilled individually or collaboratively.
5. Students must meet the learning outcomes listed below and any additional learning outcomes as defined by their program.
6. Satisfactory completion of this requirement will be determined by the faculty.
7. Experiential learning opportunities must be completed while enrolled at Kent State University.
8. These experiential learning opportunities must meet existing university regulations and guidelines (e.g., institutional review board approval for research with animals or human subjects, memoranda of affiliation/understanding with community partners).

Learning Outcomes

Students will be able to:
- Connect ideas, concepts and skills developed at the university with their applications to new and different contexts.
- Demonstrate the implementation of ideas, concepts and/or skills studied at the university in new and different contexts.
- Demonstrate how this experience has broadened their understanding of the discipline, the world or themselves as learners.
- Reflect on the meaning of the experience for their current and future learning.
Examples of Experiential Learning Activities

These examples are not restrictive but are meant to give a general idea about possibilities within the five categories of ELR.

Civic Engagement Examples

Community Development
Community-Based Action Research
Community-Based Research
Service-Learning

Creative Activities Examples

Architecture
Exhibits
Original Designs

Art
Creative Projects
Exhibits

Dance
Internship
Major Dance Performance
Original Choreography
Student Direction

English/Writing
Creative Projects
Oral Interpretation
Original Poetry
Original Writing Project

Fashion
Original Design Portfolio
Original Designs
Runway Show
Show

Communication
Editorial Writing
General Editing
Publisher

Music
Compositions
Concertos
Major Roles
Recitals

Theatre
Directing
Major Role
Playwright
Principal Costume Designer
Principal Lighting Designer
Principal Set Designer

Journalism and Mass Communication

Generalized Discipline
Creative Projects:
Discipline-Specific Exhibits
Discipline-Specific Portfolios
Practical Experiences Examples

- Internships
- Laboratory
- Leadership/Management Experience
- Learning Communities
- Optional Practical Training (OPT) (per U.S. Citizenship and Immigration Services)
- Politics/Public Policy Experience
- Practicum
- Practicum-Oriented Thesis Project
- Practicum-Oriented Research
- Residency Experience
- Service-Learning
- Student Teaching
- Teaching Practicum
- Training Program
- Tutoring
- Volunteer Work in Discipline/Area of Study
- Work Experience
- Work in Clinical Settings
- Work Study (related to course of study)

Research Examples

- Community-Based Research
- Creative Activities
- Field Research
- Lab Research
- Oral History Research

Study Abroad/Away Examples

- Columbus program each fall
- Faculty-led short-term programs
- Fashion Design Studio in NYC
- Internships abroad or beyond Northeast Ohio: CAPA program in Sydney; VCD internships at places such as Discovery Channel, MTV, Smithsonian, etc. (Numerous programs at Kent either require or encourage an internship for their students.)
- National Student Exchange
- Overseas student teaching through COST
- Sea Semester
- Semester, year-long and summer programs: Florence, Geneva, Dresden Summer Language Program, Leicester, Ulster, Uganda, China, Quebec, Mexico, etc.
- Summer Intensive Study in Dance
- WPNI program each spring
Draft Course-Based Experiential Learning Requirement Forms

Instructions

If a unit is seeking approval for an entire course to meet the University Experiential Learning Requirement (ELR), it should complete the EXPERIENTIAL LEARNING REQUIREMENT (ELR) COURSE FORM.

The form will need to be approved through the normal curricular process for your unit.

Upon approval from the college, the form must be approved by the University Requirements Curriculum Committee and the Educational Policy Committee.

If your program chooses to use an activity within a course for students to fulfill the ELR, you can use the EXPERIENTIAL LEARNING ACTIVITIES WITHIN A COURSE APPROVAL FORM.

The program will need to choose a process to approve activities within a course. The EXPERIENTIAL LEARNING ACTIVITIES WITHIN A COURSE APPROVAL FORM can be used to do this.

Once approved by a program, this option should be made available to students.

If your program chooses to allow a student to fulfill the ELR with a non-course activity, the Experiential Learning Requirement Contract should be completed with the student(s) involved.

The faculty member and the student(s) complete and agree to the contract.

The contract is given to the proper department/school designee for approval. The contract should be approved no later than the end of the second week of class. Upon approval, a copy should be placed in the student’s file.

Within two weeks of satisfactory completion of the experiential learning experience, a notation should be recorded in Banner that the ELR has been fulfilled; the Experiential Learning Assessment form should be placed in the student’s file.
Experiential Learning Course Proposal Cover Sheet
(use this form if your program is seeking approval for a whole course to count as an ELR)
(housed on the OEECE website)

Program/Department/School Submitting Proposal ___________________ Date Submitted _____
Contact Person ____________________ E-mail _______________________ Phone ____________
Course Number/Title ________________________________________ Number of Credits _____

Check one:
▼ New Proposal  ▼ Resubmission with Revision; Date of Original Submission ______

Select Appropriate Experiential Learning Category/Categories: Drop down menu of five categories

Chair/Director Signature __________________________________________ Date ___________

Date Approved by College Curriculum Committee _________________

Dean Signature: _______________________________________________ Date ____________

For URCC use only

Date Received by URCC ______________

Decision:  
Approved (Date) ▼
Withdrawn by Submitter (Date)
Minor Revision – Resubmit (Date)
Major Revision – Resubmit (Date)
Denied (Date)
Course-Based Experiential Learning Requirement Form
(use this form if your program is seeking approval for a whole course as an ELR)
(for non-course opportunities and activities that are part of courses that have not been certified as ELR courses, see Experiential Learning Contract)

Please consult the Experiential Learning Guidelines as you respond to each item on this form. (The form and guidelines will be housed on the OEECE website.)

Course Subject/Number/Title:
Credit Hours:

Prerequisite(s):

Please attach a master syllabus for this course, and submit a course catalog update workflow.

The course objectives section of the syllabus must include the goals of the experiential learning component.

1. Describe how the course provides opportunities for students to:
   - Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   - Demonstrate the implementation of ideas, concepts, and/or skills studied in the classroom/at the university in new and different contexts;
   - Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   - Reflect on the meaning of the experience for their current and future learning.

2. Explain how the four learning outcomes will be assessed:
   - Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   - Demonstrate the implementation of ideas, concepts, and/or skills studied in the classroom/at the university in new and different contexts;
   - Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   - Reflect on the meaning of the experience for their current and future learning.

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

URCC Use Only

Date Received by URCC ________________ Date Approved by EPC ________________

Date Approved by URCC ________________ Date Removed as ELR ________________
EXPERIMENTAL LEARNING ACTIVITIES WITHIN A COURSE
APPROVAL FORM
(housed on the OEECE website)
(departmental/school approval required before beginning the experience)

Experiential Learning Experience Title: ____________________________________________

Course Title that the ELR is a component of: _______________________________________

Faculty Name: ______________________  Beginning Date: ______  End Date: ______

Please attach a master syllabus for this course and keep on file in the departmental office. The activity within the course must be represented in the syllabus, and the course objectives section of the syllabus must include the goals of the experiential learning component.

Please attach a document that does the following:

1. Describe how the activity provides opportunities for students to:
   • Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   • Demonstrate the implementation of ideas, concepts, and/or skills studied in the classroom/at the university in new and different contexts;
   • Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   • Reflect on the meaning of the experience for their current and future learning.

2. Explain how the four learning outcomes will be assessed:
   • Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   • Demonstrate the implementation of ideas, concepts, and/or skills studied in the classroom/at the university in new and different contexts;
   • Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   • Reflect on the meaning of the experience for their current and future learning.

***At the end of the term, the faculty member teaching this course will submit a list of all students (with their Banner IDs) who have successfully completed the ELR requirement; the appropriate advising unit will note the ELR fulfillment in each student’s official record (KAPS/DegreeWorks).

Department/School Use Only

Date received by Chair/Director _____________  Date approved by program ________________

Date assessment record received _____________  Date student records marked ______________
EXPERIENTIAL LEARNING CONTRACT FOR NON-COURSE ACTIVITIES
(departmental/school approval required before beginning the experience)

Student Name: ___________________________ Banner ID: ___________________________

Phone Number: ___________________________ E-mail Address: ___________________________

Permanent Address: _______________________________________________________________

Current Address: ________________________________________________________________

Experiential Learning Experience Title: ______________________________________________

Faculty Name: ___________________________ Beginning Date: ________ End Date: ________

Either within the descriptions of the experience below that the faculty member and the student agree to or on a separate sheet:

1. Describe how this ELR provides opportunities for this student/these students to:
   • Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   • Demonstrate the implementation of ideas, concepts, and/or skills studied in the classroom/at the university in new and different contexts;
   • Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   • Reflect on the meaning of the experience for their current and future learning.

2. Explain how the four learning outcomes for ELRs will be assessed:
   • Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;
   • Demonstrate the implementation of ideas, concepts, and/or skills studied in the classroom/at the university in new and different contexts;
   • Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and
   • Reflect on the meaning of the experience for their current and future learning.

Experiential Learning Experience Description: __________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Goals/Objectives

Activities

Assessments/Due Dates

Off-Site Supervisor (if applicable)

Name: __________________________ Title: __________________________

Organization: __________________________ Phone Number: __________

E-mail Address: __________________________ Street Address: __________________________

City: __________ State: __________ Zip Code: __________ Country: __________

Insert sentence here about agreement (if applicable) for your program or the activity to meet existing university regulations and guidelines (e.g., IRB approval needed).

Student Date  Faculty Member Date

Department/School Designee Date  Off-Site Supervisor Date
Did the student fulfill the requirements of the contract for the ELR?  

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Faculty Member</th>
<th>Date</th>
</tr>
</thead>
</table>

*Office use only:*

Date contract filed:  
Date assessment filed: 

Date ELR was noted in computer system:  
Person who entered ELR into computer:
FREQUENTLY ASKED QUESTIONS:

- We already require a course in our major that we see as meeting the spirit of the ELR; what do we do?
  - If you already require an appropriate course for the ELR in your major, then you will want to complete the *Experiential Learning Course Proposal Cover Sheet* and the *Course-Based Experiential Learning Requirement Form* and go through the traditional curriculum approval process. Your program should also send traditional program requirement revision paperwork through the curriculum approval process to reflect the new ELR and how the requirement is met for this program.

- Where can our program find resources or help in considering how to create an experiential learning opportunity?
  - Office of Experiential Education and Civic Engagement  
    [http://www1.kent.edu/experiential/](http://www1.kent.edu/experiential/)
  - Office of Quality Initiatives and Curriculum  
    [http://www1.kent.edu/aqip/](http://www1.kent.edu/aqip/)
  - Faculty Professional Development Center  
    [http://fpdc.kent.edu/](http://fpdc.kent.edu/)

- Our program has a study abroad program, a course, and an internship experience that we think all meet the spirit of the ELR, and we would like to allow students to choose among these three options; what do we do?
  - All three options can be made available. Any course to be certified should be submitted through the curricular approval process using the *Experiential Learning Course Proposal Cover Sheet* and the *Course-Based Experiential Learning Requirement Form*. Your program should also send traditional program requirement revision paperwork through the curriculum approval process to reflect the new ELR and how the requirement is met for this program.

- How are workloads computed for the supervision of individual experiential learning activities?
  - Each unit will make its own determination, to be reflected in each unit’s handbook, on how best to account for workload in the supervision of individual experiential learning activities. Some units may, especially if there are a great number of individual experiences that a faculty member is supervising, consider workload in new ways. Offering an ELR-designated course can reduce the number of individual supervised experiences.

- Who completes the forms if the student is doing a *non-course activity* for this requirement?
  - Each unit may decide how exactly to process the forms. A faculty member will need to assess whether the learning goals were satisfactorily met. Some units may decide that the student must download the form and bring it completed to the faculty member for approval, while others may decide to have a student come to a faculty member with their choice and have the two complete the form together.
• How do we handle ELR activities that are part of a course but not contained in a certified ELR whole course?
  o For these types of experiences, the activity will be a portion of a course. If a program chooses an activity of this type, then the faculty member who is teaching the course should complete the EXPERIENTIAL LEARNING ACTIVITIES WITHIN A COURSE APPROVAL FORM each time the course is offered. Each unit can create its own process for approval, since these activities are apt to change from one semester to the next. Some units may decide that the department will review ELR activities within a course each semester. A faculty member who is teaching a course with an ELR component would submit the form to the departmental colleagues for consideration. If approved, students would be notified that this option is an approved ELR opportunity. At the end of the term, the faculty member teaching the course would submit a list of students from the course who satisfactorily completed the experiential learning activity to the department/school head, and the appropriate advising unit would record the ELR fulfillment in the students’ KAPS/DegreeWorks reports by the end of the month.

• Are ELR opportunities required to fall within a student’s major courses?
  o Each unit will make its own determination whether to allow ELR credit from courses or experiences outside the student’s major.

• If a student changes majors after having fulfilled the ELR, will a new ELR experience be required within the new major?
  o In general, since the ELR is a university requirement, students will not be asked to complete a new ELR experience after changing majors. However, it is possible that a new ELR experience will occur if it is part of a required course in the new major.

• Where will the ELR forms be housed?
  o All forms will be housed on the website of the Office of Experiential Education and Civic Engagement: http://www1.kent.edu/experiential/

• Are students allowed to initiate the paperwork for ELR credit after the experience has been completed?
  o No. If credit does not come from an ELR course or part of a course that is already pre-approved by their program, then students must receive initial approval by the end of the second week of the semester.

• Is there an option for students to add a service-learning component to an existing course?
  o Yes. Students can add one credit hour of a service-learning component to an existing course (“Experiential Learning Credit Proposal”). The approval form will be accessed from the website of the Office of Experiential Education and Civic Engagement: http://www1.kent.edu/experiential/. However, these service-learning components are not automatically approved ELRs; a program must decide if these are acceptable.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Apr-10  Curriculum Bulletin __________
Effective Date Fall 2010  Approved by EPC __________

Department
College PR - Provost
Proposal Revise Policy
Proposal Name Catalog Rights and Exclusions--Revision

Description of proposal:
The purpose of this revision is to require undergraduate students at all campuses to move to the catalog-in-force after six years of enrollment. To ensure that all Kent State undergraduates graduate with a current curriculum, this policy will begin Fall 2010 and retroactively affect all students.

To allow for planning and transition of this policy, students under a catalog prior to 2004 will need to update their catalog by Fall 2011.

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)
With the rapid rate of change, particularly with technology, this policy ensures students keep current in their program as well as coordinates catalog years with the nationally standardized six-year graduation rates.

Units consulted (other departments, programs or campuses affected by this proposal):
A+A deans, Curriculum Studies, GPS, Enrollment Management Division, AAAC, Executive Dean-Regional Campuses

REQUIRED ENDORSEMENTS

__________________________________________________  ____/____/__ __
Department Chair / School Director / Campus Dean

__________________________________________________  ____/____/____
College Dean

__________________________________________________  ____/____/____
Executive Dean of Regional Campuses / Dean of Graduate Studies

__________________________________________________  ____/____/____
Senior Vice President for Academic Affairs and Provost
Proposal Summary

Title: Catalog Rights and Exclusions--Revision

Subject Specification: The purpose of this revision is to require undergraduate students at all campuses to move to the catalog-in-force after six years.

Background Information:

Background: The current policy, approved by EPC in 1998, requires students who do not complete degree requirements within ten years to update to the current catalog. According to the meeting notes, the ten-year time span was decided upon because of consistency with accreditation reviews and because all courses and curricula change formally and informally in a ten-year period. This is an internal policy; OBR has no such policy for universities.

Description of action: The purpose of this revision is to require undergraduate students at all campuses to move to the catalog-in-force after six years. To ensure that all Kent State undergraduates graduate with a current curriculum, this policy begins Fall 2010 and retroactively affects all students. However, to allow for planning and communication of this new policy, students under a catalog prior to 2004 will need to update their catalog by Fall 2011. A transition year will enable time for students to talk over their options with their advisor.

Students who are making steady progress toward their degree will be given every consideration to ensure that a catalog change will not negatively impact their progress to degree attainment. Faculty and professional advisors will evaluate student audits and will be able to make program exceptions to ensure that students will not be negatively impacted.

Rationale for action: The premise linking the ten-year catalog limit to accreditation is no longer relevant since the University moved to the AQIP accreditation process. With the impact of new and emerging technologies, a ten-year curricular span could mean that recent graduates could have taken classes considered obsolete in their field. Consistent with Academic Affairs’ strategy of enhancing academic excellence and innovation, programs must stay current. A ten-year span is no longer appropriate given the rapid rate of change. Furthermore, OBR continues to place more emphasis on institutional graduation rates. Linking the catalog year with our strategic direction and the nationally standardized six-year graduation rate maintains reasonable program currency.

A related benefit to this policy change is streamlined curricular processes as the university will not have to keep as many concurrent catalogs.

Alternatives and Consequences: The alternative is to keep the current policy and risk having students graduate without the benefit of the most recent innovations and technologies in their field as well as keeping a policy that is inconsistent with Academic Affairs strategic direction.

Reducing the number of catalog years to six will simplify curricular and advising practices making it easier to monitor and track students. With the adoption of GPS and Timetabling, this policy also supports other strategic initiatives aimed at improving student success.
Questions have been raised about the impact of this policy on our students. Data are attached showing that the impact on the number of students will be minimal. With a one-year transition period, the impact will be even less than indicated in the attached chart, as more students will have graduated.

Colleges and campuses retain the latitude to make program adjustments to individual students who could be disadvantaged by migrating to a new catalog. Advising and service will be improved.

**Specific Recommendation and Justification:** Effective Fall 2010 all undergraduate students at all campuses will move to the catalog-in-force after six years. To allow for planning and communication to this new policy, students under a catalog prior to 2004 will need to update their catalog by Fall 2011. A transition year will enable time for students to talk over their options with their advisor.

**Timetable and Actions Required:**
1. Approval by EPC
2. Approval by Faculty Senate
3. Communication to students
   General communication about the policy will occur through Flashline, Daily Kent Stater, and through correspondence from advisors. Communication to students directly impacted by this policy will occur through advisors, colleges and campuses.
4. Clarity to advisors on specific implementation procedures
   This process will be guided/developed by AAAC.
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Catalog Rights and Exclusions

The university has established the following Catalog rights and exclusions relating to degree requirements. While these Catalog rights establish specific degree requirements for undergraduate students, the exclusions noted ensure that the knowledge and skills acquired by students will be current with the state of knowledge in their fields of study.

Rights

1. Students’ academic requirements are based on the Catalog that is in force during their first semester of enrollment at Kent State University.
2. Students may elect to complete a degree program under the most recent Catalog. When changing Catalog year, students must comply with all of the requirements relevant to their program in the newer Catalog.
3. Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.

Exclusions

1. Students who transfer to another university and return to Kent State are readmitted under the Catalog-in-force at the time of readmission.
2. Students who do not satisfactorily complete 12 semester hours at Kent State in two calendar years must satisfy the requirements of the most recent Catalog. Transient work, Credit-By-Examination and coursework receiving grades of AU, F, NF, SF, IN, NR, W, U or Z will not count toward completing the 12 hours.
3. Students who do not complete degree requirements within six years are required to update to the current Catalog.
4. Dismissed students are reinstated under the Catalog-in-force at the time of reinstatement.
5. Changes in degree requirements will be made to keep programs in compliance with accreditation, certification or licensure standards. Implementation of these standards may require that students update to the current Catalog.
6. Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students’ college will identify available alternatives for the completion of degree requirements.

In rare instances an exception to the above policy may be granted by the college dean.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8-Apr-10     Curriculum Bulletin _________
Effective Date     Fall 2010     Approved by EPC _________

Department  Provost's Office
College  select one
Degree
Program Name  Program Code
Concentration(s)  Concentration(s) Code(s)
Proposal  Revise Program Policy

Description of proposal:
Revise Policy for dismissal of undergraduate students from the university for academic reasons, to create consistency in the standards for such dismissals and to have those dismissals determined and performed by the Office of the Provost.

Does proposed revision change program’s total credit hours?  □ Yes  □ No
Current total credit hours:  Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact on programs. Limited impact on procedures

Units consulted (other departments, programs or campuses affected by this proposal):
A&A Deans

REQUIRED ENDORSEMENTS

_________________________    ______________________
Department Chair / School Director / Campus Dean

_________________________    ______________________
College Dean

_________________________    ______________________
Dean of Graduate Studies (for graduate proposals)

_________________________    4/8/10
Provost and Senior Vice President for Academic Affairs
Proposal Summary
Revision to the Academic Dismissal Policy

Subject Specifications:
The intent of this proposal is to create consistency in the standards for dismissal and to place
the responsibility for academic dismissal from the university in the Office of the Provost.

Background Information:
While dismissals from programs will remain the responsibility of an academic unit with approval
of the Dean, dismissal from the university will become the responsibility of the Provost.

The intent of the policy change is to ensure that students who cannot meet the academic
standards in a specific major or program, and are thus currently subject to dismissal from the
university, are provided an opportunity for guidance and advising about alternative and options
available elsewhere in the university.

While individual programs and units have the right and the responsibility to decide that a
student is “not permitted to continue” in an academic program, the Provost is charged with
final decision-making authority about dismissal from the university.

The Provost will receive recommendations from academic units and Deans prior to making final
decisions about dismissal from the university. He will also confer with appropriate academic
advisors in Undergraduate Studies and Student Success if deemed necessary and appropriate.

There will be very limited effect, if any, upon current programs and offerings. There will be
additional work for the Provost’s office and there may be some additional work for
Undergraduate Studies and Student Success if the Provost’s office refers students to those units
for additional guidance and advising.

Costs of dismissal (preparation and certified mailing of dismissal letters) will now be the
responsibility of the Provost’s office rather than the colleges/campuses.

Alternatives and Consequences:
The alternative is to leave the decision and cost of dismissing a student from the university with
the colleges/campuses, thereby placing both undue authority and undue burden on those
units.

Specific Recommendations and Justification:
The preferred action is to vest authority of dismissal from the university in the Provost’s office.

Timetable and Actions Required:
Policy to come into operation Fall 2010. Portions of the policy and operations have been
piloted since Spring 2009.
Dismissal and Reinstatement

Dismissal

Students whose academic performance indicates a limited chance of obtaining the minimum grades required for graduation will be subject to dismissal from the university.

The provost may dismiss:

1. A student on probation if the student’s cumulative GPA is within the following ranges:
   - 16 – 29 GPA hours - below 1.50 cumulative GPA
   - 30 – 59 GPA hours - below 1.70 cumulative GPA
   - 60 – 89 GPA hours - below 1.80 cumulative GPA
   - 90 or more GPA hours - below 1.90 cumulative GPA

   Note: The provost may choose not to dismiss a student within the stated ranges if circumstances warrant.

2. A student who fails to make adequate progress toward completion of the program of study (including but not limited to excessive complete term withdrawals, course withdrawals, or NF/SF grades).

The provost will not dismiss a student on probation if any of the following conditions apply to that student:

1. It is the student’s first semester of enrollment at Kent State University (including first-semester freshmen or first-semester transfer students).
2. The student has 15 or fewer GPA hours at Kent State University.
3. The student was in good academic standing at the end of the preceding term of enrollment.
4. The student earned a term GPA of 2.00 or greater (unadjusted for recalculation provisions in the course repeat policy).

Students who are dismissed should expect to be away from the university for a minimum of 12 consecutive months. Dismissed students may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on students’ official transcripts.

Note: For further information concerning the conditions of probation and dismissal, consult your college or campus advising office.
Guidelines for Appeals of Dismissal

A student who is dismissed has the right to appeal the decision. Appeals must be made in writing to the college or campus at which the student was enrolled at the time of dismissal.

The appeal letter must be composed, typed, and signed by the student. The appeal letter may be delivered personally or sent by mail and must include original documentation. Appeal letters also may be sent by fax or as an e-mail attachment from the student’s Kent State e-mail address but must be supplemented by submitting original documentation. Appeal letters for a dismissal made at the end of the Fall Semester must be received by the Friday before Spring Semester begins. Appeal letters for a dismissal made at the end of the Spring Semester must be received by June 15.

Appeals must be based on recent circumstances that were beyond the control of the student. Appeal letters must include the following:

1. An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness, or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.

2. Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor’s KSU e-mail address. If errors have occurred in one or more reported grades, the course instructor must verify that a grade change has been submitted.

3. An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc. was not taken before the end of the semester.

4. A detailed plan of action for achieving academic success for any future enrollment at Kent State University.

5. The student’s full name, Banner ID number, current and permanent mailing addresses, current and permanent phone numbers, and Kent State e-mail address.

Appeals that do not meet these guidelines will not be reviewed.

Reinstatement

Reinstatement after dismissal from Kent State University is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved. For programs with selective admission requirements, specified certification standards, or additional program and graduation requirements, reinstatement may be impossible.

Application for reinstatement after the required period of time away from the university should be made to the dean of the college or Regional Campus that houses the major program the student wishes to enter. The application should include convincing evidence of the student’s motivation to continue and of the student’s specific efforts during the period of dismissal to eliminate previous weaknesses. After evaluating the Application for Reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.

A student who is reinstated is automatically placed on probation until good academic standing (minimum cumulative grade point average of 2.00) is attained. Academic requirements will be determined by the Catalog-in-force at the time the student re-enrolls at the university.

If a student under dismissal intends to enroll in coursework elsewhere before applying for reinstatement, authorization for required testing.

"Deleted:" from which the student was dismissed

"Deleted:" or sent from each instructor’s KSU e-mail address. If errors have occurred in one or more reported grades, the course instructor must verify that a grade change has been submitted.

"Deleted:" or Regional Campus from which the students were dismissed, or through other means.

"Deleted:" to which the students wish to transfer

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to Kent State University, advising should first be obtained from the appropriate college or campus advising office. Coursework taken elsewhere may not be applicable to specified Kent State University degree programs, and enrollment may affect the student’s potential use of the Academic Forgiveness Policy or limit the advantages of recalculation provisions in the university’s Course Repeat Policy.

Note: For further information concerning reinstatement, consult your college or campus advising office.
Academic Standing

In Good Academic Standing
Students with a cumulative grade point average of 2.00 or greater are in good academic standing. Students with a cumulative grade point average less than 2.00 are placed on academic probation. Good academic standing is not the same as eligibility for financial aid or for participation in other activities of the university such as athletics, student organization leadership, extra-curricular activities, etc. For information about eligibility standards, contact the appropriate office or organization.

Midterm Warning
Students who earn a midterm grade point average of less than 2.00 will be placed on "MIDTERM WARNING."

Semester Warning
Students with a cumulative grade point average of 2.00 or greater who earn a semester grade point average of less than 2.00 in any given semester will be placed on "SEMESTER WARNING."

Selective Academic Program Warning
If a student's grade point average does not meet the standards required for a selective program, the dean may place the student on "SELECTIVE ACADEMIC PROGRAM WARNING." The student would be allowed to remain enrolled in the selective major while attempting to improve academic performance.

Not Permitted to Continue (NPC)
If a student's grade point average does not meet the standards required for a selective program, the dean may decide that the student is "NOT PERMITTED TO CONTINUE (NPC)" in that academic program. Unless the student's cumulative grade point average also is below the dismissal standard, the student may continue at the university but may either be asked to change to a "general" category in the college of the student's major (for exploration of other majors in the college) or be referred to another program (including those on the Regional Campuses) that does not have a graduation standard above the university minimum (2.00 cumulative GPA).

Academic Probation
Students who fail to maintain a cumulative grade point average of 2.00 will be placed on academic probation. This probation signifies that the cumulative performance is below the minimum university requirement for graduation. Students on probation will be notified by their dean's office. In addition, the following students will be placed on probation:
1. Students reinstated to the university after being dismissed because of poor scholarship.
2. Transfer students whose cumulative records at all previous institutions do not meet the minimum grade point average requirements of Kent State University.

Probation is an emphatic warning to students that the quality of their academic performance must improve if they are to obtain the minimum grades required for graduation. Students on probation must show considerable improvement in their academic work or they will be dismissed from the university.

Students on probation must reduce their course load as prescribed by the dean. The students also should reduce participation in social and extracurricular activities.

Students are removed from probation only when they achieve a cumulative grade point average of 2.00 or greater.
Student Course Load

A minimum of 121 semester hours of approved coursework must be satisfactorily completed to receive a baccalaureate degree. Students expecting to complete this minimum in four years by attending two semesters per academic year (usually fall and spring semesters) should average 15 credit hours per semester and a yearly total of 30 hours.

Approval by the students’ academic dean is required for students to register for an overload. An overload is considered as:

1. More than 18 hours in fall or spring semester.

2. More than six hours in a single five-week summer session; more than 10 hours in an eight-week summer session; more than 10 hours in overlapping summer sessions; or more than 12 hours for all summer sessions combined.

Students on academic probation may not register for more than 15 hours and may receive a prescription from the dean of the college that they further reduce the hours carried until removed from probation. Exceptions to this rule must be approved by the appropriate dean.

Students with questions on specific standards or definitions to qualify for benefits such as Social Security, Veterans Administration, loans and scholarships should consult the university approving and/or reporting office for details.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 9-Nov-09  Curriculum Bulletin __________
Effective Date  Fall 2010  Approved by EPC __________

Department  PLCT-
College  RG - Regional Campuses  College of Technology
Degree  AAS - Associate of Applied Science
Program Name  Plastics Manufacturing  Program Code  PLCT
Concentration(s)  Concentration(s) Code(s)
Proposa  Inactivate Program

Description of proposal:
Inactivate the program.

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours:  Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
Sub committee of AS&T, AS&T, CCC, E-mail the Regional Campus Deans

________________________________________
REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Executive Dean of Regional Campuses / Dean of Graduate Studies

Senior Vice President for Academic Affairs and Provost

12/4/09  7/19/09  11/4/2010
To: Therese E. Tillet, Director of Curriculum Services

From: Michael A. Czayka, Associate Professor Technology, Lead Faculty MERT/PLCT/IERT

Subject: Inactivate Plastics Manufacturing (PLCT)

Date: November 20, 2009

Summary statement describing the proposed action:

Inactive the plastics Manufacturing Associates degree due to lack of interest.

Curricular Bodies That Have Reviewed and Approved This Action

PLCT sub group

College of Technology, Applied Science and Technology Program Area

College of Technology, College Curriculum Committee
To: Therese E. Tillet, Director of Curriculum Services

From: Michael A. Czayka, Associate Professor Technology, Lead Faculty
MERT/PLCT/IERT

Subject: Inactivate Plastics Manufacturing (PLCT)

Date: November 20, 2009

Summary statement describing the proposed action:

Inactive the plastics Manufacturing Associates degree due to lack of interest.

Curricular Bodies That Have Reviewed and Approved This Action

PLCT sub group

College of Technology, Applied Science and Technology Program Area

College of Technology, College Curriculum Committee
Inactivation of the Plastics Manufacturing Engineering Technology program.

The purpose is to inactivate the Associates of Applied Science in Plastics Manufacturing Engineering Technology Program. (AAS PLCT)

Background Information:

This program has not seen any enrollment for several years and there is no indications that this is going to change in the future.

Alternatives and Consequences:

No impact on facilities or faculty.

Specific Recommendations and Justification:

The preferred action is to inactivate this degree.

Timetable and Actions Required:

The proposal has passed the MERT group and the AS&T group. It will be presented at the next CCC meeting. The last step is EPC at its next regular meeting. The goal is to inactivate this program in the Fall of 2010.

CCP attached:

Catalog Copy:

The Associate of Applied Science in Plastics Manufacturing Engineering Technology provides students with knowledge and skills in both simulated and actual manufacturing environments in the areas of materials, design, computer-controlled equipment and manufacturing processes specific to the plastics industry. The program emphasizes the development of strong mathematical and analytical problem-solving skills and provides a foundation in chemistry and physics. It also incorporates computer applications in manufacturing processes and product development. Requirements articulate with the Plastics Manufacturing certificate and the technology 2+2 baccalaureate degree. Contact an advisor for more information. This major is available at the Trumbull and Tuscarawas campuses.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Dec-09  Curriculum Bulletin ________
Effective Date Fall 2010  Approved by EPC ________

Department Division of Health Occupations
College RG - Regional College
Degree ATS - Associate of Technical Study
Program Name Emergency Medical Services Technology  Program Code EMST
Concentration(s) Concentration(s) Code(s)
Proposal Inactivate Program

Description of proposal:
Inactivate the Emergency Medical Services Technology Program at Geauga which is available only through Geauga

Does proposed revision change program’s total credit hours?  ☐ Yes  ☑ No
Current total credit hours:  Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
none

Units consulted (other departments, programs or campuses affected by this proposal):
none

REQUIRED ENDORSEMENTS

[Signature]
Department Chair / School Director / Campus Dean  11/11/2010

[Signature]
College Dean  11/11/2010

[Signature]
Dean of Graduate Studies (for graduate proposals)

[Signature]
Provost and Senior Vice President for Academic Affairs

Program currently offered at Geauga only.
Proposal submitted (April EPC) to offer program at Trumbull Campus.
Interdepartmental Correspondence

To: Wanda Thomas, Interim Executive Dean, Regional Campuses

From: David Mohan, Dean Geauga Campus

Date: 01/07/2010

Subject: PROPOSED PROGRAM/COURSE INACTIVATIONS

Enclosed is a proposal to inactivate the Emergency Medical Services program from the Geauga Campus. Geauga is the only campus that offers this program.

The associate of technical study in Emergency Medical Services program has experienced little enrollment since 2003; a total of 8 students enrolled over this 6 year period. Inactivating the program will allow faculty, staff, and administrators the opportunity to focus on creating new and maintaining current vital programs offered at the Geauga Campus. There are no faculty members or students affected by this change.

The Geauga Campus faculty and the Regional Campus College have been consulted about this inactivation.

Approval Required:
Geauga Campus Faculty  12/16/2009
Geauga Campus Dean  12/16/2009
Executive Dean, Regional Campuses Dean
PROGRAM INACTIVATION PROPOSAL

SUBJECT: Inactivation of Emergency Medical Services Technology (EMST) program at the Geauga Campus

Background:

The purpose of this proposal is to inactivate the Emergency Medical Services Technology program and cease accepting majors into the program effective Fall 2010. At present there are 2 students enrolled in this program at the Geauga Campus. A total of 8 students have been enrolled in this program in the past 6 years.

This degree was originally implemented to allow certified paramedics to complete an associate’s degree with the option of continuing into the 2+2 bachelor degree program. The new BAS degree would serve this contingency without the need for a responsible faculty to meet AQUIP requirements. Additionally, the AQUIP requirements associated with this degree warrant more time than seems advisable considering the lack of enrollment. The campus can better use the resources that are presently allocated to this program to develop and maintain other programs.

The program does not have a fulltime faculty member assigned. It does not have a special accreditation.

The inactivation of this program will not have an effect on any other university program. There are no classes provided exclusively for this degree.

There are currently only 2 EMST majors and these two students will have the opportunity to complete their degrees. No student will lose credit when the program is inactivated.

Alternative and Consequences:

Alternative: Inactivate Program
Consequences: None

Specific Recommendations and Justification:

We recommend the Emergency Medical Services Technology program be inactivated at this time. The past performance of the program indicates there is not sufficient need for this type of degree in our service area.

Timetable and Action Required:

Consulted with Geauga Campus FAC 12/16/2009
Send documentation to Executive Dean, Regional Campuses 01/07/2010
Submit proposal to EPC
Submit proposal to Faculty Senate

In order to expedite the inactivation we would like to cease accepting majors into the program beginning Fall 2010 semester.
EMST, HORT, and ITTN enrollments at Geauga Campus (Fall Terms)

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</tr>
<tr>
<td>200680</td>
<td></td>
<td>31</td>
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<td>200880</td>
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<td>3</td>
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</tr>
<tr>
<td>200980</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>8</td>
<td>309</td>
<td>112</td>
<td>429</td>
</tr>
</tbody>
</table>
**Critical requirements are boldface in shaded areas**

<table>
<thead>
<tr>
<th>Course Subject and Title</th>
<th>Credit Hours</th>
<th>Min. Grade</th>
<th>Important Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Major: [30 Credit Hours]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paramedic certification</strong></td>
<td>30</td>
<td></td>
<td>Students must submit a copy of their paramedic certificate at the time of admission into the program; credit is awarded after minimum 33 hours of coursework.</td>
</tr>
<tr>
<td>Semester One: [16-17 Credit Hours]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMRT 11009 Introduction to Management Technology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCI 10001 Human Biology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 15000 Introduction to Human Communication</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 11011 College Writing I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 11009 Modeling Algebra or MATH 11010 Algebra for Calculus</td>
<td>3-4</td>
<td></td>
<td>Students planning to pursue the bachelor's degree in Technology should take MATH 11010.</td>
</tr>
<tr>
<td>US 10097 Destination Kent State: FYE</td>
<td>1</td>
<td></td>
<td>Not required of transfer students with 25 credits.</td>
</tr>
<tr>
<td>Semester Two: [14 Credit Hours]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCI 20020 Biological Structure and Function</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 10050 Fundamentals of Chemistry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMT 11000 Introduction to Computer Systems</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 21011 College Writing II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester Three: [3-5 Credit Hours]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASL 19201 American Sign Language I</td>
<td>3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or JUS 26704 Issues in Law and Society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or PSYC 11762 General Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or SPED 19201 American Sign Language I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or another foreign language</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graduation Requirements Summary**

<table>
<thead>
<tr>
<th>Minimum Total Hours</th>
<th>Minimum Major GPA</th>
<th>Minimum Overall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Note:** Coursework for the ATS in Emergency Medical Services Technology may be pursued at any Kent State campus; however, students must be advised at the Geauga campus.
Industrial Trades Technology Program

The Geauga and Trumbull campuses offer an associate degree completion program for students who have completed four years of apprenticeship/journeyman training. Apprentices must have completed their training from an organization working in cooperation with the Bureau of Apprenticeship and Training in the U.S. Department of Labor.

Students interested in this program should apply to either the Kent State Geauga or Trumbull campus and must meet with an advisor to be admitted to this program. Upon admission to this program, students will be granted 30 credit hours on the basis of their apprenticeship training. In addition, they must successfully complete a minimum of 35-35 hours of courses selected in accordance with the following curriculum:

I. TECHNICAL COURSES ........................................... 30
II. RELATED COURSES ........................................ 15
  COMT 11000 Introduction to Computer Systems ............... 3
  ECON 22003 Supervision and Labor Relations ................ 5
  MATH 11011 College Algebra .................................. 4
III. GENERAL STUDIES COURSES ................................. 20
  COMM 15000 Introduction to Human Communication .......... 3
  ENG 11111 College Writing I .................................. 3
  21111 College Writing II .................................... 3
  PSYC 11782 General Psychology ................................ 3
  US 10097 First Year Colloquium ................................ 1
  Choose from the following: ................................... 3
  JUS 28704 Issues in Law and Society (3)
  PSYC 11762 General Psychology (3)
  SPED 13221 American Sign Language I (4)
  or any foreign language (4)

Coursework may be pursued at any Regional Campus, but students must be advised at the Geauga Campus.

Radiologic Technology Completion Program

The Salem Campus offers associate degree completion programs for certified radiologic technologists and diagnostic medical sonographers who have completed their training at an accredited institution and have been certified by the American Registry of
**Bachelor's Degrees**

**Results for 'E'**

Kent State University's eight-campus system, one of the largest regional systems in the country, serves both the development of a true living/learning approach at the Kent Campus and regional needs on seven other campuses throughout Northeast Ohio. The campuses offer a wide array of programs ranging from computer technology, education and nursing to arts and humanities. The Kent Campus provides the resources and facilities of a large diverse university while the Regional Campuses - Ashland, Elyria, Firestone, Kent, Salem, Stark, Tuscarawas - offer the friendly, casual atmosphere of small liberal arts colleges.

<table>
<thead>
<tr>
<th>PROGRAM NAME</th>
<th>DEGREE</th>
<th>CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education Technology</td>
<td>Education and Teaching</td>
<td>Ashland</td>
</tr>
<tr>
<td>Electrical/Electronic Engineering Technology (Computer)</td>
<td>Communication, Journalism and Media Science and the Environment</td>
<td>Ashtabula, Elyria, Firestone, Kent, Salem, Stark, Tuscarawas</td>
</tr>
<tr>
<td>Electrical/Electronic Engineering Technology (General)</td>
<td>Communication, Journalism and Media Science and the Environment</td>
<td>Ashland, Elyria, Firestone, Kent, Salem, Stark, Tuscarawas</td>
</tr>
<tr>
<td>Emergency Medical Services Technology</td>
<td>Business Healthcare</td>
<td>Athens</td>
</tr>
<tr>
<td>Engineering of Information Technology</td>
<td>Business</td>
<td>Tuscarawas</td>
</tr>
<tr>
<td>Environment Management</td>
<td>Science and the Environment</td>
<td>Stark, Tuscarawas</td>
</tr>
<tr>
<td>Environmental Technology</td>
<td>Computers, Math and Technology Law, Public Safety and Natural Resources Science and the Environment</td>
<td>Tuscarawas</td>
</tr>
</tbody>
</table>

Frequently Asked Questions | Undergraduate Catalog | Graduate Catalog | GPS Home | Kent State University Home | Contact Us

http://solutions.kent.edu/gps/roadmap/ProgramResults.aspx?lvl=a&lst=E

4/8/2010
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11-Mar-10   Curriculum Bulletin ________
Effective Date    Spring 2010   Approved by EPC ________

Department: Provost's office
College: PR - Provost
Degree: Program Name: Dual Credit   Program Code
Concentration(s): Concentration(s) Code(s)
Proposal: Establish Program Policy

Description of proposal:
Establish a Dual Credit Policy between Kent State University and high schools.

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours: Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
NA

Units consulted (other departments, programs or campuses affected by this proposal):
NA

REQUIRED ENDORSEMENTS

_________________________________________  ____/____/____
Department Chair / School Director / Campus Dean

_________________________________________  ____/____/____
College Dean

_________________________________________  ____/____/____
Executive Dean of Regional Campuses / Dean of Graduate Studies  3/12/10

_________________________________________
Senior Vice President for Academic Affairs and Provost
Proposal Summary

Title: Establish a Dual Credit Policy

Subject Specification: This is to establish a policy that describes the criteria for an agreement between Kent State University and a high school to offer dual credit courses.

Background Information:
Description of Action: Establish a policy to allow high school students to take courses which award credit in both high school and college.

Conformity of action with mission of sponsoring unit: This action conforms well with the University mission to provide educational opportunities.

Rationale for action: Makes educational opportunities more available.

Effect on current programs, offerings, students and staff: NA

Scope of action: the University

Fiscal and staffing impact of action: This process will be determined on a negotiated basis.

Evidence of need: Making a college education more accessible.

Alternatives and Consequences: Not approving would deny high school students an easier access to college.

Specific Recommendation and Justification: Approve policy for educational benefit

Timetable and Actions Required: EPC approval: 3/2010; Faculty Senate approval 4/2010
Transmittal Memo

Date: March 12, 2010

To: Therese Tillett
   Director of Curriculum Services

From: Dr. Timothy Chandler
      Senior Associate Provost

Re: Establishment of Dual Credit Policy

Attached is the proposal to establish a Dual Credit Policy to offer courses in high schools through Kent State University where students will receive credit at both institutions.

This policy will establish guidelines for both Kent State University and the high schools with which dual credit agreements are established.

The Department of Undergraduate Studies and the Provost's Office have approved this policy.
Dual Credit

Program Structure and Administration:

Dual-credit courses offered in high schools through Kent State University must duplicate the identical course offerings delivered on the campuses of Kent State University to matriculated students. Courses must be approved for dual-credit status, and credit awarded must be deemed acceptable in transfer by faculty of the appropriate academic department (unit) of the university. Elements of dual-credit courses to be approved by the on-campus faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, teaching/learning facilities, level of rigor, and environment, including appropriate teaching/learning technologies, and student assessment strategies.

KSU is responsible for maintaining a dual-credit student’s college transcript. All courses will be identified on the college transcript as the regular college-level course. The high school is responsible for maintaining the student’s high school transcript.

Courses taken for dual credit will become part of the student’s official college transcript; and, therefore, the earned credits will be accepted at KSU. The evaluation of courses when transferring to postsecondary institutions other than KSU is the purview of the receiving institution.

Program Requirements and Expectations:

- Students enrolled in dual-credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.
- A dual-credit class taught in a high school must be composed only of students who have been admitted to Kent State University and who are registered for the course.
- For dual-credit courses, grading criteria must allow faculty the opportunity to award high school only or high school and college credit depending upon student performance.
- KSU will provide dual-credit students full access to KSU libraries and electronic databases as appropriate.
- KSU will provide dual-credit students general academic support services including academic advising, regardless of whether the course is taken at the high school or the University.
- KSU expects that departmentally approved liaisons will monitor dual credit classes taught in high schools by high school teachers to provide necessary oversight and ensure academic quality. University and High School partners should develop appropriate funding models to ensure that such oversight is available. Academic deans have the authority to approve dual credit efforts. The Provost office will set a minimum level of funding. Academic Deans will have the option of negotiating above that level.
- When first establishing dual credit courses taught in a high school, departmental liaisons should contact the Associate Director of Early College Programs for assistance with logistics and articulation between high school and university.
Faculty Qualifications and Support:

High school instructors of dual-credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. As such, dual-credit instructors shall comply with these standards required by academic units at KSU. In keeping with state requirements it is expected that high school teachers will hold a master's degree or a Ph.D. in the discipline in which they are teaching.

New dual-credit instructors will participate in orientation activities provided by the University, campus and/or academic department. Continuing dual-credit instructors must participate in both the same professional development and evaluation activities as those expected of adjunct faculty on the university campuses. In order to assure comparability of the dual-credit courses with the corresponding experiences on the college campus, college academic departments will provide instructors of dual-credit courses with support services, including a designated on-campus faculty member to serve as a liaison. Dual-credit instructors will be evaluated according to KSUs evaluation policies for other part-time/adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department. Thus, Kent State University will provide on-site supervision and evaluation of the dual-credit faculty. The faculty liaisons must make at least one visit to the high school each semester. Student Surveys of Instruction will be administered in the dual-credit course within the time frame and with the method (paper or electronic) utilized by the university.

Student Requirements:

For acceptance into the program the following application materials provided by the student will be required for review, as well as listed admissions criteria:

- Completed written college application
- High school transcripts
- Recommendation from high school faculty and guidance counselor
- Preferred 3.0 cumulative high school grade point average on a 4.0 scale.
- Preferred ACT composite score of 23 or combined SAT score of 1070 (reading and math).

Assessment of Student Performance:

One of the responsibilities of the faculty liaison will be to ensure that dual-credit instructors are using comparable methods of assessment and testing in their dual-credit courses. To demonstrate comparability between dual-credit courses and on-campus courses, Kent State University will
require dual-credit instructors to use either the same final exam as their faculty liaison or an exam that has been approved by their faculty liaison.

**Memorandum of Understanding:**

All dual credit efforts require the development of a Memorandum of Understanding (MOU) that details the scope of the project, the responsibilities of the high school and the university, student requirements, course requirements, faculty requirements, and the financial model employed. In addition, the MOU must reflect that both parties agree to the following:

a. To certify that their sites are ADA compliant.

b. To comply with all applicable provisions of the Family Educational and Privacy Rights Act 20 USC - 1232g.

c. In all cases, to comply with all federal, state, and local laws applicable to this Agreement.

d. To have in place and abide by a policy prohibiting sexual harassment.

e. To comply with the standards of national accrediting agencies regarding requirements for accreditation, licensure, certification etc.

Individual departmental/school requirements may be appended to the basic template.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11-Feb-10  Curriculum Bulletin _________
Effective Date Fall 2011  Approved by EPC _________

Department JMC, VCD
College CI - Communication and Information
Degree CER1 - Post-Secondary Certificate <1 year
Program Name New Media  Program Code C112
Concentration(s) Concentration(s) Code(s)
Proposal Inactivate Program

Description of proposal:
Inactivate the Post-Secondary (C112) Certificate in New Media

Does proposed revision change program's total credit hours?  □ Yes  □ No
Current total credit hours:  Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
none

Units consulted (other departments, programs or campuses affected by this proposal):
COMM, JMC, LIS, VCD

__________________________________________
Department Chair / School Director / Campus Dean  3/18/10

__________________________________________
College Dean  3/19/10

__________________________________________
Dean of Graduate Studies (for graduate proposals)

__________________________________________
Provost and Senior Vice President for Academic Affairs
TRANSMITTAL MEMO
COLLEGE OF COMMUNICATION AND INFORMATION
Kent State University

TO: Therese E. Tillett, Director of Curriculum Services
FROM: LuEtt Hanson, Associate Dean
SUBJECT: Curriculum Proposals
DATE: March 17, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposal:

Inactivate New Media Certificate Programs C112, C601, C803

This proposal has been approved by the following:

COMM FAC 3/5/10
JMC FAC 2/12/10
LIS FAC 2/12/10
VCD FAC 3/5/10
CCI CCC 3/17/10
Proposal Summary

Inactivate the New Media Certificate Programs

The purpose of this proposal is to inactivate the New Media Certificate Programs:

- Post-Secondary Certificate C112
- Post-Baccalaureate Certificate C601
- Post-Master’s Certificate C803

These programs were established several years ago when digital media were first becoming widely available. Since many units on campus were introducing courses in the use and application of these new media to their individual disciplines, the New Media Certificate Programs were intended to be inter-disciplinary. However, the goals of the programs were never specified, the curricula were vague and the programs were never marketed. Instead of bringing new enrollment to Kent State, the New Media Certificate programs languished. Although the programs are still listed in curriculum records as active, the two graduate-level programs are not even mentioned in the current Graduate Catalog. According to the Cognos Report saar-012 AIMS Enrollment Reporting, as of Spring Semester 2010 there are no students enrolled in any of the New Media Certificate programs.

The acquisition of a certificate in New Media apparently has not been a compelling reason for students to enroll in these programs, and the title of the programs is now obsolete. The College of Communication and Information recommends that the programs be inactivated.
Certificate

New Media [C112]

The Kent State University undergraduate certificate in new media is an interdisciplinary program designed to prepare students in three primary areas of competence: Literacy, Design and Production. Literacy courses explore communication skills, new media understanding and the integration of emerging technology theory in applied settings. Courses in the design and production of new media explore conceptual processes of creating new media and develop a student's ability to author and implement the design of media in a variety of digital forms.

**Course requirements for new media certificate (16 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 20003</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>VCD 27001</td>
<td>Visual Design for Media: Basic</td>
<td>1</td>
</tr>
<tr>
<td>37000</td>
<td>Visual Design for Media: Advanced</td>
<td>3</td>
</tr>
<tr>
<td>40025</td>
<td>Professional Portfolio: Graphic Design/Illustration</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Mar-10
Effective Date Fall 2010
Curriculum Bulletin
Approved by EPC

Department Division of Health Occupations
College RE - Regional College
Degree ATS - Associate of Technical Study
Program Name Emergency Medical Services Technology
Program Code EMST
Concentration(s) Offer Program at New Site
Proposal

Description of proposal:
Request approval to offer the full associate degree program in Emergency Medical Services Technology at the Trumbull Campus. Program is currently offered at the Geauga Campus only. However, as of fall 2010, it will be inactivated at that campus.

Does proposed revision change program’s total credit hours? ☐ Yes ☒ No
Current total credit hours: 63
Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None, as the Geauga Campus will no longer offer this program. No other institution in the region is offering this degree program.

Units consulted (other departments, programs or campuses affected by this proposal):
Geauga Campus

REQUARED ENDORSEMENTS

[Signature]
Department Chair / School Director / Campus Dean

[Signature]
College Dean

[Signature]
Dean of Graduate Studies (for graduate proposals)

[Signature]
Provost and Senior Vice President for Academic Affairs
CHANGE REQUEST

ADDITIONAL DELIVERY SITES

Date of submission: March 29, 2010

Name of institution: Kent State University at Trumbull

Program(s) to be delivered at the site: Associate of Technical Study degree in Emergency Medical Services Technology

Proposed start date: August 2010

Rationale:

Briefly describe the rationale for offering the program at the new site.

Kent State University is responding to regional requests for such a degree in the Trumbull and Mahoning counties. Currently in development at the Trumbull Campus is establishment of a Bachelor in Fire Science and Emergency Preparedness as well as other bachelor’s degree offerings. It is planned that this ATS degree will articulate into these proposed and other bachelor’s degrees, thus providing a clear career pathway from certificate to associate to bachelor’s degree.

Resources and facilities:

Provide the name and address of the off-site location. Include in your response the distance from the off-site location to the main campus/administrative site.

Kent State’s Trumbull Campus is located at 4314 Mahoning Avenue NW in Warren, approximately 30-35 miles from the Kent Campus.

Describe the facilities of the off-site location. Your response may include a description of administrative buildings, classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments.

The Trumbull Campus spans 438 acres with three buildings occupying 246,500 square feet of space and comprising administrative offices, classrooms, laboratories, computer labs, cafeteria, student lounge, library, wellness center, student affairs and a learning center.

Describe any additional resources (e.g., laboratories, technology, etc.) that will be needed as a result of delivering the program(s) at the site and provide a timeline for acquiring/implementing such resources at the site.

There are no additional resources required to implement this degree as the Trumbull Campus currently offers the courses required in the program.
Indicate whether the institution has entered into a collaborative agreement with another entity to deliver the program(s) at the intended site. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

Not applicable.

**Academic leadership:**

Submit an organizational chart of the governance structure at the off-site location.

See Appendix A.

Describe the role of the individual responsible for overseeing the operations at the off-site location. In your response, include the title of the individual; their duties and responsibilities at the site; and the title of the individual/office on the main campus/administrative site that the individual reports to.

Wanda E. Thomas, PhD, is the dean and chief administrative officer at the Trumbull Campus. This position provides overall leadership and direction and assumes responsibility for all aspects of campus administration and operation. The position reports to Robert G. Frank, PhD, provost and senior vice president for academic affairs at Kent State University.

Describe the role of other professional/support personnel at the site. In your response, include the title of the individual; their duties and responsibilities at the site; and the title of the individual/office at the off-site location that the individual reports to.

As this is an established regional campus (since 1965) of Kent State University, there is a full range of support personnel who are supervised by an associate dean for academic affairs and a director of student affairs and enrollment management. These positions supervise staff in offices that include, but not exclusive to, the library, computer technology, learning center, disability services, admissions, registration, financial aid, advisement, registrar, bursar and tutoring center. There are approximately 100 faculty and staff members at the Trumbull Campus.

**Administrative/support services:**

Describe the administrative services (e.g., admissions, financial aid, advising, registrar, etc.) available at the proposed site. If services are not available at the proposed site, describe how students access such services.

As this is an established regional campus (since 1965) of Kent State University, there is a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, disability services, library.

Describe the student services (e.g., tutoring, counseling, career development, etc.) available at the proposed site. If services are not available at the proposed site, describe how students access such services.

The Trumbull Campus Learning Center provides free tutoring and career development services. The Office of Student Affairs provides academic advisement and counseling. Students can access these services on campus or, for many, by e-services.
Indicate whether the institution has entered into a collaborative agreement with another entity to provide administrative/student services at the intended site. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

Not applicable.

**Library resources:**

Complete the following table to describe the library resources available at the proposed site.

<table>
<thead>
<tr>
<th>On-site Physical Library</th>
<th>Librarian/Professional Staff On-site</th>
<th>Resources</th>
<th>Services</th>
<th>Hours of Operation</th>
<th>Access to Main Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>50,000 volumes/reference materials Computer lab (36 computers) 150 print journal subscriptions</td>
<td>Orientation Reference desk Copy machines Interlibrary loan OhioLINK KentLink Grants information</td>
<td>Monday to Thursday: 8 a.m.–8 p.m. Friday: 9 a.m.–12 p.m. Saturday: 8 a.m.–12 p.m.</td>
<td>Online</td>
</tr>
</tbody>
</table>

Describe the role of the administrative head of the on-site library. In your response, include the title of the position; term; duties and responsibilities of the individual; whom the individual reports to; and indicate whether the individual has faculty status. Submit the CV/resume of this individual as an appendix item.

**Library Director:** (Rose Ann Guerrieri, MLIS, see appendix B for curriculum vitae) A full-time administrative and tenure-track faculty position with appointment of assistant professor. The position reports to the associate dean of the Trumbull Campus. Responsible for all library operations; library personnel management, including training and supervision of three-to-four full-time staff and five student employees; development of policies and procedures; short- and long-term planning; budget compliance; program development; staff development; grants information collection supervisor; mailroom supervisor; provides general information, research and reference services; teaches and accesses information literacy in collaboration with faculty; liaison to academic departments; collaborates with faculty members on collection development; and responsible for on-going assessment of collection.

Describe the role of the professional personnel of the on-site library. In your response, include the number of staff persons; titles of the positions; term; duties and responsibilities of the individuals; whom the individuals report to; and indicate whether the individuals have faculty status. Submit the CV/resumes of these individuals as an appendix item.

**Reference Librarian:** (Harry L. Packard, MLIS, see appendix B for curriculum vitae) A full-time administrative and non-tenure-track faculty position. The position reports to the library director of the Trumbull Campus. Provides general information, research and reference services; teaches and accesses information literacy in collaboration with faculty; liaison to academic departments, collaborates with faculty members on collection development; and responsible for on-going assessment of collection. Oversees two full-time and one part-time staff personnel and five student employees.

Indicate whether the institution has entered into a collaborative agreement with another entity to provide library resources/services at the intended site. If so, indicate the parties involved, purpose and timeline of the agreement. Submit a copy of the agreement as an appendix item.

Not applicable.
Faculty:

Provide the number of existing faculty available to teach at the proposed site.

Full-time faculty: 28
Less-than-full-time faculty: 19

Indicate whether the institution will need to identify additional faculty to deliver the program(s) at the proposed site. If additional faculty are needed, describe the appointment process and provide a timeline for identifying such individuals.

No additional faculty required.

Complete the faculty matrix for the faculty who will be teaching at the proposed site. Please include open positions in the matrix. If the institution intends to deliver multiple programs at the site, complete a separate faculty matrix for each program. Please note that the institution will need to submit faculty resumes as part of the review.

Faculty curricula vitae for the following are in Appendix B.

<table>
<thead>
<tr>
<th>Name of instructor</th>
<th>Rank or title</th>
<th>Full/part time</th>
<th>Degree, institution, year, discipline</th>
<th>Years teaching experience in discipline</th>
<th>Additional discipline expertise</th>
<th>Course individual will teach in proposed program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salah M. Blaih</td>
<td>Associate Professor</td>
<td>FT</td>
<td>PhD, Ohio State University, 1988, analytical chemistry</td>
<td>25</td>
<td>CHEM 10050</td>
<td></td>
</tr>
<tr>
<td>Noelle Bowles</td>
<td>Associate Professor</td>
<td>FT</td>
<td>PhD, University of Miami, 1996, English</td>
<td>13</td>
<td>ENG 11011</td>
<td></td>
</tr>
<tr>
<td>James R. Eberle</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>PhD, Syracuse University, 1994, molecular dev. genetics</td>
<td>14</td>
<td>BSCI 10001</td>
<td></td>
</tr>
<tr>
<td>Irene Gianakos</td>
<td>Associate Professor</td>
<td>FT</td>
<td>PhD. University of Akron, 1990, psychology</td>
<td>20</td>
<td>PSYC 11762</td>
<td></td>
</tr>
<tr>
<td>Min He</td>
<td>Professor</td>
<td>FT</td>
<td>PhD, Southern Illinois University, 1994, mathematics</td>
<td>16</td>
<td>MATH 10009</td>
<td></td>
</tr>
<tr>
<td>Pamela Lieske</td>
<td>Associate Professor</td>
<td>FT</td>
<td>PhD. University of Massachusetts, English</td>
<td>13</td>
<td>ENG 21011</td>
<td></td>
</tr>
<tr>
<td>Michael F. Lynch</td>
<td>Associate Professor</td>
<td>FT</td>
<td>PhD, Kent State University, 1985, English</td>
<td>20</td>
<td>ENG 21011</td>
<td></td>
</tr>
<tr>
<td>John A. Marino</td>
<td>Associate Professor</td>
<td>PT</td>
<td>MBA, Suffolk University, 1976, management</td>
<td>34</td>
<td>BMRT 10009</td>
<td></td>
</tr>
<tr>
<td>Jeffery A. Nelson</td>
<td>Associate Professor</td>
<td>FT</td>
<td>PhD, University of Michigan, 1972, speech</td>
<td>35</td>
<td>COMM 15000</td>
<td></td>
</tr>
<tr>
<td>Nancy M. Resh</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>MEd, Kent State University, 2000, rehabilitation counseling</td>
<td>5</td>
<td>ASL 19201</td>
<td></td>
</tr>
<tr>
<td>Carol L. Robinson</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>PhD, University of Georgia, 1994, literature</td>
<td>16</td>
<td>ENG 11011</td>
<td></td>
</tr>
<tr>
<td>Jonathan Stone</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>DC, National University of Health Sciences, 1988, chiropractic</td>
<td>22</td>
<td>BSCI 20020</td>
<td></td>
</tr>
<tr>
<td>William C. Ward</td>
<td>Associate Professor</td>
<td>FT</td>
<td>MBA, Baldwin-Wallace College, 1988, systems management</td>
<td>19</td>
<td>COMT 11000</td>
<td></td>
</tr>
<tr>
<td>Mary G. Wilson</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>PhD (ABD), Kent State University, political science</td>
<td>3</td>
<td>JUS 26704</td>
<td></td>
</tr>
</tbody>
</table>
Course offerings/descriptions:

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., core, general education, technical, elective) and indicate if they are part of the curriculum on the main campus or if they are unique to the site.

See Appendix C for program requirements sequentially listed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits (semester)</th>
<th>Core/Technical</th>
<th>General Education</th>
<th>Elective</th>
<th>Existing/New Course to Site</th>
<th>TAG/OTM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRT 11009 Introduction to Management</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>BSCI 10001 Human Biology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Existing OTM</td>
<td></td>
</tr>
<tr>
<td>BSCI 20020 Biological Structure and Function</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>Existing OTM</td>
<td></td>
</tr>
<tr>
<td>CHEM 10050 Fundamentals of Chemistry</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Existing OTM</td>
<td></td>
</tr>
<tr>
<td>COMM 15000 Introduction to Human Communication</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Existing TAG/OTM</td>
<td></td>
</tr>
<tr>
<td>COMT 11000 Introduction to Computer Systems</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>ENG 11011 College Writing I</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Existing TAG/OTM</td>
<td></td>
</tr>
<tr>
<td>ENG 21011 College Writing II</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Existing TAG/OTM</td>
<td></td>
</tr>
<tr>
<td>JUS 26704 Issues in Law and Society</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Existing OTM</td>
<td></td>
</tr>
<tr>
<td>MATH 10009 Modeling Algebra</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>Existing OTM</td>
<td></td>
</tr>
<tr>
<td>PSYC 11762 General Psychology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Existing TAG/OTM</td>
<td></td>
</tr>
<tr>
<td>SPED 19201 American Sign Language I (or foreign language)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>US 10097 Destination Kent State: First Year Experience</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief description of each NEW course in the proposed program. In your response, include the name and number of the course. Please note that the institution will be expected to submit syllabi for each NEW course as part of the review.

There are no new courses.

Alternative delivery options:

Indicate any alternative delivery options for the proposed program (check all that apply):

- Accelerated
- Hybrid/blended
- Online

Off-site program components:

Indicate if the proposed program contains any of the following off-site components (check all that apply):

- Not applicable.
- Apprenticeship
- Clinical
- Externship
- Co-op
- Student teaching
- Other (please describe): Field Placement
- Internship
Market research/evidence of workforce need:

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program at the proposed site. If so, briefly describe the results of those findings.

Kent State’s Geauga Campus currently offers the degree program. However, it is soon to be eliminated because it does not produce sufficient enrollment. The strategic plan for the Trumbull Campus includes developing new degrees in the areas of emergency preparedness, public safety and environmental health. Some of the individuals who would pursue such degrees are first responders who are EMTs and/or paramedics. Offering the ATS in Emergency Medical Services Technology will give broader access to individuals living in such counties as Ashtabula, Mahoning, Columbiana and Geauga.

Indicate whether the institution consulted with advisory groups, business and industry, or other experts when considering moving the program to the proposed site. If so, briefly describe the involvement of these groups in the development of the program.

The Trumbull Campus has charged a community advisory committee to assist in the development of new degree programs at the campus. This committee has recommended the addition of the Emergency Medical Services Technology program to Trumbull as it will serve a larger targeted region (than at Geauga) and provide an articulated pathway for baccalaureates. The campus also has letters of support from local agencies supporting the needs for such degree articulations.

Describe how the proposed program aligns with chancellor’s strategic plan for higher education in the state of Ohio.

This specific degree program—with the full possibilities of articulations from a certificate at a technical center and to a baccalaureate—is an example of the chancellor’s strategic plan goal to provide a comprehensive education to all Ohioans and to make regional campuses and community colleges a gateway to degree attainment at all levels.

Indicate whether any other institution within a 30-mile radius of your institution currently offers the proposed program. If so, list the institutions that offer the proposed program within this radius.

No other institution is offering this degree with the exception of Kent State’s Geauga Campus, which is planning to inactivate it as of fall 2010. (Approval of inactivation at the Geauga Campus will go to the Kent State Board of Trustees in May and then to the Ohio Board of Regents.)

Commitment to program delivery at site:

Provide a statement of the institution’s intent to fully support the program(s) at the proposed site upon authorization, and that if the institution decides in the future to close the site, the institution will provide the necessary resources/means for matriculated students to complete the program(s).

Many of the courses required in this program are required in several other programs offered at the Trumbull Campus; therefore, the courses will continue to be offered even if the program no longer is. Kent State recognizes its obligation for matriculated students to complete the degree into which they were admitted, no matter if the program is revised or eliminated after admittance. When this happens, students are notified and every effort to offer courses is provided to the students. Care is given, also, to meet the needs of part-time students.
Appendix items:

List the support documentation submitted with the request. Please clearly identify appendix items by name and letter/number.

Appendix A: Organizational chart of the governance structure at Kent State University at Trumbull.

Appendix B: Curricula vitae of the Trumbull Campus library director, reference librarian and the faculty members teaching the courses in the Emergency Medical Services Technology program at the Trumbull Campus.

Appendix C: Program requirement sheet (fall 2009 roadmap) for the ATS degree in Emergency Medical Services Technology.
EPC UNDERGRADUATE COUNCIL

**Ex-Officio Members present:** Provost and Senior Vice President Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Donald L. Bubenzer, John R. Crawford, Laura Cox Dzurec, Timothy S. Moerland, Gary M. Padak, Wanda E. Thomas, Stanley T. Wearden, Mark W. Weber, Donald R. Williams; Associate Dean Joanne M. Arhar; dean representative Richard H. Kolbe for Robert (Yank) Heisler Jr.

**Ex-Officio Members not present:** Dean James E. Dalton

**Faculty Senate-Appointed Representatives present:** Paul P. Abraham, Min He, David A. Kessler, Lowell S. Zurbuch

**Faculty Senate-Appointed Representative not present:** Bruce J. Gunning, Erica B. Lilly, Linda L. Williams

**Undergraduate Council Representatives present:** Paul J. Albanese, Pamela K. Evans, Diana L. Fleming, Todd Hawley, Sarah E. Rilling, Gretchen C. Rinnert, Stephen M. Zapytowski

**Undergraduate Council Representatives not present:** Roberto M. Uribe-Rendon

**Observers present:**

**Observers not present:** Brianna D. Lawhorn (Undergraduate Student Government)

**Consultants and Guests present:** Gregory M. Blase, Stephane E. Booth, Darwin L. Boyd, Connie S. Collier, Kevin L. Deemer, Landon E. Hancock, Brian K. Harvey, Anne Reid, Jennifer Sandoval, Denise A. Seachrist, Linnea A. Carlson Stafford, Therese E. Tillett, Michael J. Tubergen

Provost and Senior Vice President Robert G. Frank called to order the EPC Undergraduate Council at 3:21 p.m., on Monday, 25 January 2009, in room 204 of the Kent Student Center.

**Action Item 1:** Approval of minutes from 16 November 2009.

Executive Dean Wanda E. Thomas made motion to approve with no corrections, seconded by Professor Stephen M. Zapytowski and passed unanimously.

**Action Item 2:** Curricular restructure of the Regional College to align with the original intention for the establishment. All associate and bachelor’s degrees, certificate programs and associated courses unique to the Regional Campuses will be housed in the Regional College.

This item was withdrawn. Provost Frank explained that it would come back after more discussion with the affecting units.
Action Item 3: Inactivation of the Center for the Study of World Musics.

Dean John R. Crawford said the proposed inactivation was due to faculty resources and the suspension of the PhD degree in Musicology. His motion to approve was seconded by Dean Stanley T. Wearden and passed unanimously.

Action Item 4: Revision of the name of the Department of Chemistry [CHEM] to the Department of Chemistry and Biochemistry [CHMB].

Dean Timothy S. Moerland made a motion for approval. An EPC member asked why just bio since there are other types of chemistry, to which Dean Moerland replied that biochemistry is very large right now; the goal was for the department to appear in searches by prospective students. The motion passed unanimously.

Action Item 5: Establishment of three concentrations in the Classics [CLSS] major within the Bachelor of Arts [BA] degree: Greek [GRE], Latin [LAT] and Classical Civilization [CLSC]. Minimum total credit hours for program completion are unchanged at 121 (35 for major).

Dean Moerland’s motion for approval was seconded by Professor Zapytowski and approved unanimously by members.


Dean Wearden made a motion for approval. In response to questions about collaborations, both Dean Wearden and Assistant Professor Gregory M. Blase Stated that the school is working with the sports disciplines in the College of Education, Health and Human Services; the program comprises several courses from those disciplines.

Action Item 7: Establishment of a concentration, name change of another concentration and revision of the program requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. New concentration is Park Management [PMM]. Concentration Recreation and Park Management [RPM] changes name to Recreation Management [RMM]. Revisions are removing PEP 25068 and adjusting general elective credit; and removing PEB electives from the Tourism Management [TMM] concentration. Minimum total credit hours for program completion are unchanged at 121.

Action Item 8: Establishment of a Park Management [PMM] minor. Minimum total credit hours for program completion are 18.

Associate Dean Joanne M. Arhar presented both items together. She explained the differences between the two concentrations within the major and said with these revisions, the program will be unique compared to Ohio State. Her motion to approve was seconded by Dean Moerland; both items passed unanimously.

Action Item 9: Revision of the name of the Industrial Technology [INDT] major, to Applied Engineering [AENG], within the Bachelor of Science [BS] degree. In addition, establishment of an Applied Engineering and Technology Management [AETM] concentration. Minimum total credit hours for program completion are 122 for the Applied Engineering and Technology Management concentration and unchanged at 122-128 (depending on concentration) for the existing three concentrations.

A motion for approval made by Dean Donald L. Bubenzer was seconded by Dean Wearden. It was stressed that the name change was in response to aligning with the program’s accrediting body, which recently changed its name; no associate degree program will be changing; and the change does not affect course subjects. The item passed unanimously.

Executive Dean Wanda E. Thomas and others explained that the three individual campuses are authorized confer the degree program; inactivating it at one does not affect the other two. Her motion to approve was seconded by Professor Zapytowski and passed unanimously by members.

Action Item 11: Establishment of 14 concentrations in the non-degree Exploratory [EXPL] major: General [GENL]; Business [BUSN]; Health Care [HC]; Performing Arts [PA]; Sport and Recreation [SR]; Education and Teaching [ET]; Hospitality and Tourism [HT]; Design and Visual Arts [DVA]; Science and the Environment [SE]; Languages, Literature and Culture [LLC]; Law, Public Safety and Government [LPSG]; Human Services and Social Sciences [HSSS]; Communication, Journalism and Media [CJRM]; and Computers, Mathematics and Technology [CMT].

In moving item for approval, Dean Gary M. Padak said that the concentrations—with names that are aligned with the 13 interest areas on the GPS website—will enable Undergraduate Studies to take more full advantage of the GPS initiative in advising undeclared students to select a major early. EPC members voiced concern about students confusing the non-degree concentrations with degree programs with similar names. It was explained that it will be clear on application forms that students are declaring the major Exploratory (“undeclared” on applications) first, before being prompted to select a concentration. The system does not force students to select a concentration, and the General concentration will appeal to truly undecided students. It will be the advisors’ responsibility to further educate students on the meaning of the Exploratory major and its concentrations, and guide them to explore and decide upon a major. Since it is a non-degree program, the Exploratory major does not appear on student transcripts. Dean Padak detailed the benefits with having these concentrations, including being able to report to academic units undeclared students who are interested in disciplines in their area, that will enable units to further be aware of and recruit undeclared students to their majors. A request was made by a member to include information about the Exploratory major and its concentrations in the University Catalog.

The motion to approve was seconded by Dean Donald R. Williams and passed unanimously.

Discussion Item 1: The Regional College organizational structure; faculty governance; curriculum process; and faculty appointment, promotion, tenure and reappointment.

Provost Frank referred members to the chart in the document that detailed the two tracks for faculty appointment, promotion, tenure and reappointment for Regional Campuses faculty; the track taken depends on the faculty member being in either in the Regional College or another college. There was discussion on where Regional Campuses engineering technology faculty belong; currently, they are in the College of Technology. Other concerns focused on the tenure and appeal processes as well as the workload of the Regional College dean, who will also continue the duties as dean of his/her campus. Both the provost and Executive Dean Thomas assured members some of the housekeeping duties of the executive dean will be eliminated and, if the workload turns out to be excessive, administration will review the situation for possible restructure.

Members were informed that since most of the document does not fall under the EPC purview—and the portion that does was approved at a previous EPC meeting—the item was discussion only. It will go to Faculty Senate for approval.

With no requests to discuss or elevate any of the lesser action items, the meeting adjourned at 4:15 p.m.

Respectfully submitted,

Therese E. Tillett
Director of Curriculum Services
Office of the Provost

Jennifer Sandoval
Coordinator, Curriculum Services
Office of the Provost
EPC Graduate Council Minutes for 25 January 2010

EPC Graduate Council

Ex-officio Members present: Dean Mary Ann Stephens; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Isaac Richmond Nettey, Barbara F. Schloman, John R. Stalvey; associate dean representative Frederick W. Schroath for Richard H. Kolbe; Director Karen W. Budd

Ex-officio Members not present: Provost Robert G. Frank; Faculty Senate Chair Thomas Janson, Dean Wanda E. Thomas

Faculty Senate-Appointed Representatives present: Paul O’Keeffe, Susan Roxburgh, Fred T. Smith

Faculty Senate-Appointed Representative not present: Paul A. Farrell

Graduate Council Representatives present: Sloane R. Burgess, Raymond A. Craig, Nichole Egbert, Ann F. Jacobson

Graduate Council Representatives not present: John C. Duncan, Michael J. Loderstedt, Gregory S. Stroh, John H. Thornton

Observers present:

Observers not present: Aron D. Massey (Graduate Student Senate)

Consultants and Guests present: Jacob E. Barkley, Timothy J. Chandler, David W. Dalton, Lisa N.H. Delaney, Julie A. Gabella, Eugene C. Gartland, Jr., Ellen L. Glickman, Mary M. Dellman-Jenkins, Jason M. McGlothlin, Angela L. Ridgel, Monica Teamer, Anita M. Varrati

Dean Mary Ann Stephens called to order the EPC Graduate Council at 3:17 p.m., Monday, 25 January 2010, in the Kent Student Center Conference Suite. Dean Stephens took the opportunity to introduce the committee to Associate Dean for Graduate Studies, Ellen L. Glickman.

Action Item 1: Approval of the minutes of 16 November 2009.

Associate Dean Nancy E. Barbour moved for approval of the minutes, which was seconded by Associate Dean John R. Stalvey. With no questions or corrections the motion passed unanimously.

Action Item 2: Establishment of a concentration, Financial Engineering Quantitative [FEMQ], in the Financial Engineering [FEM] major within the Master of Science [MS] degree. The Concentration is for students from Xiamen University in China as part of an articulation (1+1) agreement. Minimum total credit hours for program completion are 32.

Associate Dean Stalvey introduced the item explaining that it was an interdisciplinary program between the Department of Mathematical Sciences and the Department of Finance, which has been in existence since the beginning of the decade. He added that the development of this concentration has allowed Kent State University to reach out to Xiamen University in China. Xiamen University is one of the top universities in China and a good institution with which to partner. This program was originally set up to transfer credits from Xiamen University to Kent State University; however, the Chinese government will not allow this, so this proposal is a creative solution. Associate Dean Frederick W. Schroath said that the program has been very successful, enrolling around 25 students. He added that students end up with around 60 hours between the two universities. Associate Dean Stalvey said that the students get all the courses they would have at each institution, except now they are combined. Associate Dean Stalvey introduced Professor Eugene C. Gartland from the Department of Mathematical Sciences and stated that he was present to answer any questions. With no questions heard, Associate Dean Stalvey moved approval of the item, which was seconded by Associate Dean Schroath. The item passed unanimously.
Action Item 3: Establishment of an Exercise Physiology [EXPH] major within the Master of Science [MS] degree. The program is currently a concentration in the Exercise, Leisure and Sport [ELS] major. Minimum total credit hours for program completion are 34.

Associate Dean Barbour introduced the item and said that this proposal is a result of the reorganization of the College of Education, Health and Human Services. She explained that all of the master’s degrees within Exercise, Leisure and Sport were split into three different schools. She added that this was an opportunity to make the major titles more accurate and better fit into the schools in which they are currently housed.

Senior Associate Provost Timothy J. Chandler asked why the title Exercise Physiology was used instead of the broader Exercise Science, considering there are only four faculty members and two have training in areas beyond exercise physiology. He expressed concern that there may be students with interests outside of the area of exercise physiology. Assistant Professor Jacob E. Barkley replied that concern was not something that had been discussed. Associate Dean Stalvey asked if he believed that it would dissuade students from applying. To which, Assistant Professor Barkley said that he did not believe so because the terms are used interchangeably.

With no further questions or comments Associate Dean Barbour moved approval of the item, which was seconded by Associate Dean Stalvey. The motion passed unanimously.

Action Item 4: Revision of the name of the Physical Education [PEP] major within the Doctor of Philosophy [PHD] degree. Name changes to Exercise Physiology [EXPH]. In addition, the sole concentration, Exercise Physiology [EXPH], is inactivated.

Associate Dean Barbour stated that this proposal is similar to the previous action item, and that these changes were again in response to the reorganization of the college. She added that the intent is to change the program to exercise physiology in keeping with the previous proposal.

Senior Associate Provost restated his concern with the title and students whose interests may fall into a broader area. Associate Dean Stalvey asked if RACGS and the Ohio Board of Regents get involved with a name change. He also questioned if the small size of the faculty would “raise eyebrows” at the Ohio Board of Regents. Senior Associate Provost replied in the negative to Associate Dean Stalvey’s concerns.

Associate Dean Barbour moved for approval of the item, which was seconded by Associate Dean Isaac R. Nettey. The item passed unanimously.

Action Item 5: Move of the Physical Education Teacher Education [PETE] concentration from the Exercise, Leisure and Sport [ELS] major to the Curriculum and Instruction [CI] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 40.

Associate Dean Barbour said that, again, this proposal is similar to previous action items, and that these changes were in response to the reorganization of the college. She explained that the faculty who are in physical education were formerly housed within the School of Exercise, Leisure and Sport, but are now overseen by the School of Teaching, Learning and Curriculum. She added that currently there is no PhD program for physical education; however, the faculty desired to create a concentration within the PhD program for the major of Curriculum and Instruction.

Senior Associate Provost Chandler stated that there are strong faculty in that area and believes that they will contribute greatly to the Curriculum and Instruction program. Associate Dean Barbour said that the creation of this concentration was desirable for them because they did not have this under the PhD program within the School of Exercise, Leisure and Sport.

Hearing no further questions or comments, Associate Dean Barbour moved approval of the item, which was seconded by Associate Dean Ralph Lorenz. The item passed unanimously.
As a point of clarification, Associate Dean LuEtt J. Hanson pointed out that the agenda indicated that this item was a revision to the Master of Arts degree. Upon inspection of the attached documentation it was determined that this item indeed was in reference to the Master of Arts degree. Associate Dean Barbour apologized and stated that she misrepresented but that the same rationale applies to the Master of Arts degree. She explained that she is ahead of herself, because she knows the school is putting forward a proposal for the PhD program as well.

Associate Dean Barbour revised the motion to indicate the changes were intended for the Master of Arts degree and moved approval of the item. Associate Dean Lorenz seconded her request. The motion passed unanimously.

Editor's note: after the EPC agenda was set and disseminated, the program coordinators contacted Curriculum Services to correct an error in the proposal. The concentration is moving to the MEd, not MA, degree in Curriculum and Instruction. A correction will be issued for the next EPC agenda.

Action Item 6: Establishment of a non-degree, endorsement program, Lead Professional Educator (Grades PreK-12). Minimum total credit hours for program completion are 15.

Associate Dean Barbour explained that this is a combination of the Educational Administration K-12 and Curriculum and Instruction programs. Associate Dean Barbour introduced Associate Professor Anita M. Varrati who explained that Ohio has just changed its licensure and recertification laws. She said that during the course of that process a call was put forth for proposals for institutions for leadership professional education. Kent State University’s proposal was one of four endorsements in the state accepted, she added. Associate Professor Varrati stated that this item is a formalization of the pilot program. Associate Dean Barbour added that this endorsement is being added on to an already existing master’s certification.

Hearing no questions or comments, Associate Dean Barbour moved for approval of the item, which was seconded by Associate Dean Nettey. The item passed unanimously.

Action Item 7: Establishment of an Instructional Technology [ITEC] concentration in the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. In addition, program requirements in the Educational Psychology major are revised to accommodate the new concentration. Minimum total credit hours for program completion are 75.

Associate Dean Barbour stated that this proposal was put forth by the instructional technology faculty within the educational psychology program so that the coursework would be recognized on the students’ transcript. She added that Associate Professor David W. Dalton was present to answer the council’s questions.

Associate Dean Nettey asked if the program code, ITEC, would remain the same. He added that the College of Technology uses that code for the Industrial Technology program. To which Associate Professor Dalton replied that said that the program would use some legacy courses from Educational Psychology [EDPF], but that the code ITEC has been used since the 1960s.

Editor note: The codes refer what is entered in the student system, Banner, and not necessarily what the units use internally. The Banner code for Instruction Technology has always been ITEC. The Banner code for Industrial Technology is INDT.

With no further questions or comments, Associate Dean Barbour moved for approval of the item. Associate Dean Nettey seconded the motion, which was approved unanimously.
Action Item 8: Revision of the name, progression and graduation requirements of the Community Counseling [CCON] major within the Master of Arts [MA] and Master of Education [MED] degrees. Name changes to Clinical Mental Health Counseling [CMHC], and a pre-practicum examination and a comprehensive examination are required for progression and graduation. Minimum total credit hours for program completion are unchanged at 60.

Associate Dean Barbour stated that this proposal from the Community Counseling program is very long and involved and is in response to the accrediting body, Council for Accreditation of Counseling and Related Educational Programs (CACREP). She added that the title “Community Counseling” is no longer appropriate, so the name is being changed to Clinical Mental Health Counseling, and a number of courses are also being changed. She stated that Associate Professor Jason M. McGlothlin was in attendance to answer questions.

Senior Associate Provost Chandler asked for clarification that the change is driven purely by accreditation. Associate Professor McGlothlin stated that the title more accurately describes the type of counseling being done; and that the accrediting body no longer recognizes “community counseling.” Associate Dean Barbour added that there is a shift from the option of doing 600 practicum hours in one semester, now it will be done in two semesters.

With no further questions or comments, Associate Dean Barbour moved for approval of the item. The motion was seconded by Associate Dean Hanson, and passed unanimously.

Dean Stephens then asked if anyone wanted to discuss any of the information or action items.


Senior Associate Provost Chandler asked why the Music Education program was being suspended. Associate Dean Lorenz stated that there are three concentrations within the major and two of those areas have had retirements and separations of faculty who have not been replaced. He added that there are not enough faculty members for a PhD. Senior Associate Provost Chandler said that his reason for asking was that if Kent State University is pushing to be a top-ranked research institution it may seem strange to defer on PhD programs, but in this case it makes sense.


Senior Associate Provost Chandler said that he had the same question for this item as for the previously discussed item. Associate Dean Schroath said that it was the same type of situation, not enough faculty members. He stated that applications are being accepted, but the students will not start the program until fall 2011.

Lesser Action Item 1: Establishment of an alternate delivery mechanism, partially web-based, for the Art Education [ARTE] major within the Master of Arts [MA] degree. Minimum total credit hours for program completion are unchanged at 33-35.

Associate Dean Lorenz explained that this program is not fully online, just a supplement. Professor Fred T. Smith stated that this item did go through the Faculty Advisory Council and was discussed by the members of Art Education. He stated they were moving toward online courses and this would benefit a lot of people. Dean Stephens asked what percentage of courses would be offered online. Professor Smith replied that just a small percentage would be. Associate Dean Barbara F. Schloman reminded members to keep the library needs in mind, because as these types of proposals move forward the faculty and staff in the library are interested in the best ways to support these courses.
Lesser Action Item 2: Revision of program requirements for the Chemical Physics [CPHY] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees. CPHY 6/72250 is removed; CPHY 6/72242 and 6/72245 increase credits; in the MS program, CHEM 6/70333 is replaced with CHEM 5/70478; in the PhD program, CPHY 72248 is added to the Optoelectronics [OELC] and Physical Properties of Liquid Crystals [PPLQ] concentrations; CPHY 72640 and 72643 increase credits, and the General Chemical Physics [GCP] concentration is reinstated (erroneously removed in a previous catalog). Minimum total credit hours for program completion are unchanged at 32 for the MS and 60 for the PhD.

Dean Stephens asked for further explanation on this proposal. Associate Dean Stalvey explained that this change is administered by Chemical Physics, which is interdisciplinary and its own separate unit. He added that it has its own Faculty Advisory Council and degree program. He added that this revision represents and evolution in the program. He said that it is still pretty much the same program, but specific content to some of the courses has changed.


Associate Dean Stalvey explained the reason for this item was that the faculty that originally proposed this program has left the College of Arts and Sciences and moved to the College of Public Health. He added that the college is looking at a possible department merger which may be interested in resurrecting this program, thus the college was asked not to do away with the program entirely. Associate Professor Susan Roxburgh stated that this program just passed through the Educational Policies Council not too long ago with considerable opposition, and that the suspension may suggest that those members concerns were justified. Associate Dean Stalvey said that he believed it would be worse to inactivate the program entirely. He added that when “battle is waged” with the Ohio Board of Regents, it is undesirable to do away with the program.

Associate Dean Nettey asked why this item was a lesser action item while the other suspended programs were information items. Senior Associate Provost answered that it was because there are no students currently enrolled in this program, while the other two had students.

Other Business:

Senior Associate Provost Chandler requested, on behalf of the Provost’s Office, for graduate units to review and update their programs. He explained that over the last three years there has been great emphasis on the undergraduate programs, the provost has expressed a wish to do the same thing for graduate programs. He stated that the provost would like to think there will be more materials to upgrade and update the graduate programs. He emphasized that there is great support for graduate programs and programming in the Provost’s Office. He added that it is hoped that program improvements will continue in parallel with undergraduate programs.

The meeting adjourned at 4:04 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Mar-10  Curriculum Bulletin
Effective Date Spring 2011  Approved by EPC

Department  Nursing
College  NU - Nursing
Degree
Program Name  Doctor of Nursing Practice  Program Code  DNP
Concentration(s)  Concentration(s) Code(s)
Proposal  Establish Program

Description of proposal:
A new professional doctoral degree, the Doctor of Nursing Practice (DNP), is proposed, which will be offered jointly with the University of Akron College of Nursing. The DNP program will prepare advanced practice nurse (APN) clinical scholars who will possess leadership skills to effect health outcomes of individuals and populations by translating scientific evidence into clinical interventions, managing healthcare systems, and collaborating with other healthcare providers. The DNP curriculum will incorporate new core courses covering genomics, epidemiology, program evaluation, statistics, translating evidence into practice, and advanced leadership into the nurse practitioner and clinical nurse specialist advanced practice nursing concentrations of the Master of Science in Nursing program; and includes 540 clinical practicum hours in addition to the 500-700 hours already required in the APN clinical specialty courses.

Does proposed revision change program's total credit hours?  ☐ Yes  ☐ No
Current total credit hours:  Proposed total credit hours 71-95

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
The American Association of Colleges in Nursing has established the position that all advanced practice master's degree programs are to transition to the doctoral level by 2015. Initially, the DNP program (the DNP core courses) will be offered only to post-MSN clinical nurse specialists and nurse practitioners. Prior to 2015, all clinical nurse specialist and nurse practitioner MSN concentrations will be transitioned to the DNP program, but the Healthcare Management and Nurse Educator concentrations will remain within the MSN program.

Units consulted (other departments, programs or campuses affected by this proposal):
College of Public Health faculty and staff (Alamagno, Bhatta, and Stedman-Smith) were consulted. The DNP students from both KSU and UAkron will enroll in an Epidemiology course offered by Public Health faculty. Also consulted were Dr. Joe Drew, Political Science, and Emeritus Professor Robert Smith, Management and Information Systems, in relation to the core Advanced Leadership course.

________________________________________
Dean of Graduate Studies (for graduate proposals)

REQUIRED ENDORSEMENTS

________________________________________
Department Chair / School Director / Campus Dean  3/29/10

________________________________________
College Dean  3/29/10

________________________________________
Dean of Graduate Studies (for graduate proposals)
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date
Curriculum Bulletin
Effective Date select one Approved by EPC

Department Nursing
College NU - Nursing
Degree
Program Name Doctor of Nursing Practice Program Code
Concentration(s) Concentration(s) Code(s)
Proposal Establish Program

Description of proposal:
A new professional doctoral degree, the Doctor of Nursing Practice (DNP), is proposed, which will be offered jointly with the University of Akron College of Nursing. The DNP program will prepare advanced practice nurse (APN) clinical scholars who will possess leadership skills to effect health outcomes of individuals and populations by translating scientific evidence into clinical interventions, managing healthcare systems, and collaborating with other healthcare providers. The DNP program will incorporate the courses of the nurse practitioner and clinical nurse specialist advanced practice nursing concentrations of the Master of Science in Nursing program with courses covering genomics, epidemiology, program evaluation, statistics, translating evidence into practice, and leadership and management; and includes 540 clinical practicum hours in addition to the 500-700 hours already required in the APN clinical specialty courses.

Does proposed revision change program’s total credit hours? □ Yes □ No
Current total credit hours: Proposed total credit hours 71-95

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
The American Association of Colleges in Nursing has established the position that all advanced practice master’s degree programs are to transition to the doctoral level by 2015. The clinical nurse specialist and nurse practitioner MSN concentrations will be moved to the DNP program, but the Healthcare Management and Nurse Educator concentrations will remain within the MSN program.

Units consulted (other departments, programs or campuses affected by this proposal):
College of Public Health faculty was consulted. The DNP students from both KSU and UAkron will enroll in an Epidemiology course offered by Public Health faculty.

REQUIRED ENDORSEMENTS

Kari G. Budd
Department Chair / School Director / Campus Dean
3/9/10

Nancy C. Keeton
College Dean
3/9/10

Dean of Graduate Studies (for graduate proposals)
3/12/10

Provost and Senior Vice President for Academic Affairs 1/1
INTEROFFICE MEMORANDUM

TO: Therese Tillett, Coordinator, Curriculum Services
    Mary Ann Stephens, Research and Graduate Studies
FROM: Dr. Karen Budd, Director, Graduate Programs, College of Nursing
DATE: March 8, 2010
SUBJECT: Proposal for New Degree Program - Joint Professional Doctor of Nursing Practice Program

Per the approval by vote of the Masters Curriculum Committee and the College of Nursing faculty, I am requesting that the subject item be placed on the March 2010 agenda of the EPC, effective for Spring 2011.

This new degree, Doctor of Nursing Practice (DNP) will focus on clinical practice rather than research. The DNP thus is distinctive from the PhD in Nursing, the research degree currently offered in our joint PhD in Nursing program.

American Association of Colleges in Nursing (AACN) established the position that all advanced practice master’s degree programs were to transition to the doctoral level by 2015. The Commission on collegiate Nursing Education (CCNE), the accrediting arm of the AACN, approved the revised Standards for Accreditation of Baccalaureate and Graduate Degree Program (2008), which now include DNP programs.

Building on the experience of developing and implementing the Joint PhD in Nursing program, which is in its ninth academic year, the DNP program will be offered by Kent State University and the University of Akron and will be administered jointly by the two universities. The proposed DNP program will expand and strengthen the advanced practice master’s programs at both colleges by emphasizing the interplay of scientific knowledge translation for evidence-based practice; information and patient care technology; and leadership and interdisciplinary collaboration, in support of high quality patient care process and outcomes. The proposed implementation for the DNP program is spring semester, 2011.

Please contact me if there are any questions.

KB/taa
KENT STATE UNIVERSITY and THE UNIVERSITY OF AKRON
COLLEGES OF NURSING

A JOINT PROFESSIONAL DOCTOR OF NURSING PRACTICE PROGRAM
NEW DEGREE PROGRAM PROPOSAL

The Colleges of Nursing at The University of Akron and Kent State University propose to implement a joint professional nursing doctoral degree program that will move their advanced practice master's degree programs to the doctoral level consistent with recommendations of their accrediting agency. Authorized by the Ohio Board of Nursing (Ohio Revised Code 4723- Nurse Practice Act), advanced practice nurse roles include certified clinical nurse specialists, certified nurse practitioners, certified nurse anesthetists, and certified nurse midwives. Both universities currently have large, high quality master's programs that lead to national certification and State Board credentialing of advanced practice nurses. In 2004, the American Association of Colleges in Nursing (AACN) established the position that all advanced practice master's degree programs were to transition to the doctoral level by 2015.

I. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

A. New Degree Program Designation

The new degree proposed is the Doctor of Nursing Practice (DNP). Focused on clinical practice rather than research, the DNP thus is distinctive from the PhD in Nursing, the research degree currently offered in our joint Ph.D. in Nursing program.

B. Rationale

Based on intensive study of the health care system and review of the findings and recommendations of many national groups, the AACN (2004) concluded that the nursing profession's current practice of preparing advanced practice nurses in master's degree programs no longer was adequate. The growing complexity of health care compounded by an escalating demand for services, burgeoning growth in scientific knowledge, and increasing sophistication in technology pointed to the need for advanced practice nurses to be leaders in collaborating across disciplines, experts in evidence-based practice, and skilled users of information technology. A year earlier, in 2003, the National Academy of Sciences had recommended that nursing develop a "non-research" doctorate to develop clinicians who are prepared to function with interdisciplinary teams in highly complex health care systems (Greiner & Knebel, 2003). Similarly, the Institute of Medicine (2003) and the National Research Council of the National Academies (2005) recommended that graduate nursing education prepare nurses at the highest level to work with information systems, guide quality improvement, and effect patient safety outcomes.

On October 30, 2006, the AACN member institutions endorsed the Essentials of Doctoral Education for Advanced Practice Nursing (2006). Further, in 2008, the Commission on Collegiate Nursing Education (CCNE), the accrediting arm of AACN, approved the revised Standards for Accreditation of Baccalaureate and Graduate Degree Programs (2008), which now include DNP programs. These guidelines and
standards, in combination with the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force, 2008), were used to develop the proposed DNP program.

Building on the experience of developing and implementing the Joint PhD in Nursing program, which is in its ninth academic year, the DNP program will be offered by Kent State University and The University of Akron and will be administered jointly by the two universities. The proposed DNP program will expand and strengthen the advanced practice master’s programs at both colleges by emphasizing the interplay of scientific knowledge translation for evidence-based practice; information and patient care technology; and leadership and interdisciplinary collaboration, in support of high quality patient care process and outcomes. The proposed implementation date for the DNP program is spring semester, 2011.

II. *Description of the proposed DNP curriculum, admission criteria, and exit criteria.*

A. DNP Curriculum

Development of the curriculum was structured by four broad areas of knowledge described in the AACN’s *Essentials of Doctoral Education for Advanced Practice Nursing* (2006). Acquisition of knowledge within the areas of Scientific/Physiologic Foundation for Advanced Evidence Based Practice; Leadership/Information Management; Practice Inquiry; and Advanced Specialty Practice, will be demonstrated by the student’s development of essential competencies. The following outcome competencies are expected.

Graduates of the program will:

- Use appropriate theories and concepts to identify health-related phenomena of interest
- Design and deliver interventions that can withstand scientific analysis
- Evaluate health care delivery and nursing practices using sound evaluation principles
- Use evaluation and other methods to account for quality of care and patient safety for focus populations
- Critically appraise and/or use sources informing best evidence, i.e. epidemiology, statistics, health data, and/or methodologies
- Deliver and evaluate care processes and outcomes based on best evidence
- Analyze and define critical choices among health care technologies and information systems toward the betterment of care processes and outcomes
- Understand the dynamics of health care policy and financing at the organizational and national levels
- Provide or assist in the leadership of collaborative, inter-professional teams in health care delivery

1. **Curricular Organization.** Comprising the curriculum of the DNP program are courses organized within the following categories, labeled A, B, and C:

- **Category A:** Core courses included in all or most current MSN advanced practice concentrations at the two universities (22 semester credit hours). Minor revisions in titles and content have been made in a few courses for intra-
university consistency. The course titles and credit hours are:

1. Theoretic Foundations for Advanced Evidence-Based Nursing Practice 3
2. Clinical Diagnostics for Advanced Nursing Practice 3
3. Pathophysiology for Advanced Practice Nursing 3
4. Pharmacology for Advanced Practice Nursing 3
5. Healthcare Policy and Delivery Systems 2
6. Ethical and Cultural Issues in Advanced Evidence-Based Nursing Practice 2
7. Methods of Inquiry in Nursing (Revised Title) 3
8. Advanced Physical Assessment of Adult Clients 3

- **Category B:** Specialty courses that vary according to the particular current MSN advanced practice concentration (12-34 semester credit hours). (See Appendix A.)

- **Category C:** DNP core courses (37 semester credit hours). Descriptions of these DNP core courses are in Appendix B. Course titles and credit hours are:

1. Advanced Healthcare Statistics I 3
2. Fundamentals of Public Health Epidemiology 3
3. Synthesis and Application of Evidence for Advanced Practice Nursing 3
4. Program Evaluation in Nursing 3
5. Genomics and Health 3
6. Information Management in Healthcare 3
7. Advanced Leadership in Healthcare 3
8. Clinical Scholar I 3
9. Clinical Scholar II 4
10. Clinical Scholar Practicum 3
11. Capstone Project 6

Courses of Categories A and B will continue to be taught at both universities to the students admitted to that particular university. The 11 DNP core courses will be taught as follows:

- Course #1 above, Advanced Healthcare Statistics, is a course also within the joint PhD program. In that joint program, students register for a course at their admitting university regardless of whether the instructor's employer is KSU or UA. Similarly, then, DNP students will register for the Statistics course at their admitting university.

- The six courses numbered 2-7 will be divided between the two universities and each university will be responsible for providing instruction for three courses. All students admitted to the program will enroll in the course at the university providing the instruction.

- Courses 8-11 will be taught at both universities to the students admitted to that particular university.

2. **Entry Pathways.** The curriculum has been designed with two pathways to the DNP depending on the educational level of individual students. These pathways are: a) post-Bachelor of Science in Nursing (post-BSN) entry, which includes courses in an
advanced practice specialty; and b) post master’s entry with two variations: (1) post master’s entry for students who are advanced practice nurses; and (2) post master’s entry for students who are not advanced practice nurses.

Full-time Program Plans for each entry pathway follow in Tables 1-3 below. Following approval, we intend to begin the DNP degree program as a part-time post-master’s entry program for students who are advanced practice nurses. Therefore, a part-time plan for this entry pathway also is presented.

### a. Entry Pathway I: Post BSN.

**Table 1 Post BSN DNP Generic Curriculum Plan**

<table>
<thead>
<tr>
<th></th>
<th>Fall 1</th>
<th>Cr.Hr</th>
<th>Spring 1</th>
<th>Cr.Hr</th>
<th>Summer 1</th>
<th>Cr.Hr</th>
<th>DNP Ttl</th>
<th>YR Ttl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+ Pathophysiology*</td>
<td>3</td>
<td>+ Method of Inquiry*</td>
<td>4-6</td>
<td>Synth. &amp; Applic. of Evidence for Adv. Pract. Nsg.</td>
<td>3</td>
<td>Cr Hr</td>
<td>Cr Hr</td>
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<tr>
<td></td>
<td>+ Adv Assessment*</td>
<td>3</td>
<td>+ Specialty tracks*</td>
<td>3</td>
<td></td>
<td></td>
<td>Yr. Ttl</td>
<td>Yr. Ttl</td>
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<tr>
<td></td>
<td>* Adv Healthcare* Statistics</td>
<td>3</td>
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<td></td>
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<th>Cr.Hr</th>
<th>Summer 2</th>
<th>Cr.Hr</th>
<th>DNP Ttl</th>
<th>YR Ttl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+ Epidemiology &amp; Genomics</td>
<td>3</td>
<td>+ Information Mgmt in Healthcare</td>
<td>3</td>
<td>+ Healthcare Policy*</td>
<td>3</td>
<td>DNP Core Course</td>
<td>All Course</td>
</tr>
<tr>
<td></td>
<td>+ Specialty tracks*</td>
<td>3-6</td>
<td>+ Pharmacology for APNs*</td>
<td>3</td>
<td>+ Adv. Ethical &amp; Cultural Iss. in Healthcare*</td>
<td>2</td>
<td>Cr Hr</td>
<td>Cr Hr</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+ Specialty tracks*</td>
<td>4-6</td>
<td>+ Clinical Scholar I</td>
<td>2</td>
<td>Yr. Ttl</td>
<td>Yr. Ttl</td>
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<th>Cr.Hr</th>
<th>Summer 3</th>
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<th>YR Ttl</th>
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<td></td>
<td>+ Clinical Scholar II</td>
<td>4 (2-2, 160 din. hr.)</td>
<td>+ Clinical Scholar Practicum</td>
<td>1-3</td>
<td>(+ Clin. Scholar Practicum as needed)</td>
<td>(1-2 (90-180 cl.hr.))</td>
<td>DNP Core Course</td>
<td>All Course</td>
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<td></td>
<td>+ Program Evaluation in Nursing</td>
<td>(90-270 cl.hr.)</td>
<td>(+ Capstone Project I as needed)</td>
<td>(2)</td>
<td>Cr Hr</td>
<td>Cr Hr</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>+ Capstone Project I</td>
<td>2</td>
<td>(+ Capstone Project II as needed)</td>
<td>(1)</td>
<td>Yr. Ttl</td>
<td>Yr. Ttl</td>
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<tr>
<td></td>
<td>+ Adv. Leadership in Healthcare</td>
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<td></td>
<td>2-3</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>+ Capstone Project I</td>
<td></td>
<td></td>
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<td><strong>Grand Total</strong></td>
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<td></td>
<td><strong>71-79</strong></td>
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</table>

**NOTE:** DNP core courses are in bold type

1 Specialty tracks with 12-18 cr. hrs. (Appendix A) are included. Tracks with higher numbers of cr.hrs. will require 1-2 additional semesters.

+ Taught at KSU and UA to DNP students admitted at that university
+ Taught by KSJ or UA to all DNP students 37 cr. hr. DNP Core Courses 34-42 cr. hr. Other Courses

Depending on the advanced practice specialty, clinical hours required by certification boards vary from 500-700 hours. Clinical hours within the DNP core courses total 540 hours.
b. **Entry Pathway IIA: Post MSN-with Advanced Practice Focus.** Nurses with advanced practice master’s degrees will complete 37 credit hours of DNP core courses and approximately 500 clinical practice hours. The full time curriculum plan for Entry Pathway IIA follows in Table 2a and the part time plan for these students is in Table 2b.

### Table 2a  Post MSN with Advanced Practice Nursing Specialty DNP Generic Program Plan

**FULL-TIME**

<table>
<thead>
<tr>
<th>Program Total Credit Hours: 37</th>
<th>Clinical Practice Hours: 540</th>
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<table>
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<th>Fall 1</th>
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<th>Spring 1</th>
<th>Cr Hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PH Epidemiology</td>
<td>3</td>
<td>+ Clinical Scholar I</td>
<td>3 (2-1, 90 clin. hrs.)</td>
</tr>
<tr>
<td>• Adv Healthcare Statistics</td>
<td>3</td>
<td>• Syn and Anal of Evidence for Advanced Nsg Pract</td>
<td>3</td>
</tr>
<tr>
<td>• Adv. Leadership in Healthcare</td>
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<td>• Information Mgmt in Healthcare</td>
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<th>Cr Hr</th>
</tr>
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<tbody>
<tr>
<td>• Genomics</td>
<td>3</td>
<td>+ Clinical Scholar Practicum</td>
<td>3 (270 clin. hrs.)</td>
</tr>
<tr>
<td>+ Capstone Project I</td>
<td>3</td>
<td>• Program Evaluation in Nursing</td>
<td>3</td>
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<td>Total 10</td>
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</tbody>
</table>

+ Taught at KSU and UA to DNP students admitted at that university
+ Taught by KSU or UA to all DNP students

37 cr. hr. DNP Core Courses

### Table 2b  Post MSN with Advanced Practice Nursing Specialty DNP Generic Program Plan

**PART-TIME**

<table>
<thead>
<tr>
<th>Program Total Credit Hours: 37</th>
<th>Clinical Practice Hours: 540</th>
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<th>Spring 1</th>
<th>Cr Hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adv Healthcare Statistics</td>
<td>3</td>
<td>• Syn and Anal of Evidence for Adv Nsg Pract</td>
<td>3</td>
</tr>
<tr>
<td>• Adv. Leadership in Healthcare</td>
<td>3</td>
<td>• Information Mgmt in Healthcare</td>
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<th>Cr Hr</th>
<th>Spring 2</th>
<th>Cr Hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Genomics</td>
<td>3</td>
<td>• Program Evaluation in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>• Public Health Epidemiology</td>
<td>3</td>
<td>+ Clinical Scholar I</td>
<td>3 (2-1, 90 clin. hrs.)</td>
</tr>
<tr>
<td>Total 6</td>
<td></td>
<td>Total 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 3</th>
<th>Cr Hr</th>
<th>Spring 3</th>
<th>Cr Hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Capstone Project I</td>
<td>3</td>
<td>+ Capstone Project I</td>
<td>3</td>
</tr>
<tr>
<td>+ Clinical Scholar II</td>
<td>4 (2-2, 180 clin. hrs.)</td>
<td>+ Clinical Scholar Practicum</td>
<td>3 (270 clin. hrs.)</td>
</tr>
<tr>
<td>Total 7</td>
<td></td>
<td>Total 9</td>
<td></td>
</tr>
</tbody>
</table>

+ Taught at KSU and UA to DNP students admitted at that university
+ Taught by KSU or UA to all DNP students

37 cr. hr. DNP Core Courses
c. Entry Pathway IIB: Post MSN-without Advanced Practice Focus. Table 3 below depicts a program plan of approximately 61-69 credit hours for students without advanced practice master's degrees. This pathway also requires 1000 clinical practice hours.

Table 3. Post MSN without Advanced Practice Specialty DNP Generic Program Plan

<table>
<thead>
<tr>
<th>Program Total Credit Hours: c. 61-69</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1</strong></td>
</tr>
<tr>
<td>- Pathophysiology</td>
</tr>
<tr>
<td>- Adv Healthcare Statistics</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Fall 2</strong></td>
</tr>
<tr>
<td>- Pub Health Epidemiology</td>
</tr>
<tr>
<td>- Genomics</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Fall 3</strong></td>
</tr>
<tr>
<td>- Adv. Leadership in Healthcare</td>
</tr>
<tr>
<td>+ Capstone Project I</td>
</tr>
<tr>
<td>+ Clinical Scholar II</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
</tr>
</tbody>
</table>

NOTE: DNP core courses are in bold type

1 Specialty tracks with 12-18 cr. hrs. (Appendix A) are included. Tracks with higher numbers of cr. hrs. will require 1-2 additional semesters.

+ Taught at KSU and UA to DNP students admitted at that university

* Taught by KSU or UA to all DNP students

37 cr. hr. DNP Core Courses 24-32 cr. hr. Other Courses

2. Program Plan Summary. The KSU-UA DNP program requires a minimum of 71 semester credit hours and 1040 clinical hours for graduation. Post-Master's entry requires: a) 37 credits of DNP core courses; b) 540 clinical practice hours; c) transfer from the student's master's in nursing program of a minimum of 34 credits of nursing and
advanced practice role-specific course work, which includes 500 clinical hours (or is taken as a part of the DNP program).

B. Admission Criteria. Admission to the DNP program will require:

1. Current Ohio licensure as a registered nurse.
2. An undergraduate grade point average of 3.0 on a 4.0 scale (post-BSN applicants). Post-Master’s applicants must have earned master’s degrees from an accredited university at a cumulative grade point average of 3.0 on a 4.0 scale.
3. Three letters of reference from individuals who can address the applicant’s potential to succeed in the DNP graduate program.
4. A pre-admission interview, by telephone or in person, with the concentration program director. The interview is used to establish a fit between student goals and the desired College of Nursing graduate concentration as recommended by the interviewer(s).
5. A 300-word essay describing professional goals and reasons for seeking the particular specialty concentration.

C. Exit Criteria

In addition to completion of the appropriate program plan with a grade point average of at least 3.0, the student must complete and successfully defend an evidence-based project to a committee that is composed of the academic advisor and a preceptor member of the healthcare community. Preferably, the preceptor will hold a doctoral degree. The project must result in a manuscript suitable for publication.

III. Administrative arrangements for the proposed program

Both colleges of nursing have masters’ programs that are accredited by the Commission on Collegiate Nursing Education (CCNE) and contain flourishing advanced practice nursing (APN) concentrations. The joint DNP program will preserve the strength of the individual APN concentrations and share resources where feasible. The experience gained by the two colleges in successfully implementing a joint PhD curriculum has proven useful in designing the DNP joint program.

The DNP will be guided by a joint program steering committee comprising the two college deans, the graduate administrator from each college, and at least one representative graduate faculty member from each college. This committee will meet periodically during the year to guide the program. The graduate program administrators at each college will manage the DNP program.

IV. Evidence of need for the new degree program, including the opportunities for employment of graduates. [This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.]

A. Student Interest and Demand

For the proposed program, administrators determined the potential market size for a Doctor of Nursing Practice degree from catchment areas in Ohio, Western Pennsylvania,
Southern Michigan, and Eastern Indiana. Consumer preference for scheduling of classes within the degree was also addressed.

Findings, as derived from Eduventures 2006 Consumer Preferences, indicated that

- The total regional market of registered nurses is estimated to reach 235,595 by 2014.
- The fastest target market growth for a DNP degree will most likely occur in Eastern Indiana, Michigan’s Ann Arbor area, and the state of Ohio, respectively. This market is projected to be large and growing. The Ohio market is expected to be the largest potential target market, reaching almost 131,000 persons by 2014.
- A program offered part time during early evening or anytime at student convenience is most likely to appeal to the target market for the DNP degree. Almost 63% of prospective students indicated that part time programs were more attractive than full time programs for them.
- Prospective students are most likely to be attracted to a DNP program offered in accelerated or summer session courses: about half of the respondents surveyed indicated that they were likely to enroll in a 100% online or hybrid program.
- Prospective students are most likely to prefer courses offered later in the week on Tuesdays, Thursdays, or Wednesdays respectively.

Demand for nurses continues to outstrip numbers of graduates. In the local area, expected growth of employment for 2004-2014 is 24%, and annual openings for nurses average 512. Both Kent State and The University of Akron Colleges of Nursing have expanded enrollment at all levels. More recently, we have had more that 50 inquiries between the two colleges for the DNP, with several callers indicating an interest in beginning a program immediately.

B. Institutional Need

The development of the DNP program is aligned with strategic goals of both colleges.

C. Societal Demand and Scope

The Doctor of Nursing Practice is a degree that has emerged from the nursing profession in the United States as a response to the need to provide coordinated, sophisticated clinical care that is safe, accessible, and of the highest quality, to a population increasingly needing health care services. Prior to the implementation of the DNP programs, master’s prepared nurses, particularly nurse practitioners, have largely supplied this need, especially in ambulatory settings. However, changes in health care, and the emphasis on health care reform, have necessitated nurses with a fuller complement of clinical and organizational skills to provide authoritative care seamlessly across a variety of settings (Mundinger, Starck, Hathaway, Shaver, and Fugate-Woods, 2009).

The range and complexity of services needed and provided by nursing has changed so radically in the past several years that nursing programs have had to escalate their offerings to keep pace. Master’s education, particularly, has increased the number of clinical hours, as well as the content of courses. Thus, most nursing master’s courses
are at least two years in length, and in some specialties, they are three years in length (e.g. anesthesia). Even so, nurses practicing in advanced roles claim that their education is not adequate, (O’Sullivan, Carter, Lucy, Pohl, & Werner, 2005). They cited needed competencies, especially those in areas dealing with organizational leadership, such as management, evaluation, policy, and information technology. These are precisely the areas being now required in the DNP.

Nursing education also needs the skills of faculty holding the Doctor of Nursing Practice as, increasingly, faculty retire. Moreover, more applicants desire entrance to nursing programs, and the organizations comprising nursing education’s clinical partners require faculty to be increasingly available to their units and staff. Thus, for the foreseeable future, the employment opportunities for the DNP as faculty will be extensive.

Because of their focus, specialization, and emphasis on practice, the impact of the DNP on quality of care is likely to be direct and forceful. Moreover, although the DNP is a US-based national program, given the prominence of American nursing, the DNP is likely to be a degree that will stretch across international boundaries. Certainly we have students from other countries who are matriculated in American programs, and they will carry back to their countries the impact of this degree. Thus, the impact on quality of care will be felt, not only in the United States, but across boundaries, as our international students put their education to use in their home countries.

D. Statewide Alternatives

1. Programs Available in Other Institutions. The DNP is a clinical doctorate being adopted rapidly by nursing programs in the United States, particularly as it is viewed and promoted by the AACN as the replacement for advanced practice master’s programs. In Ohio, public universities, such as Ohio State University, The University of Cincinnati, The University of Toledo, and Wright State University have the programs in place or in review. Locally, private universities, such as Case Western Reserve, also have a DNP in place. Nationally, 120 DNP programs are in place, and another 161 are in the planning stage (AACN, 2010).

2. Appropriateness of specific locale for the program. Because the two state universities, Kent State University and The University of Akron, are close in proximity and both have large nursing programs in Northeastern Ohio, the DNP is in demand in Northeastern Ohio. The appeal of the KSU-UA joint DNP degree lies in the high quality of their nursing programs at all levels, tuition costs, number of graduates wishing to return to their alma mater, the geographical proximity to several medical centers, and easy driving distances to Akron from Cleveland, Youngstown, and nearby locations.

3. Opportunities for Inter-institutional collaboration. Kent State University and The University of Akron have had a long-standing inter-institutional collaboration, beginning with their master’s programs and extending to the formal joint partnership of their PhD in Nursing. The DNP collaboration will continue their relationship of respectful collaboration.
4. Institutional Priority and Costs

a. **Support and commitment for the proposing institutions' central administration.** Both universities' central administrations support this degree, recognizing that it is a professional mandate which meets the economic and societal needs of their immediate region, and indeed, the nation.

b. **Adequacy of available resources committed for the initiation of the program.** Both universities, while under strict cost-controls, support the need for this program, recognizing that professional degrees may also be supported by students' employers and students themselves. Faculty resources will be committed to the degree. Certain supports, such as library facilities and practice laboratories, are already in place for our other nursing programs, and can support the DNP, and community resources have indicated that they will be available for practicums and advanced projects, as they have been for the master’s programs. Faculty resources will be reallocated for the beginning of this program, and as graduates enter the workforce, we expect to be able to employ them. They will replace part time faculty, who have shared joint appointments with us and local community programs. Because of the flow of the curriculum, each university is requesting the addition of one faculty member to begin early in this program, and later will add to the program faculty.

V. **Prospective enrollment.**

For the 2009-2010 academic year, Kent State University enrolled 345 graduate students in the Master's program and The University of Akron has 337 enrolled Master's students, with a combined enrollment of 682. Together, the colleges graduate about 110 students each year.

Initially, we will enroll students solely into the Post Master's Entry Pathway A, which is for students with advanced practice Master’s degrees. Per year, 12 students will be accepted at each university in the post-Master's DNP curriculum, for a total of 24 students per year. Graduation for these part time students is expected in three calendar years.

VI. **Special efforts to enroll and retain underrepresented groups in the given discipline.**

Each university has made efforts to include students of diverse and underrepresented groups, and indeed, Inclusive Excellence is one of the hallmarks of The University of Akron, which has been recognized by the state and Chancellor Fingerhut. At both universities, strategies to attract and retain students from minority groups include having centralized offices dedicated to the students from minority backgrounds, learning communities, organized programs of mentoring and tutoring, peer mentoring, incentive scholarships at the undergraduate level and at UA, Minority Scholarships at the graduate level (UA), strong advising relationships, and in some majors, special seminars and peer research groups. In the near-by communities and counties, minority groups comprise up to 12 percent of the population (African-Americans), while much fewer for all other minority groups typically are listed (Asians, Hispanics, Native Americans and Alaskans). At UA, 19% of the most recent incoming freshman class included minority students, while 13% of the overall student population included minority students. At Kent, minority students comprise 18.5% of the entire student population.
At KSU and UA colleges of nursing, the graduate students of diverse backgrounds make up greater proportions of the student body (19% and 18% respectively) than the undergraduate proportions (14 % and 11%, respectively). (See Appendix C: Tables 1-2.) Diversity includes the frequently used categories of African-American, Alaskan/American Indian, Asian, Hispanic, and “other” grouping. The colleges' statistics are higher than the general nurse workforce, of which 10.7% report having minority backgrounds (AACN, 2009). Nevertheless, minority enrollment at KSU and UA is lower than that reported by the AACN (2010) in all categories. Nationally, minority graduate nursing enrollment, an average of doctoral and masters students, is 23%, whereas ours is 19% and 18% (see Appendix C: Tables 1 and 3).

In the most recent academic year, 2009-2010, men in the undergraduate nursing programs exceeded the numbers of male graduate students. KSU and UA reported 16% and 17% male composition, respectively of undergraduate nursing, while at the graduate level, males were 7% and 11% of the KSU and UA graduate students, respectively. Females, as might be expected in a female dominated profession, were about 83.5% of both undergraduate nursing populations, and 93% and 89% of the KSU and UA graduate nursing enrollments.

The undergraduate nursing population gradually has increased its minority composition. Consequently, a market exists of graduate nurses and potential nursing students for recruitment to the DNP and current master’s programs and eventually, the post baccalaureate DNP programs. To help bring in more students from diverse backgrounds, we plan to increase our direct marketing via program brochures, announcements, faculty and student recruiters (word of mouth), and recruitment events and visits to nearby hospitals, clinics, programs and service organizations. Telephone and personal follow up of inquiries by each graduate director and faculty members already are employed at each college; such follow up will be extended to inquiries about the DNP. It has been our experience that matching underrepresented students’ inquiries and later, student educational experiences, to potential mentors of similar diverse representation, has been successful, and so this practice will be continued for DNP recruitment and retention. Currently, the two colleges have eight (8) faculty members from minority groups, as well as seven (7) male faculty members, who will mentor students and assist in recruitment efforts.

At the graduate level in the nursing doctoral (PhD) program, special efforts to find financial aid, advisors who function as role models and mentors, support for conference attendance, and financial and educational support at dissertation phases have been the chief strategies for student success, culminating in completion of the program. In addition, students have been made aware of the following programs that provide potential financial sources for underrepresented students:

1. **The Ethnic Minority Fellowship Program**, is an annual program offering stipends to pre- and post-doctoral students to increase the number of minority nurses working in the psychiatric/mental health fields.

2. **The National Black Nurses Association** offers several annual scholarships from $500 to $2000 to members of the NBNS.

3. **The National Association of Hispanic Nurses** offers scholarships to nursing students who are their members.
4. **Minority Nurse Magazine** sponsors annual scholarships to academically outstanding students and also offers a large database of scholarships through which a student may seek funding.

5. **The Indian Health Service** offers scholarships to American Indian/Alaskan native students from federally or state recognized tribes who commit to service to native populations after graduation.

6. **The United States Public Health Service** has offered to forgive loans of any student willing to work in underserved areas.

Faculty and students have acted as recruiters at national conferences, clinical agencies, persona and professional networks, and student health organizations. Financial aid has been a major support to overcome a major obstacle in recruitment. Grants have been available through federal traineeships, and at The University of Akron, minority grants have been available for graduate students of color. At both universities, undergraduate scholarships are available from such sources as the Robert Wood Johnson Foundation and the Patricia Roberts Harris fellowship. These have aided students in the completion of their undergraduate programs, and the faculty then networked with promising students to enter our graduate programs. In addition to such tangible incentives as financial aid (a chief need), cultural awareness by both students and faculty have made programs more comfortable for students from minority backgrounds. Curriculum focusing on results particular to minority populations and health disparities, outreach programs to reach clients and students, and cultural awareness activities such as Black History Month, and Race Month, have steadily prepared students and faculty to understand concerns and lifestyles of minority students. Student success has been celebrated by awards such as the Ebony Achievement Award; scholarships, such as the Regents Scholarship and traineeships; deans’ lists; and STARS (Student Achievement in Research and Scholarship). Evaluation has included the number of minority students admitted and graduated from the program, and publications from students of color. The latter have been steered broadly but include those outlets that would likely be frequented by faculty and students of color.

**VII. Availability and adequacy of the facilities and faculty available for the new degree program.**

**A. Facilities**

1. **Clinical Facilities.** Facilities to support the DNP are excellent at both institutions. Because KSU and UA are located in Northeast Ohio, they have ready access to health care facilities in Akron, Cleveland, Youngstown, Canton, and other nearby communities, giving unparalleled support to a practice degree. Six major health care systems with approximately 20 hospitals and other subunits are a strategically located, providing a strong base for nursing and health care. At these agencies, students may situate their practice and capstone projects. We will build upon our established partnerships with major health care facilities in Northeast Ohio (Summa Health System, Akron General Medical Center, Children’s Hospital and Medical Center of Akron, Metro-Health Medical System of Cleveland, University Hospitals of Cleveland, Cleveland Clinic and Foundation,) and several smaller hospitals in the areas to engage their DNP and PhD clinicians and researchers. These collaborations will strengthen our resources, build bridges and develop evaluation
projects to further enhance our inter-professional collaborations. Our partners have indicated an interest in continuing work with DNP curriculum and students (See letters of support). In addition, each college has contracts with more than 80 clinical agencies, which provide a rich and diverse scope of clinical settings for DNP students.

2. **Physical Environments.** Each nursing college is located within its own building, although UACON shares one floor with the physical sciences. Both colleges provide nursing classrooms, state of the art Simulation Laboratories and infrastructure, conference rooms, Learning Resource Centers, research offices, study carrels, laboratories, storage areas, and offices for faculty, administration, staff, and graduate students. Both schools are wired with the latest technology including wireless internet connection and extensive support for distance learning. Both colleges have on-site extensive computer laboratories for students. The two institutions are 12 miles, or 20 minutes of travel, from each other; any necessary faculty or student travel is easily expedited.

3. **Academic Partners.** Kent State is establishing a College of Public Health, while UA has an Institute for Health and Social Policy (IHSP), both of which provide excellent faculty, project, and course resources. Both the College of Public Health and the Institute for Health and Social Policy seek to improve health services by establishing or facilitating common research agendas, intervention development at different levels and types of populations, and the provision of consultation and educational resources for the latest in social science technologies. UA CON and IHSP have had long standing partnerships, while the College of Public Health has indicated much interest in interdisciplinary collaboration. Both Colleges of Nursing also have access to Northeastern Ohio Universities College of Medicine (NEOUCOM) for standardized patients and examining rooms, and physician consultation, as well as access to an extensive health library and research opportunities. In addition, the University of Akron is a founding partner of the five-partner Austen Bio-Innovation Institute of Akron (ABIA), dedicated to the development of new products, processes, and partnerships in bioinnovation. The partners are working together to make Akron a major site for research and its collateral jobs and support systems. The present partners in the ABIA are Akron medical centers, NEOUCOM, and institutions serving the underserved in the Akron area; the partnership is expected to expand. Opportunities for DNP students are available and increasing.

4. **Libraries.** In addition to these facilities and supports, the colleges and their associated universities have strong library systems which are available to this DNP program. The libraries of each university are networked to each other through the internet and OhioLink, providing students with the holdings of two major universities, plus those of linked universities in Ohio. OhioLink has over 12 million books, thousands of full text periodicals, including more than 1100 nursing journals and 3800 health related journals. Through OhioLink, faculty and students have access to hundreds of scholarly and general reference materials and databases. Institutional borrowing and lending among libraries allows for considerable resources to be accessed to support this enterprise. Materials can be easily downloaded or obtained on loan within one to two days. Interlibrary software allows for full text article delivery on line, as well.

Library holdings of both universities are extensive and above the average for collections of similar sized universities. Both university libraries have holdings
specific to healthcare. While UA has an entire Science and Technology Library supporting the pure and applied sciences, nursing, allied health fields, engineering, polymer science and polymer engineering, KSU has a School of Library and Information Science within its College of Communication and Information. The university libraries also have amenities such as group project areas, viewing and listening carrels, private study rooms, reading lounges, and coffee shops. Because of the extensive holdings and access, we have budgeted a modest amount to add to library holdings, without overlap at either university, thus assuring a wider-reaching set of holding for the future.

5. **On Line and IT support.** The delivery of courses through the internet is a reality at both colleges, and is supported at each college by an IT support staff. Additional courses can be easily incorporated into existing arrangements. Online and IT support is strong and continuously growing at both colleges.

**B. Faculty**

A particular strength of the proposed DNP program is the collaborative utilization of faculty resources from both programs for the core DNP courses. We have a complement of faculty at both universities who have worked in concert with each other since planning and implementation of the joint PhD program, which began in AY2000. Kent State CON has 20 full time tenured doctoral faculty members, and 2 on tenure track. The University of Akron CON has 11 full time tenured doctoral faculty members and 14 on the tenure track. Between the two colleges are 4 faculty members enrolled in DNP programs, and six have intentions to begin DNP study. Each college also has several non-tenured APNs who teach in the master’s specialty courses.

One faculty member at UA has both the DNP and a PhD, and will provide clinical guidance to the clinical courses, particularly the role and capstone courses. The four faculty DNP students will be available as DNP faculty by the end of the first and second years of the proposed program. Over time, we expect that the DNP will be taught, for the most part, by DNP practice-oriented faculty, while the PhD faculty will continue to function as researchers and contribute to the complimentary research and clinical missions of the colleges.

We plan to add two FTE DNP-prepared faculty members, in 0.5 increments, equal to one FTE at each college. The income generated by the tuition from DNP students is sufficient to cover hiring costs of new faculty for the DNP clinical courses (see Budget tables 4 A-C, pp. 16-18).

**C. Graduate Assistants**

The internal budgets for graduate assistants at both universities are being reallocated. Awards will be competitive between departmental units, and will be focused on research and some teaching responsibilities. The DNP is a practice degree, and the work of the degree likely will require student placement in external practica. Thus, we recognize that DNP students rarely qualify for graduate assistants under existing university requirements and consequently, have made no budgetary provisions for them beyond those already existing. We are mindful however, of the excellent provision they, as practice-oriented doctoral students, can give to clinical courses, simulation laboratories, and learning resource centers, as teaching assistants.
VIII. Need for Additional Staff and Facilities

At the University of Akron the infrastructure to support the new program likely will require an additional administrative assistant. An administrative assistant, for the marginal increase in salary above that of a secretary, can be expected to accommodate some of the recruitment activities, data management, and secretarial support required for the DNP program. Kent State University currently has sufficient support staff for the new program. Facilities at both universities should be sufficient given attention to logistics and scheduling.

IX. Projected Additional Costs of the Program, and Evidence of Institutional Commitment and Capacity to Meet These Costs.

A. Projected Costs

The college administrators (deans, associate deans, and graduate directors) have made a conscious decision to begin offering the DNP program only as a part-time program for post MSN with advanced practice certification students. Our experience and that of the nation indicates that 80% of our nursing graduate students prefer part time study, typically based on their demanding work schedules and family and other role obligations. In this economic downturn, we believe that the part-time focus will allow us greater flexibility in offering courses, fulfill course subscription, and better manage cohort and individual student progression.

The program tuition revenue is expected to support the program and the expected increase in the faculty. So that one can see that the funding can support the expenses, the financial data are presented to include cohorts of students, which together supply the needed additional revenues necessary to develop the program in its first few years.

Each college of nursing will assume the costs of their DNP offering. Savings are realized by each college’s contribution of three courses each to the program, capitalizing on the specialized, non-duplicative faculty expertise located at each university.

The universities, by virtue of their approval of this program, are supportive of the program, and both graduate schools recognize that the DNP is a mandated change in professional degrees and conduct.

B. Fiscal Impact Statement

The budget presented in below is based on the admission plan of 12 part-time post-MSN students with advanced practice certification at each university, and reflects the earlier discussion on facilities, faculty needs, staff, and graduate assistants. Although each college is responsible for providing 3 new courses, all students will take 37 credits and pay the tuition of 3 courses at one school and 3 courses at the other. Because each program has the same number of students (12) and the same number of new courses (3), budget differences would be a wash. Therefore the budget is calculated on 37 hours tuition revenue to each school for their DNP program offering. The budget follows on the next three pages.
<table>
<thead>
<tr>
<th>Post Master's Part Time DNP Program</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
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<tbody>
<tr>
<td>37 semester credit hour curriculum</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Projected KSU Enrollment [part time head count]</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Projected KSU in-state graduate tuition per credit hour at 3% inflation/yr (rounded up)</td>
<td>422</td>
<td>435</td>
<td>448</td>
<td>461</td>
<td>475</td>
<td>489</td>
<td>504</td>
<td>519</td>
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<tr>
<td>Tuition per person/year (rounded up) [Total 37 cr hrs divided by 3 calendar years of program =12.33 cr hrs/yr, Multiplied by tuition per cr hr.]</td>
<td>5203</td>
<td>5364</td>
<td>5524</td>
<td>5684</td>
<td>5857</td>
<td>6029</td>
<td>6214</td>
<td>6399</td>
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<tr>
<td>Tuition per Cohort 1 (cohort=12 students together in 3 years of program)</td>
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<td>64,368</td>
<td>66,288</td>
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<td></td>
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<tr>
<td>Cohort 2</td>
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<td>68,208</td>
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<tr>
<td>Cohort 3</td>
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<td>68,208</td>
<td>70,284</td>
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<td></td>
<td></td>
<td></td>
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<td>Cohort 4</td>
<td></td>
<td>68,208</td>
<td>70,284</td>
<td>72,352</td>
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<td></td>
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<tr>
<td>Cohort 5</td>
<td></td>
<td></td>
<td>70,284</td>
<td>72,352</td>
<td>74,572</td>
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<td></td>
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</tr>
<tr>
<td>Cohort 6 (etc)</td>
<td></td>
<td></td>
<td></td>
<td>72,352</td>
<td>74,572</td>
<td>76,788</td>
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<tr>
<td>KSU TOTAL income/year</td>
<td>62,436</td>
<td>128,736</td>
<td>198,864</td>
<td>204,624</td>
<td>210,852</td>
<td>217,056</td>
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<td>KSU TOTAL INCOME 8 years 1,248,500</td>
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</tbody>
</table>
Table 4B: UAkron: DNP PROGRAM ESTIMATED INCOME

<table>
<thead>
<tr>
<th>Post Master's Part-Time DNP Program 37 semester credit hour curriculum</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected UA Enrollment [part time head count]</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Projected UA 'in-state' graduate tuition per credit hour and associated fees at 3% inflation/yr (rounded up)</td>
<td>398</td>
<td>410</td>
<td>422</td>
<td>435</td>
<td>448</td>
<td>461</td>
<td>475</td>
<td>489</td>
</tr>
<tr>
<td>Tuition per person/year (rounded up) [Total 37 credit hrs divided by 3 calendar years of program =12.33 cr hrs /yr, Multiplied by tuition per cr hr.]</td>
<td>4907</td>
<td>5055</td>
<td>5203</td>
<td>5364</td>
<td>5524</td>
<td>5684</td>
<td>5857</td>
<td>6029</td>
</tr>
<tr>
<td>Tuition per Cohort 1 (cohort= 12 students together in 3 years of pgm)</td>
<td>58,884</td>
<td>60,660</td>
<td>62,436</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 2</td>
<td>60,660</td>
<td>62,436</td>
<td>64,368</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort 3</td>
<td>62,436</td>
<td>64,368</td>
<td>66,288</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cohort 4</td>
<td>64,368</td>
<td>66,288</td>
<td>68,208</td>
<td></td>
<td></td>
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<tr>
<td>Cohort 5</td>
<td>66,288</td>
<td>68,208</td>
<td>70,284</td>
<td></td>
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<td></td>
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<tr>
<td>Cohort 6</td>
<td>68,208</td>
<td>70,284</td>
<td>72,348</td>
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<tr>
<td>UA income per year</td>
<td>58,884</td>
<td>121,320</td>
<td>187,308</td>
<td>193,104</td>
<td>198,864</td>
<td>204,624</td>
<td>204,624</td>
<td>72,348</td>
</tr>
<tr>
<td>UA TOTAL INCOME 8 years</td>
<td>1,177,020</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
<td>Year 6</td>
<td>Year 7</td>
<td>Year 8</td>
</tr>
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<td>--------</td>
</tr>
<tr>
<td><strong>Kent State U</strong></td>
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<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>New Faculty .5-TE @17% benefits</td>
<td>37,475</td>
<td>37,475</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Facilities</td>
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<td>Library</td>
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<td>300</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>300</td>
</tr>
<tr>
<td><strong>Income Projected</strong></td>
<td>62,436</td>
<td>128,736</td>
<td>198,864</td>
<td>204,624</td>
<td>210,852</td>
<td>217,056</td>
<td>149,144</td>
<td>76,788</td>
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<tr>
<td><strong>Expenses projected</strong></td>
<td>39,475</td>
<td>39,475</td>
<td>2000</td>
<td>2300</td>
<td>2000</td>
<td>2000</td>
<td>2,000</td>
<td>2300</td>
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<tr>
<td><strong>Net Income</strong></td>
<td>22,961</td>
<td>89,261</td>
<td>196,864</td>
<td>202,324</td>
<td>208,852</td>
<td>215,056</td>
<td>147,144</td>
<td>74,488</td>
</tr>
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</table>

|                |        |        |        |        |        |        |        |        |
| **KSU TOTAL NET INCOME** |        |        |        |        |        |        |        |        |
| **1,156,950** |        |        |        |        |        |        |        |        |

<table>
<thead>
<tr>
<th></th>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U Akron</strong></td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>New Faculty includes benefits .5FTE</td>
<td>0</td>
<td>37,475</td>
<td>37,475</td>
<td>0</td>
<td>0</td>
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<tr>
<td>New Staff</td>
<td>32,760</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>Facilities</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Library</td>
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<td>0</td>
<td>300</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total projected expenses</strong></td>
<td>34,760</td>
<td>39,475</td>
<td>39,475</td>
<td>2300</td>
<td>2000</td>
<td>2000</td>
<td>2000</td>
<td>2300</td>
</tr>
<tr>
<td><strong>Income Projected</strong></td>
<td>58,884</td>
<td>121,320</td>
<td>187,308</td>
<td>193,104</td>
<td>198,864</td>
<td>204,624</td>
<td>140,568</td>
<td>72,348</td>
</tr>
<tr>
<td><strong>Expenses projected</strong></td>
<td>34,760</td>
<td>39,475</td>
<td>39,475</td>
<td>2,300</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,300</td>
</tr>
<tr>
<td><strong>Net income</strong></td>
<td>24,124</td>
<td>81,845</td>
<td>47,833</td>
<td>90,804</td>
<td>196,864</td>
<td>202,624</td>
<td>138,568</td>
<td>70,048</td>
</tr>
</tbody>
</table>

|                |        |        |        |        |        |        |        |        |
| **UA TOTAL NET INCOME** |        |        |        |        |        |        |        |        |
| **1,052,710** |        |        |        |        |        |        |        |        |

18
X. Support from Community, Industry, and Government

Letters of support (Appendix C) from our major health systems or hospitals in the Cleveland-Akron area indicate that the DNP program will be welcomed. These and others of our many sites will be available for clinical preceptorships and capstone projects. We have been fortunate in that our supporters have also provided tuition reimbursement under certain conditions to the students taking advanced practice courses. In addition, for several years each college has been the recipient of student traineeships from the Department of Health and Human Services. Each college has an external advisory committee, composed of nurses and others from the region, with whom we may consult, formally and informally, as we initiate and continue the proposed program. Other consultants can be available as we need them, and we have had commentary provided about the PhD and the DNP from external consultants when our joint PhD program was recently externally evaluated. Both colleges of nursing have sent faculty and administrators to various conferences hosted by the American Association of Colleges of Nursing to learn about the DNP. Staff of the AACN is available to respond to questions about implementation, progression and consequences of DNP programs.

XI. Response to Reviewers

Responses to our DNP program development plan came from Cleveland State University, The Ohio State University, and the University of Cincinnati.

A. Cleveland State University

The reviewer noted both strengths and weaknesses of the KSU-UA PDP. The strengths included 1) the reality that the DNP is called for by the AACN and others, and that nursing does need practitioners at the highest level of preparation. 2) The DNP builds on the already combined Master’s programs, which focus on preparing nurse practitioners, and appears to need a minimum of new resources. 3) The KSU-UA meets the need to provide high quality doctoral education with a less expensive tuition, contrasted to the gooc program at Case Western University which has a tuition that may be prohibitive to many. 4) The curriculum appears solid with an internship. The weakness of the PDP was that the practicum internships should reflect the purpose of the DNP, which is of nursing Practice. In addition the reviewer asked whether there might be a modification to create a Doctor in Nursing Education or of Nursing Administration.

To respond to the points raised by the Cleveland State reviewer, we note that while we have a joint doctoral program, our master’s programs are not combined or jointly administered. Our DNP has clinical scholar seminar and practica courses that require 540 hours of clinical practice in addition to the more than 500 hours required in the clinical specialty courses. We are not able to offer a modification where we can offer a doctorate in Nursing Education or Nursing Administration. However, we do appreciate that some applicants will not be advanced practice nurses (such as nurses without an advanced practice nursing Master’s degree who may work in education or administration roles). For those individuals, we offer either the DNP post-master’s track for nurses without advanced practice Master’s degrees or the PhD in nursing.

B. The Ohio State University

The OSU reviewer compared the KSU UA proposal to their program, arguing three points: 1) that the proposed 36 semester hours beyond the MS was minimal and “at the
low end” of a post MS curriculum; 2) that there seemed to be no research beyond the MSN degree. The reviewer wrote that “if these are going to be leaders in evidence based practice, they need to be able to evaluate the evidence… and to evaluate intervention programs so they do need some methodological and measurement competence” although not at the level of the PhD; and 3) that there was much less clinical time than was the case with the OSU curriculum, although the reviewer had difficulty finding or understanding the ways contact hours were located or calculated.

In response, we conducted one survey, and examined another conducted in 2007, of DNP programs across the country. We found that the range of credit hours for the MSN-based DNP was 24 to slightly more than 50, with the majority at 35-40 credit hours. The survey we conducted indicated that 12 programs are 24 to 30 credit hours in length, some of which are reputed to be strong programs. Our proposed post MSN plan, now at 37 credit hours, falls well within the range of credit hours of more than 120 programs now in existence.

In our post master’s DNP, the number of hours we currently propose (37) makes the degree not only capable of producing sound practitioners, but will be both accessible and affordable. At both Kent and UA, our master’s certification pass rates hover between 95 and 100%. Moreover, our masters’ graduates are in demand and well known for their excellent practice preparation. We expect that future practitioners will be well grounded in practice and continue that excellence within our DNP program. We agree that the DNP student should be able to evaluate evidence in several ways, including the critique of published and unpublished research. To that end, we have included several courses that will promote such critical analyses, including an advanced statistics course, analysis of the scientific evidence for practice, evaluation of programs and projects, and epidemiology. We are like many other programs in the courses we suggest, and feel confident that we can teach our students to be critical thinkers in the practice arena.

The reviewer questioned the amount of practice, which was unclear in earlier course descriptions. Our ratio for practice is 1 credit hour to 7 practice hours. We have provisions in the proposed degree for 540 hours beyond 500-700 hours of their master’s preparation, located in the clinical scholars’ and leadership and management courses. We expect that the capstone project course, while focusing on the project itself, may entail some practice hours as well, but those are not formally calculated in the 540 hours just described. In summary, our program falls well within the range of current program hours, we have provisions for 540 hours of practice, and the practice hours are located within credit hours allocated to the clinical scholar and leadership and management courses.

C. The University of Cincinnati

The reviewer noted that the demand for and need of the DNP has been established by the position of the American Association of Colleges of Nursing (AACN). By 2015, and that MSN advanced practice nurses might welcome the DNP since it affords them an opportunity to earn a doctorate with a practice focus. Several curriculum points needed clarification, i.e. that of nursing administration, the number of practicum hours for the BSN to DNP and the MSN to DNP. The reviewer further noted that, particularly promising were the number of faculty in the process of earning a DNP; and finally, that there were adequate resources to conduct the program, including a plan to ensure inclusion of minority students.
In response to perceived ambiguity or questions regarding the curriculum and practicum hours, we note that the KSU-UA DNP program has been clarified to accept MSNs in DNP post-master’s pathways, one focusing on advanced practice nurses and the other on VN prepared nurses who wish to become advanced practice nurses. In the latter group may fall the education or administration minded student who wishes to obtain a practice doctorate. The pathway designed for such students includes courses and practicum hours required for certification as an advanced practice nurse. Core DNP practicum hours are indicated in the clinical scholars’ and leadership and management courses and are calculated at a 1:7 credit hour ratio. Advanced practice nurses with at least 500 clinical practice hours will obtain 540 more clinical hours in the DNP program, raising them above the 1000 hours required by the AACN Essentials document. Other students, (BSN to DNP, non-advanced practice nurses with an MSN) will complete the 104C hours required.

XII. Evaluation of the Program

A. Frequency of Evaluations

The Doctor of Nursing Practice will be evaluated by the faculty and the administrations of the colleges of nursing, within the cycle of departmental (undergraduate and graduate) evaluation: at Kent State the cycle is every 7 years, while at the University of Akron, evaluations occur every 5 years. These cyclical evaluations at both universities typically have an interdisciplinary committee who, together with an invited external expert, conduct the evaluation. Interim evaluations also are conducted by the colleges for professional accreditation. In contrast to the PhD program, as a professional doctorate program, the DNP program must be reviewed and accredited by the Commission on Collegiate Nursing Education, which is AACN’s autonomous accrediting agency.

B. Responsibility for Evaluation. The deans of the nursing programs at KSU and UA will be accountable for the administration of the evaluation of the DNP. The graduate administrators, with the advice of the joint steering committee, will be responsible for the conduct of an evaluation at designated timeframes within their institutions. All current administrators are experienced in conducting evaluations of doctoral and other graduate programs.

C. Focus and Constituencies of Evaluation The evaluations will systematically focus on collaboration, processes, and student outcomes; and the data are expected to be used in rational decision-making about the program. Data will be gathered and organized around six program components: Curriculum, Faculty, Students, Structure and Governance, Resources, and Evaluation. Each of the components will be related to specific quality indicators of the DNP drawn from national norms and information, as well as content specific to the KSU-UA DNP program. Included will be an evaluation of the recruitment and retention of minority students. Decisions based on the evaluation(s) are expected to be proactive, taking into account internal and external constituencies. Constituencies include alumni and employers, faculty, administrators, students, alumni/graduates, and any other relevant groups.
XIII. References


# APPENDIX A

Courses and Credit Hours by Advanced Practice Nurse Specialty at Kent State University and the University of Akron

<table>
<thead>
<tr>
<th>Kent State University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acute Care Nurse Practitioner</strong> (17-21 cr hr)</td>
</tr>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>NURS 60021 Acute Care for Nurse Practitioners</td>
</tr>
<tr>
<td>NURS 60022 Acute Care Therapeutics</td>
</tr>
<tr>
<td>NURS 60042 Adult Primary Health Care I</td>
</tr>
<tr>
<td>NURS 60092 NP Summer Practicum</td>
</tr>
<tr>
<td>NURS 60792 Acute Care NP Role Practicum</td>
</tr>
<tr>
<td><strong>Total 17-21</strong></td>
</tr>
<tr>
<td><strong>Adult Clinical Nurse Specialist</strong> (12 cr hr)</td>
</tr>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>NURS 60000 CNS I</td>
</tr>
<tr>
<td>NURS 60023 CNS II</td>
</tr>
<tr>
<td>NURS 60035 CNS III</td>
</tr>
<tr>
<td><strong>Total 12</strong></td>
</tr>
<tr>
<td><strong>Adult Gerontological Clinical Nurse Specialist</strong> (15 cr hr)</td>
</tr>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>NURS 60204 Health Care Issues of Aging: Nursing Concepts</td>
</tr>
<tr>
<td>NURS 60303 Gerontology CNS I</td>
</tr>
<tr>
<td>NURS 60304 Gerontology CNS II</td>
</tr>
<tr>
<td>NURS 60305 Gerontology CNS III</td>
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<tr>
<td><strong>Total 15</strong></td>
</tr>
<tr>
<td><strong>Adult Nurse Practitioner</strong> (16 cr hr)</td>
</tr>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>NURS 60042 Adult Primary Health Care I</td>
</tr>
<tr>
<td>NURS 60043 Adult Primary Health Care II</td>
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<tr>
<td>NURS 60092 NP Summer Practicum</td>
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<td>NURS 60432 Adult Nurse Practitioner Role Practicum</td>
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<tr>
<td><strong>Total 16</strong></td>
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<tr>
<td><strong>Geriatric Nurse Practitioner</strong> (19 cr hr)</td>
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<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>NURS 60082 Geriatric Primary Care I</td>
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<td>NURS 60083 Geriatric Primary Care II</td>
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<td>NURS 60192 Adult Geriatric NP Practicum</td>
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<tr>
<td>NURS 60204 Health Care Issues of Aging: Nursing Concepts</td>
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<td>NURS 60292 Adult Geriatric Primary Care NP Role Practicum</td>
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<td><strong>Total 19</strong></td>
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<td><strong>Family Nurse Practitioner</strong> (29 cr hr)</td>
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<td><strong>Course</strong></td>
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<tr>
<td>NURS 60006 Intro to Family Assessment and Counseling in Nursing</td>
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<tr>
<td>NURS 60042 Adult Primary Health Care I</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>NURS 60006  Introduction to Family Assessment &amp; Counseling in Nursing</td>
</tr>
<tr>
<td>NURS 61021  Advanced Pediatric Assessment and Health Promotion**</td>
</tr>
<tr>
<td>NURS 61022  Primary Care of Acutely Ill Children (NP)*</td>
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<tr>
<td>NURS 61024  Care Of Chronically Ill Children (NP &amp; CNS)*</td>
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<tr>
<td>NURS 60037  Pediatric NP Clinical Practicum (NP)*</td>
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<tr>
<td>NURS 60074  Pediatric NP Capstone (NP)*</td>
</tr>
<tr>
<td>NURS 61023  Care of Acutely Ill Children (CNS)*</td>
</tr>
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<td>NURS 60075  Pediatric Clinical Nurse Specialist Capstone (CNS)*</td>
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<tr>
<td><strong>Total NP 20+3</strong></td>
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<tr>
<td><strong>CNS Ttl. 18+3</strong></td>
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</table>

**Pediatric Nurse Practitioner or Clinical Nurse Specialist (20+3** or **18+3** cr hr)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 60001  PMH APN Adult I: Individual and Family (Adult)</td>
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</tr>
<tr>
<td>NURS 60002  PMH APN Adult II: Group, Organization, Community (Adult)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 60201  Theory for Advanced Psychiatric Mental Health Nursing (Adult)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 61003  Neurobiology and Psychopharmacology of Maj. Psych.Dis. (Adult)</td>
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</tr>
<tr>
<td>NURS 60002  Adult Primary Health Care I (NP)</td>
<td>5</td>
</tr>
<tr>
<td>NURS 60004  PMH APN Child/Adolescent 1: Individual and Family (C/A)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 60005  PMH APN Child/Adol. II: Group, Organization, Community (C/A)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 60208  Theory for Adv. Psych. M H Nursing, Child Adolescent Focus (C/A)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 61006  Neurobiol. &amp; Psychopharm. of Maj. Psych. Disord.: C/A Focus (C/A)</td>
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<tr>
<td>NURS 60332  Clinical Specialization in Psychiatric Mental Health Nursing* (CNS)</td>
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</tr>
<tr>
<td>NURS 62021  Adv. Pediatric Assessment &amp; Health Promotion for PMH** (C/A)</td>
<td>(3)**</td>
</tr>
<tr>
<td>NURS 64492  Pediatric Mental Health Nursing Practicum I*</td>
<td>2*</td>
</tr>
<tr>
<td>NURS 65592  Pediatric Mental Health Nursing Practicum II*</td>
<td>2*</td>
</tr>
<tr>
<td><strong>Ttl.20-Adult CNS 21-Adult NP 20+3</strong> C/A CNS</td>
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</table>

**Psychiatric Mental Health (PMH)-Adult Clinical Nurse Specialist (CNS) or Nurse Practitioner (NP) & PMH Child/Adolescent (C/A) CNS (20,21,20+3**cr hr)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 60050  Pharmacology for Women’s Health Nurse Practitioner</td>
<td>3</td>
</tr>
<tr>
<td>NURS 60080  Health Care of the Well Woman*</td>
<td>3*</td>
</tr>
<tr>
<td>NURS 60081  Health Care of the Reproductive Age Woman*</td>
<td>3*</td>
</tr>
<tr>
<td>NURS 60085  Primary Health Care of Women*</td>
<td>3*</td>
</tr>
<tr>
<td>NURS 60036  Women’s Health NP Practicum*</td>
<td>2*</td>
</tr>
<tr>
<td>NURS 60072  Women’s Health Nurse Practitioner Capstone Practicum*</td>
<td>4*</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
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</tr>
</tbody>
</table>

*Includes Clinical Practice Hours at a Ratio of 1 cr hr: 7 contact hours

**Substitutes for generic APN course
### The University of Akron

**Adult/Gerontological Health Clinical Nurse Specialist (16 cr. hr.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>8200:671 Adult/Gerontological Health CNS I</td>
<td>2</td>
</tr>
<tr>
<td>8200:673 Adult/Gerontological Health CNS IV</td>
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</tr>
<tr>
<td>8200:674 Adult/Gerontological Health Nursing CNS I Practicum*</td>
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</tr>
<tr>
<td>8200:675 Adult/Gerontological Health CNS II</td>
<td>2</td>
</tr>
<tr>
<td>8200:676 Adult/Gerontological Health Nursing CNS II Practicum*</td>
<td>2*</td>
</tr>
<tr>
<td>8200:677 Adult/Gerontological Health CNS III</td>
<td>2</td>
</tr>
<tr>
<td>8200:678 Adult/Gerontological Health Nursing CNS III Practicum*</td>
<td>2*</td>
</tr>
<tr>
<td>8200:679 Adult/Gerontological Health Nursing CNS IV Practicum*</td>
<td>3*</td>
</tr>
<tr>
<td><strong>Total 16</strong></td>
<td></td>
</tr>
</tbody>
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**Adult/Gerontological Health Nurse Practitioner (24 cr hr)**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>8200:620 Adult/Gerontological Health NP I</td>
<td>2</td>
</tr>
<tr>
<td>8200:621 Adult/Gerontological Health NP II</td>
<td>2</td>
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<tr>
<td>8200:622 Adult/Gerontological Health NP III</td>
<td>2</td>
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<tr>
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<tr>
<td>8200:624 Adult Gerontological Health Nursing NP IV</td>
<td>1</td>
</tr>
<tr>
<td>8200:627 Adult/Gerontological Health Nursing NP I Practicum*</td>
<td>2*</td>
</tr>
<tr>
<td>8200:678 Adult/Gerontological Health Nursing NP II Practicum*</td>
<td>2*</td>
</tr>
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<td>8200:629 Adult/Gerontological Health Nursing NP III Practicum*</td>
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</tr>
<tr>
<td>8200:690 Clinical Management I</td>
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<tr>
<td>8200:692 Clinical Management II</td>
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</tr>
<tr>
<td>8200:694 Clinical Management III</td>
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</tr>
<tr>
<td><strong>Total 24</strong></td>
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</tr>
</tbody>
</table>

**Psychiatric Nursing Nurse Practitioner (29 cr hr)**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8200:610 Advanced Adult/Gerontological Assessment w/practicum</td>
<td>3</td>
</tr>
<tr>
<td>8200:611 Advanced Mental Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>8200:612 Advanced Clinical Pharmacology (elective only)</td>
<td>(3)</td>
</tr>
<tr>
<td>8200:660 Psychiatric Mental Health. APN I Practicum*</td>
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</tr>
<tr>
<td>8200:661 Psychiatric Mental Health. APN I</td>
<td>3</td>
</tr>
<tr>
<td>8200:662 Clinical Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>8200:663 Psychiatric Mental Health. Internship (elective only)</td>
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<td>2*</td>
</tr>
<tr>
<td>8200:665 Psychiatric Mental Health. APN II</td>
<td>3</td>
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<tr>
<td>8200:667 Psychiatric Mental Health. APN III</td>
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<tr>
<td>8200:668 Psychiatric Mental Health. APN III Practicum*</td>
<td>2*</td>
</tr>
<tr>
<td>8200:669 Psychiatric Mental Health. APN IV Practicum*</td>
<td>2*</td>
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<tr>
<td>8200:670 Psychiatric Mental Health. Synthesis APN IV</td>
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<td><strong>Total 29 (+4-7)</strong></td>
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</tbody>
</table>
### Child and Adolescent Health Nursing (CAH) Nurse Practitioner (22+6** cr hr)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>7400:585 Nutrition for Pediatric Nurse Practitioners</td>
<td>2</td>
</tr>
<tr>
<td>8200:650 Pediatric/Adolescent Assessment**</td>
<td>(3)**</td>
</tr>
<tr>
<td>8200:651 Child/Adolescent Health Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>8200:652 Child/Adolescent Health Nursing I Practicum*</td>
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<tr>
<td>8200:653 Child/Adolescent Health Nursing II Practicum*</td>
<td>2*</td>
</tr>
<tr>
<td>8200:654 Child/Adolescent Health Nursing III Practicum*</td>
<td>2*</td>
</tr>
<tr>
<td>8200:655 Child/Adolescent Health Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>8200:656 Pharmacology: Child/Adolescent Health**</td>
<td>(3)**</td>
</tr>
<tr>
<td>38200:657 Child/Adolescent Health Nursing III</td>
<td>3</td>
</tr>
<tr>
<td>8200:658 CAH: NP Residency (elective only)*</td>
<td>(1-4)*</td>
</tr>
<tr>
<td>8200:659 Child &amp; Adolescent Health Nursing IV Practicum*</td>
<td>2*</td>
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<tr>
<td>8200:680 Child &amp; Adolescent Health Nursing IV</td>
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<tr>
<td><strong>Total 22+6</strong></td>
<td>(+1-4)</td>
</tr>
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</table>

### Child & Adolescent Health Nurse Practitioner-Acute Care (32+6** cr hr)

All courses listed above for Child and Adolescent Health Nursing plus courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>8200:685 Child &amp; Adolescent Health Nursing III Acute Care PNP</td>
<td>3</td>
</tr>
<tr>
<td>8200:686 Child &amp; Adolescent Health Nursing III Acute Care PNP Practicum*</td>
<td>2*</td>
</tr>
<tr>
<td>8200:687 Child &amp; Adolescent Health IV Acute Care PNP</td>
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<tr>
<td>8200:688 Child &amp; Adolescent Health IV Acute Care PNP Practicum*</td>
<td>2*</td>
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<tr>
<td><strong>Total 10+22+6</strong></td>
<td></td>
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</table>

### Nursing Anesthesia (34+12** cr hr)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>8200:561 Advanced Physiological Concepts in Health Care I **</td>
<td>(3)**</td>
</tr>
<tr>
<td>8200:562 Advanced Physiological Concepts in Health Care II</td>
<td>3</td>
</tr>
<tr>
<td>8200:609 Pathophysiology for Nurse Anesthetists **</td>
<td>(3)**</td>
</tr>
<tr>
<td>8200:637 Residency I *</td>
<td>(3)**</td>
</tr>
<tr>
<td>8200:640 Scientific Components of Nurse Anesthesia**</td>
<td>4*</td>
</tr>
<tr>
<td>8200:641 Pharmacology for Nurse Anesthesia I**</td>
<td>(3)**</td>
</tr>
<tr>
<td>8200:642 Introduction to Nurse Anesthesia</td>
<td>2</td>
</tr>
<tr>
<td>8200:643 Principles of Nurse Anesthesia I *</td>
<td>4*</td>
</tr>
<tr>
<td>8200:644 Pharmacology for Nurse Anesthesia II</td>
<td>3</td>
</tr>
<tr>
<td>8200:645 Principles of Nurse Anesthesia II *</td>
<td>4*</td>
</tr>
<tr>
<td>8200:646 Residency II *</td>
<td>4*</td>
</tr>
<tr>
<td>8200:647 Professional Role Seminar</td>
<td>2</td>
</tr>
<tr>
<td>8200:648 Residency III *</td>
<td>4*</td>
</tr>
<tr>
<td>8200:649 Residency IV *</td>
<td>4*</td>
</tr>
<tr>
<td><strong>Total 34+12</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Includes Clinical Practice Hours
** Substitutes for generic APN course
APPENDIX B

DNP Core Course Descriptions

A. Courses Taught both at Kent State University and the University of Akron

1. **Course Title:** KSU: NURS 70600 or UA: 8200:XXX CLINICAL SCHOLAR I
   **Credits:** 3 semester credits (2 credit seminar; 1 credit clinical: 90 hrs.)
   **Prerequisite:** KSU: NURS 60601 or UA: 8200:603 and doctoral standing or special approval from department.

   **Course Description:** First of two seminar courses accompanied by clinical practice with expert preceptors. Focus is on transitioning to the clinical scholar leader role within an identified area of advanced nursing practice. Emphasis is placed on the epistemology underlying advanced nursing practice and the integration of theoretical frameworks and evidence-based practice principles in achieving optimal health outcomes for individuals and groups. Comprised of 2 didactic content hours per week and a clinical practicum of 7 hours per week.

   **Course Objectives:**
   1. Analyze stages in the transformation of identity into a clinical scholar leader.
   2. Explicate the essential components of the DNP clinical scholar leader role within a personal framework used to identify clinical practice phenomena.
   3. Analyze a healthcare issue or situation in a practicum setting from the perspective of the identified personal framework, appropriate theoretical frameworks, and evidence-based practice principles.
   4. Demonstrate leadership behaviors in finding solutions to the healthcare issue or situation.

2. **Course Title:** KSU: NURS 70610 or UA: 8200:XXX CLINICAL SCHOLAR II
   **Credits:** 4 semester credits (2 credit seminar; 2 credit clinical: 180 hrs.)
   **Prerequisite:** KSU: NURS 70600 and NURS 70602 or UA: 8200:XXX and UA: 8200:XXX

   **Course Description:** The focus of this second seminar course is on translating and integrating theory and scientific evidence into the clinical work of the advanced practice nurse. Culturally-aware approaches are developed to resolve a healthcare issue using theoretic models and principles of evidence-based practice to design innovative interventions. Comprised of 2 didactic content hours per week and a clinical practicum of 14 hours per week.

   **Course Objectives:**
   1. Consider the theoretic and scientific evidence base for the impact of culture on a healthcare issue/client problem.
   2. Design and implement innovative interventions to a healthcare issue or situation based on evidence-based practice decisions.
   3. Analyze the influence of financial resources on implementation of the intervention.
   4. Demonstrate leadership behaviors in implementing innovative interventions.
3. **Course Title:** KSU: NURS 70692 or UA:8200:XXX CLINICAL SCHOLAR PRACTICUM

**Credits:** 3 semester credits (3 credit hr. clinical: 270 contact hrs.)
**Prerequisite:** KSU: NURS 70610 or UA: 8200:XXX
**Pre/Co-requisite:** KSU: NURS 70640 or UA: NURS 70640

**Course Description:** Synthesis of components of clinical scholar leader role comprises this practicum. Students apply advanced leadership and clinical scholarship skills to developing and evaluating approaches to healthcare problems in a practicum setting.

**Course Objectives:**
At the end of this course, the student will be able to:
1. Design and implement an innovative solution to clinical problems or issues that demonstrate application of theoretic frameworks and evidence-based practice principles and collaboration with other healthcare professionals.
2. Demonstrate understanding of financial implications of the innovation.
3. Evaluate interventions, particularly in relation to health outcomes, using appropriate evaluation methods.

4. **Course Title:** KSU:NURS 76199 and or UA:8200: CAPSTONE PROJECT I

**Credits:** 2-6 semester credits
**Prerequisite:** KSU: NURS 70600 or UA: 8200:XXX
**Co-requisite:** KSU: NURS 70610 or UA: 8200:XXX

**Course Description:** Faculty and preceptor-directed project that contributes to nursing practice knowledge. Culminates in an oral defense and a publishable manuscript. Capstone project students must register for a total of 6 hours, 2 to 6 hours in a single semester, distributed over three semesters if desired. S/U grading; IP permissible.

**Course Objectives:**
At the end of the course, the student will be able to:
1. Identify and justify a clinical project of practical and theoretical relevance to evidence based practice.
2. Address how the capstone project involves innovation, if appropriate, and the essential components for its success.
3. Develop a sound literature review for the project and use it to bring the reader to an understanding of the capstone core problem/issue/focus.
4. Identify expected outcomes and related measurements or metrics.
5. Complete a manuscript suitable for publication.

5. **Course Title:** KSU:NURS 76299 and or UA:8200:XXX CAPSTONE PROJECT II

**Credits:** 1-3 semester credits
**Prerequisite:** KSU: NURS 76100 or UA: 8200:XXX

**Course Description:** Capstone project students must continue registration until all degree requirements are met. S/U grading; IP permissible.
6. **Course Title:** KSU/UA NURS70727/8200:607 ADVANCED HEALTHCARE STATISTICS  
(Note: course is part of the joint PhD in Nursing curriculum, and although taught either at KSU or UA, students register at their university of record)

- **Credits:** 3 semester credits  
- **Prerequisite:** Doctoral standing or special approval from department.

**Course Description:** In-depth examination of descriptive statistics, correlation, regression, multiple regression sets, scaling, nonlinear transformation, missing data, and interactive effects; including initial manipulation of data, integrating understanding of inference and probability.

**Course Objectives:**
At the end of this course, the student will be able to:

1. Examine the underlying assumption of each statistical test covered in this course.
2. Incorporate theory into the use of linear models in nursing research.
3. Critically evaluate the appropriateness and accuracy of the data analysis reported in a published article on the student's area of interest.
4. Apply scientific data analysis techniques to answer research questions the student identifies with an existing dataset.

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**B. Courses Taught only at Kent State University**

1. **Course Title:** KSU: NURS70602 SYNTHESIS AND APPLICATION OF EVIDENCE FOR ADVANCED NURSING PRACTICE

- **Credits:** 3 semester credits  
- **Prerequisite:** KSU/UA NURS70727/8200:607

**Course Description:** Focus of course is on the concepts, models, and methods for implementation of evidence-based nursing practice at both individual clinician and system levels. Competencies for the identification, analysis, synthesis, and application of evidence relevant to nursing and health care practice are developed. Factors that facilitate and impede implementing and sustaining evidence-based practice are considered. Students learn skills necessary for identification of clinical problems in advanced practice nursing and promoting adoption and implementation of evidence-based solutions to promote patient health outcomes.

**Course Objectives:**
At the end of this course, the student will be able to:

1. Differentiate concepts and models of evidence-based practice.
2. Locate, critically appraise, and synthesize evidenced-based nursing resources.
3. Identify strategies for implementation of evidence-based practice changes in complex health care systems, including consideration of potential personal, professional, organizational, and health system barriers.
4. Develop a specific evidenced-based practice clinical topic related to advanced practice nursing.
2. **Course Title:** KSU: EPI 52015 FUNDAMENTALS OF PUBLIC HEALTH
   EPIDEMIOLOGY
   
   **Credits:** 3 semester credits
   **Prerequisite:** Doctoral standing or special approval from nursing.

   **Course Description:** Introduces principles, methods, and application of epidemiology. Covers the history of epidemiology, concepts of disease causation and prevention, measures of disease frequency and excessive risk, epidemiologic study designs, causal inference, outbreak investigation and screening. Provides experience with calculation of rate standardization, measures of disease frequency, association, and impact, and sensitivity and specificity of screening tests. Highlights the applications of epidemiology to the understanding of disease etiology, transmission, pathogenesis, and prevention, evaluation, and public policy development.

   **Course Objectives:**
   1. Describe natural history of disease, i.e. the concepts of disease causation, pathogenesis, and prevention.
   2. Describe public health problems in terms of magnitude, person, time and place.
   3. Calculate measure of disease frequency, excess risk, and impact; and perform age adjustment or standardization.
   4. Identify and interpret data from existing sources, understand strengths and limitations of each source, and make appropriate causal inference.
   5. Identify the principles and limitations of public health screening and evaluate validity and reliability screening tests.
   6. Describe the strengths and limitations of epidemiologic study designs including sources of bias of each.
   7. Discuss ethical and legal principles related to the collection, maintenance, use, and dissemination of epidemiologic data.
   8. Conduct an outbreak investigation.
   9. Interpret epidemiologic study results and be able to communicate them to both lay and professional audiences.

3. **Course Title:** KSU: NURS70640 ADVANCED LEADERSHIP IN HEALTHCARE
   
   **Credits:** 3 semester credits
   **Prerequisite:** Doctoral standing or special approval from department.

   **Course Description:** Advanced competencies of the doctoral-prepared advanced practice nurse for interprofessional leadership in healthcare to improve patient and population health outcomes are addressed. Five key leadership competencies including creating and leading change; self-knowledge; strategic vision; interpersonal communication; and organizational effectiveness are presented with examples and case studies. Transcending themes of ethics, research, interprofessional collaboration, creativity, and insuring accountability are addressed throughout the course. Students conduct a self-assessment, and develop and implement individualized action plans for advanced competency in interprofessional healthcare leadership.

   **Course Objectives:**
   At the end of the course, the student will be able to:
   1. Describe the rationale for requiring professional nurses practicing at the most advanced level of nursing to be prepared as clinical scholars with advanced leadership competencies.
2. Recognize and develop personal knowledge of one's leadership abilities and potential.
3. Describe and integrate historical and contemporary leadership models and research.
4. Develop the ability to critically analyze leadership behavior, styles, and roles as they relate to team, group, and leadership effectiveness.
5. Synthesize historic and contemporary change frameworks for effectively implementing change within practice, academic, and the community.
6. Analyze how a leader effectively creates and implements strategic vision to change health systems, public policy, and community.
7. Describe interpersonal communication of effective leaders and enhance personal communication skills.
8. Describe how ethics, research, creativity, technology, diversity, and accountability are related to leadership in healthcare.
9. Develop strategies for creating and leading change in healthcare through interprofessional collaboration.

C. Courses Taught only at the University of Akron

1. **Course Title:** UA: 8200:XXX INFORMATION MANAGEMENT IN HEALTHCARE  
   **Credits:** 3 semester credits  
   **Prerequisite:** Doctoral standing or special approval from department.

   **Course Description:** This course focuses on nursing informatics to support clinical decision making in advanced nursing practice.

   **Course Objectives:**
   At the end of this course, the student will be able to:
   1. Discuss current trends in nursing and healthcare related to the role of nursing informatics.
   2. Apply nursing informatics to clinical problems in nursing.
   3. Use the scientific process and data as basis to develop, implement, and evaluate nursing interventions as related to information management.
   4. Synthesize information and knowledge as the key component to nursing clinical practice.
   5. Analyze or apply nursing informatics to a DNP/group project

5. **Course Title:** UA: 8200:XXX GENOMICS AND HEALTH  
   **Credits:** 3 semester credits  
   **Prerequisite:** Doctoral standing or special approval from department.

   **Course Description:** This course introduces advanced clinical nurses to basic principles in genetics and genomics, addressing the history of life, genome mapping and sequencing, genomic evolution and structural variation, databases, functional genomics, pharmacogenomics, and the epidemiology and social/ethical impact of genomics. The application of genomics to clinical decision making and counseling, and the impact of genomics on the individual, family and health care provider will be discussed. A paper or project will be one outcome of the course.
**Course Objectives:**
By the completion of the course, the student will be able to:
1. Describe the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, and the selection of treatment modalities and their effectiveness.
2. Interpret and integrate genomics-related research and other information to clinical decision-making and appropriate interventions.
3. Collect and interpret personal, health, and developmental histories of individuals and families that address their environmental, genetics, and genomic risks.
4. Determine referrals to specialized genetic and genomic services.
5. Suggest possible researchable studies in the field or as related to clinical decision-making or care.

7. **Course Title:** UA: 8200:848 PROGRAM EVALUATION IN NURSING  
   **Credits:** 3 semester credits  
   **Prerequisite:** Doctoral standing or special approval from department.

**Course Description:** Analysis of theories and models of program evaluation and their relationships to designs, processes, techniques, and outcomes in nursing-related evaluations.

**Course Objectives:**
At the end of the course, the student will synthesize understanding of:
1. Models of program evaluation in nursing settings  
   a. Formative and summative models of evaluation as generic approaches.  
   b. Standards and indicators held by the nursing profession.  
   c. Analytical and practical components of various models, including environmental niche, organizational culture, organization’s structure and goal(s), constituencies, values, program outcome(s), criteria for effectiveness.
2. Organization culture  
   a. Competing values and belief systems held by various constituencies.  
   b. Impact of a culture on expressed missions and goals of a nursing program.  
   c. Impact of culture on program evaluation in an organization.
3. Power and politics in program evaluation
4. Ethical considerations in program evaluation
5. Criteria of effectiveness and their relationship to nursing standards, organizational processes, and program evaluation.
6. Techniques and measurement in program evaluation:  
   b. Use of existing and locally-developed tools.
## APPENDIX C

Ethnicity Tables

Table 1. AY 2009-2010 GRADUATE Enrollment by Ethnicity and Gender at Kent State University and The University of Akron Colleges of Nursing

| Program Level: Graduate | Kent State University CON | | | University of Akron CON | | |
|-------------------------|--------------------------|--|--------------------------|--|---|
|                         | N | % | | N | % | |
| Ethnicity/Race/Gender   | MSN | PhD | | MSN | PhD | |
| African-American        | 22 | 1 | 7.0 | | 24 | 3 | 8.0 |
| Asian                   | 11 | 3 | 4.0 | | 4 | 0 | 1.0 |
| Hispanic                | 4 | 0 | 1.0 | | 4 | 0 | 1.0 |
| Native American/Alaskan | 2 | 0 | 0.6 | | 1 | 0 | 0.3 |
| Caucasian               | 278 | 12 | 81.0 | | 277 | 7 | 82.0 |
| Other/Unreported        | 28 | 1 | 7.0 | | 27 | 0 | 8.0 |
| Male                    | 26 | 1 | 7.0 | | 39 | 0 | 11.0 |
| Female                  | 319 | 16 | 93.0 | | 298 | 10 | 89.0 |
| Total ethnic minority   | 67 | 5 | 19.0 | | 60 | 3 | 18.0 |
| Total each degree program | 345 | 17 | 100.0 | | 337 | 10 | 100.0 |
| Total graduate students | 362 | 100.0 | | 347 | 100.0 | |
Table 2. AY 2009-2010 UNDERGRADUATE Enrollment by Ethnicity and Gender at Kent State University and The University of Akron Colleges of Nursing

<table>
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<th>The University of Akron CON</th>
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</thead>
<tbody>
<tr>
<td>Ethnicity/Race/Gender</td>
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<td>%</td>
</tr>
<tr>
<td>African-American</td>
<td>82</td>
<td>6.0</td>
</tr>
<tr>
<td>Asian</td>
<td>29</td>
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<tr>
<td>Hispanic</td>
<td>16</td>
<td>1.0</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
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<td>0.1</td>
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<tr>
<td>Caucasian</td>
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<tr>
<td>Other/unreported</td>
<td>48</td>
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<tr>
<td>Male</td>
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<tr>
<td>Female</td>
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<td>TOTAL UG Students</td>
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### Table 3 National Graduate Nursing Enrollment by Ethnicity, 2009

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<th>MASTERS</th>
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<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>African-American</td>
<td>424</td>
<td>11.6</td>
<td>8,479</td>
<td>12.6</td>
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<tr>
<td>Hispanic</td>
<td>168</td>
<td>4.6</td>
<td>3,270</td>
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</tr>
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<td>Asian</td>
<td>193</td>
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<td>7.4</td>
</tr>
<tr>
<td>Alaskan/ American Indian</td>
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<td>1.5</td>
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<tr>
<td>Caucasian</td>
<td>2,806</td>
<td>77.0</td>
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<td>TOTAL</td>
<td>3,645</td>
<td></td>
<td>67,480</td>
<td></td>
</tr>
</tbody>
</table>

APPENDIX E

Letters of Support
March 11, 2010

N. Margaret Wineman, Ph.D., R.N., C.N.S.
Dean, College of Nursing
Office of the Dean
College of Nursing
Akron, OH 44325-3701

Re: Doctor of Nursing Program (DNP)

Dear Dr. Wineman:

I am writing this letter to support a collaborative undertaking between the University of Akron University and Kent State University in offering a Doctor of Nursing (DNP) degree to the nursing community in Northeast Ohio. As you may be aware, The American Association of Colleges of Nursing (AACN) has mandated that advanced practice nursing education be structured to support optimal patient care and nursing education outcomes. To that end, the AACN recommends that all master’s programs preparing advanced practice nurses (nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse midwives) be transitioned to doctor of nursing practice (DNP) programs by 2015.

I believe that nurses prepared with the DNP are needed to meet ongoing and increasingly complex healthcare needs of the populace. In addition, some nurses at my institution have already expressed a strong interest in returning to school for the DNP. Since our institutions already have a strong educational alliance, we look forward to partnering to guide and precept clinical learning experiences for DNP students and provide opportunities for their capstone projects.

Furthermore, I believe that the DNP will significantly enhance the preparation of advanced practice nurses in the implementation of evidence-based practice and the utilization of research that will help ensure quality patient-care outcomes.

In addition, given the growing shortage of nursing faculty, this program will prepare nurses ready to assume a teaching role at The University of Akron or Kent State University.

In closing, please consider my request (and support) in favor of a dual, collaborative undertaking between the University of Akron and Kent State University in offering the Doctor of Nursing (DNP) degree.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Beverly Bokovitz, MSN, RN, NEA-BC
Sr. Vice President, Nursing and Chief Nursing Officer

Akrone General Medical Center
- Akron General Medical Center
- Akron General Hospital Foundation
- Akron General Health System
- University of Akron
- University of Akron College of Medicine and Pharmacy
- Akron Children's Hospital
- Children's Hospital Medical Center

37
February 25, 2010

V. Margaret Wiseman, Ph.D., R.N., C.N.S.
Dean, College of Nursing
Mary Baldwin Hall
Akron, Ohio 44325

Dear Dr. Wiseman:

It is my pleasure to provide this letter in support of the collaborative undertaking between Colleges of Nursing at The University of Akron and Kent State University to develop a joint proposal for a Doctor of Nursing Practice (DNP) program. The history of collaboration between the Colleges of Nursing at The University of Akron and Kent State University to educate nurse researchers through the joint Ph.D. program, demonstrates the ability of these two institutions to provide quality, thriving doctoral level programs to nurses. The proposed joint DNP program compliments the successful joint Ph.D. in Nursing program and provides a unique opportunity for nurses to attain a DNP degree at a public university in northeast Ohio in a cost efficient manner.

The American Association of Colleges of Nursing (AACN) has mandated that advanced practice nursing education be structured to support optimal patient care and nursing education outcomes. To that end, the AACN recommends that all master’s programs preparing advanced practice nurses (nurse practitioners, clinical nurse specialists, nurse anesthetists, and nurse midwives) be transitioned to doctor of nursing practice (DNP) programs by 2015. In order to provide the joint DNP program in a timely manner, I urge you to accept the joint DNP proposal so that planning and implementation of the program can move forward. Nurses at Akron Children’s Hospital returning to school to attain the DNP degree have expressed interest in attending the proposed program. In addition, graduates from The University of Akron and Kent State University are important to the nursing workforce in northeast Ohio. Given the growing shortage of nursing faculty, this program will prepare nurses ready to assume the teaching role at The University of Akron or Kent State University, thereby ensuring stability in the nursing workforce.

Nurses prepared with the DNP are needed to meet ongoing and increasingly complex healthcare needs of the population across the lifespan. Development of a joint DNP program will significantly enhance the preparation of advanced practice nurses in the implementation of evidence-based practice and the utilization of research that will help ensure quality patient-care outcomes. Nurse leaders and clinicians at Akron Children’s Hospital look forward to partnering with DNP students to guide and precept clinical learning experiences and provide opportunities for capstone projects.

Sincerely,

[Signature]

Grace Wajcman, RN, MSN, MBS
Vice President of Patient Services
and Chief Nursing Officer
February 22, 2010

Laura Cox Dzurec PhD, APRN-BC
Dean and Professor
Kent State University
College of Nursing
Kent, Ohio 44242

Dear Dr. Dzurec:

It is my pleasure to write a letter to support the Kent State University and the University of Akron plan to jointly implement a Doctor of Nursing Practice (DNP) degree beginning in Spring, 2011. Faculty from both of these Colleges of Nursing enjoy an exemplary reputation and this practice-focused degree will prepare experts in specialized advanced nursing practice. We believe that the DNP will attract nurses from our hospital system, which will continue to contribute to the quality of practice required for nurses in advanced practice positions.

There are a number of advantages to this joint program. As state universities, both Kent State and Akron University are positioned to provide access to this important degree in a cost-effective manner. Because of our strong positive working relationship with these colleges of nursing and faculty, we are committed to work collaboratively to offer clinical opportunities to these students. With over 400 students enrolled in the advanced practice programs at the two universities, we can begin to address the growing clinical nursing shortage, as well as the need for nursing faculty.

The DNP will strengthen advanced practice nursing in Ohio by providing exposure to the research base of every advanced practice nurse—that is, those currently holding master’s degrees and advanced practice certification. We endorse this program and are eager to work with you as you take next steps to implement this effort. Nursing in Northeast Ohio demands the professional nursing expertise that a DNP will provide.

Sincerely,

Joan M. Kavanagh, RN, MSN
Associate Chief Nursing Officer
Cleveland Clinic Health System
Clinical Education/Professional Development

cc: R. G. Frank, Provost and Executive Vice President, Kent State University
L. Leifton, President, Kent State University
March 1, 2010

N. Margaret Wineman, Ph.D., R.N., C.N.S.
Dean, College of Nursing
The University of Akron
Akron, OH 44325-3701

Dear Dean Wineman:

On behalf of Nursing Leadership at Robinson Memorial Hospital, we are writing to endorse the efforts of our colleagues at the Colleges of Nursing at the University of Akron and Kent State University respectively to develop a Doctor of Nursing Practice (DNP) program.

This important proactive initiative is absolutely congruent with the American Association of Colleges of Nursing (AACN), which has recommended that all master’s programs preparing advance practice nurses be transitioned to doctor of nursing practice programs by 2015.

The administration of Robinson Memorial Hospital, an ANCC designated Magnet Hospital, believes strongly in supporting the lifelong learning of our staff, which is clearly reflected in Robinson’s 100% tuition reimbursement policy. We look forward to proudly supporting our nurses as they enroll in DNP programs at our public universities here in northeast Ohio. The growth in the numbers of nurses prepared at doctoral level will be one factor that addresses critical workforce shortage issues in primary care, specialty clinical practice and nursing faculty.

Please let us know if there is any way we can be of assistance in supporting this initiative. We look forward to partnering with the University of Akron and Kent State in providing DNP candidates clinical learning experiences and opportunities for their capstone projects.

Sincerely,

Linda Breidlove RN, MBA, NE-BC
Vice President, Patient Care Services / CNO

Suzanne Hughes, M.S.N., R.N.
Director, Health Education and Nursing Research

www.robinsonmemorial.org
February 26, 2010

Dean Laura Cox Dzurec PhD, APRN-BC
Dean and Professor
Kent State University
College of Nursing
Kent, OH 44242

Dear Dr. Dzurec:

I am pleased to write a letter of support for the Kent State University and the University of Akron plan to jointly implement a Doctor of Nursing Practice (DNP) degree beginning in Spring 2011. As we are all abundantly aware, this effort is not only a requirement of the Commission on Collegiate Nursing Education, an accrediting body for baccalaureate and higher degree nursing, but it also requires the quality of practice required for those nurses in advanced practice positions both within and outside hospitals. Because Kent State and Akron University are a state universities, their joint efforts will provide access to this important degree in a cost-effective manner. Of the more than 400 students enrolled in advanced practice programs at the two universities, we trust that many of these students will enroll in the initial post-master’s certificate to complete the DNP.

This practice-focused degree is designed to prepare experts in specialized advanced nursing practice. Its focus is on innovative, evidence-based practice that brings to the patient the application of credible research findings. We recognize that Kent State University and the University of Akron have exemplary faculty prepared to offer this program. We enjoy a strong positive working relationship with the universities and faculty and are eager to see the implementation of the DNP.

Thank you for your consideration of this important degree. The complexity of nursing in Northeast Ohio demands the sort of expertise that a DNP will provide. You and your faculty are to be commended for providing leadership in the design and implementation of this program.

Sincerely,

Catherine S. Koppelman, RN, MSN, NEA-BC
Chief Nursing Officer

cc: R. G. Frank, Provost and Executive Vice President, Kent State University
    L. Lepton, President, Kent State University
March 2, 2009

N. Margaret Wineman, Ph.D., R.N., C.N.S.
Dean, College of Nursing
The University of Akron College of Nursing
208 Carroll Street
Akron, OH 44325-3701

Dear Dr. Wineman,

As the Chief Nursing Officer for Wooster Community Hospital (WCH), I am fully aware of the ongoing complexity of the healthcare needs of the patients and communities we serve. As our the care of our patients becomes more complex, we need the support of nurses who function at the highest level of nursing practice and have the skills and abilities to guide and translate research into nursing practice.

As nursing continues to evolve, the requirements for nursing leadership and practice also evolve and change. The development of a Doctor of Nursing Practice (DNP) program is a logical next step in that progression. The DNP offers nurses who wish to have a practice focus, the ability to prepare to be a leader in practice, apply research to practice and innovations in care and mentor nurses at all levels of practice. It offers an attractive educational tract to the nurse who wishes to practice at the highest level of their profession but maintain a practice rather than research focus.

The collaboration of the University of Akron and Kent State University to develop a DNP program holds great potential and opportunity. Nurses in Northeastern Ohio who wish to return to school for this degree find that their options require either exclusively long distance learning or re-location; neither of which most find satisfactory. The option of having such a program in their "backyard" with two fine universities is very exciting.

At WCH, we have been involved with the University of Akron in many ways: undergraduate clinical education (with the instructors being Wooster employees); nurses in both the University of Akron and Kent State's graduate programs; and in my own additional role, as an instructor at the University of Akron. The development of the DNP program offers an additional educational opportunity for WCH staff, the opportunity to precept DNP students and to be involved in capstone projects.

I strongly support both Universities as they move forward in making the proposed DNP program a reality.

Sincerely,

Lorraine Frank-Lightfoot RN, BSN, MBA, CCRN
Your Community, Your Hospital, Your Choice
www.woosterhospital.org
From: Alemagno, Sonia
Sent: Sunday, March 21, 2010 8:10 AM
To: BUDD, KAREN
Cc: Bhatta, Nadhav; Stedman-Smith, Maggie; Dzurec, Laura
Subject: RE: Doctor of Nursing Practice

Drs. Bhatta and Stedman-Smith have discussed the plan of offering the Fundamentals of Public Health Epidemiology to nursing students and I fully support this plan. The College of Public Health is pleased to collaborate in teaching of public health related disciplines.

Please let me know if you need any additional support documentation. We look forward to this collaboration!

Sonia Alemagno

Sonia Alemagno
Kent State University
PO Box 5193
Kent, Ohio 44242
330-672-6501
From: robert smith [rsmith33_98@yahoo.com]
Sent: Thursday, March 25, 2010 10:47 AM
To: BUDD, KAREN
Cc: DREW, JOSEPH
Subject: Re: Interdisciplinary Leadership and Management course

Hello Karen, GREAT to hear from you again and yes, I would love to chat with you about the new Doctor of Nursing Practice program. I am also excited about the possibility of remaining involved in the Leadership (and Management) course which our committee worked so hard to develop and the challenge and experience I gained in implementing the course (only once) with Greer Glazer. I have a flexible schedule and would be happy to come to your office for discussion. Bob Smith
Assessment Plan Guidelines for New or Revised Programs

1. Identify and list the student learning goals for this program.

The larger student learning goal of the entire Doctor of Nursing Practice is to become a superior self reflective practitioner of nursing. At the completion of the program, the student shall be able to achieve the following specific learning goals:

1. Use appropriate theories and concepts to identify health-related phenomena of interest
2. Design and deliver interventions that can withstand scientific analysis
3. Evaluate health care delivery and nursing practices using sound evaluation principles
4. Use evaluation and other methods to account for quality of care and patient safety for focus populations
5. Critically appraise and/or use sources informing best evidence, i.e. epidemiology, statistics, health data, and/or methodologies
6. Deliver and evaluate care processes and outcomes based on best evidence
7. Analyze and define critical choices among health care technologies and information systems toward the betterment of care processes and outcomes
8. Understand the dynamics of health care policy and financing at the organizational and national levels
9. Provide or assist in the leadership of collaborative, inter-professional teams in health care delivery

2. Articulate multiple measurable student learning objectives (outcomes) for each goal.

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Measurable objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use appropriate theories and concepts to identify health-related phenomena of interest</td>
<td>Students will take tests in relevant courses, and submit a paper identifying their capstone project and related theories.</td>
</tr>
<tr>
<td>2. Design and deliver interventions that can withstand scientific analysis</td>
<td>Interventions will be designed by students (practicing registered nurses) and assessed on site by health professional preceptors. In addition, assessments will be entered as journal entries in electronic data bases and will be reviewed by faculty. Periodic assessments of quality of care will likely be required in the Clinical Scholars courses.</td>
</tr>
<tr>
<td>3. Evaluate health care delivery and nursing practices using sound evaluation principles</td>
<td>Evaluation principles will be addressed in particular evaluations, and the papers will cite the principles and the means of meeting them in the clinical arena (field). Appropriate statistical analysis will be conducted and reviewed by students and faculty.</td>
</tr>
</tbody>
</table>
4. Use evaluation and other methods to account for quality of care and patient safety for focus populations

<table>
<thead>
<tr>
<th>4. Use evaluation and other methods to account for quality of care and patient safety for focus populations</th>
<th>Write a paper assessing care using appropriate standards of care for patient safety and quality of care (e.g. JCAHO standards, nursing specialty standards of care), epidemiological analyses, and statistical support to account for quality of care and patient safety.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Critically appraise and/or use sources informing best evidence, i.e. epidemiology, statistics, health data, and/or methodologies</td>
<td>Read and critique journal articles, attend lectures and presentations and write reports, describe and critique interventions of other practitioners.</td>
</tr>
<tr>
<td>6. Deliver and evaluate care processes and outcomes based on best evidence</td>
<td>Read and critique journal articles, attend lectures and presentations and write reports, describe and critique interventions of other practitioners.</td>
</tr>
<tr>
<td>7. Analyze and define critical choices among health care technologies and information systems toward the betterment of care processes and outcomes</td>
<td>Read and critique journal articles, assess information systems in various agencies, apply information system technology to the care process, assess outcomes using comparison statistical techniques.</td>
</tr>
<tr>
<td>8. Understand the dynamics of health care policy and financing at the organizational and national levels</td>
<td>Read and describe the various forms of budgets, describe likely scenarios using budget and financial management techniques. Prepare and report a sample budget.</td>
</tr>
<tr>
<td>9. Provide or assist in the leadership of collaborative, inter-professional teams in health care delivery</td>
<td>Design an intervention, describe the system of developing alliances, overcoming barriers and challenges, and deliver the care describing the viewpoints, pro and con, of the collaborating team members. Describe a group meeting using a defined tool of group assessment.</td>
</tr>
</tbody>
</table>

3. List and describe the appropriate methods that will be used to assess how well students are meeting the articulated objectives (outcomes). Tests, journals, papers, reports, analyses (verbal and statistical), and delivery of care interventions (see above for goals and plans of assessment).

4. Include a timeline for implementation of the assessment plan. An annual update including assessment results and intended changes based on the results is due to the Associate Provost for Academic Quality Improvement by July 1
   a. Annual submission of a quality improvement report and any recommended changes and rationales for any changes.
   b. Semester reports of student grades.
GPS Website Description and Key Words for Searching

Description:

The Doctor of Nursing Practice program prepares advanced practice nurse (Clinical Nurse Specialist or Nurse Practitioner) leaders with advanced skills to improve healthcare and healthcare systems, and achieve healthy patient outcomes. The DNP-prepared advanced practice nurse is a clinical scholar who translates scientific evidence into innovative interventions and then designs a way to evaluate them, always with the goal of helping individuals and populations achieve the highest possible level of health.

Key Words:

Healthcare, innovative interventions, clinical scholar, Doctor of Nursing Practice, advanced practice nurse leaders
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11-Feb-10  Curriculum Bulletin __________
Effective Date  Fall 2011  Approved by EPC __________

Department  LIS
College  CI - Communication and Information
Degree  CER6- Post-Baccalaureate Certificate
Program Name  New Media  Program Code  C601
Concentration(s)  Concentration(s) Code(s)
Proposal  Inactivate Program

Description of proposal:
Inactivate the Post-Baccalaureate (C601) Certificate in New Media

Does proposed revision change program’s total credit hours?  □ Yes  □ No
Current total credit hours:  Proposed total credit hours:

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure): none

Units consulted (other departments, programs or campuses affected by this proposal):
COMM, JMC, LIS, VCD

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs

3/8/10

3/9/10

/ / /
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11-Feb-10   Curriculum Bulletin
Effective Date   Fall 2011   Approved by EPC

Department   LIS
College   CI - Communication and Information
Degree   CERB - Post-Master's Certificate
Program Name   New Media   Program Code   C803
Concentration(s)   Concentration(s) Code(s)
Proposal   Inactivate Program

Description of proposal:
Inactivate the Post-Master's (C803) Certificate in New Media

Does proposed revision change program’s total credit hours?   □ Yes   □ No
Current total credit hours:   Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure): none

Units consulted (other departments, programs or campuses affected by this proposal):
COMM, JMC, LIS, VCD

____________________________________________
Department Chair / School Director / Campus Dean

____________________________________________
College Dean

____________________________________________
Dean of Graduate Studies (for graduate proposals)

____________________________________________
Provost and Senior Vice President for Academic Affairs

3/8/10

3/9/10

__/__/__

__/__/__
TRANSMITTAL MEMO
COLLEGE OF COMMUNICATION AND INFORMATION
Kent State University

TO: Therese E. Tillett, Director of Curriculum Services
FROM: LuEtt Hanson, Associate Dean
SUBJECT: Curriculum Proposals
DATE: March 17, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposal:

   Inactivate New Media Certificate Programs C112, C601, C803

This proposal has been approved by the following:

COMM FAC 3/5/10
JMC FAC 2/12/10
LIS FAC 2/12/10
VCD FAC 3/5/10
CCI CCC 3/17/10
Proposal Summary

Inactivate the New Media Certificate Programs

The purpose of this proposal is to inactivate the New Media Certificate Programs:

- Post-Secondary Certificate C112
- Post-Baccalaureate Certificate C601
- Post-Master’s Certificate C803

These programs were established several years ago when digital media were first becoming widely available. Since many units on campus were introducing courses in the use and application of these new media to their individual disciplines, the New Media Certificate Programs were intended to be inter-disciplinary. However, the goals of the programs were never specified, the curricula were vague and the programs were never marketed. Instead of bringing new enrollment to Kent State, the New Media Certificate programs languished. Although the programs are still listed in curriculum records as active, the two graduate-level programs are not even mentioned in the current Graduate Catalog. According to the Cognos Report saar-012 AIMS Enrollment Reporting, as of Spring Semester 2010 there are no students enrolled in any of the New Media Certificate programs.

The acquisition of a certificate in New Media apparently has not been a compelling reason for students to enroll in these programs, and the title of the programs is now obsolete. The College of Communication and Information recommends that the programs be inactivated.
TO: Educational Policies Council
FROM: Provost and Senior Vice President Robert G. Frank
SUBJECT: Agendas for Monday, 17 May 2010
         Kent Student Center, Room 204, 3:20 p.m.,
DATE: 10 May 2010

In the event that any of the action or information item proposals require corrections or create actions that
have significant impact not addressed in the response memos, please bring these matters to the attention
of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to
an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday,
14 May, to ensure that the materials are available at the meeting for review.

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS
1. Approval of minutes of 19 April 2010.
   Attachment 1

   University Requirements Curriculum Committee  (presented by URCC Co-Chair Thomas Janson)
2. Establishment of an outcomes assessment plan for the Kent Core.
   Effective Fall 2011
   Attachment 2: Plan, Instructions and Examples | University of Massachusetts: Course-Based
   Review and Assessment Handbook

INFORMATION ITEMS

College of Education, Health and Human Services

School of Health Sciences
1. Extension to the Ashtabula Campus the Health Care Administration and Systems [HCAS]
   concentration in the Integrated Health Studies [IHS] major within the Bachelor of Science in
   Education [BSE] degree.
   Effective Fall 2010
   Attachment 3

Regional College

Division of Applied Business
2. Establishment of an eBusiness [C145] post-secondary certificate. Minimum total credits to
   program completion are 18.
   Effective Fall 2011
   Attachment 4

   total credits to program completion are 18.
   Effective Fall 2011
   Attachment 5
INFORMATION ITEMS continued

Regional College continued

Division of Applied Business continued

4. Establishment of a validation agreement between Kent State University at Trumbull and Mahoning County Career and Technical Center’s College Tech Prep programs in information technology networking and support and services. Agreement will be re-evaluated every two years.
   **Effective Fall 2010**
   Attachment 6

5. Establishment of a validation agreement between Kent State University at Trumbull and Trumbull Career and Technical Center’s College Tech Prep program in interactive multimedia. Agreement will be re-evaluated every two years.
   **Effective Fall 2010**
   Attachment 7

6. Re-evaluation of the validation agreement between Kent State University at Trumbull and Trumbull County Career and Technical Center’s College Tech Prep program in information technology. Original agreement was established fall 2008 with re-evaluations to be conducted every two years.
   **Effective Fall 2010**
   Attachment 8

LESSER ACTION ITEMS

College of Arts and Sciences

Department of English

1. Inactivation of the Comparative Literature [COML] minor.
   **Effective Fall 2010**

College of Communication and Information

School of Communication Studies

2. Inactivation of the non-degree Pre-Communication Studies [PCOM] major. Students will be admitted directly in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree.
   **Effective Fall 2010**

3. Revision of the admissions GPA requirement—from 2.25 to 2.00 GPA—for the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree.
   **Effective Fall 2010**

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

4. Revision of the program requirements for Deaf Education [DFED] concentration in the Intervention Specialist [INSP] major within the Bachelor of Science in Education [BSE] degree. Minimum B- grade completion is required for SPED 43009, 43310, 43311, 43313, 43324, ASL/SPED 29202; 1 credit hour is removed from SPED 43392; and requirement added that students must complete NCATE assessments before student teaching. Minimum total credit hours to program completion decrease, from 140 to 136.
   **Effective Fall 2010**
LESSER ACTION ITEMS continued

College of Nursing
5. Inclusion in the University Catalog student policies from the college handbook. These policies include, but are not limited to, admission and progression, changing campuses, dismissal and reinstatement, petitions for exceptions, background checks, personal and professional liability insurance, student conduct, attendance, cheating and plagiarism.
Effective Fall 2010

Regional College

Division of Health Occupations
6. Revision of the program requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree. RTT 11006, 11008, 21012 are added; RTT 21002 is removed; credit hours are decreased in RTT 11002, 21010 and increased in RTT 11004, 21001, 21004, 21005. Minimum total credit hours to program completion increase, from 63 to 73.
Effective Fall 2010

EPC GRADUATE COUNCIL

ACTION ITEMS
1. Approval of minutes of 19 April 2010.
Attachment 1

Graduate School of Education, Health and Human Services
(presented by Associate Dean Nancy E. Barbour)
2. Inactivation of the Master of Arts [MA] degree for the following programs—all of which remain active within the Master of Education [MED] degree—Career Technical Teacher Education [CTTE]; Clinical Mental Health Counseling [CMHC]; Curriculum and Instruction [CI]; Evaluation and Measurement [EVAL]; Higher Education and Student Personnel [EAHE]; Health Education and Promotion [HEDP]; Instructional Technology [ITEC]; Intervention Specialist [INSP]; Rehabilitation Counseling [RHAB]; School Counseling [SCON]; and School Health Education [SHED].
Effective Fall 2010
Attachment 9

INFORMATION ITEMS

College of Arts and Sciences

School of Biomedical Sciences
Effective Fall 2010
Attachment 10

Graduate School of Management

Department of Economics
Effective Fall 2010
Attachment 11
LESSER ACTION ITEMS

College of Architecture and Environmental Design; College of the Arts; College of Arts and Sciences; College of Communication and Information; College of Nursing; College of Public Health; College of Technology; Graduate School of Education, Health and Human Services; Graduate School of Management

1. Declaration of the admission requirements for all graduate programs (master’s and doctoral levels) in all academic units. Effective Fall 2010
   Attachment 12

Graduate School of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

2. Revision of the program requirements for Deaf Education [DFED] concentration in the Intervention Specialist [INSP] major within the Master of Education [MED] degree. SPED 53092 is added; minimum B- grade completion is required for SPED 53009, 53310, 53311, 53313, 53324, ASL/SPED 29202; and requirement added that students must achieve a SLPI intermediate-level rating and complete NCATE assessments before enrolling in advanced practicum course. Effective Fall 2010

CORRECTIONS

24 August 2009 EPC Agenda

1. Banner code for the post-baccalaureate certificate in Autism Spectrum Intervention Specialist is C622.

19 April 2010 EPC Agenda

2. With the revision of the Political Science [POL] major within the Master of Arts [MA] degree, minimum total credit hours for program completion increase, from 30-33 to 33-36 (depending on option).

COURSE CHANGES

**Key for course changes:**

<table>
<thead>
<tr>
<th>a</th>
<th>Title Abbreviation</th>
<th>d</th>
<th>Diversity</th>
<th>H</th>
<th>Credit Hours</th>
<th>New</th>
<th>New</th>
<th>s</th>
<th>Schedule (activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>Course Content</td>
<td>Fee</td>
<td>Fee</td>
<td>L</td>
<td>LER</td>
<td>R</td>
<td>Repeatable</td>
<td>W</td>
<td>Writing Intensive</td>
</tr>
<tr>
<td>D</td>
<td>Description</td>
<td>G</td>
<td>Grade Rule</td>
<td>N</td>
<td>Number</td>
<td>S</td>
<td>Subject</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Changes Effective Summer 2010**

| BST 50196 | Individual Investigation (1-3) | New |
| EHS 50196 | Individual Investigation (1-3) | New |
| EPI 50196 | Individual Investigation (1-3) | New |
| HPM 50196 | Individual Investigation (1-3) | New |
| PH 41096 | Individual Investigation (1-3) | New |
| PH 40195 | Special Topics in Public Health (1-3) | New |
| SBS 50196 | Individual Investigation (1-3) | New |
### Course Changes Effective Fall 2010

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>AY2009 $</th>
<th>AY2010 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11001</td>
<td>Introduction to College Writing–Stretch (3)</td>
<td>n/a</td>
<td>10.00</td>
</tr>
<tr>
<td>ENG 11011</td>
<td>College Writing I (3) [Kent Core]</td>
<td>n/a</td>
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<td>MATH 11009</td>
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<td>RTT 11000</td>
<td>Introduction to Respiratory Therapy (2)</td>
<td>cDP</td>
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<tr>
<td>RTT 11001</td>
<td>Pharmacology (2) to:</td>
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<td>RTT 11002</td>
<td>Cardiopulmonary Diseases (4) to:</td>
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<td>RTT 11003</td>
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<td>Therapeutics I (5) to:</td>
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<td>RTT 11006</td>
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<td>RTT 21000</td>
<td>Critical Care (5)</td>
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<td>RTT 21001</td>
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<td>RTT 21002</td>
<td>Therapeutics II (6)</td>
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<td>Perinatal and Pediatric Respiratory Therapy (2)</td>
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<td>Advanced Diagnostics (2) to:</td>
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<td>Special Fields in Respiratory Therapy (1) to:</td>
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<td>RTT 21010</td>
<td>Respiratory Therapy Capstone (5) to:</td>
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<td>RTT 21012</td>
<td>Basic Research Development and Analysis (2)</td>
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### Course Changes and Special Course Fees Corrections for 19 April 2010 Agenda

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>AY2009 $</th>
<th>AY2010 $</th>
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<tbody>
<tr>
<td>GEOL 54070</td>
<td>Principles of Stratigraphy (3)</td>
<td>Typo</td>
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<tr>
<td>GEOL 72025</td>
<td>Exploration Geophysics (3)</td>
<td>omitted</td>
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<tr>
<td>GEOL 72069</td>
<td>Hydrogeochemistry (3)</td>
<td>omitted</td>
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</tbody>
</table>

* * The above fees for the Department of English apply only to Kent Campus sections.*
EPC UNDERGRADUATE COUNCIL

**Ex-Officio Members present:** Provost and Senior Vice President Robert G. Frank; Faculty Senate Chair Thomas Janson; Deans Donald L. Bubenzer, John R. Crawford, James E. Dalton, Timothy S. Moerland, Gary M. Padak, Mark W. Weber; Associate Dean Joanne M. Arhar; dean representatives LuEtt J. Hanson for Stanley T. Wearden, Richard H. Kolbe for Robert (Yank) Heisler Jr., and Robert G. Sines Jr. for Wanda E. Thomas

**Ex-Officio Members not present:** Deans Laura Cox Dzurec, Donald R. Williams

**Faculty Senate-Appointed Representatives present:** Min He, Bruce J. Gunning, Erica B. Lilly for Paul P. Abraham, Linda L. Williams, Lowell S. Zurbuch

**Faculty Senate-Appointed Representative not present:**

**Undergraduate Council Representatives present:** Paul J. Albanese, Pamela K. Evans, Diana L. Fleming, Todd S. Hawley, Sarah E. Rilling, Gretchen C. Rinnert, Roberto M. Uribe-Rendon, Stephen M. Zapytowski

**Undergraduate Council Representatives not present:**

**Observers present:**

**Observers not present:** Brianna D. Lawhorn (Undergraduate Student Government)

**Consultants and Guests present:** Stephane E. Booth, Darwin L. Boyd, Timothy J. Chandler, Alicia R. Crowe, Mary Ann Haley, Sally Kandel, Denise A. Seachrist, Andrew Shahriari, Linnea A. Carlson Stafford, Suzi Starheim (Kent Stater), Therese E. Tillett

Provost and Senior Vice President Robert G. Frank called to order the EPC Undergraduate Council at 3:21 p.m., on Monday, 19 April 2010, in room 204 of the Kent Student Center.

**Action Item 1: Approval of minutes from 22 February 2010.**

Dean Mark W. Weber made motion to approve with no corrections, seconded by Senator Erica B. Lilly; it passed unanimously.

**Action Item 2: Designation of writing-intensive course status to THEA 41620 History of Period Styles for Theatre Designers.**

Senator Bruce J. Gunning moved the item for approval, which was seconded by Dean Weber. An EPC member inquired how instructors will be informed of the writing expectations for the course. Dean John R. Crawford replied that these issues are discussed during curriculum committees, and coordinators meet with faculty about these expectations. In addition, the instructor who prepared the writing-intensive proposal also teaches the course. The item was passed unanimously.
Action Item 3: Designation of domestic diversity course status to MUS 22131 Survey of Rock Music History.

Assistant Professor Andrew Shahriari explained that this course is currently and successfully offered as a special topics course in both traditional (i.e., classroom) and online formats. An EPC member’s asked if the school was planning to submit this course for the Kent Core, which was answered in the affirmative. Senator Lilly’s motion to approve was seconded by Professor Roberto M. Uribe-Rendon and passed unanimously.

Action Item 4: Establishment of an Experiential Learning Requirement for all baccalaureate-seeking students at Kent State.

Associate Professor Alicia R. Crowe and Associate Dean Ralph Lorenz, co-chairs of the Undergraduate Curriculum Task Force, presented the item. They explained the initiative arose from the 21st Century Undergraduate Curriculum Core Committee, comprised of faculty, staff and administrators, which recommended that every undergraduate should have some experiential learning while at Kent State.

The task force was charged with implementation. It recognized that experiential learning is learning by doing, and there are many ways to accomplish that. The task force developed five categories into which an experiential learning activity may fall: civic engagement, creative/artistic, practical experiences, research and study abroad/away. The task force recommended a decentralized approach to applying the requirement; the requirement may be a course, part of a course or a non-credit, non-course opportunity.

A motion to approve the item was made by Dean Gary M. Padak and seconded by Dean Weber.

A long discussion period followed. In response to an EPC member’s question about administrative support, Associate Stephane E. Booth outlined the resources that can be obtained from the Division of Research and Sponsored Programs, Faculty Professional and Development Center and the Office of Experiential Education and Civic Engagement. Another member expressed concern about adding another requirement when the drive was to reduce complexity. She also questioned why making it a requirement since the majority of programs already require an experiential learning-type course. Associate Provost Booth countered that her data showed only 60 percent of undergraduates at Kent State having a required course that could fulfill this requirement; approximately 40 percent of students currently take advantage of non-course experiential learning opportunities.

Several members asked about the university’s legal responsibilities, to which Associate Provost Booth replied will be handled the same way as is currently done every time a student takes an internship or student teaching position. Other discussion focused on the deadline of the January 2011 EPC meeting for units to decide how to apply the requirement for fall 2011 implementation. It was explained that while units must decide by January, courses do not need to be approved to be designated at that time. However, courses do need that approval before the fall 2011 cohort registers for them.

Following several questions and comments about implementation, Provost Frank firmly stated that it is the responsibility of the deans and chairs/directors to implement the policy for their respective units; minutiae should not derail an overall policy change.

The item went to a vote by show of hands and passed with 20 members approving and three opposing (out of 25 voting members present).

Action Item 5: Revision of the Catalog Rights and Exclusions Policy to require undergraduate students who have not completed degree requirements within six years to update to a more recent catalog. Current policy is 10 years. Policy is retroactive; therefore, students with a pre-2004 catalog will need to update their catalog by fall 2011.

Associate Vice President Sally Kandel presented the item, explaining that the university has not been following the policy as stated; she has found evidence that Kent State has current students in 1980 and 1990 catalogs. The 10-year marker was tied to the university’s Higher Learning Commission accreditation review; however, with the move to AQIP (ed. note: Academic Quality Improvement Program, which presents accreditation review as an ongoing activity), that no longer applies.
She recommended, instead, that Kent State tie catalog to the six-year graduation rate as used by the state. By also shortening the period, the policy will streamline the advising process by not keeping so many catalogs active. The policy will continue to include an exception statement for unique individual situations and for part-time students who are making steady, if slow, progress.

A member asked about the retroactive clause, to which Associate Vice President Kandel replied is a solution to the move to a new degree auditing system, DegreeWorks (to replace DARwin). It will be more effective and efficient to have most students in the same catalog so the university does not have to operate both the old and new systems when advising and clearing for graduation.

There was short discussion on what groups were consulted about this policy change. Associate Vice President Kandel disclosed that she received positive feedback on the revision from the Associate and Assistant (A&A) Deans Committee and the Academic Advising Administrators Council (AAAC).

The motion to approve the item was made by Professor Stephen M. Zapytowski and passed unanimously.

**Action Item 6: Revision of the Dismissal Policy for undergraduate students to create consistency of standards and place the responsibility (and costs) for academic dismissal from the university in the Office of the Provost.**

Associate Dean LuEtt J. Hanson, who chaired the A&A Deans Committee two years ago when the proposal was developed, said this proposal brings consistency to the process, to which Provost Frank added is a substantial improvement upon the current decentralized, fractionalized system; the new policy now has “one set of rules to guide our decisions.”

Provost Frank said responsibility of the academic dismissal will be entrusted with Senior Associate Provost Timothy J. Chandler. There was much discussion on the average number of students dismissed and the number who appeal; as well as the difference between “not permitted to continue in a program” and “dismissal from the university,” and the process flow from college to provost to student to college (the latter for appeal).

Dean James E. Dalton made a motion to approve, stating that he was in full support of the revision. Professor Zapytowski seconded. The item passed unanimously.

**Action Item 7: Inactivation of the Plastics Technology [PLCT] major within the Associate of Applied Science [AAS] degree. The degree program is offered on the Trumbull and Tuscarawas campuses.**

Dean Donald L. Bubenzer stated that there are no students currently in the major, nor any possibility of future students (Ed. note: it was corrected during the meeting that there is one active student in the program on the Tuscarawas Campus). With a motion made by Professor Zapytowski and seconded by Dean Weber, the item passed unanimously.

**Action Item 8: Inactivation of the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree on the Geauga Campus.**

Associate Dean Robert G. Sines Jr. made a motion for approval, saying there are no students in the program. Senator Gunning seconded the motion, adding that there are no faculty at Geauga to support the program. In answer to a question on the history of students in the program, there was discussion on the program itself, which is popular; however the university must compete with community colleges and, even, fire stations in offering the program. The item passed unanimously.

In response to a request for any conversation on the information or lesser action items, the following were discussed:
Information Item 1: Establishment of a Dual Credit Policy between Kent State University and area high schools.

Members questioned online course possibilities, library access for the high schools students, the vetting of high school teachers and the possibility of the student earning high school credit only in a dual-credit course. Senior Associate Provost Chandler said online courses may qualify for dual credit, and any high school student participating in the dual credit program must be admitted to Kent State; in short, they are Kent State students. The phrase “dual credit” is a bit of misnomer; these students are earning the Kent State course, not just the credit. The high school teachers will be approved following the current policy in place for adjuncts. In answer to the last question, he said the clause was requested by the high schools so as not to prevent a lower-achieving student from graduating from high school. If a student is not at the college level for the course, the student must withdraw from the college course—just as any other Kent State student withdraws—but will able to remain in the high school course.

It was clarified that this policy is Kent State’s guidelines to implement the state-mandated policy on dual credit. Per a member’s request, the document will be modified to include the word “guidelines.” There was also discussion on the financial aspect of offering dual-credit courses. The vice president for finance and administration is reviewing the financial packets available and will convey a decision to deans by the end of the semester for approval.

Associate Provost Booth reminded all that any program of which more than 50 percent will be offered at a high school or any other off-site location needs approval from both the Higher Learning Commission and the Ohio Board of Regents.

Information Item 3: Extension of the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] degree to the Trumbull Campus.

This information item, coupled with Action Item 6, above, will be taken to Faculty Senate together to be described as the Emergency Medical Services Technology degree program moving from Geauga to the Trumbull Campus. Since the Ohio Board of Regents considers Kent State’s Regional Campuses as “off-site” locations and not part of the Kent State University system, the university must submit these requests separately, as described in the agenda.

Lesser Action Item: Special course fees for ENG 11001 College Writing I–Stretch, ENG 11011 College Writing I and ENG 21011 College Writing II.

One member requested the rationale for the fee. The submission forms stated the fees are for an instructional textbook, produced in house and updated annually. There followed discussion on the need for fees to update and maintain facilities, equipment and technology. Provost Frank said that administration is talking about the different reasons for fees, and Senior Associate Provost Chandler is working with a small committee to develop a more consistent policy on fees.

With no other requests for discussion, the meeting adjourned at 4:40 p.m.

Respectfully submitted,

Therese E. Tillett
Director of Curriculum Services
Office of the Provost
EPC GRADUATE COUNCIL

Ex-Officio Members present: Dean Mary Ann Stephens; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, Barbara F. Schloman, John R. Stalvey; Director Karen W. Budd; associate dean representatives Frederick W. Schroath for Richard H. Kolbe, Stanley T. Wearden for LuEtt J. Hanson

Ex-Officio Members not present: Provost Robert G. Frank; Faculty Senate Chair Thomas Janson; Dean Wanda Thomas; Associate Deans, Ralph Lorenz, Isaac Richmond Nettey

Faculty Senate-Appointed Representatives present: Jessie Carduner for Robin L Selinger, Susan J. Roxburgh

Faculty Senate-Appointed Representative not present: Paul A. Farrell, Paul O’Keeffe, Fred T. Smith

Graduate Council Representatives present: Sloane R. Burgess, Laura Cox-Dzurec for Ann F. Jacobson, Raymond A. Craig, Nichole Egbert, Michael J. Loderstedt

Graduate Council Representatives not present: John C. Duncan, Gregory S. Stroh, John H. Thornton

Observers present:

Observers not present: Aron D. Massey (Graduate Student Senate)

Consultants and Guests present: Christopher P. Banks, Timothy J. Chandler, Lisa N.H. Delaney, Julie A. Gabella, Ellen L. Glickman, Monica Teamer

Senior Associate Provost Timothy J. Chandler called to order the EPC Graduate Council at 3:23 p.m., on Monday, 19 April 2010, in room 310C of the Kent Student Center.

Action Item 1: Approval of the minutes of 25 January 2010.

Associate Dean John R. Stalvey moved for approval of the minutes, which was seconded by Associate Dean Barbara J. Schloman. With no questions or corrections the motion passed unanimously.

Action Item 2: Establishment of a Doctor of Nursing Practice [DNP] degree to be jointly offered with the University of Akron (dual enrollment agreement). Six new courses are established for the new degree program.

Director Karen W. Budd explained that the Doctor of Nursing Practice (DNP) is very distinct from the PhD, which is a research degree. She added that it is conceptualized differently from the PhD because it is built on the current master’s degree by adding 39 hours to it. She said that these doctoral courses have been split; some will be taught at Kent State University and some will be taught at the University of Akron. Regardless of where the course is taught, she added, students will register at their home university. Director Budd then moved for approval of the item, which was seconded by Associate Dean Schloman. Senior Associate Provost Chandler then opened the floor to questions and comments.

Associate Professor Nichole Egbert inquired about the nature of the new courses. Director Budd stated that three of them are clinical scholar courses, which are associated with 540 clinical hours. She reiterated that the courses required in the program will be split between Kent State and the University of Akron.

Dean Laura Cox Dzurec explained that the national organization is intending to eliminate advanced practice master’s programs by 2015. She added that the College of Nursing has been a little slow at coming to this; others have had DNP degree for a while. She stated that this program follows a tightly proscribe curriculum and follows what is being done nationally—there are four universities in Ohio with this degree.
Senior Associate Provost Chandler asked that given the shortage of doctoral-prepared nurses, what impact this program would have. Director Budd responded by saying that it was expected to have a big impact, but it is being reported that this is not happening. Associate Dean Stalvey asked if this program was similar to the physical therapy program in that there are two distinct populations between the DNP students and the PhD students. Director Budd confirmed that is the case with nursing as well.

Senior Associate Provost Chandler asked if students can transfer from a DNP to a PhD, to which Director Budd answered in the affirmative.

Dean Mary Ann Stephens asked about the student population that would enter this program. Director Budd responded that they are people who have had positions in hospitals and practices and see that this is the way nursing is going, more than coming back for expertise. Associate Dean Stalvey asked if these students are directors of nursing. Director Budd said that there are mainly clinicians, who can be directors but are coming in now because they want a doctorate and want it for their job right now. She added that many of the advanced practice nurses do not find it necessary now and they are the ones that will have to be recruited. However, she added, there have already been many inquiries about the DNP, and it is not anticipated that there will be any problems filling the classes.

Associate Professor Susan J. Roxburgh asked if the difference between the DNP and PhD is a manner of degree of research. Director Budd said that it is a different degree entirely in that it is professional and not research based.

Associate Professor Egbert asked if Kent State currently offers a course in informatics, which will be used in the DNP program. Director Budd answered in the affirmative, but clarified that the University of Akron would be offering it. She added that this is one of the downsides of a joint program. Director Budd said that the DNP joint degree is an improvement over the PhD joint degree because the PhD degree is all about equity and constantly trying to equalize. She said that the DNP is totally different, and calling it a joint program may be stretching it a bit. However, she added, the Ohio Board of Regents merely defines a joint program as having joint administrative oversight. Senior Associate Provost Chandler said that the university is going to continually be encouraged by the state to develop these types of programs. Dean Stephens asked if this proposal is going through as a joint proposal to the Ohio Board of Regents. Director Budd answered in the affirmative, clarifying that the Program Development Plan was submitted jointly. Dean Stephens said that will help because the University of Akron will not oppose Kent State on this proposal.

With no further questions, the item passed unanimously.

**Information item I: Inactivation of the New Media post-baccalaureate [C601] and post-master's [C803] certificate programs.**

Dean Stanley T. Wearden explained that this item was simply a formal inactivation of certificates that have not been offered for a while.

Senior Associate Provost Chandler reminded the council that the university must have accurate records of the programs being offered so that it does not appear that there are large numbers of programs without students in them. He then asked for any requests to discuss the lesser action item. Hearing no desire for discussion, he asked for a motion to adjourn. Associate Dean Nancy E. Barbour motioned for adjournment. The meeting adjourned at 3:45 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost
To: Stephane Booth, Associate Provost for Quality Initiatives and Curriculum

From: Donald R. Williams, University Requirements Curriculum Committee

Re: Proposed Outcomes Assessment Plan

Date: April 24, 2010

In December of 2009, the Faculty Senate approved a proposal that established that Kent Core courses would be required to assess learning outcomes, and charged the University Requirements Curriculum Committee (URCC) with developing outcomes assessment templates and an approval process. This memo describes the proposed process and the attached assessment proposal form and instructions for use by academic units in describing their outcomes assessment plans. The proposed process and form are based on several discussions of an ad hoc sub-committee of the URCC (made up of Professors Arhar, Burhanna, Caine-Bish, Haley, Rothstein and Williams) and the URCC full membership.

In addressing the charge from Faculty Senate, the subcommittee adopted four primary objectives:

1) Keep the process as simple as possible,
2) Allow for considerable flexibility in definitions of learning outcomes and methods and reporting of assessment,
3) Align with the learning objectives from the former LER requirements (the list of learning objectives is included in the first column of the form), and
4) Acknowledge that the responsibility for monitoring the quality of outcomes and assessment and for continuous improvement in outcomes and assessment lies with the faculty at the department or school level.

The proposed process is that any unit wanting to maintain Kent Core status for an existing Kent Core (formerly LER) course, or wanting to propose a new Kent Core course, will be required to complete the Outcomes Assessment Plan form. Those units proposing a new course will also be required to submit the Kent Core Information Form (formerly LER Information Form) and sample syllabus. All proposals will be reviewed at the appropriate departmental/school and/or College levels before being submitted to the URCC and EPC for final approval.

The minimum requirement for approval of the assessment plan for a Kent Core course is that there is at least one Kent Core learning objective addressed in the course, with at least one appropriately defined learning outcome and its corresponding method of
assessment and reporting. The URCC will not evaluate the appropriateness of the outcomes or methods of assessment and reporting. This is left to the departmental/school and collegial units. In addition, the academic unit must assure that the faculty members who teach the course have agreed to:

- The objective(s) to be addressed,
- Complete an annual review and reporting of the assessment results to the URCC, and
- Use the assessment and evaluation results to revise the course and/or assessment plans. Revised assessment plans may be submitted to the URCC annually if desired by the unit.

The URCC considered a variety of methods for assessment in its discussions. For example, it considered the idea of having all seniors engage in an electronic survey regarding their Kent Core learning experiences, with drop-down boxes with lists of courses, corresponding learning objectives, and the opportunity to indicate their opinion of the extent to which the learning objective was attained in their course. One concern with this approach was that seniors would not be able to recall the specifics of their Kent Core courses, and the approach would be subject to considerable measurement error. Another idea was to have units embed questions regarding the course learning objectives in the Student Survey of Instruction (SSI) forms, which would address the problem of recall bias noted above. While both approaches have merits, it was felt that it was not appropriate for the URCC to require a particular form of assessment. Rather, the URCC feels that either of these approaches could be utilized by a department or school as part of its assessment plan and would encourage their consideration by the units.

The committee recognizes that, while many units already are actively engaged in assessment of learning outcomes in their courses, and very familiar with a wide range of assessment tools, other units might need assistance in completing the form. Consequently the URCC proposes that the Faculty Professional Development Center (FPDC) be charged with developing a website and providing faculty workshops with resources specifically designed for the preparation of the Kent Core Course Outcomes Assessment Plan. The website and workshops would offer assistance with defining learning outcomes and identifying and developing appropriate measures of attainment, among other topics as requested by the faculty. They would also offer examples of alternative approaches to outcomes assessment, such as those represented in the attached examples of completed Outcome Assessment Plan forms. The URCC also proposes that the FPDC be charged with developing a handbook for faculty use, similar to the attached handbook from the University of Massachusetts.

Please let me know if you have any questions regarding these proposals or attached materials.
Instructions for Completing the Kent Core Learning Outcomes Assessment Plan

To submit a Kent Core Learning Outcomes Assessment Plan, please complete the attached form and submit to the URCC for review.

1. At the top of the form, please include the course number and title of the course to be reviewed. The first column on the form lists the Kent Core (formerly LER) learning objectives and the second column lists the corresponding Transfer Module learning objectives.

2. In the third column, “What corresponding learning outcomes are included....”, please provide specific learning outcomes for the course.
   • **Corresponding learning outcomes that are specific for this course (Column III of the form)**, must be included for each Kent Core Learning Objective (Column I) that is being assessed for this course.
   • Specific course learning outcomes should use language that demonstrates that they are in fact learning outcomes. Example language includes words such as define, name, describe, identify, recognize, evaluate, present, propose, develop, contrast, summarize, or perform. **Previously proposed learning outcomes/objectives can be revised if they do not currently qualify as learning outcomes.** For additional information about learning outcomes, visit the Kent Core website at <http://kentcore.kent.edu>.
   • The assessment plan must include at least one course learning outcome that corresponds to one Kent Core learning objective, keeping in mind that for each learning outcome, an assessment method must be included.
   • In the fourth column of the form, “What methods will you use to assess student progress....”, please provide a description of the assessment methods for each specific learning outcome listed.
   • The assessment method should be described in sufficient detail that faculty who teach the course and URCC members reviewing the assessment plan will be able to come to a common understanding of what is expected. If a common assessment is being proposed, then it would be useful to include the exact questions/problems/case studies, etc. that will be used.
   • When choosing methods of assessment, remember that **for every assessment method proposed, there will have to be corresponding evidence.**

3. In the fifth column, “What evidence of this do you plan........”, please provide a description of the evidence from the assessment that will be presented yearly to URCC. See the Kent Core website (<http://kentcore.kent.edu>) for articles that describe the types of evidence appropriate for various methods of assessment. The yearly summary will be submitted to URCC by the end of each academic year, and should include a summary of the results of the assessment, a statement of the faculty’s review of the results, and a description of any modifications to the plan and/or course that are going to be made as a result of the review.

4. Units will have the opportunity to revise and resubmit their Learning Outcome Assessment Plan with their yearly summary.

5. For the Kent Core Learning Outcomes Assessment Plan to be approved, the assurances listed on the template must be confirmed by signature of the department chair/school director or other authorized individual.
# Kent Core Learning Outcomes Assessment Plan

**COURSE NUMBER & TITLE:** ____________________________________________________________  Date: ____________________________

<table>
<thead>
<tr>
<th>I. Kent Core Learning Objective</th>
<th>II. Transfer Module Learning Objective</th>
<th>III. What corresponding learning outcomes are included in this course?</th>
<th>IV. What method(s) will you use to assess student learning?</th>
<th>V. What evidence of this will you present yearly for the 5 year review of this Kent Core course?</th>
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<tbody>
<tr>
<td>Acquire critical thinking and problem solving skills</td>
<td>Evaluate arguments in a logical fashion – competence in analysis and logical argument</td>
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<td>Apply principles of effective written and oral communication</td>
<td>Communicate effectively</td>
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<td>Broaden their imagination and develop their creativity</td>
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<td>Cultivate their natural curiosity and begin a lifelong pursuit of knowledge</td>
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<td>Develop competencies and values vital to responsible uses of information and technology</td>
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<td>Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens</td>
<td>Engage in our democratic society – be active and informed citizens; develop a disposition to participate in and contribute to our democracy</td>
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<td>Improve their understanding of issues and behaviors concerning inclusion, community and tolerance</td>
<td>Acquire an understanding of our global and diverse culture and society</td>
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<td>Increase their awareness of ethical implications of their own and others’ actions</td>
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<td>Integrate their major studies into the broader context of a liberal education</td>
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<td>Strengthen quantitative reasoning skills</td>
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<td>Understand basic concepts of the academic discipline</td>
<td>Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities.</td>
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</tbody>
</table>
ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty who teach this course have agreed to the learning outcomes and assessment methods.

2. Assessment results will be reviewed annually by the faculty and submitted to the URCC.

3. Modifications to the course and/or assessment plan will be based on the annual review.

Department/School Representative ___________________________________________ Date ____________________
<table>
<thead>
<tr>
<th>Kent Core Learning Objective</th>
<th>Transfer Module Learning Objective</th>
<th>What corresponding learning outcomes are included in this course?</th>
<th>What method(s) will you use to assess student progress toward the learning outcome?</th>
<th>What evidence of this do you plan to present yearly for the next 5 year review of this Kent Core course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire critical thinking and problem solving skills</td>
<td>Evaluate arguments in a logical fashion – competence in analysis and logical argument</td>
<td>Recognize the theories related to body weight, obesity, and weight control as well as describe treatment modalities utilized to treat weight issues. Comprehend the processes of digestion, absorption, and excretion in order to identify nutrient availability and physiological function.</td>
<td>Common assessment utilizing six multiple choice questions from unit exam.</td>
<td>Percentage of correct responses on common assessment questions from all sections of NUTR 23511 with the goal of 75% of students accurately answering questions.</td>
</tr>
<tr>
<td>Apply principles of effective written and oral communication</td>
<td>Communicate effectively</td>
<td>Identify nutritional concepts and integrate their relationship to nutritional health and disease as well as general nutrition recommendations.</td>
<td>Diet assessment project—students complete a three day diet log and then analyze the diet logs for their macro and micronutrient composition. Students must answer self-assessment questions that guide students in giving example of strengths &amp; weaknesses of their diet based on comparisons to general nutrition recommendations. This project has two parts which allow assessment of both early and late semester course competency.</td>
<td>Ten randomly selected diet assessment projects will be selected with identifying student and instructor information removed from each section/semester. Faculty within the nutrition and dietetics department will use a common rubric to assess written communication on assignment.</td>
</tr>
<tr>
<td>Broaden their imagination and develop their creativity</td>
<td></td>
<td>To be able to integrate course knowledge into individual dietary behavior changes and to describe how the information for this course can increase health personally.</td>
<td>Pre &amp; post-test questionnaire that assesses if there were changes in their perceptions of nutrition and its impact on their own health.</td>
<td>Determine if significant differences exist for pre &amp; post-test responses on the questionnaire.</td>
</tr>
<tr>
<td>Cultivate their natural curiosity and begin a lifelong pursuit of knowledge</td>
<td></td>
<td>To be able to integrate course knowledge into individual dietary behavior changes and to describe how the information for this course can increase health personally.</td>
<td>Diet assessment project—students complete a three day diet log and then analyze the diet logs for their macro and micronutrient composition.</td>
<td>Randomly select 10 students’ projects from each section without student or faculty information. Nutrition and Dietetics faculty grade using the nutritional technology.</td>
</tr>
<tr>
<td>Develop competencies and values vital to responsible uses of information and technology</td>
<td></td>
<td>To be able to integrate course knowledge into individual dietary behavior changes and to describe how the information for this course can increase health personally.</td>
<td>Diet assessment project—students complete a three day diet log and then analyze the diet logs for their macro and micronutrient composition.</td>
<td>Randomly select 10 students’ projects from each section without student or faculty information. Nutrition and Dietetics faculty grade using the nutritional technology.</td>
</tr>
<tr>
<td>Goal</td>
<td>Rubric</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>Engage in independent thinking, develop their own voice and vision,</td>
<td>Rubric with the goal of 75% of students scoring 80% or above on the</td>
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<tr>
<td>and become informed, responsible citizens</td>
<td>use of nutritional technology.</td>
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<tr>
<td>Improve their understanding of issues and behaviors concerning</td>
<td></td>
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<tr>
<td>inclusion, community and tolerance</td>
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<tr>
<td>Increase their awareness of ethical</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>implications of their own and others' actions</td>
<td></td>
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<tr>
<td>Integrate their major studies into the broader context of a liberal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengthen quantitative reasoning skills</td>
<td>Utilize the basic principles of the scientific method and how it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>relates to nutritional research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand basic concepts of the academic discipline</td>
<td>Common assessment utilizing two multiple choice questions from unit</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>exam.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Percentage of correct responses on common assessment questions from</td>
<td></td>
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<tr>
<td></td>
<td>all sections of NUTR 23511 with the goal of 75% of students accurately</td>
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<tr>
<td></td>
<td>answering questions.</td>
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</tr>
</tbody>
</table>

Person Submitting Assessment Plan  ____________________________  Date ______________________

Natalie Caine-Bish
### Kent Core Learning Outcomes Assessment Plan

**COURSE NUMBER & TITLE:** CS 10051 Introduction to Computer Science

<table>
<thead>
<tr>
<th>Kent Core Learning Objective</th>
<th>Transfer Module Learning Objective</th>
<th>What corresponding learning outcomes are included in this course?</th>
<th>What method(s) will you use to assess student progress toward the learning outcome?</th>
<th>What evidence of this do you plan to present yearly for the next 5 year review of this Kent Core course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire critical thinking and problem solving skills</td>
<td>Evaluate arguments in a logical fashion – competence in analysis and logical argument</td>
<td>Design algorithms, formulate problem and data abstractions, think computationally.</td>
<td>The course already includes a “design an algorithm” question in its curriculum, as part of the student assessment process.</td>
<td>A rubric will be designed to assess a sample of the answers and statistics will be submitted.</td>
</tr>
<tr>
<td>Apply principles of effective written and oral communication</td>
<td>Communicate effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broaden their imagination and develop their creativity</td>
<td>Understand concepts such as “mathematical modeling”, stepwise refinement, data types, protocols, etc.</td>
<td>(See below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultivate their natural curiosity and begin a lifelong pursuit of knowledge</td>
<td>Think computationally and rapidly pick up and assess information on the web.</td>
<td>Assign homework. This homework will be assessed for depth of research and creativity.</td>
<td>Summary of a review of the samples</td>
<td></td>
</tr>
<tr>
<td>Develop competencies and values vital to responsible uses of information and technology</td>
<td>Coverage of Computer and network security and touch on some ethical issues surrounding computing.</td>
<td>Assign a project to use a virus checker on a computer.</td>
<td>A count of the viruses found will be submitted.</td>
<td></td>
</tr>
<tr>
<td>Engage in independent thinking, develop their own voice and vision, and become informed, responsible citizens</td>
<td>Engage in our democratic society – be active and informed citizens; develop a disposition to participate in and contribute to our democracy</td>
<td>Some problems are solved in multiple ways, pointing out advantages of each. Also, teaching them about information on the web and how to judge its value.</td>
<td>(See 2 slots above)</td>
<td></td>
</tr>
<tr>
<td>Improve their understanding of issues and behaviors concerning inclusion, community and tolerance</td>
<td>Acquire an understanding of our global and diverse culture and society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase their awareness of ethical implications of their own and others’ actions</td>
<td>Coverage of computer and network security and of ethical issues, makes students aware of the consequences of the misuse of a computer.</td>
<td></td>
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<tr>
<td>Integrate their major studies into the broader context of a liberal education</td>
<td></td>
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</tr>
<tr>
<td>Strengthen quantitative reasoning skills</td>
<td>A portion of the course is devoted to algorithm design and analysis.</td>
<td>Falls under the same aegis as the first item above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand basic concepts of the academic discipline</td>
<td>Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities.</td>
<td>The whole course explains the development of CS in a way similar to the way it actually happened; many of the relevant concepts are explained.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Person Submitting Assessment Plan ____ Michael Rothstein _____________________________ Date ____________________________
This handbook is one of two campus publications designed by the Office of Academic Planning and Assessment (OAPA) to guide the practitioner through the steps of student learning assessment. COURSE-Based Review and Assessment: Methods for Understanding Student Learning offers strategies for assessing student learning at the course level and is particularly useful to instructors developing assessment strategies for their courses. The companion publication PROGRAM-Based Review and Assessment: Tools and Techniques for Program Improvement focuses on the assessment at the department or program level and is particularly useful to department or program chairs, as well as others interested in program assessment, to guide program review and improvement. Both publications are available through OAPA.

The contributing authors are grateful for the many UMass colleagues who provided their suggestions on earlier versions of this handbook. We’d also like to acknowledge the contributions of colleagues at other institutions of higher education whose work is referenced throughout this handbook.
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Assessment as a Teaching Tool

Across higher education there is a growing demand for systematic and thoughtful student learning assessment. In general, however, state legislators, state higher education boards, and administrators have been more enthusiastic about assessment than have academics. In part, faculty members’ ambivalence towards assessment is fueled by their perceptions that much of what is done in the name of assessment is of little use to them in improving their own teaching, student learning, or the curriculum.

Indeed, until fairly recently, much of assessment has focused more on issues of external accountability than on developing assessment activities that directly improve educational practices. Among the reasons why the assessment effort has had little effect on the teaching-learning process is that faculty have not been adequately involved in identifying relevant assessment questions or in developing appropriate assessment methods that could indeed inform teaching and learning.

This lack of faculty involvement is unfortunate because, at its best, course-based assessment can facilitate student learning by:

- Helping you clarify your teaching goals and what you want students to learn
- Giving your students a better understanding of your expectations for their work in your course and how you evaluate their performance
- Opening up the lines of communication and feedback between you and your students
- Actively engaging students in their own learning
- Providing you with increased information about student learning in your classroom, allowing you to adjust your teaching as the course progresses

Our hope is that this handbook will serve as a useful tool in helping you develop course-based assessment strategies that help your students learn. Please consider it as only one catalyst for your own ideas. I hope the information provided here will help you see assessment not as a chore, but as an opportunity to use your own inquiry skills to investigate the teaching and learning questions you find most relevant, compelling, and intriguing. And, as always, please contact our office if you would like additional information or assistance.

Martha L. A. Stassen, Ph.D.
Director of Assessment
Office of Academic Planning and Assessment
How to Use this Handbook...

**Understanding “why”**
If you’re new to assessment, Chapter 1 provides an overview of what we mean by “assessment” and an introduction to its uses in the classroom. The introductory phase of assessment involves building a base of understanding about the benefits and tools of assessment, and about what you want to learn from the process. It is here that you identify why and what you want to assess.

**Defining goals and objectives**
If you already understand what assessment is and know why you want to assess, Chapter 2 can help you begin to adapt your course to include assessment. An effective assessment strategy is based on clear, explicitly stated goals and objectives. This chapter guides you through the process of writing course goals and objectives, identifying existing assessment methods, and analyzing your syllabus.

**Defining the focus of course-based assessment**
If you know your goals and objectives, Chapter 3 will help you decide whether to assess those goals at the moment or over time. During this phase, you will address the “how” of assessment and focus on when and why to use classroom-based techniques for short- or long-term assessment. You will also explore the importance of engaging students in the assessment process.

**Techniques for assessing student learning**
If you know you want to assess and have a good idea of what assessment in your classroom should look like, Chapter 4 will help you identify strategies and methods to collect assessment data at key points in the semester. Chapter 5 introduces techniques to assess student learning throughout the semester and looks at ways to structure course assignments and the syllabus to facilitate ongoing assessment.

**Understanding and using your results**
If you’re ready to use what you’ve learned from your assessment data, Chapter 6 will help you put it all together. Understanding what the data tell you is key to using the results to enhance teaching and learning in your classroom. Your findings serve as an example of your accomplishment and may be used to guide curricular revisions and improvements.
Chapter 1

Getting Started: What is Course-Based Assessment?

The purpose of this chapter...
This chapter offers basic definitions and explanations of assessment terminology and tools. It describes the similarities and differences between assessment and grading, as well as what assessment can mean for your students. Reasons to assess and common questions about assessment are also included.

What is assessment?
Assessment and grading
Why assess?
What is course-based assessment?
Assessment challenges at research universities
Assessment: your students and you
Questions and answers

“... a learner-centered, teacher-directed approach designed to improve student learning in the individual classroom.”
- Wright, B. D. (1991)

What is Assessment?
The word “assessment” has taken on a variety of meanings within higher education. The term can refer to the process faculty use to grade student course assignments, to standardized testing imposed on institutions as part of increased pressure for external accountability, or to any activity designed to collect information on the success of a program, course, or University curriculum. These varied uses have, unfortunately, moved us away from a focus on the central role that assessment should play in educational institutions – the gathering of information to improve institutional practices.

Therefore, for the purposes of this handbook...

Assessment is the systematic collection and analysis of information to improve student learning.
Assessment and Grading

When the issue of course-based assessment is raised, faculty members often say, “I already do assessment. I grade student assignments.” Grades are indeed one measure of student achievement. There are significant drawbacks, however, to using grades to meet assessment’s primary goal - to improve teaching and learning.

Assessment links student performance to specific learning outcomes in order to provide useful feedback to the instructor and students about how successfully students are meeting these outcomes. Traditional grading, which offers one “score” to represent the sum total of students’ performance across a whole host of outcomes, does not provide the sort of detailed and specific information necessary for linking student performance to improvement. Because grades don’t tell you about student performance on individual (or specific) learning goals or outcomes, they provide little information on the overall success of your course in helping students attain the specific and distinct learning objectives of interest.

Why Assess?

An effective instructor understands that it is not enough to present course material to students and hope that they get it, assuming that some will and some will not. Learning occurs when there is an interplay between the teaching process and the outcome. When assessing learning, the instructor identifies specific goals and objectives for each course, systematically gauges the extent to which these anticipated outcomes actually occur and determines to what degree learning takes place.

Assessment also: makes the learning process more effective and consistent by systematically linking assignments, course structure and grading practices to intended learning goals; helps instructors become better teachers by offering specific feedback on what is working or not working in their classrooms; and provides systematic feedback to students about their own progress.

First, answer these questions
1. What do you really want students to know and learn?
2. What are your students actually learning?
3. What can you do to help students learn what you believe they need to know?

Then, follow these steps
1. Identify and articulate what students should learn in your class
2. Develop tools to measure student learning
3. Establish systems to compile and analyze the data you collect with these tools
4. Use the information gathered to improve/adapt curricula, pedagogy, and goals

What is Course Assessment?

Course-based Assessment refers to methods of assessing student learning within the classroom environment, using course goals, objectives and content to gauge the extent of the learning that is taking place.
Assessment Challenges at UMass Amherst and other Research Universities

The advantages to both instructor and student from classroom assessment are recognized and accepted at colleges and universities across the country. There are, of course, particular challenges for large research universities. However, there are faculty at institutions like UMass who are finding ways to use formal classroom and institution-wide assessment to improve practice. The websites for these campuses are included in the Sources and Resources section of this handbook. Examples of their work are provided throughout this handbook.

Assessment: Your Students and You

Assessment: Benefits for Students
Assessment designed to facilitate improved student learning can offer a number of benefits to students. For students, assessment can mean:
■ clarifying their instructors’ expectations for them
■ focusing more on learning as they come to see the connection between learning and course content
■ becoming more self-reflective learners
■ understanding their own strengths and weaknesses as students

Assessment: Benefits for the Instructor
As an instructor, you can use assessment to:
■ provide a more learning-centered, student-responsive classroom environment
■ employ a variety of assessment techniques described in later chapters to stay on top of student learning as it occurs
■ adjust the teaching process to accommodate gaps in learning that can be tied to methods of instruction
■ become more student-responsive in terms of facilitating learning and acquisition of knowledge

Helping students understand these benefits is key. Enlisting student investment in the assessment process can both make the results more meaningful and encourage students’ active participation in the learning process. Consistent and constructive feedback to students about the results of your in-class assessment can help you accomplish this goal. (See Chapter 3 for ideas on how to engage students in assessment)
Questions and Answers

Q. Doesn’t assessment ask me to become an education researcher, conducting research in the classroom on how and why students learn?

A. If we define research as systematically making observations and collecting data, then assessment certainly may be looked at as classroom research, research that some faculty may want to pursue. However, the primary purpose of classroom-based assessment is to improve the teaching/learning process by identifying new ways to re-examine the courses you teach and to measure what works with students and what doesn’t.

Q. Won’t classroom-based assessment add greatly to my workload?

A. Articulating course goals in measurable terms and developing assessment tools and data collection methods will be time-consuming at first. However, you may find that what originally seemed like a lot of unnecessary work may actually generate renewed interest in an old course and a recharged excitement about teaching. Once you’ve figured out how assessment fits into your teaching style and goals and have developed the tools you’ll need to implement it in your classroom, student evaluation may become easier and more efficient, freeing up more of your time.

Q. Assessment activity is not established as part of the faculty reward system on campus. How can I benefit from assessment on a professional level?

A. Assessment activity is not yet an explicit part of the faculty reward system but is taking on more institutional importance. Assessment can also benefit you professionally by improving your teaching skills and facilitating your interactions with students, which are important to the faculty reward structure. In addition, many grant funding agencies now require strong assessment components to any projects designed to improve teaching and learning.

Q. I’m convinced of the potential benefit of bringing assessment into my classroom, but I’m unclear where to start.

A. Once you’ve made the decision to do classroom-based assessment, the actual process is quite simple and focuses around identifying course goals and objectives, and developing assessment tools to evaluate how well you and your students meet those goals during the semester. The next chapter in this handbook helps you get started on this plan.
Chapter 2

Adapting Your Course to Include Assessment

The purpose of this chapter...
First outlining ways to get started with assessment, this chapter goes on to offer suggestions on how to define course goals and objectives and provides a worksheet to help you tie goals and objectives to your course syllabus. It helps you determine what assessment methods you are already using and discusses the ways to start including more deliberate assessment in the courses you teach.

At A Glance

Suggestions for getting started
Steps in the process
Sample goals and objectives
Questions and answers

“Course-embedded assessment involves taking a second look at materials generated in the classroom so that in addition to providing a basis for grading students, these materials allow faculty to evaluate their teaching.”

Suggestions for Getting Started
At its most basic, the assessment process can be broken down into three parts:

1. **establishing student learning goals and objectives for the course**
2. **measuring whether these goals have been met**
3. **using the results to improve teaching and learning in the course**

You already go through these steps, at some level, whenever you develop a new course or consider revising an existing one. In formal assessment, these steps become more systematic and detailed to ensure clearly articulated links between what you want students to learn and your understanding of what they actually do learn.

In this chapter, we will walk you through each of these steps. Before you begin, take some time to reflect on the course you will be assessing.

- **Take an inventory** of your classroom teaching goals to become more aware of what you want to accomplish in your courses.
- **Identify what, if any, assessment methods** (meaning, methods you use for gathering information on your students and their performance) you are currently using (e.g., tests, exams, surveys etc.).
Steps in the Process

**Step 1: Establishing Learning Goals and Objectives**

Just like the term “assessment,” there are varying definitions of “goals” and “objectives.” For consistency and ease of understanding as you work through this handbook, these terms will be used as defined:

**Goals** describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.).

**Objectives** describe specific learning behaviors that students should exhibit in the context of the course. Objectives are the specific skills, values and attitudes students should exhibit that reflect the broader goals (e.g., for students in a freshman writing course, this might be “students are able to develop a cogent argument to support a position”). Often in the assessment literature, “objectives” and “outcomes” are used interchangeably.

**Identifying and Articulating Course Goals**

Again, course goals reflect the broad concepts and skills you want students to develop as a result of your course. Explicit goals can help you focus the design and structure of your course and guide your development and implementation of specific, measurable course objectives.

So begin by asking yourself, “What are the major academic goals I want students to achieve in this course?” and write down your responses. Remember that the goal statements can be quite broad and theoretical. You will become more specific when you develop the learning objectives for the course.

If you are having trouble identifying course goals, try answering these questions:

- Why do you use current assignments, course structure, and activities? What is it you want to help students learn through these course elements?
- What do you want your students to learn and in what ways do you want them to grow?
- In the past, have your goals for students been realistic?
- What do your students usually learn and in what ways do they usually grow?
- Where do students have difficulty; what do they consistently not get?
- If you ran into a student who had taken your class the previous semester, what would you hope the student would say about what she took away from your course?

**Drafting Course Objectives**

Course objectives transform goal generalizations into specific student performance and behaviors that demonstrate student learning and skill development.

Here are three questions that focus on objectives in slightly different ways. Use them to help you identify course objectives:

- For each of your stated goals, what are the specific student behaviors, skills, or abilities that would tell you this goal is being achieved?
- Ideally and briefly, what would a skeptic need (what evidence needs to be present, what specific behavior needs to be visible) in order to see that your students are achieving the major goals you have set out for them?
- In your experience, what evidence tells you when students have met these goals – how do you know when they’re “getting” it?

**Effective Objectives**

- use action words that specify definite, observable behaviors (See table on next page).
- indicate an appropriate level of attainment
- are assessable through one or more indicators
- comprehensively and meaningfully define a goal
- are realistic and achievable
- use simple language

Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999).

The University of Iowa maintains an on-line version of the Cross and Angelo (1993) Teaching Goals Inventory (http://www.uiowa.edu/~centeach/tgi/). On the site, you can rate the importance of a host of learning goals and submit the results. You are provided with a summary report of the relative importance you place on various types of goals.
noteworthy

Bloom’s taxonomy (1964) is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your objectives.

<table>
<thead>
<tr>
<th>Level</th>
<th>Cognitive Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge</td>
<td>to know specific facts, terms, concepts, principles, or theories</td>
</tr>
<tr>
<td>2. Comprehension</td>
<td>to understand, interpret, compare and contrast, explain</td>
</tr>
<tr>
<td>3. Application</td>
<td>to apply knowledge to new situations, to solve problems</td>
</tr>
<tr>
<td>4. Analysis</td>
<td>to identify the organizational structure of something; to identify parts, relationships, and organizing principles.</td>
</tr>
<tr>
<td>5. Synthesis</td>
<td>to create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme</td>
</tr>
<tr>
<td>6. Evaluation</td>
<td>to judge the quality of something based on its adequacy, value, logic or use</td>
</tr>
</tbody>
</table>

**WORD POWER**

Concrete verbs such as “define,” “argue,” or “create” are more helpful for assessment than vague verbs such as “know,” “understand” or passive verbs such as “be exposed to.” Some examples of action words frequently used in objectives are included in the table below.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>classify</td>
<td>apply</td>
<td>analyze</td>
<td>arrange</td>
<td>appraise</td>
</tr>
<tr>
<td>identify</td>
<td>describe</td>
<td>compute</td>
<td>appraise</td>
<td>assemble</td>
<td>assess</td>
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<tr>
<td>indicate</td>
<td>discuss</td>
<td>construct</td>
<td>calculate</td>
<td>collect</td>
<td>choose</td>
</tr>
<tr>
<td>know</td>
<td>explain</td>
<td>demonstrate</td>
<td>categorize</td>
<td>compose</td>
<td>compare</td>
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<td>label</td>
<td>express</td>
<td>dramatize</td>
<td>compare</td>
<td>construct</td>
<td>contrast</td>
</tr>
<tr>
<td>list</td>
<td>identify</td>
<td>employ</td>
<td>contrast</td>
<td>create</td>
<td>decide</td>
</tr>
<tr>
<td>memorize</td>
<td>locate</td>
<td>give examples</td>
<td>criticize</td>
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<td>use</td>
<td>solve</td>
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</table>

Adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999).
What are some examples of effective goals and objectives?
The goals and objectives that follow are examples for you to consider as you think about your own.

**Biology**

**Course Goal**
Students will learn and demonstrate use of the scientific method for original scientific research.

**Objectives**
- The student will demonstrate that s/he has formulated an hypothesis, designed a good experiment, controlled variables, operationally defined terms and interpreted data appropriately
- The student will demonstrate understanding of the scope and sequence of the scientific report format by outlining and completing a report based on one of the in-class experiments.

adapted from California State University Multi-Campus Team Drafts (1998).

**English Composition**

**Course Goal**
Students will learn to acknowledge and adjust to a variety of writing contexts.

**Objectives**
- The student will demonstrate through discussion, planning and writing an awareness that audiences differ and that readers' needs/expectations must be taken into account as one composes text
- The student will demonstrate in writing the ability to draft and revise work with a sense of purpose and an awareness of audience

adapted from California State University Multi-Campus Team Drafts (1998).

**Management**

**Course Goal**
The student will identify those activities that are most likely to distinguish effective, well-managed technology development programs from ineffective programs.

**Objectives**
- The student will outline the six components of an effective management development program.
- The student will develop a formal evaluation checklist to assess program success.

adapted from Diamond, Designing and Assessing Courses and Curricula (1998).

**Religion**

**Course Goal**
The student will demonstrate an understanding of the theological foundation of the course.

**Objective**
- When given a definition of the term “religion,” the student will identify which of the following characteristics is emphasized: feeling, ritual activity, belief, monotheism, the solitary individual, social valuation, illusion, ultimate reality, and/or value.

adapted from Diamond, Designing and Assessing Courses and Curricula (1998).
History
Course Goal
The student will learn to work as a "knowledgeable practitioner" in the discipline.

Objectives
The student will be able to:
- describe relevant historical events and people
- argue as an historian does
- take a position on a debatable historical issue
- use historical data as evidence for a particular position or point of view
- raise and answer counter-arguments

Mathematics
Course Goal
The student will be able to apply course concepts to mathematical problem-solving models.

Objectives
- The student will be able to solve algebraic and quadratic equations
- The student will demonstrate the ability to explain each step in the problem solving process

Economics
Course Goal
Students will use economic theory and modeling to explain government policies and their effects.

Objectives
- Students will choose one topic relevant to current economic events and explain its relevance in terms of economic principle and theory
- Students will develop and run a statistical model analyzing the current rate of inflation in relation to the CPI

Physics
Course Goal
The student will be able to state and apply physical concepts in their own words and to discuss what they don’t know.

Objectives
- The student will select one physical law and design an experiment to demonstrate its application
- The student will write a report on the experiment, including a section addressing unanswered questions

Education
Course Goal
As a result of taking this course, the student will be able to evaluate and apply educational theory and philosophy to the reality and challenge of today’s system of education.

Objectives
At the conclusion of this unit, the student will be able to:
- discuss the philosophical foundation of education
- identify popular theories of education and teaching
- begin to apply philosophy and theory of education to their own development as an educator
- assess the contribution and development of the other members of the assigned task group

Examples on this page have been adapted from Walvoord & Anderson, Effective Grading (1998).
**Step 2: Identifying and Reviewing Existing Assessment Techniques**

The next step in the assessment process is to identify what information you already collect about student progress and how these measures tie to your intended learning goals and objectives. Consider the following:

1. What information on student learning/performance do you currently collect (e.g., first-day surveys, class assignments, tests, etc.)?
2. How informative are each of these to understanding the student learning process?
3. How do these data sources relate to your newly articulated goals and objectives?
4. Are there gaps between the information you collect and your course objectives? What other information do you need to have to understand whether students are meeting these objectives? (Identification of these gaps will be useful in Chapters 4 and 5 when additional assessment techniques/options are provided).

**noteworthy**

As you continue to go through this workbook, keep in mind that existing assignments can be made more valuable by self-consciously linking them to the objectives they are designed to assess. For example, the grade for a final exam can be made more meaningful in determining the extent of student learning if each construct or section of the exam is tied to specific, identified learning objectives for the course and discrete scores for each of these constructs is recorded separately.

**Step 3: Reviewing the Course Syllabus**

At this point in adapting your course to include classroom-based assessment you have developed specific course goals for student learning, outlined action-based course objectives to help you measure student knowledge, behavior, and skills, and identified current assessment techniques.

You should now look critically at whether your existing course syllabus explicitly outlines anticipated learning outcomes and ties course content and requirements to these outcomes. This is your first step in using the assessment process to develop improved communication between you and your students. Without clearly stated objectives that are linked to class content, it will be more difficult to implement classroom assessment.

**The Course Syllabus and The Course Skeleton**

The course syllabus is one of the first lines of communication between you and your students. You will not be able to accurately assess student learning without an effective syllabus that details course goals, expectations and requirements. These elements of the syllabus will serve as a starting point for implementing classroom assessment in your course.

For example, chances are that if your original syllabus did not state course goals, it may not be entirely clear to students how course goals and their own learning connect in the course. A good place to start is to develop a course skeleton that lists course goals and objectives and how each assignment will contribute to successful learning outcomes. An example of a course skeleton follows.
Economics Course Skeleton
Course: Economics and Political Thought

Goal #1:
Students will use economic theory and modeling to explain government policies and their effects.

Outcomes reflecting this goal:
1. Students will choose one topic relevant to current economic events and explain its relevance in terms of economic principle and theory.
   Assignments that demonstrate accomplishment of this objective:
   a. Five-to-seven-page midterm paper
   b. Five minute in-class presentation based on midterm paper
2. Students will develop and run a statistical model analyzing the current rate of inflation in relation to the Consumer Price Index (CPI).
   Assignments that demonstrate accomplishment of this objective:
   a. Data analysis preparation report describing data, steps in developing the model and methodology
   b. Statistical analysis results and one-page write-up

Worksheet for your course

Goal #1: ________________________________________________________________

Outcomes reflecting this goal:
1. ________________________________________________________________
   Assignments that demonstrate accomplishment of this outcome:
   a. 
   b. 

2. ________________________________________________________________
   Assignments that demonstrate accomplishment of this outcome:
   a. 
   b. 

Goal #2: ________________________________________________________________

Outcomes reflecting this goal:
1. ________________________________________________________________
   Assignments that demonstrate accomplishment of this outcome:
   a. 
   b. 

2. ________________________________________________________________
   Assignments that demonstrate accomplishment of this outcome:
   a. 
   b.
Questions and Answers

Q. I teach more than one course a semester. Does it make sense to incorporate classroom-based assessment into only one of my courses or should I do it for each course I teach?

A. Classroom-based assessment techniques can be adapted to virtually any course so you could, in theory, begin using them in each course you teach. In practice, however, assessment specialists generally recommend beginning with one course. This will allow you the time you’ll need to identify desired learning outcomes for the course, adapt your syllabus to track those outcomes and tailor assessment methods to course-specific needs. Later, you can use this initial experience to bring assessment into other courses that you teach.

Q. Aren’t assessment methods more quantitatively-based than qualitative. How can I apply them to assignments where the answers are not quantifiable, such as research papers and essay exams?

A. Not all approaches to assessment must use quantitative data. A variety of methods that will be discussed later in this handbook are based on qualitative techniques. Identifying specific goals and objectives, as well as quality standards, for qualitative assignments can help you in your assessment of these types of assignments.

Q. How do I determine what the most appropriate assessment method is for a particular assignment or group of assignments?

A. Selecting an appropriate assessment method for course assignments is tied directly to the learning outcomes designated for each assignment and the traits within that assignment that you have identified as important. The next chapter of this handbook will describe the various assessment methods and discuss ways to select the most relevant one for each assignment.
Chapter 3

Selecting When and How Often to Assess

The purpose of this chapter...
Assessment can be done at a specific moment or over an extended period. This chapter explores ways to help you determine whether to assess student learning at a particular point in time or throughout the semester. It also provides an overview of classroom assessment techniques for both short and long-term assessment models and discusses ways to make sure students are at the center of your assessment activities.

At A Glance
Deciding on whether to assess “at specific points in time” or “over time”
Assessing student learning at specific points
Assessing student learning over the course of the semester
Engaging students in assessment
Questions and answers

Beyond Goals and Objectives
Once you have outlined course goals and objectives and identified the assessment techniques you’re already using, you’ll want to think about the length and scope of the new course-embedded assessment techniques you’d like to implement.

“Many faculty have been ‘doing assessment’ for their own sake, and have not been overwhelmed with the task, without particular experience in evaluation methodology.”
Deciding Whether to Assess “at Specific Points in Time” or “Over Time”

Classroom assessment can be conducted over the course of a semester or it can be done at a key moment during a specific part of class. Whether you assess student learning on a longer-term basis or “at-the-moment” really depends on what you are trying to evaluate and learn. (As is true in research generally, the inquiry method you use is dependent upon the questions you want to answer.) Think about what you want to learn from assessment results. Key questions to consider include:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Am I trying to gauge student learning of class content in general?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do I care about the knowledge students bring into the classroom with them at the start of the semester compared to the learning they will take away with them at the end?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Does the extent of progress or improvement over a period of days or weeks matter?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Do I want to assess the level of students' reflective thinking about a particular reading assignment?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5. Am I interested in specific areas of learning that I have identified as particularly relevant or important?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Am I concerned about how well students understand a complicated lecture?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

If you answered “yes” to questions 1, 2 or 3, you should plan on using an assessment method that gauges student learning over time. If you answered “yes” to questions 4, 5, or 6, you will need an assessment method that evaluates student learning at a particular point in time. Of course, it is quite possible that all the questions are of interest to you and you may want to incorporate both types of assessment in your model. Specific ways to assess learning on both a short- and a long-term basis are discussed throughout this chapter. Chapters 4 and 5 look at these methods in greater detail.

Assessing Student Learning: Specific Points in Time

It is often valuable to know whether students are keeping up with a particularly difficult lecture or have understood complicated reading assignments at various points in the semester. While the ability to understand key concepts should certainly increase as the semester progresses, levels of understanding and learning can also rise and fall throughout the semester based on the material being covered at any given point in time. In this way, “at-the-moment” assessment can be an important teaching tool that allows you to adjust your instruction as the semester continues to accommodate fluctuations in student progress. Examples of short-term assessment, (which are described in detail in Chapter 4), include the following:

- Minute paper
- Classroom polling techniques
- Reflective thinking activities
- Muddiest point exercises
- Primary trait analysis (scoring rubrics)
- Background knowledge probes
Assessing Student Learning: Over the Course of the Semester

One of the most effective ways of assessing student learning from the start of the semester to the end is to track student progress throughout the semester. It is somewhat more unusual for instructors to do this type of analysis because collecting data about student learning on specific learning outcomes across assignments is sometimes seen as troublesome and time-consuming. This is not always the case and can be avoided with a well-organized assessment plan. It is frequently worth the effort because increases in knowledge and understanding from the beginning of the semester/course until the end can tell you how well students learned and whether long-term course goals and objectives were achieved. Long-term assessment can be especially helpful in evaluating how well a course has succeeded in meeting its central goals. It can also help identify areas of content or instruction that were not as successful as others in facilitating student learning. Portfolio Analyses, Systematic Progression of Assignments, and Pre- and Post-Tests are all examples of “over-time” assessment. They are discussed in greater detail in Chapter 5.

Engaging Students in Assessment

One of the great benefits of many assessment techniques is that they provide an opportunity to create clearer communication with your students. Key to the success of this process, however, is engaging your students in assessment, motivating them to take the activities seriously, and helping them see how it can become a valuable complement to their learning. Angelo and Cross (1993) write that:

“Students are unlikely to realize the value of assessment, or of self-assessment, unless faculty make them explicitly aware of it through instruction and modeling. When students are helped to see the useful ways that classroom assessment can inform teaching and learning, they are much more likely to participate fully and positively” (p. 32).

Angelo and Cross also recommend that you maximize the positive impact of classroom assessment by letting students know:
- what the assessment results were
- how you interpreted them
- what you intend to do in response

As Wright (1991) puts it, classroom assessment has the potential to increase “interest in learning and change attitudes and behaviors” when students become more involved, self-reflective learners (p. 585).
How Can You Enlist Student Involvement in Assessment?

1. Make it Count
Students are people, too, and like the rest of us, they want to know what is in it for them. What will they gain by taking course-embedded assessment seriously? Altruistically, we may not want to attach grades or rewards to assessment exercises. Unfortunately, this often translates into a lack of importance in the eyes of many students. Therefore, for the most potentially reliable results:
- make all assessed assignments count in one way or another
- let students know how and why it will count
- explain how you will use the assessment component to evaluate their work

For instance, if you are using a scoring rubric, give them a copy of the evaluation standards, or explain the standards to them in class. You can even ask them to evaluate their own work using the rubric.

2. It’s a “Two-Way-Street”
Beyond grades, students are also intelligent consumers. Help them understand why assessment matters and how it can help you become a more effective teacher and help them become more efficient learners. Explain how you will use the data to adjust the course as it goes along and to fine tune it before you offer it again. Let them know that their input will help future students who take this course. This will help students:
- invest in the process
- see the big picture outside of the immediate effect assessment will have on them
- keep lines of communication open
- facilitate student-faculty interaction

3. Important to Their Future
The third key component to helping students understand the importance and validity of classroom assessment is to show them how it will benefit them, beyond grades, now and in the future. Use course goals, objectives and anticipated learning outcomes to accomplish this, making sure to tie these to their future study and the world off-campus and post-degree:
- Clearly articulate the “transferability” of the skills you are asking them to produce
- Stress what the data can tell all of us about student learning, skills, abilities and achievements in general and how it can help them, as individuals, become self-reflective learners
- Show them how to use the data to alter and/or improve their own performance

In looking at how to engage students in assessment, Palomba and Banta (1999) define the assessment process as a “natural responsibility to our students and each other” that can “help create high expectations for students as well as provide opportunities for synthesizing experiences, for active learning and for prompt feedback” (p. 346). The challenge becomes helping students see the importance of the cycle.
Questions and Answers

Q. When deciding whether to use “at specific points in time” or “over time” assessment, isn’t a final exam for the course an easy way to accomplish both types of assessment at once?

A. While administering a final exam at the end of the semester will give you an idea of students’ learning at that point in time, standard year-end evaluations are final judgments that do not allow time for instructional change and may not provide real insight into student learning on specific goals and objectives. “At specific points in time” assessment offers both you and your students the chance to change direction, rethink priorities or keep going with what’s successful. “Over time” assessment, unlike final exams, shows the progression of thought and provides the ability to document learning outcomes.

Q. How can I learn more about different assessment methods and how to implement them?

A. Chapters 4 and 5 in this handbook will give you a basis for understanding and beginning to implement classroom-based assessment techniques. These chapters outline several specific methods and describe how to implement them, how to collect and keep track of what you find out, and how to evaluate the results in order to fine tune course content and instruction if necessary.
Chapter 4

Assessing Student Learning at Specific Points in Time

The purpose of this chapter...
Assessing student learning at specific points in your course can mean assessing at the start of the semester, after a particularly in-depth lecture, at times when you think ideas are not flowing as freely as they might, to clear up potential areas of confusion, or to encourage reflective thinking on particular issues or topics. This chapter gives you examples of a variety of moment-specific assessment techniques.

The following methods of assessing student learning at specific points in time facilitate the learning experience and help students become more conscious of their learning. By linking course feedback to your goals and objectives, the learning/evaluation process becomes more “real” for students. It gives them the opportunity to reflect on their own learning in the context of articulated learning outcomes for the course and to gauge the extent to which they are meeting these outcomes. They, and you, can then make timely adjustments to teaching and learning in the classroom.

Assessing student background and experience
Assessing student learning on key points
Considerations for large lecture classes
Examples and worksheets (Appendix)

“One important distinction in assessment methods is between techniques that directly determine whether students have mastered the content of their academic programs and those that ask students to reflect on their learning.”

Assessing Student Background and Experience

A good starting point for classroom assessment is to gauge the level of knowledge and understanding that students bring into the classroom at the start of the semester. A background knowledge probe asks students not only basic questions about previous coursework and preparation but also focuses on identifying the extent to which the student may or may not be familiar with key concepts that will be discussed in the course. Use the background knowledge probe at the beginning of the semester, at the start of a new unit, or prior to introducing a new topic.

Data collected from the background knowledge probe can help you:
1. understand the difference between student preparation and your expectations
2. plan and prepare for upcoming topics or units to be covered in the course
3. point out for students important areas in which they may lack basic knowledge and identify resources that they can access to improve their level of understanding

Assessing Student Learning at Key Points in the Semester

Knowing what a student brings to a course or a unit is important. Knowing what learning is taking place at a specific moment in class is equally valuable. Every instructor can identify key concepts within a course. Assessing the extent to which students understand these key concepts can be especially helpful in gauging whether students are “getting” course content, or moving through the semester without a solid base of understanding on important fundamental concepts. This information can also help you know whether to slow down, move faster or adjust your syllabus to accommodate disparities in learning. Assessment methods to gauge student understanding of core concepts include:

- Primary trait analysis
- Minute papers
- Misconception/Preconception check
- Muddiest point
- Punctuated Lectures
- Chain Notes
- Classroom Opinion Polls
- Reading reaction
- Paper reaction
Primary trait analysis

Primary trait analysis (PTA), adapted by Walvoord and McCarthy (cited in Walvrood & Anderson, 1998) combines traditional grading practices with classroom-based assessment. This technique asks the instructor to link specific goals and objectives outlined for a particular course assignment to varying levels of achievement (e.g., excellent, good, fair, poor). These levels are based on the degree to which the student has met the identified learning outcomes for the assignment. To conduct PTA, the instructor: 1. breaks down individual components, or primary traits, of an assignment that are key to successfully meeting assignment requirements; 2. identifies levels of achievement for each trait; and 3. constructs a grid (rubric) on which student achievement is scored.

For example, an essay for an English course might be analyzed for primary traits and levels of achievement as follows:

<table>
<thead>
<tr>
<th>Trait</th>
<th>5-Excellent</th>
<th>4-Good</th>
<th>3-Adequate</th>
<th>2-Weak</th>
<th>1-Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
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<td></td>
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<tr>
<td>Argument</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Tone</td>
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<tr>
<td>Conclusion</td>
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</table>

The instructor would then check off the score for each of the five primary traits listed as important for the assignment, with a minimum total score of 5 (poor) and a maximum total score of 25 (excellent). In this way, PTA can reduce some of the subjectivity in grading and facilitate more reliable tracking of student progress on important course objectives throughout individual assignments.

This example of a PTA rubric is very simple. Others are more complex, providing definitions of what an “Excellent” introduction to an essay would look like and sometimes assigning varying numbers of points to different traits based on their importance in the assignment. (See Appendix 4-A for more information.)

Minute paper

The minute paper may be one of the most widely-used and accepted methods of classroom assessment. This method offers a quick and easy way to assess student learning at a particular point in time. Credited to Angelo & Cross (1993), the minute paper not only provides helpful feedback but requires little time or effort to administer. Several minutes before the end of class, you might stop your lecture or end the discussion to ask students to take one or two minutes to answer, in writing, several questions about the day’s work. These questions might include “What is the most important thing you learned in today’s class?” or “Do you still have questions about the material we covered today?” Students respond on a sheet of paper and hand them in before leaving.

You can use the minute paper to assess:
- Student recall and understanding
- Student evaluation of what they recall
- Student ability to self-assess their learning and understanding
**Misconception/Preconception Check**

The misconception/preconception check is a way to assess what students bring with them into class, or how they are processing information at various points in the semester. Used at the start of a course, the misconception/preconception check is a short survey, questionnaire or essay-type evaluation that asks students to comment on information and key points relevant to course content. Student answers provide the instructor with an understanding of the extent of “real” understanding or knowledge that students bring with them on the first day of class. It also offers information about misconceptions students may also have, misconceptions that the instructor can subsequently address and clear up during class.

The misconception/preconception check can also be used at various points in the semester to help assess whether:

- misconceptions are clearing up or growing
- preconceptions are being reshaped
- students are improving in their ability to assess relevant course content and filter out untruths or inaccuracies

**Muddiest Point**

The muddiest point exercise (Angelo & Cross, 1993) is a variation of the minute paper. Administered during or at the end of a lecture or class discussion, the muddiest point exercise asks students to think about what went on in class that day and to write about what was the “muddiest” (least clear) point in that day’s class.

This exercise:

- asks the student to reflect on the class lecture or discussion
- asks the student to decide what was understood and what was unclear
- asks the student to self-assess learning and to identify what did/did not work

One way to address the potential for confusion on key points is to incorporate into your course syllabus pre-planned times to assess students for their “muddiest point.” You can also use a more informal approach and assess for confusion or misunderstanding when you sense there may be a problem.
**Punctuated Lectures**

The punctuated lecture technique provides immediate, on-the-spot feedback on how students are learning from a lecture or a demonstration, and how their behavior may be influencing the process. It also encourages students to become self-monitoring listeners and self-reflective learners. This technique is designed for use in classes where lectures or lecture-demonstrations are a primary method of instruction.

This technique requires students and teachers to go through five steps:

1. **Listen** - Students begin by listening to a lecture or demonstration.
2. **Stop** - After a portion of the presentation has been completed, the teacher stops the action.
3. **Reflect** - Students reflect on what they were doing during the presentation, and how their behavior may have helped or hindered their understanding of the information.
4. **Write** - Students write down any insights they have gained.
5. **Feedback** - Students give feedback to the teacher in the form of short, anonymous notes.

Punctuated lectures can be used to monitor student listening skills throughout the semester by asking students to save their written reflections in folders. After they have done several of these self-reflection assignments, ask students what they have written, looking for patterns and changes over time.


**Chain Notes**

To respond to Chain Notes, students in a lecture course pass around a large envelope on which the teacher has written one question about the class and/or teaching of the class. The students have all been given index cards beforehand. When the envelope reaches a student, he or she spends less than a minute writing a response to the question, then drops the card in the envelope and passes it on. This assessment technique results in a rich, composite record of each individual student’s reactions to the class in action. In this way, Chain Notes allow teachers a view of their class through all their students’ eyes.

Chain Notes are most useful in large lecture or lecture-discussion classes where many students have little direct contact with the teacher.

When you review the cards in the envelope, categorize them into relevant groups: engaged/not engaged; interested/not interested; question/praise/neutral comment, etc. Try to detect patterns in responses. Discuss these patterns in your feedback to students. Ask for suggestions to promote more effective teaching and learning.

Classroom Opinion Polls

You may already use de facto opinion polling in your classes when you ask students to raise their hands to indicate agreement or disagreement with a particular statement. Create a short survey (one or two questions) and ask students to complete it and hand it in. By making the Classroom Opinion Polls anonymous, they will provide more honest and accurate results for you.

Classroom Opinion Polling can help you discover student opinions about course-related issues. In this way, you can better gauge where and how to begin teaching about issues that come up in students’ responses, and where potential conflicts or divisions may arise. Students also learn about their own opinions, compare those opinions to others’, and test their opinions against evidence and expert opinion. A number of UMass faculty use “class talk” to gather this type of information.

Classroom Opinion Polls are particularly useful in large lecture classes where there is only limited opportunity for students to express their thoughts, in preparation to discuss a controversial issue, or to assess student opinion after you have presented class material.

Use the Classroom Opinion Poll to evaluate student learning over a period of time or over the course of a semester by creating a pre- and post-assessment poll. This assessment method will help you determine whether and how students’ opinions have changed in response to class discussions and assignments.

adapted from Angelo & Cross, Classroom Assessment Techniques (1993).

Reading Reaction

We often ask students to read and synthesize a wide variety of material during a course. Because the reading for one course is only part of the entire reading load a student may carry, the reading is often done in a hurry with the main purpose not to learn but “to get through it.” This poses two problems:

1. The student is not reading to understand and gain knowledge, but reading to complete an assignment.
2. The student may not have the time or inclination to think critically about the reading, to judge its validity, or to evaluate its worth.

The reading reaction paper forces students to slow down the reading process and asks them to actually think about what they have read. It may be administered as a short homework assignment to be completed after the reading has been done or as an in-class assignment to stimulate class discussion. Typically, a reading reaction paper asks students to respond (or react) to the reading (i.e., what did the author say, did you agree with what was written, why/why not, etc.) in one page or less (typed or handwritten). Part of the class that day can be used to discuss student reactions to the reading, or the papers can simply be passed in to provide feedback on student levels of understanding. Either way, it is a good idea to record at least a pass/fail grade for these exercises to ensure student commitment to the task.

The reading reaction paper helps students learn by:

- building skills needed for critical thinking and argument construction
- encouraging students to take charge of a reading assignment and to judge its worth
- asking students to “think” instead of simply taking in the words as they read
**Paper Reaction Exercise**

In addition to asking students to analyze assigned reading, we can ask them to think critically about their own writing. The paper reaction exercise asks students to reflect back on a paper they have just written for course credit. It is usually administered during class just prior to when the students turn in the paper and is attached to the paper for the instructor's information and feedback. To complete this exercise, students might be asked to:

- think about and write a few sentences on what they really like about their papers
- write what they do not like about their papers and what they would change if they had the time
- reflect on one or two things about the subject that are still unclear even after writing their papers

This technique can be particularly effective when you have clearly stated objectives/grading criteria (using a scoring rubric like the PTA) of the paper and ask students to evaluate their own paper using these criteria. The purpose of the paper reaction task is to:

- assess student ability to reflect on what they have learned and how well they have transferred that learning into their own words
- allow the instructor greater insight into student thought processes as they relate to reading, writing and interpretation skills
- open up the opportunity for discussion about the assignment in general, the papers in particular and student response to both

**noteworthy**

Punctuated Lectures, Chain Notes, and Classroom Opinion Polls are particularly useful for faculty teaching large lecture classes.

**Considerations for the large lecture classes (100+ students)**

Faculty often raise the question of how to conduct classroom-based assessment in large lecture classes. Assessing teaching and learning in a large class, where students may feel as though they are little more than numbers on an attendance roster, is as important as assessing at the small-class level. Students in large lectures often complain about being faceless, and many do not even bother to come to class because they believe it doesn't really matter. Large lectures can be equally alienating for the instructor. An in-class exam can only begin to suggest the level at which individual students understand what is being taught in the class. Creating opportunities for student interaction and applying classroom assessment techniques can improve the teaching and learning process in large classes for both student and instructor.

Assessment in a large lecture class can be approached through:

- devising strategies to increase student involvement and make the class more interactive, thus providing increased opportunity for assessment and evaluation
- adopting assessment techniques designed to give you (and your students) quick, effective and constructive feedback on the teaching and learning process
Large Lecture Class Assessment How-To

Breaking a lecture class into interactive, self-directing groups is one strategy that can make even large classes more participatory. If the chairs are bolted to the floor in rows or if there is auditorium-style seating, students can still talk in pairs. Many teachers use intermittent small-group interaction to break up the lecture and to allow time to assess student learning on a more personal level. For example, some teachers stop their lecture several times during the class to ask students to compare and rework their class notes. Another strategy is to write a question on the overhead projector and then ask students to form pairs to discuss the question. You may ask some pairs to report to the entire class.

A second strategy for making large classes more interactive and, thus, facilitating the assessment process is to give formative, ungraded quizzes to determine how students are comprehending course material. Using the kinds of questions that students might see on your exams, place questions on the overhead, and then give students a few minutes to respond. If the question entails multiple choices, break the question down into components that students can quickly answer. The preview of students’ answers can help you determine student understanding of course content and show students problem areas that warrant further study.

A third strategy for making large lecture classes more interactive, and creating more opportunity for assessment, is to build in tasks that ensure students come prepared to a lab or discussion section. Time can be taken during lecture to ask students to complete a few questions, talk with a neighbor, or sketch out a lab procedure to prepare them for the lab or discussion to come. Another device for interactive learning in a large class is for the lab instructor or discussion leader to collect a “ticket” from each student before the student is allowed into class. The “ticket” might be a short statement of basic principles the student should have learned from the reading or in the lecture, thus showing the instructor that the student is prepared.

In practice, many of the assessment techniques discussed in this chapter can be used for lectures. Muddiest Points, Preconception Misconception Checks, and Minute Papers lend themselves to the large lecture venue. Punctuated Lectures, Chain Notes, and Classroom Opinion Polls all translate well into a large group setting.

Sources for Making Large Classes Interactive


http://www.psu.edu/celt/largeclass/lcbib.html


Appendix 4-A

Student Background Knowledge Probe

Course: English 251, A Survey of English Literature
Semester: Fall 1999
Name: [Blank]
Address: [Blank]
Phone and e-mail: [Blank]

What is your major and class year?

Do you have a minor? If yes, what is it?

What preparation have you had (courses, work experience, etc) that you believe will help you do well in this class?

What goals do you have for this course?

What do you already know? To help you (and me) understand the level of knowledge and experience with English literature that you bring to this course, please complete the following table by first listing the Shakespeare plays with which you are familiar and then indicating whether you read them, saw them performed in a theater, or saw them at the movies or on television.

<table>
<thead>
<tr>
<th>Name of Play</th>
<th>Read</th>
<th>In Theater</th>
<th>Movies/TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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<tr>
<td>8.</td>
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</tr>
</tbody>
</table>

Adapted from Angelo & Cross, Classroom Assessment Techniques (1993).
Primary Trait Analysis (PTA) Worksheet

It is helpful in understanding PTA, to place it along two continua: 1. The continuum from unstated criteria ("It feels like a B") to highly explicit criteria (Primary Trait Analysis); 2. The continuum from norm-referenced scoring (grading on a curve) to criterion-referenced scoring (evaluation of student performance on predetermined standards).

PTA is both highly explicit and criterion-referenced. To construct a PTA scale, the teacher: 1. identifies the factors or traits that will count for the scoring (such as thesis, materials and methods, use of color, eye contact with client, and so on); 2. builds a scale for scoring the student’s performance on that trait; and 3. evaluates the student’s performance against those criteria.

Steps for Constructing a PTA Scale

If possible, work from examples of past student performances, grading check-lists, descriptions of criteria, comments on assignments or tests—anything that has helped you in the past to articulate criteria for students’ performances.

1. Choose a test or assignment that tests what you want to evaluate. Make clear your objectives for the assignment.
2. Identify the criteria or “traits” that will count in the evaluation. These are nouns or noun phrases, such as thesis, eye contact with client, use of color, or control of variables.
3. For each trait construct a two- to five-point scale. These are descriptive statements tailored to the assignment criteria.
   For example, “A ‘4’ thesis is limited enough to treat within the scope of the essay and is clear to the reader; it enters the dialogue of the discipline as reflected in the student’s sources, and it does so at a level that shows synthesis and original thought; it neither exactly repeats any of the student’s sources nor states the obvious.”
4. Try out the scale with a sample of student work or review with colleagues and revise.

The following worksheet will help you identify the performance levels and an appropriate scoring rubric. List up to four of the primary traits you identified above and the scoring criteria you would use for each trait. We’ve provided an example below and left room for you to continue with your own.

Rating/Scoring Level

<table>
<thead>
<tr>
<th>Traits</th>
<th>4-Excellent</th>
<th>3-Good</th>
<th>2-Weak</th>
<th>1-Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>The student takes a position and defends the position with examples and</td>
<td>The student takes a position and defends it with examples but does</td>
<td>The student takes a position but does not defend it with examples or</td>
<td>The student takes no discernible position on the issue.</td>
</tr>
<tr>
<td>is able to</td>
<td>reference to the reading.</td>
<td>does not refer to the reading.</td>
<td>reference to the reading.</td>
<td></td>
</tr>
<tr>
<td>construct a</td>
<td></td>
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<tr>
<td>logical</td>
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<tr>
<td>argument</td>
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</table>

1.

2.

3.

4.

**Minute Paper Example**

Concerned that his students may not be understanding the importance of multiple points within his introductory statistics lectures, this instructor took several minutes at the end of each class to ask the following question:

*“What are the five most important points from this session?”*

*“What one or two questions still remain in your mind?”*

The students were given five minutes to write. The instructor collected the responses and read them through, making a list of “important points” and “important questions” and tallying how often each item was repeated.

**Results**

- Many points that students listed as “important” the instructor felt were simply details.
- Students came up with as many as 20 different important points from the same lecture.
- Some students mentioned points that he had not even brought up in the lecture at all.

The next day, the instructor listed the 10 or 12 most common responses on the board before class. He began class by explaining the relative importance of each point and their relationship to each other. He also told them which points were not related and used the discussion to answer several of the important questions that had been raised in the minute papers.

After a month of using the minute paper at the end of each class, with a feedback session at the start of the next, the average number of different “important points” dropped from 20 to 8. Repeated use of the minute paper helped his students learn to listen more carefully and helped him realize the importance of being explicit in his lectures.

adapted from Angelo & Cross, Classroom Assessment Techniques (1993).

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**Misconception/Preconception Check Example**

At the start of the semester, the instructor of a pre-Columbian history course explained to the 25 students in class that she was gathering information on what each student already knew about the Americas and Native Americans before 1492 so that she could better tailor her teaching to fit their existing knowledge. She passed out sheets of blank paper and asked the students to write their answers to the following questions, without putting their names on the papers. They had five minutes to write.

**The questions were:**

1. About how many people lived in North America in 1491?
2. About how long had they been on this continent by 1491?
3. What significant achievements had they made in that time?

After she had collected the papers, the instructor wrote a fourth question on the board:

4. Where did you get those first three answers?

The students spent the rest of the class period trying to answer the fourth question and realized that they could not. Their impressions of pre-Columbian history were based on vague knowledge whose source they were unable to identify. At the end of class, the instructor gave the students their first library research assignment: work in pairs to double-check the accuracy of their answers to the first three questions.

From Angelo & Cross, Classroom Assessment Techniques (1993).

The Misconception/Preconception Check shows not only how an instructor can quickly gauge a student’s initial knowledge or understanding, but how to catch students’ interest in a particular subject. This technique can also be an end-of-the-semester exercise used to assess the accuracy of student understanding after completing the course.
# Muddiest Point Exercise

In thinking about one of the courses you teach, which topics do you believe might be most likely to cause confusion or “muddiness”? 

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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>

Can you think of ways to adjust your teaching methods to anticipate and address this potential confusion?

<table>
<thead>
<tr>
<th>Possible Muddy Point</th>
<th>What Can I Do In Advance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>

Use the following table to help you think about possible muddiest points and when you might want to assess student understanding of these topics.

<table>
<thead>
<tr>
<th>Key Point / Knowledge</th>
<th>Start of Semester</th>
<th>Mid-Term</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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Chapter 5

Assessing Student Learning Over the Course of the Semester

The purpose of this chapter...
This chapter looks at ongoing ways to assess student learning throughout the semester including techniques for structuring course assignments and the overall course schedule. Pre- and post-learning assessment techniques and portfolio analysis are also discussed as well as common questions about assessing student learning over the course of the semester.

Tracking student achievement over time is one of the best ways that you, as the instructor, have to document that students are really accomplishing what you intend. Course goals are sometimes vague and difficult to quantify. Specific objectives that outline what a student must do to demonstrate completion of course goals make it easier to observe whether or not course goals have been achieved. Incorporating classroom assessment into your teaching and curriculum design facilitates specific documentation of results that clearly demonstrate student learning from the beginning of the semester until the end of the course.

Chapter 4 outlined a group of assessment techniques that can be used to evaluate student learning at key points in the course. Each of these techniques can become part of a long-term assessment plan by being used repeatedly as the course goes along. Results from each set of assignments can help the instructor and the students see progress on the learning outcomes unfold as the semester progresses. Additionally, there are a variety of assessment tasks that have been developed specifically to address long-term results. A discussion of a number of these tasks follows.

Primary trait analysis
Systematic progression of assignments
Pre/post-test survey
Portfolio analysis
Considerations for the large lecture class
Questions and answers
Primary Trait Analysis

Primary Trait Analysis (PTA), described in Chapter 4, can also be used to assess student learning over the course of the semester. Primary Trait Analysis links specific goals or objectives to varying levels of achievement (e.g., excellent, good, fair, poor). To use PTA over the course of the semester, track individual components, or primary traits, across several assignments. PTA is particularly useful for long-term tracking of results as the scores from the PTA rubrics are easily quantifiable and can provide clear data on student progress across key traits for course assignments.

Systematic Progression of Assignments

Systematic progression of assignments refers to a group of assignments that has been scheduled throughout the semester to track student progress on specific learning objectives as they occur. These often (or may) focus on one particular learning objective the instructor is particularly interested in studying. Each assignment is connected both to the one before and to the one after to maintain a formal record of student progress. Ways to develop this record include:

- breaking down a large term project into individual components spread out over the course of the semester, evaluated separately, and then evaluated as a final product
- weekly quizzes and lab reports
- an essay question on each exam that is directly related to a specific course objective

When using systematic progression of assignments to assess student learning, your most important task is to maintain clear and consistent records of results. The extent to which these results identify overall student learning or student learning on specific objectives that have been identified on the course syllabus depends on the method of tracking that you use. By using the same scoring rubric throughout the semester, you can track individual student progress on specific key traits over time.

noteworthy
The Appendix to this chapter includes examples of these assessment methods.

Pre/Post-Test Survey

Pre- and post-test surveys are another way to assess student learning from the start of the course until the end. A pre-test survey can be used at the beginning of the semester to capture the extent of student knowledge and understanding about key course concepts they will study that semester. It can also be used to measure students’ attitudes and values relevant to course concepts and predictive of their response and position on course materials. Using a follow-up post test (either the same as the pre-test, or somewhat different) at the end of the semester and comparing results from the two can be an effective way to demonstrate student achievement over time.

noteworthy
Pre/post-test surveys are similar to the misconception/preconception task discussed in Chapter 4, but look for general knowledge and background rather than inaccurate or judgmental ideas.
Portfolio Analysis

Portfolio analysis is becoming an increasingly popular method of assessment, both at the classroom and the program level. Portfolio analysis looks at student work during a period of time and evaluates the extent of learning based on the progression of the work from the first assignment until the last. At the classroom level, this might include a series of writing assignments of increasing difficulty or all work that the student has produced for a particular course. At the program level, the portfolio might include all key pieces of work that the student has completed for the major.

The advantages of the portfolio as a method of longer-term assessment include:

- A visual representation of student learning from beginning to end
- A concrete way to track and document student progress over a period of time
- A hard copy record of tasks and output for the student to retain for future reference and use
- A systematic progression of tasks that can be linked to course goals and objectives and interpreted in the context of whether each was accomplished
- An opportunity for students to reflect on their own progress as they review their portfolio

A key piece in portfolio work is getting students to analyze and reflect on their portfolio - what can they see that they’ve learned, what doesn’t it tell them about what they’ve learned, and how can they document the progression of their ideas and work from the beginning of the semester until the end. As one student wrote in a final paper that asked her to reflect back on a series of six essays written over the semester:

One of the most valuable aspects of this course, for me, has been the opportunity to look back on the work that I have completed. Through these papers, I can see how my ideas have changed, how my writing has improved and how my understanding of course material is reflected more in the last two papers than in the first...

Portfolio work offers not only an opportunity for the instructor to see the progression of students’ performance over time, but can also help the student see the value of reflecting back on her own work.

Considerations for the large lecture classes (100+ students)

Assessing student learning over the semester in large lecture classes can be accomplished in many of the same ways as for smaller classes. Please refer to Chapter 4, and the Appendix at the end of Chapter 4 for discussion of these techniques.
Questions and Answers

Q. I’m a math teacher. While I can see the value of assessing individual assignments, as well as assessing over the course of the semester, I’m not convinced that primary trait analysis and portfolio analysis can be adapted to my discipline. Aren’t grades the best measure of math proficiency?

A. Mathematics faculty and faculty from other “quantified” disciplines often believe that assessment other than grades would be difficult to implement in their courses. The literature on this dilemma is clear (Keith, 1995; Walvoord & Anderson, 1998); math and science lend themselves as successfully to assessment and primary trait analyses as do the humanities and social sciences. For example, math instructors often give partial credit for partially correct answers. This situation is a particularly good match for the scoring rubric, where the student may do well (“5”) in outlining the problem, but poorly on the actual calculation.

Q. After assessing student learning outcomes over the course of the semester, what if my results show that students are not learning in some areas? Who will see the data?

A. One of the most positive aspects of classroom-based assessment is the potential for self-reflection and self-evaluation, both on your part and by your students. By collecting and documenting assessment results, you will have the opportunity to see what is working for your students and what is not. Using these results can help you adjust your syllabus, instructional methods and assignments to make them more effective. The data can also show you the aspects of your course that are working really well. In addition, sharing the results with your students can help them evaluate their own learning and reflect on ways that they can improve as participatory learners.

Another positive aspect of assessment is that if you are collecting the data, they are yours to share or not to share. You can use this information for your own purpose, or pass it along to your peers to help them re-evaluate their own teaching and course materials. The specific purpose of the assessment (e.g., achieve learning outcomes, improve instruction, complete departmental evaluation requirements, etc.) and who is involved in the process determine who sees the results.

Q. I can see the value of collecting data on student learning as the semester moves along, but I’m unclear what the data will mean as well as what to do with the results once I have them.

A. At times it may seem like collecting the data is the easy part while knowing what to do with the results is another story. However, data from classroom assessment can be invaluable to improving teaching and learning, and improving curriculum quality. The results can go to whom you choose, and can be used for a variety of purposes, from professional growth to institutional evaluation. How and why you use the data depends on your purpose in assessing. Chapter 6 discusses using the results in greater detail.
## Primary Trait Analysis Example

The following example was used in a junior-level anthropology course. Concerned about the ways his students were organizing their written analysis about theoretical anthropology texts, this instructor used a scoring rubric for seven written assignments that tracked organization and mechanics on each assignment. While each assignment had slightly different criteria, two features remained consistent throughout the seven written assignments: “Organization” – sequencing of key ideas; and “Mechanics” – spelling, punctuation, proofreading accuracy.

### Anthropology 364 Scoring: assignment 1

<table>
<thead>
<tr>
<th>Content</th>
</tr>
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<tbody>
<tr>
<td>1. Summarize (in a paragraph or two for an anthropologist unfamiliar with this particular group of people) what Mead considers to be some of the most important features of Samoan culture (5 points)</td>
</tr>
<tr>
<td>2.a. What is Mead’s objective in writing this ethnography? (5 points)</td>
</tr>
<tr>
<td>2.b. What methods or techniques does she use to obtain the information expressed in the ethnography? (5 points)</td>
</tr>
<tr>
<td>2.c. What are the categories of Samoan culture that Mead uses in her description? (5 points)</td>
</tr>
<tr>
<td>2.d. Whose viewpoints or perspective is expressed: the ethnographer’s; or that of the individual members of the society studied; or someone else’s - and how? What are the advantages and disadvantages of such a stance? (4 points)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
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</thead>
<tbody>
<tr>
<td>The organization of ideas, including appropriate use of evidence and inferences (3 points)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics: proofreading, punctuation, grammar, and spelling (3 points)</td>
</tr>
</tbody>
</table>

### Anthropology 364 Scoring: assignment 4

<table>
<thead>
<tr>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Summarize Wolf’s explanation as to how cultural changes occur. Note that this summary should be directed not to Wolf’s views in general, but specifically to the causes of cultural change (8 points)</td>
</tr>
<tr>
<td>Then summarize Sahlin’s position on the relation of history and culture (e.g., What is the connection between history and culture?) (8 points)</td>
</tr>
<tr>
<td>Choose either Sahlin’s or Wolf’s position as your own, and defend its superiority against the opposing point of view. In this portion, the essay should be explicitly comparative, demonstrating why a feature of Wolf’s view is better than the same feature in Sahlin’s view or vice versa (8 points)</td>
</tr>
</tbody>
</table>

| Clarity of argument: good organization of ideas to make a compelling case (3 points) |
| Mechanics: spelling, grammar, punctuation, proofreading (3 points) |

### Results

At the end of the semester, the instructor analyzed students’ scores and found:

- student’s raw scores generally went up over the course of the semester for both criteria: organization and mechanics.
- the variability across students’ grades decreased as well, suggesting that peer critiques gave students the opportunity to see examples of organization and mechanics by their peers who scored well on these two criteria and led to less differentiation in performance across the class.

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*personal correspondence, R. Faulkingham, University of Massachusetts*
Systematic Progression of Assignments

Tracking student learning through a series of course assignments can provide a wealth of information on how well course goals and objectives are being met. For example, a faculty member teaching a junior-level accounting course decided to study the extent to which her students were able to report on the results of their in-class auditing assignments. She put together a series of assignments as follows to track expected skills and knowledge.

### Sample Assignments to Track Skills and Knowledge

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Why Use?</th>
<th>Assess What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-paragraph audit report (first four weeks of the semester)</td>
<td>Begin to expose students to techniques on writing clear and easy to understand accounting documents.</td>
<td>Basic understanding of accounting practice and general technical writing skills.</td>
</tr>
<tr>
<td>One-page audit report (at week 6 and week 8)</td>
<td>Help students learn to expand on introductory exposure to writing audit reports.</td>
<td>Moderate understanding of accounting practice and ability to explain the results of this practice to layperson. Technical writing skills.</td>
</tr>
<tr>
<td>Two-page audit report with charts and tables (week 10)</td>
<td>Offer students the opportunity to create more formal, explanatory report in greater detail and help them learn to provide examples from accounting and use effective graphs and charts.</td>
<td>Solid understanding of accounting practice and increased ability to translate results in a format that will be easily accessed by the reader.</td>
</tr>
<tr>
<td>Formal oral presentation with audio-visual aids and written 5-7 page report with charts and tables.</td>
<td>Present a real-life scenario that asks students to prepare and present results of accounting practice, as might be required in the corporate world.</td>
<td>In-depth understanding of accounting practice. Strong oral and written presentation skills. Ability to translate classroom theory into a hypothetical situation.</td>
</tr>
<tr>
<td>Two essay exams, one at mid-term and one at the end of the semester.</td>
<td>Ask students to write short essay questions related to course concepts and lectures.</td>
<td>Evaluate particular broad course concepts that are interconnected through each class discussion and each assignment outlined earlier in this table.</td>
</tr>
</tbody>
</table>
Portfolio Analysis

In a basic writing course, an instructor used portfolio analysis to assess students’ development as writers over the course of the semester. Each student collected the essays that he or she had written over the course of the semester, edited the essays again briefly, printed clean copies, and then compiled the essays into a self-designed "oeuvre" or portfolio. In addition to the essays, students included introductions to their portfolios. The instructor provided students a list of criteria that they could address in their introductions. Criteria included: self-assessment of their development as a writer, self-reflection about their strongest and weakest essays, and other insights about themselves as learners. Rather than a final exam, the instructor used the portfolio as an end-of-the-semester assessment measure.

The portfolio allowed the instructor to:
- assess each student’s writing development over the course of the semester
- assess the effectiveness of specific assignments across student portfolios and adjust her curriculum accordingly
- review the order of assignments in relation to student progress
- gauge student perceptions of the assignments
- learn more about her students’ perceptions about themselves as writers and the purpose of writing in their academic lives

The portfolio allowed students to:
- assess their progress as learners and writers over the course of the semester
- review the amount, quality, and kind of writing that they had accomplished. For basic writers who are often hesitant about their abilities as writers, the portfolio was a way to showcase their writing in a way that valued their work
- reflect on their struggles and successes during the semester and consider why these struggles or successes occurred
- become more articulate in discussing their writing process

University of Massachusetts Writing Program
Chapter 6

Interpreting and Using the Results of Classroom Assessment

The purpose of this chapter...
Defining and collecting assessment data is only part of the process. Understanding what the data tell you and deciding what to do with the results once you have gathered them are equally important. If you have chosen to assess student learning in your course, you may be doing so simply to find out more about the teaching and learning that goes on in your classroom. In that case, collecting and understanding the data is enough. If you have been asked to provide assessment data for institution-based program review or for external accreditation, you might need to prepare a more formal summary of the results. This chapter can help you with both. The question/answer section highlights common concerns about compiling and distributing results.

Where to begin
Knowing WHY you are assessing is key to deciding WHAT to do with the data after you collect it. Assessment data can be gathered for a variety of reasons:
- Classroom-based improvement in teaching and learning
- Department-based review
- Institution-wide program review requirements
- External accreditation initiatives

Each of these reasons has its own reporting needs. Assessment data collected for the purpose of improving teaching and learning at the classroom level may need no formal report at all, particularly if you are undertaking the assessment on your own initiative. The key factor here is to understand what the data are telling you and to know what you will do with that information once you have it. When you collect assessment data for campus-wide program review requirements, or external accreditation you may be asked to prepare and submit a report describing the data, what you found and how you will use it to improve your course (see OAPA's Program-Based Assessment Handbook for more information about program assessment.) Whether you assess for your own edification, for internal review or for external accreditation, assessment begins with collecting and analyzing the data.

“Effective assessment must begin with real concerns of the stakeholders and result in useful information and recommendations related to the purpose of the assessment.”
Collection and Analysis

Identifying how you can use the results of your assessment data to improve teaching and learning in your course is essential to the assessment process. The first step is organizing the information you have collected. Think about what you were assessing and what assessment method you used. What type of data did that method yield? For example, if you decided to assess student knowledge at the beginning of the course you may have chosen to use a Student Background Probe as an initial assessment tool. This probe provides a variety of data, both qualitative and quantitative, on each student in your class and offers a good starting point from which to implement other evaluations and assessments.

After you determined the types of data you collected through the background knowledge probe, you will want to analyze the data and determine what these results tell you. There are a variety of ways to analyze your data, ranging from informal “eye-balling” analysis to more formal statistical manipulation. You may find the following worksheet helpful in organizing the information you’ve collected.

Analyzing Your Data (the first entry offers examples of answers you may give)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student knowledge of course content prior to beginning course</td>
<td>Student background probe</td>
<td>Quantitative survey data and open-ended response</td>
<td>60% of students have some pre-knowledge. 40% have none.</td>
<td>Challenge those who know, bring those who don’t up to speed.</td>
<td>I thought more students would already know the information I asked for.</td>
</tr>
</tbody>
</table>

A final step in this process is to take your plans, or what you will do with the results from the data now that you have them, and make them more specific. For instance, the table above tells you that, based on your data from the background knowledge probe, you need to challenge students who have more initial background knowledge than others. You now have the opportunity to adjust your instruction and course requirements in response to assessment results. How will you do this? Using an action plan, such as the one following, can help in the process.
### An Action Plan
(Entries 1 and 2 offer examples of answers you may give)

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Action to Take</th>
<th>Steps to Implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Encourage students who have demonstrated prior knowledge</td>
<td>1. From the data, identify content areas of greater knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Develop extra credit tasks for students to complete to build on their knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Establish a reward system to eliminate sense of extra work as &quot;punitive&quot;</td>
</tr>
<tr>
<td>2</td>
<td>Bring those with less prior knowledge up to speed</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
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<td></td>
<td>3.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

Using an action plan such as the one above can help you determine and frame your experience with assessment in terms of these results. This information can help you determine what you liked about the process, what you didn't like and what you found out. A plan like this can also be useful if you are thinking about adjusting your instructional methods during the semester, or at the beginning of the course when you teach it again, based on the results of your assessment work. Collecting and analyzing the data, then deciding in a concrete way what you will do with the data in the context of course instruction and student learning can help you to document your own effectiveness in the classroom as well as to identify areas of assessment that might be more broadly useful.
Reporting Your Results

In many cases, the sole purpose of your assessment activity may be for your own edification. If so, you need go no further with your results. However, in other situations, your assessment information may also be valuable to your department’s curricular revisions, general education reform, or to granting organizations that help support your course revisions. In order for your findings to be more broadly useful, you will need to communicate your findings to other audiences. This type of “report” should cover five major components of assessment:

1. the goals and objectives you established for your course
2. the assessment methods you chose or designed
3. what you found out about student learning in your classroom
4. how these findings are being used for improvement
5. action to take

The matrix which follows may help you organize your results.

Assessment Matrix

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Method</th>
<th>Results</th>
<th>Interpretation</th>
<th>Action to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Questions and Answers

Q. As a faculty member, I hesitate to use assessment within my classroom because it seems as though there is a potential for misuse of information. Aren't I setting myself up for negative repercussions if I end up collecting negative data?

A. Collecting assessment data can only be a positive step. First, the results are yours, to release or to keep private. Second, collecting data on student learning outcomes can be used to improve your teaching and your course, which will result in additional data the second time around, continuing the opportunity for improvement and re-evaluation. Third, the more we get assessment out on the table for discussion and the more faculty we involve in the process, the more productive and effective our discussion will be.

Q. Once I have collected the data, how do I analyze it? My knowledge of statistical analysis is very limited.

A. Analysis of assessment data collected in the classroom does not have to be complicated. It can be as simple as figuring out what percent of students passed the mid-term exam or as complicated as running a linear regression model to predict final grades for next semester. It's up to you, to your areas of interest and to the level of your ability to analyze data and communicate results. Also, there are individuals and offices on campus who can help you analyze the data if you have more complicated analyses in mind. This list of resources is given at the end of this handbook.

Q. I plan on using a variety of assessment activities in one of my courses this semester. Should I prepare feedback reports to the students on each assignment as it occurs or will one final report at the end of the semester be sufficient.

A. One of the advantages of providing feedback to students on assessment results is the opportunity to use these results as a teaching tool to not only refine your own methods of instruction but to demonstrate to students the extent to which they are achieving designated learning outcomes for the course. While preparing a final report is a good way to give students an overview of the semester, providing feedback as assessment results are gathered helps students stay in touch with both learning and the learning process. If preparing feedback reports for each assignment seems overwhelming, select only a few of the most important ones to report back to students.

Q. I have a lot of assessment data collected from a course I’m teaching this semester but have no idea what to do with it. Are there certain report guidelines I should follow?

A. Once you have collected the data, you should analyze it in the context of the goals and objectives you have set for the class and the learning outcomes you identified for each assignment. If you need more help in analyzing the data, check out the on-campus resources listed in the back of this handbook.
Sources and Resources

This section offers a variety of on-campus and on-line resources, as well as a reference list of articles and publications cited in this handbook, to provide additional assistance as you move deeper into the assessment process.

On-campus resources are given to provide you with a “real person” to contact should you have questions, concerns or need additional information or support.

On-Campus

Office of Academic Planning and Assessment
362 Whitmore Administration Building
Martha L. A. Stassen
Director of Assessment
(413) 545-5146
mstassen@acad.umass.edu
http://www.umass.edu/oapa

Office of Institutional Research
237 Whitmore Administration Building
Marilyn H. Blaustein
Director of Institutional Research
(413) 545-0941
blaustein@oirp.umass.edu
http://www.umass.edu/oapa

Center for Teaching
301 Goodell Building
(413) 545-1225
cfteach@acad.umass.edu
http://www.umass.edu/cft

On-line websites are listed to give you further opportunity to explore how assessment is being used at other large research institutions across the country. These websites are particularly useful in providing specific examples and “how-to” models as well as in sharing how the assessment experience is playing out in higher education today. References from the literature offer more in-depth discussion of handbook topics.

On-Line

American Association for Higher Education
www.aahe.org

California State University - San Bernardino
http://academic-affairs.csusb.edu
www.co.calstate.edu/aa/loa

ERIC Assessment Clearinghouse
http://ericac.net/

Internet Resources for Higher Education Outcomes Assessment
http://www2acs.ncsu.edu/upa/assmt/resource.htm

Ohio University
www.cats.ohiou.edu/~insres/assessments/ncaplan.html

Penn State
www.psu.edu/dus/uac/assessme.htm

Southern Illinois University
www.siue.edu/~deder/assess

University of Cincinnati - Raymond Walters College
www.rwc.uc.edu/phillips/index_assess.html

University of Colorado - Boulder
www.colorado.edu/pba/outcomes

University of Michigan
www.umich.edu/~crltmich/crlt.faq.html

University of Nebraska
www.unl.edu/svcaa/priorities/assessment.html

University of Wisconsin - Madison
www.wisc.edu/provost/assess.html

Virginia Tech
http://aappc.aap.vt.edu
From the Literature


Five-year program review for undergraduate and graduate degree programs (1997-98). California State University, Chico.


From the Literature


Rice, R. E. (1996, Jan.). Making a place for the new American scholar. Preliminary draft presented at the 1996 AAHE Conference on Faculty Roles & Rewards, Atlanta, GA.


Date: April 2, 2010

To: Dan Mahony, Dean College of Education Health & Human Services

From: Kevin Deemer, Assistant Dean

Re: EPC and OBR Proposal to Extending a Bachelor Degree to the Ashtabula Campus

Attached is the Certification of Curriculum Proposal and Ohio Board of Regents paperwork for extending the Bachelor of Science degree to the Ashtabula Campus for the Health Care Administration and Systems concentration within the Integrated Health Studies program.

We request your review and approval of the proposal. If you do not have any objections and approve the proposal, then please sign and forward Therese Tillet in the Provost's Office.

If you have any questions, please do not hesitate to contact me at x-44329 or kdeemer@kent.edu. Thank you.

Attachments

Cc: Susan Stocker, Dean Ashtabula Campus
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 31-Mar-10 
Effective Date Fall 2010 
Curriculum Bulletin 
Approved by EPC 

Department School of Health Studies
College EH - Education, Health and Human Services
Degree BS - Bachelor of Science
Program Name Integrated Health Studies
Program Code IHS
Concentration(s) Health Care Administration and Systems
Concentration(s) Code(s) HCAS
Proposal Establish Program

Description of proposal:
Extend the Bachelor of Science degree to the Ashtabula Campus for the Health Care Administration and Systems concentration within the Integrated Health Studies program.

Does proposed revision change program's total credit hours? ☑ Yes ☐ No
Current total credit hours: 
Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This proposal has no impact on other programs, policies, or procedures.

Units consulted (other departments, programs or campuses affected by this proposal):
School of Health Studies
College of Education, Health and Human Services
Ashtabula Faculty Council

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs

4/5/10
Proposal Summary

Title: Extend Bachelor of Science degree to the Ashtabula Campus

Subject Specification: Extend the Bachelor of Science degree to the Ashtabula Campus for the Health Care Administration and Systems (HCAS) concentration within the Integrated Health Studies program (IHS).

Background Information: In 1999 The College of Education, Health, and Human Services created the Bachelor of Science in Integrated Health Studies which is housed in the School of Health Sciences. One of the three concentrations within the Integrated Health Studies degree program is the health care administration and services concentration. This concentration is designed for students wanting to prepare for management positions in the health care industry. This concentration provides a strong core of business courses including marketing, management, finance, economics, accounting and human resource management, as well as, specialized courses related to long-term care administration.

One aspect of the Ashtabula Campus’s Academic Plan is to strategically increase the number of bachelor degree programs offered at the campus. Currently, the campus has developed strong two-year degree programs in a several allied health fields and often students in these programs seek to attain a four-year degree. However, at this time the Ashtabula Campus offers only a few bachelor degree options. Therefore, one way for the campus to expand four-year degree opportunities is to leverage and extend our current associate degree programs in allied health fields.

In the fall of 2009 the Ashtabula Campus conducted a needs assessment to identify potential bachelor degree programs that could be successful at Ashtabula. Preliminary results indicated three concentrations within Integrated Health Studies had potential for success at the Ashtabula Campus. Further analysis of the results indicated that the Health Care Administration and Systems concentration would be an excellent fit for the Ashtabula Campus at this time because the campus currently has the faculty, facilities, and students to successfully start the program in the fall of 2010.

Alternatives and Consequences: Not allow the Ashtabula Campus to expand its bachelor degree offerings.

Specific Recommendation and Justification: Beginning with the Fall 2010 Semester, extend the Bachelor of Science in Integrated Health Studies degree to the Ashtabula Campus for the Health Care Administration and Systems concentration within the Integrated Health Studies program.

Timetable and Actions Required:
April 2010 - Departmental approval
May 2010 - EPC approval
Summer 2010 - OBR notification
Fall 2010 - Ashtabula begins offering courses in the Health Care Administration and Systems program
CHANGE REQUEST
ADDITIONAL DELIVERY SITES

This form may be used by institutions to request authorization to deliver existing approved degrees/degree programs at additional sites. This form only needs to be submitted if the institution intends to deliver fifty percent or more of the requirements of the program at the site (excluding general education, internships, clinical practicum, field experiences, and student teaching). If the institution is requesting authorization to deliver the program(s) at multiple off-site locations, complete and submit a separate form for each site.

Date of submission

April 1, 2010

Name of institution

Kent State University at Ashtabula

Program(s) to be delivered at the site

The Health Care Administration and Systems concentration of the Integrated Health Studies program leading to the Bachelor of Science

Proposed start date

Fall 2010

Rationale

Beginning in the Fall 2010 Semester the Ashtabula Campus seeks to offer the Kent State University courses in the Health Care Administration and Systems concentration within the Integrated Health Studies program. This program leading to the Bachelor of Science degree would provide students an additional four-year degree option at the Ashtabula Campus.

One aspect of the Ashtabula Campus’s Academic Plan is to strategically increase the number of bachelor degree programs offered at the campus. Currently, the campus has developed strong two-year degree programs in several allied health fields and often students in these programs seek to attain a four-year degree. However, at this time the Ashtabula Campus offers only a few bachelor degree options. Therefore, one way for the campus to expand four-year degree opportunities is to leverage and extend our current associate degree programs in allied health fields.

In the fall of 2009 the campus conducted a needs assessment to identify potential bachelor degree programs that could be successful at Ashtabula. The results indicated the Health Care Administration and Systems concentration within the in Integrated Health Studies program would be an excellent fit for the Ashtabula Campus because the campus currently has the faculty, facilities, and students to successfully begin the program starting in the Fall 2010 Semester.
Resources and facilities

The program would be offered at:

Kent State University at Ashtabula
3300 Lake Road West
Ashtabula OH 44004

Located 75 miles from the Kent State University campus in Kent, Ohio, the Ashtabula Campus is the northern-most of Kent State University's eight-campus system. It is centrally located between Cleveland, Erie and Youngstown.

The facilities include the new state-of-the-art Robert S. Morrison Health and Science Building which opened in the fall of 2009 in addition to Main Hall, the Library, and Technology Building. The campus has the faculty, staff, and infrastructure to offer additional four year degree programs on-site and would not require any additional resources to offer the Integrated Health Studies program.

Academic leadership

Dr. Susan Stocker is the Dean and Chief Administrative Officer for the Ashtabula Campus. Dean Stocker is responsible for overseeing all campus operations. The Dean reports directly to the Kent State University Provost.

NOTE: An organizational chart is included in the appendix (A1).

Administrative/support services

As a regional campus of Kent State University, the Ashtabula Campus provides admissions, financial aid, advising, registration, IT support, disability services, student life, academic support services, and tutoring onsite in accordance with Kent State University policies and procedures.
Library resources
Complete the following table to describe the library resources available at the proposed site.

<table>
<thead>
<tr>
<th>On-site Physical Library</th>
<th>Librarian/Professional Staff On-site</th>
<th>Resources</th>
<th>Services</th>
<th>Hours of Operation</th>
<th>Access to Main Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>50,000 Volumes/Reference Materials Computer Lab</td>
<td>Orientation Information Literacy Instruction Reference Desk Copy Machines Interlibrary Loan OhioLINK KentLINK Computer Lab</td>
<td>M-R 8am to 9 pm F 8am to 3pm</td>
<td>Online</td>
</tr>
</tbody>
</table>

The Ashtabula Campus Library is operated by a full-time librarian with faculty status. The library is part of the Kent State University Library system and a member of OhioLINK. The campus librarian reports directly to the Assistant Dean for Academic Affairs. The librarian’s CV is included in the appendix (A2).

Faculty
Provide the number of existing faculty available to teach at the proposed site.

- Full-time: 49
- Less than full-time: 48

Complete the faculty matrix for the faculty who will be teaching at the proposed site. Please include open positions in the matrix. If the institution intends to deliver multiple programs at the site, complete a separate faculty matrix for each program. Please note that the institution will need to submit faculty resumes as part of the review.
Program Curriculum

Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., core, general education, technical, elective) and indicate if they are part of the curriculum on the main campus or if they are unique to the site.

<table>
<thead>
<tr>
<th>Course (name/number)</th>
<th>No. of credit hours (q/s)</th>
<th>Core/Technical</th>
<th>General Education</th>
<th>Elective</th>
<th>Existing Course or New to the Site</th>
<th>TAG Approved Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 10000 Careers in Health Sciences and Human Services</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>NURS 41095 Special Topics: Long-Term Care Administration</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>PHIL 40005 Health Care Ethics</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>IHS 40091 Seminar for Practicum in Integrated Health Studies</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>IHS 44092 Practicum: Integrated Health Studies</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>IHS 44091 Professional Seminar in Integrated Health Studies</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>NURS 41095 Special Topics: Health Care Policy and Delivery Systems</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>IHS 44010 Research Design and Statistical Analysis for the Health</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>Professions</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ENG 11011 College Writing I</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>MATH 11009 Modeling Algebra</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>US 10097 Destination Kent State: FYE</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>BSCI 20020 Biological Structure and Function</td>
<td>5</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>PSYC 11762 General Psychology</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td>X</td>
</tr>
<tr>
<td>HED 14020 Introduction to Medical Terminology</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>CHEM 10030 Chemistry in Our World</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>CHEM 10031 Chemistry in Our World Laboratory</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>HIST 11050 History of Civilization I</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td>X</td>
</tr>
<tr>
<td>THEA 11000 The Art of the Theatre</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>ECON 22060 Principles of Microeconomics</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td>X</td>
</tr>
<tr>
<td>ACCT 23020 Introduction to Financial Accounting</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>ENG 21011 College Writing II</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>JMC 28001 Principles of Public Relations</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>HIST 12070 History of the United States: The formative Period</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>ACCT 23021 Introduction to Managerial Accounting</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Existing</td>
<td>X</td>
</tr>
<tr>
<td>Course (name/number)</td>
<td>No. of credit hours (q/s)</td>
<td>Core/Technical</td>
<td>General Education</td>
<td>Elective</td>
<td>Existing Course or New to the Site</td>
<td>TAG Approved Course</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------------------------</td>
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<tr>
<td>SOC 32570 Inequality and Society</td>
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<tr>
<td>PHY 11030 Seven Ideas that Shook the Universe</td>
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<td>ARTH 12001 Art Survey</td>
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<td>SOC 12050 Introduction to Sociology</td>
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<td>FIN 36053 Business Finance</td>
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<td>SOC 42010 Death and Dying</td>
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<td>ANTH 18210 Introduction to Cultural Anthropology</td>
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<td>SOC 32569 Minorities in America</td>
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<tr>
<td>SOC 42879 Aging and Society</td>
<td>3</td>
<td></td>
<td>X</td>
<td></td>
<td>Existing</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief description of each **NEW** course in the proposed program. In your response, include the name and number of the course. **Please note that the institution will be expected to submit syllabi for each NEW course as part of the review.**

**Alternative delivery options**

*Indicate any alternative delivery options for the proposed program (check all that apply):*

- Accelerated
  - ✓ Hybrid/blended
  - ✓ Online
Off-site program components
Indicate if the proposed program contains any of the following off-site components (check all that apply):

- Apprenticeship
- Co-op
- Field Placement
- Student teaching
- Clinicals
- Externship
- Internship
- Other (please describe): Practicum

The degree program requires students to complete a practicum course. The practicum provides students with a supervised practical experience in a health science, health care, and human services organization. This experience enables students to apply theoretical knowledge and skills learned in their coursework.

Market Research/Evidence of Workforce Need
Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program at the proposed site. If so, briefly describe the results of those findings.

The Ashtabula Campus conducted a needs assessment amongst local health care providers as well as current students in our allied health associate degree programs to gauge the interest and need for a bachelor degree in Health Care Administration and Systems. The results of the assessment from both groups indicated that a need existed for the degree.

Describe how the proposed program aligns with Chancellor’s strategic plan for higher education in the state of Ohio.

Gov. Ted Strickland, together with the Ohio Board of Regents Chancellor Eric D. Fingerhut, recently announced Kent State as a Center of Excellence in Biomedicine and Health Care for the state of Ohio. Kent State University at Ashtabula can build upon its programmatic strengths in health care by expanding its degree offerings to include a bachelor of science in Health Care Administration and Systems.

Indicate whether any other institution within a thirty-mile radius of your institution currently offers the proposed program. If so, list the institutions that offer the proposed program within this radius.

No other program is offered within a 30 mile radius.

Commitment to program delivery at site
Provide a statement of the institution’s intent to fully support the program(s) at the proposed site upon authorization, and that if the institution decides in the future to close the site, the institution will provide the necessary resources/means for matriculated students to complete the program(s).

Kent State University at Ashtabula has the faculty and resources to offer all courses onsite leading to the completion of the Bachelor of Science in Integrated Health Studies. The Ashtabula Campus is committed to the delivery of the program. In accordance with Kent State University policies and procedures the Ashtabula Campus will ensure
matriculated students in the program will be given the opportunity to complete the degree at the Ashtabula Campus even if the campus decides to close the program.

Appendix items
List the support documentation submitted with the request. Please clearly identify appendix items by name and letter/number.

A1. Organizational Chart

A2. Librarian Resume
Transmittal Memo

TO: Dr. Wanda Thomas, Executive Dean, Regional Campuses
    Therese Tillet, Director of Curriculum Services

FR: Susan Hoffman, Assistant Professor in Computer Technology

DA: April 21, 2010

RE: Addition of an eBusiness Certificate

In response to a recommendation from the Weekend and Accelerated Programs Task Force at the Tuscarawas Campus, we are asking for your favorable support of a new certificate program in eBusiness so that it may be offered beginning Fall Semester, 2010.

A. Summary Statement
   The proposal is to create a new certificate program on eBusiness.
   
   The targeted audience is individuals who are interested in learning the fundamentals of eBusiness — using Internet technologies to provide goods and/or services to customers.

B. Curricular bodies that have reviewed and approve this action are:
   • Weekend and Accelerated Programs Task Force at the Tuscarawas Campus
   • Tuscarawas Campus Academic Affairs Committee
   • Tuscarawas Campus Faculty Council
   • Tuscarawas Campus Dean
   • Computer Technology Curriculum Committee
   • Applied Business Faculty in the Regional Campus College

Attachments:
Proposal Summary (attached)
Certification of Curriculum Proposal (CCP) (attached)
Supporting Documentation (attached)
Catalog Copy/Requirement Sheet (attached)
Proposal Summary

a. Official, full name of program
   eBusiness

b. Purpose and goals of the program
   To provide students with the fundamentals of eBusiness – using Internet technologies to provide goods and/or services to customers.

c. Need for the program
   With the recent global economic downturn and rising unemployment, many individuals are looking to start up their own business. This certificate program provides the essential skills and knowledge in business and Internet technologies to achieve this goal. It also provides an excellent transition to an Associate of Applied Business degree after completion of the certificate.

d. Admission procedures
   Normal Kent State University admission procedures apply. Although certificate program students will take the COMPASS test as part of the admission process, recommended developmental coursework will be postponed until they declare an associate degree program. This conforms to the 2006 RCFAC recommendation.

   Students with degrees may enroll in the program. Students must declare themselves as certificate candidates prior to completing one-half of the required coursework, and they must complete a minimum of 15 hours of the certificate’s curriculum at Kent State University.

e. Requirements for successful completion of the program, including required and elective coursework
   A minimum GPA of 2.0 must be obtained for completion. Courses may not be completed on a pass-fail basis or through credit-by-examination. Up to 6 hours of transfer credits may be used as long as letter grades are on the transcripts.

f. Evidence of need and sustainability
   This certificate program directly addresses the mission statement of the Ohio Small Business Development Center (SBDC) located on the campus of Kent State at Tuscarawas. That is “to accelerate Ohio’s economy by helping people start, sustain and grow their businesses”. Over the next several years, the local demand for learning the skills and knowledge to establish small businesses using Internet technologies will accelerate.

g. Fiscal and staffing impact
   No change in full-time staffing is expected as these are existing courses. Adjunct faculty may be utilized to deliver additional sections as needed. Fiscal impact will result in an increase in tuition revenue from a new audience. Labs already exist on campus to deliver these classes, and it is anticipated that the program will be offered on weekends.
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Apr-10  Curriculum Bulletin
Effective Date Fall 2010  Approved by EPC

Department COMT
College RE - Regional College
Degree CER1 - Post-Secondary Certificate <1 year
Program Name eBusiness  Program Code TBD
Concentration(s) Concentration(s) Code(s)
Proposal Establish Program

Description of proposal:
To create a new certificate program called eBusiness that will provide students with the fundamentals of eBusiness - using Internet technologies to provide goods and/or services to customers.

Does proposed revision change program's total credit hours? Yes  No
Current total credit hours: NA  Proposed total credit hours 18

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None expected; existing courses are being used. No permanent expansion of personnel. Adjuncts might be needed.

Units consulted (other departments, programs or campuses affected by this proposal):
Weekend and Accelerated Programs Task Force at the Tuscarawas Campus
Tuscarawas Campus Academic Affairs Committee
Tuscarawas Campus Faculty Council
Tuscarawas Campus Dean
Computer Technology Curriculum Committee
Applied Business Faculty in the Regional Campus College including BMRT Faculty (to approve use of BMRT 11000, 11006, 21020 in the certificate requirements)

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs

Signature

112110
RE: Academic Affairs Request
HARDING, MARIANN
Sent: Thursday, April 08, 2010 8:45 AM
To: HOFFMAN, SUSAN

----------------------------------------------

Good morning, Sue,

I just wanted to let you know that I have a majority vote for affirming the certificate program. See you Monday!

Mariann
Faculty Council approval of eBusiness certificate program
LASHLEY, ROBIN

Sent: Wednesday, April 21, 2010 3:32 PM
To: HOFFMAN, SUSAN

Prof. Hoffman,

This note serves as your documentation that the Tuscarawas Campus Faculty Council approved your proposed eBusiness certificate program at its meeting on April 12, 2010.

Robin Lashley
Faculty Chair
I vote yes for this certificate as well, which completes a simple majority of 8 YES votes out of 14 members. To date there have been 0 NO votes, and 6 members who have not voted.

Per Therese Tillet, the next step for this Certificate would be to present the Certificate and CCP to Dean Andrews for campus approval, then on to Executive Dean Thomas for Regional College approval. No approval from the College of Technology is required, as the ABT programs are no longer part of the college. Normally, a Regional College CCC approval would also be required, but that body does not yet exist.

Robert Logan
Assistant Professor
Computer Technology
Kent State University at Salem
Certificate Programs

The offering Kent State campus is listed after the certificate name.

AC–Ashtabula; EC–East Liverpool; GC–Geauga; KC–Kent; SA–Salem; ST–Stark; TR–Trumbull; TU–Tuscarawas

- Accounting Technology (AC, EC, TR, TU)
- Advanced Internet (AC, EC, TR, TU)
- Alcohol, Tobacco and Other Drug Prevention (KC)
- Athletic Coaching (KC)
- Business Management Technology (AC, EC, TR, TU)
- Child and Family Advocacy (AC, EC, SA, TR, TU)
- College Prep–Bridge (AC, EC, TR, TU)
- Computed Tomography (SA)
- Computer Forensics and Information Security (AC, EC, TR, TU)
- Computer-Aided Drafting–Design Technician (AC, EC, TR, TU)
- Database Administrator (EC, TR)
- Deaf Education Multiple Disabilities (KC)
- Desktop Publishing (AC, EC, TR, TU)
- Disability Studies and Community Inclusion (KC)
- eBusiness (TU)
- Entertainment Arts and Technologies: Automated Lighting (KC)
- Entertainment Arts and Technologies: Event-Based Video Production (KC)
- Entertainment Arts and Technologies: Sound (KC)
- Entertainment Arts and Technologies: Stage and Arena Rigging (KC)
- Entertainment Arts and Technologies: Stage Lighting (KC)
- Entertainment Arts and Technologies: Stage Scenery (KC)
- Entrepreneurship (AC, EC, TR, TU)
- Hospitality Management (AC, EC, TR)
- Industrial Security (TR)
- Internet (EC, TR, TU)
- Leadership (KC)
- Legal Nurse Consulting–Nurse Paralegal (AC, EC, TR, TU)
- Magnetic Resonance Imaging (SA)
- Manufacturing Management Technology (AC, TR, TU)
- Medical Billing (AC, EC, SA, TR, TU)
- Microcomputer Applications (AC, EC, TR, TU)
- Music Technology (KC)
- New Media (KC)
- Nonprofit–Human Service Management (KC)
- Pan-African Community Theatre (KC)
- Plastics Manufacturing Engineering (AC, TR, TU)
- Professional Flight Crew Development and Air Transport Operations (KC)
- Radiation Polymer Engineering Technology (AC)
- Solution Developer (EC, TR)
- Systems Engineer (EC, TR)
- Teaching English as a Foreign Language (KC)
Certificate

eBusiness [C1XX]

This certificate program will provide students with the fundamentals of eBusiness — using Internet technologies to provide goods and/or services to customers. By earning this certificate, students will be better equipped to meet a broad range of opportunities and challenges in today's global business environment. Instructional methods will include both hands-on and theoretical components.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BMRT 11000</td>
<td>Introduction to Business</td>
<td>3</td>
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<tr>
<td>BMRT 11006</td>
<td>Business Computations</td>
<td>3</td>
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<tr>
<td>BMRT 21020</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
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<tr>
<td>COMT 11000</td>
<td>Introduction to Computer Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMT 11006</td>
<td>Intro to Web Site Technology</td>
<td>3</td>
</tr>
<tr>
<td>COMT 21007</td>
<td>Internet Ethics and Policies</td>
<td>3</td>
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</table>

Total 18

Students must satisfy the prerequisite, if any, of all courses in the program by either (a) completing the prerequisite courses, or (b) by demonstrating to an Information Technology for Administrative Professionals faculty member that they have otherwise met the prerequisites. Students must complete a minimum of 15 hours of the certificate curriculum at Kent State University. Up to 6 hours of transfer credits may be used as long as letter grades appear on original transcript.
eBusiness (C1XX)

Purpose: This certificate program will provide students with the fundamentals of eBusiness – using Internet technologies to provide goods and/or services to customers. By earning this certificate, students will be better equipped to meet a broad range of opportunities and challenges in today's global business environment. Instructional methods will include both hands-on and theoretical components.

Admission: Kent State University admission requirements apply, including assessment testing where appropriate. Students in the eBusiness program may postpone coursework prescribed by COMPASS testing until they declare an associate degree program. Students with degrees may enroll in the program. Students must declare themselves as certificate candidates prior to completing one-half of the required coursework, and they must complete a minimum of 15 hours of the certificate's curriculum at Kent State University.

Prerequisites: Students must satisfy the prerequisites, if any, of all courses in the program by either completing the prerequisite courses, or by demonstrating to a Computer Technology or Business Management Technology faculty member that they have otherwise met the prerequisites.

Graduation: Students must maintain at least a 2.00 cumulative GPA in all courses to receive this certificate. Courses may not be completed on a pass-fail basis or through credit-by-examination. Up to 6 hours of transfer credits may be used as long as letter grades are on the transcripts and are included in the credits determining the declaration rule above.

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<th>COURSES:</th>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
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<th>Grade</th>
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<td></td>
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<td>Business Computations</td>
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<tr>
<td></td>
<td>BMRT 21020</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
<td></td>
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<td></td>
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<td>Introduction to Computer Systems</td>
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<tr>
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<td>Intro to Web Site Technology</td>
<td>3</td>
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<td></td>
<td>COMT 21007</td>
<td>Internet Ethics and Policies</td>
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<td></td>
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<td>Total Credit Hours</td>
<td>18</td>
<td></td>
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Certificate Program Enrollment Approved Effective ____________ (Semester/year)

Issued by the Office of the Executive Dean, Regional Campuses
Proposal Summary
College Tech Prep Validation Agreement
Between
Kent State University at Trumbull
And
Mahoning County Career and Technical Center

Partners
The validation agreement is between Kent State University KSU Trumbull Campus and Mahoning County Career and Technical Center (MCCTC).
- The MCCTC is a state institution delivering a College Tech Prep Information Technology program which is a rigorous program designed to seamlessly flow into Associate and Bachelor degree programs and is located at 7300 N. Palmyra Rd., Canfield, Ohio.
- KSUTC is a state university regional campus providing Computer Technology Associate degrees, among others, and is located at 4314 Mahoning Ave. NW, Warren, Ohio. Kent State University at Trumbull is reviewed by Association of Collegiate Business School and Programs (ACBSP).

Purpose
The purpose of the agreement is to eliminate the necessity for qualified MCCTC students to take duplicate coursework at KSU Trumbull. The student will receive credit for College Tech Prep coursework satisfactorily completed and be able to expand knowledge by taking more advanced courses at KSU Trumbull. This smoother transition to college coursework should accelerate the student’s entry into the workforce and increase his or her potential to make worthy contribution in the field.

The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities. Below is a relevant excerpt from State House Bill 66 Section 333.162:

...the Ohio Board of Regents... shall establish criteria, policies, and procedures that enable students to transfer agreed upon technical courses completed through an adult career-technical education, a public secondary career-technical institution, or a state institution of higher education to a state institution of higher education without duplication or institutional barriers.

This validation should also make KSU Trumbull more attractive to MCCTC College Tech Prep graduates. Presently, other universities and institutions are offering various forms of articulation and other incentives to MCCTC graduates.
Approvals

The sequence of approval sought is as follows:
• KSU Trumbull Campus COMT faculty
• KSU Trumbull Campus Faculty Council
• COMT Curriculum Committee
• EPC

Agreement Particulars

The Validation Agreement, which has been signed by the KSUTC Dean and the MCCTC Superintendent and the Kent Tech Prep Consortium Director, is placed after the Certification of Curriculum Proposal form in this packet. The agreement is to take effect during the 2009-2010 school year and will be reevaluated every two years thereafter. The COMT faculty (through the designed Computer Technology Faculty Coordinator or CTFC) at KSU TC will be responsible for the enforcement of policies contain within the validation agreement. A two-year reevaluation will consider the merits of the agreement, and will be conducted by the designed CTFC and the College Tech Prep faculty at MCCTC. A written report will be sent to the Executive Dean for Regional Campuses, the Dean of the College of Technology, the Dean of the Trumbull Campus and the MCCTC Superintendent.

In addition, faculty from both institutions will be involved in ongoing curriculum updates as they relate to the validation agreement. Participants will include the full-time computer technology faculty from KSU Trumbull (represented by the designated CTFC) and the full-time Information College Tech Prep faculty from MCCTC.

The agreement utilizes the following existing courses in the University course inventory:
• COMT 11000 Introduction to Computer Systems
• COMT 11005 Introduction to Operating Systems and Networking Technology
• COMT 11006 Introduction to Web Site Technology
• COMT 12000 Personal Productivity Software
• COMT 21010 Workgroup Productivity Software
• COMT 11009 Computer Assembly and Configuration
• COMT 21002 Network Setup and Configuration
• COMT 21011 Techniques of Multimedia Web Design

In addition to completing the standard KSU application process,
• MCCTC students enrolling at KSU Trumbull (must be within 15 months of graduation from the MCCTC) will also complete the Application for College Tech Prep Certification of Validation Credit Form (Appendix A)
The student must obtain the application form and seek approval from the College Tech Prep instructor of record and then

Present it to the CFFC for review and approval

The application will be approved by the campus CTFC, who will verify that a minimum grade of B (3.0) was earned in both the Junior year and the Senior year College Tech Prep classes.

- Students will receive validated credit as they complete the requirements listed on the application. The requirement on the application state that course validation will be used for four classes. As such,
  - A student earning a minimum of a B- in COMT 21010 *Workgroup Productivity Software* will receive credit for COMT 11000 *Introduction to Computer* (3hrs) and COMT 12000 *Introduction to Computers II* (3 hrs), the content of which was address in course work completed at MCCTC.
  - A student receiving a minimum of a B- in COMT 21002 *Network Setup and Configuration and COMT 11009 Computer Assembly and Configuration* will earn credit from COMT 11005 *Introduction to Operating Systems and Networking Technology* (3hrs).
  - A student receiving a minimum of a B- in COMT 21011 *Techniques of Multimedia Web Design* will earn credit for COMT 11006 *Introduction to Web Site Technology* (3hrs).

All budgeting, subsidy, tuition and fees will be handled in the normal fashion. However, for the validated courses, the student will not have to pay additional money.

The College Tech Prep faculty from MCCTC must meet the Association of Collegiate Business School and Programs (ACBSP) accreditation standards. They will be reviewed by the designed CTFC utilizing the Regional Campuses part-time pool approval guidelines, thereby, ensuring that they meet ACBSP standards.
Validation Agreement

Participants

Kent State University Trumbull Campus (KSU TC)                Mahoning County Career & Technical Center (MCCTC)
4314 Mahoning Ave NW, Warren, Ohio                         7300 N Palmyra Rd, Canfield, Ohio
KSU Associate of Applied Business in Computer Technology (AAB) College Tech Prep Information Technology

College Tech Prep programs are rigorous programs of study beginning at the secondary level and continuing through the associate degree and beyond.

Time-Shortened Option – validated credits earned at MCCTC will count toward completion of the specific degree and reduce and number of credits taken at the university.

The college courses in the table, below, will be validated for students earning the grades of A or B in the College Tech Prep Junior-year and Senior-year computer courses offered by the MCCTC after successful completion of the “Designated College Course” with a minimum grade of B- offered at KSU Trumbull. The “crosswalk” course mapping and the KSU course Basic Data Sheets are attached. (Appendix A).

Information Technology Academy – Support and Services

<table>
<thead>
<tr>
<th>Validated Course Number</th>
<th>Validated Course Name</th>
<th>Validated Credits</th>
<th>Designated College Course (Student Completes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMT 11000 &amp; COMT 12000</td>
<td>Intro Computer Systems Personal Productivity</td>
<td>3</td>
<td>COMT 21010 Workgroup Productivity Software</td>
</tr>
<tr>
<td>COMT 11005</td>
<td>Intro Operating Sys &amp; Networking</td>
<td>3</td>
<td>COMT 11009 Computer Assembly and Configuration &amp; COMT 21002 Network Setup &amp; Configuration</td>
</tr>
<tr>
<td>COMT 11006</td>
<td>Intro Web Site Technology</td>
<td>3</td>
<td>COMT 21011 Techniques of Multimedia Web Design</td>
</tr>
</tbody>
</table>
Students must matriculate at the university within 15 months of graduation from MCCTC. Both partners will monitor the continual development of the curriculum and work cooperatively to adjust curricular content and course sequencing. Continuing validation will be based on bi-annual reviews by the faculty from both partners. A representative from KSU Trumbull will be a member of the MCCTC Information Technology Advisory Committee. MCCTC instructors must meet the Association of Collegiate Business Schools and Programs faculty accreditation standards and will be reviewed using the Regional Campuses part-time faculty approval guidelines. The validation between the partners stated above enables College Tech Prep graduates to receive college credit for the selected courses that have been identified by the partners’ faculty to receive validation credit. There is no fee charged to students who are awarded this credit.

**Responsibilities Defined**

**Instructions for College Tech Prep Students:**
Apply for admission at KSU Trumbull campus. Enroll in classes. Complete the Application for College Tech Prep Certification of Validation Credit available at the campus admission office or the MCCTC.

**Instructions for College Tech Prep Instructors:**
Instruct class in conformity with the course of study and assessment model approved by the Department/College faculty. Keep records that adequately track student performance in each of the course areas to be validated. Enter the student’s College Tech Prep grades on their application when requested.

**Instructions for Department/College:**
Faculty members will visit the College Tech Prep site and examine the course of study and materials used prior to the completion of the validation agreement to recommend the program to the Department/College. After the student enrolls at Kent State University and completes the Application for College Tech Prep Certification of Validation Credit, the Department/College will verify the information. If the Application is approved, the Department/College will submit the form to the Kent State University Records Office and other university offices as necessary.
Signature of College Representative

__________________________

Printed Name

Title: Dean of KSU Trumbull Campus

Date: ______________________

Signature of Consortium Representative

__________________________

Printed Name

Title: Director, Kent Tech Prep Consortium

Date: ______________________

Signature of MCCTC Representative

__________________________

Printed Name

Title: MCCTC Superintendent

Date: ______________________
# Application for College Tech Prep Certification of Validation Credit

## Student Section
I am applying to receive validated credit at the Kent State University (KSU) Trumbull Campus for College Tech Prep work done at the Mahoning County Career & Technical Center. I received at least a B grade in my College Tech Prep classes at the MCC&TC. The validated credit information is given below.

<table>
<thead>
<tr>
<th>KSU Student ID#</th>
<th>Student Signature</th>
<th>Student Name (Print)</th>
<th>Date</th>
</tr>
</thead>
</table>

## College Tech Prep Instructor of Record Section
Junior- Year: College Tech Prep Grade _____  Senior- Year College Tech Prep Grade _____

<table>
<thead>
<tr>
<th>Instructor Signature</th>
<th>Instructor Name (Print)</th>
<th>Date</th>
</tr>
</thead>
</table>

## Computer Technology Coordinator Section
Trumbull Campus
Yes _____  No _____

<table>
<thead>
<tr>
<th>Application Approved Coordinator Signature</th>
<th>Coordinator Name (Print)</th>
<th>Date</th>
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</thead>
</table>

## The Particulars of the Validated Credit:
When and if the student receives a minimum grade of B- for the following Designated KSU Courses, he or she will receive credit for the corresponding Validated Course(s). No extra fees will be assessed.

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<td></td>
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<td>- And COMT 12000 Personal Prod Soft 3 hrs</td>
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No repeat attempts for specific course validation are permitted.
Computer Technology – Faculty Meeting
March 12, 2010

Attendance: Chris Naylor, Bob Remedio, Bob Logan (chair), Shawn Golden, Charlene Fox, Sue Hoffman, Will Ward, Ruth Watson, Carolyn Carvalho, Judy Bilman, Tony Zampino, Ken Vinciquerra (retired guest), Irene Edge

12:35pm – Bob L. called the meeting to order.

Thank you to all who contributed to lunch.

1. Tech Prep – Will
   a. Two programs for TCTC (Trumbull County) and one for MCTC (Mahoning County)
   b. Validation – students can only take the course ONE TIME with a B- or better
   c. Salem has had agreement with Columbia County, so that proposal should be reviewed & revisited
   d. Approval for proposals being sought from COMT Curriculum Committee, host campus, and Regional College
   e. **MOTION:** Approve the three tech prep documents presented for TCTC and MCTC – Will, Judy 2nd; motion carried unanimously
   f. In situations where tech prep is not an option (Ashtabula, for example), perhaps a validation agreement can be developed that could be used by COMT across the RC system. Will will draft a generic agreement before the next meeting.
   g. Consideration may be made to offer scholarships to students for cost of CBE
Memo

To:        Dr. Wanda Thomas, Executive Dean, Regional Campuses
           Therese Tillett, Dir., Curriculum Services
From:      Irene Edge, Assistant Professor in Computer Technology
Date:      4/22/2010
Re:        Articulation Agreements with Trumbull Career & Technical Center and Mahoning County Career & Technical Center

Computer Technology Curriculum Committee met March 15, 2010 and approved the articulation agreements for Trumbull Career & Technical Center and Mahoning County Career & Technical Center, effective Fall 2010. The articulation agreements use validation methods to assess skills of those students coming into the Computer Technology program at the Trumbull Campus.

Actions (same for all three proposals):

Course Validations as defined on page 3 of each proposal.
   a. A student earning a minimum of a B- in COMT 21010 will receive credit for COMT 11000 & COMT 12000.
   b. A student earning a minimum of a B- in COMT 21002 AND COMT 11009 (both courses) will receive credit for COMT 11005.
   c. A student receiving a minimum of a B- in COMT 21011 will receive credit for COMT 11006.

Rationale:

1) To eliminate the necessity for qualified students to take duplicate coursework at KSU Trumbull.
2) The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities.

Alternatives and Consequences:

Potential for increased enrollment in course.
Partnership with tech prep schools for smoother transfer of students.

Curricular bodies that have reviewed and approved this action:

Approved, COMT Curricular Group
Will and Therese,

There are three programs at MCC&TC. We only worked with two - ISS and Networking. IM was not at the table for discussion. Let's go with two programs at this time.

Donna Kidd

Hi Therese

No limit on questions : )

The program is interactive multimedia.

I think there are only two programs at MCCTC, we only reviewed two. Please let me check with Donna Kidd the Tech Prep Consortium director.

Thanks

Will

William C Ward III
Associate Professor, Computer Technology
Kent State University, Trumbull Campus

Sorry, one (no, two) final question: I find no listing of the words “Multimedia Program” on the Mahoning agreement. Perhaps, I missed it, but I want to confirm that it is included.

Also, the MCCTC website states it offers Tech Prep programs in "Information Technology Networking," Information Technology Support & Services" and "Interactive Multimedia." Is the agreement with all three?
Hi Therese

Sorry for the confusion.

Here is what we are trying to do:

1. The original agreement with the TCTC Information Technology program was reviewed and the only change made was the perquisite COMT 11009 was spelled out for the validating of course COMT 21002 (it was left out in the original agreement and we did not want a hidden perquisite.)

2. There is a second agreement with the TCTC Multimedia program. It is entirely new. We elected not to combine it with the previous agreement to avoid confusion.

3. The agreement with MCCTC is entirely new and covers two programs Information Technology and Multimedia. Since this was a new agreement we combined the two.

I do have a question was the original agreement an information item at EPC? My dad was sick at the time and Ken Vinciquera carried the agreement forward.

Thanks for following up. Please let me know if there are any questions.

Thanks
Will

William C Ward III
Associate Professor, Computer Technology
Kent State University, Trumbull Campus

---

From: TILLETT, THERESE
Sent: Tuesday, May 04, 2010 12:06 PM
To: WARD, WILLIAM III
Subject: RE: Regional College Items for EPC

Will, I see that the agreement with Trumbull Career & Technical Center is a re-evaluation of the original, approved fall 2008.

Is the one with Mahoning new?

Also, I have two proposal summaries for the Trumbull agreement with slight differences. I’ve attached them here. Can you tell me which one to use?
Proposal Summary

College Tech Prep Validation Agreement
Between
Kent State University at Trumbull
And
Trumbull Career & Technical Center

Partners

The validation agreement is between Kent State University Trumbull Campus (KSUTC) and the Trumbull Career & Technical Center (TCTC).

- The TCTC is a state institution delivering a College Tech Prep Information Technology – Interactive Multimedia program which is a rigorous program designed to seamlessly flow into Associate and Bachelor degree programs and is located at 528 Education Highway, Warren, Ohio. TCTC is reviewed by High Schools That Work.
- KSUTC is a state university regional campus providing Computer Technology Associate degrees, among others, and is located at 4314 Mahoning Ave. NW, Warren, Ohio. Kent State University Trumbull is reviewed by Association of Collegiate Business School and Programs (ACBSP).

Purpose

The purpose of the agreement is to eliminate the necessity for qualified TCTC students to take duplicate coursework at KSU Trumbull. The student will receive credit for College Tech Prep coursework satisfactorily completed and be able to expand knowledge by taking more advanced courses at KSU Trumbull. This smoother transition to college coursework should accelerate the student’s entry into the workforce and increase his or her potential to make worthy contribution in the field.

The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities. Below is a relevant excerpt from State House Bill 66 Section 333.162:

…the Ohio Board of Regents… shall establish criteria, policies, and procedures that enable students to transfer agreed upon technical courses completed through an adult career-technical education, a public secondary career-technical institution, or a state institution of higher education to a state institution of higher education without duplication or institutional barriers.
This validation should also make KSU Trumbull more attractive to TCTC College Tech Prep graduates. Presently, other universities and institutions are offering various forms of articulation and other incentives to TCTC graduates.

**Approvals**
The sequence of approvals sought is as follows:

- KSU Trumbull Campus COMT faculty
- KSU Trumbull Campus Faculty Council
- COMT Curriculum Committee
- EPC

**Agreement Particulars**

The Validation Agreement, which has been signed by the KSUTC Dean and the TCTC Superintendent and the Kent Tech Prep Consortium Director, is placed after the Certification of Curriculum Proposal form in this packet.

The agreement is to take effect during the 2009-2010 school year and will be reevaluated every two years thereafter. The COMT faculty (through the designed Computer Technology Faculty Coordinator or CTFC) at KSU TC will be responsible for the enforcement of policies contain within the validation agreement. A two-year reevaluation will consider the merits of the agreement, and will be conducted by the designed CTFC and the College Tech Prep faculty at TCTC. A written report will be sent to the Dean for Regional Campus College, the Dean of the Trumbull Campus and the TCTC Superintendent.

In addition, faculty from both institutions will be involved in ongoing curriculum updates as they relate to the validation agreement. Participants will include the full-time computer technology faculty from KSU Trumbull (represented by the designated CTFC) and the full-time Information College Tech Prep faculty from TCTC.

The agreement utilizes the following existing courses in the University course inventory:

- COMT 11000 *Introduction to Computer Systems*
- COMT 11005 *Introduction to Operating Systems and Networking Technology*
- COMT 11006 *Introduction to Web Site Technology*
- COMT 12000 *Personal Productivity Software*
- COMT 21036 *Web Scripting I*
- COMT 21010 *Workgroup Productivity Software*

In addition to completing the standard KSU application process,
• TCTC students enrolling at KSU Trumbull (must be within 15 months of graduation from the TCTC) will also complete the Application for College Tech Prep Certification of Validation Credit Form (Appendix B)
  o The student must obtain the application form and seek approval from the College Tech Prep instructor of record and then
  o Present it to the CFFC for review and approval
  o The application will be approved by the campus CTFC, who will verify that a minimum grade of B (3.0) was earned in both the Junior year and the Senior year College Tech Prep classes.
• Students will receive validated credit as they complete the requirements listed on the application. The requirement on the application state that course validation will be used for four classes. As such,
  o A student earning a minimum of a B- in COMT 21010 Workgroup Productivity Software will receive credit for COMT 11000 Introduction to Computer (3hrs) and COMT 12000 Introduction to Computers II (3 hrs), the content of which was address in course work completed at TCTC.
  o A student receiving a minimum of a B- in COMT 21002 Network Setup and Configuration and COMT 11009 Computer Assembly and Config. will earn credit from COMT 11005 Introduction to Operating Systems and Networking Technology (3hrs).
  o A student receiving a minimum of a B- in COMT 21011 Techniques of Multimedia Web Design will earn credit for COMT 11006 Introduction to Web Site Technology (3hrs).

All budgeting, subsidy, tuition and fees will be handled in the normal fashion. However, for the validated courses, the student will not have to pay additional money.

The College Tech Prep faculty from TCTC must meet the Association of Collegiate Business School and Programs (ACBSP) accreditation standards. They will be reviewed by the designed CTFC utilizing the Regional Campuses part-time pool approval guidelines, thereby, ensuring that they meet ACBSP standards.
Validation Agreement

Participants

Kent State University Trumbull Campus (KSUTC)  
4314 Mahoning Ave NW, Warren, Ohio
KSU Associate of Applied Business in Computer Technology (AAB)

Trumbull Career & Technical Center (TCTC)
528 Educational Highway, Warren, Ohio
College Tech Prep Information Technology

College Tech Prep programs are rigorous programs of study beginning at the secondary level and continuing through the associate degree and beyond.

Time-Shortened Option – validated credits earned at TCTC will count toward completion of the specific degree and reduce the number of credits taken at the university.

The college courses in the table, below, will be validated for students earning the grades of A or B in the College Tech Prep Junior-year and Senior-year computer courses offered by the TCTC after successful completion of the “Designated College Course” with a minimum grade of B- offered at KSU Trumbull.

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<th>Validated Credits</th>
<th>Designated College Course</th>
</tr>
</thead>
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<td>COMT 21010 Workgroup Productivity Software</td>
</tr>
<tr>
<td>COMT 11005</td>
<td>Intro Operating Sys &amp; Networking</td>
<td>3</td>
<td>COMT 21002 Network Setup and Config and COMT 11009 Computer Assembly and Config</td>
</tr>
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<td>Intro Web Site Technology</td>
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</tr>
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<td>Intro Computer Systems II/ Personal Productivity Software</td>
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<td>COMT 21010 Workgroup Productivity Software</td>
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</table>

Students must matriculate at the university within 15 months of graduation from TCTC.

Both partners will monitor the continual development of the curriculum and work cooperatively to adjust curricular content and course sequencing. Continuing validation
will be based on bi-annual reviews by the faculty from both partners. A representative from KSU Trumbull will be a member of the TCTC Information Technology Advisory Committee. TCTC instructors must meet the Association of Collegiate Business Schools and Programs faculty accreditation standards and will be reviewed using the Regional Campuses part-time faculty approval guidelines.

The validation between the partners stated above enables College Tech Prep graduates to receive college credit for the selected courses that have been identified by the partners’ faculty to receive validation credit. There is no fee charged to students who are awarded this credit.

**Responsibilities Defined**

**Instructions for College Tech Prep Students:**
Apply for admission at KSU Trumbull campus. Enroll in classes. Complete the Application for College Tech Prep Certification of Validation Credit available at the campus admission office or the TCTC.

**Instructions for College Tech Prep Instructors:**
Instruct class in conformity with the course of study and assessment model approved by the Department/College faculty. Keep records that adequately track student performance in each of the course areas to be validated. Enter the student’s College Tech Prep grades on their application when requested.

**Instructions for Department/College:**
Faculty members will visit the College Tech Prep site and examine the course of study and materials used prior to the completion of the validation agreement to recommend the program to the Department/College. After the student enrolls at Kent State University and completes the Application for College Tech Prep Certification of Validation Credit, the Department/College will verify the information. If the Application is approved, the Department/College will submit the form to the Kent State University Records Office and other university offices as necessary.

____________________________  ______________________________
Signature of College Representative  Signature of TCTC Representative

____________________________  ______________________________
Printed Name  Printed Name

Title: Dean of KSU Trumbull Campus  Title: TCTC Superintendent

Date:________________________  Date:________________________

____________________________
Signature of Consortium Representative

____________________________
Printed Name

Title: Director, Kent Tech Prep Consortium

Date: ______________________
Application for College Tech Prep Certification of Validation Credit

Student Section
I am applying to receive validated credit at the Kent State University (KSU) Trumbull Campus for College Tech Prep work done at the Trumbull Career and Technical Center (TCTC). I received at least a B grade in my College Tech Prep classes at the TCTC. The validated credit information is given below.

<table>
<thead>
<tr>
<th>KSU Student ID#</th>
<th>Student Signature</th>
<th>Student Name (Print)</th>
<th>Date</th>
</tr>
</thead>
</table>

College Tech Prep Instructor of Record Section
Junior- Year: College Tech Prep Grade _____  Senior- Year College Tech Prep Grade _____

<table>
<thead>
<tr>
<th>Instructor Signature</th>
<th>Instructor Name (Print)</th>
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Computer Technology Coordinator Section
Trumbull Campus
Yes _____ No _____

Application Approved Coordinator Signature  Coordinator Name (Print)  Date

The Particulars of the Validated Credit:
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    Therese Tillett, Dir., Curriculum Services

From: Irene Edge, Assistant Professor in Computer Technology

Date: 4/22/2010

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Rationale:

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Kent State University, Trumbull Campus

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From: WARD, WILLIAM III
Sent: Monday, April 26, 2010 11:05 AM
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In addition to completing the standard KSU application process,

- TCTC students enrolling at KSU Trumbull (must be within 15 months of graduation from the TCTC) will also complete the Application for College Tech Prep Certification of Validation Credit Form (Appendix A)
The student must obtain the application form and seek approval from the College Tech Prep instructor of record and then

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Students must matriculate at the university within 15 months of graduation from TCTC.

Both partners will monitor the continual development of the curriculum and work cooperatively to adjust curricular content and course sequencing. Continuing validation
will be based on bi-annual reviews by the faculty from both partners. A representative from KSU Trumbull will be a member of the TCTC Information Technology Advisory Committee. TCTC instructors must meet the Association of Collegiate Business Schools and Programs faculty accreditation standards and will be reviewed using the Regional Campuses part-time faculty approval guidelines.
The validation between the partners stated above enables College Tech Prep graduates to receive college credit for the selected courses that have been identified by the partners’ faculty to receive validation credit. There is no fee charged to students who are awarded this credit.

**Responsibilities Defined**

**Instructions for College Tech Prep Students:**
Apply for admission at KSU Trumbull campus. Enroll in classes. Complete the Application for College Tech Prep Certification of Validation Credit available at the campus admission office or the TCTC.

**Instructions for College Tech Prep Instructors:**
Instruct class in conformity with the course of study and assessment model approved by the Department/College faculty. Keep records that adequately track student performance in each of the course areas to be validated. Enter the student’s College Tech Prep grades on their application when requested.

**Instructions for Department/College:**
Faculty members will visit the College Tech Prep site and examine the course of study and materials used prior to the completion of the validation agreement to recommend the program to the Department/College. After the student enrolls at Kent State University and completes the Application for College Tech Prep Certification of Validation Credit, the Department/College will verify the information. If the Application is approved, the Department/College will submit the form to the Kent State University Records Office and other university offices as necessary.

_________________________________________  _______________________________________
Signature of College Representative         Signature of TCTC Representative
_________________________________________
Printed Name                           _______________________________________
_________________________________________
Title: Dean of KSU Trumbull Campus         Title: TCTC Superintendent
_________________________________________
Date:_________________________           Date:_________________________
_________________________________________
Signature of Consortium Representative
_________________________________________
Printed Name
Title: Director, Kent Tech Prep Consortium
Date: ______________________
Application for College Tech Prep Certification of Validation Credit

Student Section
I am applying to receive validated credit at the Kent State University (KSU) Trumbull Campus for College Tech Prep work done at the Trumbull Career and Technical Center (TCTC). I received at least a B grade in my College Tech Prep classes at the TCTC. The validated credit information is given below.

__________________________________________
KSU Student ID#  Student Signature  Student Name (Print)  Date

College Tech Prep Instructor of Record Section
Junior- Year: College Tech Prep Grade _____  Senior- Year College Tech Prep Grade _____

__________________________________________
Instructor Signature  Instructor Name (Print)  Date

Computer Technology Coordinator Section
Trumbull Campus
Yes _____  No _____
Application Approved Coordinator Signature  Coordinator Name (Print)  Date

The Particulars of the Validated Credit:
When and if the student receives a minimum grade of B- for the following Designated KSU Courses, he or she will receive credit for the corresponding Validated Course(s). No extra fees will be assessed.

<table>
<thead>
<tr>
<th>Designated KSU Courses</th>
<th>Grade Received</th>
<th>Campus Registrar Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMT 21010 Workgroup Productivity Software validated credit for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o COMT 11000 Intro Computer Systems  3hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o And COMT 12000 Personal Prod Soft 3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMT 21002 Network Setup and Configuration and COMT 11009 Computer Assembly and Config Validated credit for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o COMT 11005 Intro Oper Sys &amp; Net 3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMT 21036 Web Scripting I Validated credit for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o COMT 11006 Intro Web Site Tech 3 hrs</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Yes _____  No _____
No repeat attempts for specific course validation are permitted.
Computer Technology – Faculty Meeting
March 12, 2010

**Attendance:** Chris Naylor, Bob Remedio, Bob Logan (chair), Shawn Golden, Charlene Fox, Sue Hoffman, Will Ward, Ruth Watson, Carolyn Carvalho, Judy Bilman, Tony Zampino, Ken Vinciquerra (retired guest), Irene Edge

12:35pm – Bob L. called the meeting to order.

Thank you to all who contributed to lunch.

1. Tech Prep – Will
   a. Two programs for TCTC (Trumbull County) and one for MCTC (Mahoning County)
   b. Validation – students can only take the course ONE TIME with a B- or better
   c. Salem has had agreement with Columbia County, so that proposal should be reviewed & revisited
   d. Approval for proposals being sought from COMT Curriculum Committee, host campus, and Regional College
   e. **MOTION:** Approve the three tech prep documents presented for TCTC and MCTC – Will, Judy 2nd; motion carried unanimously
   f. In situations where tech prep is not an option (Ashtabula, for example), perhaps a validation agreement can be developed that could be used by COMT across the RC system. Will will draft a generic agreement before the next meeting.
   g. Consideration may be made to offer scholarships to students for cost of CBE
Memo

To: Dr. Wanda Thomas, Executive Dean, Regional Campuses
   Therese Tillett, Dir., Curriculum Services
From: Irene Edge, Assistant Professor in Computer Technology
Date: 4/22/2010
Re: Articulation Agreements with Trumbull Career & Technical Center and Mahoning County Career & Technical Center

Computer Technology Curriculum Committee met March 15, 2010 and approved the articulation agreements for Trumbull Career & Technical Center and Mahoning County Career & Technical Center, effective Fall 2010. The articulation agreements use validation methods to assess skills of those students coming into the Computer Technology program at the Trumbull Campus.

Actions (same for all three proposals):

**Course Validations** as defined on page 3 of each proposal.

a. A student earning a minimum of a B- in COMT 21010 will receive credit for COMT 11000 & COMT 12000.
b. A student earning a minimum of a B- in COMT 21002 AND COMT 11009 (both courses) will receive credit for COMT 11005.
c. A student receiving a minimum of a B- in COMT 21011 will receive credit for COMT 11006.

Rationale:

1) To eliminate the necessity for qualified students to take duplicate coursework at KSU Trumbull.
2) The validation responds to the initiative of the State Ohio Board of Regents for smoother transfer of coursework from College Tech Prep schools to universities.

Alternatives and Consequences:

Potential for increased enrollment in course.
Partnership with tech prep schools for smoother transfer of students.

Curricular bodies that have reviewed and approved this action:

Approved, COMT Curricular Group
Hi Therese

Sorry for the confusion.

Here is what we are trying to do:

1. The original agreement with the TCTC Information Technology program was reviewed and the only change made was the prerequisite COMT 11009 was spelled out for the validating of course COMT 21002 (it was left out in the original agreement and we did not want a hidden perquisite.)

2. There is a second agreement with the TCTC Multimedia program. It is entirely new. We elected not to combine it with the previous agreement to avoid confusion.

3. The agreement with MCCTC is entirely new and covers two programs Information Technology and Multimedia. Since this was a new agreement we combined the two.

I do have a question was the original agreement an information item at EPC? My dad was sick at the time and Ken Vinciquera carried the agreement forward.

Thanks for following up. Please let me know if there are any questions.

Thanks
Will

William C Ward III
Associate Professor, Computer Technology
Kent State University, Trumbull Campus

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From: TILLETT, THERESE
Sent: Tuesday, May 04, 2010 12:06 PM
To: WARD, WILLIAM III
Subject: RE: Regional College Items for EPC

Will, I see that the agreement with Trumbull Career & Technical Center is a re-evaluation of the original, approved fall 2008.

Is the one with Mahoning new?

Also, I have two proposal summaries for the Trumbull agreement with slight differences. I’ve attached them here. Can you tell me which one to use?
KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Feb-10
Effective Date Fall 2011
Curriculum Bulletin
Approved by EPC

Department Administrative Affairs & Graduate Education
College EH - Education, Health and Human Services
Degree MA - Master of Arts
Program Name See attached list
Program Code See attached list
Concentration(s) Inactivate Program
Concentration(s) Code(s)

Description of proposal:
The purpose of this proposal is to inactivate the Master of Arts degree from eleven programs in the College of Education, Health, and Human Services (EHHS).

Does proposed revision change program’s total credit hours? ☑ Yes ☐ No
Current total credit hours: 0
Proposed total credit hours: 0

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
All program coordinators in the College of Education, Health, and Human Services.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean

College Dean

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs
Transmittal Memo

Summary Statement
The purpose of this proposal is to eliminate a number of Masters of Arts programs in the College of Education, Health, and Human Services (EHHS).

Curricular Bodies Approving This Action
Program faculty
School Curriculum Committee
College Curriculum Committee

Title of Proposal:
The Elimination of the Master of Arts Option for eleven Programs.

Subject Specification: The following programs have determined that they no longer need the option of Master of Arts because students are still able to complete a thesis under the Master of Education option:

- Career Technical Teacher Education (CTTE)
- Community Counseling (CCON)
- Curriculum and Instruction (CI)
- Evaluation and Measurement (EVAL)
- Higher Education and Student Personnel (EAHE)
- Health Education and Promotion (HEPD)
- Instructional Technology (ITEC)
- Intervention Specialist (INSP)
- Rehabilitation Counseling (RHAB)
- School Counseling (SCON)
- School Health Education (SHED)

Background information:
Many of the programs in EHHS offer a Masters of Education degree. Historically, a number of programs also provided the option of attaining a Master of Arts degree with the requirement of taking thesis credit hours and completing a thesis. Very few students over the years have exercised that option (54 in the last 30 years; 12 in the last 10 years). What is more, students already have the option of completing a master’s thesis as part of the Masters of Education program. Each program was asked to discuss the
possibility of removing the Master of Arts option. Each program decided whether this was a prudent action at this time. Consequently, there were eleven (out of 17) programs that decided to eliminate this option. There should be no noticeable impact on the programs since it does not change the ability of a student to complete a thesis if he or she so desires.

The reasons for proposing the elimination of these programs at this time is the effort to clarify and streamline the information that is transmitted to prospective students. In several cases, students have been confused by the two options. We believe that this change will help to clarify the offerings. There are no funding or staffing effects from this change. The plan for transition would be to allow those who are in the process of completing an M.A. in any of these programs be able to finish and to just curtail admissions once this has been approved.

Alternatives and Consequences:
If this proposal is not approved, then the eleven programs will merely continue to offer both options at the master’s level.

Timetable and Actions Required:
Anticipated date of implementation: Fall 2011

Revise catalog copy
See attached catalog copies for the individual programs.

AQIP
Remove the MA reporting for the eleven programs.
Program Names and Codes for Inactivation CCP dated 2/19/10. The following programs have determined that they no longer need the option of Master of Arts because students are still able to complete a thesis under the Master of Education option:

- Career Technical Teacher Education (CTTE)
- Community Counseling (CCON) (*aka Clinical Mental Health Counseling*)
- Curriculum and Instruction (CI)
- Evaluation and Measurement (EVAL)
- Higher Education and Student Personnel (EAHE)
- Health Education and Promotion (HEDP)
- Instructional Technology (ITEC)
- Intervention Specialist (INSP)
- Rehabilitation Counseling (RHAB)
- School Counseling (SCON)
- School Health Education (SHED)
PROGRAM DEFINED REQUIREMENTS
Program areas are guided by the standards of their professional association(s) and/or accrediting body/bodies in setting their degree Program Requirements.

Students are required to follow the Program Requirements defined by their respective program areas.

Substitutions and waivers of program requirements are initiated by the student in consultation with their faculty advisors and must be approved by the advisor.

TRANSFER AND NONDEGREE CREDIT
The College and Graduate School of Education, Health, and Human Services will allow a total of 12 semester hours of graduate credit to be transferred into a master's program. These hours can be transferred from another institution, taken while admitted as a temporary, guest, workshop or special nondegree student, or a combination of the previous. In no case, however, can more than 12 hours be used. Students cannot use more than 4 hours of workshop credit toward a degree program (if the workshops are transferred into Kent State, they must be a grade of B= 3.0 or better). Also, coursework cannot be more than 6 years old for a master's program at the time of graduation. Students must have been admitted as a graduate student at the time the course was taken in order to transfer credit.

Master of Arts Degree
The Master of Arts (M.A.) degree requires a minimum of 32 semester hours of graduate coursework including at least 16 semester hours at the 60000 level or above. A major consisting of 18 or more semester hours in the College of Education, Health, and Human Services is required. M.A. students have six years from the term of first enrollment to complete the program. Some programs, but not all, have six hours of Thesis I or six hours of Master's Project. Please check with advisor.

Students are expected to meet with an assigned faculty advisor and will need to file their prospectus/plan of study with the Office of Graduate Student Services, 418 White Hall. Ideally, substitutions and waivers of coursework should be noted at the time the prospectus/plan of study is submitted. Any subsequent changes to the prospectus/plan of study require a memo from the advisor to be submitted to the Office of Graduate Student Services. Waived courses do not count toward satisfaction of minimum hourly requirements for graduation.

Master of Education Degree
The Master of Education (M.Ed.) degree requires a minimum of 32 semester hours of graduate coursework including at least 16 semester hours at the 60000 level or above. A major consisting of 18 or more semester hours in the College of Education, Health, and Human Services is required. M.Ed. students have six years from the term of first enrollment to complete the degree.

Students are expected to meet an assigned faculty advisor and file their prospectus/plan of study with the Office of Graduate Student Services (418 White Hall). Ideally, substitutions and waivers of coursework should be noted at the time the prospectus/plan of study is submitted. Any subsequent changes to the prospectus/plan of study require a memo from the advisor to be submitted to the Office of Graduate Student Services. Waived courses do not count toward satisfaction of minimum hourly requirements for graduation.

Master of Arts in Teaching Degree
The Master of Arts in Teaching (M.A.T.) degree in adolescence to young adult education requires a minimum of 44-45 semester hours of coursework, of which at least 39 must be at the graduate level, and a school-based internship. For students who have an appropriate undergraduate background in the subject matter field, the program is designed to be completed in one summer and the following academic year. The general test of the Graduate Record Examination is required. Deadline for application to be completed is February 15. Praxis II tests are required for licensure.

The Master of Arts in Teaching degree is an early childhood education program for students who have a bachelor's degree in an area other than teacher education. This program requires 18 months of full-time study which begins in June. Students are also required to take the Graduate Record Examination and the math portion of Praxis I for admission. See Web site for deadline dates. The Praxis II Specialty Test for Early Childhood Education is required for licensure.

Master of Public Health
The Master of Public Health (M.P.H.) program at Kent State University offers a multidisciplinary, interdepartmental and inter-institutional curriculum that provides opportunities for graduate studies in public health. The M.P.H. program is a consortium-based with six participating academic institutions: The University of Akron, Cleveland State University, Kent State University, Northeastern Ohio Universities College of Medicine (NEOUCOM), Ohio University, and Youngstown State University. For the application process, see http://www.neoucom.edu/mph.

The program focuses on the public health and health care practitioners in an effort to train such practitioners to better serve the community's health needs. Graduates of this program will be able to help improve the health status of the communities in which they live and work.

Master of Science
The Master of Science (M.S.) program in the School of Health Sciences offers a degree in Nutrition. The nutrition program requires 32 semester hours, including a master's thesis or master's project. The program provides students with advanced specialization in the field of nutritional sciences and opportunities to participate in interdisciplinary research in laboratory and community settings.
professional tools outlined by the National Association for the Education of Young Children. Students are then guided by faculty in the development of a program of study that satisfies both individual professional goals and expectations of the department, college, and university. All students are expected to complete an exit project that involves a practicum, action research project or thesis (M.A.).

The Early Childhood license (age three-grade three) as a second license, Preschool Endorsement, Early Education of the Handicapped Endorsement, and Early Childhood Generalist (grades 4-5) Endorsement, are available to qualified applicants as part of the master's program. The Early Childhood Intervention Specialist license is offered through the School of Lifespan Development and Educational Sciences. Reading Endorsement and an Early Childhood Mathematics Specialist Program are available through the Curriculum and Instruction Program.

Students must take no less than 16 hours at the 60000 level or higher for the master's degree. See Master of Arts in Teaching for initial licensure at the master's level.

For information, contact:
Martha Lash
404 White Hall
330-672-0628
mlash@kent.edu
http://www.ehhs.kent.edu/eced

Career-Technical Teacher Education

The M.Ed. or M.A. degree in career-technical teacher education is available with concentrations in the following:
- Teaching
- Special Needs

The teaching concentration is designed to serve individuals who desire to continue as classroom and/or laboratory instructors in one of the career-technical service areas. A minimum of 11 semester hours of coursework is required in the service area selected.

Available options in career-technical teacher education include integrated business education, marketing education, family and consumer science education, as well as trade and industrial education.

The special needs concentration focuses on coursework and professional experiences related to the study of special needs populations in career-technical education. A minimum of 32 semester hours is needed to complete the degree.

For information, contact:
Patrick J. O'Connor
Career-Technical Teacher Education
316 White Hall
330-672-7977
poconnor@kent.edu

Teaching, Learning, and Curriculum Studies

Master of Arts in Teaching

Secondary Education

This program serves individuals who have never held a teaching certificate or license and requires full-time study beginning in the summer and continuing through the academic year.

The Master of Arts in Teaching degree requires a minimum of 44 semester hours of credit, of which at least 39 must be at the graduate level, and includes a school-based internship. For students who have an appropriate undergraduate background in the subject matter content, the program is designed to be completed in one summer and the following academic year.

Applicants should follow the application procedures for the Master of Arts in Teaching degree. In addition, the applicants will be asked to participate in on-campus interviews with university faculty.

This is a selective admissions program. Factors considered in this process include scores on the Graduate Record Exam, undergraduate GPA, content GPA and performance on an essay and in an interview. All students are expected to have basic competence in the use of technology before beginning the program.

For information, contact:
Janice K. Hutchison
405 White Hall
330-672-2580
jahutch1@kent.edu
http://www.ehhs.kent.edu/mat

Early Childhood Education

The Master of Arts in Teaching degree is designed for qualified persons who possess at least a baccalaureate degree in a discipline other than teacher education. This program leads to Ohio licensure for teaching children age three through grade three.

This is a selective admissions program. Factors considered in this process include scores on the Graduate Record Exam and Praxis I: Mathematics, undergraduate grade point average, and performance on an essay and in an interview. All students are expected to have basic competence in the use of technology before beginning the program.

Students in this program have intensive field experiences in preschool, kindergarten and primary programs including those in urban settings.

For information, contact:
Martha Lash
404 White Hall
330-672-0628
mlash@kent.edu
http://www.ehhs.kent.edu/eced
LIFESPAN DEVELOPMENT AND EDUCATIONAL SCIENCES

Mary Dellmann-Jenkins, Interim School Director
405 White Hall
(330) 672-2294
mdellman@kent.edu
http://www.ehhs.kent.edu/ides

The School of Lifespan Development and Educational Sciences contains the following graduate programs:
- Counseling and Human Development Services
- Educational Psychology
- Gerontology
- Human Development and Family Studies
- Instructional Technology
- Rehabilitation Counseling
- School Psychology
- Special Education

Community Counseling

The mission, intent and purpose of the Community Counseling Program at Kent State University is to prepare students for employment as counselors in community-based human service agencies (e.g., substance abuse facilities, mental health centers, child and family service agencies, etc.) as well as private counseling facilities.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the community counseling program at Kent State University. The community counseling program is also approved by the State of Ohio Counselor, Social Work and Marriage and Family Therapist Board.

ADMISSION
A selective admission procedure is used. Application deadlines are:
- October 1st
- March 1st
- June 1st

Requirements for admission in Counseling and Human Development Services (CHDS) master's degree program include:
- The first requirement of the admission process is that the applicant qualify for graduate standing in the Graduate School of Education, Health and Human Services at Kent State University. The academic criteria include an overall undergraduate grade point average of 2.75 (A=4.0).
- Present satisfactory recommendations from two persons regarding the applicant’s professional experience and potential strengths as a counselor (preferably from counselors and/or professors who know the applicant’s potential as a graduate student in community counseling).
- Faculty review of application materials. In reviewing materials and interviewing applicants, the faculty assess applicants with regard to each applicant’s:
  - potential success in forming effective interpersonal relationships.
  - aptitude for graduate study, including technological competencies and computer literacy (see note).
  - career goals in relationship to the program.
  - openness to self-examination.
  - openness to personal and professional development.

Note: Technological competence and computer literacy include using software to develop Web pages, presentations and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the Internet; being able to subscribe and participate in and sign off counseling-related listservs; and using the Internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

PROGRAM REQUIREMENTS
The M.Ed. degree curriculum is a minimum of 60 semester hours, including a 600 clock-hour internship. This program is designed to fulfill the educational requirements for licensure as a Professional Clinical Counselor in the state of Ohio.

The program may be pursued on a part-time or full-time basis, although some full-time study is urged.

For information contact:
Jason M. McGlothlin
Community Counseling Program Coordinator
310 White Hall
330-672-2662
jmcgloth@kent.edu
http://www.ehhs.kent.edu/chds

Educational Psychology

The educational psychology program provides advanced study in the psychological aspects of human learning and development. Students will acquire a broad, basic knowledge of educational psychology and evaluation procedures and will develop competencies for addressing problems of learning and development in educational settings. The flexibility of the program, with respect to course equivalencies, thesis and
Teaching, Learning, and Curriculum Studies

TEACHING, LEARNING AND CURRICULUM STUDIES

Alexa L. Sandmann, Interim School Director
404 White Hall
330-672-2580
asandman@kent.edu
http://ehhs.kent.edu/tlc

The School of Teaching, Learning and Curriculum Studies contains the following graduate programs:

- Career and Technical Teacher Education
- Curriculum and Instruction
- Early Childhood Education
- Mathematics Specialist
- Reading Specialist
- Secondary Education

Master of Education and Master of Arts

Curriculum and Instruction

The Curriculum and Instruction (C&I) Masters Program provides a wide range of graduate study opportunities in progressive curriculum and teaching best practices. The general goal of the C&I Masters program is to prepare educators for continuing professional development, education in a multicultural society, and leadership for curriculum reform and renewal. This goal is addressed in seven specific areas of professional expertise:

- Curriculum and Teaching Studies
- English/Language Arts Education
- Mathematics Education
- Middle Childhood Education
- Physical Education
- Science Education
- Social Studies Education

These areas of expertise are officially called C&I specializations and a distinctive graduate study prospectus has been created for each advised specialization. The C&I Program is composed of a minimum of thirty-two semester hours of planned graduate study and provides an essential background for critically informed, visionary and creative educational work. Graduates in all seven specializations in the C&I Masters Program are well-prepared to assume a diverse set of teacher leadership positions, and because they are well-informed on current curriculum and teaching topics and issues, they possess the necessary knowledge to make valuable contributions in their particular professional settings.

For information, contact:
James G. Henderson
404 White Hall
330-672-0631
jhenderson@kent.edu
http://www.ehhs.kent.edu/ci

Mathematics Specialist

The National Council of Teachers of Mathematics (NCTM) has provided a vision of the future of mathematics education in Principles and Standards for School Mathematics. A key factor in the implementation of the NCTM standards will be mathematics leadership in individual schools. The Mathematics Specialist Program is especially tailored to help develop mathematical leadership in K-12 teachers. Graduate courses and practicum provide necessary knowledge of mathematics, learning theory, child development, research principles and intervention techniques to graduate students who strive to provide leadership in mathematics education. This program can lead to the Mathematics Specialist K-6 Endorsement program. Courses are all offered during evenings and summers for the convenience of students.

Students must meet minimum mathematics requirements in order to complete this program. A minimum of 15 semester hours of undergraduate or graduate mathematics courses as a prerequisite or corequisite to complete the program is required.

For information, contact:
Trish Koontz
404 White Hall
330-672-2580
tkoontz@kent.edu

Reading Specialization

The reading and language arts/literacy education program prepares educators to teach students at all age levels, Pre-K-adult, in general education and content area instructional situations. The program focuses on both students who progress typically and those who struggle with learning to read. The program meets all International Reading Association Standards for Classroom Professionals and Specialized Reading Professionals.

State of Ohio Endorsement in Reading is attained as part of the core requirements of the program. For this reason, students who enter the program must hold a valid teaching certificate or license.

For information, contact:
Nancy D. Padak
Reading/Writing Development Center
402 White Hall
330-672-2836
npadak@literacy.kent.edu

Early Childhood Education

The M.Ed. and M.A. degrees are intended to prepare experienced early childhood professionals for leadership in schools and agencies serving young children, 0-8, and their families. Upon admission, candidates complete a self-assessment based on the core standards and essential
Educational Specialist Degree

Educational Administration

The Educational Specialist degree in educational administration is designed to provide a planned program of preparation for persons who desire advanced professional education but do not wish to pursue a Ph.D. degree. Thirty semester hours of planned graduate study beyond the master’s degree is required to receive an Educational Specialist degree.

The Educational Specialist Pre-K-12 degree is particularly desirable for individuals possessing teaching licensure and who wish to obtain an administrative specialist license that will enable them to serve in central office and administrative and supervisory positions. Forty-five semester hours of planned graduate study are required to receive administrative specialist licensure.

For information, contact:
Anita Varrati
404 White Hall
330-672-0630
avarrati@kent.edu
http://www.ehhs.kent.edu/hied

In addition, individuals possessing principalship licensure and who wish to obtain superintendent licensure also may find this degree advantageous. Superintendent licensure requires 24 semester hours of planned graduate study after obtaining principalship licensure. These hours may be counted toward the 30 semester hours of planned graduate study required to receive the Educational Specialist degree.

For information, contact:
Anita Varrati
404 White Hall
330-672-0630
avarrati@kent.edu
http://www.ehhs.kent.edu/hied

Moreover, individuals possessing a master’s degree may wish to obtain an Ed.S. in Higher Education. This degree requires a minimum of 30 hours of planned graduate study beyond the master’s degree.

For information, contact:
Susan Iversen
411 White Hall
330-672-0653
siversen@kent.edu

Cultural Foundations

Study in the Cultural Foundations of Education Program is oriented toward a critical understanding of broad normative and interpretive issues in education and human service professions. Course offerings apply traditional humanistic and social science modes of inquiry to theories and practices of education broadly conceived. Foundational study explores the often-conflicting demands placed upon educational institutions and examines a wide range of responses to them.

The master’s degree program offers students an overview of educational issues and policy emerging from a world increasingly dominated by technology and such concerns as poverty, social and political marginalization and environmental degradation. Coursework examines theories of society, morality and politics as these relate to the study of education. Classes focus on topics such as the political and moral dimensions of education and educational policy formation; the nature of multicultural and international education; the engagement of academic and public knowledge; and ideas of nature and education.

For information contact:
Averil McClelland
405 White Hall
330-672-0594
amcclell@kent.edu
http://www.ehhs.kent.edu/cf

Evaluation and Measurement

Master of Arts

The purpose of this program is to prepare professionals in the fields of test development, research and data analysis. It is anticipated that specialists prepared by this program will work in research units of central offices in larger school systems; as advisors to teachers and other educators regarding test construction and research design; and as liaison staff members operating between school personnel and computer installation operators. Positions in business industry are also appropriate, as are research associate-level positions in connection with university-based research. The program also provides an opportunity to develop evaluation and measurement skills generally helpful to educators.

For information contact:
Shawn Fitzgerald
507 White Hall
330-672-0583
spfitzge@kent.edu
http://www.ehhs.kent.edu/eval

Master of Education

This program option offers professional development in...
the effective use of data to make informed decisions about
their practices and improve student learning. Program of
study leads teachers through contemporary topics related
to educational assessment in a practical, application-based
manner. All classes focus on day-to-day classroom instruction
and require that teachers work through class activities using
their own data generated from students in their classes.
The M.Ed. program is an intensive 16-month, cohort-based
program that has all students complete the same courses in
the same sequence. Coursework focuses on topics related to
understanding and using value-added assessment, evidence-
based research, data-driven decision making and using data
and assessment to improve instruction and student learning.
These courses are highly related to what teachers do on a daily
basis, yet receive very little training in undergraduate teacher
preparation programs.

For information, contact:
Shawn Fitzgerald
316 White Hall
330-672-0583
smfitzgerald@kent.edu
http://www.ehhs.kent.edu/eval

K-12 Educational Administration

Most of the individuals seeking a master's degree in the
Pre-K-12 leadership concentration will be licensed teachers
who wish to obtain principalship licensure in Ohio. Forty-
eight semester hours of planned graduate study are required
to receive the principalship license. A master's degree is
awarded at the successful completion of 33 semester hours of
prescribed graduate study.

For information, contact:
Anita Varrati
404 White Hall
330-672-0630
avarrati@kent.edu
http://www.ehhs.kent.edu/edadm

Higher Education Administration and Student Personnel

The master's degree requires the successful completion of
45 semester hours of approved graduate study. Graduates
are prepared to work as staff and administrators in campus
life, career services, judicial affairs, resident services, alumni,
admissions, academic success, academic advising, international
student services, institutional advancement, upward bound,
student disability services, student multicultural center and
undergraduate and graduate studies. Some also enter college
teaching, although a Doctor of Philosophy is typically required.

For information, contact:
Mark Kretovics
411 White Hall
330-672-0642
mkretov1@kent.edu
http://www.ehhs.kent.edu/hied

Hospitality and Tourism Management

This concentration provides an integrated Hospitality and
Tourism graduate education with an emphasis on regional,
national, and global implications of the field. Students' critical
analysis skills, research ability, and understanding of advanced
hospitality and tourism issues will be developed. Graduates
will be prepared to successfully secure positions of leadership
in industry or pursue a terminal degree in hospitality and
tourism management.

ADMISSION

In addition to regular application requirements of the
university, admission to the Master of Science degree program
requires the following:

- A minimum undergraduate grade point average of 3.0
  (A-=4.0).
- Three letters of reference from persons (preferably
  academic) who can attest to the applicant's potential for
  graduate study.
- A resume with a letter of intent describing applicant's
  professional and research goals.
- Prior work experience in hospitality and tourism is
  preferred.
HEALTH SCIENCES

Lynne Rowan, Interim School Director
100 Nixon Hall
330-672-2197
lrowan@kent.edu
www.ehls.kent.edu/hs

The School of Health Sciences contains the following graduate programs:
- Athletic Training
- Exercise Physiology
- Health Education and Promotion
- Nutrition and Dietetics
- Public Health
- Speech Pathology/Audiology

Master of Education and Master of Arts

Athletic Training

The M.A. in Athletic Training serves to provide post-certification athletic trainers to obtain a higher level of specialization in athletic training and will prepare students for advanced study if they pursue a doctoral degree. This comprehensive program will "assure mastery of specified knowledge and skills" necessary to be successful in the field of athletic training. This concentration provides students the opportunities to pursue advanced clinical and academic training while obtaining knowledge and skills relative to effective clinical instruction and supervision. Advanced research skills are also a critical component to this advanced track program. Opportunities to perform research independently and/or in conjunction with program faculty are widely available.

For information, contact:
Kimberely S. Peer
Athletic Training Education Program Coordinator
161D Gym Annex
330-672-0231
kpeer@kent.edu

Exercise Physiology

Students are prepared for a wide variety of career options within the field of exercise physiology including exercise prescription and research, as well as doctoral study. Degree applicants are expected to have substantial preparation in the sciences, usually including coursework in biology, chemistry, physics, mathematics, anatomy, kinesiology, and exercise physiology. Representative faculty research includes the areas of body composition, metabolism/nutritional requirements, environment, clinical exercise physiology, and the psychophysiology of aging as it is influenced by physical activity and fitness.

For information, contact:
Ellen Glickman
Exercise Physiology Program Coordinator
Gym Annex
330-672-2930
eglickma@kent.edu

Health Education and Promotion

The health education and promotion program offers the M.Ed. degree in health education and promotion with a concentration either in Community Health or School Health Licensure.

The Community Health concentration provides background for persons who will be involved in positions of leadership in a wide variety of health-related community settings as well as for persons who will proceed to doctoral work in fields related to health education and health promotion.

The School Health Licensure concentration leads to a pre-K-12 licensure in health for those individuals currently holding a certificate/license in another area.

PROGRAM REQUIREMENTS

Community Health Concentration

This concentration's requirements include foundations of health education and promotion, health informatics, epidemiology, health behavior, strategies in health education, needs assessment and program planning in health promotion, evaluation of health promotion programs, communication and marketing in health education and promotion, administration of health education and promotion programs, introduction to health research and data analysis, advocacy and policy issues in health education and promotion, grant writing in health education and promotion, and 6 hours of electives.

Electives within and outside the health education and promotion program are available. Students electing the Master of Arts degree complete a thesis. The program requires the completion of 42 hours.
Lifespan Development and Educational Sciences

elective options, makes it appropriate for classroom teachers, professionals in alternative educational settings and students wishing to pursue doctoral-level training in educational psychology.

For information, contact:
Christopher Was
405 White Hall
330-672-2294
cwats@kent.edu
http://www ehhs.kent.edu/edpf

**Human Development and Family Studies**

The Master of Arts program in Family Studies offers two concentrations:

- Human Development and Family Studies - provides students with advanced knowledge in the fields of family sciences and human development and the opportunity to develop multidisciplinary research and community outreach skills. Coursework in this graduate concentration enables students to apply to become Certified Family Life Educators (CFLE). Human Development and Family Studies graduates are prepared for leadership and teaching positions in the social services, junior and community colleges and cooperative extension, and/or for pursuing doctoral-level study.

- Gerontology - provides students with an interdisciplinary course of study and opportunities to participate in aging-related research and community outreach projects. Students are assisted in developing a specialty area in gerontology that will enable them to advance in their professional or academic careers.

**ADMISSION**

In addition to regular application requirements of the university, admission to the Master of Arts degree program requires the following:

- A minimum undergraduate grade point average of 3.0 (A=4.0).
- Submission of scores on the general test of the Graduate Record Examination.
- Submission of at least three letters of recommendation from persons (preferably academic) who can attest to the applicant’s potential for graduate study.
- Submission of a letter of application describing the applicant’s professional/research goals and motivation for pursuing the graduate degree.
- Faculty review of application materials. In reviewing materials, the faculty assess applicants with regard to their
  - aptitude for graduate school
  - academic goals and match with the program’s curriculum
  - research goals and match with faculty members’ expertise.

**PROGRAM REQUIREMENTS**

Core courses required in both concentrations include HDFS 64023, 61018 and EDPF 65510. Human Development and Family Studies requires 32 semester hours including either a master’s thesis or master’s project. Gerontology requires 33 credit hours including a thesis. Detailed program outlines may be obtained from the School of Family and Consumer Studies.

For information, contact:
Rhonda Richardson
HDFS Program Coordinator
140 Nixson Hall
330-672-2026
rrichard@kent.edu
http://www ehhs.kent.edu/hdfs

**Instructional Technology**

The instructional technology program offers a core of courses designed to prepare students to use a variety of technologies in many different settings. Electives in the program may be used to concentrate on areas such as classroom teaching in two- or four-year colleges, business, industry, governmental organizations, K-12 schools, allied health professions or other settings.

There are two licensure areas possible within the master’s degree: school library/media and computing/technology. Individuals applying for the computer and technology licensure area must hold a teaching certificate/license. The school library/media licensure is designed to prepare students for positions in school media centers. It is offered in conjunction with the School of Library and Information Science. In addition to the College of Education, Health and Human Services’ master’s degree program requirements, students take coursework in the following areas: selection and utilization of media; educational computing; reference and cataloging; children’s literature; and organization and administration of the media centers and information literacy.

The computing/technology endorsement is intended for certified or licensed teachers who will teach computer applications in education. This license is limited to the age and grade levels listed on the teacher’s license. In addition to the requirements for a master’s degree in instructional technology, students take coursework in computer networking, authoring systems, multimedia production and instructional application of the Internet.

For individuals who do not have a teaching certificate or license, a master’s degree program is available to provide an initial multi-age license for library/media that does require the Graduate Record Examination for admission. In addition to the master’s degree requirements and the library/media
Lifespan Development and Educational Sciences

off counseling-related listervs; and using the Internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).

• Signed endorsement of moral character. The CHDS Program provides informed consent to students regarding the fact that licensing boards and professional liability insurance providers may deny licensure or coverage due to prior felony or some misdemeanor offenses. Please contact the program coordinator if there are questions regarding the endorsement of moral character.

PROGRAM REQUIREMENTS
The M.Ed. degree curriculum is a minimum of 49 semester hours, including a 600 clock-hour internship. This program is designed to fulfill the educational requirements for school counselor in Ohio. Students must have successfully passed the Praxis II specialty area test in school guidance and counseling in order to be licensed. The program may be pursued on a part-time or full-time basis, although some full-time study is urged.

For information, contact:
Jason M. McGlothlin
Program Coordinator
School Counseling Program
310 White Hall
330-672-2662
jmcglothlin@kent.edu
http://www.ehhs.kent.edu/chds

School Psychology

Students entering the school psychology program at Kent State are expected to complete either an Ed.S. or a Ph.D. degree. Applicants have the choice of applying to the M.Ed./Ed.S. program of study or the M.Ed./Ph.D. program of study.

Applicants accepted into either of these programs of study will initially be admitted into the M.Ed. program. Upon successful completion of the M.Ed., students will matriculate into either the Ed.S. or Ph.D. program (depending on the program of study the applicant is admitted into) without an additional application procedure. Applicants with a previous master’s degree may apply directly to either the Ed.S. or Ph.D. program.

For information, contact:
Richard Cowan
405 White Hall
330-672-2294
rcowan1@kent.edu
http://www.ehhs.kent.edu/spsy

Special Education Intervention Specialist

The degree programs in special education offer advanced study in the field of special education, which focuses on educating learners with exceptionalities in grades PK-12. Seminars are designed to provide intellectual depth to practitioners’ skills and knowledge in special education. In addition to the degree requirements, programs can be tailored to meet intervention-specialist licensure requirements for experienced teachers as well as for those persons seeking an initial license. Intervention-specialist licensure requirements can be met for the following areas:

• Deaf Education*
• Early Childhood Intervention
• Gifted Education
• Mild/Moderate Educational Needs*
• Moderate/Intensive Educational Needs*

For information, contact:
Kristie Prettie-Frontczak or Melody Tankersley
405 White Hall
330-672-2294
kprettie@kent.edu or mtankersley@kent.edu
http://www.ehhs.kent.edu/sped

Licensure in the following area is designed to prepare interpreters to work with children and adults who are deaf or hard of hearing (D/HH) in an educational setting. Graduates of the program will be eligible for licensure in educational interpreting (K-12) but not licensure for teaching.

• Educational Interpreter

For information, contact:
Pam Luft
405 White Hall
330-672-2294
pluft@kent.edu
http://www.ehhs.kent.edu/sped

In addition to licensure programs, students who hold current state teaching certification or licensure may complete requirements for an endorsement in the following area:

• Transition to Work

For information, contact:
Robert Flexer
319 White Hall
330-672-2294
rflexer@kent.edu
http://ehhs.kent.edu/sped/transitional/

For PreK special needs information, contact:
Sanna Harjusola-Webb
405 White Hall
330-672-2294
Lifespan Development and Educational Sciences

requirements, students take core educational courses in reading, special education and classroom instruction.

For information, contact:
Drew Tiene
405 White Hall
330-672-2294
dtiene@kent.edu
http://www.chhs.kent.edu/itec

Rehabilitation Counseling

The rehabilitation counseling program features an interdisciplinary approach that focuses on the inclusion of persons with disabilities into the life of the community. The Master of Education program in rehabilitation counseling is accredited by the Council on Rehabilitation Education. Graduates of the program are eligible to sit for the national Certified Rehabilitation Counselor examination. Electives in the program may be used to concentrate in areas such as vocational evaluation and work adjustment, psychiatric rehabilitation, deafness, and/or to pursue Ohio counselor licensure.

Professional identity is developed through early involvement with rehabilitation agencies, interactions with practitioners and consumers in varied settings, and the Kent State University Chapter of the National Rehabilitation Counseling Assoc. The rehabilitation counseling program faculty are also affiliated with the Center for Disability Studies and the Center for Innovation in Transition and Employment, two interdisciplinary institutes that administer numerous federally funded research, demonstration and training projects in such fields as rehabilitation counseling, school psychology and special education.

Graduates of the program are employed in vocational rehabilitation settings, mental health and developmental disabilities agencies, drug and alcohol rehabilitation, public and private hospitals, comprehensive rehabilitation centers, correctional facilities, community-based programs, private industry, proprietary rehabilitation, and student disability services in higher education.

PROGRAM REQUIREMENTS

Rehabilitation counseling is open to students with any undergraduate major. The program requires two years of study culminating in a semester-long internship under the field supervision of a certified rehabilitation counselor. Paid internships are available on a competitive basis and are arranged by program faculty. Faculty members advise students in the development of a curriculum plan that includes required core, foundational, and elective courses. Early and continued exposure to rehabilitation practice is provided as students progress through the program. The integration of counseling, case management, evaluation and placement skills are the goal of didactic and experiential curriculum components.

Full- and part-time study is possible with courses scheduled during late afternoon and evening hours. Applications are accepted throughout the year. A program application and an interview are required prior to admission.

For information, contact:
Phillip Rumrill
Rehabilitation Counseling
413 White Hall
330-672-2294
prumrill@kent.edu

School Counseling

The mission, intent and purpose of the School Counseling program at Kent State University is to prepare students for employment as professional school counselors in K-12 institutions. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has conferred accreditation to the school counseling program at Kent State University. In addition, the program curriculum has been approved by the Ohio Department of Education.

ADMISSION

A selective admission procedure is used. Application deadlines are: October 1, March 1st, and June 1st.

Requirements for admission in CHDS master's degree program include:

- Qualification for graduate standing in the Graduate School of Education, Health and Human Services at Kent State University. The academic criteria include an overall undergraduate grade point average of 2.75 (A=4.0).

- Satisfactory recommendations from two persons regarding the applicant's professional experience and potential strengths as a counselor (preferably from counselors and/or professors who know the applicant's potential as a graduate student in school counseling).

- Faculty review of application materials. In reviewing materials and interviewing applicants the faculty assess applicants with regard to each applicant's:
  - potential success in forming effective interpersonal relationships;
  - aptitude for graduate study including technological competencies and computer literacy (see note);
  - career goals in relationship to the program;
  - openness to self-examination; and
  - openness to personal and professional development.

Note: Technological competence and computer literacy include using software to develop Web pages, presentations and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the Internet; being able to subscribe and participate in and sign
Hi Therese,

Tim and I spoke about this yesterday. The College would like to suspend the Biomedical Mathematics program. I’ve asked Bob Dorman to send me an email to that effect which I will forward to you.

Best,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
105 Bowman Hall
330-672-8968

FYI

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 Library | 1125 Risman Dr. | Kent, Ohio 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

Hi Tim,

A question as to the viability of Biomedical Mathematics has been presented to me by Therese Tillett the Director of Curriculum Services in the Provost’s office. She suggests this program be suspended, which would prevent students from registering for it and remove it from catalogs and web pages. I concur with this proposition.

Biomedical Mathematics was one of the original programs placed in the School of Biomedical Sciences. I did find mention of it, when I became the interim director, but I was told it had not gotten off the ground. The program has no official graduate faculty and is not listed on the School’s web site. However, it does have one student – maybe. I was
unaware of this student, since she started the program in 1997, has not passed candidacy and has taken only MATH courses in recent years. Given that she has not taken the core courses in BMS, it seems unlikely this student will complete the program. Regardless, I suggest we suspend this program. This will prevent any confusion among prospective students and allow us three years to evaluate its sustainability. Please let me know what you think of this suspension. Thanks.

Robert Dorman, Ph.D.

Professor, Biological Sciences
Interim Director
School of Biomedical Sciences
Kent State University
Kent, OH 44242
Your preference fits nicely with officially suspending the program. Therefore, no one can purposely/accidently declare the program, and you will have three years to assess its viability.

Is it possible to send me that memo before the May EPC meeting? I would need it no later than Friday, 7 May, to be on the agenda.

Hi Therese,

I was unaware of this student, as she started in the program in 1997, long before I came on board. She registers for courses in MATH, which is why she remained below our radar. Regardless, I was told that the program never “got off the ground”. Whether we should drop it is another issue. At this point, I would prefer we just don’t advertise it, while assessing the possibility of invigorating it in the future. Is that possible?

R. Dorman

There is one student in the program (Monica Strah, 800081001).

I suggest that you officially suspend admissions to the program. By doing that, the program will be removed from admissions applications, be listed on the GPS website and in the catalog as suspended, and programmed in Banner in such a way that no student can accidently/purposefully (such as our student above) be moved into the program. Also, the state will be notified of suspension, which will guarantee our compliance in offering what we report as offering.

To suspend admissions to a program, all that you need to do is to send me a memo (with approval of your dean’s office) that outlines the following:

- Rationale for suspension
- Current enrollment
- Length of suspension (not to exceed three years)
I will put it on an EPC agenda as an informational item.

Thank you, Therese

---

From: DORMAN, ROBERT  
Sent: Tuesday, April 13, 2010 3:52 PM  
To: TILLETT, THERESE  
Cc: WEARDEN, JUDITH  
Subject: RE: Biomedical Sciences - Biomedical Mathematics

Hi Therese,

I’m not sure when, or if, the program was officially inactivated. I was told, when I started as the interim director, that there were no faculty or students in the program and that it was being left dormant. I suppose it’s best not to take it off the books, as reported to the State. However, it makes sense to keep it off our web pages and catalogs, as there is no mechanism for admitting students at this time.

Robert Dorman  
Biomedical Sciences

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From: TILLETT, THERESE  
Sent: Tuesday, April 13, 2010 3:38 PM  
To: DORMAN, ROBERT  
Cc: HALEY, MARY ANN; STEPHENS, MARY ANN; BARBER, DEBORAH  
Subject: Biomedical Sciences - Biomedical Mathematics

Hello, Robert,

I’m working on the Graduate Catalog and the GPS website for graduate programs, and a note came back to me that the Biomedical Sciences– Biomedical Mathematics (MS and PhD) program is inactive.

I’ve looked through every document I have on Biomedical Sciences (going back to 1987) and I can find nothing that states that this specific program was eliminated. Do you have, or can you give me a time frame on when the program was formally eliminated? I cannot remove it from our curriculum (which we report to the state) until I have physical evidence of change that has been approved by all appropriate bodies.

Let me know if you have any questions. Thank you, Therese
From: SCHROATH, FREDERICK  
To: TILLETT, THERESE  
Cc: Kent, Richard  
Subject: Re: suspension of Ph.D. concentration in economics  
Date: Friday, May 07, 2010 11:04:39 AM

Therese:

Yes, this does apply to both. Thanks,

Rick

Sent from my iPhone

On May 7, 2010, at 10:49 AM, "TILLETT, THERESE" <ttillet1@kent.edu> wrote:

Rick and Dick, is this to be applied to both the International Economics concentration and the Public Sector Economics concentration?

---

From: SCHROATH, FREDERICK  
Sent: Thursday, April 29, 2010 4:53 PM  
To: TILLETT, THERESE  
Subject: FW: suspension of Ph.D. concentration in economics

Therese:

Here's the vote from the Economics Department. Do we need anything else? I suppose I should prepare some sort of transmittal letter but I'm unaware of any specific form.

Rick
Hi Rick,

the Economics Department does not object to the Ph.D. concentration in economics being suspended for 3 years.

I will come down today to speak to you about this.

Dick

Richard J. Kent
Professor of Economics and Chair
Kent State University
(330) 672-1084
rkent@kent.edu

TT notes: This admissions suspension applies to both the PhD-BAD International Economics [IECN] and Public Sector Economics [PSEC] concentrations. Last graduate in IECN was fall 2003 (nine graduates since 1987); only one graduate (fall 1998) in PSEC since 1985.
### General Requirements for Admission as Stated in 2009 Graduate Catalog

Applicants are expected to submit evidence of scholarly accomplishment in previous undergraduate and graduate work if undertaken. This may be accomplished in part by having achieved an undergraduate grade point average of 2.75 on a 4.0 point scale, although some departments may require a higher minimum GPA. At the graduate level a 3.0 GPA is expected. In all cases the GPA is only one of several measures used to determine admission. Additional considerations are letters of recommendation, scores on standardized tests and other indices of ability to do graduate-level work. Students with grade points below 2.75 will be considered for conditional admission on an individual basis. Admission in such cases will depend heavily on other indices of the student’s ability to handle graduate-level work. These might include strong performance on standardized tests, GPA in the major, and/or experiences subsequent to matriculation that are clearly indicative of strong academic ability. Evidence of holding a bachelor’s degree or equivalent from an accredited college or university must be included. Students who hold degrees from non-accredited institutions may be admitted under conditions that are determined in each individual case and which ordinarily include the necessity of further undergraduate work.

### 2010 Admission Requirements

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>DEG</th>
<th>MAJOR</th>
<th>MAJOR (CONCENTRATION)</th>
<th>2010 ADMISSION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and</td>
<td>MARC</td>
<td>ARCH</td>
<td>Architecture (Dual Degree MARC/MBA)</td>
<td>Official transcript(s); GMAT; goal statement (include intent and background information); three letters of recommendation</td>
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<td>Environmental</td>
<td>DMAB</td>
<td>DMAU</td>
<td>Architecture (Dual Degree MARC/MUD)</td>
<td>(one letter should be from a non-academic source); portfolio (design work should clearly indicate role in group projects)</td>
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<tr>
<td>Design</td>
<td>PPRS</td>
<td></td>
<td>Architecture (Post Professional Studies)</td>
<td>and pre-professional degree in architecture (B.A. or B.Arch.). Applicant must have undergraduate coursework equivalent to Kent State B.S. degree. Conditional admission may be granted with specific additional coursework, such as the Comprehensive Building Design and Technology Studio (ARCH 40102), currently offered in the fourth year of the B.S. in Architecture.</td>
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<td>Architecture and</td>
<td>MUD</td>
<td>URDS</td>
<td>Urban Design</td>
<td>Official transcript(s); GRE; goal statement (include intent and background information); three letters of recommendation</td>
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<td>Environmental</td>
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<td>(one letter should be from a non-academic source); and portfolio (design work should clearly indicate role in group projects).</td>
<td></td>
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<td>Design</td>
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<th>COLLEGE</th>
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<tr>
<td>Arts, The</td>
<td>MA</td>
<td>ARTE</td>
<td>Art Education</td>
<td>Official transcript(s); goal statement(s); a &quot;philosophy of art education&quot; statement; three letters of recommendation</td>
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<td></td>
<td>NTHS</td>
<td>Art Education (Non-Thesis Option)</td>
<td>curriculum vitae; and portfolio.</td>
</tr>
</tbody>
</table>

| Arts, The           | MA  | ARTH  | Art History                                                                                                | Official transcript(s); goal statement(s); a "statement of purpose"; three letters of recommendation; and curriculum vitae. |

| Arts, The           | MM  | COND  | Conducting                                                                                                | Official transcript(s); 3.0 GPA; GRE if GPA is below 3.0; goal statement(s); résumé; three letters of recommendation; and audition/portfolio review. |

| Arts, The           | MA  | MFA   | Crafts                                                                                                   | Official transcript(s); goal statement(s); three letters of recommendation; curriculum vitae; a 250-500 word "artist statement"; and portfolio. |
|                     |     | CRFT  |                                                                                                           |                                                                                                                        |

| Arts, The           | MA  | ETMU  | Ethnomusicology                                                                                           | Official transcript(s); three letters of recommendation; interview; and academic paper written in English.             |

| Arts, The           | MA  | MFA   | Fine Arts                                                                                                | Official transcript(s); goal statement(s); three letters of recommendation; curriculum vitae; a 250-500 word "artist statement"; and portfolio. |

| Arts, The           | MA  | MCMP  | Music Composition                                                                                         | Official transcripts(s); portfolio of original compositions; three letters of recommendation; and academic paper written in English |

| Arts, The           | MM  | PHD   | Music Education                                                                                           | Official transcript(s); 3.0 GPA; GRE if GPA is below 3.0; three letters of recommendation; résumé; goal statement; interview/portfolio review; and accredited teaching certificate. Admissions into the Ph.D. is suspended until fall 2012. |

<p>| Arts, The           | MA  | MTHY  | Music Theory                                                                                              | Official transcript(s); three letters of recommendation; and academic paper written in English.                       |</p>
<table>
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<tr>
<th>COLLEGE</th>
<th>DEG</th>
<th>MAJR</th>
<th>CONC</th>
<th>MAJOR (CONCENTRATION)</th>
<th>2010 ADMISSION REQUIREMENTS</th>
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<tr>
<td>Arts, The</td>
<td>MA</td>
<td>MSCL</td>
<td></td>
<td>Musicology</td>
<td>Official transcript(s); three letters of recommendation; interview; and academic paper written in English.</td>
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<td>Arts, The</td>
<td>PHD</td>
<td>MUET</td>
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<td>Musicology - Ethnomusicology</td>
<td>Admissions into this program is suspended until fall 2012.</td>
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<td>Arts, The</td>
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<td>MTCP</td>
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<td>Music-Theory Composition</td>
<td>Official transcript(s); 3.0 GPA; GRE if GPA is below 3.0; three letters of recommendation; résumé; goal statement; and writing sample.</td>
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<tr>
<td>Arts, The</td>
<td>MM</td>
<td>PERF</td>
<td>CMUS</td>
<td>Performance</td>
<td>Official transcript(s); 3.0 GPA; GRE if GPA is below 3.0; three letters of recommendation; résumé; goal statement; and audition/portfolio review.</td>
</tr>
<tr>
<td>Arts, The</td>
<td>MA</td>
<td>THEA</td>
<td>ACT</td>
<td>Theatre Studies</td>
<td>Official transcript(s), three letters of recommendation and goal statement. The M.F.A. requires a 3.0 GPA (GRE if GPA is below 3.0). In addition, the M.A. requires a writing sample, and the M.F.A. requires a résumé and audition or portfolio review (audition for Acting and Acting-Advanced Acting concentrations; audition/portfolio review for Acting-Movement and Acting-Voice concentrations; and portfolio review for all Design-Technology concentrations).</td>
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<tr>
<td>Arts, The</td>
<td>MFA</td>
<td>THEA</td>
<td>ACT</td>
<td>Theatre Studies</td>
<td>Official transcript(s), three letters of recommendation and goal statement. The M.F.A. requires a 3.0 GPA (GRE if GPA is below 3.0). In addition, the M.A. requires a writing sample, and the M.F.A. requires a résumé and audition or portfolio review (audition for Acting and Acting-Advanced Acting concentrations; audition/portfolio review for Acting-Movement and Acting-Voice concentrations; and portfolio review for all Design-Technology concentrations).</td>
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<tr>
<td>Arts, The</td>
<td>MA</td>
<td>ANTH</td>
<td></td>
<td>Anthropology</td>
<td>Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation.</td>
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<tr>
<td>Arts, The</td>
<td>PHD</td>
<td>APGL</td>
<td></td>
<td>Applied Geology</td>
<td>Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation.</td>
</tr>
<tr>
<td>Arts, The</td>
<td>MA</td>
<td>MS</td>
<td>AMTH</td>
<td>Applied Mathematics</td>
<td>Official transcript(s), goal statement, three letters of recommendation and résumé or vita. Students applying for the M.A. are not required to have an undergraduate degree in applied mathematics; however, they are expected to have proficiency in numerical analysis and statistics at the level of Introduction to Statistical Concepts (MATH 40012) and Introduction to Numerical Computing II (MATH 42202). They are also expected to have taken computer science coursework equivalent to Introduction to Object-Oriented Programming (CS 23021). Those who do not meet these specific requirements may be granted conditional admission by the Graduate Studies Committee.</td>
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<tr>
<td>Arts, The</td>
<td>MS</td>
<td>ASBR</td>
<td></td>
<td>Applied Social Behavioral Research</td>
<td>Admissions is suspended until fall 2013.</td>
</tr>
<tr>
<td>Arts, The</td>
<td>MS</td>
<td>BBOT</td>
<td></td>
<td>Biological Sciences - Botany</td>
<td>Official transcript(s), 3.0 GPA; GRE (general test); acceptance of the student by a faculty advisor; list of up to five potential faculty advisors; and undergraduate coursework roughly equivalent to a Biology minor.</td>
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<td>COLLEGE</td>
<td>DEG</td>
<td>MAJR</td>
<td>CONC</td>
<td>MAJOR (CONCENTRATION)</td>
<td>2010 ADMISSION REQUIREMENTS</td>
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<td>Arts and</td>
<td>MS</td>
<td>ECOL</td>
<td></td>
<td>Biological Sciences - Ecology</td>
<td>Admission into the M.S.: official transcript(s); 3.0 GPA; GRE (general test); acceptance of</td>
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<tr>
<td>Sciences</td>
<td>PHD</td>
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<td>the student by a faculty advisor; list of up to five potential faculty advisors; and</td>
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<td>undergraduate coursework roughly equivalent to a Biology minor.</td>
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<td>Admission into the Ph.D.: official transcript(s); list of up to five potential faculty</td>
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<td>advisors; baccalaureate and a strong background in biology and related subjects such as</td>
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<td>chemistry and math. Deficiencies at the time of admission shall be rectified during the</td>
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<td>first year of graduate study. Before admission can be completed, a prospective student</td>
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<td>must be accepted by a faculty member in the ecology program who will serve as the advisor.</td>
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<td>Arts and</td>
<td>MS</td>
<td>CELL</td>
<td></td>
<td>Biological Sciences-Cell Biology</td>
<td>Admission into the M.S.: official transcript(s); 3.0 GPA; GRE (general test); acceptance</td>
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<td>Sciences</td>
<td>PHD</td>
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<td>of the student by a faculty advisor; list of up to five potential faculty advisors; and</td>
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<td>undergraduate coursework roughly equivalent to a Biology minor.</td>
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<td>Admission into the Ph.D.: official transcript(s); list of up to five potential faculty</td>
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<td>advisors; baccalaureate in the natural sciences with a minimum of two years of chemistry,</td>
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<td>one year of calculus, one year of physics and two years of biology, including genetics,</td>
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<td>plant or animal physiology and morphology. Deficiencies at the time of admission shall be</td>
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<td>rectified during the first year of graduate study. Before admission can be completed, a</td>
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<td>prospective student must be accepted by a faculty member in the program who will act as</td>
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<td>advisor.</td>
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<td>Arts and</td>
<td>MS</td>
<td>PSIO</td>
<td></td>
<td>Biological Sciences-Physiology</td>
<td>Admission into the M.S.: official transcript(s); 3.0 GPA; GRE (general test); acceptance</td>
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<td>Sciences</td>
<td>PHD</td>
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<td>of the student by a faculty advisor; list of up to five potential faculty advisors; and</td>
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<td>undergraduate coursework roughly equivalent to a Biology minor.</td>
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<td>Admission into the Ph.D.: official transcript(s); list of up to five potential faculty</td>
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<td>advisors; baccalaureate in the natural sciences with a strong background in biology and</td>
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<td>related subjects such as chemistry and math. Deficiencies at the time of admission shall</td>
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<td>be rectified during the first year of graduate study. Before admission can be completed,</td>
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<td>a prospective student must be accepted by a faculty member in the program who will act as</td>
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<td>adviser.</td>
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<tr>
<td>Arts and</td>
<td>MA</td>
<td>BSCI</td>
<td></td>
<td>Biology</td>
<td>Official transcript(s), 2.75 undergraduate GPA, goal statement and three letters of</td>
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<tr>
<td>Sciences</td>
<td>MS</td>
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<td>recommendation.</td>
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<td>COLLEGE</td>
<td>DEG</td>
<td>MAJR</td>
<td>CONC</td>
<td>MAJOR (CONCENTRATION)</td>
<td>2010 ADMISSION REQUIREMENTS</td>
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<td>Arts and</td>
<td>PHD</td>
<td>BANT</td>
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<td>Biomedical Sciences - Biological Anthropology</td>
<td>Official transcript(s); M.A. or M.S. in Anthropology or Biological Sciences; GRE; goal statement; three letters of recommendation; and courses in statistics and computer science. A student with an outstanding academic record may receive a waiver of the master’s degree requirement upon completion of 20 hours of graduate work and be admitted directly to doctoral work.</td>
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<td>Sciences</td>
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<tr>
<td>Arts and</td>
<td>MS</td>
<td>BMTH</td>
<td>PHD</td>
<td>Biomedical Sciences - Biomedical Mathematics</td>
<td>Admissions into this program is suspended until fall 2013.</td>
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<td>Sciences</td>
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<tr>
<td>Arts and</td>
<td>MS</td>
<td>NEUR</td>
<td>PHD</td>
<td>Biomedical Sciences - Neurosciences</td>
<td>Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation. The M.S. also requires a bachelor’s degree with preparation adequate to perform graduate work in the desired field. This commonly includes two years of chemistry, one year of mathematics, one year of physics and courses in anthropology, biology and psychology as appropriate to the field. Admission with deficiencies may be accorded, but these must be made up during the first two years of graduate study. Admission to the Ph.D. also requires either completion of the M.S. or direct matriculation to the doctoral program following completion of no less than 20 hours of graduate coursework (including the core) and will be accorded upon the recommendation of the student’s guidance committee and the school director.</td>
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<td>Sciences</td>
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<tr>
<td>Arts and</td>
<td>MS</td>
<td>PHRM</td>
<td>PHD</td>
<td>Biomedical Sciences - Pharmacology</td>
<td>Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation. The M.S. also requires a bachelor’s degree with preparation adequate to perform graduate work in the desired field. This commonly includes two years of chemistry, one year of mathematics, one year of physics and courses in anthropology, biology and psychology as appropriate to the field. Admission with deficiencies may be accorded, but these must be made up during the first two years of graduate study. Admission to the Ph.D. also requires either completion of the M.S. or direct matriculation to the doctoral program following completion of no less than 20 hours of graduate coursework (including the core) and will be accorded upon the recommendation of the student’s guidance committee and the school director.</td>
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<td>COLLEGE</td>
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<td>MAJOR (CONCENTRATION)</td>
<td>2010 ADMISSION REQUIREMENTS</td>
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<tr>
<td>Arts and</td>
<td>MS</td>
<td>CMBI</td>
<td>CBAS</td>
<td>Biomedical Sciences-Cellular and Molecular Biology (Cellular Biology and Structure)</td>
<td>Official transcript(s), 3.0 GPA, GRE, goal statement and three letters of recommendation. The M.S. also requires a bachelor's degree with preparation adequate to perform graduate work in the desired field. This commonly includes two years of chemistry, one year of mathematics, one year of physics and courses in anthropology, biology and psychology as appropriate to the field. Admission with deficiencies may be accorded, but these must be made up during the first two years of graduate study.</td>
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<tr>
<td>Sciences</td>
<td>PHD</td>
<td>MBGN</td>
<td></td>
<td>Biomedical Sciences-Cellular and Molecular Biology (Molecular Biology and Genetics)</td>
<td>Admission to the Ph.D. also requires either completion of the M.S. or direct matriculation to the doctoral program following completion of no less than 20 hours of graduate coursework (including the core) and will be accorded upon the recommendation of the student's guidance committee and the school director. Normally, a student is admitted to the master's program prior to doctoral work, but a student holding only a baccalaureate may be admitted directly into the doctoral program in exceptional cases.</td>
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<tr>
<td>Arts and</td>
<td>MS</td>
<td>PSII</td>
<td></td>
<td>Biomedical Sciences-Physiology Interdisciplinary</td>
<td>Official transcript(s); 3.0 GPA, GRE, goal statement and three letters of recommendation. The M.S. also requires a bachelor's degree with preparation adequate to perform graduate work in the desired field. This commonly includes two years of chemistry, one year of mathematics, one year of physics and courses in anthropology, biology and psychology as appropriate to the field. Admission with deficiencies may be accorded, but these must be made up during the first two years of graduate study.</td>
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<tr>
<td>Sciences</td>
<td>PHD</td>
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<td>Admission to the Ph.D. also requires either completion of the M.S. or direct matriculation to the doctoral program following completion of no less than 20 hours of graduate coursework (including the core) and will be accorded upon the recommendation of the student's guidance committee and the school director.</td>
</tr>
<tr>
<td>Arts and</td>
<td>MS</td>
<td>CPHY</td>
<td>GCP</td>
<td>Chemical Physics (General Chemical Physics)</td>
<td>Official transcript(s), goal statement and three letters of recommendation. Submission of GREs (general and subject test–physics or chemistry) is not required, but strongly recommended. Admission will be granted by examination of the student's background on an individual basis. Students from a variety of undergraduate majors, such as physics, chemistry, engineering and materials science are invited to apply to the Chemical Physics Interdisciplinary program.</td>
</tr>
<tr>
<td>Sciences</td>
<td>PHD</td>
<td>LCMD</td>
<td>LLCM</td>
<td>Chemical Physics (Liquid Crystal Synthesis and Molecular Design)</td>
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<td>OELC</td>
<td>Chemical Physics (Lyotropic Liquid Crystal and Membranes)</td>
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<td>PPLQ</td>
<td>Chemical Physics (Optoelectronics)</td>
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<td>Chemical Physics (Physical Properties of Liquid Crystals)</td>
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<td>COLLEGE</td>
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<td>MAJOR (CONCENTRATION)</td>
<td>2010 ADMISSION REQUIREMENTS</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>MS</td>
<td>CHEM</td>
<td>Chemistry</td>
<td>Official transcript(s), GRE, goal statement and three letters of recommendation. The M.S. requires a 3.0 GPA. The Ph.D. requires a 3.0 undergraduate GPA and 3.25 graduate GPA. For the M.A. and M.S., a background of undergraduate courses consisting of one year each in analytical chemistry or biochemistry, organic chemistry, physical chemistry, calculus and physics is expected.</td>
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<td>Sciences</td>
<td>PHD</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>PHD</td>
<td>CPYC</td>
<td>Clinical Psychology</td>
<td>Official transcript(s), GRE, goal statement and three letters of recommendation. The M.A. also requires a broad undergraduate preparation; research experience; junior-senior scholastic 3.0 GPA average; and 18 semester hours in psychology, which include a course in statistics and a broad background in psychology. Applications for admission are accepted only from holders of a baccalaureate who aspire to the doctorate. Admission into the Ph.D. also requires a M.A. or M.S. in Psychology.</td>
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<tr>
<td>Sciences</td>
<td></td>
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<td>GERO</td>
<td>Clinical Psychology (Gerontology)</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>MS</td>
<td>CS</td>
<td>Computer Science</td>
<td>Official transcript(s), goal statement, résumé and three letters of recommendation. A student entering the program must have the core components of an undergraduate computer science curriculum. In mathematics, successfully completed coursework equivalent to Discrete Mathematics (CS/MATH 31011), Calculus I (MATH 12002), Calculus II (MATH 12003) and Linear Algebra (MATH 21001). In computer science, successfully completed coursework equivalent to Data Structures (CS 33001), one additional Introductory Programming (CS 23021), Computer Architecture (CS 35101), Operating Systems (CS 33211) and Design and Analysis of Algorithms (CS 46101). Admission into the Ph.D. also requires a master's degree in computer science (or closely related field) and the preliminary examination within 20 months of entrance into the doctoral program.</td>
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<tr>
<td>Sciences</td>
<td>PHD</td>
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<td>NTHS</td>
<td>Computer Science (Non-Thesis Option)</td>
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<tr>
<td>Arts and Sciences</td>
<td>MFA</td>
<td></td>
<td>CRWG</td>
<td>Creative Writing</td>
<td>Official transcript(s); acceptance to a gateway school and admission to a consortial degree program in English; three letters of recommendation; portfolio (15-20 pages of poetry or literary translation of poetry, 30 pages of fiction, creative nonfiction, playwriting or prose and at least one finished work.)</td>
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<td>Sciences</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>ENG</td>
<td>COML</td>
<td>English (Comparative Literature)</td>
<td>Official transcript(s), GREs, three letters of recommendation, statement of goals and an 8-15 page writing sample relevant to the field of study are reviewed and evaluated holistically.</td>
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<tr>
<td>Sciences</td>
<td>PHD</td>
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<td>CTEA</td>
<td>English (Concentration for Teachers)</td>
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<td>LITW</td>
<td>English (Literature and Writing)</td>
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<td>English</td>
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<tr>
<td>Arts and Sciences</td>
<td>PHD</td>
<td>ENGR</td>
<td>RCMP</td>
<td>English (Rhetoric and Composition)</td>
<td>Official transcript(s), GREs, three letters of recommendation, statement of goals and an 8-15 page writing sample relevant to the field of study are reviewed and evaluated holistically.</td>
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<td>Sciences</td>
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<td>Arts and Sciences</td>
<td>MA</td>
<td>EPYC</td>
<td>GERO</td>
<td>Experimental Psychology</td>
<td>Official transcript(s), GRE, goal statement and three letters of recommendation. The M.A. also requires a broad undergraduate preparation; research experience; junior-senior scholastic 3.0 GPA average; and 18 semester hours in psychology, which include a course in statistics and a broad background in psychology. Applications for admission are accepted only from holders of a baccalaureate who aspire to the doctorate. In exceptional cases, applicants with fewer than 18 semester hours in psychology may be admitted.</td>
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<tr>
<td>Arts and Sciences</td>
<td>PHD</td>
<td>EPYC</td>
<td>GERO</td>
<td>Experimental Psychology (Gerontology)</td>
<td>Official transcript(s), GRE, goal statement and three letters of recommendation. The M.A. also requires a broad undergraduate preparation; research experience; junior-senior scholastic 3.0 GPA average; and 18 semester hours in psychology, which include a course in statistics and a broad background in psychology. Applications for admission are accepted only from holders of a baccalaureate who aspire to the doctorate. In exceptional cases, applicants with fewer than 18 semester hours in psychology may be admitted.</td>
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<tr>
<td>Arts and Sciences</td>
<td>MS</td>
<td>FEM</td>
<td></td>
<td>Financial Engineering</td>
<td>Official transcript(s), GRE or GMAT, TOEFL (525 score) for foreign students, goal statement, three letters of reference and résumé. Students apply to the Graduate School of Management; a joint committee comprising faculty from mathematics, finance and economics consider highly ranked applicants for admission.</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>FR</td>
<td>APLP</td>
<td>French (Applied Linguistics and Pedagogy)</td>
<td>Official transcript(s); goal statement; three letters of recommendation; an audiocassette tape, CD or MP3/wav file with a 5-10-minute oral sample in both applicant's first and second languages (conversational, not read from a script); and writing sample(s) in applicant's second language, which should be accompanied by a signed declaration that the sample is original work and that the applicant received no help in its preparation. International applicants should also submit a writing sample in English.</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>FR</td>
<td>LIT</td>
<td>French (Literature)</td>
<td>Official transcript(s); goal statement; three letters of recommendation; an audiocassette tape, CD or MP3/wav file with a 5-10-minute oral sample in both applicant's first and second languages (conversational, not read from a script); and writing sample(s) in applicant's second language, which should be accompanied by a signed declaration that the sample is original work and that the applicant received no help in its preparation. International applicants should also submit a writing sample in English.</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>PHD</td>
<td>GEOG</td>
<td>Geography</td>
<td>Official transcript(s), GRE, goal statement and three letters of recommendation.</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>LAT</td>
<td>APLP</td>
<td>Latin (Applied Linguistics and Pedagogy)</td>
<td>Official transcript(s), goal statement and three letters of recommendation (preferably academic).</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>LAT</td>
<td>LIT</td>
<td>Latin (Literature)</td>
<td>Official transcript(s), goal statement, three letters of recommendation and a 5-10 page writing sample in English (research paper or essay), which should be accompanied by a signed declaration that the sample is original work and that the applicant received no help in its preparation.</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>LSM</td>
<td>LSTU</td>
<td></td>
<td>Liberal Studies</td>
<td>Official transcript(s), goal statement and three letters of recommendation.</td>
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<tr>
<td>COLLEGE</td>
<td>DEG</td>
<td>MAJR</td>
<td>CONC</td>
<td>MAJOR (CONCENTRATION)</td>
<td>2010 ADMISSION REQUIREMENTS</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>MTHT</td>
<td></td>
<td>Mathematics for Secondary Teachers</td>
<td>Official transcript(s), goal statement, three letters of recommendation and résumé or vita.</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>PHIL</td>
<td>CUHS</td>
<td>Philosophy (Culture-History)</td>
<td>Official transcript(s), GRE, goal statement and three letters of recommendation.</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>PHY</td>
<td></td>
<td>Physics</td>
<td>Official transcript(s), 3.0 GPA (for unconditional admissions), goal statement, three letters of recommendation and résumé or vita.</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>POL</td>
<td>AMPP</td>
<td>Political Science (American Politics and Policy)</td>
<td>Official transcript(s), 3.0 GPA, GRE, goal statement, three letters of recommendation and a writing sample.</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>MPA</td>
<td>PADM</td>
<td>HCM</td>
<td>Public Administration (Health Care Management)</td>
<td>Official transcript(s), 2.75 GPA, GRE, goal statement, three letters of recommendation and a writing sample.</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>PMTH</td>
<td></td>
<td>Pure Mathematics</td>
<td>Official transcript(s), qualifying examination, goal statement, three letters of recommendation and résumé or vita.</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>SOC</td>
<td>GERO</td>
<td>Sociology (Gerontology)</td>
<td>Admission into the M.A.: official transcript(s); 3.2 GPA; GRE, three letters for recommendations from professors; and 1-2 page statement of career interests and goals.</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>SPAN</td>
<td>APLP</td>
<td>Spanish (Applied Linguistics and Pedagogy)</td>
<td>Official transcript(s); goal statement; three letters of recommendation; an audiocassette tape, CD or MP3/wav file with a 5-10-minute oral sample in both applicant's first and second languages (conversational, not read from a script); and writing sample(s) in applicant's second language, which should be accompanied by a signed declaration that the sample is original work and that the applicant received no help in its preparation. International applicants should also submit a writing sample in English.</td>
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<tr>
<td>Arts and Sciences</td>
<td>MA</td>
<td>TESL</td>
<td>TESE</td>
<td>Teaching English as Second Language (TESL Education)</td>
<td>Official transcript(s), GRE (general test) or TOEFL, three letters of recommendation and a 1-2 page statement of purpose.</td>
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<tr>
<td>COLLEGE DEG MAJR CONC</td>
<td>MAJOR (CONCENTRATION)</td>
<td>2010 ADMISSION REQUIREMENTS</td>
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<tr>
<td>Arts and Sciences MA TRNS DMAA</td>
<td>Translation (Dual Degree MA/MBA)</td>
<td>Official transcript(s); goal statement; three letters of recommendation; an audiocassette tape, CD or MP3/wav file with a 5-10-minute oral sample in both applicant's first and second languages (conversational, not read from a script); and writing sample(s) in applicant's second language, which should be accompanied by a signed declaration that the sample is original work and that the applicant received no help in its preparation. International applicants should also submit a writing sample in English. Admission into the Dual Degree with the MBA concentration also requires the GMAT.</td>
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<td>FR</td>
<td>Translation (French)</td>
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<td>Translation (German)</td>
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<td>JAPN</td>
<td>Translation (Japanese)</td>
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<td>RUSS</td>
<td>Translation (Russian)</td>
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<td>Translation (Spanish)</td>
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<tr>
<td>Arts and Sciences PHD TRST</td>
<td>Translation Studies</td>
<td>Official transcript(s); a master's in translation, foreign language or any relevant discipline if it is combined with significant prior experience or training in languages or linguistics; senior scholastic average of 3.0, and/or 3.5 GPA in master's studies; TOEFL; goal statement; three letters of recommendation; and a 7-10 page essay or writing sample from a research paper on any aspect of translation or language (or a prospectus for a language informatics or translation studies project).</td>
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<tr>
<td>Business Administration MSA ACCT ACCT</td>
<td>Accounting</td>
<td>Official transcript(s), GMAT, goal statement, three letters of recommendation, résumé and TOEFL, IELTS, MELAB or PTE, if applicable.</td>
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<td></td>
<td>ASRV</td>
<td>Accounting (Assurance Services)</td>
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<td>TAXN</td>
<td>Accounting (Taxation)</td>
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<tr>
<td>Business Administration MBA BAD ACCT BMBA</td>
<td>Business Administration</td>
<td>Official transcript(s); GMAT (GMAT or GRE for the dual-degree concentrations); goal statement; two-to-three letters of recommendation (three letters for the Executive M.B.A. and the Ph.D.); résumé; and TOEFL, IELTS, MELAB or PTE, if applicable. The Executive M.B.A. concentration also requires five years experience in a responsible position and interview with EMBA director. Admission is suspended until fall 2013 for the Ph.D. Accounting, International Economics and Public Sector Economics concentrations.</td>
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<td>Business Administration (Dual Degree MA/MBA)</td>
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<td>DMBN</td>
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<td>FDM</td>
<td>Business Administration (Fashion Design and Merchandising)</td>
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<td>FIN</td>
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<td>HRM</td>
<td>Business Administration (Human Resource Management)</td>
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<td>IBUS</td>
<td>Business Administration (International Business)</td>
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<td>INSY</td>
<td>Business Administration (Information Systems)</td>
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<td>MKTG</td>
<td>Business Administration (Marketing)</td>
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<td>Business Administration (Accounting)</td>
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<td>Business Administration (Marketing)</td>
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<td>OPMG</td>
<td>Business Administration (Operations Management)</td>
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<td>PSEC</td>
<td>Business Administration (Public Sector Economics)</td>
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<td>STMG</td>
<td>Business Administration (Strategic Management)</td>
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<tr>
<td>College</td>
<td>Degree</td>
<td>Major</td>
<td>Concentration</td>
<td>2010 Admission Requirements</td>
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<td>Business Administration</td>
<td>MAE</td>
<td>ECON</td>
<td>FECN</td>
<td>Official transcript(s), GMAT or GRE, goal statement, three letters of recommendation, resume and TOEFL, IELTS, MELAB or PTE, if applicable.</td>
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<tr>
<td>Business Administration</td>
<td>MS</td>
<td>FEM</td>
<td>FEMQ</td>
<td>Official transcript(s), GMAT or GRE, resume and TOEFL, IELTS, MELAB or PTE, if applicable. Also required for the major but not for the Financial Engineering concentration are a goal statement and three letters of recommendation.</td>
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<tr>
<td>Communication and Information</td>
<td>MA</td>
<td>COMM</td>
<td>Communication Studies</td>
<td>Official transcript(s), three letters of recommendation, GRE, TOEFL for international students, goal statement and sample of scholarly writing. Admission into Ph.D. also requires a master's degree.</td>
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<tr>
<td>Communication and Information</td>
<td>MS</td>
<td>IAKM</td>
<td>HIMA, KNMN, UXDE</td>
<td>Official transcript(s), three letters of recommendation, TOEFL for international students, goal statement and resume.</td>
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<tr>
<td>Communication and Information</td>
<td>MA</td>
<td>JMC</td>
<td>MEDM, PR, REJO, REBR, REMA, RENE, RECN</td>
<td>Official transcript(s), three letters of recommendation, GRE, TOEFL for international students, goal statement and statement of desired concentration.</td>
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<tr>
<td>Communication and Information</td>
<td>MLIS</td>
<td>LIS</td>
<td>DMIB</td>
<td>Official transcript(s), three letters of recommendation, GRE if GPA is below 3.0, TOEFL for international students, goal statement and biographical sketch.</td>
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<tr>
<td>Communication and Information</td>
<td>MA</td>
<td>MFA</td>
<td>VCD</td>
<td>Official transcript(s), three letters of recommendation, TOEFL for international students, goal statement, resume, autobiographical statement and portfolio.</td>
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<tr>
<td>Education, Health/Human</td>
<td>AUD</td>
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<td>Audiology</td>
<td>Official transcript(s), GRE, goal statement and two letters of recommendation.</td>
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<td>Services</td>
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<tr>
<td>Education, Health/Human</td>
<td>MED</td>
<td>CTTE</td>
<td>Career-Technical Teacher Education</td>
<td>Official transcript(s), goal statement and two letters of recommendation.</td>
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<td>Services</td>
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<tr>
<td>Education, Health/Human</td>
<td>MED</td>
<td>CMHC</td>
<td>Clinical Mental Health Counseling</td>
<td>Official transcript(s), goal statement, two letters of recommendation, good moral character statement and interview.</td>
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<tr>
<td>COLLEGE</td>
<td>DEG</td>
<td>MAJR</td>
<td>CONC</td>
<td>MAJOR (CONCENTRATION)</td>
<td>2010 ADMISSION REQUIREMENTS</td>
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<td>Education, Health/Human Services</td>
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<td>Counseling</td>
<td>Official transcript(s), goal statement, two letters of recommendation and interview.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>PHD</td>
<td>CHDS</td>
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<td>Counseling and Human Development Services</td>
<td>Official transcript(s), GRE, two letters of recommendation, interview, supplemental form, preliminary written exam and résumé or vita.</td>
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<tr>
<td>Education, Health/Human Services</td>
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<td>CULT</td>
<td></td>
<td>Cultural Foundations</td>
<td>Official transcript(s), goal statement and two letters of recommendation. Admission into the Ph.D. also requires earned master's degree, GRE, résumé or vita and interview.</td>
</tr>
<tr>
<td>Education, Health/Human Services</td>
<td>MED</td>
<td>CI</td>
<td>PETE</td>
<td>Curriculum and Instruction</td>
<td>Official transcript(s), goal statement and two letters of recommendation. Admission into the M.Ed. Physical Education Teacher Education concentration also requires interview and GRE if GPA is below than 2.75. Admission into the Ed.S. also requires GRE and résumé or vita. Admission into the Ph.D. also requires GRE, sample of written work, résumé or vita and interview.</td>
</tr>
<tr>
<td>Education, Health/Human Services</td>
<td>MED</td>
<td>EDS</td>
<td>CI</td>
<td>Curriculum and Instruction</td>
<td>Official transcript(s), goal statement and two letters of recommendation. Admission into the M.Ed. Physical Education Teacher Education concentration also requires interview and GRE if GPA is below than 2.75. Admission into the Ed.S. also requires GRE and résumé or vita. Admission into the Ph.D. also requires GRE, sample of written work, résumé or vita and interview.</td>
</tr>
<tr>
<td>Education, Health/Human Services</td>
<td>MA/MED</td>
<td>CIMS</td>
<td></td>
<td>Curriculum and Instruction - Junior High/Middle School</td>
<td>Official transcript(s), GRE for initial licensure, goal statement, two letters of recommendation and good moral character verification.</td>
</tr>
<tr>
<td>Education, Health/Human Services</td>
<td>MA/MED</td>
<td>CIMT</td>
<td></td>
<td>Curriculum and Instruction - Mathematics Specialization</td>
<td>Official transcript(s), goal statement and two letters of recommendation.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>MA/MED</td>
<td>ECDE</td>
<td>PKSN</td>
<td>Early Childhood Education</td>
<td>Official transcript(s), goal statement, two letters of recommendation and good moral character verification. Admission into the M.A.T. also requires GRE, Praxis I Mathematics, supplemental form and interview.</td>
</tr>
<tr>
<td>Education, Health/Human Services</td>
<td>MED</td>
<td>ECDE</td>
<td>PKSN</td>
<td>Early Childhood Education (Prekindergarten Special Needs Endorsement)</td>
<td>Official transcript(s), goal statement, two letters of recommendation and good moral character verification. Admission into the M.A.T. also requires GRE, Praxis I Mathematics, supplemental form and interview.</td>
</tr>
<tr>
<td>Education, Health/Human Services</td>
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<td>ECDE</td>
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<td>Early Childhood Education</td>
<td>Official transcript(s), goal statement, two letters of recommendation and good moral character verification.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>MED</td>
<td>ECDE</td>
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<td>Early Childhood Education</td>
<td>Official transcript(s), goal statement, two letters of recommendation and good moral character verification.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>EDS</td>
<td>EDHE</td>
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<td>Educational Administration - Higher Education</td>
<td>Official transcript(s), 3.0 GPA, GRE, goal statement, two letters of recommendation, résumé or vita and interview. Admission into the Ph.D. also requires a master's degree.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>MA/MED/PHD</td>
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<td>Educational Administration - K-12 Leadership</td>
<td>Official transcript(s), goal statement, two letters of recommendation and interview. A 3.0 GPA is required for the M.A. or M.Ed. (GRE required if undergraduate GPA is below 3.0). A 3.5 GPA is required for the Ed.S. A résumé or vita is required for Ph.D. The Ed.S. and Ph.D. both require the GRE (Ed.S.: 530 verbal, 510 quantitative, 4.5 writing; Ph.D.: 550 verbal, 530 quantitative, 4.5 writing).</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>MA/MED/PHD</td>
<td>EPSY</td>
<td>ITEC</td>
<td>Educational Psychology</td>
<td>Official transcript(s), goal statement and two letters of recommendation. Admission into the Ph.D. Instructional Technology concentration also requires GRE (combined score of 1000 or greater on verb and quantitative, 4.0 writing), résumé or vita and interview.</td>
</tr>
<tr>
<td>Education, Health/Human Services</td>
<td>MA/MED/PHD</td>
<td>EPSY</td>
<td></td>
<td>Educational Psychology</td>
<td>Official transcript(s), goal statement and two letters of recommendation. Admission into the Ph.D. Instructional Technology concentration also requires GRE (combined score of 1000 or greater on verb and quantitative, 4.0 writing), résumé or vita and interview.</td>
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<tr>
<td>COLLEGE</td>
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<td>MAJR</td>
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<td>MAJOR (CONCENTRATION)</td>
<td>2010 ADMISSION REQUIREMENTS</td>
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<td>PHD</td>
<td>EVAL</td>
<td>Official transcript(s), goal statement and two letters of recommendation. Admission into the Ph.D. program also requires GRE and résumé or vita.</td>
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<td>Education, Health/Human Services</td>
<td>MA</td>
<td>ELS</td>
<td>ATTR</td>
<td>Official transcript(s), goal statement and two letters of recommendation. Admission into the Sport Studies and Sport and Recreation Management concentrations also requires GRE if GPA is less than 2.75.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>MS</td>
<td>PHD</td>
<td>EXPH</td>
<td>Official transcript(s); GRE if GPA is less than 2.75 (GRE is required in Ph.D. program); goal statement and two letters of recommendation. Admission into the Ph.D. also requires an interview.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>MA</td>
<td>FS</td>
<td>GERO</td>
<td>Official transcript(s), 3.0 GPA, goal statement and three letters of recommendation.</td>
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<td>Education, Health/Human Services</td>
<td>PHD</td>
<td>HEDP</td>
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<td>Official transcript(s), earned master's degree, GRE, goal statement, two letters of recommendation, résumé or vita and interview.</td>
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<td>MED</td>
<td>HEDP</td>
<td>CHLT</td>
<td>Official transcript(s), goal statement and two letters of recommendation. Admission into the School Health Licensure concentration also requires current Ohio teaching license.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>MED</td>
<td>EAHE</td>
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<td>Official transcript(s), goal statement, GRE if undergraduate GPA is below 3.0, goal statement, two letters of recommendation, résumé or vita and interview.</td>
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<td>Official transcript(s), goal statement, three letters of recommendation and résumé.</td>
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<td>ITEC</td>
<td>CMTC</td>
<td>Official transcript(s), goal statement and two letters of recommendation. Admission into the Library–Media concentration also requires both GRE and good moral character verification if initial licensure.</td>
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<tr>
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<td>INS</td>
<td>DFED</td>
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<td>Education, Health/Human Services</td>
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<td>MED</td>
<td>LRDV</td>
<td>Official transcript(s), GRE, goal statement and two letters of recommendation.</td>
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<td>COLLEGE</td>
<td>DEG</td>
<td>MAJR</td>
<td>CONC</td>
<td>MAJOR (CONCENTRATION)</td>
<td>2010 ADMISSION REQUIREMENTS</td>
</tr>
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<tr>
<td>Education, Health/Human Services</td>
<td>MS</td>
<td>NUTR</td>
<td>DINT</td>
<td>Nutrition Nutrition (Dietetic Internship)</td>
<td>Official transcript(s), 3.0 GPA, goal statement, three letters of recommendation and coursework in biochemistry, physiology, and advanced nutrition. Admission into the Dietetic Internship concentration also requires ADA verification statement and dietetic internship application (due February 15).</td>
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<td>Education, Health/Human Services</td>
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<td>READ</td>
<td></td>
<td>Reading Specialization</td>
<td>Official transcript(s), goal statement and two letters of recommendation.</td>
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<td>Education, Health/Human Services</td>
<td>M</td>
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<td>RHA</td>
<td>Rehabilitation Counseling Rehabilitation Counseling (Rehabilitation Counselor) Rehabilitation Counseling</td>
<td>Official transcript(s), goal statement, two letters of recommendation and good moral character verification. Also required for the major but not for the Rehabilitation Counselor concentration are 2.75 undergraduate GPA and interview.</td>
</tr>
<tr>
<td>Education, Health/Human Services</td>
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<td>SCON</td>
<td>CGDT</td>
<td>School Counseling School Counseling (Classroom Guidance for Teacher) School Counseling (Professional School Counseling)</td>
<td>Official transcript(s), goal statement, two letters of recommendation, good moral character verification and interview.</td>
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<td>Education, Health/Human Services</td>
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<td>School Health Education</td>
<td>Official transcript(s), 3.0 GPA, goal statement and three letters of recommendation.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>M</td>
<td>EDS</td>
<td>SPSY</td>
<td>School Psychology</td>
<td>Official transcript(s), GRE, goal statement, two letters of recommendation, sample of written work, résumé, or vita, SPSY Vita (online document), good moral character verification and interview.</td>
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<tr>
<td>Education, Health/Human Services</td>
<td>M</td>
<td>SEED</td>
<td></td>
<td>Secondary Education (Art)</td>
<td>Official transcript(s), GRE, two letters of recommendation, résumé, 1000-word essay, supplemental form, content evaluation, good moral character verification and interview.</td>
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<tr>
<th>COLLEGE</th>
<th>DEG</th>
<th>MAJR</th>
<th>CONC</th>
<th>MAJOR (CONCENTRATION)</th>
<th>2010 ADMISSION REQUIREMENTS</th>
</tr>
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<td>Education, Health/Human Services</td>
<td>EDS</td>
<td>PHD</td>
<td>SPED</td>
<td>Special Education</td>
<td>Official transcript(s), GRE, goal statement, two letters of recommendation. Admission into the Ph.D. also requires preliminary written exam and résumé or vita.</td>
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<td>Education, Health/Human Services</td>
<td>MA</td>
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<td>SLP</td>
<td>Speech Language Pathology</td>
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<td>MED</td>
<td>TIED</td>
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<td>Education, Health/Human Services</td>
<td>MA</td>
<td>MED</td>
<td>VMKT</td>
<td>Vocational Marketing Education</td>
<td>Official transcript(s), goal statement and two letters of recommendation.</td>
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<tr>
<td>Nursing</td>
<td>MSN</td>
<td>NURS</td>
<td>ACNP</td>
<td>Nursing (Acute Care Nurse Practitioner)</td>
<td>Admission into the M.S.N.: official transcript(s); current Ohio RN license; BSN and/or graduate degree (an RN with a bachelor's degree in a non-nursing field may be considered); 3.0 GPA (if GPA is below 3.0, GRE or MAT and/or other evidence of ability to complete graduate coursework may be required); successful completion of a statistics course, recommended to have been taken within five years before admission; three letters of recommendation; pre-admission interview, by telephone or in person, with the program director; and 300-word essay of professional goals and reasons for seeking graduate nursing education.</td>
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<td>DMNB</td>
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<td>FNPR</td>
<td>Nursing (Family Nurse Practitioner)</td>
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<tr>
<td>Nursing</td>
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<td></td>
<td>GNPR</td>
<td>Nursing (Geriatric Nurse Practitioner)</td>
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<tr>
<td>Nursing</td>
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<td>GCNS</td>
<td>Nursing (Gerontological Clinical Nurse Specialist)</td>
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<td></td>
<td>NUED</td>
<td>Nursing (Nurse Educator)</td>
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<tr>
<td>Nursing</td>
<td></td>
<td></td>
<td>NHCM</td>
<td>Nursing (Nursing Healthcare Management)</td>
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<tr>
<td>Nursing</td>
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<td>NAGR</td>
<td>Nursing (Nursing of Adult - Gerontology)</td>
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<td>NACN</td>
<td>Nursing (Nursing of the Adult-Clinical Nurse Specialist)</td>
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<td>PCNS</td>
<td>Nursing (Pediatric Clinical Nurse Specialist)</td>
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<tr>
<td>Nursing</td>
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<td>PNPR</td>
<td>Nursing (Pediatric Nurse Practitioner)</td>
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<td>PCAN</td>
<td>Nursing (Primary Care Adult Nurse Practitioner)</td>
<td>Admission into the Dual Degree with the MBA concentration also requires the GRE.</td>
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<tr>
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<td>PMCN</td>
<td>Nursing (Psychiatric Mental Health Nursing-Adult Clinical Nurse Specialist)</td>
<td>Admission into the Ph.D.: official transcript(s); BSN and MSN or master's in a closely related health field (a bachelor's degree in a closely related health field and MSN also will be considered); 3.0 GPA; GRE; current résumé or curriculum vitae; three letters of recommendation; statement of career goals; statement of research interests; sample of written work; current Ohio RN license or legally able to practice nursing in country of origin; and 550 TOEFL (PBT) for international students (applicants with scores greater than 525 but less than 550 will be considered for conditional admission).</td>
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<tr>
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<tr>
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<tr>
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<td>WHCN</td>
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<tr>
<td>Nursing</td>
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<td>WHNP</td>
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<tr>
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<td>Nursing</td>
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<td>Public Health</td>
<td>MPH</td>
<td>PH</td>
<td>BST</td>
<td>Public Health (Biostatistics)</td>
<td>Official transcript(s), goal statement, three letters of recommendation and one of the following: GRE, GMAT, MCAT, LSAT, Miller's Analogies.</td>
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<td>EHS</td>
<td>Public Health (Environmental Health Sciences)</td>
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<td>EPI</td>
<td>Public Health (Epidemiology)</td>
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<tr>
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<td>HPM</td>
<td>Public Health (Health Policy and Management)</td>
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<tr>
<td>Public Health</td>
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<td></td>
<td>SBS</td>
<td>Public Health (Social and Behavioral Sciences)</td>
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</table>
An admissions committee of the College of Technology Graduate Faculty will review all applications. Admission will be considered by examination of the applicant's background on an individual basis. Applicants with deficiencies may be admitted conditionally, which may include a requirement for completion of appropriate undergraduate coursework that will not count toward the master's degree. A baccalaureate from an accredited college or university is required. Applicants with an undergraduate degree in an approved science- or technology-related discipline, and who have a composite undergraduate 2.75 GPA will be admitted unconditionally.

In exceptional cases, an applicant without a technical degree or with a composite GPA below 2.75 may be admitted, conditionally or unconditionally, based on strong letters of recommendation or significant experience related to the intended area of study. These applicants should submit any additional information that may assist the admissions committee in assessing their academic, technical, or professional background and abilities. The additional information may include a résumé or professional portfolio summarizing any relevant technical competencies, professional experience, and any academic and professional achievements in areas related to their intended studies.

Each applicant must submit three letters of recommendation from an individual familiar with the applicant's academic or professional background and abilities. The letters should attest to the applicant's potential to complete graduate work successfully. Letters of recommendation from persons who are experienced professionals in the applicant's intended field of study or in a closely related area are acceptable. Recommendations from former or current professors are preferred. In addition, each applicant must submit a one-page statement describing his/her background, interests, and goals, and how this program will help to achieve those goals.